

New Concept
English

for Senior Secondary Schools

Teacher's Guide



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A About the book

The **New Concept English for Senior Secondary Schools Book 3** 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 SSS 3

- 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 examinations syllabuses.
- iii) The vocabulary sections are enhanced with curriculum tailored expressions, word inference, idioms and registers of technical words.
- iv) NCE 3 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 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, logicity, 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 '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 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 tackle 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 to save class time for interactive activities.
- 8 Allowing learners to work at their own pace.
- 9 Allowing students 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 in the development of the writing skill. Students need to practise how to plan or write outlines for compositions. By giving them writing exercises for homework, the skills of planning 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 assessment to students on a regular basis, possibly after each lesson taught. However, it should be positively motivating by being fair on the students. How? Teachers should not

make it two 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 assessment 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 present 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.

Chapter 2

Reading comprehension

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 judgments 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 exercises 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, in 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 registers 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).

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 given on them.

Unit
1

Crude oil tankers

Oral English: Intonation: Falling tone (p. 1)

- 1 Define and give examples of 'intonation'.
- 2 Let the students read the textbook examples using the proper intonation.
- 3 Explain the uses of the falling tone to students.
- 4 Let the students give their own examples on the uses of the falling tone.

Exercise 1 (p. 2)

- 1 Let the students do this in class.
- 2 The teacher should ensure that students do not copy the textbook examples.
- 3 Ensure that students do not write incomplete sentences.

Exercise 2 (p. 2)

- 1 The teacher should demonstrate this in class before the students do the exercise.
- 2 a) Tone 1
 - b) i) To make a statement of fact
 - ii) To make a command
 - iii) To make exclamations

Exercise 3 (p. 2)

Nos. 2, 4, 6, 7, 9 and 10.

Reading comprehension: Crude oil tankers (pp. 2-3)

- 1 Read the passage aloud to the students.
- 2 Select the students randomly to read the passage to the entire class.
- 3 Ensure that they understand the passage, and then, let them read it again on their own.
- 4 Tell the students to attempt the questions on page 3 of their textbooks.

Answers

- a) They are economical.
- b) i) They cannot be easily manoeuvred.
 - ii) They can pollute the seas if badly managed.
- c) i) They dump large amounts of oil into the seas every year.
 - ii) Ships can cause pollution to the seas through collisions or accidents.

- d) That man is destroying the environment.
- e) Paradox
- f)
 - i) Noun phrase
 - ii) Subject of the verb 'is'
- g)
 - i) massive, huge, gigantic
 - ii) breathtaking, splendid, amazing
 - iii) intimidating, scary, frightening
 - iv) remains, remainder, deposit
 - v) trespasser, miscreant, offender

Reflect and discuss (pp. 3-4)

- 1 Let the students work in groups or in pairs to discuss the issues.
- 2 Instruct them to write out their points in their exercise books.
- 3 Each pair or group can read out its points to the class.
- 4 Other groups can critique the points of other groups.

Drawing conclusions (p. 4)

- 1 F 2 F 3 F 4 F 5 F

Summary questions (p. 4)

Answers

- a) The reasons why tankers are useful for transporting crude oil are:
 - i) They can carry very large volumes of oil.
 - ii) They have proved to be an economical method of transporting oil.
 - iii) Tankers are very strong.
- b) The tankers' frightening size and weight work against them.
- c) The reasons given by the writer for tanker collisions are:
 - i) Tankers cannot be easily stopped in motion because of their great size.
 - ii) Tankers cannot be easily manoeuvred or turned to avoid danger.

Vocabulary : Culture, institutions and ceremonies (p. 4)

Exercise 1 (p. 5)

Teach students how to solve the crossword puzzle by locating four words out of the 25 words provided.

Exercise 2 (p. 5)

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

Exercise 3 (p. 6)

Ask the students to mention the major festivals in their areas or states, e.g. New Yam festival, Osun-Osogbo festival, Eyo Masquerade festival.

Exercise 4 (p. 6)

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

Grammar: Nouns (p. 6)

Revise the classes of nouns with students and ensure that every student provides an example of specific nouns.

Exercise 2 (p. 9)

- | | | | |
|----|--------------------|----|---|
| 1 | B | 2 | B |
| 3 | C (Br E), A (Am E) | 4 | A |
| 5 | B | 6 | C |
| 7 | A | 8 | C |
| 9 | C | 10 | B |
| 11 | C | 12 | C |
| 13 | A | 14 | A |
| 15 | C | 16 | C |
| 17 | C | 18 | B |
| 19 | A | 20 | B |

Writing: Expository essays (p. 10)

- 1 Explain and give examples of the six major types of expository essays to the students (pp. 10-11).
- 2 Before students attempt Exercise 2 (p. 11), direct them to the diagram on page 12 and explain the strategies for writing an expository essay.

Unit 2

Fraudulent drivers and toll-collectors

Oral English: Rising tone (p. 13)

- 1 Explain and illustrate the uses of the rising tone.
- 2 Instruct the students to give their own examples orally in class.
- 3 Lead students in sentence drill in class.

Exercise 1 (p. 14)

The teacher should show the students examples in class before they attempt the questions.

Exercise 2 (p. 14)

Nos. 3, 5, 6, 7, 9, 10.

Reading comprehension: Fraudulent drivers and toll-collectors (pp. 14-15)

- 1 Read the passage aloud to students.
- 2 Explain unfamiliar concepts or words in the passage.
- 3 Let the students read the passage again silently.
- 4 Guide the students in answering the questions.

Answers

- a) A commercial bus driver paid half of the toll without collecting a ticket – a case of corruption. This is because the toll collector does not pay the collection into the government purse used to maintain roads.
- b) The writer was not surprised because it seemed the action of the driver was the normal practice.
- c) He was angry.
- d) Because he was affected the most.
- e) That little corrupt actions have serious repercussions for a country's development.
- f)
 - i) Adverbial clause (of time)
 - ii) Modifies the verb 'slipped'.
- g) It means that the driver cannot expect that roads should be maintained if drivers like him defraud the government of tolls needed for road maintenance.
- h)
 - i) results, repercussions, after effects
 - ii) moaning, howling, complaining
 - iii) slid, dropped, slotted
 - iv) deceitful, dishonest, bogus
 - v) reply, response, answer

Reflect and discuss (p. 16)

Lead the students in a discussion of the passage in class, and ensure that every student participates by selecting them randomly to answer the questions.

Drawing conclusions (p. 16)

1 T 2 T 3 T 4 T 5 F

Vocabulary: Culture, institutions and ceremonies (p. 16)

Exercise 1 (p. 16)

The teacher should guide the students in this exercise. Explain to the students the effect of context on the meaning of words and sentence usage.

Exercise 2 (p. 16)

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

Grammar: Noun phrases (p. 17)

- 1 Define and exemplify a noun phrase.
- 2 Ask the students to give examples of noun phrases.
- 3 Explain the functions of noun phrases, using numerous sentence examples.

Exercise 1 (pp. 17-18)

- 1 Object of the preposition 'to'
- 2 Subject of the verb 'was'
- 3 Subject complement
- 4 Appositive
- 5 Object of the preposition 'in'
- 6 Subject of the verb phrase 'were installed'
- 7 Subject complement
- 8 Subject of the verb phrase 'has travelled'
- 9 Appositive
- 10 Object of the verb 'assisted'

Articles (p. 18) – The teacher should use several sentence examples to explain the functions of the articles.

Exercise (p.19) – Direct the students' attention to page 18. Have them study the uses of '*the*' before attempting Exercise 2.

Exercise 3 (p. 20)

- | | | | |
|---|-----|----|-----|
| 1 | a | 2 | the |
| 3 | the | 4 | a |
| 5 | an | 6 | an |
| 7 | a | 8 | the |
| 9 | the | 10 | an |

Exercise 4 (pp. 21-22)

- | | | | |
|----|---|----|---|
| 1 | c | 2 | b |
| 3 | c | 4 | a |
| 5 | a | 6 | b |
| 7 | b | 8 | c |
| 9 | c | 10 | b |
| 11 | a | 12 | b |
| 13 | b | 14 | a |
| 15 | c | | |

Exercise 5 (p. 22)

- | | | | |
|---|---|---|---|
| 1 | b | 2 | b |
| 3 | b | 4 | a |
| 5 | c | 6 | c |
| 7 | b | 8 | a |

Writing: Expository essays (p. 22)

- 1 Remind the students of the types of expository essay, and the strategies for writing an expository essay learned in the previous unit.
- 2 For reinforcement, ask the students questions on the previous lesson.
- 3 Read aloud the sample of expository essay, and explain its relevant features to students.
- 4 Arrange the students into groups of two. Let them brainstorm on how they would spend their next holiday.
- 5 Encourage them to put down their ideas into an essay and submit for assessment.

Unit 3

Street trading

Oral English: Consonant clusters (p. 25)

- 1 The teacher should revise syllable structure with students.
- 2 Explain and provide several examples of consonant clusters.
- 3 Have them study the formula provided on page 25 ($C^{0-3} V (C^{0-4})$), and let them work in groups to come up with as many words with clusters as possible.

Exercise 1 (p. 26)

- 1 camps - CVCCC
- 2 pinched - VCCC
- 3 asked - VCCC
- 4 squeeze - CCCVC
- 5 splash - CCCVC
- 6 stripe - CCCVC
- 7 eh - V
- 8 psalm - CVC
- 9 empty - VCCV
- 10 castle - CVCC
- 11 often - VCCC
- 12 listen - CVCC
- 13 spice - CCVC
- 14 shift - CVCC
- 15 masks - CVCCC
- 16 gnat - CVC
- 17 knit - CVC
- 18 talk - CVC
- 19 wrestle - CVCC
- 20 hour - V

Exercise 2 (p. 26)

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

Reading comprehension: Street trading (p. 27)

- 1 Select students to take turns in reading the passage aloud in class.

- 2 Correct any mispronunciation noticed as they read the passage.
- 3 Read the passage again and discuss the content in class with the active participation of students.
- 4 Ensure that the students read the passage silently before attempting the questions.

Answers

- a) They believe Lagos offers many more opportunities than the village.
- b) They are faced with difficulties in surviving, and of being sacked from their employment, and eventually take to street trading leading to arrest and prosecution.
- c) They are either fined or imprisoned.
- d) The government has failed to provide employment and social security for the unemployed.
- e) Breadwinners or gainfully employed people and migrants from villages.
- f) Personification
- g)
 - i) Adjective / relative clause
 - ii) Modifies the noun 'traders' or the noun phrase 'some street traders'
- h)
 - i) blood relations, close relatives, partners
 - ii) infinite, limitless, unending
 - iii) difficult, hard, taxing
 - iv) agonising, severe, painful
 - v) plan, formulate, work out
 - vi) seized, impounded, taken away
 - vii) different, contradictory, conflicting

Reflect and discuss (p. 28)

- 1 The teacher should involve students in the discussion of the passage.
- 2 Ensure students' participation in the discussion by randomly selecting them to answer the questions.

Drawing conclusions (p. 28)

- 1 T 2 T 3 T 4 T 5 F

Summary (pp. 28-29)

- a) The writer's reasons for choosing to be a teacher are:
 - i) He loved children a lot.
 - ii) The writer wanted to be admired and respected as a knowledgeable person.
 - iii) He wanted to influence other people's views through dispensing knowledge to them.
- b) The recent negative developments which worry the writer are:
 - i) Pupils confront their teachers.
 - ii) Parents antagonise or threaten teachers.
 - iii) Teachers are held responsible for the failure of their pupils in examinations.

Vocabulary: Motor vehicles (p. 29)

Exercise 1 (p. 30)

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

Exercise 2 (pp. 30-31)

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

Exercise 3 (p. 31)

- 1 fail to function properly
- 2 make fuel tank full
- 3 a collision involving a moving vehicle
- 4 go backward
- 5 turn away from direct course
- 6 manoeuvre in a particular way
- 7 to move increasingly quickly
- 8 stop and leave vehicle
- 9 to catch up with and pass
- 10 increase in rate or speed

Grammar: Pronouns (p. 31)

- 1 Revise pronouns with students.
- 2 Use several examples in explaining the types of pronouns. Encourage the students to form sentences with pronouns in class.

Exercise 3 (p. 33)

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

Writing: Argumentative essays (p. 34)

- 1 Revise the elements of the argumentative essay learnt in NCE Books 1 and 2 (SSS).
- 2 Give examples of the argumentative essay.
- 3 Explain the writing strategies outlined on pages 35-36 and tell the students to practise Exercise 2.

Literature: Expressing comparison (p. 36)

- 1 Define and give several examples of metaphors.
- 2 Students should generate sentence examples of metaphors on their own.
- 3 Teach them how to identify and distinguish between metaphors and similes.
- 4 Teach the students how to make metaphors with a verb, a noun, or an adjective. This should be demonstrated in class.
- 5 Students should be able to turn similes to metaphors. This should be demonstrated in class.
- 6 Explain personification to students. In pairs, let them create sentences in which the given structures or noun phrases are personified.

Unit 4

Childhood experiences

Oral English: Consonant clusters (p. 39)

- 1 Briefly revise consonant clusters taught in the previous unit.
- 2 The teacher should dwell on two-consonant clusters at the initial position. Give several examples from the textbook.
- 3 Explain and provide several examples of three-consonant clusters at the initial position.
- 4 Get the students to imitate you as you pronounce each word in the word drill.
- 5 Encourage the students to act out the dialogue on page 40, in pairs. Tell them to pay particular attention to words with consonant clusters.

Exercise 1 (p. 40)

- | | | | | | |
|----|---------------------|----|----------------------|----|---------------------|
| 1 | <u>socks</u> | 2 | <u>touched</u> | 3 | <u>bags</u> |
| 4 | <u>par<u>k</u>s</u> | 5 | <u>ma<u>s</u>k</u> | 6 | <u>ba<u>r</u>ks</u> |
| 7 | <u>bu<u>m</u>p</u> | 8 | <u>pa<u>n</u>t</u> | 9 | <u>ju<u>m</u>p</u> |
| 10 | <u>fi<u>e</u>ld</u> | 11 | <u>sh<u>r</u>ink</u> | 12 | <u>pl<u>u</u>mp</u> |
| 13 | <u>st<u>i</u>nk</u> | 14 | <u>pl<u>a</u>ns</u> | 15 | <u>da<u>m</u>p</u> |
| 16 | <u>da<u>m</u>p</u> | 17 | <u>sh<u>i</u>ft</u> | 18 | <u>ca<u>s</u>t</u> |
| 19 | <u>la<u>s</u>t</u> | 20 | <u>li<u>s</u>t</u> | | |

Reading comprehension: Childhood experiences (p. 40)

- 1 Read the passage aloud to the students.
- 2 Then, let the students read the entire passage silently on their own. This is because some students benefit from personal reading.
- 3 Select some students to read the passage aloud to the entire class.
- 4 Ensure that they understand the passage before attempting the questions.

Answers

- a) The writer was afraid of stepping out into any open space long after the incident had happened to him.
- b) When the associations made are the right ones.
- c) He felt that the sky could fall on him.
- d) They abandoned their work to attend to him but felt relieved after the writer was revived.
- e)
 - i) Adverb phrase
 - ii) Modifies the verb phrase 'dreaded stepping out'
- f) Personification
- g) It means everybody is talking about his father's house out of excitement or interest.

- h) i) last, persist, remain
 ii) eager, enthusiastic, thrilled
 iii) directly, head-on, straight
 iv) connected, related, linked
 v) assumed, supposed, took for granted
 vi) scarce, occasional, uncommon

Reflect and discuss (p. 41)

Discuss the questions with students in class or arrange the students in groups for the discussion.

Drawing conclusions (p. 41-42)

- 1 T 2 F 3 T 4 F 5 F

Vocabulary: Travelling (p. 42)

- 1 Explain vocabulary items with suitable examples.
 2 Use local examples to illustrate vocabulary items.

Exercise 1 (p. 42-43)

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

Exercise 2 (p. 43)

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

Grammar: Pronouns (p. 44)

- 1 Revise pronouns briefly with the students.
 2 Teach the students indefinite pronoun. Provide several examples for better understanding of the topic.
 3 Dwell on interrogative, reflexive, and intensive pronouns. Give the students sentence examples.
 4 Tell the students to use all the pronouns taught in sentence structures orally.

Exercise (pp. 44-45)

- 1 b 2 c 3 a 4 c 5 c

Exercise (p. 45)

- 1 themselves 2 himself
 3 ourselves 4 himself
 5 herself 6 myself
 7 itself 8 yourselves
 9 herself 10 himself

Exercise (p. 46)

- 1 one another's
- 2 each other
- 3 each other's
- 4 one another
- 5 each other

Exercise (p. 47)

- | | | | |
|---|-------|----|-------|
| 1 | which | 2 | which |
| 3 | whose | 4 | which |
| 5 | whose | 6 | that |
| 7 | whose | 8 | who |
| 9 | that | 10 | where |

Writing: Argumentative essays (p. 47)

- 1 The teacher should briefly revise what was taught on the argumentative essay in the last unit.
- 2 Tell the students the requirements for a good argumentative essay. See textbook (pp. 47-48).
- 3 The teacher should differentiate between inductive and deductive types of reasoning.
- 4 The teacher should explain the term *fallacy* to the students.

Listening comprehension (p. 48)

Answers

- 1 Women and young girls
- 2 Childbirth complications, abortion, prostitution, poverty, and maternal mortality
- 3 Institute for Health Metrics and Evaluation (IHME) and UNFPA
- 4 They are not adequately equipped.
- 5 Because of geographical, financial and cultural barriers.
- 6 The ratio is 7 : 3
- 7 48% in urban areas
52% in rural areas
- 8 600,000
- 9 Vesico-vaginal fistula
HIV
Prostitution
Poverty
Death
Long-term disability
Illiteracy
Child abuse

Unit 5

Nightfall in Soweto

Oral English: Consonant clusters (p. 49)

- 1 The teacher should revise lessons taught in the previous unit on consonant clusters.
- 2 The teacher should dwell on three-consonant clusters at the final position by providing examples of transcribed words.
- 3 Engage the students in a word drill. Let the students imitate you as you pronounce each word.
- 4 Instruct the students to give their own examples of words with three-consonant clusters at the final position.
- 5 Ask the students to act out the dialogue in class.

Exercise 2 (p. 50)

- | | | | |
|----|--------------------------|---|-------------------------|
| 2 | to <u>asts</u> /sts/ | 3 | ask <u>s</u> /sks/ |
| 4 | lam <u>ps</u> /mps/ | 5 | at <u>tempt</u> /mpt/ |
| 6 | scri <u>pts</u> /pts/ | 7 | plun <u>ged</u> /ndʒd/ |
| 8 | crun <u>ched</u> /ntʃt/ | 9 | quen <u>ched</u> /ntʃt/ |
| 10 | perfe <u>ction</u> /kʃn/ | | |

Exercise 3 (p. 50)

- | | | | |
|---|---------------------|----|------------------------|
| 1 | Thousands | 2 | twelfth |
| 3 | in-text, quotations | 4 | launched |
| 5 | cleansed | 6 | temple |
| 7 | milked | 8 | helped |
| 9 | trunks | 10 | seconds, facts, points |

Reading comprehension: Nightfall in Soweto (pp. 60-61)

- 1 The teacher should discuss the essence of reading to summarise the main points of a passage with the students.
- 2 List and explain the important steps needed to write an outline of a passage as mentioned in the textbook (p. 50).
- 3 Call on the students to read the poem aloud.
- 4 Ensure that they understand the poem before attempting the questions.

Answers

- a) Nightfall
- b) He is afraid of the evils of the night/ evils done at night by man.

- c) He believes man is bestial.
- d) He is not very comfortable because there is no ventilation (his house is like a matchbox).
- e) That there should be daytime forever.
- f)
 - i) Simile
 - ii) Because the comparison uses the word 'like'
- g)
 - i) Adverbial clause (of place)
 - ii) Modifies the verb 'safe'.
- h)
 - i) lying in wait for, prowling, waiting
 - ii) suffer, fail, weaken
 - iii) animal, brute, monster
 - iv) victim, target, game
 - v) haven, sanctuary, shelter
 - vi) fatal, deadly, lethal

Reflect and discuss (p. 52)

- 1 Discuss the issues involved with nightfall with students.
- 2 Ensure that most students contribute orally to the discussions.
- 3 Use it as an opportunity to assess the students' grammatical and pronunciation competence.

Drawing conclusions (p. 52)

- 1 F 2 T 3 F 4 F 5 F

Vocabulary: Government (p. 52)

Exercise 1 (p. 52)

- 1 The teacher should use this exercise as students' homework.
- 2 Instruct the students to use the Internet or a very good dictionary to find out the meaning of each word.

Exercise 2 (pp. 52-53)

- 1 confederation: A group of loosely allied states.
- 2 monarchy: Having a hereditary chief of state.
- 3 oligarchy: Government by the few.
- 4 despotism: The ruler has unlimited power.
- 5 fascism: Exalts a nation and often race above the individual.
- 6 patriarchy: A system in which men dominate.
- 7 republic: Political system with elected representatives.
- 8 socialism: There is no private property; only communal ownership.
- 9 theocracy: Government by God or by priests.
- 10 plutocracy: Government by the wealthy.

Exercise 3 (p. 53)

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

Grammar: Verbs (p. 54)

Exercise 4 (p. 55)

- | | | | |
|---|-------------|----|--------------|
| 1 | read | 2 | does not sit |
| 3 | increases | 4 | come |
| 5 | laugh | 6 | looks |
| 7 | do not suit | 8 | needs |
| 9 | go | 10 | sounds |

Exercise 5 (p. 56)

- | | | | |
|---|------------|----|--------|
| 1 | played | 2 | Did |
| 3 | heard | 4 | lay |
| 5 | understood | 6 | had |
| 7 | put | 8 | forgot |
| 9 | were | 10 | bit |

Writing: Argumentative essays (p. 57)

- 1 Discuss the visual representation of the argumentative essay in the Students' Book (p. 58).
- 2 Allow the students to ask questions.
- 3 Teach the students the essence of editing and proofreading. You could give them a sample text to edit or proofread.
- 4 Divide the students into groups. Let them choose an argumentative topic and let each group discuss the topic and the strategies it will adopt in developing the argument.
- 5 Let the students write an argumentative essay on two topics of their choice as homework.

Unit 6

True friendship

Oral English: Consonant clusters (p. 59)

- 1 Revise what was taught on three-consonant clusters in the last unit.
- 2 Dwell extensively on four-consonant clusters at the final position, using copious examples.
- 3 Transcribe examples used on the board.
- 4 Let the students give their own examples in class.
- 5 In pairs, let the students act out the dialogue. Tell them to pay attention to the cluster of four consonants occurring in the final position.

Reading comprehension: True friendship (pp. 60-61)

Answers

- a) Because the human heart is designed to love – to give and receive affection.
- b) Because if you do not give love, don't expect to receive one.
- c)
 - i) They make friends because of what they can get.
 - ii) They abandon their friends when things go bad.
- d) He learnt that a true friend stands by you when you are in a very difficult situation.
- e) Through the dirty tricks of bad friends.
- f)
 - i) Metaphor
 - ii) It means a state of confusion or disorder.
- g)
 - i) Adjective/relative clause
 - ii) Modifies the noun 'spouse'
- h)
 - i) group, class, set
 - ii) sincerely, honestly, truly
 - iii) relief, help, comfort
 - iv) entice, tempt, attract
 - v) dishonourable, disgraceful, shameful

Reflect and discuss (pp. 61)

- 1 Discuss the issues involved with the students in class.
- 2 Let each student participate in the discussion.

Drawing conclusions (p. 61)

- 1 T 2 T 3 T 4 T 5 T

Summary (pp. 61-62)

The reasons why it is improper for universities to conduct post-UME tests are:

- 1 The Joint Admission and Matriculation Board (JAMB) is the only body empowered to conduct matriculation examinations into universities.
- 2 JAMB has a panel of examiners, invigilators, and other committees that oversee matriculation examinations.
- 3 Universities are well represented in JAMB.
- 4 Laws establishing universities only empower them to conduct examinations for courses that they offer.
- 5 Universities charge fees for the Post-UME tests.
- 6 Post-UME tests clearly violate the JAMB Act.

Vocabulary: Administration (p. 62)

Exercise 1 (p. 63)

This could be done in class or as homework.

Exercise 2 (p. 64)

- | | | | |
|---|------------------------|----|------------------------|
| 1 | power, influence | 2 | ministerial, executive |
| 3 | accountability, duty | 4 | proficient, knowledge |
| 5 | laxity, abandonment | 6 | comportment, handling |
| 7 | conforming, matching | 8 | stable, perpetual |
| 9 | elevation, advancement | 10 | pledge, vow |

Exercise 3 (pp. 64-65)

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

Grammar: Verb phrases (p. 65)

Exercise (pp. 67-68)

- | | | | |
|---|-------------|----|-------------------|
| 1 | called | 2 | were not standing |
| 3 | has won | 4 | has approached |
| 5 | has broken | 6 | have bought |
| 7 | were eating | 8 | wrote |
| 9 | is coming | 10 | saw |

Exercise 1 (p. 68)

- | | | | |
|---|-------------|---|----------|
| 1 | will | 2 | will |
| 3 | will | 4 | going to |
| 5 | is going to | | |

Writing: Argumentative essays (p. 70)

- 1 Revise the lessons taught on the argumentative essay in the previous unit.
- 2 Ask the students questions to refresh their memory.
- 3 Read out the sample essay and explain its features.
- 4 Go through the Group work with students.

Literature: Proverbs (p. 71)

- 1 Explain the essence of proverbs to the students.
- 2 Give the students several examples of proverbs and their meanings.
- 3 Let the students give their own examples and explain their meanings.
- 4 Do the exercises together in class.
- 5 Let the students complete the proverbs and also provide their meanings.

Unit 7

Make hay while the sun shines

Oral English: Problematic vowel sounds /æ/ and /ɜː/ (p.74)

- 1 Explain to the students why the vowel sounds /æ/ and /ɜː/ are problematic sounds — they do not exist in most Nigerian languages.
- 2 Pronounce each sound one at a time and let the students imitate you.
- 3 Describe the sounds to the students with adequate examples of their spelling manifestations.
- 4 Engage the students in word drill/sentence drill. Sound out each word and let the students imitate you.
- 5 Let the students practise the drills on their own.
- 6 Draw contrasts between /æ/ and /ɜː/ sounds with word examples pronounced and transcribed.
- 7 Call on the students to give their own examples of the vowel sounds.
- 8 Have the students act out the dialogue. Let them pay attention to words with /æ/ and /ɜː/ sounds.

Exercise 2 (p. 76)

- | | | | |
|--------|---------|--------|---------|
| 1 /ɜː/ | 2 /æ/ | 3 /ɜː/ | 4 /æ/ |
| 5 /ɜ/ | 6 /æ/ | 7 /ɜː/ | 8 /æ/ |
| 9 /ɜː/ | 10 /ɜː/ | 11 /æ/ | 12 /æ/ |
| 13 /æ/ | 14 /ɜː/ | 15 /æ/ | 16 /ɜː/ |
| 17 /æ/ | 18 /ɜː/ | 19 /æ/ | 20 /ɜː/ |

Reading comprehension: Make hay while the sun shines (pp. 76-77)

- 1 Tell the students to read the passage aloud, and then silently on their own.
- 2 Ask them some questions orally on the passage.
- 3 Explain unfamiliar terms or words.

Answers

- a) It is better to prepare for something before the D-day.
- b) i) Students skip lessons.
ii) They hardly make notes.
- c) i) Some students do not have seats to sit on in class.
ii) Some students sneak in and out of class.
- d) i) They pray that there should be more time for the exam or it should be postponed indefinitely.
ii) They steal their classmates' notes and read in hiding.

- e) i) Adjective/Relative clause
- ii) Modifies the noun 'students'.
- f) i) Personification
- ii) The exam date is fast approaching.
- g) i) rational, logical, effective
- ii) avoid, miss, omit
- iii) bad, undesirable, harmful
- iv) delayed, put off, shelved
- v) prove, reveal, show
- vi) industrious, hard-working, energetic

Reflect and discuss (p.77)

Discuss the questions with the students in class and ensure that each student participates in the discussion.

Drawing conclusions (p. 77)

- 1 F 2 F 3 T 4 F 5 T

Vocabulary: Law and order (p. 77)

Exercise 1 (p.78)

Some parts of the exercise can be done orally in class to test the students' spoken proficiency in sentence structure.

Exercise 2 (p. 78)

Same as in Exercise 1 (p.78)

Exercise 3 (p. 79)

- 1 C 2 E 3 E 4 B 5 D 6 E
 7 C 8 A 9 E 10 D 11 B 12 D

Exercise 4 (pp. 79-80)

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

Grammar: Modal auxiliary verbs (p. 80)

- 1 Revise modal auxiliary verbs with examples.
- 2 Ask the students to mention the modal auxiliary verbs they know.
- 3 Tell them to use three verbs in sentences.

Exercise 1 (p. 80)

- 1 I could not see you.

- 2 You could not go out.
- 3 The lady could not open the safe.
- 4 Could you fix the antenna on the roof?
- 5 Odion couldn't wear my flip-flops.

Exercise 2 (p. 81)

could — can — could — could — can

Exercise 3 (p. 81)

- | | | | | | | | |
|---|-------|---|-------|---|-------|---|-------|
| 1 | Would | 2 | would | 3 | will | 4 | would |
| 5 | would | 6 | will | 7 | would | 8 | would |
| 9 | Will | | | | | | |

Exercise 4 (pp. 82-83)

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

Writing: Argumentative essays (p. 84)

- 1 Revise previous lessons on argumentative essays.
- 2 Divide the students into groups and let each group choose a debatable topic. Let there be supporting and opposing groups.
- 3 Remind the students of the rules for writing essays generally.
- 4 Guide the students to do a project on argumentative essay.

Listening comprehension (p. 85)

Read the passage twice to the students. Let there be silence in the class. Tell the students to write the main points of the passage in their exercise books.

Answers

- 1 The northern part.
- 2 People expect some progress and a turnaround from violence and fear.
- 3 Kidnapping, armed robbery attacks, stray bullets.
- 4 Irony.
- 5 Motorcyclists.
- 6 The almajiris and the physically challenged.
- 7 Post-election violence.
- 8 He wishes that rain should fall to stop the drought.
- 9 They should dialogue with the losers.
- 10 'No pronouncements yet on how to achieve integrity in the supply of electricity or how to handle the touted 9.5 million almajiris in the North, or even dependable assurance on how to achieve sustainable internal security.'

Unit 8

The lizard

Oral English: Problematic vowel sounds /ɒ/ and /ʌ/ (p. 86)

- 1 Pronounce the sounds one after the other and then, let the students imitate you as you pronounce them again.
- 2 Show them how the mouth, lips and tongue change positions when pronouncing each sound.
- 3 Show them how the sounds can be spelt in a number of different ways.
- 4 Make contrasts between the two sounds through transcribed word examples.
- 5 Read the sentences under 'Listening practice' aloud to the students. Have them pay attention to the words with the /ɒ/ and /ʌ/ sounds.
- 6 In pairs, let the students write a dialogue using words containing the /ɒ/ or /ʌ/ sounds. Let the students act it out in front of the class.

Exercise 1 (p. 87)

One, luckiest, customers, enough, London, dozen, rough, tough, sun, much, trouble, runs, courage, Sunday, one, month, sudden, country, enough, love, mother, uncles.

Exercise 2 (p. 87)

Students could do this exercise as homework.

Reading comprehension (p. 88)

- 1 Read the passage and then have the students repeat it after you.
- 2 Ask them to read the passage again silently and identify the main ideas.

Answers

- a) He wondered why the lizard and the snake belong to the same class.
- b) i) Lizards don't bite.
ii) Lizards are not poisonous.
- c) i) They reduce the number of pests in the home by feeding on ants.
ii) They reduce the dirt in the environment by eating crumbs.
- d) i) People raise the alarm.
ii) Men go for sticks and women run away.
- e) i) Metaphor
ii) Make a difficult subject easy to understand.
- f) i) Adverbial clause
ii) Modifies the verb 'see'
- g) i) worrying, troubling, disturbing

- ii) morsels, tidbits, fragments
- iii) surroundings, ecosystem, earth
- iv) provokes, prompts, causes
- v) poisonous, deadly, toxic
- vi) pondering on, reflecting on, thinking over

Reflect and discuss (p. 89)

- 1 The teacher should lead the students in a discussion of the passage.
- 2 Ensure the entire students' participation by randomly selecting them to answer the questions.

Drawing conclusions (p. 89)

- 1 T 2 F 3 T 4 T 5 T

Vocabulary: Social order (pp. 89-90)

Exercise 2 (pp. 90-91)

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

Grammar: Modal auxiliary verbs (p. 91)

Exercise (p. 92)

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

Writing: Formal letters (p. 93)

- 1 Explain the uses of formal letters.
- 2 Give numerous examples of formal letters.
- 3 Call on the students to give their own examples.
- 4 Explain the format of formal letters to students.
- 5 Draw their attention to technical details such as grammar and mechanical accuracy.
- 6 Ensure that the students understand clearly the format of a formal letter by asking them to write some parts of the letter in class, e.g. address, salutation, heading and subscription or complimentary close.

Exercise 1 (p. 96)

- 1 T 2 F 3 F

Unit 9

Can Eagles fly again?

Oral English: Problematic consonants sounds /θ/ and /ð/ (p. 97)

- 1 Get the students to imitate you as you pronounce each sound repeatedly.
- 2 Have them pay attention to the shape and position of your mouth, lips and tongue as you pronounce the sounds.
- 3 The teacher should make sound contrasts by using transcribed examples and minimal pairs (e.g. tin-thin, tank-thank).
- 4 The teacher should dwell on the initial and final positions of the sounds in words.
- 5 The teacher should lead the students in listening practice. Have them imitate you as you read each sentence.

Exercise II (p. 99)

- b) truth, that, their, father
- c) father, the
- d) health, breath
- e) that, thorn, brother
- f) mother
- g) weather
- h) path, that
- i) tooth, childbirth
- j) their, method, rather

Multiple-choice questions (p. 99-100)

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

Reading comprehension: Can Eagles fly again? (pp. 100-101)

Answers

- a) Total reform of football administration.
- b) Osaze was bothered about the prophet's prediction while Yobo was disappointed that the officials misguided the team.
- c) The arguments were not genuine.
- d) i) Osaze was booed when he was substituted.
ii) The country has been demoralised by the bad performance of the team.
- e) i) Noun clause

- ii) Object of the verb phrase 'should know'.
- f) i) dispirited, disappointed, humiliated
- ii) misled, wrongly advised, deceived
- iii) ludicrous, absurd, unreasonable
- iv) enthusiasm, delight, anticipation
- v) replaced with, used instead, exchanged
- vi) team mates, partners, fellows
- vii) error, gaffe, faux pas

Reflect and discuss (p. 101)

- 1 The teacher should discuss the questions with the students.
- 2 Encourage individual participation in class.
- 3 Check and correct the students' spoken English.

Drawing conclusions (p. 101)

- 1 T 2 F 3 F 4 F 5 T

Summary (p. 102)

- i) Science pursues knowledge while technology creates systems suitable for people's needs.
- ii) Science uses experimentation as a tool while technology involves design, invention and production.
- iii) Science is based on theories while technology employs processes.

Vocabulary: Science and technology (pp. 102-103)

Exercise 1 (p. 103)

- 1 cartography: The science or art of making maps.
- 2 astronomy: The scientific study of the universe.
- 3 philosophy: All learning, exclusive of technical precepts and practical arts.
- 4 zoology: A branch of biology concerned with the classification and the properties and vital phenomena of animals.
- 5 botany: The study of plants.
- 6 biology: The science of life.
- 7 epistemology: The theory of the nature and grounds of knowledge with reference to its limits and validity.
- 8 geology: The study of rocks and minerals.
- 9 medicine: The science and art dealing with the maintenance of health and the prevention, alleviation or cure of diseases.
- 10 archaeology: The scientific study of material remains of past human life and activities.

Exercise 2 (pp. 103-104)

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

Exercise 3 (p. 104)

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

Exercise 4 (pp. 104-105)

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

Grammar: Active and passive sentences (p. 105)

- 1 Revise active and passive sentences with the students.
- 2 Let them give examples of active and passive sentences orally in class.
- 3 Call on the students to explain how to change sentences from active to passive voice.
- 2 Allow the students to do some of the exercises as class work and the rest as homework.

Exercise 3 (p. 106)

- 2 By next week, we will modify the kitchen.
- 3 The windows were shut by Betty.
- 4 The loud music was played by my neighbour.
- 5 Watermelons are what the girl likes.
- 6 The ceiling was painted by Uncle.
- 7 The anthem will be sung on Thursday.
- 8 The yard would have been swept by the boy.
- 9 The hall will soon be decorated by the students.
- 10 The debris will be cleared tomorrow by the workmen.
- 11 Our dustbin has been damaged by my neighbour's dog.
- 12 Has the letter been written to you?
- 13 Those plates could have been broken by Chinedu.
- 14 Will the gutters be cleared by Kamar tomorrow?
- 15 Joy was seen by us eating ice-cream.
- 16 The room would have been swept by Uche.

Exercise 4 (p. 107): Let the students do this on their own.

Exercise 5 (pp. 108-109)

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

Writing: Formal letters (p. 109)

- 1 Revise what was taught in the last unit.
- 2 Ask the students to read and point out the different components of the letter on page 109-110.
- 3 Tell the students to write their own application letters in response to an advertisement.

Literature: Overstating and understating ideas (pp. 110-111)

- 1 Explain hyperbole, litotes and euphemism to the students, using numerous examples.
- 2 Teach the students how to use the figures of speech correctly.
- 3 Ask them to provide their own examples of each figure of speech.

Exercises 1 and 2 (pp. 111-112)

Ensure that the students understand how to use each figure of speech before attempting the exercises in this section.

Unit 10

World War III

Oral English: Words with silent letters (p. 113)

- 1 Explain what silent letters are to the students. Tell them that they are letters that you can't hear when you sound out the word, but they are there when you write the word.
- 2 Sound out each word and let the students imitate you correctly.
- 3 Transcribe all the word / sentence examples on the board for better understanding of the concept.
- 4 Let the students provide other words that contain silent letters.
- 5 In pairs, have them write a paragraph that contain words bearing some silent letters. Guide them through this task.

Exercise (p. 113)

Let the students pronounce these words individually, and assess their level of proficiency.

Multiple-choice questions (p. 114)

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

Reading comprehension: World War III (pp. 114-118)

- 1 Define paraphrase.
- 2 Teach the students how to paraphrase. Demonstrate this on the board for them, using the short paragraphs from their textbooks.
- 3 Ensure that the students understand the concept and then, let them do a paraphrase exercise on their own.

Comprehension (pp. 114-116)

- a) The woman has experienced two global wars.
- b) The world had not learnt any lessons from the previous wars because the loss experienced by the participants of the World War I did not deter the participants of World War II from getting into war.
- c) The reason adduced was to make the world a safer place.
- d) World War III, Third World War, Global World War
- e)
 - i) Metaphor
 - ii) It means to ruin everywhere.

- f) i) Adverbial clause of manner
 ii) It modifies the verb "lead"
- g) i) take part, participate
 ii) control, command
 iii) certainly, unavoidably, expectedly
 iv) desires, wishes, dream
 v) approaching, imminent, immediate
 vi) allay, ease, relieve

Reflect and discuss (p. 116)

Teacher and students should discuss the issues raised in the questions.

Drawing conclusions (p. 116)

1 F 2 F 3 T 4 F 5 T

Summary question (p. 116)

- 1 Isreal may cause the next global armed conflict as it often strikes at Iranian forces.
- 2 Iran may cause the next global armed conflict if it chooses to restart its nuclear programme.
- 3 Turkey may cause the next global armed conflict as the government has aspirations for nuclear weapons and is often in conflict with the US.
- 4 India and Pakistan may cause the next global armed conflict as there have often been unrest and tensions in both countries.
- 5 The US and North Korea may cause the next global armed conflict as there been long standing tension between both countries.
- 6 The US and China may cause the next global armed conflict as a result of their bitter trade battle.

Vocabulary: Science and technology (p. 118)

Exercise 1 (p. 119)

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

Exercise 2 (pp. 119-120)

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

Grammar: Sequence of tenses (p. 120)

Exercise 1 (p. 121)

- 1 negotiates
- 2 have brought
- 3 has been praying
- 4 am working
- 5 have cleaned

Exercise 2 (p. 121)

- | | | |
|--------------------|-----------------|----------------------|
| 1 had been resting | 2 saw | 3 had been repairing |
| 4 was sitting | 5 were standing | |

Exercise 3 (pp. 123-124)

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

Exercise 4 (p. 124)

- | | | |
|---------------|---------------|--------------|
| 1 would | 2 will, win | 3 does, will |
| 4 were, would | 5 were, would | |

Writing: Formal letters (p. 125)

- 1 The teacher should revise and demonstrate the strategies for correct writing.
- 2 Guide the students on a letter writing project.

Listening comprehension (p. 126)

Read the passage to the students twice.

- 1 Yes, he believes.
- 2 Through a philosophic revolution
- 3 They asked everybody to return to the countryside and to nature.
- 4 Yes. He lived in a rural homestead.
- 5 Department of Economics
- 6 Because of the glory and magnificence of the city
- 7 A crisis of knowledge

Unit 11

The internet

Oral English: Words difficult to pronounce (p. 127)

- 1 The key thing here is for the students to be able to pronounce these words correctly. Hence, pronunciation practice should be highlighted. Do a lot of oral drills repeatedly.
- 2 Let the students pronounce the words, first in groups, and then individually in class.
- 3 Endeavour to transcribe all the words learnt. Let the students do some transcriptions on their own.
- 4 Tell the students to make a list of words they find difficult to pronounce in their exercise books. Encourage them to use a dictionary where necessary.
- 5 Lead the students in the sentence drill: the teacher says a sentence and the students repeat as a class.

Reading comprehension: The Internet (pp. 128-129)

- 1 Revise rules of paraphrase with the students.
- 2 Ask questions to refresh their memory.
- 3 Tell the students to read the passage aloud; then, have them read it again silently to themselves.

Answers

- a)
 - i) The Internet uses an electronic mailing system while the traditional means is by hand.
 - ii) People can send and receive email directly into their personal computer.
 - iii) The email is identified by a unique web address while the traditional system uses home or office address.
- b) The electronic mailing system is not as secure as the traditional system.
- c)
 - i) Both emails and traditional systems use addresses to identify the sender and the receiver.
- d) Both use electronic systems to send and receive messages.
- e) They can allow companies to place advertisements on users' sites or mailbox.
- f)
 - i) Noun phrase
 - ii) Subject of the verb 'allow'
- g)
 - i) alter, damage, interfere
 - ii) distinctive, exclusive, rare
 - iii) receiver, addressee, beneficiary
 - iv) labelled, described, defined
 - v) aim at, zero in on, focus on
 - vi) many, various, numerous

Reflect and discuss (p. 129)

- 1 Discuss the issues raised in the questions with the students.
- 2 Accommodate differing views or alternative opinions.
- 3 Assess the students' spoken English, especially in their pronunciation of words.

Drawing conclusions (pp. 129-130)

- 1 T 2 T 3 T 4 T 5 F

Summary (pp. 130-131)

- a) The advantages of introducing a child early to technology are:
 - i) Children will improve in their writing, reading and math skills.
 - ii) Children will learn faster and adapt to changes easily.
 - iii) Children will have great opportunities of becoming experts in technology.
- b) Technology can be beneficial to the school in the following ways:
 - i) Technology can decrease the rate of dropout in schools.
 - ii) Administrative or official processes in the school can be simplified through technology.
 - iii) Technology can help in the establishment of an efficient library system in a school.

Vocabulary: Information (pp. 131-132)

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

Grammar: Phrasal verbs (p. 132)

- 1 Define a phrase and then explain what a verb means to the students.
- 2 Describe and give numerous examples of phrasal verbs.
- 3 Tell the students that phrasal verbs have fixed meanings and may not necessarily correspond to the meaning of constituent words.
- 4 In groups, let the students use phrasal verbs in sentences verbally or in writing.

Exercise III (p. 135)

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

Writing: Technical/Scientific writing (pp. 137-138)

- 1 Itemise and explain the things that a writer should bear in mind when writing a technical/scientific report, e.g. accuracy, consistency, clarity and brevity.
- 2 Explain the writing tips to the students. Show them examples.
- 3 Show the students a sample of a scientific report. Read it to the whole class.
- 4 Let the students write a scientific report on an interesting topic, e.g. *How a computer works*.

Unit 12

Thought patterns of children

Oral English: The vowel sound /ə/ (schwa) (p. 139)

- 1 Pronounce the sound clearly, many times and ask the students to imitate each tone.
- 2 Pay attention to the students' articulation as this sound could easily be confused with the /e/ or /ʌ/ sound.
- 3 Give the students several examples of words containing this sound. Transcribe the words.
- 4 Mention to the students the different ways that this sound can be spelt.
- 5 Let the students pay attention to the initial, medial and final positions of this sound.
- 6 Ask them to write words of their own that contain the schwa sound at the initial, medial, and final positions. Show them written examples on the board.

Reading comprehension: Thought patterns of children (p. 141)

Answers

- a) It serves to introduce the reader to the subject-matter of the passage.
- b) From a study or a research report.
- c) That young children are already burdened with issues that adults should bother about like marriage, profession and the type of car they would own.
- d) Parents' marital experience affects children positively (if they are from happily married homes), or negatively (if they are from broken or polygamous homes).
- e) Children hardly bother about politics.
- f) The parents/environment.
- h)
 - i) disclosed, exposed, shown
 - ii) worried, frightened, alarmed
 - iii) bother, disturb, trouble
 - iv) wife, husband, partner
 - v) lowly, poor, underprivileged
 - vi) occupations, jobs, careers

Reflect and discuss (p. 142)

- 1 Discuss issues involved in class.
- 2 The students can also discuss in groups. Each group's representative can come to the front of the class to defend his/her group's position.

Drawing conclusions (p. 142)

- 1 T 2 F 3 T 4 F 5 T

Vocabulary: Idioms and idiomatic expressions (p. 142)

- 1 Define idioms and give copious examples.
- 2 Tell the students that idioms have fixed meaning which should be learnt.
- 3 Ask them to give examples of common idioms that they know.
- 4 Ask the students to explain the meaning of given idioms.
- 5 Tell the students that idioms have a fixed word order.

Exercise 1 (p. 143)

- 1 someone who can do many different types of work but not very skilled in any.
- 2 to bravely deal with a difficult problem.
- 3 to be born into a rich family.
- 4 to feel happy and satisfied, and believe there are no problems, when in fact this is not true.
- 5 a good satisfying meal.

Exercise 2 (p. 143)

- 1 people were not amused by his jokes.
- 2 to find hidden information by careful searching
- 3 to move around a place in a sad, slow way
- 4 to charge too much money for something
- 5 to go to the door with someone to say goodbye to them when they leave

Exercise I (p. 144)

Let the students do this on their own, using a good dictionary.

Exercise II (pp. 144-145)

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

Grammar: Tag questions (p. 145)

Exercise I (p. 145)

- | | |
|-----------------|-----------------|
| 1 won't you? | 2 did he? |
| 3 shouldn't we? | 4 didn't he? |
| 5 should it? | 6 haven't they? |
| 7 would we? | 8 aren't you? |
| 9 wouldn't they | 10 do I? |

Exercise II (p. 146)

- 1 Aisha is a nice girl
- 2 My friends will not come to the party
- 3 It's not yet time
- 4 We weren't expected at the occasion
- 5 The work hasn't been done
- 6 The students were punished
- 7 You are a member of the Boy Scouts
- 8 It is time to go
- 9 The children couldn't swim
- 10 It won't rain today

Writing: Scientific reports (pp. 146-147)

- 1 Read the scientific report (pp. 145-146) to the students and use it to explain how to write a scientific report.
- 2 Draw the students' attention to the main features of the report.
- 3 Let each student write his/her own scientific report on a particular experiment or scientific phenomenon.

Literature: Sound appeal in writing (p. 147)

- 1 Explain alliteration, assonance and onomatopoeia to the students. Give them several examples.
- 2 Let them know why these figures of speech are regarded as sound devices.
- 3 Let the students also give their own examples of each figure of speech.

Unit 13

Shattered dreams

Oral English: Dialogue (p. 149)

- 1 Impress on the students the essential role of dialogue in our day-to-day activities.
- 2 Use numerous examples to explain the tips for an effective dialogue.
- 3 Let the students practise reading the dialogue. In pairs, let them read the dialogue again and probably act it out in class.
- 4 Tell the students that good pronunciation and clarity of voice is essential for effective dialogue.
- 5 Instruct the students on the need to use polite language in dialogues.
- 6 Divide the students into groups of two and let them write a dialogue on politics or on any other interesting topical issue.

Reading comprehension: Shattered dreams (pp. 150-151)

- 1 Select one or two students to read the passage to the whole class.
- 2 Correct pronunciation errors, if any.
- 3 The teacher may read the passage again to the whole class.
- 4 Explain difficult words or concepts.

Answers

- a) Because he had been promoted above other people who had spent more years than him on the job.
- b) That Michael was recommended by the company to go abroad for a training course though he had only spent less than two years.
- c) They felt he was an interloper.
- d)
 - i) There would be nowhere to keep them.
 - ii) He would have to leave his flat.
- e) He had earlier sold most of his property in anticipation of the trip.
- f)
 - i) Adverbial clause
 - ii) Modifies the verb phrase 'is being arranged'
- h)
 - i) delighted, excited, ecstatic
 - ii) sent for, called upon, beckoned
 - iii) fear, anxiety, apprehension
 - iv) seriously, soberly, gravely
 - v) promptly, rapidly, immediately
 - vi) intruder, meddler, gatecrasher

Reflect and discuss (p. 151)

The teacher should lead the students in the discussions. Ensure the entire students' participation by randomly selecting them to answer the questions.

Drawing conclusions (p. 151)

1 F 2 F 3 F 4 T 5 F

Summary (pp. 151-152)

The uses of the different parts of the coconut tree are:

- i) The shell of the coconut can be used as cups, spoons and ladles.
- ii) The coconut tree wood is used to make building components.
- iii) Palm fronds are used as roofing materials.
- iv) The coconut husk is used to make household materials and mattresses.
- v) The coconut fruit serves as food and a flavour enhancer.

Vocabulary: British vs American spelling (pp. 152-153)

- 1 Tell the students that both British and American spellings are allowed in writing, but Nigeria is a British norm-dependent country. Hence, British spelling should be used mainly.
- 2 Give the students numerous examples.
- 3 Teach the students basic rules of changing British spellings to American spellings.

Exercise (p. 153)

- | | | | |
|---|-----------|----|---------------|
| 1 | armour | 2 | realise |
| 3 | synagogue | 4 | pyjamas |
| 5 | honour | 6 | encyclopaedia |
| 7 | aestrogen | 8 | sepulchre |
| 9 | paralyse | 10 | offence |

Grammar: Prepositions (p. 153)

Exercise I (pp. 153-154)

- 1 in
- 2 in
- 3 on
- 4 on
- 5 in

Exercise II (p. 154)

- | | | | |
|---|--------|---|--------|
| 1 | during | 2 | by |
| 3 | by | 4 | for |
| 5 | by | 6 | during |

- | | | | |
|---|-----|----|--------|
| 7 | for | 8 | during |
| 9 | for | 10 | until |

Exercise III (pp. 154-155)

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

Writing: Creative writing (p. 155)

- 1 Explain the various types of creative writing.
- 2 Demonstrate the strategies used in creative writing.
- 3 Divide the class into groups and guide them to do creative writing on a particular topic.

Literature: Expressing contrasts (p. 156)

- 1 Explain oxymoron, irony, antithesis, and sarcasm with copious examples.
- 2 Tell the students to give their own examples orally and in written form.

Exercise (p. 157)

- 1 mistake
- 2 dead
- 3 joke
- 4 invisible
- 5 luck

Exercise (p. 157)

- | | | | |
|---|----------|----|----------|
| 1 | oxymoron | 2 | sarcasm |
| 3 | irony | 4 | oxymoron |
| 5 | oxymoron | 6 | sarcasm |
| 7 | irony | 8 | oxymoron |
| 9 | sarcasm | 10 | irony |

Unit 14

Africa

Oral English: Persuasive speech (p. 158)

- 1 Dwell extensively on the role of tone, audience, length and rhythm in making persuasive speech effective.
- 2 Explain the guidelines for writing a persuasive speech.
- 3 Guide the students to write a speech.

Reading comprehension: Africa (p. 159-160)

- a) He feels proud of Africa.
- b) Africa is portrayed as a very hardworking person who is a slave and a victim of humiliation.
- c) He expects Africa to regenerate.
- d) Because he did not witness the problems Africans went through. He heard of these from his grandmother.
- e) The tone in lines 13–16 is angry while the tone in lines 2–4 is confident.
- f) Oxymoron
- g)
 - i) Adjective / relative clause
 - ii) Modifies the noun 'Africa'
- h)
 - i) combatants, soldiers, fighters
 - ii) collapses, fails, crashes
 - iii) disgrace, embarrassment, shame
 - iv) serious, sober, grim
 - v) powerful, resilient, tough
 - vi) tolerantly, uncomplainingly, reasonably
 - vii) obtain, get, secure

Reflect and discuss (p. 160)

The teacher and the students should discuss the issues involved in class. Individual or group participation is advised.

Drawing conclusions (pp. 160-161)

- 1 T 2 F 3 T 4 F 5 T

Summary (pp. 161-162)

- 1 The causes of unemployment in many African countries are:
 - a) There is economic depression in many African countries leading to a reduction in the workforce.

- b) There are more graduates than the number of jobs available.
- 2 The consequences of unemployment are:
 - a) It causes an increase in the level of poverty.
 - b) Unemployed people get involved in criminal activities.
- 3 The solutions to the problem of unemployment are:
 - a) The government should urgently create employment for job seekers.
 - b) Students should be trained to be self-employed.

Vocabulary: British vs American spelling (p. 162)

- 1 Revise the lessons taught in the previous unit.
- 2 Draw the students' attention to the various spelling changes in American and British English.
- 3 Give the students a lot of practice exercise.

Grammar: Prepositions (p. 163)

- 1 Revise the functions of prepositions and their functions with the students.
- 2 Ensure that each student is able to construct sentences with given prepositions in both oral and written forms.
- 3 The students should be able to use the correct prepositions with particular nouns.

Exercise I (p. 164)

- 1 over, about, between
- 2 of, on
- 3 in, of
- 4 for, of
- 5 of, on

Exercise II (p. 164)

- | | |
|-----------------|---------------|
| 1 to | 2 of |
| 3 of | 4 about |
| 5 of | 6 for, about |
| 7 by, at, about | 8 with, about |

Exercise III (pp. 164-165)

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

Writing: Creative writing (p. 165)

- 1 Revise lessons on creative writing taught in the previous unit.
- 2 Ask the students questions so as to refresh their memory.
- 3 Read the sample essay and make useful comments on the structure.
- 4 In groups, let the students discuss how to convert given ideas into explorable creative materials, e.g. an orphaned girl who passed through hell before she gained her position in society.
- 5 Discuss the rules for correct writing with the students.

Listening comprehension (p. 166)

- a)
 - i) Only beasts will tread the farm fields of England.
 - ii) Rings will not be used in animals noses.
 - iii) Animals will no longer be beaten.
- b) Pure water
- c) Sweet breeze
- d)
 - i) work like labourers
 - ii) work very hard
- e) Animals may die as a sacrifice for freedom.
- f) Cows, horses, geese and turkeys.
- g) The good news about things that will happen when tyrant man is overthrown.

Unit 15

A birthday to remember

Oral English: Toasts (p. 167)

- 1 Explain to the students the significance of making a toast in society.
- 2 Use several examples to explain the steps for making a toast. Use a specific occasion.
- 3 The teacher should demonstrate the making of a toast in class. The teacher could also invite a resource person within or outside the school to make a toast in class.
- 4 Divide the students into groups. Let each group make a toast in front of the class on a particular social event. Encourage them to act it out in class.
- 5 Ask the students to write a toast they will present at their best friend's birthday party.

Reading comprehension: A birthday to remember (pp. 168-169)

Answers

- a) They entered the house wearing friendly looks and they were well-dressed.
- b) There was no one in the house with him.
- c) He served them pounded yam, assorted meat in egusi soup and chilled beer.
- d) A day which was supposed to be his happiest turned out to be the saddest.
- e)
 - i) Adverbial clause (of time)
 - ii) Modifies the verb 'dazed'
- f) Metaphor
- g) The robbery
- h)
 - i) mixed, various, varied
 - ii) abundant, extravagant, plentiful
 - iii) stunned, shocked, confused
 - iv) search, examine, scrutinise
 - v) significantly, mainly, seriously

Reflect and discuss (p. 169)

Encourage individual and group discussion in response to the questions.

Drawing conclusions (pp. 169-170)

- 1 F 2 F 3 T 4 F 5 T

Vocabulary: Idioms and idiomatic expressions (p. 170)

- 1 Define an idiom and provide several examples of idioms and their meanings.
- 2 Call on each student to mention examples of idioms.

Exercise I (p. 171)

- 1 The teacher should let the students use the dictionary for this exercise.
- 2 The students should be taught how to use a dictionary to check for idioms and idiomatic expressions.

Exercise II (p. 172)

Same as in Exercise 1.

Grammar: Adverbs (p. 172)

Exercise I (pp. 172-173)

- | | | | |
|---|-----------|----|-------------|
| 1 | sometimes | 2 | clockwise |
| 3 | soon | 4 | immediately |
| 5 | slowly | 6 | well |
| 7 | suddenly | 8 | yesterday |
| 9 | upstairs | 10 | right |

Exercise II (p. 173)

Students should do this exercise individually in class.

Exercise III (p. 173)

Students should also do this exercise individually in class.

Exercise IV (p. 174)

- 2 rather, modifying stupidly (adverb)
- 3 so, modifying slowly (adverb)
- 4 very, modifying fast (adverb)
- 5 too, modifying soon (adverb)
- 6 quite, modifying early (adverb)
- 7 surprisingly, modifying heavy (adjective)
- 8 quite, modifying well (adverb)
- 9 quite, modifying suddenly (adverb)
- 10 so, modifying gracefully (adverb)

Exercise V (p. 175)

- 1 adverb
- 2 adjective
- 3 adverb
- 4 adjective
- 5 adverb
- 6 adjective

Exercise VI (p. 175)

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

Writing: Descriptive essays (pp. 176-177)

- 1 Define a descriptive essay. Let the students know that a descriptive essay appeals to our five senses.
- 2 Give several examples of a descriptive essay.
- 3 List and explain the qualities and organisation of a descriptive essay.
- 4 Guide the students in writing descriptive essays in class and as homework.

Unit 16

Illiteracy

Oral English: Speeches (p. 179)

- 1 Explain and exemplify the requirements for effective speech delivery.
- 2 Teach the students the features of speeches.
- 3 Read out a sample speech and explain its various parts.
- 4 Guide the students in writing a speech.

Reading comprehension: Illiteracy (pp. 181-182)

Answers

- a) They are regarded as an endangered, ignorant group that must be wiped out.
- b) They are not allowed to vote.
- c) An endangered group which must be wiped out.
- d) i) The adult illiterate is not ignorant.
ii) He has used basic methods to do simple sums.
- e) The notion of *a society outside the written word*.
- f) i) Adjective/Relative clause
ii) Modifies the noun phrase 'older ones'.
- g) He means that these subjects are totally strange to the illiterate.
- h) i) thought, believed, regarded
ii) edge, border, margin
iii) affliction, calamity, curse
iv) established, demonstrated revealed
v) put an end to, stop, terminate
vi) basic, elementary, primary

Reflect and discuss (p. 182)

The teacher and students should discuss the issues raised in the questions in class.

Drawing conclusions (p. 182)

- 1 F 2 F 3 T 4 T

Summary (pp. 182-183)

- a) People do not give youths the same respect they give adults because the youth are inexperienced and have earned bad names for themselves through their actions.
- b) i) Youths should earn respect through their conduct.

- ii) Youths should not follow others in pursuing sensual pleasure.
- iii) Youths should be polite to everyone.
- iv) Youths should respect others.
- v) Youths should obey the local culture and practices.

Vocabulary: Collocations (p. 183)

Exercise (p. 144)

- 1 Explain what collocation occur is. Give ample examples of how they occur in speeches or writings.
- 2 Let the students study the collocation given in the textbook on pages 183 - 184.

Exercise I (p. 185)

break the silence	go for a swim
pay attention	keep a decision
find a solution	miss a target
keep under control	take note of
feel better	catch a glimpse of
go for a walk	have a choice
have a dance	save the day
do one's best	take a photograph
come to an agreement	catch a bus
keep an eye on	make a present
break the law	feel bad
pay a visit	do homework
find fault	
make a drink	
miss the point	
make an attempt	
save our souls	
feel abandoned	

Grammar: Adjuncts (p. 186)

Exercise I (p. 186)

- 1 yesterday (time)
- 2 there (place)
- 3 inside (place)
- 4 quickly (manner)
- 5 well (manner)

Exercise II (p. 186)

- 1 I will *definitely* see him.
- 2 *Two days ago*, Shadia completed the project.
- 3 *On our way*, we met an old man.
- 4 Joy *reluctantly* gave the book to the owner.

Exercise III (p. 185)

last week (time)

back (place)

very fervently (manner)

still (time)

very slowly (manner)

Writing: Speeches (pp. 187-188)

- 1 Explain all the step-by-step procedures for effective speech writing.
- 2 Demonstrate these steps to the students in class. Write the demonstration on the board.
- 3 Ask the students to write a speech of their own following the steps taught in class.

Listening comprehension (p. 188)

- 1 Joel
- 2 Samson
- 3 Yes. The use of the modal auxiliary *may* and the word *please* in his speech.
- 4 No. He repeated the caller's answers to be doubly sure.
- 5 He could not load the recharge card into his phone.
- 6 It occurred when the representative did not repeat the serial number correctly.
- 7 The subscriber did not respond to the representative's final compliments.
- 8
 - i) He would feel sad.
 - ii) He would feel cheated.

Unit 17

Modernisation of Egypt

Oral English: Oral literature – Folktale (p. 190)

- 1 Define folktales and provide numerous examples.
- 2 Explain the purpose and structure of folktales.
- 3 Narrate one or two folktales to the students in class.
- 4 Ask the students to narrate their own folktales in class.
- 5 Watch their expressions and correct any grammatical mistakes.
- 6 Ask the students to write a folktale they have heard before.

Reading comprehension: Modernisation of Egypt (pp. 191-192)

Answers

- a) Tax farmers.
- b) Tax farmers and religious organisations.
- c) Tax was paid through the village head. The tax was imposed on the whole village community.
- d) The amount of tax rendered to the government was always much lower than what was collected from the peasants.
- e) Sudan, Yemen and Lebanon.
- f) He was a visionary and prudent leader.
- g)
 - i) Noun clause
 - ii) Object of the verb 'found out'.
- h)
 - i) appropriate, fit, right
 - ii) permitted, consented, authorised
 - iii) expected, obliged, made
 - iv) adequate, enough, abundant
 - v) seized, impounded, commandeered
 - vi) poor farmers, country-dwellers
 - vii) exploitation, manipulation, misapplication

Reflect and discuss (p. 193)

The teacher and students should discuss the questions in class. Ensure that the entire students participate by randomly selecting them to answer questions.

Drawing conclusions (p. 193)

- 1 T 2 F 3 T 4 F 5 F

Summary (pp. 193-194)

- a) The things that the teacher should do to encourage the adult learner are:
 - i) The teacher should be familiar with the social, working, and family backgrounds of the adult learner.
 - ii) The teacher should give individual care and attention to the adult learner.
- b) The methods which the adult literacy teacher can use to do his work successfully are:
 - i) The teacher should make sure that the learning content and major decisions are adopted through the democratic procedure.
 - ii) The teacher should use a tutorial system of teaching in which all learners can contribute to class discussion.
 - iii) The teacher should not force his own values on the learners.

Vocabulary: English use of French words (p. 194)

- 1 Encourage the students to learn vocabulary items by heart.
- 2 Tell them to use the items in conversations and in writing.

Exercise I (pp. 194-195)

- 1 naïve
- 2 chic
- 3 blasé
- 4 maladroit
- 5 nonchalant

Exercise II (p. 195)

- | | | | |
|---|------------------|----|---------------------|
| 1 | goodbye | 2 | bored |
| 3 | clever remark | 4 | a blind alley |
| 5 | piles of rubbish | 6 | first appearance |
| 7 | altogether | 8 | right of admittance |
| 9 | ingenuous | 10 | error of judgment |

Exercise III (p. 195)

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

Grammar: Relative clauses (p. 196)

- 1 Apart from the general functions of relative clauses (defining and non-defining), teach the students the grammatical function of relative or adjective clauses.
- 2 Tell the students that a relative or adjective clause always modifies a noun in the main clause, usually one that comes before it.
- 3 Let the students do a lot of written practice with all types of relative clauses.

Exercise I (p. 197)

- a) where
- b) why
- c) when
- d) where
- e) where

Exercise II (pp. 197-198)

- | | | | |
|---|----------|----|-------|
| 1 | whose | 2 | which |
| 3 | who | 4 | which |
| 5 | who/whom | 6 | whose |
| 7 | which | 8 | who |
| 9 | where | 10 | whom |

Exercise III (p. 198)

- 1 The house which we live in is not large enough. (defining)
- 2 We congratulated Dave, who won the cup. (non-defining)
- 3 My friend who lives down the road is in the hospital. (defining)
- 4 Dare told me about his new English teacher, whom he likes very much. (non-defining)
- 5 I have found the book which I was looking for. (defining)

Writing: Speeches (pp. 199-200)

- 1 As in the previous unit, use a sample speech to illustrate the essentials of a good speech.
- 2 Let the students write speeches in class and as homework.
- 3 The teacher should ensure that the students' essays have good organisation, content, expression and mechanical accuracy.

Unit 18

National transformation: A must

Oral English: Oral debate (p. 201)

- 1 The emphasis here is on effective speech delivery.
- 2 Highlight the steps to take for an effective debate.
- 3 Conduct a well-organised class debate by dividing the class into two groups. Let one group speak for, and another against the motion.

Reading comprehension: National transformation: A must (pp. 203-204)

Answers

- a) He means that the progress or transformation of the country rests in the hands of every citizen, not only in the leadership.
- b) Globalisation
- c) Failure of governance or leadership failure.
- d) They expect transformation.
- e) It has demonstrated unquestionable patriotism by expelling hackers and criminal elements from its organisation.
- f) Oxymoron
- g)
 - i) Adverbial clause
 - ii) Modifies the verb phrase 'must support'
- h)
 - i) important, vital, crucial
 - ii) false impression, misconception, misunderstanding
 - iii) dissatisfaction, displeasure, disgruntlement
 - iv) desperate, unpromising, bleak
 - v) separated, detached, cut off
 - vi) resolute, unwavering, untiring
 - vii) help, relief, support

Reflect and discuss (p. 205)

Engage the students in a discussion. Ensure entire class participation by randomly selecting students to answer the questions in class.

Drawing conclusions (p. 205)

- 1 F 2 T 3 T 4 T 5 T

Vocabulary: English use of Latin and Greek words (p. 205)

- 1 Encourage the students to learn the vocabulary items by heart.
- 2 Do a class quiz to test the students' understanding of the concept.

Grammar: Simple and compound sentences (p. 208)

Exercise II (p. 209)

- | | | | |
|---|----------|----|----------|
| 1 | simple | 2 | compound |
| 3 | compound | 4 | simple |
| 5 | compound | 6 | compound |
| 7 | simple | 8 | simple |
| 9 | compound | 10 | compound |

Exercise III (p. 209)

- | | | | |
|---|-----|----|-----|
| 1 | and | 2 | but |
| 3 | or | 4 | and |
| 5 | but | 6 | but |
| 7 | or | 8 | or |
| 9 | yet | 10 | and |

Exercise V (pp. 210-211)

- 1 where we hid the treasure
- 2 that you just designed
- 3 whose lottery ticket number was called
- 4 that mum used
- 5 who stole your handkerchief

Exercise VI (p. 211)

- 1 I sat on the bench with the boy
- 2 We hid under the stairs
- 3 The conference had ended
- 4 It is believed
- 5 The painter used to be a soldier

Exercise IX (pp. 212-213)

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

Writing: Narrative essays (p. 213)

- 1 Read out a sample narrative essay (see p. 213) and use it to explain the essential features of a narrative essay.
- 2 Guide the students on how to write a narrative essay.
- 3 Let the students attempt the exercises on page 214.

Unit
1

Crude oil tankers

Oral English: Intonation: Falling tone (p. 1)

- 1 Define and give examples of 'intonation'.
- 2 Let the students read the textbook examples using the proper intonation.
- 3 Explain the uses of the falling tone to students.
- 4 Let the students give their own examples on the uses of the falling tone.

Exercise 1 (p. 2)

- 1 Let the students do this in class.
- 2 The teacher should ensure that students do not copy the textbook examples.
- 3 Ensure that students do not write incomplete sentences.

Exercise 2 (p. 2)

- 1 The teacher should demonstrate this in class before the students do the exercise.
- 2 a) Tone 1
 - b) i) To make a statement of fact
 - ii) To make a command
 - iii) To make exclamations

Exercise 3 (p. 2)

Nos. 2, 4, 6, 7, 9 and 10.

Reading comprehension: Crude oil tankers (pp. 2-3)

- 1 Read the passage aloud to the students.
- 2 Select the students randomly to read the passage to the entire class.
- 3 Ensure that they understand the passage, and then, let them read it again on their own.
- 4 Tell the students to attempt the questions on page 3 of their textbooks.

Answers

- a) They are economical.
- b) i) They cannot be easily manoeuvred.
 - ii) They can pollute the seas if badly managed.
- c) i) They dump large amounts of oil into the seas every year.
 - ii) Ships can cause pollution to the seas through collisions or accidents.

- d) That man is destroying the environment.
- e) Paradox
- f)
 - i) Noun phrase
 - ii) Subject of the verb 'is'
- g)
 - i) massive, huge, gigantic
 - ii) breathtaking, splendid, amazing
 - iii) intimidating, scary, frightening
 - iv) remains, remainder, deposit
 - v) trespasser, miscreant, offender

Reflect and discuss (pp. 3-4)

- 1 Let the students work in groups or in pairs to discuss the issues.
- 2 Instruct them to write out their points in their exercise books.
- 3 Each pair or group can read out its points to the class.
- 4 Other groups can critique the points of other groups.

Drawing conclusions (p. 4)

- 1 F 2 F 3 F 4 F 5 F

Summary questions (p. 4)

Answers

- a) The reasons why tankers are useful for transporting crude oil are:
 - i) They can carry very large volumes of oil.
 - ii) They have proved to be an economical method of transporting oil.
 - iii) Tankers are very strong.
- b) The tankers' frightening size and weight work against them.
- c) The reasons given by the writer for tanker collisions are:
 - i) Tankers cannot be easily stopped in motion because of their great size.
 - ii) Tankers cannot be easily manoeuvred or turned to avoid danger.

Vocabulary : Culture, institutions and ceremonies (p. 4)

Exercise 1 (p. 5)

Teach students how to solve the crossword puzzle by locating four words out of the 25 words provided.

Exercise 2 (p. 5)

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

Exercise 3 (p. 6)

Ask the students to mention the major festivals in their areas or states, e.g. New Yam festival, Osun-Osogbo festival, Eyo Masquerade festival.

Exercise 4 (p. 6)

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

Grammar: Nouns (p. 6)

Revise the classes of nouns with students and ensure that every student provides an example of specific nouns.

Exercise 2 (p. 9)

- | | | | |
|----|--------------------|----|---|
| 1 | B | 2 | B |
| 3 | C (Br E), A (Am E) | 4 | A |
| 5 | B | 6 | C |
| 7 | A | 8 | C |
| 9 | C | 10 | B |
| 11 | C | 12 | C |
| 13 | A | 14 | A |
| 15 | C | 16 | C |
| 17 | C | 18 | B |
| 19 | A | 20 | B |

Writing: Expository essays (p. 10)

- 1 Explain and give examples of the six major types of expository essays to the students (pp. 10-11).
- 2 Before students attempt Exercise 2 (p. 11), direct them to the diagram on page 12 and explain the strategies for writing an expository essay.

Unit 2

Fraudulent drivers and toll-collectors

Oral English: Rising tone (p. 13)

- 1 Explain and illustrate the uses of the rising tone.
- 2 Instruct the students to give their own examples orally in class.
- 3 Lead students in sentence drill in class.

Exercise 1 (p. 14)

The teacher should show the students examples in class before they attempt the questions.

Exercise 2 (p. 14)

Nos. 3, 5, 6, 7, 9, 10.

Reading comprehension: Fraudulent drivers and toll-collectors (pp. 14-15)

- 1 Read the passage aloud to students.
- 2 Explain unfamiliar concepts or words in the passage.
- 3 Let the students read the passage again silently.
- 4 Guide the students in answering the questions.

Answers

- a) A commercial bus driver paid half of the toll without collecting a ticket – a case of corruption. This is because the toll collector does not pay the collection into the government purse used to maintain roads.
- b) The writer was not surprised because it seemed the action of the driver was the normal practice.
- c) He was angry.
- d) Because he was affected the most.
- e) That little corrupt actions have serious repercussions for a country's development.
- f)
 - i) Adverbial clause (of time)
 - ii) Modifies the verb 'slipped'.
- g) It means that the driver cannot expect that roads should be maintained if drivers like him defraud the government of tolls needed for road maintenance.
- h)
 - i) results, repercussions, after effects
 - ii) moaning, howling, complaining
 - iii) slid, dropped, slotted
 - iv) deceitful, dishonest, bogus
 - v) reply, response, answer

Reflect and discuss (p. 16)

Lead the students in a discussion of the passage in class, and ensure that every student participates by selecting them randomly to answer the questions.

Drawing conclusions (p. 16)

1 T 2 T 3 T 4 T 5 F

Vocabulary: Culture, institutions and ceremonies (p. 16)

Exercise 1 (p. 16)

The teacher should guide the students in this exercise. Explain to the students the effect of context on the meaning of words and sentence usage.

Exercise 2 (p. 16)

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

Grammar: Noun phrases (p. 17)

- 1 Define and exemplify a noun phrase.
- 2 Ask the students to give examples of noun phrases.
- 3 Explain the functions of noun phrases, using numerous sentence examples.

Exercise 1 (pp. 17-18)

- 1 Object of the preposition 'to'
- 2 Subject of the verb 'was'
- 3 Subject complement
- 4 Appositive
- 5 Object of the preposition 'in'
- 6 Subject of the verb phrase 'were installed'
- 7 Subject complement
- 8 Subject of the verb phrase 'has travelled'
- 9 Appositive
- 10 Object of the verb 'assisted'

Articles (p. 18) – The teacher should use several sentence examples to explain the functions of the articles.

Exercise (p.19) – Direct the students' attention to page 18. Have them study the uses of '*the*' before attempting Exercise 2.

Exercise 3 (p. 20)

- | | | | |
|---|-----|----|-----|
| 1 | a | 2 | the |
| 3 | the | 4 | a |
| 5 | an | 6 | an |
| 7 | a | 8 | the |
| 9 | the | 10 | an |

Exercise 4 (pp. 21-22)

- | | | | |
|----|---|----|---|
| 1 | c | 2 | b |
| 3 | c | 4 | a |
| 5 | a | 6 | b |
| 7 | b | 8 | c |
| 9 | c | 10 | b |
| 11 | a | 12 | b |
| 13 | b | 14 | a |
| 15 | c | | |

Exercise 5 (p. 22)

- | | | | |
|---|---|---|---|
| 1 | b | 2 | b |
| 3 | b | 4 | a |
| 5 | c | 6 | c |
| 7 | b | 8 | a |

Writing: Expository essays (p. 22)

- 1 Remind the students of the types of expository essay, and the strategies for writing an expository essay learned in the previous unit.
- 2 For reinforcement, ask the students questions on the previous lesson.
- 3 Read aloud the sample of expository essay, and explain its relevant features to students.
- 4 Arrange the students into groups of two. Let them brainstorm on how they would spend their next holiday.
- 5 Encourage them to put down their ideas into an essay and submit for assessment.

Unit 3

Street trading

Oral English: Consonant clusters (p. 25)

- 1 The teacher should revise syllable structure with students.
- 2 Explain and provide several examples of consonant clusters.
- 3 Have them study the formula provided on page 25 (C^{0-3}) V (C^{0-4}), and let them work in groups to come up with as many words with clusters as possible.

Exercise 1 (p. 26)

- 1 camps - CVCCC
- 2 pinched - VCCC
- 3 asked - VCCC
- 4 squeeze - CCCVC
- 5 splash - CCCVC
- 6 stripe - CCCVC
- 7 eh - V
- 8 psalm - CVC
- 9 empty - VCCV
- 10 castle - CVCC
- 11 often - VCCC
- 12 listen - CVCC
- 13 spice - CCVC
- 14 shift - CVCC
- 15 masks - CVCCC
- 16 gnat - CVC
- 17 knit - CVC
- 18 talk - CVC
- 19 wrestle - CVCC
- 20 hour - V

Exercise 2 (p. 26)

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

Reading comprehension: Street trading (p. 27)

- 1 Select students to take turns in reading the passage aloud in class.

- 2 Correct any mispronunciation noticed as they read the passage.
- 3 Read the passage again and discuss the content in class with the active participation of students.
- 4 Ensure that the students read the passage silently before attempting the questions.

Answers

- a) They believe Lagos offers many more opportunities than the village.
- b) They are faced with difficulties in surviving, and of being sacked from their employment, and eventually take to street trading leading to arrest and prosecution.
- c) They are either fined or imprisoned.
- d) The government has failed to provide employment and social security for the unemployed.
- e) Breadwinners or gainfully employed people and migrants from villages.
- f) Personification
- g)
 - i) Adjective / relative clause
 - ii) Modifies the noun 'traders' or the noun phrase 'some street traders'
- h)
 - i) blood relations, close relatives, partners
 - ii) infinite, limitless, unending
 - iii) difficult, hard, taxing
 - iv) agonising, severe, painful
 - v) plan, formulate, work out
 - vi) seized, impounded, taken away
 - vii) different, contradictory, conflicting

Reflect and discuss (p. 28)

- 1 The teacher should involve students in the discussion of the passage.
- 2 Ensure students' participation in the discussion by randomly selecting them to answer the questions.

Drawing conclusions (p. 28)

- 1 T 2 T 3 T 4 T 5 F

Summary (pp. 28-29)

- a) The writer's reasons for choosing to be a teacher are:
 - i) He loved children a lot.
 - ii) The writer wanted to be admired and respected as a knowledgeable person.
 - iii) He wanted to influence other people's views through dispensing knowledge to them.
- b) The recent negative developments which worry the writer are:
 - i) Pupils confront their teachers.
 - ii) Parents antagonise or threaten teachers.
 - iii) Teachers are held responsible for the failure of their pupils in examinations.

Vocabulary: Motor vehicles (p. 29)

Exercise 1 (p. 30)

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

Exercise 2 (pp. 30-31)

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

Exercise 3 (p. 31)

- 1 fail to function properly
- 2 make fuel tank full
- 3 a collision involving a moving vehicle
- 4 go backward
- 5 turn away from direct course
- 6 manoeuvre in a particular way
- 7 to move increasingly quickly
- 8 stop and leave vehicle
- 9 to catch up with and pass
- 10 increase in rate or speed

Grammar: Pronouns (p. 31)

- 1 Revise pronouns with students.
- 2 Use several examples in explaining the types of pronouns. Encourage the students to form sentences with pronouns in class.

Exercise 3 (p. 33)

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

Writing: Argumentative essays (p. 34)

- 1 Revise the elements of the argumentative essay learnt in NCE Books 1 and 2 (SSS).
- 2 Give examples of the argumentative essay.
- 3 Explain the writing strategies outlined on pages 35-36 and tell the students to practise Exercise 2.

Literature: Expressing comparison (p. 36)

- 1 Define and give several examples of metaphors.
- 2 Students should generate sentence examples of metaphors on their own.
- 3 Teach them how to identify and distinguish between metaphors and similes.
- 4 Teach the students how to make metaphors with a verb, a noun, or an adjective. This should be demonstrated in class.
- 5 Students should be able to turn similes to metaphors. This should be demonstrated in class.
- 6 Explain personification to students. In pairs, let them create sentences in which the given structures or noun phrases are personified.

Unit 4

Childhood experiences

Oral English: Consonant clusters (p. 39)

- 1 Briefly revise consonant clusters taught in the previous unit.
- 2 The teacher should dwell on two-consonant clusters at the initial position. Give several examples from the textbook.
- 3 Explain and provide several examples of three-consonant clusters at the initial position.
- 4 Get the students to imitate you as you pronounce each word in the word drill.
- 5 Encourage the students to act out the dialogue on page 40, in pairs. Tell them to pay particular attention to words with consonant clusters.

Exercise 1 (p. 40)

- | | | | | | |
|----|---------------------|----|----------------------|----|---------------------|
| 1 | <u>socks</u> | 2 | <u>touched</u> | 3 | <u>bags</u> |
| 4 | <u>par<u>k</u>s</u> | 5 | <u>ma<u>s</u>k</u> | 6 | <u>ba<u>r</u>ks</u> |
| 7 | <u>bu<u>m</u>p</u> | 8 | <u>pa<u>n</u>t</u> | 9 | <u>ju<u>m</u>p</u> |
| 10 | <u>fi<u>e</u>ld</u> | 11 | <u>sh<u>r</u>ink</u> | 12 | <u>pl<u>u</u>mp</u> |
| 13 | <u>st<u>i</u>nk</u> | 14 | <u>pl<u>a</u>ns</u> | 15 | <u>da<u>m</u>p</u> |
| 16 | <u>da<u>m</u>p</u> | 17 | <u>sh<u>i</u>ft</u> | 18 | <u>ca<u>s</u>t</u> |
| 19 | <u>la<u>s</u>t</u> | 20 | <u>li<u>s</u>t</u> | | |

Reading comprehension: Childhood experiences (p. 40)

- 1 Read the passage aloud to the students.
- 2 Then, let the students read the entire passage silently on their own. This is because some students benefit from personal reading.
- 3 Select some students to read the passage aloud to the entire class.
- 4 Ensure that they understand the passage before attempting the questions.

Answers

- a) The writer was afraid of stepping out into any open space long after the incident had happened to him.
- b) When the associations made are the right ones.
- c) He felt that the sky could fall on him.
- d) They abandoned their work to attend to him but felt relieved after the writer was revived.
- e)
 - i) Adverb phrase
 - ii) Modifies the verb phrase 'dreaded stepping out'
- f) Personification
- g) It means everybody is talking about his father's house out of excitement or interest.

- h) i) last, persist, remain
 ii) eager, enthusiastic, thrilled
 iii) directly, head-on, straight
 iv) connected, related, linked
 v) assumed, supposed, took for granted
 vi) scarce, occasional, uncommon

Reflect and discuss (p. 41)

Discuss the questions with students in class or arrange the students in groups for the discussion.

Drawing conclusions (p. 41-42)

- 1 T 2 F 3 T 4 F 5 F

Vocabulary: Travelling (p. 42)

- 1 Explain vocabulary items with suitable examples.
 2 Use local examples to illustrate vocabulary items.

Exercise 1 (p. 42-43)

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

Exercise 2 (p. 43)

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

Grammar: Pronouns (p. 44)

- 1 Revise pronouns briefly with the students.
 2 Teach the students indefinite pronoun. Provide several examples for better understanding of the topic.
 3 Dwell on interrogative, reflexive, and intensive pronouns. Give the students sentence examples.
 4 Tell the students to use all the pronouns taught in sentence structures orally.

Exercise (pp. 44-45)

- 1 b 2 c 3 a 4 c 5 c

Exercise (p. 45)

- 1 themselves 2 himself
 3 ourselves 4 himself
 5 herself 6 myself
 7 itself 8 yourselves
 9 herself 10 himself

Exercise (p. 46)

- 1 one another's
- 2 each other
- 3 each other's
- 4 one another
- 5 each other

Exercise (p. 47)

- | | | | |
|---|-------|----|-------|
| 1 | which | 2 | which |
| 3 | whose | 4 | which |
| 5 | whose | 6 | that |
| 7 | whose | 8 | who |
| 9 | that | 10 | where |

Writing: Argumentative essays (p. 47)

- 1 The teacher should briefly revise what was taught on the argumentative essay in the last unit.
- 2 Tell the students the requirements for a good argumentative essay. See textbook (pp. 47-48).
- 3 The teacher should differentiate between inductive and deductive types of reasoning.
- 4 The teacher should explain the term *fallacy* to the students.

Listening comprehension (p. 48)

Answers

- 1 Women and young girls
- 2 Childbirth complications, abortion, prostitution, poverty, and maternal mortality
- 3 Institute for Health Metrics and Evaluation (IHME) and UNFPA
- 4 They are not adequately equipped.
- 5 Because of geographical, financial and cultural barriers.
- 6 The ratio is 7 : 3
- 7 48% in urban areas
52% in rural areas
- 8 600,000
- 9 Vesico-vaginal fistula
HIV
Prostitution
Poverty
Death
Long-term disability
Illiteracy
Child abuse

Unit 5

Nightfall in Soweto

Oral English: Consonant clusters (p. 49)

- 1 The teacher should revise lessons taught in the previous unit on consonant clusters.
- 2 The teacher should dwell on three-consonant clusters at the final position by providing examples of transcribed words.
- 3 Engage the students in a word drill. Let the students imitate you as you pronounce each word.
- 4 Instruct the students to give their own examples of words with three-consonant clusters at the final position.
- 5 Ask the students to act out the dialogue in class.

Exercise 2 (p. 50)

- | | | | |
|----|--------------------------|---|-------------------------|
| 2 | to <u>asts</u> /sts/ | 3 | ask <u>s</u> /sks/ |
| 4 | lam <u>ps</u> /mps/ | 5 | at <u>tempt</u> /mpt/ |
| 6 | scri <u>pts</u> /pts/ | 7 | plun <u>ged</u> /ndʒd/ |
| 8 | crun <u>ched</u> /ntʃt/ | 9 | quen <u>ched</u> /ntʃt/ |
| 10 | per <u>fection</u> /kʃn/ | | |

Exercise 3 (p. 50)

- | | | | |
|---|---------------------|----|------------------------|
| 1 | Thousands | 2 | twelfth |
| 3 | in-text, quotations | 4 | launched |
| 5 | cleansed | 6 | temple |
| 7 | milked | 8 | helped |
| 9 | trunks | 10 | seconds, facts, points |

Reading comprehension: Nightfall in Soweto (pp. 60-61)

- 1 The teacher should discuss the essence of reading to summarise the main points of a passage with the students.
- 2 List and explain the important steps needed to write an outline of a passage as mentioned in the textbook (p. 50).
- 3 Call on the students to read the poem aloud.
- 4 Ensure that they understand the poem before attempting the questions.

Answers

- a) Nightfall
- b) He is afraid of the evils of the night/ evils done at night by man.

- c) He believes man is bestial.
- d) He is not very comfortable because there is no ventilation (his house is like a matchbox).
- e) That there should be daytime forever.
- f)
 - i) Simile
 - ii) Because the comparison uses the word 'like'
- g)
 - i) Adverbial clause (of place)
 - ii) Modifies the verb 'safe'.
- h)
 - i) lying in wait for, prowling, waiting
 - ii) suffer, fail, weaken
 - iii) animal, brute, monster
 - iv) victim, target, game
 - v) haven, sanctuary, shelter
 - vi) fatal, deadly, lethal

Reflect and discuss (p. 52)

- 1 Discuss the issues involved with nightfall with students.
- 2 Ensure that most students contribute orally to the discussions.
- 3 Use it as an opportunity to assess the students' grammatical and pronunciation competence.

Drawing conclusions (p. 52)

- 1 F 2 T 3 F 4 F 5 F

Vocabulary: Government (p. 52)

Exercise 1 (p. 52)

- 1 The teacher should use this exercise as students' homework.
- 2 Instruct the students to use the Internet or a very good dictionary to find out the meaning of each word.

Exercise 2 (pp. 52-53)

- 1 confederation: A group of loosely allied states.
- 2 monarchy: Having a hereditary chief of state.
- 3 oligarchy: Government by the few.
- 4 despotism: The ruler has unlimited power.
- 5 fascism: Exalts a nation and often race above the individual.
- 6 patriarchy: A system in which men dominate.
- 7 republic: Political system with elected representatives.
- 8 socialism: There is no private property; only communal ownership.
- 9 theocracy: Government by God or by priests.
- 10 plutocracy: Government by the wealthy.

Exercise 3 (p. 53)

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

Grammar: Verbs (p. 54)

Exercise 4 (p. 55)

- | | | | |
|---|-------------|----|--------------|
| 1 | read | 2 | does not sit |
| 3 | increases | 4 | come |
| 5 | laugh | 6 | looks |
| 7 | do not suit | 8 | needs |
| 9 | go | 10 | sounds |

Exercise 5 (p. 56)

- | | | | |
|---|------------|----|--------|
| 1 | played | 2 | Did |
| 3 | heard | 4 | lay |
| 5 | understood | 6 | had |
| 7 | put | 8 | forgot |
| 9 | were | 10 | bit |

Writing: Argumentative essays (p. 57)

- 1 Discuss the visual representation of the argumentative essay in the Students' Book (p. 58).
- 2 Allow the students to ask questions.
- 3 Teach the students the essence of editing and proofreading. You could give them a sample text to edit or proofread.
- 4 Divide the students into groups. Let them choose an argumentative topic and let each group discuss the topic and the strategies it will adopt in developing the argument.
- 5 Let the students write an argumentative essay on two topics of their choice as homework.

Unit 6

True friendship

Oral English: Consonant clusters (p. 59)

- 1 Revise what was taught on three-consonant clusters in the last unit.
- 2 Dwell extensively on four-consonant clusters at the final position, using copious examples.
- 3 Transcribe examples used on the board.
- 4 Let the students give their own examples in class.
- 5 In pairs, let the students act out the dialogue. Tell them to pay attention to the cluster of four consonants occurring in the final position.

Reading comprehension: True friendship (pp. 60-61)

Answers

- a) Because the human heart is designed to love – to give and receive affection.
- b) Because if you do not give love, don't expect to receive one.
- c)
 - i) They make friends because of what they can get.
 - ii) They abandon their friends when things go bad.
- d) He learnt that a true friend stands by you when you are in a very difficult situation.
- e) Through the dirty tricks of bad friends.
- f)
 - i) Metaphor
 - ii) It means a state of confusion or disorder.
- g)
 - i) Adjective / relative clause
 - ii) Modifies the noun 'spouse'
- h)
 - i) group, class, set
 - ii) sincerely, honestly, truly
 - iii) relief, help, comfort
 - iv) entice, tempt, attract
 - v) dishonourable, disgraceful, shameful

Reflect and discuss (pp. 61)

- 1 Discuss the issues involved with the students in class.
- 2 Let each student participate in the discussion.

Drawing conclusions (p. 61)

- 1 T 2 T 3 T 4 T 5 T

Summary (pp. 61-62)

The reasons why it is improper for universities to conduct post-UME tests are:

- 1 The Joint Admission and Matriculation Board (JAMB) is the only body empowered to conduct matriculation examinations into universities.
- 2 JAMB has a panel of examiners, invigilators, and other committees that oversee matriculation examinations.
- 3 Universities are well represented in JAMB.
- 4 Laws establishing universities only empower them to conduct examinations for courses that they offer.
- 5 Universities charge fees for the Post-UME tests.
- 6 Post-UME tests clearly violate the JAMB Act.

Vocabulary: Administration (p. 62)

Exercise 1 (p. 63)

This could be done in class or as homework.

Exercise 2 (p. 64)

- | | | | |
|---|------------------------|----|------------------------|
| 1 | power, influence | 2 | ministerial, executive |
| 3 | accountability, duty | 4 | proficient, knowledge |
| 5 | laxity, abandonment | 6 | comportment, handling |
| 7 | conforming, matching | 8 | stable, perpetual |
| 9 | elevation, advancement | 10 | pledge, vow |

Exercise 3 (pp. 64-65)

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

Grammar: Verb phrases (p. 65)

Exercise (pp. 67-68)

- | | | | |
|---|-------------|----|-------------------|
| 1 | called | 2 | were not standing |
| 3 | has won | 4 | has approached |
| 5 | has broken | 6 | have bought |
| 7 | were eating | 8 | wrote |
| 9 | is coming | 10 | saw |

Exercise 1 (p. 68)

- | | | | |
|---|-------------|---|----------|
| 1 | will | 2 | will |
| 3 | will | 4 | going to |
| 5 | is going to | | |

Writing: Argumentative essays (p. 70)

- 1 Revise the lessons taught on the argumentative essay in the previous unit.
- 2 Ask the students questions to refresh their memory.
- 3 Read out the sample essay and explain its features.
- 4 Go through the Group work with students.

Literature: Proverbs (p. 71)

- 1 Explain the essence of proverbs to the students.
- 2 Give the students several examples of proverbs and their meanings.
- 3 Let the students give their own examples and explain their meanings.
- 4 Do the exercises together in class.
- 5 Let the students complete the proverbs and also provide their meanings.

Unit 7

Make hay while the sun shines

Oral English: Problematic vowel sounds /æ/ and /ɜ:/ (p.74)

- 1 Explain to the students why the vowel sounds /æ/ and /ɜ:/ are problematic sounds — they do not exist in most Nigerian languages.
- 2 Pronounce each sound one at a time and let the students imitate you.
- 3 Describe the sounds to the students with adequate examples of their spelling manifestations.
- 4 Engage the students in word drill/sentence drill. Sound out each word and let the students imitate you.
- 5 Let the students practise the drills on their own.
- 6 Draw contrasts between /æ/ and /ɜ:/ sounds with word examples pronounced and transcribed.
- 7 Call on the students to give their own examples of the vowel sounds.
- 8 Have the students act out the dialogue. Let them pay attention to words with /æ/ and /ɜ:/ sounds.

Exercise 2 (p. 76)

- | | | | | | | | |
|----|------|----|------|----|------|----|------|
| 1 | /ɜ:/ | 2 | /æ/ | 3 | /ɜ:/ | 4 | /æ/ |
| 5 | /ɜ/ | 6 | /æ/ | 7 | /ɜ:/ | 8 | /æ/ |
| 9 | /ɜ:/ | 10 | /ɜ:/ | 11 | /æ/ | 12 | /æ/ |
| 13 | /æ/ | 14 | /ɜ:/ | 15 | /æ/ | 16 | /ɜ:/ |
| 17 | /æ/ | 18 | /ɜ:/ | 19 | /æ/ | 20 | /ɜ:/ |

Reading comprehension: Make hay while the sun shines (pp. 76-77)

- 1 Tell the students to read the passage aloud, and then silently on their own.
- 2 Ask them some questions orally on the passage.
- 3 Explain unfamiliar terms or words.

Answers

- a) It is better to prepare for something before the D-day.
- b) i) Students skip lessons.
ii) They hardly make notes.
- c) i) Some students do not have seats to sit on in class.
ii) Some students sneak in and out of class.
- d) i) They pray that there should be more time for the exam or it should be postponed indefinitely.
ii) They steal their classmates' notes and read in hiding.

- e) i) Adjective/Relative clause
- ii) Modifies the noun 'students'.
- f) i) Personification
- ii) The exam date is fast approaching.
- g) i) rational, logical, effective
- ii) avoid, miss, omit
- iii) bad, undesirable, harmful
- iv) delayed, put off, shelved
- v) prove, reveal, show
- vi) industrious, hard-working, energetic

Reflect and discuss (p.77)

Discuss the questions with the students in class and ensure that each student participates in the discussion.

Drawing conclusions (p. 77)

- 1 F 2 F 3 T 4 F 5 T

Vocabulary: Law and order (p. 77)

Exercise 1 (p.78)

Some parts of the exercise can be done orally in class to test the students' spoken proficiency in sentence structure.

Exercise 2 (p. 78)

Same as in Exercise 1 (p.78)

Exercise 3 (p. 79)

- 1 C 2 E 3 E 4 B 5 D 6 E
 7 C 8 A 9 E 10 D 11 B 12 D

Exercise 4 (pp. 79-80)

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

Grammar: Modal auxiliary verbs (p. 80)

- 1 Revise modal auxiliary verbs with examples.
- 2 Ask the students to mention the modal auxiliary verbs they know.
- 3 Tell them to use three verbs in sentences.

Exercise 1 (p. 80)

- 1 I could not see you.

- 2 You could not go out.
- 3 The lady could not open the safe.
- 4 Could you fix the antenna on the roof?
- 5 Odion couldn't wear my flip-flops.

Exercise 2 (p. 81)

could — can — could — could — can

Exercise 3 (p. 81)

- | | | | | | | | |
|---|-------|---|-------|---|-------|---|-------|
| 1 | Would | 2 | would | 3 | will | 4 | would |
| 5 | would | 6 | will | 7 | would | 8 | would |
| 9 | Will | | | | | | |

Exercise 4 (pp. 82-83)

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

Writing: Argumentative essays (p. 84)

- 1 Revise previous lessons on argumentative essays.
- 2 Divide the students into groups and let each group choose a debatable topic. Let there be supporting and opposing groups.
- 3 Remind the students of the rules for writing essays generally.
- 4 Guide the students to do a project on argumentative essay.

Listening comprehension (p. 85)

Read the passage twice to the students. Let there be silence in the class. Tell the students to write the main points of the passage in their exercise books.

Answers

- 1 The northern part.
- 2 People expect some progress and a turnaround from violence and fear.
- 3 Kidnapping, armed robbery attacks, stray bullets.
- 4 Irony.
- 5 Motorcyclists.
- 6 The almajiris and the physically challenged.
- 7 Post-election violence.
- 8 He wishes that rain should fall to stop the drought.
- 9 They should dialogue with the losers.
- 10 'No pronouncements yet on how to achieve integrity in the supply of electricity or how to handle the touted 9.5 million almajiris in the North, or even dependable assurance on how to achieve sustainable internal security.'

Unit 8

The lizard

Oral English: Problematic vowel sounds /ɒ/ and /ʌ/ (p. 86)

- 1 Pronounce the sounds one after the other and then, let the students imitate you as you pronounce them again.
- 2 Show them how the mouth, lips and tongue change positions when pronouncing each sound.
- 3 Show them how the sounds can be spelt in a number of different ways.
- 4 Make contrasts between the two sounds through transcribed word examples.
- 5 Read the sentences under 'Listening practice' aloud to the students. Have them pay attention to the words with the /ɒ/ and /ʌ/ sounds.
- 6 In pairs, let the students write a dialogue using words containing the /ɒ/ or /ʌ/ sounds. Let the students act it out in front of the class.

Exercise 1 (p. 87)

One, luckiest, customers, enough, London, dozen, rough, tough, sun, much, trouble, runs, courage, Sunday, one, month, sudden, country, enough, love, mother, uncles.

Exercise 2 (p. 87)

Students could do this exercise as homework.

Reading comprehension (p. 88)

- 1 Read the passage and then have the students repeat it after you.
- 2 Ask them to read the passage again silently and identify the main ideas.

Answers

- a) He wondered why the lizard and the snake belong to the same class.
- b) i) Lizards don't bite.
ii) Lizards are not poisonous.
- c) i) They reduce the number of pests in the home by feeding on ants.
ii) They reduce the dirt in the environment by eating crumbs.
- d) i) People raise the alarm.
ii) Men go for sticks and women run away.
- e) i) Metaphor
ii) Make a difficult subject easy to understand.
- f) i) Adverbial clause
ii) Modifies the verb 'see'
- g) i) worrying, troubling, disturbing

- ii) morsels, tidbits, fragments
- iii) surroundings, ecosystem, earth
- iv) provokes, prompts, causes
- v) poisonous, deadly, toxic
- vi) pondering on, reflecting on, thinking over

Reflect and discuss (p. 89)

- 1 The teacher should lead the students in a discussion of the passage.
- 2 Ensure the entire students' participation by randomly selecting them to answer the questions.

Drawing conclusions (p. 89)

- 1 T 2 F 3 T 4 T 5 T

Vocabulary: Social order (pp. 89-90)

Exercise 2 (pp. 90-91)

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

Grammar: Modal auxiliary verbs (p. 91)

Exercise (p. 92)

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

Writing: Formal letters (p. 93)

- 1 Explain the uses of formal letters.
- 2 Give numerous examples of formal letters.
- 3 Call on the students to give their own examples.
- 4 Explain the format of formal letters to students.
- 5 Draw their attention to technical details such as grammar and mechanical accuracy.
- 6 Ensure that the students understand clearly the format of a formal letter by asking them to write some parts of the letter in class, e.g. address, salutation, heading and subscription or complimentary close.

Exercise 1 (p. 96)

- 1 T 2 F 3 F

Unit 9

Can Eagles fly again?

Oral English: Problematic consonants sounds /θ/ and /ð/ (p. 97)

- 1 Get the students to imitate you as you pronounce each sound repeatedly.
- 2 Have them pay attention to the shape and position of your mouth, lips and tongue as you pronounce the sounds.
- 3 The teacher should make sound contrasts by using transcribed examples and minimal pairs (e.g. tin-thin, tank-thank).
- 4 The teacher should dwell on the initial and final positions of the sounds in words.
- 5 The teacher should lead the students in listening practice. Have them imitate you as you read each sentence.

Exercise II (p. 99)

- b) truth, that, their, father
- c) father, the
- d) health, breath
- e) that, thorn, brother
- f) mother
- g) weather
- h) path, that
- i) tooth, childbirth
- j) their, method, rather

Multiple-choice questions (p. 99-100)

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

Reading comprehension: Can Eagles fly again? (pp. 100-101)

Answers

- a) Total reform of football administration.
- b) Osaze was bothered about the prophet's prediction while Yobo was disappointed that the officials misguided the team.
- c) The arguments were not genuine.
- d) i) Osaze was booed when he was substituted.
ii) The country has been demoralised by the bad performance of the team.
- e) i) Noun clause

- ii) Object of the verb phrase 'should know'.
- f) i) dispirited, disappointed, humiliated
- ii) misled, wrongly advised, deceived
- iii) ludicrous, absurd, unreasonable
- iv) enthusiasm, delight, anticipation
- v) replaced with, used instead, exchanged
- vi) team mates, partners, fellows
- vii) error, gaffe, faux pas

Reflect and discuss (p. 101)

- 1 The teacher should discuss the questions with the students.
- 2 Encourage individual participation in class.
- 3 Check and correct the students' spoken English.

Drawing conclusions (p. 101)

- 1 T 2 F 3 F 4 F 5 T

Summary (p. 102)

- i) Science pursues knowledge while technology creates systems suitable for people's needs.
- ii) Science uses experimentation as a tool while technology involves design, invention and production.
- iii) Science is based on theories while technology employs processes.

Vocabulary: Science and technology (pp. 102-103)

Exercise 1 (p. 103)

- 1 cartography: The science or art of making maps.
- 2 astronomy: The scientific study of the universe.
- 3 philosophy: All learning, exclusive of technical precepts and practical arts.
- 4 zoology: A branch of biology concerned with the classification and the properties and vital phenomena of animals.
- 5 botany: The study of plants.
- 6 biology: The science of life.
- 7 epistemology: The theory of the nature and grounds of knowledge with reference to its limits and validity.
- 8 geology: The study of rocks and minerals.
- 9 medicine: The science and art dealing with the maintenance of health and the prevention, alleviation or cure of diseases.
- 10 archaeology: The scientific study of material remains of past human life and activities.

Exercise 2 (pp. 103-104)

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

Exercise 3 (p. 104)

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

Exercise 4 (pp. 104-105)

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

Grammar: Active and passive sentences (p. 105)

- 1 Revise active and passive sentences with the students.
- 2 Let them give examples of active and passive sentences orally in class.
- 3 Call on the students to explain how to change sentences from active to passive voice.
- 2 Allow the students to do some of the exercises as class work and the rest as homework.

Exercise 3 (p. 106)

- 2 By next week, we will modify the kitchen.
- 3 The windows were shut by Betty.
- 4 The loud music was played by my neighbour.
- 5 Watermelons are what the girl likes.
- 6 The ceiling was painted by Uncle.
- 7 The anthem will be sung on Thursday.
- 8 The yard would have been swept by the boy.
- 9 The hall will soon be decorated by the students.
- 10 The debris will be cleared tomorrow by the workmen.
- 11 Our dustbin has been damaged by my neighbour's dog.
- 12 Has the letter been written to you?
- 13 Those plates could have been broken by Chinedu.
- 14 Will the gutters be cleared by Kamar tomorrow?
- 15 Joy was seen by us eating ice-cream.
- 16 The room would have been swept by Uche.

Exercise 4 (p. 107): Let the students do this on their own.

Exercise 5 (pp. 108-109)

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

Writing: Formal letters (p. 109)

- 1 Revise what was taught in the last unit.
- 2 Ask the students to read and point out the different components of the letter on page 109-110.
- 3 Tell the students to write their own application letters in response to an advertisement.

Literature: Overstating and understating ideas (pp. 110-111)

- 1 Explain hyperbole, litotes and euphemism to the students, using numerous examples.
- 2 Teach the students how to use the figures of speech correctly.
- 3 Ask them to provide their own examples of each figure of speech.

Exercises 1 and 2 (pp. 111-112)

Ensure that the students understand how to use each figure of speech before attempting the exercises in this section.

Unit 10

World War III

Oral English: Words with silent letters (p. 113)

- 1 Explain what silent letters are to the students. Tell them that they are letters that you can't hear when you sound out the word, but they are there when you write the word.
- 2 Sound out each word and let the students imitate you correctly.
- 3 Transcribe all the word / sentence examples on the board for better understanding of the concept.
- 4 Let the students provide other words that contain silent letters.
- 5 In pairs, have them write a paragraph that contain words bearing some silent letters. Guide them through this task.

Exercise (p. 113)

Let the students pronounce these words individually, and assess their level of proficiency.

Multiple-choice questions (p. 114)

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

Reading comprehension: World War III (pp. 114-118)

- 1 Define paraphrase.
- 2 Teach the students how to paraphrase. Demonstrate this on the board for them, using the short paragraphs from their textbooks.
- 3 Ensure that the students understand the concept and then, let them do a paraphrase exercise on their own.

Comprehension (pp. 114-116)

- a) The woman has experienced two global wars.
- b) The world had not learnt any lessons from the previous wars because the loss experienced by the participants of the World War I did not deter the participants of World War II from getting into war.
- c) The reason adduced was to make the world a safer place.
- d) World War III, Third World War, Global World War
- e)
 - i) Metaphor
 - ii) It means to ruin everywhere.

- f) i) Adverbial clause of manner
ii) It modifies the verb "lead"
- g) i) take part, participate
ii) control, command
iii) certainly, unavoidably, expectedly
iv) desires, wishes, dream
v) approaching, imminent, immediate
vi) allay, ease, relieve

Reflect and discuss (p. 116)

Teacher and students should discuss the issues raised in the questions.

Drawing conclusions (p. 116)

- 1 F 2 F 3 T 4 F 5 T

Summary questions (p. 116)

- 1 The three advantages of ICT to education are:
 - a) ICT engenders student-centred learning.
 - b) ICT allows students to control their learning experiences.
 - c) ICT allows easy access to information through interactive media.

- 2 The three disadvantages of ICT to education are:
 - a) ICT is costly.
 - b) Many teachers are not trained to use ICT.
 - c) Many school administrators are not sure about the effectiveness of ICT; so they are hesitant to invest in it.

Vocabulary: Science and technology (p. 118)

Exercise 1 (p. 119)

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

Exercise 2 (pp. 119-120)

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

Grammar: Sequence of tenses (p. 120)

Exercise 1 (p. 121)

- 1 negotiates
- 2 have brought
- 3 has been praying
- 4 am working
- 5 have cleaned

Exercise 2 (p. 121)

- | | | |
|--------------------|-----------------|----------------------|
| 1 had been resting | 2 saw | 3 had been repairing |
| 4 was sitting | 5 were standing | |

Exercise 3 (pp. 123-124)

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

Exercise 4 (p. 124)

- | | | |
|---------------|---------------|--------------|
| 1 would | 2 will, win | 3 does, will |
| 4 were, would | 5 were, would | |

Writing: Formal letters (p. 125)

- 1 The teacher should revise and demonstrate the strategies for correct writing.
- 2 Guide the students on a letter writing project.

Listening comprehension (p. 126)

Read the passage to the students twice.

- 1 Yes, he believes.
- 2 Through a philosophic revolution
- 3 They asked everybody to return to the countryside and to nature.
- 4 Yes. He lived in a rural homestead.
- 5 Department of Economics
- 6 Because of the glory and magnificence of the city
- 7 A crisis of knowledge

Unit 11

The internet

Oral English: Words difficult to pronounce (p. 127)

- 1 The key thing here is for the students to be able to pronounce these words correctly. Hence, pronunciation practice should be highlighted. Do a lot of oral drills repeatedly.
- 2 Let the students pronounce the words, first in groups, and then individually in class.
- 3 Endeavour to transcribe all the words learnt. Let the students do some transcriptions on their own.
- 4 Tell the students to make a list of words they find difficult to pronounce in their exercise books. Encourage them to use a dictionary where necessary.
- 5 Lead the students in the sentence drill: the teacher says a sentence and the students repeat as a class.

Reading comprehension: The Internet (pp. 128-129)

- 1 Revise rules of paraphrase with the students.
- 2 Ask questions to refresh their memory.
- 3 Tell the students to read the passage aloud; then, have them read it again silently to themselves.

Answers

- a)
 - i) The Internet uses an electronic mailing system while the traditional means is by hand.
 - ii) People can send and receive email directly into their personal computer.
 - iii) The email is identified by a unique web address while the traditional system uses home or office address.
- b) The electronic mailing system is not as secure as the traditional system.
- c)
 - i) Both emails and traditional systems use addresses to identify the sender and the receiver.
- d) Both use electronic systems to send and receive messages.
- e) They can allow companies to place advertisements on users' sites or mailbox.
- f)
 - i) Noun phrase
 - ii) Subject of the verb 'allow'
- g)
 - i) alter, damage, interfere
 - ii) distinctive, exclusive, rare
 - iii) receiver, addressee, beneficiary
 - iv) labelled, described, defined
 - v) aim at, zero in on, focus on
 - vi) many, various, numerous

Reflect and discuss (p. 129)

- 1 Discuss the issues raised in the questions with the students.
- 2 Accommodate differing views or alternative opinions.
- 3 Assess the students' spoken English, especially in their pronunciation of words.

Drawing conclusions (pp. 129-130)

- 1 T 2 T 3 T 4 T 5 F

Summary (pp. 130-131)

- a) The advantages of introducing a child early to technology are:
 - i) Children will improve in their writing, reading and math skills.
 - ii) Children will learn faster and adapt to changes easily.
 - iii) Children will have great opportunities of becoming experts in technology.
- b) Technology can be beneficial to the school in the following ways:
 - i) Technology can decrease the rate of dropout in schools.
 - ii) Administrative or official processes in the school can be simplified through technology.
 - iii) Technology can help in the establishment of an efficient library system in a school.

Vocabulary: Information (pp. 131-132)

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

Grammar: Phrasal verbs (p. 132)

- 1 Define a phrase and then explain what a verb means to the students.
- 2 Describe and give numerous examples of phrasal verbs.
- 3 Tell the students that phrasal verbs have fixed meanings and may not necessarily correspond to the meaning of constituent words.
- 4 In groups, let the students use phrasal verbs in sentences verbally or in writing.

Exercise III (p. 135)

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

Writing: Technical/Scientific writing (pp. 137-138)

- 1 Itemise and explain the things that a writer should bear in mind when writing a technical/scientific report, e.g. accuracy, consistency, clarity and brevity.
- 2 Explain the writing tips to the students. Show them examples.
- 3 Show the students a sample of a scientific report. Read it to the whole class.
- 4 Let the students write a scientific report on an interesting topic, e.g. *How a computer works*.

Unit 12

Thought patterns of children

Oral English: The vowel sound /ə/ (schwa) (p. 139)

- 1 Pronounce the sound clearly, many times and ask the students to imitate each tone.
- 2 Pay attention to the students' articulation as this sound could easily be confused with the /e/ or /ʌ/ sound.
- 3 Give the students several examples of words containing this sound. Transcribe the words.
- 4 Mention to the students the different ways that this sound can be spelt.
- 5 Let the students pay attention to the initial, medial and final positions of this sound.
- 6 Ask them to write words of their own that contain the schwa sound at the initial, medial, and final positions. Show them written examples on the board.

Reading comprehension: Thought patterns of children (p. 141)

Answers

- a) It serves to introduce the reader to the subject-matter of the passage.
- b) From a study or a research report.
- c) That young children are already burdened with issues that adults should bother about like marriage, profession and the type of car they would own.
- d) Parents' marital experience affects children positively (if they are from happily married homes), or negatively (if they are from broken or polygamous homes).
- e) Children hardly bother about politics.
- f) The parents/environment.
- h)
 - i) disclosed, exposed, shown
 - ii) worried, frightened, alarmed
 - iii) bother, disturb, trouble
 - iv) wife, husband, partner
 - v) lowly, poor, underprivileged
 - vi) occupations, jobs, careers

Reflect and discuss (p. 142)

- 1 Discuss issues involved in class.
- 2 The students can also discuss in groups. Each group's representative can come to the front of the class to defend his/her group's position.

Drawing conclusions (p. 142)

- 1 T 2 F 3 T 4 F 5 T

Vocabulary: Idioms and idiomatic expressions (p. 142)

- 1 Define idioms and give copious examples.
- 2 Tell the students that idioms have fixed meaning which should be learnt.
- 3 Ask them to give examples of common idioms that they know.
- 4 Ask the students to explain the meaning of given idioms.
- 5 Tell the students that idioms have a fixed word order.

Exercise 1 (p. 143)

- 1 someone who can do many different types of work but not very skilled in any.
- 2 to bravely deal with a difficult problem.
- 3 to be born into a rich family.
- 4 to feel happy and satisfied, and believe there are no problems, when in fact this is not true.
- 5 a good satisfying meal.

Exercise 2 (p. 143)

- 1 people were not amused by his jokes.
- 2 to find hidden information by careful searching
- 3 to move around a place in a sad, slow way
- 4 to charge too much money for something
- 5 to go to the door with someone to say goodbye to them when they leave

Exercise I (p. 144)

Let the students do this on their own, using a good dictionary.

Exercise II (pp. 144-145)

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

Grammar: Tag questions (p. 145)

Exercise I (p. 145)

- | | |
|-----------------|-----------------|
| 1 won't you? | 2 did he? |
| 3 shouldn't we? | 4 didn't he? |
| 5 should it? | 6 haven't they? |
| 7 would we? | 8 aren't you? |
| 9 wouldn't they | 10 do I? |

Exercise II (p. 146)

- 1 Aisha is a nice girl
- 2 My friends will not come to the party
- 3 It's not yet time
- 4 We weren't expected at the occasion
- 5 The work hasn't been done
- 6 The students were punished
- 7 You are a member of the Boy Scouts
- 8 It is time to go
- 9 The children couldn't swim
- 10 It won't rain today

Writing: Scientific reports (pp. 146-147)

- 1 Read the scientific report (pp. 145-146) to the students and use it to explain how to write a scientific report.
- 2 Draw the students' attention to the main features of the report.
- 3 Let each student write his/her own scientific report on a particular experiment or scientific phenomenon.

Literature: Sound appeal in writing (p. 147)

- 1 Explain alliteration, assonance and onomatopoeia to the students. Give them several examples.
- 2 Let them know why these figures of speech are regarded as sound devices.
- 3 Let the students also give their own examples of each figure of speech.

Unit 13

Shattered dreams

Oral English: Dialogue (p. 149)

- 1 Impress on the students the essential role of dialogue in our day-to-day activities.
- 2 Use numerous examples to explain the tips for an effective dialogue.
- 3 Let the students practise reading the dialogue. In pairs, let them read the dialogue again and probably act it out in class.
- 4 Tell the students that good pronunciation and clarity of voice is essential for effective dialogue.
- 5 Instruct the students on the need to use polite language in dialogues.
- 6 Divide the students into groups of two and let them write a dialogue on politics or on any other interesting topical issue.

Reading comprehension: Shattered dreams (pp. 150-151)

- 1 Select one or two students to read the passage to the whole class.
- 2 Correct pronunciation errors, if any.
- 3 The teacher may read the passage again to the whole class.
- 4 Explain difficult words or concepts.

Answers

- a) Because he had been promoted above other people who had spent more years than him on the job.
- b) That Michael was recommended by the company to go abroad for a training course though he had only spent less than two years.
- c) They felt he was an interloper.
- d)
 - i) There would be nowhere to keep them.
 - ii) He would have to leave his flat.
- e) He had earlier sold most of his property in anticipation of the trip.
- f)
 - i) Adverbial clause
 - ii) Modifies the verb phrase 'is being arranged'
- h)
 - i) delighted, excited, ecstatic
 - ii) sent for, called upon, beckoned
 - iii) fear, anxiety, apprehension
 - iv) seriously, soberly, gravely
 - v) promptly, rapidly, immediately
 - vi) intruder, meddler, gatecrasher

Reflect and discuss (p. 151)

The teacher should lead the students in the discussions. Ensure the entire students' participation by randomly selecting them to answer the questions.

Drawing conclusions (p. 151)

1 F 2 F 3 F 4 T 5 F

Summary (pp. 151-152)

The uses of the different parts of the coconut tree are:

- i) The shell of the coconut can be used as cups, spoons and ladles.
- ii) The coconut tree wood is used to make building components.
- iii) Palm fronds are used as roofing materials.
- iv) The coconut husk is used to make household materials and mattresses.
- v) The coconut fruit serves as food and a flavour enhancer.

Vocabulary: British vs American spelling (pp. 152-153)

- 1 Tell the students that both British and American spellings are allowed in writing, but Nigeria is a British norm-dependent country. Hence, British spelling should be used mainly.
- 2 Give the students numerous examples.
- 3 Teach the students basic rules of changing British spellings to American spellings.

Exercise (p. 153)

- | | | | |
|---|-----------|----|---------------|
| 1 | armour | 2 | realise |
| 3 | synagogue | 4 | pyjamas |
| 5 | honour | 6 | encyclopaedia |
| 7 | aestrogen | 8 | sepulchre |
| 9 | paralyse | 10 | offence |

Grammar: Prepositions (p. 153)

Exercise I (pp. 153-154)

- 1 in
- 2 in
- 3 on
- 4 on
- 5 in

Exercise II (p. 154)

- | | | | |
|---|--------|---|--------|
| 1 | during | 2 | by |
| 3 | by | 4 | for |
| 5 | by | 6 | during |

- | | | | |
|---|-----|----|--------|
| 7 | for | 8 | during |
| 9 | for | 10 | until |

Exercise III (pp. 154-155)

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

Writing: Creative writing (p. 155)

- 1 Explain the various types of creative writing.
- 2 Demonstrate the strategies used in creative writing.
- 3 Divide the class into groups and guide them to do creative writing on a particular topic.

Literature: Expressing contrasts (p. 156)

- 1 Explain oxymoron, irony, antithesis, and sarcasm with copious examples.
- 2 Tell the students to give their own examples orally and in written form.

Exercise (p. 157)

- 1 mistake
- 2 dead
- 3 joke
- 4 invisible
- 5 luck

Exercise (p. 157)

- | | | | |
|---|----------|----|----------|
| 1 | oxymoron | 2 | sarcasm |
| 3 | irony | 4 | oxymoron |
| 5 | oxymoron | 6 | sarcasm |
| 7 | irony | 8 | oxymoron |
| 9 | sarcasm | 10 | irony |

Unit 14

Africa

Oral English: Persuasive speech (p. 158)

- 1 Dwell extensively on the role of tone, audience, length and rhythm in making persuasive speech effective.
- 2 Explain the guidelines for writing a persuasive speech.
- 3 Guide the students to write a speech.

Reading comprehension: Africa (p. 159-160)

- a) He feels proud of Africa.
- b) Africa is portrayed as a very hardworking person who is a slave and a victim of humiliation.
- c) He expects Africa to regenerate.
- d) Because he did not witness the problems Africans went through. He heard of these from his grandmother.
- e) The tone in lines 13–16 is angry while the tone in lines 2–4 is confident.
- f) Oxymoron
- g)
 - i) Adjective / relative clause
 - ii) Modifies the noun 'Africa'
- h)
 - i) combatants, soldiers, fighters
 - ii) collapses, fails, crashes
 - iii) disgrace, embarrassment, shame
 - iv) serious, sober, grim
 - v) powerful, resilient, tough
 - vi) tolerantly, uncomplainingly, reasonably
 - vii) obtain, get, secure

Reflect and discuss (p. 160)

The teacher and the students should discuss the issues involved in class. Individual or group participation is advised.

Drawing conclusions (pp. 160-161)

- 1 T 2 F 3 T 4 F 5 T

Summary (pp. 161-162)

- 1 The causes of unemployment in many African countries are:
 - a) There is economic depression in many African countries leading to a reduction in the workforce.

- b) There are more graduates than the number of jobs available.
- 2 The consequences of unemployment are:
 - a) It causes an increase in the level of poverty.
 - b) Unemployed people get involved in criminal activities.
- 3 The solutions to the problem of unemployment are:
 - a) The government should urgently create employment for job seekers.
 - b) Students should be trained to be self-employed.

Vocabulary: British vs American spelling (p. 162)

- 1 Revise the lessons taught in the previous unit.
- 2 Draw the students' attention to the various spelling changes in American and British English.
- 3 Give the students a lot of practice exercise.

Grammar: Prepositions (p. 163)

- 1 Revise the functions of prepositions and their functions with the students.
- 2 Ensure that each student is able to construct sentences with given prepositions in both oral and written forms.
- 3 The students should be able to use the correct prepositions with particular nouns.

Exercise I (p. 164)

- 1 over, about, between
- 2 of, on
- 3 in, of
- 4 for, of
- 5 of, on

Exercise II (p. 164)

- | | | | |
|---|---------------|---|-------------|
| 1 | to | 2 | of |
| 3 | of | 4 | about |
| 5 | of | 6 | for, about |
| 7 | by, at, about | 8 | with, about |

Exercise III (pp. 164-165)

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

Writing: Creative writing (p. 165)

- 1 Revise lessons on creative writing taught in the previous unit.
- 2 Ask the students questions so as to refresh their memory.
- 3 Read the sample essay and make useful comments on the structure.
- 4 In groups, let the students discuss how to convert given ideas into explorable creative materials, e.g. an orphaned girl who passed through hell before she gained her position in society.
- 5 Discuss the rules for correct writing with the students.

Listening comprehension (p. 166)

- a)
 - i) Only beasts will tread the farm fields of England.
 - ii) Rings will not be used in animals noses.
 - iii) Animals will no longer be beaten.
- b) Pure water
- c) Sweet breeze
- d)
 - i) work like labourers
 - ii) work very hard
- e) Animals may die as a sacrifice for freedom.
- f) Cows, horses, geese and turkeys.
- g) The good news about things that will happen when tyrant man is overthrown.

Unit 15

A birthday to remember

Oral English: Toasts (p. 167)

- 1 Explain to the students the significance of making a toast in society.
- 2 Use several examples to explain the steps for making a toast. Use a specific occasion.
- 3 The teacher should demonstrate the making of a toast in class. The teacher could also invite a resource person within or outside the school to make a toast in class.
- 4 Divide the students into groups. Let each group make a toast in front of the class on a particular social event. Encourage them to act it out in class.
- 5 Ask the students to write a toast they will present at their best friend's birthday party.

Reading comprehension: A birthday to remember (pp. 168-169)

Answers

- a) They entered the house wearing friendly looks and they were well-dressed.
- b) There was no one in the house with him.
- c) He served them pounded yam, assorted meat in egusi soup and chilled beer.
- d) A day which was supposed to be his happiest turned out to be the saddest.
- e)
 - i) Adverbial clause (of time)
 - ii) Modifies the verb 'dazed'
- f) Metaphor
- g) The robbery
- h)
 - i) mixed, various, varied
 - ii) abundant, extravagant, plentiful
 - iii) stunned, shocked, confused
 - iv) search, examine, scrutinise
 - v) significantly, mainly, seriously

Reflect and discuss (p. 169)

Encourage individual and group discussion in response to the questions.

Drawing conclusions (pp. 169-170)

- 1 F 2 F 3 T 4 F 5 T

Vocabulary: Idioms and idiomatic expressions (p. 170)

- 1 Define an idiom and provide several examples of idioms and their meanings.
- 2 Call on each student to mention examples of idioms.

Exercise I (p. 171)

- 1 The teacher should let the students use the dictionary for this exercise.
- 2 The students should be taught how to use a dictionary to check for idioms and idiomatic expressions.

Exercise II (p. 172)

Same as in Exercise 1.

Grammar: Adverbs (p. 172)

Exercise I (pp. 172-173)

- | | | | |
|---|-----------|----|-------------|
| 1 | sometimes | 2 | clockwise |
| 3 | soon | 4 | immediately |
| 5 | slowly | 6 | well |
| 7 | suddenly | 8 | yesterday |
| 9 | upstairs | 10 | right |

Exercise II (p. 173)

Students should do this exercise individually in class.

Exercise III (p. 173)

Students should also do this exercise individually in class.

Exercise IV (p. 174)

- 2 rather, modifying stupidly (adverb)
- 3 so, modifying slowly (adverb)
- 4 very, modifying fast (adverb)
- 5 too, modifying soon (adverb)
- 6 quite, modifying early (adverb)
- 7 surprisingly, modifying heavy (adjective)
- 8 quite, modifying well (adverb)
- 9 quite, modifying suddenly (adverb)
- 10 so, modifying gracefully (adverb)

Exercise V (p. 175)

- 1 adverb
- 2 adjective
- 3 adverb
- 4 adjective
- 5 adverb
- 6 adjective

Exercise VI (p. 175)

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

Writing: Descriptive essays (pp. 176-177)

- 1 Define a descriptive essay. Let the students know that a descriptive essay appeals to our five senses.
- 2 Give several examples of a descriptive essay.
- 3 List and explain the qualities and organisation of a descriptive essay.
- 4 Guide the students in writing descriptive essays in class and as homework.

Unit 16

Illiteracy

Oral English: Speeches (p. 179)

- 1 Explain and exemplify the requirements for effective speech delivery.
- 2 Teach the students the features of speeches.
- 3 Read out a sample speech and explain its various parts.
- 4 Guide the students in writing a speech.

Reading comprehension: Illiteracy (pp. 181-182)

Answers

- a) They are regarded as an endangered, ignorant group that must be wiped out.
- b) They are not allowed to vote.
- c) An endangered group which must be wiped out.
- d) i) The adult illiterate is not ignorant.
ii) He has used basic methods to do simple sums.
- e) The notion of *a society outside the written word*.
- f) i) Adjective/Relative clause
ii) Modifies the noun phrase 'older ones'.
- g) He means that these subjects are totally strange to the illiterate.
- h) i) thought, believed, regarded
ii) edge, border, margin
iii) affliction, calamity, curse
iv) established, demonstrated revealed
v) put an end to, stop, terminate
vi) basic, elementary, primary

Reflect and discuss (p. 182)

The teacher and students should discuss the issues raised in the questions in class.

Drawing conclusions (p. 182)

- 1 F 2 F 3 T 4 T

Summary (pp. 182-183)

- a) People do not give youths the same respect they give adults because the youth are inexperienced and have earned bad names for themselves through their actions.
- b) i) Youths should earn respect through their conduct.

- ii) Youths should not follow others in pursuing sensual pleasure.
- iii) Youths should be polite to everyone.
- iv) Youths should respect others.
- v) Youths should obey the local culture and practices.

Vocabulary: Collocations (p. 183)

Exercise (p. 144)

- 1 Explain what collocation occur is. Give ample examples of how they occur in speeches or writings.
- 2 Let the students study the collocation given in the textbook on pages 183 - 184.

Exercise I (p. 185)

break the silence	go for a swim
pay attention	keep a decision
find a solution	miss a target
keep under control	take note of
feel better	catch a glimpse of
go for a walk	have a choice
have a dance	save the day
do one's best	take a photograph
come to an agreement	catch a bus
keep an eye on	make a present
break the law	feel bad
pay a visit	do homework
find fault	
make a drink	
miss the point	
make an attempt	
save our souls	
feel abandoned	

Grammar: Adjuncts (p. 186)

Exercise I (p. 186)

- 1 yesterday (time)
- 2 there (place)
- 3 inside (place)
- 4 quickly (manner)
- 5 well (manner)

Exercise II (p. 186)

- 1 I will *definitely* see him.
- 2 *Two days ago*, Shadia completed the project.
- 3 *On our way*, we met an old man.
- 4 Joy *reluctantly* gave the book to the owner.

Exercise III (p. 185)

- last week (time)
back (place)
very fervently (manner)
still (time)
very slowly (manner)

Writing: Speeches (pp. 187-188)

- 1 Explain all the step-by-step procedures for effective speech writing.
- 2 Demonstrate these steps to the students in class. Write the demonstration on the board.
- 3 Ask the students to write a speech of their own following the steps taught in class.

Listening comprehension (p. 188)

- 1 Joel
- 2 Samson
- 3 Yes. The use of the modal auxiliary *may* and the word *please* in his speech.
- 4 No. He repeated the caller's answers to be doubly sure.
- 5 He could not load the recharge card into his phone.
- 6 It occurred when the representative did not repeat the serial number correctly.
- 7 The subscriber did not respond to the representative's final compliments.
- 8
 - i) He would feel sad.
 - ii) He would feel cheated.

Unit 17

Modernisation of Egypt

Oral English: Oral literature – Folktale (p. 190)

- 1 Define folktales and provide numerous examples.
- 2 Explain the purpose and structure of folktales.
- 3 Narrate one or two folktales to the students in class.
- 4 Ask the students to narrate their own folktales in class.
- 5 Watch their expressions and correct any grammatical mistakes.
- 6 Ask the students to write a folktale they have heard before.

Reading comprehension: Modernisation of Egypt (pp. 191-192)

Answers

- a) Tax farmers.
- b) Tax farmers and religious organisations.
- c) Tax was paid through the village head. The tax was imposed on the whole village community.
- d) The amount of tax rendered to the government was always much lower than what was collected from the peasants.
- e) Sudan, Yemen and Lebanon.
- f) He was a visionary and prudent leader.
- g)
 - i) Noun clause
 - ii) Object of the verb 'found out'.
- h)
 - i) appropriate, fit, right
 - ii) permitted, consented, authorised
 - iii) expected, obliged, made
 - iv) adequate, enough, abundant
 - v) seized, impounded, commandeered
 - vi) poor farmers, country-dwellers
 - vii) exploitation, manipulation, misapplication

Reflect and discuss (p. 193)

The teacher and students should discuss the questions in class. Ensure that the entire students participate by randomly selecting them to answer questions.

Drawing conclusions (p. 193)

- 1 T 2 F 3 T 4 F 5 F

Summary (pp. 193-194)

- a) The things that the teacher should do to encourage the adult learner are:
 - i) The teacher should be familiar with the social, working, and family backgrounds of the adult learner.
 - ii) The teacher should give individual care and attention to the adult learner.
- b) The methods which the adult literacy teacher can use to do his work successfully are:
 - i) The teacher should make sure that the learning content and major decisions are adopted through the democratic procedure.
 - ii) The teacher should use a tutorial system of teaching in which all learners can contribute to class discussion.
 - iii) The teacher should not force his own values on the learners.

Vocabulary: English use of French words (p. 194)

- 1 Encourage the students to learn vocabulary items by heart.
- 2 Tell them to use the items in conversations and in writing.

Exercise I (pp. 194-195)

- 1 naïve
- 2 chic
- 3 blasé
- 4 maladroit
- 5 nonchalant

Exercise II (p. 195)

- | | | | |
|---|------------------|----|---------------------|
| 1 | goodbye | 2 | bored |
| 3 | clever remark | 4 | a blind alley |
| 5 | piles of rubbish | 6 | first appearance |
| 7 | altogether | 8 | right of admittance |
| 9 | ingenuous | 10 | error of judgment |

Exercise III (p. 195)

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

Grammar: Relative clauses (p. 196)

- 1 Apart from the general functions of relative clauses (defining and non-defining), teach the students the grammatical function of relative or adjective clauses.
- 2 Tell the students that a relative or adjective clause always modifies a noun in the main clause, usually one that comes before it.
- 3 Let the students do a lot of written practice with all types of relative clauses.

Exercise I (p. 197)

- a) where
- b) why
- c) when
- d) where
- e) where

Exercise II (pp. 197-198)

- | | | | |
|---|----------|----|-------|
| 1 | whose | 2 | which |
| 3 | who | 4 | which |
| 5 | who/whom | 6 | whose |
| 7 | which | 8 | who |
| 9 | where | 10 | whom |

Exercise III (p. 198)

- 1 The house which we live in is not large enough. (defining)
- 2 We congratulated Dave, who won the cup. (non-defining)
- 3 My friend who lives down the road is in the hospital. (defining)
- 4 Dare told me about his new English teacher, whom he likes very much. (non-defining)
- 5 I have found the book which I was looking for. (defining)

Writing: Speeches (pp. 199-200)

- 1 As in the previous unit, use a sample speech to illustrate the essentials of a good speech.
- 2 Let the students write speeches in class and as homework.
- 3 The teacher should ensure that the students' essays have good organisation, content, expression and mechanical accuracy.

Unit 18

National transformation: A must

Oral English: Oral debate (p. 201)

- 1 The emphasis here is on effective speech delivery.
- 2 Highlight the steps to take for an effective debate.
- 3 Conduct a well-organised class debate by dividing the class into two groups. Let one group speak for, and another against the motion.

Reading comprehension: National transformation: A must (pp. 203-204)

Answers

- a) He means that the progress or transformation of the country rests in the hands of every citizen, not only in the leadership.
- b) Globalisation
- c) Failure of governance or leadership failure.
- d) They expect transformation.
- e) It has demonstrated unquestionable patriotism by expelling hackers and criminal elements from its organisation.
- f) Oxymoron
- g)
 - i) Adverbial clause
 - ii) Modifies the verb phrase 'must support'
- h)
 - i) important, vital, crucial
 - ii) false impression, misconception, misunderstanding
 - iii) dissatisfaction, displeasure, disgruntlement
 - iv) desperate, unpromising, bleak
 - v) separated, detached, cut off
 - vi) resolute, unwavering, untiring
 - vii) help, relief, support

Reflect and discuss (p. 205)

Engage the students in a discussion. Ensure entire class participation by randomly selecting students to answer the questions in class.

Drawing conclusions (p. 205)

- 1 F 2 T 3 T 4 T 5 T

Vocabulary: English use of Latin and Greek words (p. 205)

- 1 Encourage the students to learn the vocabulary items by heart.
- 2 Do a class quiz to test the students' understanding of the concept.

Grammar: Simple and compound sentences (p. 208)

Exercise II (p. 209)

- | | | | |
|---|----------|----|----------|
| 1 | simple | 2 | compound |
| 3 | compound | 4 | simple |
| 5 | compound | 6 | compound |
| 7 | simple | 8 | simple |
| 9 | compound | 10 | compound |

Exercise III (p. 209)

- | | | | |
|---|-----|----|-----|
| 1 | and | 2 | but |
| 3 | or | 4 | and |
| 5 | but | 6 | but |
| 7 | or | 8 | or |
| 9 | yet | 10 | and |

Exercise V (pp. 210-211)

- 1 where we hid the treasure
- 2 that you just designed
- 3 whose lottery ticket number was called
- 4 that mum used
- 5 who stole your handkerchief

Exercise VI (p. 211)

- 1 I sat on the bench with the boy
- 2 We hid under the stairs
- 3 The conference had ended
- 4 It is believed
- 5 The painter used to be a soldier

Exercise IX (pp. 212-213)

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

Writing: Narrative essays (p. 213)

- 1 Read out a sample narrative essay (see p. 213) and use it to explain the essential features of a narrative essay.
- 2 Guide the students on how to write a narrative essay.
- 3 Let the students attempt the exercises on page 214.