

New Concept

English

for Junior Secondary Schools

Teacher's Guide **1**

Feyi Ademola-Adeoye

Qasim Adam

Julia Eto

Joy Eysi

Airat Adekunle

Babatunji Adepoju



Learn Africa Plc

Felix Iwerebon House

52 Oba Akran Avenue

P.M.B. 21036

Ikeja, Lagos State

Telephone: 08093855455, 09137000195

E-mail: learnafrica@learnafricaplc.com

Web: www.learnafricaplc.com

Area offices and branches

Abuja, Abeokuta, Akure, Benin, Calabar, Ibadan, Ilorin, Jos, Kano, Makurdi, Onitsha, Owerri, Port Harcourt, Zaria, with representatives throughout Nigeria

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without the prior permission of Learn Africa Plc.

© Learn Africa Plc 2014, 2016, 2019, 2023

First published 2014

Revised edition 2014

Third edition 2016

Fourth edition 2019

Fifth edition 2023

ISBN 978 978 925 768 3

Contents

Introduction	iv
Unit 1 My first day at secondary school	1
Unit 2 Automobiles	4
Unit 3 Tourist attraction in Nigeria	8
Unit 4 Diet and nutrition	12
Unit 5 What is bullying?	15
Unit 6 Immunisation	18
Unit 7 Our march into the desert	23
Unit 8 How to change a tyre	26
Unit 9 Fire safety	30
Unit 10 Kidnapping in Nigeria: Causes and solutions	33
Unit 11 Patriotism and how to show it	36
Unit 12 Safety of packaged water in Nigeria	40
Unit 13 Abuse of herbal medicine	44
Unit 14 The family	46
Unit 15 The ass and the lapdog	49
Unit 16 Child abuse	52
Unit 17 Corruption	55
Unit 18 Wars: Causes and effects	59
Unit 19 A sneaking suspicion	63

Introduction

A How to use this course

i) General

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

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

ii) Structure of the student's book

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

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

iii) Timing

Most periods allotted to the English language are usually less than an hour per period. This may act as a constraint on the coverage of the content in the lesson plan. However, the teacher should ensure that the essential ingredients of any course content are taught to students first. Where some exercises cannot be covered in the class, a part can be given as homework. Teacher may even ask the students to read some of the passages or do some groundwork about the content of the composition exercise from home. For example, difficult words that the students are likely to meet in the comprehension passages may be given as homework so that understanding a text piece in the class would not be a problem for students.

iv) Homework

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

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

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

1 Reading

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

2 Vocabulary

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

3 Writing

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

B Continuous assessment

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

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

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

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

- 1 Regular as well as examination standard exercises in oral English, grammar, and vocabulary.
- 2 Theoretical and practical-oriented composition exercises are given to the students after showing them two samples: a model composition and a badly-written one. Teacher may find it beneficial to allot marks based on the following:
 - Grammar (word order, tense, expression, accuracy) – 25%
 - Vocabulary (appropriateness and scope) –20%

- Planning and organisation (including paragraphing) – 20%
 - Mechanical accuracy (spelling and punctuation) – 10%
 - Content – 25%
- 3 Comprehension [reading and listening]—rich and objective.
- 4 Test of orals – a plethora of exercise abound in the New Concept English under oral English. The exercises are based on the requirements of public examining bodies for Junior Secondary Schools. It is suggested that teachers could also do a practical oral assessment of the students in terms of pronunciation competence.

C Lesson planning

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

As useful as a lesson plan is, it must be prepared with an important idea in mind that students and classes differ in their levels of knowledge and skill. So timing, teaching strategies and class assessment must reflect this critical point. A typical lesson should be varied and never zero one particular skill. The following is a schematic mini-lesson plan focusing on reading and writing skills—comprehension and summary. The example refers to pages 27-31 of the New Concept English JSS 1 (NCE). (Note: this is not a straight jacket template, for variations are possible).

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

Unit
1

My first day at secondary school

Oral English SB page 1

1 Description of the /i:/ sound

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

2 Dialogue practice 1 SB page 2

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

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

3 Dialogue practice 2 SB page 3

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

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

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

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

Reading SB page 4

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

Comprehension SB page 5

My first day at secondary school SB page 5

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

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

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

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

Vocabulary SB page 7

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

2 Word search

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

Word focus: Partitives

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

Exercise SB page 8

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

Grammar SB page 8

Parts of speech: Noun

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

Ask and answer SB page 10

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

Teacher: Picture 1. What is this?

Student: It's an apple.

Later, the teacher can call on a pair of students to ask and answer in the same way.

Make sure that all the students have an opportunity to participate in this exercise by asking and answering questions.

Multiple-choice questions SB pages 10-11

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

Writing: Descriptive SB pages 11-13

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

Literature SB page 13

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

Unit 2

Automobiles

Oral English SB page 15

Description of the /p/ and /b/ sounds

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

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

Multiple-choice questions SB page 17

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

Reading SB page 17

Reading for main and supporting ideas

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

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

Comprehension SB page 18

Automobiles

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

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

Answers to comprehension questions **SB page 19**

- 1 motor
- 2 gasoline (petrol)
- 3 pistons
- 4 fuel-air mix
- 5 piston, crankshaft, ignition, throttle valve, accelerator pedal, spark plug
- 6 principally
- 7 D
- 8 C
- 9 C
- 10 B

Reflect and discuss **SB page 19**

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

Draw conclusions **SB page 19**

- 1 False
- 2 False
- 3 False

Summary writing **SB page 19**

- a) This is an exercise in identifying the topic sentences in the paragraphs.
- b) The students are to read the passage and identify the topic sentences of the paragraph.
- c) Teacher should give students assignment.

Vocabulary **SB page 20**

Explain the listed words in the box and get the students to appropriately fill them in the blank spaces.

Answers

- 1 rotate
- 2 alternative
- 3 typically
- 4 propelled
- 5 primarily

a) Word focus: Paternal SB page 20

Explain the word 'paternal' and get the students to find meanings to the listed words and use them in sentences.

b) Word family: In the hospital SB page 20

This is best treated orally in the first place. Get the students to talk informally about their visit to the hospital. Then get them to talk about the picture on Page 20 of the Students' Book.

Answers

- 1 admitted
- 2 maternity
- 3 delivered
- 4 pulse rate
- 5 thermometer
- 6 stethoscope
- 7 examined
- 8 diagnosed
- 9 prescribed
- 10 complained
- 11 painkiller
- 12 pharmacy
- 13 patients

Word search puzzle SB page 21

diagnosis	l	m	s	y	r	i	n	g	e	z	o
syringe	n	d	i	a	g	n	o	s	i	s	p
physician	q	o	p	e	r	a	t	i	o	n	t
ambulance	r	s	u	r	g	e	r	y	x	y	a
x-ray	t	a	b	v	o	p	q	r	s	p	b
dentist	v	g	t	w	x	y	z	a	c	h	l
pharmacist	d	e	n	t	i	s	t	b	d	y	e
injection	w	p	h	a	r	m	a	c	i	s	t
dosage	a	m	b	u	l	a	n	c	e	i	e
surgery	i	n	j	e	c	t	i	o	n	c	f
tablet	y	z	d	f	g	l	j	k	l	i	g
operation	h	l	d	r	u	g	m	n	o	a	h
drug	j	k	p	x	r	a	y	u	v	n	x

Grammar SB page 21

Countable and uncountable nouns SB page 21

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

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

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

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

Forms of plural nouns SB page 22

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

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

Exercise I SB page 23

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

Writing SB page 24

Paragraphs: Main ideas, topic sentences

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

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

Composition: Well-written sample SB page 24

- a) Revise the writing skills and go through what they have written on 'Myself'.
- b) Teacher should guide students to write a paragraph on *Myself* using the information given in the box on page 24.

Unit 3

Tourist attraction in Nigeria

Oral English SB page 25

1 Description of the /æ/ and /a:/ sounds SB page 25

Follow the same procedures as in Unit 1.

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

Multiple-choice questions SB page 27

- B
- B
- C
- B
- D

Reading SB page 27

Reading to answer specific questions

Teacher should read out, explain and exemplify.

Before you read SB page 28

Carry out the pre-reading activity with the students. Allow them to discuss what they know about any tourist attraction in Nigeria.

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

Comprehension SB page 28

- Three
 - Obudu Ranch
 - Yankari Game Reserve
 - La Campagne Tropicana Beach Resort
- An impressive or remarkable thing that is very much worth seeing.
- Yankari Game Reserve.
- Obudu Ranch Resort
- Vacation
- D
- C
- B
- C
- C

Reflect and discuss **SB page 30**

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

Draw conclusions **SB page 30**

- 1 False
- 2 False
- 3 True

Summary writing **SB page 30**

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

- a) Teacher should read out and explain the summary tips on page 30.
- b) Students should be able to demonstrate the tips in writing.

Vocabulary **SB page 30**

Answers

- 1 apprehension
- 2 landmark
- 3 reserve
- 4 vast
- 5 species

Word focus: Selfless **SB page 31**

This section helps students in finding words made up of two parts and their meanings. The examples of such words are given.

The students may be encouraged to get their meanings in the dictionary.
Encourage them to use the words in sentences.

Word family: On the football field **SB pages 31-32**

Explain the words in the box and get the students to appropriately fill them in the blank spaces.

Answers

- | | |
|------------|-----------|
| 1 match | 6 pass |
| 2 goal | 7 spot |
| 3 dribbled | 8 referee |
| 4 tackle | 9 whistle |
| 5 throw-in | |

Listening comprehension **SB page 32**

Teacher is advised to read the detailed notes on SB page 255. All the students should have their books closed while the teacher reads the passage, at a little less than normal speed. Tell them to answer the questions orally.

Grammar **SB page 32**

Parts of speech: Pronoun

Assist the students to list all the pronouns.

List the singular pronouns and the plural pronouns on SB page 33. Teacher may introduce more examples showing the singular and plural pronouns.

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

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

Multiple-choice questions **SB page 36**

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

Writing – Narrative/descriptive **SB page 36**

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

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

Editing/proofreading **SB page 38**

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

The elements of composition **SB page 38**

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

Writing: Outlines SB page 39

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

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

Literature SB page 39

- 1 Describe the features of folktales, myths, and legends.
- 2 Read out examples of folktales and myths (page 40).
- 3 Let the students tell their own folktales in the class.

Unit 4

Diet and nutrition

Oral English SB page 42

Description of the /t/ and /d/ sounds

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

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

The teacher should make a distinction between the two sounds.

Multiple-choice questions SB page 44

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

Reading SB page 44

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

Comprehension SB page 45

Diet and nutrition

Answers to comprehension questions

- 1 A balanced diet should contain proteins, fats, carbohydrates, vitamins and minerals in the correct proportion and sufficient quantity.
- 2 Morality, personal taste, religion
- 3 Lettuce, pawpaw, cucumber, carrot
- 4 Fats are solid at room temperature while oils are liquid at room temperature.
- 5 Alcohol, cigarette, drugs
- 6 B
- 7 B
- 8 A
- 9 A
- 10 A

Summary writing SB page 47

Answers

- | | | | |
|---|-------------|---|-----------|
| 1 | essential | 2 | provision |
| 3 | energy | 4 | build |
| 5 | features | 6 | needed |
| 7 | deficiency | 8 | diet |
| 9 | unprocessed | | |

Vocabulary SB page 47

NB: Teacher should ensure that each student is able to use the dictionary correctly to identify words synonyms in their contexts.

Answers

Exercise 1 SB page 47

- 1 ate (eaten)
- 2 even
- 3 prohibition
- 4 locally
- 5 damaged
- 6 hard
- 7 peculiar
- 8 insufficiency
- 9 effect
- 10 natural

Grammar SB page 47

Types of pronouns

This section introduces the students to the types of pronouns.

Teacher should go through the various types explained in the SB pages 47-48.

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

Answers to exercises SB page 50

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

Multiple-choice questions SB page 50

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

Writing SB page 51

Composition SB pages 51

Creative writing can take many different forms: descriptive, reports, poems and articles.

The students are to go through the two compositions (pages 51 and 52). Get them to compare and contrast the two. Get them to go through the well-written one paying attention to paragraphing, tenses, spelling and punctuation. In pairs, get them to go through the badly-written one, making corrections where necessary.

Then, the exercise is to be done individually by the students in their exercise books.

Exercises

Encourage the students to do the exercises.

Unit 5

What is bullying?

Oral English SB page 53

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

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

Multiple-choice questions SB page 56

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

Reading SB page 56

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

Comprehension SB page 56

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

Draw conclusions SB page 58

- 1 F
- 2 T
- 3 T

Summary writing SB page 58

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

Vocabulary: Find a word SB page 58

Answers

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

Grammar SB page 59

Parts of speech: Verbs

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

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

Multiple-choice questions SB page 62

Answers

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

Writing SB page 62

Informal letters

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

Unit 6

Immunisation

Oral English SB page 67

Description of the /k/ and /g/ sounds

Follow the procedures in Unit 1.

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

Exercise II SB page 69

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

Multiple-choice questions SB page 69

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

Reading SB page 68

Before you read

Carry out the pre-reading activity with the students, that is, how to survey a text and then discuss the note on 'Facts' on immunisation.

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

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

Comprehension SB page 68

Immunisation

Answers to comprehension questions

- 1 The study of life cycle of organisms responsible for transmitting disease.
- 2 Antibody destroys the disease-causing microbes or other harmful products.
- 3 Innoculation
- 4 Tetanus toxoid vaccine is given to a pregnant woman.
- 5 Microbes
- 6 A = immunisation is a global method of disease prevention
- 7 C = worldwide
- 8 D = explain the various immunisation processes and their benefits
- 9 A = the body reacts to immunisation to prevent disease
- 10 B = before birth

Reflect and discuss SB page 71

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

Draw conclusions SB page 71

Follow the procedure used in Unit 2.

- 1 T
- 2 F
- 3 T

Summary writing SB page 71

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

Vocabulary SB page 72

Answers

- 1 infectious
- 2 transmission
- 3 antenatal
- 4 vaccine
- 5 preventable
- 6 immunised
- 7 microbe
- 8 reacts
- 9 universal
- 10 contracting

Word focus: React SB page 71

Exercise

- 1 serve (verb)
- 2 served (past tense)
- 3 service (noun)
- 4 server (noun)
- 5 disservice (noun)

Encourage the students to attempt forming words of the same family with the other words listed in the box.

Word puzzle SB page 73

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

Listening comprehension SB page 73

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

Grammar SB page 74

Forms of verbs SB page 73

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

Go through the table with the students for more clarification.

You may clarify the distinction between regular and irregular verbs.

Spelling the present tense SB page 74

Teacher is to go through the note on SB page 74 with the students.

Types of verbs SB page 75

1 Transitive and intransitive verbs

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

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

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

2 Main verbs and auxiliary verbs

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

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

Students to practise the two exercises on the topic.

Exercise I SB page 77

Answers

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

Exercise II SB page 77

Answers

- 2 began
- 3 climbing
- 4 is standing
- 5 were painting

- 6 am
- 7 are
- 8 has, saved
- 9 are
- 10 is, being

Writing: Descriptive SB page 77

- 1 Teacher should read out the well-written sample.
- 2 Teacher should exemplify features of descriptive writing using the sample.
- 3 Students should be guided to do the exercises on page 78.

Literature SB page 79

Prose SB page 79

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

Unit 7

Our march into the desert

Oral English SB page 81

Description of the /ʊ/ and /uː/ sounds

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

Multiple-choice questions SB page 83

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

Reading SB page 83

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

Comprehension SB page 84

Our march into the desert

Answers to comprehension questions

- 1 Twenty-five pounds of meat
- 2 To fill up their water bottles again after the first night march
- 3 She, her
- 4 Sir Henry instructed the travellers to pray
- 5 Three travellers undertook the journey
- 6 C = doubtful
- 7 A = a person who lives in a particular place
- 8 A = creep
- 9 D = Jose da Silvestre's map and the mountains
- 10 A = far away in space

Summary writing SB page 85

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

Vocabulary SB page 86

Word inference

impossible	unattainable
native	inhabitant
march	walk
lay	lie
glimmer	flash
gazing	staring
fate	destiny
distant	far
crept	crawled
determined	decided

Word search: Guess the missing words SB page 86

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

Grammar SB page 87

Parts of speech: Adjectives

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

Teacher should introduce the types of adjectives and explain them.

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

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

Exercise II SB page 89

Answers

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

Multiple-choice questions SB pages 89-90

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

Writing: Narrative SB page 90

Use the exercises here to determine whether they can identify the topic sentences in all the paragraphs in the comprehension passage.

Composition SB page 90

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

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

Unit 8

How to change a tyre

Oral English SB page 92

Description of the /f/ and /v/ sounds

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

Exercise I SB page 93

F	V
flat	vehicle
figuring	even
feel	involved
from	cover
off	leverage
fits	heavy
first	
cross-shaft	
full	
soft	

Exercise II SB page 93

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

Multiple-choice questions SB page 93

- C
- A
- A
- B
- A

Reading SB page 94

Comprehension SB page 94

How to change a tyre

- 1 Teacher should read the passage aloud.
- 2 Teacher should match each paragraph of the passage with the pictures given.
- 3 Teacher should ask personal evaluative questions.

Answers to comprehension questions SB page 96

- 1 Having a flat tyre and not knowing how to fix it.
- 2 Bricks, wooden wedges, metal wheel
- 3 i) Insert a rod or wrench over the knob of a scissor jack, then crank.
ii) Pump up and down an hydraulic jack.
- 4 It needs a step-by-step approach because one step leads to another step.
- 5 Screwdriver
- 6 Step-by-step
- 7 A
- 8 C
- 9 B
- 10 B

Reflect and discuss SB page 96

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

Summary writing SB page 96

- 1 Read and explain the summary tips on pages 96–97.
- 2 Exemplify each of the tips on the board using a specific passage.
- 3 Demonstrate how to paraphrase on the board to students.
- 4 Let each student identify the topic sentences and supporting sentences in a passage (page 96). Give one or two examples.

Vocabulary SB page 97

Antonyms

Exercise SB page 98

general	–	specific
loose	–	fixed
grasp	–	let go
rear	–	front
delicate	–	strong
counter clockwise	–	clockwise
cushion	–	expose

Word focus SB page 98

Words used as nouns and verbs

Answers

- 1 help
- 2 lie
- 3 study
- 4 cry
- 5 leave

Word search: Synonyms SB page 98

Use these words to complete the word puzzle. Let it be a play-based activity.

end

beginning

lowest

beginner

highest

up-to-date

ancient

middle

burial

arranged

Grammar SB page 99

Part of speech: Adjectives SB page 99

Position of adjectives

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

Comparison of adjectives SB page 99

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

Teachers can use pictures to illustrate.

Order of adjectives SB page 101

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

Teacher may go through the note on this topic on SB page 101 and explain to the students.

Multiple-choice questions SB page 101

Answers

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

Writing SB page 102

Formal letters SB page 102

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

Formal and informal language SB page 102

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

Format SB page 103

Explain and illustrate the format of a formal letter.

Homework SB page 103

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

Composition: SB pages 105-106

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

Literature SB page 107

Folktales SB page 107

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

Fables, myths and legends SB pages 107-110

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

Unit 9

Fire safety

Oral English SB page 111

Syllables in English SB page 111

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

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

Description of the /ə/ sound SB page 111

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

Multiple-choice questions SB page 113

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

Comprehension SB page 114

Fire safety

Answers to comprehension questions

- 1 Fire safety is the measures put in place to prevent or minimise the possibility of a fire.
- 2 Death, injury, property damage
- 3 Fire hazard refers to a threat to fire safety.
- 4 Candles, inflammable liquids, cooking appliances, overloaded electrical systems, ignition sources, heating appliances
- 5 i) The person should leave with caution.
 ii) He/She should feel the door.
 iii) He should open the door slightly and look in both directions for the nearest exit sign.
 iv) He should stay low if smoke is present.
 iv) He should walk to the nearest stairway.
- 6 C
- 7 A

- 8 D
- 9 B
- 10 D

Reflect and discuss SB page 115

Follow the procedure used in other units for this section.

Summary writing SB page 115

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

Vocabulary

Word family SB pages 115-116

- 1 emergency
- 2 combustible
- 3 evacuate
- 4 ignition
- 5 flame
- 6 hazard
- 7 alarm
- 8 precautions

Word focus: Equipment SB page 116

Teacher revise briefly the plurals of nouns, countable and uncountable nouns.

Give examples of uncountable nouns that use plural verbs.

Explain the words in the box and give their partitives.

Listening comprehension SB page 117

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

Grammar SB page 117

Parts of speech: Adverbs

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

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

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

Go through the students error and correct them.

Attempt the exercise on page 118.

Exercise SB page 118

I Answers

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

II Answers

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

Writing: Descriptive SB page 119

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

Answers (Exercise 2)

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

Composition SB page 120

My favourite food

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

Unit 10

Kidnapping in Nigeria: Causes and solutions

Oral English SB page 121

Description of the /θ/ and /ð/ sounds

Follow the procedure in the previous units.

Multiple-choice questions SB page 122

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

Reading SB page 122

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

Comprehension SB page 123

Kidnapping in Nigeria: Causes and solutions

Answers to comprehension questions

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

Reflect and discuss SB page 124

Follow the procedure used in other units for this section.

Draw conclusions SB page 121

Give students two minutes to survey the passage and answer the True/False questions on page 124.

Vocabulary SB page 125

Word inference

Answers

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

Word family: Animal sounds SB page 125

- wolf
- hyena
- snake
- owl
- bird
- lion
- bee

Word search SB page 126

Word search (Animals that produce each sound)

Bray – donkeys

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

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

Hoot – owls
Roar – lions

Grammar: Functions of adverbs SB page 126

Adverbs of manner SB page 126

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

Dialogue practice SB page 126

Engage the students in this dialogue.

Exercise II SB page 127

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

Multiple-choice questions SB page 127

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

Writing SB pages 127-128

Narrative essays

Discuss narrative writing with the students.

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

Composition SB pages 128-129

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

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

Literature SB page 129

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

Unit 11

Patriotism and how to show it

Oral English SB page 131

Description of the /e/ and /ɜː/ sounds

Follow the same procedures as in Unit 1.

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

Exercise SB page 133

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

Multiple-choice questions SB page 133

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

Reading SB page 133

Reading for supporting ideas

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

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

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

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

Comprehension SB pages 134 - 135

Answers to the comprehension questions

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

Drawing conclusions SB page 135

1. F
2. T
3. F

Vocabulary SB page 134

Word inference

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

Word focus: Group words SB page 136

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

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

Word family: Government SB page 137

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

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

Answers

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

Homework: Deep thinking puzzle SB page 136

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

Grammar SB page 138

Functions of adverbs: Adverbs of place, time, degree and frequency

Teacher should briefly revise adverbs with the students. Discuss the many functions of adverbs. Identify and explain the introducers of adverbs of place, time, degree and frequency. Get the students to fill in the blank spaces in the Exercises on page 139 and role-play the dialogue.

Dialogue practice SB page 136

Follow the same procedure on page 124. Let the students fill in the gaps with suitable adverbs of degree.

Exercise II SB page 139

Answers

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

Exercise III SB page 139

Answers

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

Exercise IV SB page 140

Answers

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

Writing SB page 138

The importance of writing SB page 140

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

Unit 12

Safety of packaged water in Nigeria

Oral English SB page 143

Description of the /s/ and /z/ sounds

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

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

Multiple-choice questions SB page 145

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

Reading SB page 145

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

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

Comprehension SB page 145

Safety of packaged water in Nigeria

Answers to comprehension questions.

- 1 Cans and plastic sachets
- 2 Cholera, typhoid, fever
- 3 a) If it flows in streams or gathers in lakes.
b) When it filters through layers of soil and rocks.
- 4 Colourless, tasteless, odourless
- 5 To highlight the importance of safe drinking water and how it can be safely packaged for use.
- 6 B
- 7 D
- 8 C
- 9 B
- 10 B

Reflect and discuss **SB page 148**

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

Draw conclusions **SB page 148**

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

Summary writing **SB page 148**

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

Vocabulary **SB pages 148-149****Find a word****Answers**

- a) existence
- b) filter
- c) income
- d) risk
- e) investigations
- f) dubious
- g) waterborne
- h) carcinogenic
- i) expertise
- j) citizens

Word focus: Impression **SB page 149****Exercise****Answers**

- a) relaxation
- b) recitation
- c) separation
- d) recognition
- e) information
- f) taxation

Unscramble hidden words SB pages 149-150

Answers

- 1 hygenically
- 2 dubious
- 3 challenge
- 4 carcinogenic
- 5 expertise

Word family: Mining SB page 150

Answers

extraction
minerals
processes
artificially
beginning
metals
produce
tools
developed
volumes

Grammar SB page 150

Prepositions

Teacher may give the definition of preposition.

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

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

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

Exercise I SB page 151

Answers

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

Exercise III SB page 152

Answers

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

Writing SB page 153

Debate SB page 153

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

Features of a debate SB page 153

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

Composition SB pages 155-156

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

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

Literature SB page 156

Poetry SB page 156

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

Unit 13

Abuse of herbal medicine

Oral English SB page 160

Description of the /ʌ/ sound

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

Multiple-choice questions SB page 160

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

Reading SB page 161

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

Comprehension SB page 162

Abuse of herbal medicine

Answers to comprehension questions SB page 163

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

Reflect and discuss SB page 163

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

Draw conclusions **SB pages 153 -164**

- 1 F 2 T 3 T

Summary writing **SB page 164**

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

Vocabulary (Word family: The moon) **SB page 164**

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

Grammar **SB page 165**

Using conjunctions **SB pages 165-167**

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

Answers to Exercise I

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

Writing **SB page 167**

Avoiding unnecessary repetition **SB page 167**

Teacher should make the students see what description entails.

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

Teach them to use linking words.

Let students read the passage given in Exercise 2 on page 168 and identify the linking devices with partners in pairs or groups.

Unit 14

The family

Oral English SB page 169

Description of the /ʃ/ and /ʒ/ sounds

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

Multiple-choice questions SB pages 170-171

Answers

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

Reading SB page 171

Carry out the pre-reading activities with the students. Allow them to discuss what they know about family units. Let them survey the passage and discuss their findings with the teacher.

Reading for speed SB page 171

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

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

Comprehension SB page 172

The family

Answers to the comprehension questions SB page 173

- 1 The father, mother and their children.
- 2 A nuclear family consists of the father, mother and their children, who share living quarters.
- 3 Extended family
- 4 Homo sapiens
- 5 Baby-sit means to take care of the baby.
- 6 C
- 7 C
- 8 C
- 9 B
- 10 C

Reflect and discuss **SB page 173**

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

Draw conclusions **SB page 173**

- 1 F 2 F 3 T

Summary writing **SB page 173**

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

Vocabulary **SB page 174**

Exercise

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

Word family: Family and social relations **SB page 176**

- 1 a generation
2 spouse
3 immediate family
4 brother-in-law
5 ex-wife
6 stepmother
7 bride
8 siblings
9 cousin
10 half-brother

Grammar **SB page 176**

Capitalisation **SB page 176**

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

Differentiate between capital letters and small letters.

Using interjections SB page 177

Exercise I SB page 177

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

Exercise II

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

Writing SB page 178

Informal letters

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

Exercise I SB page 179

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

Exercise II (Discussion) SB page 179

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

Exercise III SB page 179

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

Composition SB pages 180-181

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

Unit 15

The ass and the lapdog

Oral English SB page 182

Description of the /eɪ/ sound

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

Reading SB page 183

Introduce the lesson by discussing the meaning of 'ass' and a 'lapdog' with the students. Then ask them to read the passage, working in pairs after the teacher must have read out the passage.

Comprehension SB page 184

The ass and the lapdog

Answers to comprehension questions SB page 185

- 1 One should be contented with his position.
- 2 'It' refers to the benefits that the Chinese lapdog enjoy.
- 3 The ass broke his rope and halter to gain his mistress's attention.
- 4 The servants separated the ass from his mistress when they realised their mistress was in danger.
- 5 The ass
- 6 D
- 7 D
- 8 D
- 9 D
- 10 A

Draw conclusions SB page 185

- 1 T 2 T 3 F

Summary writing SB page 185

Exercise

- a) Mrs Adam loved the dog but the ass had much work to do in turning the mill to grind corn and in carrying wood from the forest or burdens from the farm.
- b) The ass often complained that he had hard fate and contrasted it with the luxury and idleness of the lapdog.

- c) One day, the ass thought of a way to attract Mrs Adam, so he broke his rope and halter and galloped into his mistress's house.
- d) The ass jumped on his mistress as the lapdog used to do but he broke the table and smashed all the dishes.
- e) The ass regretted that he had brought punishment upon himself.

Vocabulary SB page 186

Parts of speech SB page 186

Answers

Noun	Verb	Adjective	Adverb
atoms	dine	favourite	seldom
Nigerian	lamented		
stable	frisking		
hubbub	fawning		thus
luxury	stroked		
idleness	galloped		
titbit			
Chinese			

Exercise SB page 186

Answers

- 1 apiary
- 2 lair
- 3 aquarium
- 4 anthill

Grammar SB page 187

Functions of verbs (Verb tenses) SB page 187

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

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

Exercise I SB page 191

Answers

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

Exercise II SB page 191

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

Writing: Expository SB page 191

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

Go through the Exercise III on page 192 with the students and let them write five topic sentences on the pictures given.

They may use some of the words and expressions listed on the page to also support each of their topic sentences.

Composition SB page 193

The dog

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

Unit 16

Child abuse

Oral English SB page 194

Description of the /tʃ/ and /dʒ/ sounds

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

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

Multiple-choice questions SB page 196

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

Reading SB page 196

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

Comprehension SB pages 196-198

Child abuse

Answers to comprehension questions

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

Reflect and discuss **SB page 198**

Use the procedure used in previous units.

Draw conclusions **SB page 198**

1 T 2 T 3 T

Summary writing **SB pages 198-199**

Exercise

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

Vocabulary **SB page 199**

Antonyms **SB page 199**

- 1 neglect
- 2 physical
- 3 suffocating
- 4 insomnia
- 5 inappropriately
- 6 failure
- 7 harsh

Word focus: Professions **SB page 199**

Exercise **SB page 194**

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

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

Grammar SB page 200

Active and passive sentences SB page 200

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

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

Exercise I SB page 202

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

Exercise II SB page 202

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

Writing: Imaginative composition SB page 202

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

Composition SB page 204

The day I was rushed to the hospital

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

Literature: Drama SB page 204

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

Unit 17

Corruption

Oral English SB page 208

Description of the /aɪ/ sound

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

Let them read out the examples.

Exercise I SB page 209

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

Multiple-choice questions SB page 209

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

Reading SB page 210

Follow the procedure in the previous units.

Comprehension SB page 210

Corruption

Answers to comprehension questions

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

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

Draw conclusions **SB page 211**

- 1 F 2 F 3 T

Summary writing **SB page 212**

- 1 Teacher should revise the summary tips with students.
- 2 Teacher should write sample summary answers on the board.
- 3 Teacher should guide students to answer the summary questions on page 212.

Vocabulary **SB pages 212-213**

Synonyms

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

Word search **SB page 207**

Answers

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

Word association SB page 213

Exercise I

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

Exercise II

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

Grammar SB page 214

Reported speech SB page 214

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

Exercise I SB page 216

Answers

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

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

Exercise II SB page 216

Answers

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

Writing SB page 217

More on informal letter writing

Guide the students to do the exercises on page 217.

Composition: Well-written sample SB page 218

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

Unit 18

Wars: Causes and effects

Oral English SB page 219

Description of the /əʊ/ and /ɔɪ/ sounds

Follow the procedure used in previous units.

Exercise I SB page 221

- 1 gnome
- 2 dome
- 3 own
- 4 loaf
- 5 toad
- 6 coke

Exercise II SB page 221

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

Multiple-choice questions SB page 221

- 1 B 2 C 3 A 4 D 5 C

Reading SB page 222

Wars: Causes and effects

Answers to comprehension questions SB page 223

- 1 War is an act of fighting between two or more countries or opposing groups.
- 2 i) Radiation sickness
ii) Birth defects
- 3 i) To gain a territory
ii) For economic gain
iii) To defend one's country
iv) To avenge a wrong

- 4 i) Buildings are destroyed
- ii) The youths are killed in large number.
- iii) Disease and hunger attack those alive.
- 5 Air, water and soil are polluted.
- 6 C
- 7 B
- 8 D
- 9 D
- 10 C

Draw conclusions SB page 224

- 1 T 2 T 3 F

Summary writing SB page 224

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

Vocabulary SB page 225

Antonyms

Exercise I

- 1 at different times
- 2 unimportant
- 3 repulsive
- 4 dull
- 5 not elegant
- 6 dim
- 7 destroy
- 8 big
- 9 repel

Exercise II SB page 225

- | | |
|--------------|-------------|
| 1 concurrent | 2 essential |
| 3 invite | 4 beautiful |
| 5 luminous | 6 flashy |
| 7 produce | 8 tiny |
| 9 bright | 10 concern |

Vocabulary SB page 219

Exercise II SB page 219

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

Exercise III SB page 225

- remarkable
- transferable
- reproduction
- assistance
- serves
- pollination

Listening comprehension SB page 226

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

Grammar **SB page 226**

Punctuation **SB page 226**

Follow the procedure used in the unit.

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

Get the students to attempt the exercises on the topic.

Exercise I **SB page 227**

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

Exercise II **SB pages 227-228**

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

Writing: Descriptive **SB page 228**

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

Composition **SB page 229**

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

Unit 19

A sneaking suspicion

Oral English SB page 230

Consonant clusters

- 1 Teacher should explain consonant clusters with adequate examples.
- 2 Teacher should guide students to identify clusters in given words of one, two, three-syllables.
- 3 Teacher should guide students to do dialogue practice (page 231).

Exercise SB page 231

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

Reading SB page 232

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

Comprehension SB pages 232-234

A sneaking suspicion SB pages 233-234

Answers to comprehension questions

- 1 He suspected his friend of having an affair with his wife.
- 2 a) No
b) Everything that Moremi did for Nnamdi was done to please her husband.
- 3 Companion
- 4 Aminu
- 5 King

- 6 C
- 7 C
- 8 C
- 9 B
- 10 A

Reflect and discuss SB page 234

Let the students go over the passage again and discuss why some people feel jealous about others.

Draw conclusions SB page 234

- 1 T
- 2 T
- 3 T

Summary writing SB page 234

- 1 _____ present her to his old companion and school mate.
- 2 _____ had not met for many years.
- 3 _____ old times and their school days.
- 4 _____ was seized by uncontrollable jealousy.
- 5 _____ ordered Aminu to poison him.
- 6 _____ both escaped to Onitsha, Nnamdi's own kingdom.
- 7 _____ imprisoned Moremi, the queen.

Vocabulary SB page 235

Collocations SB page 235

Answers

- 1 persuaded
- 2 excellent
- 3 sorrow
- 4 amuse
- 5 childhood
- 6 companion
- 7 uncontrollable
- 8 cheerful
- 9 chief
- 10 unfortunate

Word focus: Mood words

SB pages 235

Exercise 2 SB page 236

- | | |
|-------------|-------------|
| 1 surprised | 2 cheerful |
| 3 anxious | 4 suprised |
| 5 jealous | 6 depressed |
| 7 guilty | 8 hopeful |
| 9 angry | 10 cautious |

Exercise 3 SB pages 236-237

- | | |
|--------------|----------------|
| 1 JOYFUL | 2 CAREFUL |
| 3 ASTONISHED | 4 GLOOMY |
| 5 OPTIMISTIC | 6 POSITIVE |
| 7 FURIOUS | 8 SELF ASSURED |
| 9 REGRETFUL | 10 MAD |

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

Grammar SB page 237

Questions SB page 237

Exercise I SB page 239

Yes/No questions

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

Wh-questions

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

Exercise II SB page 239

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

Introduction to phrases and clauses SB page 240

Discuss the different types of phrases with the students, that is noun phrase, verb phrase, prepositional phrase, adjectival phrase and adverbial phrase. It is also important to explain to them how one can be differentiated from the other.

Use this methodology to teach clauses as well. Let the students do the exercises on the topic.

Writing: Formal letters SB page 243

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

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

Working in groups or in pairs, let them correct the badly-written one paying attention to punctua-