

**New Concept**

# English

for Junior Secondary Schools

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Teacher's Guide **3**

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# Introduction

## A How to use this course

### i) General

*New Concept English for Junior Secondary Schools* has been designed to develop in 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.

The teacher may find that the course includes a mixture 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 the students.

### ii) Structure of the Students' 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 to complete because of the length and structure of individual components. The teacher should use their initiative to ensure that lessons are taught within the allocated periods for each section on the timetable.

Each of the seventeen 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. The 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 passage 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 learner's 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 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.

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 the students to do the exercise or answer the questions under this part.

##### 2 **Vocabulary**

Some vocabulary questions need intensive dictionary consultations. So, teachers may need to give them assignments. However, some students are fond of copying vocabulary answers from the dictionary. So, teachers should be careful with such 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 writing skills. 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**

The continuous assessment gives the teacher the ability to assess students' progress and correct identified learning problems. 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- 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 simple 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 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 criteria:
  - 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 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 based on a 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 (NCE) JSS 1. (Note: this is not a straightjacket template, for variations are possible.)

### 1 Introduction (5 mins)

The teacher should explain and exemplify the various reading skills such as reading for facts, 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, draw conclusions) – reading for critical evaluation.

**2 Reading for facts, meaning and 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 (1 – 7) as well as reflect and discuss (p. 30) and then draw conclusions (p. 30).

**3 Summary writing (20 mins)**

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



Unit  
**1**

**Traffic warning signs on our roads**

**Oral English, SB page 1**

**Revision of /ɪ/, /i:/, /ʊ/, and /u:/ sounds**

- 1 The teacher should articulate the sounds and tell the students to imitate.
- 2 Sound contrasts between /ɪ/, /i:/, /ʊ/, and /u:/ should be copiously exemplified and pronounced.
- 3 The students should be able to produce personal examples of words containing the sounds.
- 4 Spelling variants of the sounds must be duly emphasised and exemplified in class.

**Exercise 1, SB page 3**

/ɪ/	/i:/	/ʊ/	/u:/
women	foetus	cook	drool
this	police	wood	prove
list	siege	bouquet	two
biscuit	feet	could	juice
	these	crook	canoe
			who

**Exercise II, SB page 3**

- |           |           |
|-----------|-----------|
| 1 pretty  | 2 tool    |
| 3 key     | 4 sugar   |
| 5 shoe    | 6 city    |
| 7 bosom   | 8 England |
| 9 cushion | 10 honest |

**Multiple-choice questions, SB page 4**

- 1 C      2 A      3 B      4 C      5 B

## Reading, SB page 4

### Comprehension, SB page 4

#### Traffic warning signs on our roads

#### Answers to comprehension questions, SB page 5

- 1 a) potential hazard  
b) obstacle  
c) condition that demands special attention
- 2 Traffic warning signs warn drivers or pedestrians about dangerous spots on the road.
- 3 They take the shape of equilateral triangles.
- 4 They are black on a yellow background and are diamond-shaped.
- 5 They usually indicate danger ahead on the road that may not be easily seen by the driver.
- 6 They indicate the presence of traffic lights ahead, to warn drivers to slow down. They also warn of 'Highway ends' if the road changes class or type.
- 7 It means there is only one entry or exit point.

### Summary writing, SB page 5

- 1 The teacher should read the passage aloud in class.
- 2 The teacher should let the students read the passage on their own silently.
- 3 The teacher should always remind the students to have recourse to the passage each time they answer a question.

### Summary questions SB page 6

- a) D            b) D            c) A            d) D            e) C

### Vocabulary, SB page 6

#### Find a word

- |   |             |    |             |
|---|-------------|----|-------------|
| 2 | ply         | 7  | obvious     |
| 3 | complex     | 8  | visibility  |
| 4 | pedestrians | 9  | equilateral |
| 5 | potential   | 10 | signage     |
| 6 | category    |    |             |

## Vocabulary of water resources, SB page 7

### Exercise, SB page 7

- |   |              |   |            |
|---|--------------|---|------------|
| 1 | erosion      | 2 | water      |
| 3 | evaporation  | 4 | salt water |
| 5 | aquifer      | 6 | table      |
| 7 | condensation |   |            |

## Vocabulary of transportation, SB page 7

### Exercise, SB page 8

- |   |               |   |         |
|---|---------------|---|---------|
| 2 | return ticket | 3 | hook    |
| 4 | screened      | 5 | ushered |
| 6 | paddle        | 7 | fasten  |
| 8 | plane         |   |         |

## Grammar: Nouns, pronouns and verbs, SB page 8

- 1 The teacher should explain the major parts of speech.
- 2 The teacher should exemplify each part of speech in sentences and a passage.
- 3 The students should be made to cite personal examples of each part of the speech taught and their subdivisions.
- 4 The students should be able to identify the parts of speech in a passage or any text. This could be done as homework and classwork.

## Exercises, SB pages 10-11

- I
- |           |         |      |
|-----------|---------|------|
| Nouns:    | signs   | cars |
|           | country | spot |
| Verb:     | take    | see  |
|           | differs | led  |
| Pronouns: | they    |      |

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

- III
- |   |          |    |                     |
|---|----------|----|---------------------|
| 2 | yam      | 7  | for business        |
| 3 | well     | 8  | four plates of rice |
| 4 | a pen    | 9  | a letter            |
| 5 | the bell | 10 | to the rhythm       |
| 6 | a cheque |    |                     |

## **Writing: Components of the BECE in English, SB page 11**

- 1 The teacher should thoroughly explain the standard and requirements of the exam.
- 2 The students should be told to always read the instructions well before writing any examination.
- 3 The teacher should advise the students to practice with past questions from previous years to acquaint themselves with the requirements and standards of the examination.

## **Literature, SB page 14**

- 1 The teacher should explain and exemplify literature.
- 2 The teacher should dwell on the importance of literature
- 3 The genres of literature should be properly explained and exemplified.

# Unit 2

## The impact of pandemics: A global perspective

### Oral English, SB page 16

#### Revision of /æ/, /a:/, and /e/ sounds

- 1 The teacher should produce the sounds in the class and let the students imitate him or her several times.
- 2 The vowel sounds should be properly transcribed on the board and let the students write them.
- 3 Sound contrasts between /æ/, /a:/, and /e/ should be practised in a word list in class.
- 4 Spelling manifestations of the sounds should always be emphasised and exercises should be done to reinforce them.
- 5 The teacher should explore listening practice exercises in class.
- 6 Where available, tape recorders or CDs of the sounds could be played in class or listened to in a language laboratory.

### Exercise 1, SB page 17

/æ/	/a:/	/e/
saddle	charm	rebel
sanctity	palm	thread
charity	Derby	breakfast
calculate	dancer	temptation
battle	shark	ate

### Exercise II, SB page 18

- |   |        |    |          |
|---|--------|----|----------|
| 1 | shark  | 2  | eagle    |
| 3 | sieve  | 4  | again    |
| 5 | clerk  | 6  | says     |
| 7 | saint  | 8  | sergeant |
| 9 | beauty | 10 | lad      |

### Multiple-choice questions, SB page 18

- 1 B      2 B      3 B      4 B      5 D

## Reading, SB page 18

### Comprehension, SB page 18

#### The impact of pandemics: A global perspective

#### Answers to comprehension questions, SB page 19

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

### Summary writing, SB page 20

- 1 The teacher should patiently read out and explain the guidelines on summary writing and the basic summary terms.
- 2 The teacher should exemplify each of the guidelines and summary terms using past questions on summary.
- 3 The students should be allowed to do Step 2 above in class and as homework.
- 4 The students should be instructed to provide answers to many summary exercises personally.
- 5 The teacher should remind the students to always write a rough draft before the final draft of summary answers.

### Vocabulary: Synonyms, SB page 21

- 1 Pandemic – a global outbreak of contagious disease.
- 2 Contagious – easily spread from one person to another.
- 3 HIV / AIDS – 1980s pandemic caused by the human immunodeficiency virus.
- 4 HINI – a strain of influenza virus that caused a pandemic in 2009.
- 5 Social distancing – reducing the spread of disease by limiting contact between individuals.
- 6 Political institutions – structures of government that administer public policies.
- 7 Economic recession – a period of economic decline.
- 8 Health care system – resources or people that provide medical care to the population.
- 9 Online education - a form of education that utilises the internet.

### Grammar: Adjectives: Forms and sub-classes, SB page 22

- 1 The teacher should define the parts of speech, cite examples and write them on the board.
- 2 The teacher should let each student stand up to give examples of each of the parts of speech taught.
- 3 All the students should be made to identify all the parts of speech in a passage or in given sentences.

### Multiple-choice questions, SB page 27

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

### Writing: Types of composition, SB page 27

- 1 The teacher should practically demonstrate how to write an outline to the students in class.
- 2 The teacher should let the students write outlines of some essay topics in class.
- 3 Pair activity or group work should be encouraged. Let the students brainstorm in pairs or groups to generate outlines for specific compositions to be written in class and as homework.
- 4 The teacher should endeavour to demonstrate how to develop a paragraph in class by using the following techniques:
  - a) Writing a topic sentence.
  - b) Explaining the topic sentence through supporting sentences.
  - c) Using suitable instances, examples, and illustrations or dates to support the explanations in (b) above.
  - d) Writing an appropriate concluding sentence.
- 5 The teacher should describe and demonstrate the elements of composition in class using suitable exercises.
- 6 The teacher should exemplify the types of composition and ask the students to do the same.

# Unit 3

## The importance of family planning in population control

### Oral English, SB page 31

#### Revision of /p/, /b/, /t/, /d/, /k/ and /g/ sounds

- 1 The teacher should explain how stops or plosives are pronounced.
- 2 The teacher should pronounce the consonants several times and let the students imitate.
- 3 The various spellings of the sounds should be exemplified by teacher and students in class.
- 4 The teacher should pronounce a word list containing the sounds and students are to imitate.
- 5 The silent letters in the words containing the sounds should be emphasised clearly.
- 6 Sound contrasts between /ptk/ and /bdg/ should be identified in class.
- 7 Listening practice should be explored.

#### Exercise 1, SB page 34

/p/	/b/	/t/	/d/	/k/	/g/
pole	nab	tryst	liquid	coup	goon
pap	bubble	attempt	din	kingly	ghoul
apple	bamboo	toss	dullard		ghetto
peaceful	barrier	tool	add		
	ban				

#### Exercise II, SB page 34

- |          |                |
|----------|----------------|
| 1 ogre   | 2 but          |
| 3 tore   | 4 comb         |
| 5 appear | 6 cub          |
| 7 cord   | 8 handkerchief |
| 9 dear   | 10 knob        |

#### Multiple-choice questions, SB page 34

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



## Reading, SB page 35

### The importance of family planning in population control Answers to comprehension questions, SB page 35

- 1 Overcrowding and starvation.
- 2 It should regulate national populations.
- 3 Because the country will have a population it can cater for.
- 4 A process in which parents intentionally control the number of children they want to have.
- 5 15
- 6 explode
- 7 family planning

### Summary writing, SB page 36

- 1 D            2 C            3 B            4 D            5 C

### Vocabulary: Antonyms, SB page 36

- 1 over-nourishment
- 2 underpopulation
- 3 liberalise
- 4 reluctantly
- 5 reduce
- 6 start
- 7 lack of reasons
- 8 local
- 9 neglect

### Vocabulary of population and census, SB page 37

- 1 household
- 2 death rate
- 3 migration
- 4 census bureau
- 5 rural population
- 6 age distribution
- 7 population growth
- 8 household income

### Multiple-choice questions, SB page 37

- 1 C            2 D            3 B            4 A            5 C

### Listening comprehension, SB page 37

- 1 The teacher should instruct the students to take notes.
- 2 The teacher should read the passage twice.
- 3 The students should be told to listen carefully.

### Grammar: Identifying phrases, SB page 38

- 1 The teacher should briefly explain what a phrase is and give the students oral and written examples of different phrases in English.
- 2 The teacher should instruct the students to provide individual examples of noun and adjectival phrases in class.
- 3 Students should work with partners or in groups to identify phrases in a given passage.

### Exercise II, SB page 39

- 1 in the can
- 2 the dinner
- 3 for dessert
- 4 many animals
- 5 without breakfast

### Exercise III, SB page 39

- 1 Phr            2 Phr            3 Phr            4 S            5 S  
6 S            7 Phr            8 Phr            9 Phr            10 S

### Writing: Paragraphs/Connectives/Features of narrative composition, SB page 42

- 1 The teacher should outline and describe the features of a narrative composition using a written sample on the board or in the Students' textbook.
- 2 The students should be told to write these features personally in class.
- 3 The teacher should assess the students by using past questions.
- 4 The teacher should personally mark the students' compositions.
- 5 The teacher should emphasise the common errors students usually make in narrative compositions.
- 6 Model essays could be used in class for assessment.
- 7 The students should be made to correct the errors in the badly-written narrative composition.

- 8 The use of connectives should be exemplified, demonstrated and evaluated.
- 9 Each student should develop a paragraph within a given time frame.

### **Literature: Folktales, SB page 45**

- 1 The teacher should revise the features of folktales.
- 2 The teacher should narrate African and non-African folktales to the students and explain the morals of these folktales.
- 3 The students should be encouraged to narrate their own folktales in class and analyse the didactic qualities of the tales.
- 4 The students should be told to write folktales they know or have heard before.
- 5 The students could be encouraged to dramatise the folktales.

# Unit 4

## Science and technology

### Oral English, SB page 47

#### Revision of /f/, /v/, /s/, /z/, /θ/ and /ð/ sounds

- 1 The teacher should produce all the sounds and let the students imitate them several times.
- 2 The spellings of the sounds must be duly exemplified.
- 3 The teacher should employ sound contrast to discriminate between the consonants.
- 4 The teacher should introduce transcriptions and let students practice adequately.
- 5 Listening practice should be done in class.

#### Exercise 1, SB page 49

/f/	/v/	/s/	/z/	/θ/	/ð/
cough	of	muscle	maze	thought	though
shuffle	Stephen	vex	busy	north	lethal
phantom	invade	cyst	has	author	Crowther
afraid	void	impress	exempt		slither
					breathe

#### Exercise II, SB page 50

- |           |           |
|-----------|-----------|
| 1 bought  | 2 of      |
| 3 thick   | 4 sick    |
| 5 worthy  | 6 purse   |
| 7 broader | 8 clot    |
| 9 half    | 10 cruise |

#### Multiple-choice questions, SB page 50

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

## Reading, SB page 50

### Comprehension, SB page 51

#### Science and technology

#### Answers to comprehension questions, SB pages 51 – 52

1 B 2 D 3 D 4 D 5 C 6 D 7 B

## Summary writing, SB page 52

- 1 The teacher should define, explain and exemplify a topic sentence using a reading passage.
- 2 The teacher should describe the role of the topic sentence in a paragraph.
- 3 The teacher should tell the students to identify topic sentences in a passage individually.

## Exercise, SB page 52

- 2 Science and technology have helped man to understand the structure of his body and how it works, as well as what he needs to do to keep himself healthy.
- 3 In medicine, science has helped man in many ways.
- 4 In agriculture, scientific knowledge has helped man to increase food production and improve food preservation.
- 5 Science and technology make it possible for us to communicate by telephone, or to send messages quickly by radiophone, satellite phone, mobile phone, video phone and electronic mail (e-mail) via the Internet.
- 6 At home, many modern household appliances, developed through science and technology, help man to save energy and do many things more quickly and easily.

## Vocabulary, SB page 52

### Find a word, SB pages 52-53

- 2 preservation
- 3 mechanisation
- 4 survival
- 5 vacuum
- 6 accurately

## Vocabulary of science and technology, SB page 53

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

## Grammar: Phrases, SB page 53

- 1    The teacher should revise adverbial, prepositional and verb phrases with students using adequate examples in sentences.
- 2    The students should be made to identify examples of these phrases on their own in passages.

## Exercise I, SB page 54

- 1    yesterday            2    fast    3    tomorrow    4    courageously

## Exercise II, SB page 54

- 1    in the morning
- 2    with great courage
- 3    quite often
- 4    at 9.00 a.m. every day
- 5    in the cupboard
- 6    with a knife
- 7    on a bus

## Exercise III, SB page 54

	Adverbial phrase	Type	Function
1	in the morning	time	modifies the verb <u>came</u>
2	with great courage	manner	modifies the verb <u>fought</u>
3	quite often	frequency	modifies the verb <u>go</u>
4	at 9.00 a.m. every day	time	modifies the verb <u>learn</u>
5	in the cupboard	place	modifies the verb <u>put</u>
6	with a knife	manner	modifies the verb <u>cut</u>
7	on a bus	manner	modifies the verb <u>came</u>

## Prepositional phrases, SB page 54

### Exercise I, SB page 55

- 1    to our class teacher
- 2    in the library

- 3 at playing football
- 4 under my locker
- 5 of leather
- 6 about the lost money

### **Exercise II, SB page 55**

- 1 with the broken arm
- 2 in the clinic
- 3 in a hurry
- 4 in anger
- 5 at night

### **Exercise III, SB page 55**

- 1 without help
- 2 in just three hours
- 3 to the stream
- 4 from Benin Republic
- 5 with the golden hair
- 6 behind the hall

### **Verb phrases, SB page 55**

#### **Exercise I, SB page 56**

- 1 may sing
- 2 has been promoted
- 3 does not dance
- 4 might have been
- 5 could have shot

#### **Exercise II, SB page 56**

- 1 has been
- 2 has trained
- 3 may have trained
- 4 may not need
- 5 can sew
- 6 may not have offended

## Writing, SB page 56

### More on descriptive composition: Describing people, events and places

- 1 The teacher should exemplify a paragraph by writing a model descriptive composition on the board for the students to see and emulate.
- 2 The proper use of conjunctions or connectives should be explained and demonstrated to the students.
- 3 The teacher should demonstrate the usage of connectives in a model essay.
- 4 The students should be given a list of linking words or connectives to be used in a specific essay.
- 5 The student should be told to correct the errors in a badly-written composition.



# Unit 5

## Dangers of examination malpractice

### Oral English, SB page 59

#### Revision of /ʌ/, /ə/, and /ɜ:/ sounds

- 1 The teacher should produce the sounds in class and let the students repeat after him/her several times.
- 2 Care should be taken to pronounce these sounds, as they are some of the most difficult to handle.
- 3 The spellings of these vowels should be adequately treated.
- 4 The use of sound contrast and listening practice will be greatly helpful.

#### Exercise 1, SB page 61

/ʌ/	/ə/	/ɜ:/
done	Peter	perks
flood	savour	journey
love	terrible	girl
subtle	abuse	curse
rapture	hurt	worm

#### Exercise II, SB page 61

- |   |       |   |      |   |         |   |        |    |        |
|---|-------|---|------|---|---------|---|--------|----|--------|
| 1 | full  | 2 | have | 3 | far     | 4 | broom  | 5  | for    |
| 6 | heart | 7 | Luke | 8 | receive | 9 | coarse | 10 | detain |

#### Multiple-choice questions, SB page 61

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

## Reading, SB page 61

### Comprehension, SB page 62

#### Dangers of examination malpractice

#### Answers to comprehension questions, SB pages 63-64

- 1 Examination malpractice is any assistance or material given in or taken into the examination hall that goes against examination rules and regulations.
- 2
  - a) One student may spy on another student's work.
  - b) A student may ask or talk to another student about the answer to a question in the exam hall.
- 3 Parents, proprietors of school, teacher.
- 4
  - a) It makes the standard of education fall.
  - b) It does not allow students to appreciate the dignity of labour.
- 5 Settling, important, microchips, and giraffing are words that generally or ordinarily have positive meanings but have been used in the passage in a negative way.
- 6 It means examination malpractice has been well established or organised and accepted.
- 7 Homes should teach the dignity of labour, government and NGOs should award scholarships and everybody should speak against it.

#### Summary questions, SB page 64

- 1 D            2 C            3 A            4 A            5 C

## Vocabulary: Words associated with the environment, SB page 65

### Exercise, SB page 65

- 2 spills
- 3 dump
- 4 acid
- 5 conserve
- 6 shortages
- 7 outbreak
- 8 hampered
- 9 humanitarian
- 10 on

### Grammar: Revision of tenses, SB page 65

- 1 The teacher should write different tense types on the board.

- 2 The teacher should explain the use of the tenses.
- 3 The students should be able to use each tense type in sentences of their own.
- 4 The students should be instructed to change one tense type to another.

### Exercise I, SB page 66

- 2 is singing
- 3 are jumping
- 4 are swimming
- 5 was shouting
- 6 is crying
- 7 is sleeping
- 8 hugging
- 9 was closing
- 10 is enjoying

### Exercise II, SB pages 66–67

- 1 The girls are going to fetch water in the river.
- 2 Mary is standing alone.
- 3 John and Adamu are riding bicycles.
- 4 The woman is babysitting the child.
- 5 Fatimah is buying oranges from Mrs Akinola.
- 6 Jane is greeting her parents.
- 7 The boys are running on the field.
- 8 Mr Falana is teaching Primary 4 Blue.
- 9 Ahmad and Chike are pointing at the house.
- 10 The girls are skipping ropes.

### Exercise III, SB page 67

Present tense	Present progressive tense
I play football every morning.	She is buying yam for lunch.
Water flows downward.	Fahan is sleeping.
We sing carols at Christmas.	They are playing in the rain.
The boys work very hard.	I am praying for them to win the match.

### Past progressive tense, SB page 68

- 2 was standing
- 3 was crying
- 4 were climbing
- 5 was running

- 6 were living
- 7 was reading
- 8 was kicking
- 9 was baking
- 10 were jumping

### Exercise II, SB page 68

- 1 was running
- 2 was cooking
- 3 was searching
- 4 was looking
- 5 were coming
- 6 was planting
- 7 was reading
- 8 was having
- 9 were listening
- 10 was looking

### Exercise III, SB pages 68-69

- 2 They were searching the cupboard when the police arrived.
- 3 When I fell asleep I was reading of my dad.
- 4 I slept because he was keeping my bag.
- 5 He was arranging the card when his father came in.
- 6 It was raining when she found it.
- 7 She was taking a call when it rang.
- 8 She was addressing the audience when the chairman entered.
- 9 The gardener was cutting the grass when he heard the news.
- 10 She watched the scene as it was unfolding.

### Exercise IV, page 69

- 1 C                    2 D                    3 A                    4 C                    5 D

### Writing: More on formal letter writing, SB page 69

- 1 The teacher should revise the rules of formal letter writing with the students and exemplify them in class.
- 2 The students should practice writing the major features of formal letters in class.
- 3 The teacher should show the students the common errors that are writing formal letters.
- 4 The students should be instructed to correct the errors in the badly-written formal letter.
- 5 The students should practice in groups and by using homework.

# Unit 6

## Indiscipline among youths

### Oral English, SB page 72

#### Revision of /v/ and /ɔ:/ sounds

- 1 The teacher should articulate the sounds and the students should imitate.
- 2 The spelling of the sounds should be written out in class and explained by the teacher.
- 3 Sound contrast and listening practice should be properly explored in class.

#### Exercise I, SB page 73

/v/	/ɔ:/
John	Laura
squabble	store
was	thought
cough	force
laurels	raw

#### Exercise II, SB pages 73-74

- |   |       |    |       |
|---|-------|----|-------|
| 1 | cause | 2  | worse |
| 3 | broad | 4  | cough |
| 5 | dull  | 6  | cross |
| 7 | curb  | 8  | frock |
| 9 | pulse | 10 | water |

#### Multiple-choice questions, SB page 74

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

## Reading, SB page 74

### Comprehension, SB pages 74-76

#### Indiscipline among youths

#### Answers to comprehension questions, SB page 74

- |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|
| 1 | A | 2 | B | 3 | D | 4 | B |
| 5 | D | 6 | D | 7 | B |   |   |

### Summary writing, SB page 76

- 1 The teacher should guide the students to write the topic sentences and supporting sentences.
- 2 The teacher should show the students written samples of topic sentences and supporting sentences.

### Vocabulary of the library, SB page 77

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

### Words often confused, SB page 77

#### Exercise, SB page 77

- |   |        |    |        |
|---|--------|----|--------|
| 1 | idol   | 2  | goal   |
| 3 | it's   | 4  | foul   |
| 5 | quay   | 6  | flower |
| 7 | access | 8  | elder  |
| 9 | lie    | 10 | quit   |

### Listening comprehension, SB page 77

- 1 The teacher should encourage the students to listen attentively while reading the passage to them.
- 2 The students should be instructed to answer the questions correctly.

### Grammar: Tenses, SB page 78

- 1 The teacher should dwell on the future progressive tense and its uses.
- 2 The teacher should give the students written and spoken examples.
- 3 The students should be able to provide their own examples and identify the future progressive tense in a passage.

### Exercise I, SB page 78

- |    |       |   |      |
|----|-------|---|------|
| 2  | will  | 3 | will |
| 4  | will  | 5 | will |
| 6  | shall | 7 | will |
| 8  | shall | 9 | will |
| 10 | will  |   |      |

### Exercise II, SB pages 78-79

- 2 will be kicking
- 3 will be reporting
- 4 will be stopping
- 5 shall be travelling
- 6 will be marking
- 7 will be charging
- 8 will be experiencing
- 9 shall be moving
- 10 shall be seeing

### Writing: Debates, SB page 80

- 1 The teacher should revise the features of a debate with the students.
- 2 The teacher should organise the students into groups for class debate on a specific topic.
- 3 The students should be instructed to write an essay based on the arguments at the debate either as homework or part of classwork.
- 4 The students should work in pairs to identify all the grammatical and mechanical errors in the badly-written composition sample.

### Literature: Myths and legends, SB page 83

- 1 The teacher should ensure that students read the recommended myths.
- 2 The teacher should use the recommended text to explain the features of myths and legends.
- 3 Types of myths and legends should also be exemplified.
- 4 The students should be told to identify the theme, plot, characterisation, and setting of the myths and legends.
- 5 The students should be able to verbally narrate in class myths and legends heard from their parents.

# Unit 7

## Corruption, Nigeria's major enemy

### Oral English, SB page 86

#### Revision of /ʃ/, /ʒ/, /tʃ/ and /dʒ/ sounds

- 1 The teacher should articulate the sounds and let the students imitate correctly.
- 2 The spelling manifestations of the sounds should be carefully handled.
- 3 Sound contrast and listening practice should be explained constructively.
- 4 The students should be taught how to transcribe some words having the sounds.

#### Exercise I, SB page 88

/ʃ/	/ʒ/	/tʃ/	/dʒ/
machine	beige	righteous	suggest
champagne	occasion	teacher	John
Charlotte	leisure	century	soldier
nation	seizure	question	cage
luxury	television	kitchen	project

#### Exercise II, SB page 88

- |            |             |
|------------|-------------|
| 1 shepherd | 5 rouge     |
| 2 simple   | 6 hover     |
| 3 pressure | 7 provision |
| 4 Jane     | 8 censure   |

#### Multiple-choice questions, SB page 89

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



## Reading, SB page 89

### Comprehension, SB page 89

#### Corruption, Nigeria's major enemy

#### Answers to comprehension questions, SB page 90

- 1 a) oil subsidy scam  
b) the pension scam  
c) Nigeria Security Printing and Minting Company's N2.1 billion scam
- 2 Corruption
- 3 It aims to ensure zero tolerance for corruption
- 4 Checking corruption in the FCTA and working with the anti-corruption agencies to design ways of eliminating corruption in the FCTA
- 5 The present democratic administration in Nigeria
- 6 Unwholesome
- 7 It has seriously slowed down the development of the country

### Summary writing, SB page 91

- 1 D                    2 A                    3 C                    4 D                    5 A

### Vocabulary of fishing, SB pages 91-92

- |             |                       |
|-------------|-----------------------|
| 1 shoal     | 2 trawler             |
| 3 trawling  | 4 mesh                |
| 5 fisherman | 6 angler              |
| 7 salmon    | 8 gills               |
| 9 gill-net  | 10 line               |
| 11 sinker   | 12 float              |
| 13 bait     | 14 commercial fishing |
| 15 mast     | 16 cast               |
| 17 hook     | 18 harbour            |

### Adjectives ending in-ing, SB pages 92-93

- |              |               |
|--------------|---------------|
| 1 seating    | 2 breaking    |
| 3 examining  | 4 healing     |
| 5 talking    | 6 singing     |
| 7 winning    | 8 driving     |
| 9 satisfying | 10 disgusting |

### Grammar, Sentence parts, SB page 93

- 1 The teacher should describe the functions of subject, verb object and adverb as essential parts of a sentence.

- 2 The teacher should demonstrate the positions of these elements in sentences in class.
- 3 The students should be able to identify these sentence elements on their own in a passage.
- 4 Tell the students to underline the sentence parts in given sentences.

### Exercise I, SB page 95

- |   |            |    |             |
|---|------------|----|-------------|
| 1 | shivered   | 2  | visited     |
| 3 | ignored    | 4  | see         |
| 5 | ordered    | 6  | have struck |
| 7 | bought     | 8  | were robbed |
| 9 | were saved | 10 | must stay   |

### Exercise II, SB page 96

- |   |                       |    |                               |
|---|-----------------------|----|-------------------------------|
| 1 | We                    | 6  | The newly appointed principal |
| 2 | The robbery           | 7  | A chieftain of the party      |
| 3 | The president         | 8  | A light rain                  |
| 4 | Some armed men        | 9  | The black sky                 |
| 5 | An indication to this | 10 | The moon                      |

### Exercise III, SB page 96

- |   |                    |    |                                |
|---|--------------------|----|--------------------------------|
| 1 | their teachers     | 6  | that book                      |
| 2 | English            | 7  | the number of words in English |
| 3 | Our spoken English | 8  | oranges                        |
| 4 | something else     | 9  | a Nigerian flag                |
| 5 | the money          | 10 | heavy stones                   |

### Exercise IV, SB pages 96-97

- |   |                                 |    |  |
|---|---------------------------------|----|--|
| 1 | before eating it                | 6  | at 2 am.                               |
| 2 | when I finally found my brother | 7  | because they wouldn't allow me to rest |
| 3 | very slowly                     | 8  | sideways                               |
| 4 | in his sleep                    | 9  | extremely boring                       |
| 5 | yesterday                       | 10 | upstairs                               |

### Exercise V, SB page 97

- 4 The students / always / read / textbooks.  
S                    A                    V                    O
- 5 She / could move / her legs / only slowly.  
S                    V                    O                    A
- 6 Alabi / used / his pen / reluctantly.  
S                    V                    O                    A

- 7 I / really / don't blame / him.  
S    A            V            O
- 8 The teacher / completely / rejected / the homework.  
S                    A            V            O
- 9 There / are / many books / in the library.  
S            V            O            A
- 10 Daddy / eats / yams / everyday.  
S            V            O            A
- 11 The minister / addressed / the congregation / solemnly.  
S                    V            O            A
- 12 Martha / married / the wrong man.  
S            V            O
- 13 I / love / this school / very much.  
S    V            O            A
- 14 The music / is played / loud enough.  
S                    V            A
- 15 My entire family / eats / beans / on Saturdays.  
S                    V            O            A

# Unit 8

## Safe storage of food

### Oral English, SB page 100

#### Revision of / m /, / n /, and / ŋ / sounds

- 1 The teacher should pronounce the nasal sounds repeatedly and let the students imitate.
- 2 The spellings of the sounds should be written on the board with copious examples of words having them.
- 3 Sound contrast and listening practice should be well explored in class.
- 4 The teacher should transcribe relevant words and test the students on these.

#### Exercise I, SB page 102

/ m /	/ n /	/ ŋ /
comb	knight	gang
remember	knowledge	anxious
prism	Lagoon	longing
comb	listen	hunger
crumbs	cotton	
drama		

#### Exercise II, SB page 102

- |           |             |
|-----------|-------------|
| 1 fag     | 6 beige     |
| 2 younger | 7 gag       |
| 3 solemn  | 8 around    |
| 4 edge    | 9 Hong Kong |
| 5 foreign | 10 ginger   |

#### Multiple-choice questions, SB page 102

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

## Reading SB page 102

### Comprehension, SB page 103

#### Safe storage of food

#### Answers to comprehension questions, SB page 103

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

#### Summary writing, SB page 104

- 1 The teacher should revise and explain the tips.
- 2 The teacher should test the students on original and simpler synonyms (page 104).

#### Vocabulary: Antonyms, SB page 104

food-borne	air-borne
essential	optional
maintain	neglect
thawed	frozen
durable	perishable
accumulating	diminishing
factor	minor component
contamination	purification
raw	cooked
dripping	dry

#### Vocabulary of the press, SB page 106

- 1 The teacher should explain each item with pictorial support, which may be cuttings from journals and newspapers or printouts from the Internet.
- 2 The teacher should remove labels from vocabulary items and test the students' ability to identify them.

#### Exercise, SB page 106

- 1 broadcast
- 2 editorial
- 3 headline
- 4 editor
- 5 libel
- 6 front pages
- 7 correspondent
- 8 slander

## Grammar: Clauses 1, SB page 107

- 1 The teacher should explain and exemplify clauses.
- 2 The students should be able to identify clauses in written texts.
- 3 The students should write copious examples of difficult clause types.
- 4 The teacher should guide the students in doing the exercises.

## Exercise, SB page 107

- |   |        |   |        |
|---|--------|---|--------|
| 2 | clause | 3 | phrase |
| 4 | phrase | 5 | phrase |
| 6 | phrase |   |        |

## Exercise, SB page 108

- 2 Mrs Esho ignore the children's cries (MC) until they promise not to bother her (SC).
- 3 Since I left secondary school (SC) I haven't played with piano (MC).
- 4 You shouldn't stay at home (MC) if it rains (SC).
- 5 The management wants peace (MC) as much as we do (SC).
- 6 While the students were asleep (SC) thieves broke in and stole their laptops (MC).

## Writing: More on informal letter, SB page 111

- 1 The teacher should follow the guidelines given in the previous units. However, more practice exercises and homework should be given to the students regularly.
- 2 The teacher should tell the students to write their home addresses using the two types of addresses for an informal letter.
- 3 Correct punctuation of address must be emphasised.
- 4 The students should work in pairs to identify and correct the errors in the badly-written sample.

# Unit 9

## Benefits of reading

### Oral English, SB page 115

#### Revision of diphthongs /eɪ/, /aɪ/, and /ɔɪ/ sounds

- 1 The teacher should articulate the sounds and let the students imitate them correctly.
- 2 The teacher should make effective use of sound contrast and listening practice.
- 3 The students should be able to isolate words with the sounds from a mix of words in a list.

#### Exercise I, SB page 118

/eɪ/	/aɪ/	/ɔɪ/
steak	design	anoint
gauge	unwind	voice
nasal	sleight	oyster
paste	eye	coy
sleigh	gripe	loiter

#### Exercise II, SB page 118

- |   |       |    |      |
|---|-------|----|------|
| 1 | beat  | 2  | far  |
| 3 | door  | 4  | fast |
| 5 | cram  | 6  | lawn |
| 7 | fleck | 8  | tad  |
| 9 | horse | 10 | band |

#### Multiple-choice questions, SB page 118

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

#### Reading, SB page 119

- 1 The teacher should let the students read the passage and use their dictionaries to find the meanings of the words given on page 119.
- 2 The teacher should encourage the reading of the passage at least twice, including silent reading.

## Comprehension, SB page 119

### Benefits of reading

#### Answers to comprehension questions, SB page 119

- 1 Reading is the action of comprehending words that are written or printed.
- 2 She /he will have difficulty learning in school.
- 3 The world of workers, labourers, artisans, and other professionals.
- 4 a) Reading equips someone with what he /she needs to find a job.  
b) It makes someone become creative.  
c) It helps someone to become an expert in his /her chosen field.  
d) It provides information and more creativity.
- 5 He or she acquires more information and more creativity.
- 6 They clarify them.
- 7 Reading exercises the brain just as physical exercise stretches the muscles.

#### Summary questions, SB page 120

- 1 B            2 A            3 A            4 B            5 A

### Vocabulary: Negative words and sentences, SB page 121

- 1 The teacher should give oral and written examples of negative words and sentences.
- 2 The students should be able to construct negative sentences both orally and in writing.
- 3 The students should change positive statements to negative ones.
- 4 The students should be able to write ten negative sentences using different negative words or phrases.

### Exercise, SB page 122

- 2 seldom
- 3 neither ... nor
- 4 never
- 5 scarcely
- 6 none
- 7 any
- 8 hardly
- 9 few

### Listen comprehension, SB page 122

The teacher should follow the tips given in the previous unit.



## Grammar: Adverbial clauses, SB page 123

- 1 The teacher should define clause, adverbial clause, and their functions particularly.
- 2 The teacher should write at least three examples of each type of adverbial clause on the board and underline their subordinate conjunctions.
- 3 The students should be able to say and write the different types of adverbial clauses and their functions in the sentence.

### Exercise I, SB page 124

- 2 so you lie on it
- 3 Mary is always cheered
- 4 Mr Orji is always happy
- 5 It will not show on her face
- 6 the town is always flooded

### Exercise II, SB page 124

- 2 whoever comes to the Senator at Christmas
- 3 Until he was arrested
- 4 than I had expected
- 5 as much money as his wife
- 6 what Tunmise told us

### Exercise III, SB page 125

- 2 noun
- 3 adverbial
- 4 adverbial
- 5 relative/adjectival
- 6 relative/adjectival

### Exercise IV, SB page 125

- 2 qualifies the noun doctor
- 3 qualifies the noun offence
- 4 qualifies the noun woman
- 5 qualifies the noun reason
- 6 qualifies the noun place

### Exercise V, SB page 125

- 2 modifies the verb succeeded
- 3 modifies the verb call
- 4 modifies the verb know
- 5 modifies the verb told
- 6 modifies the verb borrow

### Exercise VI, SB page 125

- 2 object of the verb will go
- 3 subject of the verb will be
- 4 subject of the verb is
- 5 object of the verb is
- 6 object of the verb said

### Writing: Descriptive writing, SB page 126

- 1 The teacher should recapitulate and exemplify descriptive writing.
- 2 The students could be organised into groups and be instructed to brainstorm on a particular topic.
- 3 The teacher should guide the students on how to brainstorm by answering questions on specific and topic-related issues.
- 4 The students should each develop an outline on a specific topic and use the outline to write a full essay either individually or as a group. As a group, each member should contribute at least a paragraph to the whole essay.

# Unit 10

## Tackling the problem of adulterated drugs

Oral English, SB page 128

Revision of diphthongs / ɪə/, / eə/, and / ʊə/ sounds

1 The teacher should use the guidelines given in the previous units.

Exercise I, SB page 131

/ ɪə/	/ eə/	/ ʊə/
sincere	aeroplane	jury
furious	Sarah	actual
frontier	wary	tour
weird		
cheer		
Beatrice		
premiere		
inferior		

Exercise II, SB page 131

- |         |         |
|---------|---------|
| 1 pair  | 2 mere  |
| 3 chore | 4 stair |
| 5 ear   | 6 bore  |
| 7 Mary  | 8 seer  |
| 9 roar  | 10 here |

Multiple-choice questions, SB page 131

- 1 C      2 A      3 C      4 D      5 A

## Reading, SB page 131

### Comprehension, SB page 131

#### Tackling the problem of adulterated drugs

#### Answers to comprehension questions, SB page 133

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

### Summary writing, SB page 133

- 1 The teacher should review paraphrasing skills with the students.
- 2 The teacher should test the students' knowledge or ability to write passive structures correctly.
- 3 Each student should be able to change active to passive structures and vice versa.

### Exercise, SB pages 133-134

- a) What the writer says about the sachets of anti-malaria medicine in the shipping container in Lagos port are:
  - i) The sachets contain chalk.
  - ii) They are counterfeit drugs seized by NAFDAC.
- b) WHO reported that the battle against fake drugs had not yet been won.
- c) The steps outlined by MPedigree to differentiate between counterfeit and genuine drugs are:
  - i) The user of a drug should scratch the panel to show a special number.
  - ii) The consumer should send the number through his mobile phone.
  - iii) The mobile phone will show a message: Yes or No.
  - iv) The consumer can call the authorities if the message says No, to tell them about the fake drug.
- d) The adulterated drug did not allow her sister's body to respond to insulin which made her blood sugar increase.

### Vocabulary: Word inference, SB page 134

- 1 fatal
- 2 masquerading
- 3 outwit
- 4 suggested
- 5 counterfeit
- 6 life-threatening
- 7 identical

## Grammar: The sentence, SB page 135

### Exercise, SB page 138

- |   |           |    |            |
|---|-----------|----|------------|
| 1 | surprise  | 2  | shock      |
| 2 | confusion | 4  | excitement |
| 5 | love      | 6  | anger      |
| 7 | surprise  | 8  | love       |
| 9 | sadness   | 10 | alarm      |

### Exercise, SB page 139 (Conditional sentences)

- 1 If you cracked the codes, then the computer would be accessed.
- 2 You will be fit if you exercise regularly.
- 3 I would climb the highest mountain if my lover stayed on top of it.
- 4 You could win a million dollars if you would work hard.
- 5 Aliu wouldn't buy the car if he had ten million naira.
- 6 If Ikenga had been a rocket scientist he would have surely been employed.
- 7 You should come home early if you leave the office early.
- 8 If Tom had studied engineering, he would have been rich.
- 9 If she had taught your child, he would have passed the exam.
- 10 What would you do if I hadn't come?

### Exercise II, SB page 139

- 1 known, would have gone
- 2 might not have missed, taken
- 3 had told me, would not have broken
- 4 had not forgotten, might have received
- 5 known, would have flown

### Writing: Narrative writing, SB page 139

- 1 The teacher should demonstrate the features of a narrative composition using a model essay written on the board or preferably photocopied, or taken from the students' test.
- 2 The students could be encouraged to narrate a story orally and then asked to commit the story they heard to writing.
- 3 The students should be told to always use the past tense or past perfect tense when writing a story, except where dramatic effects are to be created, as in direct speech in a conversation where the present tense may be suitable.
- 4 The students should be able to correct errors in the badly-written narrative composition.

# Unit 11

## Poverty and hunger

### Oral English, SB page 141

#### Revision of diphthongs: /əʊ/ and /aʊ/ sounds

- 1 The teacher should articulate the sounds clearly and let students imitate.
- 2 The spelling variations of the sounds should be written on the board and exemplified by both students and the teacher.
- 3 Sound contrast and listening practice should be explored adequately in class.

#### Exercise I, SB page 142

/ɔ/	/aʊ/
dough	Saudi
shoal	joust
throne	drought
willow	shroud
plateau	flower

#### Exercise II, SB page 142

- |   |        |    |       |
|---|--------|----|-------|
| 1 | cloud  | 2  | cold  |
| 3 | prawn  | 4  | gold  |
| 5 | plough | 6  | house |
| 7 | South  | 8  | tough |
| 9 | bout   | 10 | cold  |

#### Multiple-choice questions, SB pages 142-143

- 1 B      2 A      3 C      4 A      5 D

## Reading, SB page 143

### Comprehension, SB pages 143-144

#### Poverty and hunger

#### Answers to reading comprehension questions, SB page 144

- 1 Children.
- 2 Lack of education, limited job opportunities, and economic inequality.
- 3 Hunger and other health problems.
- 4 World Food Programme and UNICEF.
- 5 A coordinated efforts by working together to create a world where everyone has access to basic resources they need to thrive.
- 6 They remain the major challenges in many parts of the world as they affect millions of people around the world.
- 7
  - a) Increasing access to education and job training programmes.
  - b) Supporting small-scale agriculture.
  - c) Investing in infrastructure to improve access to clean water and sanitation.

#### Summary questions, SB page 146

- 1 C      2 D      3 C      4 C      5 C

#### Vocabulary: Find a word, SB page 146

- |                  |               |
|------------------|---------------|
| 2 malnutrition   | 3 decent      |
| 4 thrive         | 5 subsidised  |
| 6 interconnected | 7 coordinated |
| 8 trapped        | 9 strategic   |
| 10 complex       |               |

#### Vocabulary of theatre, SB page 147

#### Exercise, SB pages 147-148

- |                    |              |
|--------------------|--------------|
| 1 tragedy          | 6 costumes   |
| 2 dress rehearsals | 7 director   |
| 3 audience         | 8 comedy     |
| 4 characters       | 9 playwright |
| 5 stage            | 10 mime      |

## Grammar: The interrogative sentences, SB page 148

### Exercise II, SB page 149

- |   |       |    |       |
|---|-------|----|-------|
| 1 | When  | 2  | Who   |
| 3 | Which | 4  | What  |
| 5 | How   | 6  | When  |
| 7 | What  | 8  | How   |
| 9 | When  | 10 | Which |

### Exercise I, SB page 150

- 1 couldn't he?
- 2 isn't he?
- 3 won't they?
- 4 were they?
- 5 does he?

### Exercise II, SB page 150

- 1 We would come here tomorrow.
- 2 The cat was killed.
- 3 The students could swim.
- 4 You won't drive the car.
- 5 You haven't done your homework.

### Exercise IV, SB page 151

- |   |               |    |              |
|---|---------------|----|--------------|
| 1 | aren't you?   | 9  | am I?        |
| 2 | will he?      | 10 | won't you?   |
| 3 | can't they?   | 11 | won't you?   |
| 4 | won't you?    | 12 | isn't it?    |
| 5 | is she?       | 13 | aren't they? |
| 6 | shouldn't he? | 14 | won't you?   |
| 7 | weren't they? | 15 | don't you?   |
| 8 | won't you?    |    |              |

### Writing: Formal letters, SB page 151

- 1 The teacher should instruct the students to write the essential parts of a formal letter in class and he or she should check each student's work and mark them.
- 2 The teacher and the students should jointly prepare an outline for a specific topic in class and each student should use the outline of points and develop them into paragraphs to write a formal letter.



# Unit 12

## Drug use, misuse, and abuse

### Oral English, SB page 153

#### Revision of /l/ and /r/ sounds

- 1 The teacher should write a word list containing the consonant sounds /l/ and /r/.
- 2 The teacher should lead the students in the pronunciation of the word list.
- 3 The spelling manifestations of the sounds should be written on the board with word examples and transcriptions.
- 4 Words with silent /l/ and /r/ should be emphasised and exemplified.
- 5 Sound contrast and listening practice should be explored in class.

#### Exercise I, SB page 154

/l/	/r/
allure	arrest
people	roar
quilt	wrest
lesser	rhyme
bell	strike

#### Exercise II, SB page 154

- |   |       |    |       |
|---|-------|----|-------|
| 1 | light | 2  | calm  |
| 3 | tar   | 4  | half  |
| 5 | gland | 6  | alms  |
| 7 | lark  | 8  | would |
| 9 | bore  | 10 | chalk |

#### Multiple-choice questions, SB page 155

- 1 B    2 D    3 A    4 B    5 B

## Reading, SB page 155

### Comprehension, SB page 155

#### Drug use, misuse and abuse

#### Answers to comprehension questions, SB page 156

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

### Summary writing, SB page 156

- 1 The teacher should explain the significance of a thesis statement.
- 2 The teacher should read out a passage and write a thesis statement on it in class and tell the students to copy it.
- 3 The students should practice how to write a thesis statement in class and the teacher should personally mark it.
- 4 The students should be taught how to write and make use of key points to write a thesis statement.

### Vocabulary: Antonyms, SB page 157

distressing	uplifting
torture	joy
compulsive	unconvincing
detrimental	beneficial
persistent	irregular
indiscriminate	selective
prescribed	forbidden
valid	illegal
relieve	aggravate
stimulate	deter
divert	focus
unjustified	reasonable

### Vocabulary of health and medicine, SB page 157

#### Exercise I, SB pages 157-158

- |   |            |    |            |
|---|------------|----|------------|
| 1 | prescribed | 2  | full       |
| 3 | refer      | 4  | blood test |
| 5 | diagnose   | 6  | allergies  |
| 7 | runny      | 8  | addicted   |
| 9 | injury     | 10 | dispenses  |

## **Listening comprehension, SB page 158**

- 1 The teacher should read out the listening tips and let the students take notes.
- 2 The teacher should guide the students to answer the questions.
- 3 The teacher should use it as an opportunity to correct the students' grammatical infelicities.

## **Grammar, SB page 158**

### **Exercise 1, SB page 161**

- 1 laughed (intransitive)
- 2 loves (transitive)
- 3 dreamt (intransitive)
- 4 bought (transitive)
- 5 carried (transitive)
- 6 lay (transitive)
- 7 waited (intransitive)
- 8 lived (intransitive)
- 9 kept (transitive)
- 10 hid (intransitive)

## **Writing: Expository writings, SB page 162**

- 1 The teacher should mention, explain and illustrate the features of expository writing using a model essay.
- 2 The teacher should teach the students how to write an outline for an expository piece of writing, especially taking into consideration the vital qualities or features of what is to be described or explained.
- 3 The students should be able to correct all the errors in the badly-written expository composition by working with a partner.

## **Literature: Revision of figures of speech, SB page 163**

- 1 The teacher should define the figures of speech.
- 2 The teacher should cite many examples of the figures of speech.
- 3 The students should be instructed to identify figures of speech in given literary passages or sentences, e.g. poems, drama passages, or prose narratives.
- 4 The teacher should explain the functions of poetry.
- 5 The students should be encouraged to write and read their own poems in class and as homework.

# Unit 13

## The need for computer literacy

### Oral English, SB page 170

#### Revision of / w/ and / j / sounds

- 1 The teacher should pronounce the sounds and instruct students to imitate them correctly.
- 2 The spelling of the sounds should be fully emphasised.
- 3 The teacher should lead the students in sound contrast and listening practice.
- 4 The teacher should tell the students to produce and transcribe their example words.

#### Exercise I, SB page 171

/ w /	/ j /
beware	venue
wheel	fumes
choir	new
squeeze	beyond
anguish	union

#### Exercise II, SB page 171

- |          |         |
|----------|---------|
| 1 whole  | 2 say   |
| 3 sword  | 4 lay   |
| 5 answer | 6 fussy |
| 7 now    | 8 busy  |
| 9 whom   | 10 pay  |

#### Multiple-choice questions, SB page 172

- 1 B      2 D      3 A      4 B      5 D

## Reading, SB page 172

### Comprehension questions, SB page 172

#### The need for computer literacy

#### Answers to comprehension questions, SB page 172

- 1 Someone who has the skill or ability to use computers.
- 2 Basic, intermediate and advanced skills.
- 3 Basic computer skills comprise the ability to switch on a computer, the ability to use the mouse, and being able to shut down a computer.
- 4 Advanced skills.
- 5
  - a) Computers are used to solve complex problems.
  - b) They are used to write or compose words fast.
  - c) They store a large amount of information.
  - d) They can be used in the manufacturing of household and industrial items.
- 6 It is regarded as an essential asset for job and educational applications.
- 7 Almost.

### Summary questions, SB page 173

- 1 C      2 A      3 B      4 D      5 C

## Vocabulary: Word focus, SB page 174

### Exercise, SB page 175

- 2 profiteer
- 3 reindeer
- 4 rocketeer
- 5 volunteer
- 6 puppeteer
- 7 sightseer
- 8 steer

### Grammar: Active and passive voice, SB page 175

- 1 The teacher should let each student change active structures to passive sentences.
- 2 The students should be shown how different tenses can be changed from active to passive voice.
- 3 The changes in verb forms when active structures are changed to passive structures should be adequately emphasised and practised in class.

### **Exercise I, SB page 178**

- 1 Noodles are made in that factory.
- 2 Your clothes must be washed in the laundry.
- 3 The television house was built in the 1950s.
- 4 Practicals will be finished by the candidates by evening.
- 5 A new shopping mall is going to be built in Kaduna.
- 6 Dinner was being eaten when I arrived.
- 7 The lawn must be mowed by the gardener.
- 8 He was forced to leave the class by the teacher.
- 9 He was made the class captain by the students.

### **Exercise II, SB page 178**

- 2 Mercedes Benz manufactured this car in Germany.
- 3 You must wear duty clothes.
- 4 The students will write the test at 2 o'clock this afternoon.
- 5 He told you to wait here.
- 6 They were serving breakfast when we arrived.
- 7 The teachers recorded and posted the lessons on the Internet.
- 8 The electorate voted him president.
- 9 His mother made him take out the trash.
- 10 Children ought to obey their parents.

### **Writing: Informal letter, SB page 178**

The teacher should follow the guidelines on informal letter given in the previous units.

# Unit 14

## Anxiety and depression in children

### Oral English, SB page 181

#### Revision of triphthongs: /eɪə/, /aɪə/, /ɔɪə/ /əʊə/ and /aʊə/ sounds

- 1 The teacher should pronounce the triphthong distinct and let students do the same.
- 2 The teacher should produce a rich word list of examples to be used for pronunciation practice in class.
- 3 The teacher should discriminate in transcription the difference between diphthongs and triphthongs.
- 4 The students should be able to transcribe words containing triphthongs.
- 5 Sound contrast and listening practice should be duly explored in class.

#### Exercise I, SB page 182

/eɪə/	/aɪə/	/ɔɪə/	/əʊə/	/aʊə/
surveyor	trial	soya	Noah	coward
greyer	iron	loyal	lower	flower
layer	piety	joyous	sower	shower

#### Exercise II, SB page 183

- 1 buy      2 pair      3 coy      4 lower      5 flower

#### Multiple-choice questions, SB page 183

- 1 C      2 B      3 A      4 C      5 D

### Reading, SB page 183

#### Comprehension, SB pages 183-184

#### Anxiety and depression in children

#### Answers to comprehension questions, SB page 184

- 1 Social anxiety
- 2 The symptoms can be missed

- 3 Extreme fear and sadness
- 4 a) therapy plan  
b) medication
- 5 C
- 6 A
- 7 B

### **Summary, SB page 185**

- 1 The teacher should adequately demonstrate how to use a preamble in summary
- 2 The teacher should ensure that individual students are able to write summary answers using a preamble in class.
- 3 The teacher should explain the rules governing the use of a preamble in summary writing.
- 4 Past questions should be given as homework.

### **Summary writing, SB page 185**

- 1 The teacher should patiently explain what preamble is, and how it is used as a method of writing a summary.
- 2 The students should be instructed to provide answers to the summary exercises.

### **Words associated with houses, SB page 186**

- |           |                  |
|-----------|------------------|
| 1 washing | 2 drying machine |
| 3 drawer  | 4 board          |
| 5 hangers | 6 table-cloth    |
| 7 stool   | 8 dining room    |
| 9 stairs  | 10 conditioner   |

### **Grammar: Simple, complex, and compound sentences, SB page 186**

- 1 The teacher should ensure that simple, complex, and compound sentences are written on the board, and their differences emphasised.
- 2 The teacher should test if the students are able to identify the differences between the sentence types.
- 3 The students should be able to write and speak using all the sentence types.
- 4 The teacher should instruct the students to do the exercises.

### **Writing: Narrative writing, SB page 189**

The teacher should use the guidelines given on narrative writing in the previous units.



# Unit 15

## Ethnic conflicts in Nigeria

### Oral English, SB page 192

#### Revision of stress

- 1 The teacher should define stress and explain its functions.
- 2 The teacher should highlight the role of the syllable in stress placement.
- 3 The teacher should test the students' ability to identify syllables in words.
- 4 The teacher should let the students know that some rules apply to stress placement in two-, three-, four-, or five-syllable words, e.g. if the word begins with a prefix or ends in a specific suffix or not.
- 5 The teacher should demonstrate how stress applies to sentences and their functions.
- 6 The teacher should demonstrate how a dictionary can be used to check stress placement in words.

#### Exercise I, SB page 194

1st syllable stressed	2nd syllable stressed	3rd syllable stressed
'national	per'suade	seven'teen
'garage	ad'vice	under'stand
'territory	ob'tain	after'noon
'clumsy	ad'jacent	Euro'pean
'suddenly	de'lay	twenty'one

### Reading, SB page 194

#### Comprehension, SB page 194

#### Ethnic conflicts in Nigeria

#### Answers to comprehension questions, SB page 195

- 1 Two
- 2 No
- 3
  - a) Yoruba – Hausa community clash in Sagamu, Ogun State
  - b) Eleme – Okrika in Rivers State
  - c) Zango – Kataf in Kaduna State
  - d) Tiv – Jukun in Wukari, Taraba State

- 4 a) Scarcity of political resources
- b) Multi-culturalism
- c) Activities of militant groups in some states
- 5 Confrontation
- 6 Intermittent
- 7 Government must develop all parts of the country, and ensure there is a strong culture of justice and equity in the land.

**Summary questions, SB page 196**

- 1 B      2 C      3 D      4 D      5 D

**Vocabulary, SB pages 196-197**

**Money-related adjective, SB page 198**

- 2 prosperous
- 3 mean
- 4 broke
- 5 poor
- 6 insolvent
- 7 affluent
- 8 solvent

**Listening comprehension, SB page 198**

The teacher should follow the instructions given in the previous units.

**Grammar: Modal auxiliaries, SB page 199**

**Exercise, SB pages 199-200**

- 1 can                      2 may
- 3 could                  4 can
- 5 might                  6 may
- 7 could                  8 may
- 9 may                    10 can

**Exercise, SB page 200**

- 1 may                    2 should
- 3 should                4 should

- |   |        |    |       |
|---|--------|----|-------|
| 5 | may    | 6  | might |
| 7 | should | 8  | may   |
| 9 | should | 10 | may   |

**Exercise, SB page 200**

- 1 should
- 2 must
- 3 may
- 4 should
- 5 must

**Exercise, SB page 201**

- |   |            |    |            |
|---|------------|----|------------|
| 1 | had better | 2  | ought to   |
| 3 | ought to   | 4  | will       |
| 5 | had better | 6  | would      |
| 7 | will       | 8  | would      |
| 9 | will       | 10 | had better |

**Exercise, SB page 202**

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

**Writing: Articles, SB page 202**

- 1 The teacher should remind the students of the vital features of article writing.
- 2 The teacher should use a model article to illustrate the features in class.
- 3 The students should be instructed to brainstorm in groups to generate an outline of points for a specific topic.
- 4 The students should be told to develop the points generated to write an article.

**Literature: Drama, SB page 205**

- 1 The teacher should explain and exemplify the features of drama using one or two recommended drama texts.
- 2 The students should attempt to write short plays.

# Unit 16

## Playing with fire: Dangers of underaged relationship

### Oral English, SB page 208

#### Revision of consonant clusters

- 1 The teacher should revise consonant clusters with different examples of consonant clusters at the beginning and end of words.
- 2 The teacher should ensure that the students are able to pronounce and transcribe a variety of consonant clusters.
- 3 Consonant clusters with silent letters should also be highlighted.

#### Exercise I, SB pages 209-210

- 2 Pillfering is rampant here.
- 3 School starts in a couple of weeks.
- 4 That's a lovely pair of flip-flops.
- 5 It wouldn't be much fun to stay at home this summer.
- 6 I went to the next village to see my grandmother.

#### Exercise II, SB page 210

One initial consonant	Two initial consonants	Three initial consonants
champagne shout scepter chaff	climb class drastic press shrewd tremble trust scheme	strand scramble straight

## Exercise III, SB page 210

### One final consonant

neck  
cheque  
sick  
palm  
wreck  
loathe

### Two final consonants

paths  
guilt

### Three initial consonants

banked  
tremble  
shanks  
molten  
crests

### Four final consonants

strengths  
sixths  
texts

## Reading, SB page 210

### Comprehension, SB page 210

#### Playing with fire: Dangers of underaged relationship

#### Answers to comprehension questions, SB pages 210–211

- 1 Noun and adjective
- 2 B
- 3 A
- 4 C
- 5 D
- 6 B
- 7 B

### Vocabulary: Words inference, SB page 212

- |   |                                  |    |                                     |
|---|----------------------------------|----|-------------------------------------|
| 2 | undeniable – irrefutable         | 7  | transformed – reformed              |
| 3 | place – spot                     | 8  | intense concentration – laser focus |
| 4 | sound – solid                    | 9  | serious minded – sober              |
| 5 | exceptionally good – outstanding | 10 | knowledgeable – informed            |
| 6 | precious – valuable              |    |                                     |

## Homographs, SB page 212

### Exercise, SB page 213

- |   |         |   |              |
|---|---------|---|--------------|
| 2 | a) noun | 3 | a) noun      |
|   | b) verb |   | b) verb      |
| 4 | a) verb | 5 | a) noun      |
|   | b) noun |   | b) verb      |
| 6 | a) noun | 7 | a) adjective |

- |   |         |         |
|---|---------|---------|
|   | b) verb | b) verb |
| 8 | a) noun |         |
|   | b) verb |         |

**Grammar: Agreement, SB page 214**

- 1 The teacher should describe agreement in grammar.
- 2 The teacher should explain and exemplify the rules of agreement in the English language.
- 3 Copious examples could be drawn from past questions.

**Exercise I, SB page 216**

- |    |          |   |      |
|----|----------|---|------|
| 2  | lives    | 3 | were |
| 4  | wants    | 5 | have |
| 6  | is       | 7 | has  |
| 8  | has, are | 9 | is   |
| 10 | was      |   |      |

**Exercise II, SB page 216**

- |    |            |   |           |
|----|------------|---|-----------|
| 2  | it, them   | 3 | They, her |
| 4  | She, her   | 5 | He, his   |
| 6  | They, them | 7 | They, it  |
| 8  | her/his    | 9 | It, them  |
| 10 | She, it    |   |           |

**Writing: Formal letters, SB page 216**

- 1 The teacher should use the guidelines given in the previous units.
- 2 Each student should be made to write an application letter.
- 3 The teacher should use a sample letter as a guide to the students.

# Unit 17

## Consequences of negative peer pressure

### Oral English, SB page 219

#### Revision of intonation: Falling and rising tones

- 1 The teacher should define and exemplify intonation.
- 2 The different intonation tones must be clearly and orally illustrated.
- 3 The written convention of using arrows to indicate intonation tones must be written on the board with examples of tones.
- 4 The students should be able to use appropriate intonation tones orally and in writing.
- 5 A tape recorder or CD demonstration of intonation tones will be a huge advantage.
- 6 The functions of the intonation tones should be clearly exemplified in sentences.

#### Exercise, SB page 222

- |    |              |   |              |
|----|--------------|---|--------------|
| 2  | falling tone | 3 | falling tone |
| 4  | rising tone  | 5 | falling tone |
| 6  | falling tone | 7 | falling tone |
| 8  | rising tone  | 9 | falling tone |
| 10 | falling tone |   |              |

### Reading, SB page 223

#### Comprehension, SB page 223

#### Consequences of negative peer pressure

#### Answers to comprehension questions, SB page 224

- 1
  - a) Director peer pressure: When a teenager tells another what she/he should do,
  - b) Indirect peer pressure: When a teenager practices what he or she sees their peers do.
  - c) Individual peer pressure: When a teenager struggles hard to do things others in society are doing because it is in vogue.
- 2 Peer pressure is social pressure which members of a peer group apply on one another. This pressure involves the adoption of a particular value, negative or positive.
- 3 Because many teenagers feel insecure.
- 4
  - a) Doing physical exercise.
  - b) Joining a vocational club.

- 5 a) Drug addiction.  
b) Premarital sex/unwanted pregnancy.  
c) Prostitution.  
d) Infection or sexually transmitted disease.
- 6 Boys drop out of school or get addicted to drugs.
- 7 This happens when a teenager copies what he sees his peer group practise when he hangs out with them.

### Summary questions, SB pages 224 – 225

- 1 C            2 B            3 A            4 A            5 D

### Vocabulary: Words that take specific prepositions, SB page 225

#### Exercise, SB page 225

- |   |      |    |      |
|---|------|----|------|
| 1 | from | 2  | with |
| 3 | of   | 4  | at   |
| 5 | in   | 6  | over |
| 7 | to   | 8  | of   |
| 9 | from | 10 | to   |

### British and American spellings, SB page 226

- 1 The teacher should tell the students the spelling and usage rule differences between British and American English.
- 2 The teacher should inform the students that they should not mix the two spellings in their composition. Rather one should be used throughout a composition.

#### Exercise, SB page 226

Br E	Am E
centre	center
analyse	analyze
cheque	check
labour	labor
doughnut	donut
catalogue	catalog
travelled	traveled
programme	program
gaol	jail
honour	honor



tyre	tire
defence	defense
pyjamas	pajamas
manoeuvr	maneuver
aeroplane	airplane

### Listening comprehension, SB page 226

The teacher should follow the guidelines given in the previous units.

### Grammar: Direct and indirect speech, SB page 226

#### Exercise 1, SB page 228

	<b>Direct speech</b>		<b>Indirect speech</b>
1	Mrs Abe, a banker was late in picking up her son, Lana, from school yesterday.	1	'Lana, I'm here.'
2	When she got to the school compound, she found Lana playing with his friend, Gbolahan.	2	'I am sorry for coming late. I had a flat tyre and the traffic was unusually heavy. Have you had lunch? I'll buy you lunch at KFC.'
3	Then she apologised.		
4	Lana told her that he had not had lunch and she apologised again. She offered to buy him lunch at KFC.		
5	She always buys him lunch anytime she's late in picking him up.		
6	She promised not to be late again.		

#### Exercise III, SB page 229

- The teacher asked the students why they were late.
- The workers assured the manager that they would not fail him again.
- The mother advised the children to sleep early.
- The employer promised the staff that he would not pay them the day after.
- Rasheed told Kola that she stole the money.
- The wife suggested to her husband that they should buy more tomatoes.
- The customer complained to the store manager that the attendant was rude.
- Rayo persuaded Jones that it was better to travel during the day.
- Mr. Lati announced to his friends that they were around.

**Writing: Descriptive, SB page 229**

The teacher should follow the instructions given on descriptive and narrative writing in the previous units.

**Literature: Figures of speech, SB page 231**

More practice should be done on figures of speech using drama, poetry, and prose texts.