

**New Concept**

# English

for Junior Secondary Schools

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Teacher's Guide **2**

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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 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**

## Depletion of the ozone layer

### Oral English SB. Page 1

#### Revision of vowel and consonant sounds

- 1 The teacher should write all the phonetic symbols on the board and pronounce them.
- 2 The students should imitate the teacher.
- 3 The teacher should write word and sentence examples of the vowels.
- 4 The teacher should differentiate between monophthongs and diphthongs.
- 5 The method in 4 above should be applied to consonants, i.e. differentiating between voiced and voiceless consonants.

### Exercise II SB. Page 2

#### Multiple-choice questions SB. Page 2

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

### Exercise III SB. Page 3

The teacher should guide the students to find 14 words of given consonant sounds in the word search box. The teacher should give examples such as dream, plait, roar, table, room.

### Reading SB. Page 3

The teacher should guide the students on how to scan the passage using the instructions on page 3 of the Students' Book.

### Comprehension SB. Page 3

Depletion of the ozone layer

### Answers to comprehension questions SB. Page 5

- 1 Chlorofluorocarbons (CFCs)
- 2 Stratosphere
- 3 One molecule of oxygen contains two atoms of oxygen and has the formula  $O_2$  while one molecule of ozone contains three atoms of oxygen and has the formula  $O_3$ .
- 4 The ozone layer shields human beings and other living things from the harmful ultraviolet rays of the sun.
- 5 a) 180 countries signed the Montreal Protocol which calls for the elimination of ozone-depleting chemicals.  
b) Many nations have stopped the production of CFCs.
- 6 B
- 7 B
- 8 A
- 9 D
- 10 D

### Reflect and discuss SB. Page 5

- 1 The teacher should lead the students in the discussion. Group work should be encouraged.
- 2 The teacher should also see it as an opportunity to sharpen the students' spoken English competence and to correct their grammatical blunders.

### Draw conclusions SB. Page 5

- 1 F
- 2 F
- 3 T

### Summary writing SB. Page 5

- 1 The teacher should define and exemplify the topic sentence.
- 2 The students should be told to individually identify a topic sentence from their textbooks.
- 3 The teacher should write sample summary answer on the chalkboard.

### Summary Exercise SB. Page 6

**Paragraph 3:** The importance of the ozone layer is that it absorbs ultraviolet rays, which are emitted by the Sun as they pass through the atmosphere, thus shielding human beings and other living things from harmful ultraviolet rays.

**Paragraph 4:** Scientific studies of the atmosphere show that the ozone layer has been gradually depleting (reducing) over the last few decades.



**Paragraph 5:** The depletion of the ozone layer has harmful effects, some of which are known while others are yet unknown.

### **Vocabulary SB. Page 6**

- 1 found
- 2 amount of one substance in another
- 3 particle emission
- 4 noticeable
- 5 soaks up
- 6 protecting
- 7 systematic
- 8 collection
- 9 harvests
- 10 removal

### **Word focus: Collocations SB. Page 6**

The teacher should instruct the students to give their own examples of collocations.

### **Exercise SB. Page 6**

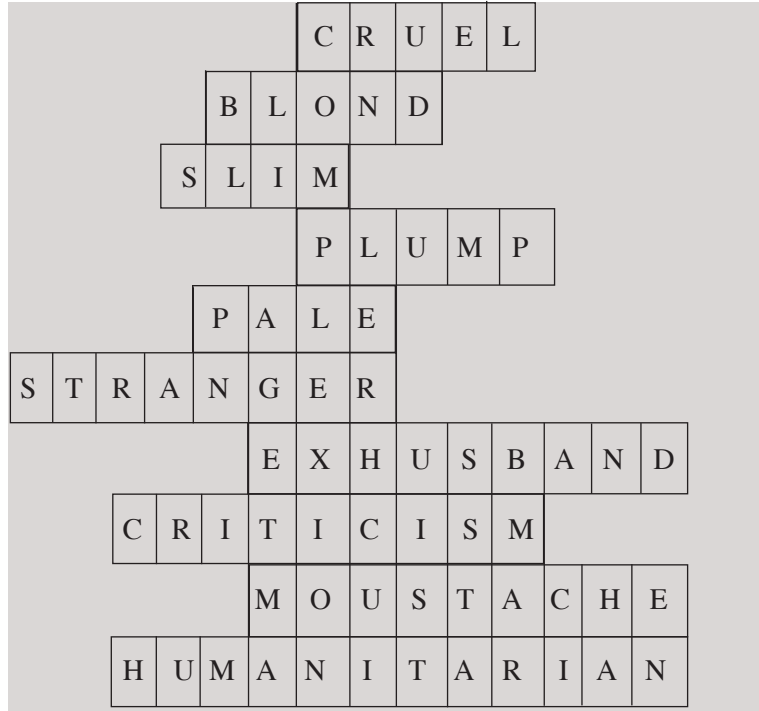
- 1 clear
- 2 dived
- 3 kicked
- 4 claimed
- 5 gained

### **Vocabulary of people and social relations SB. Page 6**

- 1 aggressive
- 2 domineering
- 3 fair
- 4 overweight
- 5 bully
- 6 skinny
- 7 teenager
- 8 pimples
- 9 brilliant
- 10 gladden

## Word search SB. Page 7

- C - cruel
- O - blond
- M - slim
- P - plump
- L - pale
- E - stranger
- X - ex-husband
- I - criticise
- O - moustache
- N - humanitarian



## Grammar SB. Page 7

### Nouns, pronouns and verbs (features and functions)

The teacher should ensure that students have a good grasp of different parts of speech and be able to exemplify them in speech and in writing.

### Exercise I SB. Page 7

Determiner	Common noun	Abstract noun	Concrete noun	Collective noun
the an this	month examination results students studies activities champions father mother children school academic	reputation month wish drama	football netball basketball trophy	teams club

### **Exercise I SB. Page 9**

- 2 herself (reflexive)
- 3 they (personal)
- 4 whom (relative)
- 5 mine (possessive)
- 6 us (personal)

### **Exercise II SB. Page 9**

- 1 mine
- 2 yours
- 3 his
- 4 hers
- 5 theirs

### **Exercise III SB. Page 9**

- 1 himself
- 2 herself
- 3 themselves
- 4 themselves
- 5 itself

### **Writing SB. Page 11**

#### **The writing process**

- 1 The teacher should demonstrate the different stages of the writing process with a model composition.
- 2 The teacher should lead the students in writing an outline.
- 3 The teacher should personally ensure that the students construct well-structured essays.
- 4 The teacher should help the students to identify all the errors in some students' badly-written composition.
- 5 The students should be instructed to develop outlines into fully-fledged essays.

# Unit 2

## Inflation

### Oral English SB. Page 13

#### Description of the /ɔɪ/ sound

- 1 The teacher pronounces the vowel sound /ɔɪ/ and the students imitate.
- 2 The teacher should ensure that each student pronounces the vowel sound.
- 3 Also point out the different spellings of the sound with word examples written on the board.
- 4 Sound contrast between /ɔɪ/ and /ʊ/, /ɪ/ and /aɪ/ should be emphasised.
- 5 Lead the students in the listening practice.

#### Exercise I SB. Page 14

- 1 Lie /aɪ/
- 2 Bouy /ɔɪ/
- 3 Toil /ɔɪ/
- 4 Aisle /aɪ/
- 5 Boy /ɔɪ/, Buy /aɪ/

#### Multiple-choice questions SB. Page 14

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

#### Reading SB. Page 15

- 1 The teacher should guide the students to scan the passage using the guidelines on page 15 of the Students' Book.
- 2 The teacher should explain the importance of scanning a passage.
- 3 The students should match words to their definitions on page 15.

#### Comprehension SB. Page 15

#### Inflation

## Answers to comprehension questions SB. Page 16

- 1 Inflation is the general increase in the prices of goods and services in a country for a specific period of time.
- 2 Each unit of currency buys fewer goods and services.
- 3 Hoarding occurs because of the fear that prices will rise in the future.
- 4 It is a condition in which inflation causes more inflation.
- 5 Food inflation
- 6 B
- 7 D
- 8 A
- 9 C
- 10 D

## Reflect and discuss SB. Page 16

- 1 The teacher should organise the students to discuss the issues involved.

## Draw conclusions SB. Page 16

- 1 F
- 2 T
- 3 F

## Summary SB. Page 16

- 1 The teacher should stress the significance of the thesis statement.
- 2 The teacher should write sample thesis statement on the board and instruct the students to write it in their notebooks.
- 3 The students should be instructed to write their own thesis statements of a given passage.

## Summary exercise SB. Page 17

Micronutrients are nutrients that are needed in little quantities to protect the body and make it function properly.

## Vocabulary SB. Page 17

### Vocabulary of health SB. Page 18

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

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

### **Grammar: Parts of speech – Adjectives and Adverbs SB. Pages 18 - 24**

- 1 The teacher should give word and sentence examples to the students.
- 2 The teacher should instruct the students to give personal examples of different types of adjectives in spoken and written forms in class.
- 3 The teacher should teach the students how to identify adjectives and adverbs in a passage or sentence.

### **Exercise I SB. Page 20**

- 1 I've drunk all my juice; so can I have some of yours.
- 2 Tell Dayo not to forget his homework. And you mustn't forget yours.
- 3 I just heard from that friend of mine I told you about.
- 4 While in Durban, we stayed with a South African friend of mine.
- 5 We've had our lunch. Have they had theirs?
- 6 Kabir has a sister and so does she. His sister and hers had a fight.

### **Exercise II SB. Page 20**

- 1 these
- 2 this
- 3 this, that
- 4 those, that, these
- 5 this, that
- 6 this

### **Exercise III SB. Page 20**

- 1 black (colour)
- 2 lazy (adjective of quality)
- 3 first (number)
- 4 brown (colour)
- 5 which (interrogative)

### Exercise IV SB. Page 20

far	farther	farthest
hungry	hungrier	hungriest
pleasant	more pleasant	most pleasant
lovely	lovelier	loveliest
clever	cleverer	cleverest
dangerous	more dangerous	most dangerous

### Exercise V SB. Page 21

- 1 The sky is blue.
- 2 These are ripe oranges.
- 3 The car is smaller than the lorry.
- 4 The big toy is mine.
- 5 Kabir's pencil is longer than yours.

### Exercise I SB. Page 23

- 1 Mrs Dannyima arrived early for the concert.
- 2 The old woman walks slowly.
- 3 The corps members are marching fast.
- 4 The footballers are playing roughly.
- 5 Taiye skips better than Kehinde.
- 6 Ben Johnson ran the fastest of all.
- 7 Laraba's bread was burnt badly.
- 8 Joke's bread was even worse.

### Exercise III SB. Page 24

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

### Writing SB. Page 24

#### Writing an outline

- 1 The teacher should stress the features and functions of introduction, body and conclusion in a composition.

- 2 The teacher should use a composition to explain 1 above.
- 3 The teacher should demonstrate editing and proofreading in class.
- 4 The teacher should instruct the students to write a suitable introduction.
- 5 The students should be guided on the methods of opening and ending essays.



# Unit 3

## Africa

### Oral English SB. Page 27

#### Description of the /əʊ/ sound

- 1 The teacher should pronounce the vowel sound and let students imitate.
- 2 The teacher should ensure that each student is able to pronounce the sound correctly.
- 3 The teacher should point out the different spellings of the sound.
- 4 The teacher should lead the students in the listening practice.
- 5 The teacher should contrast /əʊ/ with /ɒ/ and /ɔ:/ (SB. Page 28).

#### Exercise SB. Page 28

/əʊ/	/ɒ/	/ɔ:/
gross	cock	naught
shoulder	cottage	fork
chauffeur	rods	roar
so	fox	board
brooch	ox	
float		

#### Multiple-choice questions SB. Page 29

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

#### Reading SB. Page 29

- 1 The teacher should read out and explain the tips on how to read for main points on page 29 of the Students' Book.
- 2 The teacher should demonstrate reading for main points in class using a passage or text.
- 3 The teacher should instruct the students to do the number 2 above in class.
- 4 Additional exercises may be given as homework.

## Comprehension SB. Page 29

### Africa

## Answers to comprehension questions SB. Page 30

- 1 proud warriors
- 2 line 6 – ‘But your blood flows in my vein’
- 3 slavery (line 10)  
scars (line 15)
- 4 freedom
- 5 impetuous child
- 6 personification
- 7 the poet
- 8 (young and strong) tree
- 9 patience
- 10 admiring

## Reflect and discuss SB. Page 30

- 1 The teacher should moderate the discussion on the issues raised.
- 2 Group work could be an added advantage.
- 3 The teacher should ensure that each student participates in the discussion.

## Draw conclusions SB. Page 30

- 1 T
- 2 F
- 3 T

## Summary writing SB. Page 31

- 1 The teacher should let the students practise the art of using notes to write summary by first showing a practical example in class.
- 2 The students should also be taught the use of the paraphrase to write a summary.

## Vocabulary SB. Page 31

ancestral	-	family
irrigates	-	wets
humiliation	-	disgrace
trembling	-	shaking
scars	-	marks
grave	-	solemn
impetuous	-	hasty

splendidly - excellently  
obstinately - stubbornly

### **Exercise SB. Page 32**

- 2 cautious
- 3 continuous
- 4 ambitious
- 5 simultaneous
- 6 superstitious
- 7 righteous
- 8 fabulous
- 9 copious
- 10 anxious

### **Listening comprehension SB. Page 32**

- 1 The teacher should read and explain the listening tips (on page 32 of the Students' Book).
- 2 The teacher should teach the students how to make notes when listening to a text.
- 3 The teacher should lead the students to answer the questions.

### **Grammar SB. Page 33**

#### **Prepositions and conjunctions**

- 1 The teacher should explain and copiously exemplify prepositions and conjunctions.
- 2 The students should be made to individually identify prepositions and conjunctions in a passage.
- 3 The students should be instructed to form sentences using prepositions.
- 4 The teacher could make use of group activity to teach the students.

### **Exercise II SB. Page 35**

of  
on  
to  
by  
into  
along  
before  
at  
behind  
into

## Multiple-choice questions SB. Page 35

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

## Writing SB. Page 35

### Standard elements of a composition

- 1 The teacher should explain the features of a composition.
- 2 The teacher should explain the steps that should be taken in writing a composition.
- 3 The teacher should emphasise the use of introduction, body and conclusion.
- 4 The students should be given examples of a well-written composition and a badly-written one.
- 5 The students should be guided to correct the errors in the badly-written composition.

## Literature SB. Page 39

### Genres of literature

- 1 Literature should be properly defined.
- 2 The genres of literature should be explained and exemplified.
- 3 The types and features of prose should be adequately explained.
- 4 The students should be taught to identify the theme, plot, setting, characterisation and style of particular prose works.

# Unit 4

## Uthman Dan Fodio

### Oral English SB. Page 42

#### Description of the /h/ sound

- 1 The teacher should pronounce the sound /h/ and let the students imitate.
- 2 The spellings of the sound should be written on the board.
- 3 Sound contrast between words pronounced with and without /h/ should be well articulated.
- 4 Words with silent /h/ sound should also be stressed, e.g. hour, heir, honour.
- 5 The teacher should lead the students in listening practice (page 43 of the Students' Book).

#### Exercise SB. Page 43

- I
- 1 hart
  - 2 his
  - 3 behold
  - 4 hone
  - 5 heel
  - 6 unharmed
- II
- 1 B
  - 2 A
  - 3 B
  - 4 A
  - 5 A

#### Reading SB. Page 43

- 1 The teacher should read out and explain the tips on how to understand a question.
- 2 The teacher should illustrate 1 using a text or passage.

#### Comprehension SB. Page 44

##### Uthman Dan Fodio

#### Answers to comprehension questions SB. Page 45

- 1 Maratta
- 2 Arabic literature  
Traditions  
Laws

### Rhetorics

- 3 He was simple and ascetic.
- 4 a) They manipulated Islamic teachings.  
b) They had close association with the kings.
- 5 Their close association with the kings and members of the ruling class
- 6 Ascetic
- 7 Lack of greed for material things.
- 8 C
- 9 C
- 10 A

### Reflect and discuss SB. Page 45

Teacher should guide students through the issues raised in the questions. Group activity could be an advantage.

### Draw conclusions SB. Page 45

- 1 F
- 2 F
- 3 F

### Summary writing SB. Page 45

- 1 The teacher should read the guidelines on summarising main points in one's own words to students.
- 2 The teacher should demonstrate 1 in writing in class.
- 3 The teacher should instruct the students to summarise main points in their own words.

### Summary exercise SB. Page 46

Paragraph	Topic sentence	Paraphrase
2	Uthman Dan Fodio was extraordinarily well-read in Arabic literature.	Uthman Dan Fodio had deep knowledge of Arabic literature.
3	He was simple, pious, and ascetic.	He led a religious life.
4	Uthman Dan Fodio started teaching and preaching in 1775 at the age of about twenty.	Uthman Dan Fodio preached and taught at an early age.

## Vocabulary SB. Page 46

### Antonyms

1	remarkable	-	ordinary
	elementary	-	advanced
	classical	-	modern
	confined	-	opened
	ideal	-	imperfect
	pious	-	impious
	ascetic	-	comfortable
	undermined	-	strengthened
	integrity	-	deceit
	hostile	-	friendly
	undoing	-	making
	fundamental	-	secondary

### 2 Synonyms

remarkable	-	unusual
elementary	-	basic
classical	-	traditional
confined	-	restricted
ideal	-	perfect
pious	-	godly
ascetic	-	austere
undermined	-	weakened
integrity	-	honesty
hostile	-	aggressive
undoing	-	fail
fundamental	-	essential

## Words often confused SB. Page 47

- 1 The teacher should explain why these families of words are often confused.
- 2 The teacher should give copious examples orally and in writing.
- 3 The students should be able to give their own examples.

## Exercise SB. Page 47

- 1 boring
- 2 excited, exciting
- 3 silent, silence

- 4 raise, rise
- 5 effect, affect

### **Vocabulary of travel and movement SB. Page 47**

- b) day trippers
- c) cruise
- d) caravan
- e) globetrotter
- f) tourist

### **Grammar: Noun and verb phrases SB. Page 48**

- 1 The teacher should define a phrase and differentiate between a noun and a verb phrase.
- 2 The students should give oral examples of noun and verb phrases.
- 3 The students should be made to identify noun and verb phrases in a given passage or text.

### **Exercise SB. Page 48**

- 2 The old woman has left the house.
- 3 All the neighbours will see one another.
- 4 The principal had blamed the students.
- 5 The food seller will report the case.
- 6 The stubborn students have greeted their teachers.
- 7 The handsome man is falling for the girl.
- 8 Mr Chukwu will be teaching her class.
- 9 The dark-skinned policeman would have arrested the criminals.
- 10 They have seen the film.

### **Writing SB. Page 50**

#### **Descriptive writing**

- 1 The teacher should stress the features of descriptive writing.
- 2 The planning, drafting and revising steps of descriptive writing should be adequately demonstrated before the students in class.
- 3 The teacher should read out a sample composition in class.
- 4 The teacher should let the students identify all the errors in Sample 2 (badly-written) and rewrite the composition.
- 5 The students should be encouraged to work in pairs or groups.



# Unit 5

## Internally displaced persons in Nigeria

### Oral English SB. Page 52

#### Description of the /aʊ/ sound

- 1 The teacher should pronounce the sound and instruct students to imitate.
- 2 Spelling manifestations of the sounds should be emphasised.
- 3 Sound contrast with /aʊ/ and /əʊ/ should be practised.
- 4 The teacher should explore listening practice methods.
- 5 The students should be able to identify words containing the sound and related diphthongs in a short passage.

### Multiple-choice questions SB. Page 53

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

### Reading SB. Page 53

- 1 The teacher should read out and explain the tips on how to use the dictionary.
- 2 The teacher should ensure that the skill of using the dictionary is demonstrated in class by each student.

### Comprehension SB. Page 54

#### Internally displaced persons in Nigeria

### Answers to comprehension questions SB. Page 55

- 1 a) Intra-state and intra-regional armed conflicts.  
b) Natural and man-made disasters.
- 2 Three
- 3 Rights to grazing lands in some states.
- 4 a) shelter    b) food    c) portable water    d) healthcare    e) security  
f) education    g) clothing    h) information

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

### **Reflect and discuss SB. Page 56**

- 1 The teacher should lead the class in the discussions.

### **Draw conclusions SB. Page 56**

- 1 F
- 2 F
- 3 T

### **Summary SB. Page 56**

- 1 The teacher should demonstrate paraphrase skills in class to the students.
- 2 The students should be able to demonstrate the skill individually.
- 3 The teacher should do one sample answer in class.

### **Vocabulary of entertainment SB. Page 57**

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

### **Grammar: Adverbial poetry SB. Page 57**

- 1 The teacher should revise phrases.
- 2 The teacher should ask the students questions on noun and verb phrases.
- 3 The teacher should let the students identify adverb, prepositional and adjective phrases in

sentences and passages.

- 4 The student should practise copious exercises.

### **Exercise I SB. Page 58**

- 1 warmly
- 2 rather awkwardly
- 3 really hard
- 4 very frequently
- 5 bravely

### **Exercise II SB. Page 58**

- 2 They arrived very early at the train station.
- 3 The doctor examined the patient carefully.
- 4 The choir sang melodiously.
- 5 The boy talked to the teacher respectfully.

### **Prepositional phrases SB. Page 59**

#### **Exercise SB. Page 59**

- 2 (for her food)
- 3 (from the market)
- 4 (with a broom)
- 5 (along the edge)
- 6 (on the floor)

### **Adjective phrases SB. Page 59**

#### **Exercise I SB. Pages 59-60**

- 2 very old
- 3 seriously dirty
- 4 beautiful old
- 5 quite attractive
- 6 leather material
- 7 very delicious
- 8 very rich
- 9 very colourful
- 10 highly tasteful

## Exercise II SB. Page 60

at Akoto Girls' Secondary School (prepositional phrase)

in Ondo (prepositional phrase)

from her home village (adverb phrase)

from school (adverb phrase)

at four (adverb phrase)

by a storm (adverb phrase)

after six weeks (adverb phrase)

so early (adverb phrase)

so badly damaged (adjective phrase)

## Writing SB. Page 60

### Composition: Descriptive writing

- 1 The teacher should explain content, organisation, expression and mechanical accuracy as vital criteria for grading essays in exams.
- 2 These criteria should be demonstrated by the teacher, using a specific composition or letter in class.

# Unit 6

## Bribery and corruption

### Oral English SB. Page 63

#### Description of the /m/ and /n/ sounds

- 1 The teacher should articulate the nasal sounds /m/ and /n/ and let the students imitate.
- 2 The spellings of the sounds should be adequately exemplified.
- 3 Sound contrast between the two sounds should be practised in class.
- 4 Silent letters related to the nasal sounds should be exemplified also.

### Multiple-choice questions SB. Page 65

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

### Reading SB. Page 66

Follow the procedure in previous units. Emphasise the fact that different points of view are revealed in argumentative text.

### Comprehension SB. Page 66

#### Bribery and corruption

#### Answers to comprehension questions SB. Page 67

- 1 Politicians, rural dwellers, educational institutions.
- 2 Money or bribe in any form.
- 3 Printing handouts and forcing students to buy them.
- 4 Corruption.
- 5 The government should take a decisive approach by tackling corruption by top leaders in government agencies.
- 6 C
- 7 D
- 8 C
- 9 A
- 10 B

## Reflect and discuss SB. Page 67

The teacher should serve as moderator of the discussion in class.

## Drawing conclusions SB. Page 67

- 1 F
- 2 F
- 3 T

## Summary SB. Page 67

The teacher should ensure that students work out the summary answers in class.

## Exercise SB. Page 68

- 3 The rural dwellers contend that it is the sole channel to obtain their part of the national wealth.
- 4 Lecturers sell handouts to students and force them to buy.
- 5 There have been cases of sexual molestation of female students by lecturers in tertiary institutions.

## Vocabulary SB. Page 68

### Synonyms

- |                   |   |                               |
|-------------------|---|-------------------------------|
| a) insurmountable | - | too great to overcome         |
| b) social         | - | relating to society or people |
| c) rural          | - | outside the city              |
| d) canvass        | - | drum up support               |
| e) beam           | - | shine                         |
| f) demonstrate    | - | prove                         |
| g) national       | - | nationwide                    |
| h) dividends      | - | bonus                         |
| i) harassment     | - | provocation                   |
| j) menace         | - | danger                        |
| k) decisive       | - | final                         |

## Negative prefixes SB. Page 68

## Exercise SB. Page 69

improper	disagreement
dishonourable	unlikely

illegible	disbelief
disobey	misbehave
irresponsible	maltreat
irrational	misinform

### **Vocabulary of education SB. Page 69**

- 1 Quality Assurance Officers
- 2 expelled
- 3 corporal
- 4 study
- 5 played
- 6 continuous
- 7 retake
- 8 revision
- 9 lecturer
- 10 malpractices

### **Listening comprehension SB. Page 69**

- 1 The teacher should ensure that every student listens in class.
- 2 Every student should be instructed to take written notes of main points.

### **Grammar: Tenses SB. Page 70 (Revision of past, present and future tenses)**

- 1 The teacher should ensure that students are able to construct sentences using the present, past, present continuous and future tenses.
- 2 The students should also be able to identify these tenses in a given passage.

### **Exercise III SB. Page 70**

- 2 will play
- 3 shall leave
- 4 will pay
- 5 will live

### **Exercise I SB. Page 71**

- A: going  
B: going  
A: going

B: going

A: –

B: visiting

A: –

B: eating, drinking, singing, dancing

### **Exercise IV SB. Page 71**

- 2 Olu is reading his book.
- 3 The teacher is teaching English language.
- 4 Exams are going to start next week.
- 5 Shade is combing her hair.

### **Exercise I SB. Page 72**

- 2 I told him to listen because I was talking to him.
- 3 When I arrived at the office this morning, the telephone was ringing.
- 4 Bako met his friends as he was leaving the cinema.
- 5 He was living in Jos the last time he saw him.

### **Exercise II SB. Page 72**

- 2 They were running away.
- 3 We were enjoying the food.
- 4 The workers were clearing the surroundings.
- 5 Her driver was cleaning the car.
- 6 The children were washing the dishes.

### **Exercise III SB. Page 72**

6

### **Exercise I SB. Page 73**

- 2 will be raining, gets
- 3 will be sleeping, arrives
- 4 shall be eating, returns
- 5 shall be leaving, lands
- 6 will be sailing, comes.

### **Writing SB. Page 74**

#### **Informal letter**

- 1 The teacher should exemplify different types of the formal letter.



- 2 The language and organisational structure of formal letters should be demonstrated in class using a model letter.
- 3 The differences between formal and informal letters should be outlined.

### **Literature SB. Page 76**

#### **African folktales (features)**

- 1 The main features of folktales should be outlined and exemplified using a popular or familiar folktale.
- 2 The students should be able to narrate their own folktales in class.
- 3 The students should be able to write their own folktales.
- 4 The students should be encouraged to create their own folktales and identify the morals in them.

# Unit 7

## Exclusive breastfeeding for infants

### Oral English SB. Page 78

#### Description of the /ŋ/ sound

- 1 The teacher should pronounce the sound /ŋ/ and instruct students to imitate.
- 2 The typical spellings of the sound should be exemplified and written on the board.
- 3 The teacher and students should pronounce the word list containing the sound.
- 4 The students should listen and produce sound contrast as well as reading practice sentences.

### Multiple-choice questions SB. Page 79

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

### Reading SB. Page 80

The teacher should encourage the use of dictionary in learning new words.

### Comprehension SB. Page 80

Exclusive breastfeeding for infants.

### Answers to comprehension questions SB. Page 81

- 1 Breastfeeding is the feeding of an infant with breast milk from its mother's breasts rather than from a container or bottle.
- 2 Exclusive breastfeeding is the feeding of infants with mothers' breast milk for a minimum period of six months without any additional food or drink.
- 3 Breastfeeding promotes an infant's sensory and cognitive development. It also protects the infant against infections and chronic diseases.
- 4 It helps the mother to space her children. It reduces the risk of ovarian and breast cancers.
- 5 The first hour of the baby's life.
- 6 D
- 7 B
- 8 C

- 9 B
- 10 C

### **Reflect and discuss SB. Page 81**

- 1 Follow the instructions as contained in the previous units.

### **Draw conclusions SB. Page 81**

- 1 T
- 2 T
- 3 F

### **Summary writing SB. Page 81**

- 1 The teacher should revise the active and passive voices with students.
- 2 The teacher should let each student give oral examples of active and passive structures.
- 3 The teacher should demonstrate on the board how passive sentences can be employed to write a summary.
- 4 The students should practise individually.

### **Exercise I SB. Page 82**

- 2 An average of 500 calories a day is used by breastfeeding.
- 3 Weight is lost by mothers after giving birth.
- 4 Infant mortality is reduced by exclusive breastfeeding.

### **Exercise II SB . Page 82**

- 2 Breastfeeding increases family and national resources.
- 3 Mothers feed babies.
- 4 Infants receive complementary foods after six months.
- 5 Breast milk promotes sensory and cognitive development.

### **Vocabulary SB. Page 82**

#### **Antonyms SB. Page 82**

- 1 directly - indirectly
- 2 average - extraordinary
- 3 complementary - incompatible
- 4 exclusive - inclusive

5	optimal	-	worst
6	unequaled	-	commonplace
7	mortality	-	life

### **Synonyms SB. Page 82**

1	directly	-	exactly
2	average	-	normal
3	complementary	-	assisting
4	exclusive	-	special
5	optional	-	best
6	unequaled	-	uncommon
7	mortality	-	survival

### **Word formation SB. Page 83**

#### **Exercise SB. Page 83**

- 2 explosion
- 3 exposure
- 4 alteration
- 5 pronunciation
- 6 length
- 7 narration
- 8 falsehood
- 9 destruction
- 10 ability

### **Vocabulary of business and money SB. Page 83**

#### **Exercise I SB. Page 83**

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

## Exercise II SB. Pages 83-84

- 2 makes, gets
- 3 scholarship, grant
- 4 give, pay
- 5 withdraw, get

## Grammar SB. Page 84

### Present, past perfect, future perfect tense

- 1 The teacher should explain and exemplify the present and past perfect tenses as well as the future perfect tense.
- 2 The students should be instructed to identify these tenses in sentences and in a passage.

## Present perfect tense SB. Page 84

### Exercise I SB. Page 84

- 2 They have done their homework well.
- 3 The headmaster has resumed work late.
- 4 Ada has looked at the plane as it takes off.
- 5 My family has lived in Ilorin.

### Exercise II SB. Page 84

- 2 I have travelled to London.
- 3 My father has written a beautiful poem.
- 4 The policemen have arrested the thieves.
- 5 The birds have flown.
- 6 The students have kept books in their class.

### Exercise I SB. Page 85

- |  |                 |
|--|-----------------|
| 2 <u>had broken</u>                      | <u>reached</u>  |
| 3 <u>had travelled</u> , <u>realised</u> | <u>left</u>     |
| 4 <u>had gone</u>                        | <u>received</u> |
| 5 <u>had squandered</u>                  | <u>came</u>     |

### Exercise II SB. Page 85

- |                  |         |
|------------------|---------|
| 2 had gone       | arrived |
| 3 had seen       | bought  |
| 4 had run        | came    |
| 5 had never seen | went    |

## **Writing SB. Page 86**

### **Argumentative writing**

- 1 The teacher should explain the features of argumentative writing (page 87).
- 2 The teacher should exemplify these features in a model composition.
- 3 The teacher and the students should jointly work out the errors in the badly-written composition.

# Unit 8

## Space exploration

### Oral English SB. Page 89

#### Description of the /Iə/ sound

- 1 The teacher pronounces the vowel sound /Iə/.
- 2 The teacher should emphasise the different spellings of the sound.
- 3 Word list of sound contrast should be practised in class.
- 4 Listening practice should be led by the teacher.

### Multiple-choice questions SB. Page 90

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

### Reading SB. Pages 90-91

- 1 The teacher should explain and demonstrate how words can be replaced in a passage.

### Comprehension SB. Page 91

#### Space exploration

### Answers to comprehension questions SB. Page 92

- 1 Soviet Union
- 2 a) Nigeria has set up the National Space Research and Development Agency to establish the country's space policy.  
b) Then, the Agency will study basic space science so as to make the nation a good user and developer of space equipment.
- 3 20 July, 1969
- 4 Robotic spacecraft
- 5 Passengers on board aircraft
- 6 C
- 7 C

- 8 A
- 9 A
- 10 C

### **Reflect and discuss SB. Page 93**

- 1 The teacher should guide the students on the issues raised in the questions.

### **Draw conclusions SB. Page 93**

- 1 T
- 2 T
- 3 F

### **Summary writing SB. Page 93**

- 1 The teacher should thoroughly explain and exemplify the summary guidelines on page 93 of the Students' Book.

### **Summary exercise SB. Page 93**

- I The milestones in space exploration as described in the second paragraph are:
  - a) The Soviet Union launched the first artificial satellite.
  - b) Yuri Gagarin went on a one-orbit journey around the Earth.
  - c) American astronauts made the first landing on the moon.
- II The passage describes the history and the milestones in space exploration.

### **Vocabulary SB. Page 94**

#### **Synonyms**

unmanned	-	without people operating it
cosmos	-	universe
milestones	-	major achievements
lunar	-	of the moon
predetermined	-	prearranged
journeying	-	travelling
robotic	-	computerised
destination	-	last stop
pillar	-	support



## Homophones SB. Page 94

- 1 peace
- 2 whole
- 3 source
- 4 poor
- 5 reign
- 6 right
- 7 foul
- 8 see
- 9 cite
- 10 flour
- 11 beer
- 12 rose

## Vocabulary of science SB. Page 94

- 1 researcher
- 2 scientist
- 3 robot
- 4 speedometer
- 5 appliance
- 6 battery
- 7 astronaut
- 8 orbit
- 9 experiment
- 10 invent

## Grammar: Clauses SB. Page 95

- 1 The teacher should differentiate between a clause and a phrase.
- 2 The teacher should exemplify clause types in sentences and passages.
- 3 The teacher should differentiate between a subordinate and a main clause.
- 4 The teacher should instruct the students to identify clause types in sentences and in a passage.

## Exercise SB. Page 95

- 1 Our principal, is
- 2 Lagos, is
- 3 Very many people, do not like
- 4 I, pledge
- 5 A man, marries

## Types of clauses

### Exercise SB. Page 95

- 1 because it was too small
- 2 whenever he is ill
- 3 so that he might sit at the front
- 4 whenever you are in difficulty
- 5 if you invite me

### Adjective clauses SB. Page 96

#### Exercise SB. Page 96

- 1 **The biro**, which I borrowed
- 2 **The time**, when I could see him
- 3 **The place**, where Moses was buried
- 4 **The doctor**, who will operate on the sick man
- 5 **A man**, who loves his wife

### Noun clauses SB. Page 96

#### Exercise SB. Page 97

- 1 What he said
- 2 That man will live forever
- 3 That AIDS is real
- 4 Whatever she is told
- 5 That he should be punished

### Writing SB. Page 97

#### Debate

- 1 The teacher should describe the features of debate and argumentative essays.
- 2 It is important for the teacher to organise a debate in class.
- 3 Teacher should read a model argumentative composition and contrast it with a badly-written one.
- 4 The students should be able to identify all the errors in Sample 2 composition and correct them.
- 5 The students should be able to work in pairs.

# Unit 9

## Malnutrition

### Oral English SB. Page 101

#### Description of the /eə/ sound

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

### Exercise I SB. Page 102

/iə/	/eə/
fear	fair
rear	rare
steer	stair
cheer	chair
beer	bare
squire	square
sneer	snare
wear	ware
hear	hare
ear	heir

### Multiple-choice questions SB. Pages 102-103

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

### Comprehension SB. Page 103

#### Malnutrition

#### Answers to comprehension questions SB. Page 104

- 1 Malnutrition is a condition caused by insufficient or weak diet. It is also caused by the body's inability to absorb or process nutrients because of diseases.
- 2 a) Food provides materials that give us energy.

- b) It provides materials that give energy that allows absorption of nutrients into the body.
- 3 Malnutrition results in specific nutritional deficiency diseases.
  - 4 Poor eating habits cause malnutrition when there is habitual consumption of specific non-nutritious foods leaving out others.
  - 5 Kwashiorkor
  - 6 A
  - 7 C
  - 8 C
  - 9 B
  - 10 D

### **Reflect and discuss SB. Page 105**

- 1 The teacher should follow the instructions given in the previous unit.

### **Draw conclusions SB. Page 105**

- 1 F
- 2 F
- 3 T

### **Summary writing SB. Page 105**

#### **Exercise SB. Page 105**

Food serves some purpose in the body, including supply of energy for absorption and movement of nutrients, excretion and building of cells.

Malnutrition occurs when the body is deprived of proper and adequate nutrients. It could also be caused by non-availability of food, poverty, alcoholism, lack of essential vitamins and minerals, eating excess starch, and hereditary defects.

### **Vocabulary SB. Page 105**

#### **Synonyms SB. Page 105**

- 1 dentist
- 2 personal
- 3 crispy
- 4 firmly
- 5 permanent
- 6 embedded

- 7 bleed
- 8 flattened

### **Compound words SB. Page 106**

- 1 The teacher should explain and exemplify compound words.
- 2 The teacher should ask the students to give their own examples of compound words.
- 3 The students should be able to construct sentences with compound words.
- 4 The teacher should thoroughly explain the formation of compound words.

### **Exercise SB. Page 106**

- 2 a) overcast  
b) overlook
- 3 a) playground  
b) playgoer
- 4 a) bookkeeper  
b) bookworm
- 5 a) oilfield  
b) oil worker
- 6 a) fireproof  
b) firemen
- 7 a) eyewitness  
b) eyesaw
- 8 a) backbite  
b) backfire
- 9 a) daylight  
b) day school
- 10 a) schoolmate  
b) school-leaver

### **Listening comprehension SB. Page 107**

- 1 The students should be told to listen carefully and take notes.
- 2 The teacher should guide the students to answer the questions.

### **Grammar**

### **Sentences SB. Page 107**

- 1 The teacher should define a sentence based on structure, class, function and punctuation.
- 2 The parts or structure of a sentence should be exemplified, i.e. subject, verb, object, and adverb.

- 3 The students should be made to construct different types of sentences.
- 4 The students should be able to identify the parts of a sentence.

### Exercise I SB. Page 108

- 1 A new coordinator (subject) has been appointed (predicate).
- 2 Every student (subject) must pass English and Mathematics (predicate).
- 3 Many banks in Nigeria (subject) have gone bankrupt (predicate).
- 4 Democracy (subject) is a government by representation (predicate).
- 5 Temilola (subject) selected the best dress for her birthday (predicate).

### Exercise II SB. Page 108

- 1 The director (has) no office.
- 2 A student (must read) always.
- 3 Abuja (is) the capital of Nigeria.
- 4 The human eye (should) always be protected.
- 5 All the languages in the world (have) their grammar.

### Adverb SB. Page 108

#### Exercise I SB. Page 109

- 1 teaches (English)
- 2 deceived (Janet)
- 3 must forgive (our sins)
- 4 do not know (you)
- 5 washes ( her clothes)

#### Exercise II SB. Page 109

- 1 (feeds) occasionally
- 2 (sleeps) Saturdays
- 3 (left) overseas
- 4 (does) diligently
- 5 (sings) melodiously

### Exercise SB. Page 110

- 1 declarative
- 2 imperative
- 3 interrogative

- 4 exclamatory
- 5 imperative

### **Writing: Narration SB. Page 110**

- 1 The teacher should thoroughly explain what narration is, and how stories must be written in chronological order.
- 2 Let the students use the pictures given on page 110 to write a story. Ensure that they understand the event happening in each picture before they start writing their stories.

### **Literature: Myths and legends SB. Page 112**

- 1 The teacher should ensure that myths and legends are explained and exemplified using familiar myths – African and non-African.
- 2 The students should be encouraged to narrate their own myths or legends.

# Unit 10

## The dangers of drug trafficking

### Oral English SB. Page 116

#### Description of the /ʊə/ sound

- 1 The teacher should pronounce the sound /ʊə/ several times and instruct students to imitate.
- 2 The teacher should pronounce the word list containing the sound.
- 3 The teacher should emphasise the various spellings of the sound.
- 4 The sound contrast with /ɔ:/ should also be stressed.

### Exercise I SB. Page 117

/ɔ:/	/ʊə/	/ə/
door whore shore floor	factual cruel fuel Europe rural gourd secure	denture lecture departure

### Multiple-choice questions SB. Page 117

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

### Comprehension SB. Page 118

#### Drug trafficking

- 1 Drug trafficking is the illegal business of cultivating, producing, distributing and selling of prohibited drugs.
- 2 Cannabis, cocaine, heroin
- 3 The death penalty
- 4 Robbery, burglary, murder



- 5 Three
- 6 D
- 7 B
- 8 A
- 9 C
- 10 B

### **Reflect and discuss SB. Page 119**

- 1 Follow the instructions given in previous units.

### **Draw conclusions SB. Page 119**

- 1 F
- 2 F
- 3 F

### **Summary SB. Page 119**

- 1 The teacher should itemise and explain the different categories of grammatical errors that can be committed in written structures.
- 2 The teacher should demonstrate this with a piece of writing.

### **Exercise SB. Page 119**

- 1 Drug trafficking is the illicit growing, production, distribution and sale of banned drugs.
- 2 Drug smuggling carries heavy punishment.
- 3 Drug trafficking has serious effects on the society.
- 4 Illegal trafficking of drugs is linked with crime.
- 5 People are engaged in drug smuggling in Nigeria because it is lucrative.

## **Vocabulary**

### **Synonyms SB. Page 120**

- 1 leaked
- 2 penalties
- 3 prohibition
- 4 asylum
- 5 severe

## Vocabulary of work SB. Page 120

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

## Mood words SB. Page 121 (Exercise)

- 2 optimistic
- 3 embarrassed
- 4 nervous
- 5 mournful
- 6 relieved
- 7 threatened
- 8 frustrated
- 9 restless
- 10 guilty

## Grammar: Question tags SB. Page 121

### Exercise SB. Page 123

- 1 have I?
- 2 weren't they?
- 3 does she?
- 4 could they?
- 5 had we?
- 6 can't she?
- 7 were we?
- 8 isn't it?
- 9 doesn't he?
- 10 isn't he?
- 11 isn't it?
- 12 didn't it?

- 13 doesn't she?
- 14 don't you?
- 15 do they?
- 16 did she?
- 17 wasn't she?
- 18 can't she?
- 19 shan't we?
- 20 hasn't he?
- 21 is it?
- 22 isn't there?
- 23 isn't it?
- 24 wasn't she?
- 25 were you?
- 26 didn't they?
- 27 will you?
- 28 isn't he?
- 29 are they?
- 30 aren't they?

**Writing: Informal letters SB. Page 125**

- 1 The teacher should always ask the students what they have been previously taught about the informal letter.
- 2 The teacher should ensure that students demonstrate a good practical grasp of the main parts of an informal letter in class individually.
- 3 A lot of practice will make sense.

# Unit 11

## HIV/AIDS

### Oral English SB. Page 128

#### Triphthongs (vowel sounds)

- 1 The teacher should transcribe and pronounce triphthongs.
- 2 The teacher should make sound contrast between diphthongs and triphthongs.
- 3 Listening practice should be employed.
- 4 Commonly mispronounced words with triphthongs should be emphasised.

#### Exercise I SB. Page 130

/aɪə/	/aʊə/	/eɪə/	/əʊə/	/ɔɪə/
liar	power	slayer	sower	joyous
choir	coward	prayer	rower	annoyance
sire	sour	layer	lower	soya

#### Multiple-choice questions SB. Page 130

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

#### Reading SB. Page 130

#### Comprehension SB. Page 130

#### HIV/AIDS

#### Answers to comprehension questions SB. Page 131

- 1 17%
- 2 HIV virus attacks the immune system and can leads to AIDS
- 3 3.4 million
- 4 1986
- 5 No
- 6 D

- 7 B
- 8 B
- 9 B
- 10 B

### **Reflect and discuss SB. Page 132**

- 1 Follow the instructions given in the previous units.

### **Draw conclusions SB. Page 132**

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

### **Summary SB. Page 132**

- 1 The teacher should demonstrate how to avoid irrelevancies in summary writing. Examples may be drawn from students' work or previous summary answers.

### **Guided summary exercise SB. Page 132**

- 2 HIV / AIDS can be passed to others through blood, infected objects, mother - to - child transmission and breastfeeding.
- 3 AIDS has spread like wildfire since its first case was reported in 1986.
- 4 Due to a lack of antiretroviral medicine, children face difficulties in timely diagnosis and proper healthcare.
- 5 According to UNAIDS, HIV / AIDS became a major issue at the end of 2022, with 3.4 million individuals being diagnosed.

### **Vocabulary SB. Page 132**

#### **Synonyms**

- epidemic – like fast-spreading disease
- diagnosed – identified an illness
- orphaned – deprived of parents
- unsterilised – not to kill germs in something
- scourge – an agent of destruction
- populous – highly populated
- drastic – having a powerful effect
- attributed – credit somebody with something
- victim – someone who is hurt or killed
- transfusion – transfer of blood

### Homonyms SB. Page 133

- 2 a) verb  
b) noun
- 3 a) noun  
b) noun
- 4 a) noun  
b) adjective
- 5 a) noun  
b) verb

### Vocabulary of HIV/AIDS SB. Pages 133 - 134

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

### Grammar: Transitive and intransitive verbs SB. Page 135

#### Exercise I SB. Page 136

Transitive	Intransitive	Both transitive and intransitive
deny	work	eat
suggest	arrive	resist
		demand
		hope
		lie
		wonder
		begin
		understand
		drive
		drink
		see

### Writing: Formal letters SB. Page 136

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

# Unit 12

## Agriculture

### Oral English SB. Page 141

#### Description of the /l/ sound

- 1 The teacher produces the sound and students imitate.
- 2 The various spellings of the sound should be stressed.
- 3 British and American spellings could be introduced.
- 4 Sound contrast between /l/ and /n/ could be explored.

#### Exercise II SB. Page 142

- 1 lice
- 2 loose
- 3 nor
- 4 near
- 5 known
- 6 lay
- 7 late
- 8 low
- 9 name
- 10 lit

#### Multiple-choice questions SB. Page 142

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

#### Reading SB. Page 142

Follow the instructions given in previous units.

#### Comprehension SB. Page 143

##### Agriculture

#### Answers to comprehension questions SB. Page 144

- 1 a) Agriculture creates wealth.

- b) It is a source of employment for a large number of people.
- 2 Because there would be food to feed the populace.
  - 3 Shifting cultivation  
Rotational bush fallow  
Irrigation
  - 4 Shifting cultivation
  - 5 Providing food to feed the people
  - 6 D
  - 7 A
  - 8 B
  - 9 B
  - 10 D

### **Reflect and discuss SB. Page 144**

- 1 Follow the instructions given in the previous unit.

### **Draw conclusions SB. Page 144**

- 1 T
- 2 F
- 3 F

### **Summary SB. Page 144**

- 1 The teacher should define and exemplify a complete sentence.
- 2 The students should write many examples of a complete sentence.
- 3 The students should be told to always prepare a rough draft before answering summary questions.

### **Summary exercise SB. Page 145**

- 2 The systems of cultivation are geared towards making land regain its fertility.
- 3 Shifting cultivation reduces the dangers of insects and weeds as well as makes a farm regain its fertility.
- 4 The passage explains the benefits of agriculture and the various methods of cultivation.

### **Vocabulary SB. Page 145**

#### **Adjectives ending in -ible, -able, and -uble**

- 2 possible
- 3 invisible



- 4 legible
- 5 edible
- 6 drinkable
- 7 indigestible
- 8 workable
- 9 intolerable

### **Vocabulary of food SB. Pages 145-146**

- 1 grill
- 2 fattening
- 3 sip
- 4 microwave
- 5 fry
- 6 snack
- 7 peach
- 8 crumbs
- 9 stir
- 10 brunch

### **Listening comprehension SB. Page 146**

- 1 The teacher should follow the instructions given in the previous unit.

### **Grammar SB. Page 146**

#### **Active and passive constructions**

- 1 The teacher should revise active and passive constructions with students paying attention to the rules.
- 2 The students should be able to change active to passive sentences and vice versa.

### **Exercise I SB. Page 147**

- 2 The building was badly painted.
- 3 The matter will soon be forgotten.
- 4 What should be done in this case?
- 5 Was anything praiseworthy said?
- 6 The children should be driven to school.
- 7 Money should be kept in the bank.

### **Exercise II SB. Page 147**

- 3 The strike ought to have been called off by the workers before yesterday.
- 4 Don't move until you are told by someone to do so.

- 5 Every naira you spend will be accounted for.
- 6 How can a permanent change be brought about by us?
- 7 The party had to be put off by my friends.

### **Writing: Articles SB. Page 147**

- 1 The teacher should explain and exemplify the features of an article with a model essay.
- 2 The students should be able to do 1 above.
- 3 The students should write an article to be personally checked by the teacher.

### **Literature: Figures of speech SB. Page 149**

- 1 The teacher should define all the figures of speech and exemplify them from the students' recommended literature textbooks.
- 2 The sentence examples of figures of speech should be used.
- 3 Each student should be able to identify the figures of speech in their literature books.
- 4 The teacher should dwell on types and languages of poetry.
- 5 The teacher should exemplify these from their literature texts.
- 6 The students should be encouraged to create their own poems with rhythm and rhyme schemes.

# Unit 13

## Increasing rate of unemployment

### Oral English SB. Page 152

#### Description of the /r/ sound

- 1 The teacher should pronounce the sound /r/ and let the students imitate.
- 2 The four main spelling types of the sound should be produced in a word list and practised.
- 3 Sound contrast between /r/ and /l/ should be emphasised and practised.
- 4 Listening practice should be done collectively.

### Exercise I SB. Page 153

- 1 lake, rake
- 2 rate, late
- 3 lam, ram
- 4 lash, rash
- 5 leach, reach
- 6 lend, rend
- 7 land, rand
- 8 late, rate
- 9 raid, laid
- 10 lice, rice

### Multiple-choice questions SB. Pages 153 - 154

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

### Comprehension SB. Page 154

#### Increasing rate of unemployment

#### Answers to comprehension questions SB. Page 155

- 1 Joblessness
- 2 A young female school leaver may choose to marry and raise children rather than getting a job.

- 3 It is calculated as a percentage by dividing the number of unemployed individuals by the number of all employed individuals.
- 4 The total number of people working in a country.
- 5
  - i) Materials and human resources have been underutilised.
  - ii) Inadequate electric power supply renders many youths jobless as they are unable to use machines, which need electricity, to do their work.
- 6 C
- 7 A
- 8 D
- 9 C
- 10 A

### **Reflect and discuss SB. Page 156**

- 1 Use the guidelines given in the previous units.

### **Draw conclusions SB. Page 156**

- 1 F
- 2 F
- 3 F

### **Summary SB. Page 156**

- 1 The teacher should define and practically demonstrate how a preamble can be used to write a summary.
- 2 The teacher should ensure that students are able to do 1 above.

### **Summary writing SB. Page 156**

#### **Exercise I SB. Page 156**

- 2 Under-utilisation of material and human resources due to corruption.
- 3 Inadequate electric power generation.
- 4 The neglect of the agricultural sector.

### **Vocabulary of places SB. Pages 156-157**

- 1 skyscrapers
- 2 outskirts
- 3 resorts

- 4 Groceries
- 5 wood
- 6 countryside
- 7 park
- 8 castle
- 9 beach
- 10 suburbs

### **Grammar: Reported Speech SB. Page 157**

- 1 The teacher should explain the rules of reported speech and write the sentence examples on the board for students to copy.
- 2 Reporting verbs should be stressed.
- 3 The students should be individually instructed to convert direct speech to reported speech.

### **Exercise SB. Page 158**

- 2 The manager assured the workers that they would be well compensated for the work.
- 3 John told the teacher that his classmates were jealous of him.
- 4 Shahid promised Barakat that he would help her to do her homework.
- 5 The doctor advised Aminu to take his drugs.
- 6 Sultan suggested to his friends that they should work as a team.

### **Exercise I SB. Page 158**

- 2 The teacher asked Olu what the time was.
- 3 Mariam asked Shade whether she had been watching *Desperate Housewives*.
- 4 Jane asked William if he would like to drink some water.
- 5 My mother asked me the time I finished my dinner.
- 6 The principal asked my teacher if she could conduct the assembly the following week.
- 7 The doctor asked my mother whether her child slept early the night before.

### **Writing: Expository writing SB. Page 159**

- 1 The teacher should define and exemplify expository writing with a sample essay.
- 2 The students should be given examples of topics under expository writing and be instructed to form their own topics.
- 3 Exercises could be used to enhance students' ability to write expository composition.
- 4 The teacher should read out a model expository composition in class.
- 5 The students should work in pairs to identify the pronouns, synonyms, and linking devices used in a given composition.

# Unit 14

## Overpopulation

### Oral English SB. Page 162

#### Description of the /j/ sound

- 1 The sound /j/ should be pronounced by the teacher and students should imitate.
- 2 The different spellings of the sound should be adequately emphasised.
- 3 Sound contrast is a useful way of showing the distinctive features of the sound.

### Multiple-choice questions SB. Page 164

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

### Reading SB. Page 164

- 1 The students should read the passage to find out the contexts in which some vital vocabulary items have been used.

### Comprehension

#### Overpopulation

#### Answers to comprehension questions SB. Pages 164-166

- 1 It refers to a situation when the population exceeds its sustainable size and brings about a remarkable decline in the quality of life of its habitats or with a particular environment.
- 2 Some animal species have been destroyed or forced to live in inhospitable regions because of urban area advancement.
- 3 a) Increase in life span.  
b) Absence of natural enemies  
c) Improvement in the quality of life.
- 4 Extinction of some animal species
- 5 a) There will be pollution, destruction of natural population and natural habitats of many species.  
b) People will get older life and life expectancy will increase. Hence, people will need more

social facilities.

- 7 C
- 8 A
- 9 A

### **Reflect and discuss SB. Page 166**

- 1 Instructions given in the previous units should also be followed here.

### **Draw conclusions SB. Page 166**

- a) F
- b) T
- c) F

### **Summary SB. Page 166**

- 1 The teacher should guide the students to answer the questions given on pages 166 - 167.

### **Vocabulary: Words often confused SB. Page 168**

- 1 supper
- 2 Who's
- 3 quite
- 4 defects
- 5 There
- 6 lay
- 7 weather
- 8 lose
- 9 except
- 10 it's

### **Vocabulary of leisure SB. Page 168**

- 2 surfing
- 3 listening
- 4 hiking
- 5 climbing
- 6 paddling
- 7 playing
- 8 dancing
- 9 playing
- 10 keeping

- 11 going
- 12 doing

### **Grammar: Modal auxiliaries SB. Page 168**

- 1 The teacher should give the students a list of all the modal auxiliaries in English.
- 2 The teacher should construct a sentence with each of the modal auxiliaries and instruct the students to do the same.

### **Exercise I SB. Pages 169 - 170**

- 2 ought not to play
- 3 have to visit
- 4 has to be
- 5 shouldn't drive
- 6 should start

### **Exercise II SB. Page 170**

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

### **Writing: Imaginative writing SB. Page 170**

- 1 The features of imaginative writing should be outlined and explained.
- 2 The teacher should show these features in a model composition.
- 3 The students should be guided to correct all the errors in the badly-written composition.



# Unit 15

## Social media: The good, bad and ugly consequences

### Oral English SB. Page 174

#### Description of the /w/ sound

- 1 The teacher should pronounce the sound /w/ several times to the students and ask them to imitate.
- 2 Spelling forms of the sound should be well-exemplified.
- 3 Words that have silent /w/ letters (e.g. wrong, wright, wrath) should be adequately exemplified.
- 4 Sound contrast between /w/ and /j/ should be practised in class.

### Exercise SB. Page 175

- 1 wear, year
- 2 win, yin
- 3 well, yell
- 4 woo, ewe
- 5 won, young
- 6 what, yacht
- 7 wack, yack
- 8 wad, yod
- 9 wet, yet
- 10 wail, yale

### Multiple-choice questions SB. Pages 175-176

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

## Comprehension SB. Page 176

### Social media : The good, bad and ugly consequences

#### Answers to comprehension questions SB. Pages 177 - 178

- 1 It is a means of interaction among people through creation and exchange of information in virtual communities and networks.
- 2 Through technology and advancement
- 3 Because there are lots of various networks and applications to choose from.
- 4 They feel intimidated by the extravagant lifestyles people showcase on the internet.
- 5
  - a) Fake news
  - b) Impersonation
  - c) Fake life
- 6 B
- 7 D
- 8 C
- 9 C
- 10 C

#### Reflect and discuss SB. Page 178

- 1 Use the instructions given in the previous units.

#### Draw conclusions SB. Page 176

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

#### Summary writing SB. Page 178

Instruct the students to follow the guidelines given in the textbook.

## Vocabulary

#### Antonyms SB. Page 177

- 1 create - destroy
- 2 advancement - decline

3	obsessed	-	neglected
4	downfall	-	success
5	scrutinise	-	glance at
6	extravagant	-	moderate
7	profitable	-	unproductive
8	take	-	genuine
9	preferred	-	unconcerned
10	legit	-	unlawful

### Irregular plurals SB. Page 178

- 1 The teacher should explain the meaning of the irregular plural words in class.
- 2 The students should be able to use the words in sentences.

### Exercise SB. Page 179

- 2 The books' indexes were poorly arranged.
- 3 memoranda
- 4 media
- 5 The investigation by the police proceeded on wrong hypotheses.
- 6 heroes
- 7 appendices
- 8 alumni
- 9 analyses
- 10 theses

### Vocabulary of social media SB. Page 180

#### Exercise 2

- a) clickbait
- b) audience
- c) chatbot
- d) feed
- e) followers
- f) bio
- g) algorithm
- h) viral
- i) meme
- j) influencers
- k) Hashtag
- l) trending

### **Listening comprehension SB. Page 180**

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

### **Grammar SB. Page 180**

#### **Finite and non-finite verbs**

#### **Exercise SB. Page 181**

- 2 non-finite
- 3 non-finite
- 4 non-finite
- 5 finite
- 6 finite

### **Writing: Expository writing SB. Page 182**

- 1 The teacher should recapitulate the features of expository writing.
- 2 The teacher should discuss the topic of the essay with students.
- 3 The teacher should study the outline of the expository essay given on page 182 with the students and then use it to write a composition on any given topic.

### **Literature: Figures of speech SB. Page 183**

- 1 The teacher should explain and exemplify the figures of speech.
- 2 The teacher should exemplify the figures of speech in the recommended students' literature texts.
- 3 The features of drama should also be exemplified in the recommended texts.

# Unit 16

## Computers

### Oral English SB. Page 185

#### Syllables and syllabic consonants

- 1 The teacher should explain and properly exemplify syllables and syllabic consonants.
- 2 The syllabic consonants should be illustrated using familiar words with their transcriptions.
- 3 Tongue twisters should be judiciously used.

### Exercise SB. Page 186

- 1 couple
- 2 little
- 3 cotton
- 4 cuddle
- 6 racism
- 5 tighten, title
- 7 chosen
- 8 treason
- 9 tighten
- 10 critical

### Reading SB. page 186

The teacher should guide the students on how to skim the passage using the instructions on page 186 of the Students' Book.

### Comprehension SB. Page 187

#### Computers

### Answers to comprehension questions SB. Page 188

- 1 numerical calculation
- 2 electronic calculator  
Sumerian abacus
- 3 hardware and software
- 4 keyboard, display monitor, printer, disk drives
- 5 hardware

- 6 mathematical
- 7 B
- 8 D
- 9 C
- 10 C

### **Reflect and discuss SB Page 188**

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

### **Draw conclusions SB. Page 188**

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

### **Exercise SB. Page 189**

- 2 hunger strike
- 3 go-between
- 4 layabout
- 5 go-getter
- 6 goalpost
- 7 free kick
- 8 look alike
- 9 level crossing
- 10 drug addict
- 11 onlooker

### **Vocabulary of computers SB. Page 190**

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

## Grammar SB. Pages 190 - 191

### Adjective and Relative clauses

- 1 The teacher should revise adjective clauses and ask the students to give their own examples.
- 2 Explain the types of relative clauses, and give adequate examples.
- 3 Let the students attempt the exercises under your guidance.

### Exercise I SB. Page 191

- 2 drives the red car
- 3 elder brother
- 4 my grandfather built
- 5 has a colourful cover

### Writing: Descriptive SB. Page 192

- 1 The teacher should revise elements of descriptive writing.
- 2 The teacher should read a model composition to the class and identify the features of descriptive writing in it.
- 3 As a homework, the students should write on the **importance of computers**.

# Unit 17

## The civil service

### Oral English SB. Page 194

#### Consonant clusters

- 1 The teacher should describe and exemplify consonant clusters.
- 2 Consonant clusters at the beginning and end of words should be adequately accounted for.
- 3 Words having difficult consonant clusters should be stressed, e.g. dew, music, queue, suite, quick.
- 4 Two-, three-, and four- consonant clusters should be covered.

#### Exercise SB. Page 195

One initial consonant	Two initial consonants	Three initial consonants
dart	school	strain
next	due	stupid
zoo	crab	spleen
art	few	scream
short	prompts	squalor
palm	suite	
physics	praise	
guilt		
church		

#### Reading SB. Page 195

- 1 The students should read the passage to find out the contexts in which some vital vocabulary items have been used.
- 2 Encourage the use of dictionary in learning new words.

#### Comprehension SB. Page 196

##### The civil service

#### Answers to comprehension questions SB. Page 197

- 1 The implementation of government policies and programmes.
- 2 Political appointees  
Commissioners



- Judicial officers
- Local government employees
- 3 Officials of the civil service and other government departments
- 4 5
- 5 Political appointees
- 6 C
- 7 C
- 8 A
- 9 B
- 10 B

### **Reflect and discuss SB. Page 197**

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

### **Draw conclusions SB. Page 197**

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

### **Summary writing SB. Page 198**

- 1 The teacher should demonstrate note-taking in writing summary answers and instruct students to do the same individually.

### **Exercise II SB. Page 196**

- 2 The major classes in the civil service and their functions are:
  - ii) The executive class carries out the government's policies and programmes daily.
  - iii) The professional class applies technical and scientific skills to government's policies.
  - iv) The clerical class keeps government records.
  - v) The auxiliary class does manual labour.

### **Vocabulary of government and election SB. Pages 198-199**

- 2 campaign
- 3 democracy
- 4 electorate
- 5 bill

- 6 opposition
- 7 candidate
- 8 dictator
- 9 election
- 10 speaker
- 11 resolution

### **Grammar: Adverbial clauses SB. Page 199**

- 1 The teacher should revise adverbs and their function.
- 2 The teacher should give examples and functions of adverbial clauses in spoken and written forms.
- 3 The students should be told to write at least five sentences each exemplifying adverbial clauses of place, time and reason.

### **Exercise SB. Page 199**

- 2 hid, where nobody would find them
- 3 saw, where the fire had been
- 4 saw, wherever we went
- 5 follow, everywhere she goes

### **Exercise SB. Page 200**

- 2 prayed, before going to bed
- 3 did not buy, until he was fifteen
- 4 woke up, when it was dawn
- 5 ran away, as I was coming

### **Exercise I SB. Pages 200-201**

- 2 looked after, as Bolu was the eldest daughter
- 3 should pay, since you broke the bottles
- 4 am making, in case the food doesn't go round
- 5 was held, as there was a heavy downpour

### **Writing: Formal letter SB. Page 199**

- 1 The important features of application letters should be stressed and written on the board.
- 2 Sample application letter should be read and copied by the students.
- 3 The teacher should identify common errors in application letters and get the students to identify them.

### Oral English SB. Page 205

#### Rhyme

- 1 The teacher should give copious examples of words that rhyme in English.
- 2 Word list of rhyming words should be pronounced in class.
- 3 Listening practice should be properly explored by the teacher.
- 4 Patterns of word stress should be emphasised in familiar words.

### Multiple-choice questions II SB. Page 207

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

### Reading SB. Page 207

- 1 Use the instructions given in the previous units

### Comprehension SB. Page 207

#### Poverty and hunger

### Answers to comprehension questions SB. Pages 208-209

- 1 No
- 2 Poverty and hunger
- 3 Poverty
- 4 This is because of lack of resources and proper nourishment.
- 5 This is because he feeds on poor food.
- 6 C
- 7 B
- 8 D
- 9 C
- 10 C

## **Reflect and discuss SB. Page 209**

Use the guidelines in the previous units.

## **Draw conclusions SB. Page 209**

- 1 F
- 2 F
- 3 T

## **Summary SB. Page 209**

Guide the students in this section. Remind them of what they have learnt about summary writing in previous units.

## **Vocabulary of animals SB. Page 209**

The teacher is advised to get the picture of animals for proper illustration.

## **Word search SB. Pages 209-210**

- 1 tiger
- 2 elephant
- 3 giraffe
- 4 baboon
- 5 dog
- 6 camel
- 7 zebra
- 8 rabbit
- 9 owl
- 10 snake

## **Listening comprehension SB. Page 210**

Follow the instructions given in the previous units.

## **Grammar: Concord SB. Page 210**

- 1 The teacher should painstakingly outline and exemplify the rules of concord. It should be remembered that it is one of the hazy areas of English in some situations.
- 2 The concept of notional concord should be adequately explored.
- 3 Errors in students' essays can be used as examples.

## Exercise SB. Page 212

- 1 is
- 2 have
- 3 sings
- 4 is
- 5 loves
- 6 come
- 7 resides
- 8 is
- 9 have
- 10 do

## Writing: Formal letters SB. Page 212

- 1 The teacher should revise the format of a formal letter.
- 2 The teacher should let the students write examples of the format in class.
- 3 The teacher should let the students discuss the outline of a formal letter in pairs or groups.
- 4 Individual students should develop the outline into paragraphs to make a full length letter.

# Unit 19

## Pandemics and epidemics

### Oral English SB. Page 216

#### Intonation

- 1 The teacher should define intonation.
- 2 The teacher should use simple examples.
- 3 The teacher should use intonation symbols (i.e. arrows).
- 4 The teacher should ensure the class remains very silent to avoid intrusion.

### Exercise SB. Page 217

- 2 falling tone
- 3 falling tone
- 4 falling tone
- 5 falling tone
- 6 rising tone

### Reading SB. Page 217

The teacher should encourage the use of dictionary in learning new words.

### Comprehension SB. Page 216

#### Pandemic and epidemics

#### Answers to comprehension questions SB. Page 220

- 1 A
- 2 D
- 3 SARS-COV-2
- 4 Coronavirus disease (COVID-19)
- 5 Unexpected or sudden illness or specific disease
- 6 a) animal source  
b) person - to - person transmission
- 7 A
- 8 B
- 9 C
- 10 C

## Summary writing SB. Page 220

### Exercise Page 220

- 1 The teacher should instruct the student to write out all the topic sentences of the paragraphs in the passage.
- 2 The teacher should guide the students on how to paraphrase the topic sentences. A sample answer for paragraph 1 should be written on the board.

## Reflect and discuss SB. Page 221

Use the instructions in the previous units.

## Draw conclusions SB. Page 221

- 1 F
- 2 T
- 3 T

## Vocabulary of the Earth SB. Pages 221-222

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

## Grammar: Contractions SB. page 222

### Exercise I SB. Page 223

- 2 I'm
- 3 can't
- 4 haven't
- 5 isn't
- 6 aren't
- 7 shouldn't

### **Exercise SB. Page 224**

- 2 You are never right.
- 3 The dog never ran fast.
- 4 They hardly visited the museum.
- 5 Bambo scarcely fights with his classmates.
- 6 Flora never shouted in anger.
- 7 The student didn't work hard for performance.
- 8 The government never appreciate the workers.
- 9 He never leapt for joy.
- 10 The ship never sailed.

### **Writing: Formal letters SB. Page 224**

- 1 The teacher should follow the instructions given in the previous units.
- 2 The teacher should emphasise the language and format of application letters.
- 3 The students should be made to write application letters.