

Unit 1 Family and friends

Lesson aims

Lesson 1 (Two periods)

- **Listening and Speaking:** Students practise saying the vowel sound /I:/. They listen and repeat a dialogue, and a list of words.

Lesson 2 (Four periods)

- **Reading:** Students think about some words related to family. They quickly read through the text and answer the questions orally.
- **Vocabulary:** There is a mini-speech and family tree to further develop and apply the newly acquired vocabulary.
- **Literature:** The literature section provides a general introduction on literature.

Lesson 3 (Two periods)

- **Grammar:** Students practise identifying and using abstract and common nouns with *a*, *an* and *the*.

Lesson 4 (Two periods)

- **Writing:** This section has some very important tips and basic writing skills for writing well.



Resources

- Dictionary
- *Student's Book* (Unit 1)
- Chalkboard
- *Workbook* (Worksheets 1 to 3)



Teaching notes



A Speaking (Student's Book p.1)

1. Introduce the lesson by asking the students some general questions about their family. Invite the students to bring a picture or image of their family and ask them to interview each other in

pairs to find out more about each other.

2. Each student then shares with the class what they found out about the people on the picture. 1 Vowels: The /I:/ sound

3. This introduces the /I:/ sound and provides a foundation for section 2 Spelling and section 3 Dialogue practice.

1. Spelling

1. This section provides you with a number of different words showing how the /I:/ sound may be spelt.
2. The students should listen to and repeat the different words after the teacher. If it becomes clear that the students have no difficulty in hearing or pronouncing these sounds, pass quickly on to the next section.

2 Dialogue practice

1. The dialogues should be done by the students working in pairs. These dialogues give them the opportunity to use these speech sounds in sentences in a communicative context.
2. It is usually desirable for the teacher to read out such dialogues to the students, providing them with a good model. Some teachers may prefer to call a pair of students to the front of the class, as a demonstration, before asking the other students to read through the dialogue in their pairs.
3. Halfway through the practice the students should change over, so that the student who started off reading Section A should switch over to Section B, and vice versa.



B Reading (Student's Book p.2)

1 Before you read: preview

1. There are different reasons why we read. This is something that is discussed extensively in the introduction to this Teacher's Book and so we will not explore this further here. Suffice it to say that students should bear in mind their reason for reading a text when previewing it.
2. Before students read the text, let them sum up the words they know about family. Words that the students will think of, will probably include father, mother, sister, brother, son, daughter etc. You could get a student or two to write them up on the chalkboard as they are suggested.
3. Some teachers like to give their students a reason for reading and may ask one or more "search questions". In this case, the students may be asked to read the text, and find out how many children there are in Bunmi Akinluyi's family.

2 Comprehension questions

1. Remember that the instructions tell the students to put up their hands when they have finished reading. Try to encourage the students to read faster; as soon as three-quarters of the class have their hands in the air, start the questioning. This will encourage the slower readers to gradually increase their reading speed.
2. The comprehension questions should be handled orally first – short answers are permissible. Encourage learners to answer with a full sentence if possible (depending on their level of proficiency). Otherwise repeat their correct answer in

a full sentence, e.g. T: "How old is Bunmi?" S: "12" T: "Yes, that's correct. Bunmi is 12 years old.". The questions may later be answered in writing, as a homework exercise, if desired. It is important to note that all of the questions require answers in the simple present tense.

3 Discussion and opinion

1. The discussion and opinion section provides the students with the opportunity to ask, as well as answer, questions. It will also allow them to speak about themselves, and to relate what they have read to their own experience. (a form of what the syllabus calls "projective reading".)

4 Paragraphs

The section provides the students with information about paragraphs. Revise the use of paragraphs with the class.

5 Read for main ideas

1. A good paragraph discusses only one topic and should not contain different ideas competing for prominence.
2. The questions and alternatives given should help students to practise identifying the topic of the paragraphs.

6 Give a mini-speech

1. There will be a number of opportunities for the students to give mini-speeches to the class. The purpose is to build up confidence, and encourage self-expression.
2. Students may be reluctant to take part to start with: some will be shy and nervous, others reluctant to "push themselves forward", so you may by now already have an idea about which student is most likely to respond positively if you ask them to set the ball rolling.

7 Create a family tree

- 1 The Student's Book shows a diagram of Bunmi's family tree. Each student should practise drawing his/her own family tree. This may be given as homework.
- 2 The students can complete the activities in Worksheet 1 on pages 5 and 6 of the Workbook as homework.

Answers (Section B: Reading)

Comprehension questions

(Student's Book p. 3)

- 1 Bunmi is 12 years old.
- 2 She lives in Igbobi, a suburb of Lagos.
- 3 She goes to C.M.S. Grammar School in Bariga.
- 4 She lives with her father, her mother, her younger brother Dele and her baby sister, Ayo.
- 5 Her father is a trainer driver.
- 6 Her mother is a nurse.
- 7 Aunt Bola looks after them when her mother works at night.
- 8 Aunt Bola's husband is a soldier.
- 9 Her favourite hobbies are reading and playing volleyball.
- 10 She likes Sunny Ade and reggae.
- 11 She does not like disco music.
- 12 Most of all she enjoys talking with her friends.

Practise finding the main idea

(Student's Book p. 3)

1B;2A;3B

abc C Grammar (Student's Book p.4)

1 Part of speech: nouns

An introduction to nouns: ask the students to provide other examples than in the Student's Book.

Skills focus – Nouns

1 Common nouns

Common nouns are examined and students should be asked to provide more examples.

2 Abstract nouns

Explain to students that this is another type of common noun and that this type of noun names things you cannot see, touch, smell, taste or hear. Read through the examples in the Student's Book.

3 Using common nouns with a and an

An understanding of the correct use of *a* and *an* will enable the students to master the appropriate use of nouns (such as the uncountable/countable distinction) in subsequent units. Again, the students should think of other examples.

4 Ask and answer questions

1. This is best treated as a form of question and answer activity to start with. For example:
A: Picture 1 - What is this in English?
B: It is an arm.
2. Later, the teacher can call on a pair of students to ask and answer in the same way. Make sure that all of the students have an opportunity to participate in the exercise by asking and answering questions, working in pairs.

5 Use a, an or the with nouns

1. If necessary, make sure that the students understand the Note in Practise asking and answering questions with *a*, *an*, the on page 5 of the Student's Book by placing objects near and far away in the classroom, and using *this* and *that* as appropriate.
2. If there is extra time, the students may complete the grammar exercise on page 6 (worksheet 1) of the Workbook in class or at home.

6 Use the with nouns

After making up sentences using the table (in Practise sentences using *the* on page 6 of the

Student's Book), encourage the students to make up other sentences about their school or locality.

7 Ask and answer questions

1. You may need to revise the use of the prepositions *in*, *on* (and perhaps *under*, *behind*), as necessary.
2. Please also refer to the Note in this section on page 6 – Where's/Where is, it is/it's etc. and go over it with the students.

Answers (Section C: Grammar)

Practise finding nouns

(Student's Book p. 4)

- 1 A boy; B uncle; C trees
- 3 (1) arm
(2) letter
(3) clock
(4) jar
(5) house
(6) gun
(7) door
(8) ball
(9) ant
(10) key
(11) leg
(12) baby

D Listening (Student's Book p.6)

1 Before you listen

1. For possible approaches to teaching listening skills, please see the draft mini-lesson plan. The main thing is to adjust the level of difficulty of the task to the ability of the students.
2. All of the students should have their books open at page 6. Tell them to look at the picture of the three girls. Ask a few questions like:

Q: Who is the tallest? [A: The girl in the middle]

Q: Who is the shortest? [A: The girl on the

left]

Q: Which of the girls plait her hair? [A: The girl on the right]

2 While you listen

1. Write "John's sister" on the board, and underline it. Tell them that you are going to read out a description of John's sister. They have to decide which of the three girls on page 6 is his sister - A, B or C [The girl on the left, middle or right].
2. You should only read the description once. (You can find the text on page 157 of the Student's Book.)

3 More practice

1. Write "Ada's home" on the board, and underline it. The listening text is on page 157 of the Student's Book - and is also reprinted below, with "slashes" to indicate when to pause during the dictation exercise which follows in section 3 Dictation.
2. Before starting discuss the difference between story and storey (homophones) as mentioned in the Note on page 7. Remind the students that a house may have two storeys - e.g. the ground floor and the first floor - a two-storeyed house - draw a little sketch on the chalkboard. The phrase "a storey building" is an example of Nigerian English, not Standard English.
3. After reading out this text, ask the students to answer the questions.

4 Dictation

1. If there is additional time, and if you think it is useful for your students. Dictation is designed to sharpen the listening skills of the students, and improve their writing skills; they will find both these skills useful in other subjects across the curriculum. JEP 1

contains a number of optional dictation exercises. Below is a recommended procedure for conducting dictation:

- a) Read out the passage at normal speed to the students while they listen carefully, making sure that they do not write anything down.
- b) Tell them to pick up their pens, and then read through the passage (printed below) slowly. After you have read one phrase, pause and wait until only one person is writing. Then read them the next, telling the students the punctuation as you come to it. The places where it is suggested you should pause are indicated by a slash mark (/).
- c) Read through the passage once again at a normal speed and give the students half a minute to check through their work. Then collect their books for marking (marking is discussed in the introductory part of this Teacher's Guide).

5 Write a dictation

Ada's home
I live / in a three-storey building / in
Amagbon Street / in the middle / of Igbobi. /
In front of / my house / there is parking space
/ for two cars. / One of these spaces / is used /
by a neighbour, / Uncle Ben. / We keep / our
own car / - an old Peugeot - / on the other
space. / On the ground floor, / there is / a
sitting room / and a dining room. / At the
back / there is / a kitchen, / and a small yard /
where you / can hang out / the washing. /
Upstairs / there are four bedrooms. / One of
these / is for my parents. / I share / with my
baby sister, Ayo. / My brother Dele / shares a
room / with his cousin, Ojo. / Ojo's parents, /
Auntie Bola / and Uncle Olu, / stay / in the
other bedroom. / The top floor / is rented out /
to the Akere family. / Fortunately, / we all
get along / quite well, / though / we are
sometimes disturbed / by their baby, / who
cries / a lot / in the night. /

Answers (Section D: Listening)

More practice

(Student's Book p. 6)

- (1) 3
- (2) Uncle Ben
- (3) 3 rooms
- (4) the parents, Bunmi, Ayo, Dele, Ojo, aunt Bola and uncle Olu.
- (5) The Akere family
- (6) they get along, though the baby cries a lot and disturbs them



E Writing (Student's Book p. 7)

1 Writing skills

1. While discussing the aspects of writing well in the Skills Focus box in the Student's Book on page 8, you should be aware that the following handwriting problems may arise:
 - a) Ill-formed letters.
 - b) Randomly mixing capital letters with small letters.
 - c) Untidy work.
 - d) Poor spelling and punctuation.
 - e) In extreme cases, some students simply do not know, or have forgotten, how to write.
2. Teachers should lead by example, as untidy work and bad handwriting is a problem that may continue onto the last year of school. The problem should be tackled head-on in the first year or else it will persist, thus making it a much bigger problem to solve.
3. The teacher can write the following on the chalkboard. You might even ask the students to copy it down. This will reinforce what is learnt from the Student's Book.

2 Keeping your work tidy (date)

- 1 Always write a neat heading and

underline it.

- 2 Write the date at the top of every piece of work.
- 3 Leave a space of one line between the heading and the exercises.
- 4 Write the number in the margin.
- 5 Learn to write quickly in good handwriting.
- 6 Bad handwriting loses marks!

3 Write a story

1. The articles *a*, *an* and *the* learnt in the early part of this unit are utilised in story-writing here.
2. After discussing the story with the students, allow them to re-write the story - this time about a girl. The relevant words are to be changed (e.g. *he* changes to *she* etc.)

4 Write a conclusion

1. This exercise can be completed if there is time. Some students will find this quite hard.
2. A possible answer: At last Ada's mother came and called him into the operating theatre. The boy was very nervous, but the doctor was very kind and gentle. He gave him an injection, and he did not feel any pain. Within a few minutes, he lay, recovering, in a hospital bed.

5 Reading

The students should read the passage "Myself" and identify the topic in the three paragraphs. They can discuss this in groups if necessary.

6 Creative writing

The students should write similar paragraphs about themselves. It is preferable to try this orally first.

Answers (Section E: Writing)

Practice

(Student's Book p. 7)

1 One day, **the girl** walked into **the** hospital. **Her** left arm was bleeding from **a** wound near **her** wrist. When she saw **her**, she knew that **she** needed immediate treatment. **The** wound was very serious. She told **her** **she** needed to see **a** doctor. When **the** doctor saw **her**, he knew at once **she** needed **an** operation. But **the** operating theatre was occupied, and they had to wait.

Practise writing paragraphs

(Student's Book p. 8)

Paragraph	Topic
1	The boy's family
2	His appearance
3	His interests



F Literature (Student's Book p. 8)

1. This section is a brief introduction to literature. This is your chance to find out how much the students know or remember about literature.
2. During the course of the lesson, find out what novels they have read, and what they remember/like/dislike about them? Ask similar questions about plays and poems.
3. Giving the students information about literature is one thing: you should see this as an opportunity to generate enthusiasm, by telling them about a book you have read recently. Show it to them!
4. Try to get them really interested in the book, so that they can see literature for what it is - a wonderful gateway to the world of the imagination. You could also read them a poem you think they would enjoy. Note: There is no test in this unit. Teachers should see the activities as an exercise in exploring the general proficiency of the class.