Lesson aims

Lesson 1 (Two periods)

- **Listening and Speaking**: Students practise saying the short /ı/ sound and listen to the difference with the long /ıː/ sound in the activities. Practise the conversations in pairs and learn about spoken and written English.

Lesson 2 (Three periods)

- **Reading**: Students read the text about the new school year.
- **Vocabulary**: The vocabulary section looks at the different school subjects.
- **Literature**: The literature section offers a list of tips on how to read a book.

Lesson 3 (Two periods)

- **Grammar**: Students practise using verbs to express commands.

Lesson 4 (Two periods)

- **Writing**: This section focuses on singular and plural nouns.

Lesson 5 (One period)

- **Test**: The first test of this course assesses if students understand how to convert nouns to plural, and how to use long and short forms.

Resources

- Dictionary
- *Student’s Book* (Unit 2)
- Chalkboard
- *Workbook* (Worksheets 3 and 4)

Teaching notes

A Speaking *(Student’s Book p.9)*

1. The students have been at their new school for a while now. They have familiarised themselves with the new environment, new teachers, new subjects etc. Let them compile a list of similarities and differences with their previous school.

2. Give them some time to discuss these experiences in small groups. One student per discussion group then comes forwards and shares the two compiled lists with the whole class.

1 **Listening practice**

1. Read the different words out in random order and get the students to say from which list they are - List 1 or List 2. This will serve as a recognition test. Then get the students to repeat them after you. Ask individuals to read out words at random and see if the rest of the class can agree which they are.

2. Remember about 10 to 18 minutes is recommended for the spoken English sections in this course. If necessary, revise this material for a few minutes in subsequent lessons.

2 **The same or different?**

1. This exercise is a good listening test. While administering this test, make a note of the sentences as you say them, to help you keep track of what you have said. For example, you might say for number 1:

A I can see a big ship.
B I can see a big sheep.
C I can see a big sheep,

2. In the above example A is the odd sentence. Write down on a scrap of paper the words ship-sheep-sheep (in that order). This will remind you of what you said when it comes to marking.
3 Conversations

The conversation practice should be carried out following the instruction in Unit 1. Explain the difference between the long and short forms using the examples in the Study focus Student’s Book page 10.

B Reading (Student’s Book p.11)

1 Read the passage

1. As reading progresses, teachers should encourage students to do away with bad reading habits, which can slow the reading. Examples include lip-reading, touching the words with pen or pencil, and incorrect eye movements.

2. Students should be encouraged to move their eyes rhythmically from the left of the page to the right, looking at groups of words and not each word individually in turn.

3. For example, the first sentence can be read naturally in three groups as follows: the bar line (/) shows where the group ends and the next begins.

4. When the new year begins there are many new faces. /

Write this sentence in this form on the board and ask the students to read the whole or the first group of words, then the whole of the second.

5. The reading process should be carried out following the procedure shown in Unit 1.

2 Write a list (Student’s Book p.11)

1. Let students complete the table on page 11. This involves making a list on the differences between Middle and Upper Basic Schools.

Answers (Section B: Reading)

Comprehension questions

(Student’s Book p.11)

1. From Middle Basic schools
2. frightened and shy
3. Upper Basic schools are bigger than Middle Basic schools
4. No, there is a different teacher for each subject
5. Their day is usually longer.
6. difficult
7. Few days and weeks

Write a list

(Student’s Book p.11)

<table>
<thead>
<tr>
<th>Middle Basic (UP)</th>
<th>Upper Basic (JS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>smaller</td>
<td>bigger</td>
</tr>
<tr>
<td>same teacher</td>
<td>different teachers</td>
</tr>
<tr>
<td>mostly same</td>
<td>different</td>
</tr>
<tr>
<td>classroom</td>
<td>classrooms</td>
</tr>
<tr>
<td>shorter school</td>
<td>longer school</td>
</tr>
</tbody>
</table>

C Vocabulary (Student’s Book p.12)

1 Your school subjects

1. The puzzle on Worksheet 3 deals with the school subjects on the timetable. The procedure suggested for the puzzle in Unit 1 could be followed.

2. The solution to the puzzle is provided at the end of this section. No spaces between words!

2 The people in your school

1. This is not merely a vocabulary development exercise - it also gives the students information about their school.

2. The list drawn up by both the teacher and the students should be written on the chalkboard.

3. Tell students to copy the complete list in their exercise books.
3 Finding your way about your school

1. If the students have not done this already, here is a good opportunity to take them round the school showing them all the places they need to know.

2. In the course of this tour, they should learn the names and correct spelling of these places. Tell them to draw a sketch plan of the school as a take-home assignment.

Answers (Section C: Vocabulary) (Student's Book p. 11)

Across:
CULTURAL AND CREATIVE ARTS
PHYSICAL AND HEALTH EDUCATION
SOCIAL STUDIES
INTRODUCTORY TECHNOLOGY

Down:
ENGLISH
MATHEMATICS
FRENCH
SCIENCE
ONE NIGERIAN LANGUAGE

D Grammar (Student's Book p. 13)

1 Study focus
This section introduces students to singular/plural nouns.
Note: As we saw in Unit 1, we use these/those for plural nouns and to indicate far/near reference.

2 Plural forms
The Study focus discusses the different ways by which nouns form the plural. Let the students give examples of singular and plural forms.

3 Ask and answer questions
This section gives adequate practice in these plural forms with the aid of the pictures. They should be done orally. This gives the students the opportunity of writing down what they have practised orally.

4 Writing
This is used to test how far the students have understood turning singular nouns into plural. This exercise may be collected for marking - or may be marked quickly orally in class.

5 Practise plural forms
The practice exercise will give the students the required practice, so they will be able to make a clear distinction between the two.

Answers (Section D: Grammar) Writing (Student's Book p. 14)

(1) umbrellas (2) wheels (3) men (4) cars (5) lamps (6) apples

Practise plural forms (Student Book p.14)

lessons exercises languages leaves
wives roofs desks times
pictures families countries laboratories
boys keys donkeys men
women children boxes watches
benches feet teeth mice

E Listening (Student's Bookp.14)

1. Write the heading "School Rules" on the board, and underline it. Teachers have a choice here. The first choice is better than the second one.

2. Either: Read out five or six of the most important school rules in your school and have your students write notes. They should then tell you what the rules are.

3. Or: Read out the text "School rules" from page 157 of the Student’s Book.

4. The students should report back orally what the rules are, using their notes.
for reference. The notes do not have to be in complete sentences - but the answers should be. Help them to correct their responses accordingly.

### F Writing (Student’s Book p.14)

1. **Capital letters**
   1. Revise the skills the students learnt in Unit 1 and 2 in Skills focus – Use capital letters, and allow them to do the exercises that follow to practise what they have learnt.
   2. If there is time left, the students may complete the additional punctuation exercise on page 9 of the Workbook.

2. **Pairwork**
   1. Exercise 2 may be done orally in class while the teacher corrects any mistakes.
   2. The students should go through the two paragraphs of Our class teacher in pairs, discussing where to put in full stops and capital letters.

3. **Practice using capital letters**
   1. The punctuation exercise can then be done individually by the students in their exercise books. If there is time left, the students could complete the punctuation exercise of Worksheet 4 on page 9 of the Workbook. The teacher could also use this as an additional question of the test at the end of this unit.
   2. Note: A full stop after Mr’, and Mrs’ (and Ms and Dr) is optional in the modern style (but compulsory in American English).
   3. Tell the students to write similar paragraphs about one of their teachers from home. They can give him or her an imaginary name.

### 4 Creative Writing

Invite the students to keep a journal of their first day at school. There is an example on page 9 of the Workbook.

#### Answers (Section F: Writing)

**Capital letters** *(Student’s Book p.14)*

- a My brother works for the Nigerian Railway Corporation.
- b The name of our teacher is Mrs Sani.
- c My sister goes to the University of Zaria.
- d Mr Sauna teaches at Government College, Sokoto.
- e We are going to Onitsha on Wednesday.

**Practise using capital letters** *(Student’s Book p 15)*

1. The name of our class teacher is Mrs Obi. Every day she marks the register. She talks quietly and never shouts. She brings her books to school in a big red bag. She usually comes to school early and she likes singing in the morning assembly. One day a boy arrived late. He was very nervous. He thought he would get into a lot of trouble, but Mrs Obi was not angry. She just told him to try not to be late again. All the students in our class like Mrs Obi very much. We think she is a kind teacher. We enjoy the jokes she tells us and feel happy to be in her class.

#### G Literature *(Student’s Book p.15)*

1. Introduce the book the students are going to read for the next three weeks or so (mainly on their own!) *Had I known* is the example selected here, as it is quite a popular book in many parts of Nigeria.

2. Whatever book you have asked them to read, ease their way into it by all or any of the following activities:
   - Show them the cover, and invite them to guess what it shows. Talk about the
title of the book and what it might mean - it should give a good clue as to what the book is about.

- Tell them how much they are going to enjoy the book, giving reasons. (It is important that the students see the book as a source of pleasure rather than just a task to perform.) Literature is caught, not taught!
- Read, as dramatically as possible, the first few pages, pausing to check the students are keeping up with their understanding. A text that is read aloud to the students can make it seem very attractive!
- Give them (or ask them to provide) a check list of the main characters in the book, so they know who they are.
- Set them the next chapter to read for homework - but before you do so, anticipate any potential comprehension problems. For example, it may not be clear to some students reading *Had I known* that the next chapter (and subsequent chapters) are flashbacks in time.

### Answers: Test 1

(Student’s Book p. 16)

1. Write these nouns in plural

<table>
<thead>
<tr>
<th>women</th>
<th>children</th>
<th>teachers</th>
<th>boys</th>
</tr>
</thead>
<tbody>
<tr>
<td>boxes</td>
<td>desks</td>
<td>girls</td>
<td>babies</td>
</tr>
<tr>
<td>countries</td>
<td>keys</td>
<td>men</td>
<td>bananas</td>
</tr>
</tbody>
</table>

2. Rewrite these sentences using capital letters

a. My best friend lives in Owerri.
b. Everybody likes Sunny Ade.
c. We have three Maths period every week.
d. Maiduguri is the capital of Borno State.
e. It is very hot in May.

3. Changing short forms into long forms

a. What is
b. It is
c. Who is
d. I do not
e. I am

4. Changing long forms into short forms

a. Where’s
b. It’s
c. What’s

d. I don’t
e. I’m

5. Correct spelling mistakes

a. enough
b. enjoyed
c. cities
d. village
e. business