**Lesson aims**

**Lesson 1 (Two periods)**
- **Listening and Speaking:** Students practise different vowel sounds as in sun, son, young and flood. There is a dialogue and reading aloud for further practice.

**Lesson 2 (Four periods)**
- **Listening and Reading:** The stories in this section are perfect for listening and reading silently. The students complete the questions individually.
- **Vocabulary:** The students learn about the features of short stories.
- **Literature:** This section gives the students an overview of the different kinds of oral literature.

**Lesson 3 (Three periods)**
- **Grammar:** This section offers practice on transitive and intransitive verbs, adverbs of time and continues with regular versus irregular verbs, and the simple past tense form.

**Lesson 4 (One period)**
- **Test:** This test assesses the students’ ability to use countable and uncountable nouns, create phrases and plural forms.

**Resources**
- Dictionary
- *Student’s Book* (Unit 7)
- *Workbook* (Worksheets 12 to 14)
- Student’s notebooks to add new words and sentences

**Teaching notes**

**A Speaking** (*Student’s Book* p. 56)
1. Nigeria is known for its vast amount of traditional oral stories. There are so many of those stories integrated in contemporary writing, because they play such an important role in the country’s culture.

2. This unit is ideal for listening comprehension practice and individual reading in line with the rich oral culture.

1. **The /ʌ/ sound**
   1. Direct students’ attention to the words in the right-hand column on page 56. Ask them to pronounce the words in each column. You may need to help them at first.
   2. Discuss how the mouth moves when this sound is pronounced.

2. **Dialogue practice**

   Students should read the dialogue in pairs to practice the new sound that they have learnt.

3. **Reading aloud**

   Once they can confidently reproduce this sound, ask them to move on to the poem and to read it aloud. Explain the word stress examples that are provided before the poem.

4. **B Reading** (*Student’s Book* p. 57)

1. **Read the story**

   **The palm oil daughter (part 1)**
   1. The teacher should read the passage out to the students first. Then ask the students to read the story silently, but the time given should be short.
   2. Remind them to read the text looking at groups of words, not individual words, to improve their reading speed.
2 **Comprehension questions**
Ask the students questions based on the passage. These are all straightforward comprehension questions (not evaluation questions) and should be answered orally. Insist on short answers. In many classes, the questions could be asked with books shut!

3 **Folk tales**
Elicit from the class their own experience of folk tales - much of the information in the book could come from them! Tell them to read the song aloud; perhaps they can make up an appropriate tune. The two other words that rhyme are *floor* and *four*.

4 **Vocabulary and style**
You could ask the students to compare the prose used in this story with that used in, say, their science textbooks. (See note in the Student’s Book on page 58.)

5 **Predict what happens next**
1. Get the students to think about what would happen next in the story as outlined in the Skills focus box on page 58. This will help to sharpen their ability to think critically – and particularly their prediction skills. Give many of them the chance to explore their ideas with you on this.

2. The palm oil daughter (part 2).

   Just before they start reading, remind the students of the need to read groups of words rather than individual ones. Get the class to help you write up the first sentence, showing the words natural groups. (As she sang / four other young girls / gradually came out of / four other jars).

6 **Comprehension questions**
These questions should be asked quickly and orally.

7 **Poetry and acting**
1. The students will enjoy reading the poems. Acting will improve their comprehension skills and also stimulate their imagination. It also improves their interaction since they are still rather new in the class.

2. Tell the students to try and think about what is going to happen next. This will help to motivate them to read the rest of the story (in the next unit).

8 **Retell and summarise the story**
Tell the students to write the story again by choosing the right words from the list provided in their books.

9 **More about stories**
1. This is an example of the many places in this course where the language and literature elements of the syllabus are integrated. Invite the students to give their views on the characters and plot.

2. When treating a literature text in class, further explore the notions of character, setting, moral and plot as explained in the Skills focus box SB page 59.

### Answers (Section B: Reading)
**Comprehension questions**

(Student's Book p. 57)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a very rich woman</td>
</tr>
<tr>
<td>2</td>
<td>a lot of palm oil trees</td>
</tr>
<tr>
<td>3</td>
<td>she and her servant</td>
</tr>
<tr>
<td>4</td>
<td>crushed out the oil, put in jars</td>
</tr>
<tr>
<td>5</td>
<td>when the market price was high</td>
</tr>
<tr>
<td>6</td>
<td>yes</td>
</tr>
<tr>
<td>7</td>
<td>the oil may have been cheap when she put it in jars</td>
</tr>
<tr>
<td>8</td>
<td>No, because she had no children</td>
</tr>
</tbody>
</table>
9 young men and women, in the evening
10 she sat alone crying
11 She went to the market with her servant to sell a few pots of oil
12 Some palm oil began to flow out of the largest oil jar
13 It turned into a beautiful golden brown girl who sang a song
14 4 questions

Comprehension questions
(Student's Book p. 58)

1 four other young girls came out of other jars
2 go, fetch water, sweet the floor, pound the millet
3 carry wood, sweet the floor, carry water, pound the millet
4 back into their jars
5 all her housework had been done
6 amazed
7 that the neighbours did it
8 They knew nothing about it
9 It happened the next day and the next
10 No

Retell and summarise the story
(Student's Book p. 59)

(1) woman
(2) trees
(3) rich
(4) happy
(5) children
(6) servant
(7) maidens
(8) jars
(9) work
(10) home

C Grammar (Student's Book p. 59)

1 Transitive and intransitive verbs

1. Revise briefly the basic word order in an English sentence e.g. SVO. Get the students to see the basic difference between the two kinds of verbs, namely:

   Transitive verbs take an object. Intransitive verbs do not take an object.

   2. Note however that intransitive verbs (and transitive verbs) can be followed by adverbials of various kinds, such as at eight, last night, heavily, etc. (see below)

2 Practice transitive and intransitive verbs

1. The students should work on the exercise in pairs and discuss their answers with the teacher, justifying the choices they have made.

3 The simple past tense

1. This tells the students how to relate events that happened in the past. Get them to make sentences from the tables provided and also make similar examples on their own. The reading text is full of examples.

   2. There is an additional exercise on Worksheet 13 on page 24 of the Workbook.

   3. Use the first paragraph of the story on page 57, if you have time to do the dictation. Invite the students to underline all the verbs.

4 Adverbs of time

1. One can look at adverbs in terms of the type of questions they answer. Adverbs of time answer when questions. They can be single words like: now, yesterday or phrases like three weeks ago, early this morning.

2. Ask the students to make sentences from the table and add adverbs of time.
5 **Practise adverbs of time**
Ask the students to make up their own examples.

6 **Regular and irregular verbs**
1. Allow the students in pairs to work on this section and the Study focus box.
2. Their answers should be discussed with the teacher.
3. The pupils should study the list in the study focus box as homework.

7 **Act out**

**The hunter**
1. Pick those students who are good at acting and get them to act "The hunter".
2. After demonstration by two or three students, ask the students to close their books and describe what the hunter did.

**The cook**
1. This can be turned into a competition. A row can form a group. Call a student to represent the group and act as the cook.
2. The teacher can then award marks based on their performance, i.e. the ability of the student to practise what he/she hears.
3. Then the students can be asked to describe what the cook did using the words given on SB page 62.

8 **Write using the simple present tense**
Tell the students to write out one of the stories in their books using the simple past tense. All the sentences will be part of a single paragraph. They should NOT be written out as a list.

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**Answers (Section C: Grammar)**

**Study focus box**
(Student's Book p. 61)

- was/were
- became
- built
- flew
- got
- grew
- fell
- held
- left
- sold
- spent
- won

**Practise transitive and intransitive verbs**
(Student's Book p. 60)

1. The desk contains seven books
2. complete
3. complete
4. (complete or) I began to read.
5. complete
6. You need to eat
7. Who opened the door?
8. (complete or) Did you win the soccer match?
9. complete
10. complete

**Practise the simple past tense**
(Student's Book p. 60)

- was, lived, had, collected, crushed out, put, was, sold, made

**Practise adverbs of time**
(Student's Book p. 61)

Possible answers:
1. late
2. again
3. yesterday afternoon
4. last week
5. last Saturday
6. yesterday evening

**Act out**
(Student's Book p. 62)

4 water/pot on fire/a yam/it/pieces in pot/salt/ it in

**D Listening** (Student’s Book p. 62)

1 **Before you listen**

Revise the story of the palmoil daughter by asking the students specific questions and by asking some of them to tell the story again.
2 **Pair work (pre-reading activity)**
Ask the students to work in pairs on the picture in the book. They should discuss with the teacher what is happening and what they think will happen. (The servant is resting, and ordering Manuba to do all the work.)

3 **Listen to and recall the story**
Then read aloud part three of “The palm oil daughter” (see SB page 159), while they listen carefully and later tell the story in their own words.

4 **Use the Workbook**
Worksheet 12 on page 22 and 23 of the Workbook is part 4 of the palm oil daughter story. The questions are useful for further development of vocabulary.

If the students do not have a copy of the Workbook, teachers should read out the end of the story to them.

**Answers (Section D: Listening)**

- **Recall the story**
  
  *(Student's Book p. 63)*

  (1) decided (2) hid (3) heard (4) rushed/ran (5) caught/held/seized (6) tried (7) agreed (8) did (9) lived (10) was (11) allow/permit (12) made (13) was

- **E Literature** *(Student's Book p. 63)*

  Ask the students to give examples of their own community's oral literature. This section should end with students telling stories, and then writing them down.

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**Answers: Test 6** *(Student's Book p. 64)*

- **Transitive and intransitive verbs**

  Possible answers:
  1. They needed the book.
  2. We enjoyed the party.
  3. Our team beat our opponents.
  4. Put the pot on the stove.
  5. Why did you open it?

  The answers need not be restricted to the ones above; students will naturally supply a variety of answers. Use your judgement in marking these.

- **The simple past tense**

  1. (a) she bought it (b) he taught them (c) caught one (d) wrote it (e) so he ran in it
  2. (a) drank (b) ate (c) stood (d) sat (e) won

- **Proverbs**

  It’s better to have an opportunity that is certain than having one that is worth more, but is not so certain.