Worksheet 1: Back to school

Writing: Completing commands

Questions (Workbook p. 5)
Complete the commands that the teacher gave each student

A. Turn on the computer to check that it works (Completed example)
B. Pin up the ___________ with ____________________.
C. Wash ____________________.
D. Put a pen onto __________________.
E. Hand out ____________________ on each desk.
F. Clean ______ with a duster.
G. Put a new ______________ the floor.
H. Arrange _______________ for used paper.

Answers (Workbook p. 5)
1. Turn on the computer to check that it works.
2. Pin up the map with drawing pins.
3. Wash the windows.
4. Put a pen onto each desk.
5. Hand out writing paper on each desk.
6. Clean the chalkboard with a duster.
7. Put a new battery into the calculator.
8. Sweep the floor.
9. Arrange the books on the shelf.
10. Find a cardboard box for collecting used paper.

Poetry: Comprehension and pronunciation

Questions (Workbook p. 6)
Read the poem provided in the Workbook and answer the questions that follow.

1. This poem refers to five school rules. Find them and write them down.
   - Wear a neat uniform.
   - Greet people politely.
   - Arrive at school by 8am.
   - Stand in a line when the bell rings.
   - Shouting is not allowed.

2. Does the student find the rules easy or difficult?
   - Difficult, because he/ she is worried that there are too many to remember.

3. Complete this table of rhyming words in the poem.
   - wait: eight, late
   - November: remember, December
   - tools: schools, rules
   - sweet: neat, greet
   - tell: bell, yell

Reading and writing: Sentences and commands

Questions (Workbook p. 7)
Add verbs from the box to complete the sentences. The sentences are all about the plans of a student as she starts the school year.

(Words provided: am, plays, complete, jog, read, participate, improve, sing, do, dance)

A. This year I ___ going to be very organised.
B. I will ___________ my homework every day.
C. I also _____ a book from the library every week.
D. This will help me to ____________ my English.
E. I want to stay healthy so I will also __________ some physical activity.
F. Maybe I will join a team that __________ a match once a week.
G. Or I can ______________ on my own.
H. I also want to ______________ in a cultural activity.
I could __________ in a local choir.
J Or I will _______ with our school dancing group.

2. Here are eight instructions about things to do in the morning before you go to school. But each instruction is mixed up. Rewrite the words in the correct order. Then put the instructions in the order in which you would do those actions in the morning.

A that you will take prepare with you to school the food
B punctually in time leave to get to school
C hair forget to your brush or comb don’t
D brush thoroughly teeth your
E water drink some tea or
F such as eat breakfast toast porridge or a healthy
G get your school uniform dressed in
H you have check everything for school you need that

Answers (Workbook p. 7)
1. A am, B complete, C read, D improve, E do, F plays, G jog, H participate, I sing, J dance.
2. a) Brush your teeth thoroughly.
   b) Comb your hair.
   c) Get dressed in your school uniform.
   d) Eat a healthy breakfast such as porridge or toast.
   e) Drink some tea or some water.
   f) Prepare the food that you will take to school with you.
   g) Check that you have everything you need for school.
   h) Leave in time to get to school punctually.

Worksheet 2: A traditional story

Reading: Short passage

Questions (Workbook p. 8)
Read the story provided in the Workbook and answer questions based on the passage.

Part One questions:
1. Why was Hare not allowed to go to the meeting?
2. Predict what you think Hare will do to attend the meeting.

Part Two questions:
1. Who was invited to the meeting?
2. Why couldn’t Hare go to the meeting?
3. Where did Hare get his horns from?
4. What went wrong with the horns?
5. What was Hare’s punishment?
6. Do you feel sorry for Hare? Explain your answer.

Answers (Workbook p. 8-9)
Part 1
1. He did not have horns.
2. He will make false horns.

Part 2
1. All animals with horns.
2. He did not have horns.
3. Beeswax
4. They melted in the heat.
5. His ears were pulled until they were long.
6. Accept either yes or no.
7. Do not be dishonest or cheat.
Vocabulary: Target words

Questions (Workbook p. 9)

Match the words in column A with the clues in column B. The words are all in bold in the story.

<table>
<thead>
<tr>
<th>Column A Words</th>
<th>Column B Clues</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mask</td>
<td>This is something he will make to solve his problem.</td>
</tr>
<tr>
<td>Stung</td>
<td>He will be careful of this happening at the beehive.</td>
</tr>
<tr>
<td>Reflection</td>
<td>This is something he sees in a river.</td>
</tr>
<tr>
<td>In disguise</td>
<td>This is the reason the other animals do not know who Hare is.</td>
</tr>
<tr>
<td>Pretend</td>
<td>This is what Hare did when he wore horns.</td>
</tr>
</tbody>
</table>

Answers (Workbook p. 9)

Mask: This is something he will make to solve his problem.

Stung: He will be careful of this happening at the beehive.

Reflection: This is something he sees in a river.

In disguise: This is the reason the other animals do not know who Hare is.

Pretend: This is what Hare did when he wore horns.

Questions (Workbook p. 10)

1. Use subjects, verbs and objects from this table to create sentences.

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Verbs</th>
<th>Objects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional stories</td>
<td>reads</td>
<td>a story every night.</td>
</tr>
</tbody>
</table>

2. Use words from the box to complete this paragraph about traditional stories, such as fables, myths, legends and fairytales.

(Words from the box: life, moral, legends, warn, griot, fairy, fables, message, courage, myths, evil)

Many traditional stories tell teach practical lessons about _________. These stories are called f_______. For example, in countries where there are crocodiles in the rivers, adults might tell children stories that _____ them that crocodiles are dangerous.

M_______, which are also traditional stories, often explain in a magical way how nature works. They tell a story about how Thunder began, or what the different stars are. L ________ are stories about brave people or heroes.

These stories are important because they teach us the value of _____________.

F________ tales have characters such as fairies and witches. Often these stories show a conflict between good and _____________.

In West African countries, a person who is an story teller is called a ____________. The lesson that a story teaches is called the ___________ or the ___________.
Answers  
*(Workbook p. 10)*

1. Traditional stories teach values and moral lessons. Jackals and rabbits are common characters in traditional stories. Our teacher reads a story to us. The rabbit often tricks other animals. I read a story every night. The story was translated into English.

2. Many traditional stories teach practical lessons about life. These stories are called *fables*. For example, in countries where there are crocodiles in the rivers, adults might tell children stories that warn them that crocodiles are dangerous. *Myths*, which are also traditional stories, often explain in a magical way how nature works. They tell a story about how thunder began, or what the different stars are. *Legends* are stories about brave people or heroes. These stories are important because they teach us the value of *courage*. *Fairy* tales have characters such as *fairies* and *witches*. Often these stories show a conflict between good and evil. In West African countries, a person who is a storyteller is called a *griot*. The lesson that a story teaches is called the *moral* or the *message*.

Worksheet 3: Emergency  
*Grammar: Dipthongs and homophones*

**Questions**  
*(Workbook p. 11)*

Choose the correct word from the pairs of words in brackets to complete the sentences.

1a) *(Hear/here)* is your coffee, Ma.
   b) Can you all *(hear/here)* what I am saying?

2a) *(Haire/hair)* is an animal often used in traditional stories.
   b) Comb your *(hare/hair)* with a wide-toothed comb to avoid breakage.

3a) I have a new *(pair/pear)* of shoes.
   b) Avocado *(pair/pear)* is a green edible fruit.

4a) A lion *(stairs/stares)* at its prey before chasing it.
   b) Climb the *(stairs/stares)* to the second floor.

5a) Are you planning to do any *(higher/hire)* education when you finish school?
   b) You can *(higher/hire)* tents and chairs for the wedding ceremony.

6a) After the fighting, there was *(piece/peace)* between the warring groups.
   b) Would you like a *(piece/peace)* of cake?

7a) A dog’s *(paws/pause)* are tough to enable it to walk on the tough ground.
   b) *(paws/pause)* for a few minutes in the middle of my daily run.

8a) *(Meet/meat)* this afternoon at 3pm.
   b) Cook the *(meat/meet)* for 10 minutes.

9a) He walked *(threw/through)* the doorway.
   b) *(threw/through)* the ball to each other.

10a) I would like to study a *(course/coarse)* in sports coaching.
   b) Swearing and other *(course/coarse)* language is not acceptable.

11a) This bush gets a pretty red *(flower/flour)*.
   b) *(flour/flower)*, eggs and oil to make the bread dough.
12a) She read the article (allowed/aloud) for her class to listen to.
b) You are not (allowed/aloud) to drive if you have been drinking alcohol.

Answers (Workbook p. 11)
1 a) here b) hear
2 a) hare b) hair
3 a) pair b) pear
4 a) stares b) stairs
5 a) higher b) hire
6 a) peace b) piece
7 a) paws b) pause
8 a) meet b) meat
9 a) through b) threw
10 a) course b) coarse
11 a) flower b) flour
12 a) aloud b) allowed

Grammar: Past tense forms of irregular verbs

Questions (Workbook p. 12)
Complete a crossword puzzle.

Answers (Workbook p. 12)
Across: drew, caught, drove, thought, ate, drank, eaten, written
Down: sung, drove, went, catch, had, threw, taken, stank

Writing: Paragraphs

Questions (Workbook p. 13)
Summarise the paragraphs below by selecting the correct main idea.

Paragraph 1:
Do all languages have an alphabet and a dictionary? There are 160 000 tribes in the world that have no written language. They have no dictionaries and no systems of grammar. These tribes speak a total of 2000 languages, which have never been put down on paper.

Paragraph 2: How lying affects the body
When telling a lie, a person’s breathes a little faster than usual. The heart beats faster and the blood pressure rises. A person can’t control these changes. They always occur when a lie is being told. Police have a machine to measure these changes when they question suspects. It is called a lie detector or a polygraph.

Paragraph 3: How people become blind
Some people can become blind because part of the eye called the cornea doesn’t let in
enough light. The cornea becomes clouded over. Lights sources are the sun, electric lights, paraffin lamps or wood fires. These people can be made to see again, however, if they are able to get a clear cornea to let in the light. Something that lets in light is called transparent. Clear glass is transparent.

The blind must get the cornea from people with healthy eyes who are willing to let them use their eyes after they die. This is called organ donation. You can donate your heat, kidneys, eyes and even your liver after you die for transplant operations.

Answers

Paragraph on Spoken languages: 1C
Paragraph on How lying affects the body: 1D.

Topic sentence:
These people can be made to see again, however, if they are able to get a clear cornea to let in the light.

Sentences of secondary importance:
Light sources are the sun, electric lights, paraffin lamps or wood fires.
Something that lets in light is called transparent.
Clear glass is transparent.

New paragraph:
Some people can become blind because a part of the eye called the cornea doesn’t let in enough light. The cornea becomes clouded over. These people can be made to see again, however, if they are able to get a clear cornea to let in the light. The blind must get the corneas from people with healthy eyes who are willing to let them use their eyes after they die. This is called organ donation.

(Note that the following sentence can also be included as they are also relevant.)
You can donate your heart, kidneys, eyes and even your liver after you die for transplant operations.

Worksheet 4: A diary

Reading and comprehension

Questions

Read the passage and then answer the questions.

About the diary of Anne Frank

Anne Frank was born in 1929. At the beginning of the Second World War in 1939 she, her sister Margot and her parents, who were Jewish, were living in Amsterdam. In July 1942, they were threatened with deportation by the occupying German forces.

To prevent this, Anne, her family and four other Jews went into hiding in a secret room in a food-products warehouse. They were supplied with food and supplies by gentile, or non-Jewish friends and remained hidden for over two years.

However, they were discovered by the Germans in 1944. They were sent to Eastern Europe where Anne, her sister Margot and her mother were sent to German concentration camps. Anne contracted typhoid, a lung disease, in the unhealthy conditions of the camp. She died in March 1945, shortly before the war ended. Her father was the only survivor from the family.

Anne kept a diary while she was in hiding. It was found after her death and published in 1947 as The Diary of a Young Girl. The Diary of Anne Frank, as it later became known has since been translated into more than 50 languages and is the most widely read diary on the world. In her diary, she wrote her thoughts about the war and the persecution of Jews. She also wrote about more light-hearted topics such as the boys she was attracted to, and how she was getting on with her family. The Frank family hiding place on the Prinsegracht, a canal in Amsterdam, has become a museum.
1. Complete this timeline using information from the text
   1929
   1939
   1942
   1944
   1945
   1947

2. What sort of things did Anne Frank write about in her diary?

**Answers** *(Workbook p. 14)*

1. 1929  Anne Frank was born
    1939  Second World War began
    1942  The Frank family went into hiding to avoid deportation
    1944  The family was discovered by the German authorities
    1945  Anne Frank died in March
    1947  Her diary was published

2. A mix of personal and political issues; her thoughts.

**Writing: Write a diary** *(Workbook p. 15)*

**Questions** *(Workbook p. 15)*

Fill in the words from the box to complete this diary of a teacher.

(Words from the box: discuss, gym, mark, remedial, students, starts, novels)

4 April
7am: Exercise class at _________
8am: School ____________

Lunchbreak: Meet other English teachers to _________setting exams.
3pm: Extra _________lesson for Form 2 students.

4pm: Meet with Reading Club ____________Present talk about _________of Chinua Achebe.
Evening:__________Form 3 essays.

**Answers** *(Workbook p. 15)*

7am: Exercise class at gym
8am: school starts
Lunch break: meet other English teachers to discuss setting exams
3pm: extra remedial lesson for Form 2 students
4pm: meet with Reading Club students. Present talk about novels of Chinua Achebe
Evening: Mark Form 3 essays

**Grammar: Question tags** *(Workbook p. 16)*

**Questions** *(Workbook p. 16)*

1. Add question tags from the box to these sentences. Use each tag once only.

(Words from the box: is it?; isn’t it?; didn’t it?: are you?; don’t we?; wasn’t it?; aren’t they?: isn’t he?: doesn’t she? Aren’t you?)

It’s hot today, ___________________.
He’s your brother, ________________.
You aren’t feeling well, ____________.
Nigeria isn’t on the west coast of Africa, ________.
Lagos used to be the capital of Nigeria, ________.
The date that Abuja became the capital was 1991, ________.
You are Nigerian, ________________.
Your mother speaks three languages, ________________.
We have the largest population in Africa, ________________.
Oil and agriculture are important parts of the economy, ________________.

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Answers (Workbook p. 16)

1. It’s hot today, isn’t it?
   He’s your brother, isn’t he?
   You aren’t feeling well, are you?
   Nigeria isn’t on the west coast of Africa, is it?
   Lagos used to be the capital of Nigeria, didn’t it?
   The date that Abuja became the capital was 1991, wasn’t it?
   You are Nigerian, aren’t you?
   Your mother speaks three languages, doesn’t she?
   We have the largest population in Africa, don’t we?
   Oil and agriculture are important parts of the economy, aren’t they?

Nigeria isn’t on the west coast of Africa, is it?

Grammar: Verb tenses

Questions (Workbook p. 18–19)

1. The verb *write* has these different forms: *write, writes, writing, wrote, written*. Use each word to complete these sentences.

A I ______ a letter to my grandparents last week.

B Tomorrow I will ______ a test in Geography.

C A Journalist ______ articles that appear in newspapers and magazines.

D I have already ______ half of my English essay.

E She is ______ a novel about growing up in modern Nigeria.

2. The verb *grow* has these different forms: *grow, grows, growing, grew*. Use each word to complete these sentences. Note that you will use two of the words twice each.

A Vegetables ______ well in this good soil.

B My father used to ______ fruit at his farm, before he moved to the city.

Answers (Workbook p. 18)

1. Children should have all their basic needs met, including before and after birth.

2. Children should live with their families. Society and government must care for children without families.

3. Children must receive education that will enable them to develop their abilities. Children should also have the opportunity to play and rest.

4. Children must be kept safe, and not used for harmful child labour.

5. Protect children from any discrimination. Raise children to treat all other people equally, and to want to do good for other people.

Worksheet 5: Human rights

Reading and summarising

Questions (Workbook p. 18)

Read the comprehension provided in the Workbook and answer the questions that follow.

1. Summarise each right in simple English that is easy to understand. We have summarised the last one for you as an example.

Answers (Workbook p. 18)

1. Children should have all their basic needs met, including before and after birth.

2. Children should live with their families. Society and government must care for children without families.

3. Children must receive education that will enable them to develop their abilities. Children should also have the opportunity to play and rest.

4. Children must be kept safe, and not used for harmful child labour.
C That tall girl has _______ at least 10cm this year.

D We are _______ spinach and tomatoes in our garden.

E The school enrolment _______ by 50 students last year.

F Coffee ______ well in fertile areas.

G The Nigerian film industry has _______ into a successful business in the last ten years.

3. The verb *sing* has these different forms: *sing, sings, singing, sang, sung*. Use each word to complete these sentences.

A I like to _____ along when my favourite songs play on the radio.

B The school choir ______ every Monday and Thursday afternoons.

C When the soccer teams have ____ their national anthems, they will begin the match.

D My mother ______ this lullaby to me when I was a baby.

E Stand quietly when the choir is __________.

4. Fill in the correct auxiliary verb to complete these sentences. The sentences all use the verb *eaten*. Choose auxiliary verbs from this list: *have, had, has, will have, would have*.

A I _______ eaten my breakfast already; so I feel full now.

B They ____ eaten supper by 7 o’clock most nights.

C We______ not eaten our lunch in time, so we were not able to finish it.

D I _______ eaten seven apples by the end of this week, if I eat one a day.

E The cows _______ all the grass if we had not chased them out of the field.

**Answers** *(Workbook p. 18–19)*

<table>
<thead>
<tr>
<th></th>
<th>a)</th>
<th>b)</th>
<th>c)</th>
<th>d)</th>
<th>e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>wrote</td>
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</tr>
<tr>
<td>2</td>
<td>grow</td>
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</tr>
<tr>
<td>3</td>
<td>sing</td>
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<td>sung</td>
<td>sang</td>
<td>singing</td>
</tr>
<tr>
<td>4</td>
<td>have</td>
<td>has</td>
<td>had</td>
<td>will have</td>
<td>would have</td>
</tr>
</tbody>
</table>
Worksheet 6: Sports Day

Vocabulary development

Questions (Workbook p. 20)
Complete a crossword puzzle.

Answers (Workbook p. 20)

Across
1. Cricket
4. Hockey
5. Disabled
8. Boxing
10. Marathon
12. Eleven
13. Gym
16. Bicycle
18. Netball
19. Hiking
20. Tennis

Down
2. Exercise
3. Football
6. Swimming
7. Athletics
9. Basketball
11. Gymnastics
14. Fitness
15. Rugby
17. Weight

Grammar: Adjectives

Questions (Workbook p. 21)
1. Write sentences comparing the three girls in the pictures (in the Workbook) using the words in brackets.
   a) A (Long, longer, longest)
   b) B (Clever, cleverer, cleverest)
   c) C (Hard-working, more hard-working, most hard-working)
   d) D (Some books, more books, most books)
   e) E (Happy, happier, happiest)

Answers (Workbook p. 21)
Students’ answers for this question will vary. Ensure that they are using the words to make comparisons between the three girls.
Example answer: 1A Girl A has long hair; Girl B has longer hair; and Girl C’s hair is the longest.

Worksheet 7: Health matters

Speaking: Vocabulary and pronunciation: words with l and r

Questions (Workbook p. 23)
Choose the correct words to complete the sentences. Then say the words aloud. Check that you pronounce each word correctly.

1a) I (arrive/alive) at school before 7:30 most mornings.
b) She was lucky to be (arrive/alive) after contracting Malaria again.

2a) A (brush/blush) is another word for a broom.
b) Some people (brush/bluish) when they are embarrassed, and their skin turns red or darker.

3a) (Fry/Fly) the eggs until the white is solid.
b) (Fry/Fly) the flag at half-mast when someone important dies.

4a) I (play/pray) the drums in a band.
b) The farmers (play/pray) for rain, otherwise their cattle will die.

5a) She (collects/corrects) glass bottles and sells them to a recycling centre.
b) The teacher (collects/corrects) our work and then explains any mistakes that we made.

6a) The sports field has (glass/grass) on the surface.
b) If you stand on broken (glass/grass) you will cut your foot.

7a) It is against the (law/raw) to steal.
b) Cook chicken well because (law/raw) chicken can have bacteria.

Answers (Workbook p. 23)

1 a arrive  
b alive  
2 a brush  
b blush  
3 a fry  
b fly  
4 a play  
b pray  
5 a collects  
b corrects  
6 a grass  
b glass  
7 a law  
b raw

Worksheet 8: Gender tensions in the workplace

Reading for comprehension

Questions (Workbook p. 27)

Read the newspaper article (in the Workbook) and answer the questions that follow.

1. Summarise the important details in the beginning of the newspaper article:
   A Who:  
   B What:  
   C Where:  
   D When:  

2. How was Stella Felix chosen? Give three reasons.

3. At the end of the article there is extra information about why this project was good for Nigeria. Explain this.

4. What did Stella Felix’s father say that inspired her?

5. Write down one way in which Stella Felix’s father’s words could be true in your own life.

Answers (Workbook p. 27)

1 Who: Stella Felix  
   What: Chosen to experience a space flight  
   Where: Kennedy Space Centre in Florida  
   When: 2006

2 a She had excellent Physics and Chemistry marks  
b She did well at a workshop constructing models of rockets  
c She was a girl of 15 to 18 years old, not wealthy

3. Nigeria has its own space programme, and launched a satellite in 2003. Felix’s selection publicised the benefits of space programmes.

4. “Education is knowledge and knowledge is power.”

5. Students’ own answers.

Worksheet 9: First aid

Reading: comprehension

Questions (Workbook p. 29)

Read this short article about malaria and then answer the questions.

Malaria

Malaria is a disease usually caused by mosquito bites. People can also get malaria if the bacteria are in blood or needles that they use. Malaria is a serious disease, and it can be fatal.

The symptoms include bad headaches, aching body, a high temperature, and generally feeling ill. When doctors test to see whether a patient has malaria, they examine the spleen to see if it is enlarged. They take blood samples and test these.
There are drugs that can treat malaria, and if the patient is very ill he or she will be admitted to hospital. But it is much better to prevent malaria. Do this by taking anti-malaria drugs. Avoid being bitten by mosquitoes by using mosquito nets around your bed, and by using insect repellent on your skin.

1. Are these statements true or false? Write the word True or False.

A Only mosquito bites cause malaria.
B Malaria is caused by a virus, not a bacteria.
C People can die from malaria.
D People feel very sick when they have malaria.
E There is no treatment for malaria.
F There are drugs that can prevent a person from contracting malaria.

2. Write down the two things that doctors do to find out whether a person has malaria.

3. Write down three things people can do to avoid getting malaria.

4. Find words in the article that mean the same as:
A Sickness
B Sore
C bigger than usual
D cure
E avoid

5. Write down the plurals of these words. Be careful to check your spelling!
A Mosquito
B body

C disease
D patient

Answers  (Workbook p. 29)
1 A F (usually but not only); B F; C T; D T; E F; F T
2. examine the spleen, test blood samples
3. take anti-malaria drugs, use mosquito nets, use insect repellent
4 A disease
   B aching
   C enlarged
   D treat
   E prevent
5 A mosquitoes
   B diseases
   C patients

Grammar: Punctuate direct speech

Questions  (Workbook p. 30)
Write this conversation in direct speech.

Yusuf: Sister Kehinde, can you explain what first aid we should use for burns?

Sister Kahinde: Yes, that’s a good question! Put the burn under cold water.

Yusuf: Should I put butter or any ointment on the burn?

Sister Kahinde: No, never! Just use cold water. If the burn is serious, take the patient to the clinic as soon as possible.

Yusuf: What if it is a very serious burn, such as the person’s clothes are on fire?

Sister: We have a useful rule: Stop, Drop and Roll. The person should stop, then drop to the ground, and roll to put out the flames. Then get the patient to a clinic urgently.

Answers  (Workbook p. 30)
Yusuf asked Sister Kehinde to explain what first aid they should use to treat burns. Sister Kehinde replied that they should run cold water over the burn. Yusuf
asked whether they should apply butter or ointment. Sister Kehinde said firmly that they should never do that. She repeated that they should use cold water, and take the patient to the clinic if the burn is serious. Yusuf then asked what to do if the person’s clothes were on fire. Sister Kehinde explained the useful rule of Stop, Drop and Roll. Once the fire was out, she said, the patient should be taken to a clinic urgently.

Vocabulary: Making lists

Questions (Workbook p. 31)

Here is a list of items in most first aid boxes.
- Three rolls of bandage
- Scissors Tweezers
- A tube of antiseptic cream
- A packet of small plasters
- A packet of waterproof plasters
- A plastic thermometer
- Bruise ointment
- A box of aspirin

Use words from this list, as well as any other verbs that you choose, to complete this first aid advance.

1. If the patient sprains a muscle or joint, use a ______ to strap the joint in place. Then ______ the patient to a clinic.
2. If someone has a thorn in their skin, use the ______ to ______ the thorn.
3. ______ dirty cuts carefully. First wash the cut, then apply ______.
4. ______ cuts and open wounds with ______.
5. If the patient is likely to get wet, use a ______ plaster.
6. If a patient is feeling sick, ______ their temperature with a ______. Then decide whether to take them to a clinic or not.
7. ______ bruise _____ gently onto the skin of the patient.
8. Patients who feel sick can ______ a painkiller such as ________.
9. Cut a long bandage with a pair of ________.
10. If necessary, take the patient to the ________.

Answers (Workbook p. 31)

1. If the patient sprains a muscle or joint, use a bandage to strap the joint in place. Then take the patient to a clinic.
2. If someone has a thorn in their skin, use the tweezers to remove the thorn.
3. Clean dirty cuts carefully. First wash the cut, then apply antiseptic cream.
4. Cover cuts and open wounds with plasters.
5. If the patient is likely to get wet, use a waterproof plaster.
6. If a patient is feeling sick, take their temperature with a thermometer. Then decide whether to take them to a clinic or not.
7. Rub bruise ointment gently onto the skin of the patient.
8. Patients who feel sick can have a painkiller such as aspirin.
9. Cut a long bandage with a pair of scissors.
10. If necessary take the patient to the clinic/doctor/hospital.

Worksheet 10: Trouble at school

Reading: comprehension and summary

Questions (Workbook p. 32–33)

Read the article provided in the Workbook and then answer the questions:

1. Why is this new form of bullying called electronic bullying?
2. Write down two pieces of equipment used to do this type of bullying.

3. Find words in the text that mean the same as:
   Intimidating
   Nameless
   Personally or directly
   Found out
   At fault
   Sensibly
   Securely
   Offensive

4. The article gives two explanations for why bullies use electronic bullying. Summarise these two reasons.

5. The article gives two pieces of advice about how to avoid electric bullying. Summarise these two reasons.

Answers (Workbook p. 32–33)

1. It uses electronic communication devices.
2. cell phones, computers
3. threatening, anonymous, face-to-face, discovered, guilty, responsibly, safely, abusive
4. The bullies can be anonymous. They cannot see the effect on their victim.
5. Do not give your contact details to anyone you ‘meet’ online. Do not send any abusive emails and inform an adult if you receive any inappropriate or abusive emails.

Worksheet 11: Order! Order!

Reading for comprehension

Questions (Workbook p. 36)

Read through the article provided in the Workbook and answer the questions.

1. Predict how this story ends. Think about what Mother, Father and Olabisi might have said to each other.

2. There are different messages we can learn from this story. Write down any two that you can think of.

3. There were different times when the communication between the characters was not good. How could the mother have communicated better?

4. How could the father have communicated better?

5. Do you think Olabisi could have communicated better?

Use the correct words from the box to complete this poem.

(Words from the box: tim/team; fit/feet; list/least; fit/feet; sit/seat; it/eat; lips/leaps; this/these; win/we’ll)

Exercise
Our sports ________ is trying hard
To get ____________ and strong
Our daily exercise.
Is at ____________ an hour long.
I start by warming up
Then I jog on my ________.
I do twenty ________-ups.
And then when that’s complete
I ________ with my legs out straight
And stretch to touch my toes
Then I bend my spine backwards
As far as ____________ goes.
Next I do high jumps and ________.
And flex my legs and knees.
_______ exercising works because
Next time ________ win with ________!

Answers (Workbook p. 36)

1. Any reasonable answer, such as: they call in a plumber.
Following possible answers but let students come up with their own.
Olwabis (to her parents): You never listen to what I say.
Mother (to her husband): I wish you would fix things properly the first time.
Father (to wife): You always prefer to sit and relax with a magazine instead of seeing to the house.

2. Fix things properly, otherwise they will just break again.
Communicate clearly with each other. Pay attention when children tell you things.

3 The mother should have listened to her daughter and not left it up to her husband.
The father should have paid attention instead of being distracted by his gardening.
Olabisi should have tried harder to make one of her parents understand how serious the problem was.

Poem

Our sports team is trying hard
To get fit and strong
Our daily exercise
Is at least an hour long.

I start by warming up
Then I jog on my feet
I do twenty sit-ups
And then when that’s complete
I sit with my legs out straight
And stretch to touch my toes
Then I bend my spine backwards
As far as it goes.

Next I do high jumps and leaps
And flex my legs and knees.
This exercising works because
Next time we’ll win with ease!

Worksheet 12: Transportation and road safety

Speaking: Pronunciation p and f/b and v/f and v/s and z

Questions

2. Choose the correct word to complete the sentences. Remember to think carefully about what the words should have an s or a z sound.

A What’s the ______ of these shoes? (price/prize)

The winner will receive a (prize/price).

B I woke up when I heard the ______ of the alarm. (bus/buzz).

If you don’t hurry, you will miss the (bus/buzz).

C My brother’s daughter is my ______. (niece/knees)

D We are entering the final ______ of our school years. (face/phase).

We could see he was cross by looking at his (face/phase).

E I will try to ______ my marks by studying harder. (race/raise).

Make sure you are in the (race/raise).

Answers

A 1817 – first wooden bicycle invented
B 1860s – bicycle with pedals that turned the wheels
C 1870s – Penny farthings made of metal
D 1880s – tricycles that women could use
Grammar: Using adverbs

Questions (Workbook p. 39)
1. Write sentences about the picture (in the Workbook). Each sentence should use the adverb provided.

A fully: The minibus was fully laden with passengers.
B speedily
C slowly
D carelessly
E heavily
F helpfully
G illegally
H dangerously

Answers (Workbook p. 39)
C The cyclist went up the hill slowly.
D The boy crossed the road carelessly without looking.
E The cart was heavily laden with goods.
F The young man behaved helpfully when he helped the older man onto the bus.
G The driver went through the red light illegally.
H The motor cyclist acted dangerously when he did not wear a helmet.

Writing: Summarising

Questions (Workbook p. 39–40)
The history of the bicycle

In 1817 a man called Karl Drais invented the first two-wheeled bicycle. It was made entirely of wood. People rode it by keeping their feet on the ground and sliding them as the wheels went round. It was not easy to use!

In the 1860s a machine called the Velocipede, or bone-shaker, was invented. This had wheels that went around, pushed by pedals. But because it was made of wood it was very uncomfortable.

The first metal bicycles were built in the 1870s. They had one very large wheel (about 1.5 metres across), and riders easily fell off. These bicycles were called Penny farthings. They were also very expensive, costing about 6 months’ salary.

In the 1880s, tricycles were introduced. These had one small wheel in the front, and two high wheels at the back. Some of them had solid rubber wheels instead of wooden wheels. They were safe to use, and women could ride them even wearing the long skirts of the time.

Bicycles had become so popular that in 1885 the first Bicycle Playing Cards were introduced. These are still the most well-known playing cards, and many of you have probably played card games using them.

The first bicycle with air in the tyres was developed in 1888 by an Irish veterinarian doctor. This made cycling much more comfortable.

In the 1920s children’s bicycles became popular. But they could be as heavy as 30 kilograms! Children’s bicycles of today are much lighter and easier to use.

After that, bicycle manufacturers worked on developing gears, to make it easier to cycle up and down hills. In the 1950s three-speed bicycles were made. In the 1970s ten-speed bikes were made.

In a strange twist, in the 1980s fitness gyms started to use bicycles that did not go anywhere. These are stationary bikes that
people used to get fit, rather than for transport.

1. Summarise the information given above by completing this timeline.
   A 1817
   B 1860s
   C 1870s
   D 1880s
   E 1885
   F 1888
   G 1920s
   H 1950s
   I 1970s
   J 1980s

   **Answers** *(Workbook p. 39–40)*
   A 1817: Karl Drais invented the first two-wheeled bicycle.
   B 1860s: The Velocipede was invented.
   C 1870s: The first metal bicycles were built.
   D 1880s: Tricycles were introduced.
   E 1885: Bicycle playing cards were introduced.
   F 1888: The first bicycle with air in the tyres was developed.
   G 1920s: Children’s bicycles became popular.
   H 1950s: Three speed bicycles were made.
   I 1970s: Ten speed bicycles were made.
   J 1980s: Fitness gyms started to use stationary bikes.

**Worksheet 13: City and village**

**Grammar: Prepositions**

**Questions** *(Workbook p. 43)*

1. Complete these instructions about how to plant a tree. Choose prepositions from the box. (Words from the box: on, around, in, out, through, above, from, for, at, into)
   A Dig a hole ______ the ground that is at least 1 metre deep.
   B Put a layer of gravel chips or small stones ______ the bottom of the hole.

   **Answers** *(Workbook p. 43)*
   a) in
   b) at
   c) out
   d) on
   e) into
   f) around
   g) above
   h) from
   i) through
   j) for
Worksheet 14: Nigeria’s mineral resources

Reading and writing: Summarising a passage

Questions (Workbook p. 45)

Read the article in the Workbook and summarise the information by completing the chart.

Answers (Workbook p. 45)

<table>
<thead>
<tr>
<th>Type of min.</th>
<th>Where it is found</th>
<th>How it contribute s to the economy</th>
<th>What the mineral is used for.</th>
</tr>
</thead>
<tbody>
<tr>
<td>coal</td>
<td>near Enugu, and in other places</td>
<td>little, not as much as before the Civil War and discovery of oil</td>
<td>burning to create power, steel, many chemical uses</td>
</tr>
<tr>
<td>gold</td>
<td>Northern Nigeria</td>
<td>little, not as much as before World War 2</td>
<td>industry, jewellery</td>
</tr>
<tr>
<td>Colta/ Columbite and Tantalite</td>
<td>Nassarawa and south-east Nigeria</td>
<td>small but significant</td>
<td>electronics industry</td>
</tr>
<tr>
<td>bitumen</td>
<td>Lagos, Ogun, Ondo and Edo states</td>
<td>could be very profitable</td>
<td>industrial uses such as sealing, roofing, oils</td>
</tr>
<tr>
<td>uranium</td>
<td>numerous states</td>
<td>could be very profitable</td>
<td>industries such as nuclear plants</td>
</tr>
</tbody>
</table>

Grammar: Passive voice

Questions (Workbook p. 46)

Read each pair of sentences. Put a tick next to the sentence that is in the passive voice.

A The votes have been counted. They have counted the votes.
B He has ironed the clothes. They clothes have been ironed by him.
C The meal will have been cooked before you arrive. They will have cooked the meal before you arrive.
D The current will wash him out to sea if he is not careful. He will be washed out to sea if he is not careful.
E Her chores had been finished by 8pm. She had finished her chores by 8pm.
F The wind had blown the litter all over the road. The litter had been blown all over the road.

3. Identify and mark the verb in each sentence. Then rewrite the sentences in the active voice. A has been done for you.

B Your reports will be posted to you during December by your teacher.
C The school fees must be paid by your parents by the end of January.
D 30mm of rain was measured in one week by the weather bureau.
E Chinua Achebe is widely regarded by reader as one of Nigeria’s and the world’s best novelists.

Answers (Workbook p. 46)

1. The passive voice sentences are:
A The votes have been counted.
B The clothes have been ironed by him.
C The meal will have been cooked before you arrive.
D He will be washed out to sea if he is not careful.
E Her chores had been finished by 8pm.
F The litter had been blown all over the road.

2 A The letter (had been posted) already by her.
She had posted the letter already.
B Your reports (will be posted) to you during December.
The school will post your reports to you during December.

C The school fees (must be paid) by the end of January.
Pay your school fees by the end of January.

D 30 mm of rain (was measured) in one week.
The scientist measured 30 mm of rain in one week. (Accept any other person or subject, such as “The weather department” or “The farmer”)

E Chinua Achebe (is widely regarded) as one of Nigeria’s and the world’s best novelists.
Many people regard Chinua Achebe as one of Nigeria’s and the world’s best novelists.

G The school should ban/barn any students who bring dangerous weapons such as knives to school.

H The farmer puts his animals in a ban/barn at night.

Answers (Workbook p. 47)
1 A had
   B hard
   C am
   D arm
   E Khan
   F can
   G ban
   H barn

Vocabulary: Match words and meanings

Questions (Workbook p. 47–48)
Match the word from Column A to the correct definition in Column B.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Democracy</td>
<td>A system where one person or group of people govern a country and do not allow any opposition political groups.</td>
</tr>
<tr>
<td>Republic</td>
<td>The number of years for which elected people or parties are in power. In many countries the term of office is four or five years.</td>
</tr>
<tr>
<td>Monarchy</td>
<td>A country such as the United Kingdom that has both a monarchy with limited functions, as well as an elected government.</td>
</tr>
<tr>
<td>Dictatorship</td>
<td>The opposite of democracy: government by one person or party, with no elections.</td>
</tr>
<tr>
<td>Totalitarian</td>
<td>A system where all citizens of a country can vote for the members of the government, for a set number of years.</td>
</tr>
<tr>
<td>Constitutional monarchy</td>
<td>Government of a small section of a country or state, such as a province or district or town.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Despot</td>
<td>The process of voting to choose government.</td>
</tr>
<tr>
<td>Oligarchy</td>
<td>A country that is governed by a royalty.</td>
</tr>
<tr>
<td>Autocracy</td>
<td>Dictatorship government by an elite group. Family, religion, etc.</td>
</tr>
<tr>
<td>Local government</td>
<td>Similar to a dictatorship with no democracy or voting.</td>
</tr>
<tr>
<td>National government</td>
<td>A country or state that is governed by elected citizens rather than by royalty.</td>
</tr>
<tr>
<td>Term of office</td>
<td>A leader in a dictatorship.</td>
</tr>
<tr>
<td>Elections</td>
<td>Government of an entire country or state.</td>
</tr>
</tbody>
</table>

### Grammar: Punctuation

#### Questions (Workbook p. 49)

1. Punctuate the following sentences.

A the ingredients for the cheesecake are as follows eggs cream cheese gelatine and sugar

B where he asked is the file i sent you

C oh no i must have forgotten to save the file

D do you know how to use a computer

E word processing packages which can be used to write any documents can be used if you have access to a computer

F whats your email address its odileorangecong
G Paris Hilton, a so-called celebrity, has been sentenced to 45 days of imprisonment for drunk driving.

Answers (Workbook p. 49)

A The ingredients for the cheesecake are as follows: eggs, cream cheese, gelatine and sugar.
B “Where,” he asked, “is the file I sent you?”
C Oh no! I must have forgotten to save the file!
D Do you know how to use a computer?
E Word-processing packages, which can be used to write any documents, can be used if you have access to a computer.
F “What’s your email address?”
   “It’s odile@orange.co.ng.”
G Paris Hilton, a so-called celebrity, has been sentenced to 45 days’ imprisonment for drunk driving.
H Please pass me my book, Suraya’s pen and Peter’s copy of Macbeth.
I Don’t forget to bring your jacket. You’ll find it behind the door.
J 97 is wrong. It’s 96 that is 6 times 16.
K “He called his sister stupid. That’s why they’re arguing now,” explained Victor.
L The spy, identified only as Mr. J., worked in Russia.

Worksheet 16: The clothing business

Vocabulary development and idioms

Questions (Workbook p. 50)

Complete the crossword in the Workbook.

Answers (Workbook p. 50)

Across
1 Clothes
5 shoestring
7 coat
8 sleeve
10 tie
12 trousers

Worksheet 17: Law and order

Reading for comprehension

Questions (Workbook p. 54)

Read the story in the Workbook and answer the questions.

1. Who is in charge of the family?
2. What money do the children get to live on?
3. Where is the photograph of the parents?
4. Describe the expression on the faces of the children in the first frame.
5. Why does Ade leave the house?
6. How does the artist show that Ade is thinking in Frame 4?
7. Does Ade think or say the words in the bubble in Frame 4? How do you know?
8. What does Victor think about Ade’s idea?
9. In Frame 6 what sign shows that Victor and Ade are shocked?
10. How did the police know that a crime was being committed?
11. What expressions are on the faces of the children in the last frame?

**Answers** *(Workbook p. 54)*

1. Victor  
2. A grant  
3. on the wall in the kitchen  
4. sad, worried  
5. to find money or work  
6. The light bulb is an image used to show that someone has had an idea.  
7. The dots rather than an arrow show that this is a thought bubble.  
8. He does not like it.  
9. The exclamation marks.  
10. Kemi phones them.  
11. Relieved.

**Grammar: Reported speech**

**Questions** *(Workbook p. 55)*

Write extracts from the Workbook into reported speech:

1. Kemi said: “There’s still 1000 Naira in the tin, isn’t there?”

2. Victor replied: “No, that’s for Kemi’s new glasses.”

3. Victor looked worried and asked “Where are you going, Ade.? Stay home.”

4. Ade replied: “I’m going out. I’ll see if there’s an odd job I can do somewhere. Don’t worry, I won’t get into any trouble. You worry more than our parents did!”

5. Ade said: “Look, Victor. I am going to make some money really quickly.”

6. Victor said: “No, Ade. This is a very bad idea. These gamblers, cheat. They pretend someone has won, so that people like you will think it’s genuine. But it’s not. They will steal your money.”

7. One of the gamblers shouted: “Hey. You can’t just watch. This is not a free show.”

8. The policeman said: “Give these children their money back, Right now!”

**Answers** *(Workbook p. 55)*

1. Kemi asked whether there was still 1000 Niara in the tin.

2. Victor replied that it was for Kemi’s new glasses.

3. Victor looked worried and asked Ade where he was going. He advised him to stay home.

4. Ade replied that he was going out to look for odd jobs. He told Victor not to worry and that he would not get into any trouble. He complained that Victor worried more than their parents had done.

5. Ade told Victor that he was going to make some money really quickly.

6. Victor warned him that it was a very bad idea. He explained that the gamblers cheat. They pretend someone has won, so that people like Ade would think it’s genuine, although it was not. He warned that they would steal Ade’s money.

7. One of the gamblers shouted at Ade that he could not just watch. He said that it was not a free show.

8. The policeman told the gamblers to give the children back their money, immediately.

**Worksheet 18: Black gold**

**Vocabulary development**

**Questions** *(Workbook p. 56)*

In the box there are words that have the letters oil in them. Use them to complete the sentences.
1. Boil water on the stove to cook the rice.

2. Roll up the rope into a coil.

3. The police received a tip-off, so they were able to foil the planned bank robbery.

4. Wash your hands well after you have been to the toilet.

5. Our local shop stocks toiletries such as deodorant and toothpaste.

6. Water the soil well so that the plants will grow.

7. His clothes were dirty and soiled after he had been working on the car engine.

8. The soccer player pretended to be injured, thus he spoiled the game for the other players.

9. A child who does not want to play with other children is called a spoilsport.

10. There was turmoil in the town after the floods.

11. Wrap the chicken in tinfoil and roast it in the oven for one and a half hours.

12. Teenagers sometimes have oilier skin than when they were younger.

---

**Worksheet 19: Army life**

**Vocabulary and pronunciation:**

**Short and long u sounds**

**Questions**

1. Complete these sentences by choosing the correct word to complete each sentence. Then say the sentences aloud, checking that you pronounce the words correctly.

   A. A baby lion is called a (cub/cube).

   B. A _____ is square with six sides. (cub/cube)

   C. The doctor stitched the ____ on my foot. (cut/cute)

   D. The babies looked ______ as they smiled. (cut/cute)

   E. There was a lot of _____ after the rains. (mood/mud)

   F. I was in a good ______ because I did so well in the test. (mood/mud)

   G. I need to develop a new hobby, I feel stuck in a ________.

---

**Answers**

1. Boil

2. coil
H A plant absorbs water through its __________. (rut/root)
I The _____ was shining and the weather was warm. (sun/soon)
J It is 5am. ________ it will be light. (sun/soon)

2. Underline the u sound in these words. Then circle the word long or short to show whether the sound is long or short.

January (long/short)
June (long/short)
August (long/short)
Rumble (long/short)
Humorous (long/short)
Student (long/short)
Community (long/short)
Some (long/short)
Music (long/short)
Wonderful (long/short)

Vocabulary
Questions (Workbook p. 60)

These idioms all have something to do with war or weapons. Match the idioms in Column A with the meanings in Column B.

| A soldier of fortune | To accept something or endure something that is difficult, because it has to happen, or because you cannot avoid it. |
| Soldier on | Describing when members of a group or organisation support each other, particularly when someone faces public criticism. This refers to how soldiers in an army support other soldiers, especially those with the same position or rank in the army. |
| Bite the bullet | When there is conflict, it is acceptable for people to behave in an aggressive way in order to defend themselves. |
| AWOL | This describes someone who has successfully avoided a difficulty or problem. |
| Close ranks | Someone who saves another person, or who solves a problem. This refers to knights in medieval times who wore metal armour for protection. |
| All’s fair in love and war | A mercenary, a person who will fight for any group that will pay him. Fortune in this case means money or reward. |

Answers (Workbook p. 59)

1 a) cub, b) cube
2 a) cut, b) cute
3 a) mud, b) mood
4 a) rut, b) root
5 a) sun, b) soon
2 a) January (long)
b) June (long)
c) August (short)
d) rumble (short)
e) humorous (long, then short)
f) student (long)
g) community (long)
h) some (short)
i) music (long)
j) wonderful (short, then short)
<table>
<thead>
<tr>
<th>In the wars</th>
<th>To carry on with something that is difficult; to show determination, even if it is uncomfortable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dodge a bullet</td>
<td>A person who is very unreliable and might behave wildly or unpredictably, like a loose cannon that is loose and so will not shoot in the direction that is expected.</td>
</tr>
<tr>
<td>A knight in shining armour</td>
<td>This describes someone who has been hurt or wounded.</td>
</tr>
<tr>
<td>A loose cannon</td>
<td>To disappear from something without explanation, coming from the military abbreviation for Absent Without Leave, used when a soldier deserts from an army.</td>
</tr>
</tbody>
</table>

**Answers (Workbook p. 60)**

- **Bite the bullet** – To accept something or endure something that is difficult, because it has to happen, or because you cannot avoid it.
- **Close ranks** – Describing when members of a group or organisation support each other, particularly when someone faces public criticism. This refers to how soldiers in an army support other soldiers, especially those with the same position or rank in the army.
- **All’s fair in love and war** – When there is conflict, it is acceptable for people to behave in an aggressive way in order to defend themselves.
- **Dodge a bullet** – This describes someone who has successfully avoided a difficulty or a problem.
- **Knight in shining armour** – Someone who saves another person, or who solves a problem. This refers to knights in medieval times who wore metal armour for protection.

**Soldier of fortune** – A mercenary, a person who will fight for any group that will pay him. Fortune in this case means money or reward.

**Soldier on** – To carry on with something that is difficult; to show determination, even if it is uncomfortable.

**Loose cannon** – A person who is very unreliable and might behave wildly or unpredictably, like a loose cannon that is loose and so will not shoot in the direction that is expected.

**In the wars** – This describes someone who has been hurt or wounded.

**Awol** – To disappear from something without explanation, coming from the military abbreviation for Absent Without Leave, used when a soldier deserts from an army.

**Reading: poetry**

**Questions (Workbook p. 61)**

Read this poem by a Zimbabwean poet that refers to the war that brought about Independence in Zimbabwe in 1980. Then answer the questions that follow.

```
Today the war has ended
Today the war
Has ended
The people sing
Freedom has arrived
The people are singing
Songs
Of joy
Or songs for the dead.
```

1. Is this poem written in rhyme or free verse?
2. Which people are singing?
3. What words make you think, for most of the poem, that the people are celebrating?

4. What word in the last line tells us that they might not be celebrating?

5. The message of this poem is that there are no winners in war. Even though one side wins, there are always deaths. Do you agree with this?

Answers

1. The poem is written in free verse.
2. The people of Zimbabwe are singing.
3. “Singing”, “joy”, “freedom”
4. The word “dead” tells us that they might not be celebrating.
5. Yes.
Junior English Project aims to teach students how to speak, read and write English well. Students may see the aim of the course (as well as the subject) as being excelling in English exams. Ultimately, though, we aim to equip students to learn via the medium of English, i.e. in any course of study that they enrol in.

With this in mind we have created this resource section that you can use as a reference for equipping students to apply their foundational knowledge of English to all their studies.

We trust you and your students will find this useful.

Why do we read?

Encourage students to ask and answer this question for themselves. Explain to them that knowing why we are reading a particular text helps us to decide how to read that text.

Some of the possible reasons for reading are as follows:

1. To learn something or about something, i.e. for knowledge
2. To find out what is happening in their community, Nigeria and other countries
3. For fun, such as reading magazines or news feeds on Facebook or sports columns in newspapers

Students are aware that not all reading is a serious activity. Sometimes the goal of reading is for pleasure only. Sometimes the goal of reading is for self-improvement (i.e. gaining knowledge and skills).

Critically, though, the aim of reading and the type of text we read influences how we approach reading.

Approaches to reading

Before we read

By now students will have learnt much about the pre-reading activities that can improve their engagement with text, that is, make them more active readers.

The Student’s Book provides exercises on skimming and scanning and they have already completed many of these types of exercises at earlier levels.

However, they will always need more practise, especially in applying these skills to learning content subjects via the medium of English (for most students, a second or even third language).

To ensure that students have not gained the incorrect impression on what skimming and scanning are and how they differ from one another, you may need to remind them of the aims of and the following steps required by each of these types of pre-reading activities.

Skimming

Broadly, skimming aims to give the reader the main ideas and an overall view of what information they can expect to find in a text. Skimming can be used before or after reading a text, but is more commonly used as a pre-reading activity. The steps that students should follow when skimming are as follows:

Skimming for pre-reading to gather overall view of content

1. Read the title: this is always the quickest way to identify what the content is or might be about
2. Read the headings
3. Read the topic sentences in each paragraph
Skimming for post-reading and to gather key ideas
1. Read the title: this is always the quickest way to identify what the content is or might be about
2. Read the headings
3. Read the topic sentences in each paragraph
4. Read the first and last paragraphs
Point out to students that point 4 is where they will gain a deeper understanding of what the content is about. They don’t need to do this, though, if they are only gathering pre-reading information.

Scanning
The aim of scanning is to quickly work through text in order to locate specific information. It is useful when students are under pressure to answer questions about a text that they either have or haven’t read. Most commonly, though, readers scan when they haven’t read a text as a quick way of obtaining the information they need.
Scanning requires an ability and willingness to not read large sections of text. Like skimming, it is a skill that requires practice in order to perfect.

The steps in scanning are as follows:
1. Run your eyes over the text
2. When you find the word/phrase you are looking for, read the entire sentence in which it appears to ensure that you have located the correct information.

We have included Resource Worksheets 1 and 2 on pages 104 and 105 of this Teacher’s Guide for you to give your students additional skimming and scanning practice with a focus on reading for meaning in their general school studies.

Active reading
Active reading is a concept that students will benefit from internalising and practising at every available opportunity. In brief, active reading is conscious reading with a purpose.

So, for instance, if students are reading a biology text in order to answer a set of questions, they will have those questions in mind when reading.

Whether or not students have been provided with questions and then read in order to answer them, they will do well to always frame questions about a text before beginning the reading process.

Resource Worksheet 3 on page 106 of this Teacher’s Guide provides a Biology text and an opportunity for students to i) skim/scan the text and ii) ask themselves questions about the text

Explain to students that the benefit of asking questions before they begin reading a text is that it will help them to remember and understand what they are reading.

A quick method of formulating pre-reading questions is to skim the text in order to pick out the main ideas and overall content. They can especially use the title and headings in order to formulate questions.

SQ3R Method for studying text
Ultimately, students need to understand what they are reading, recall it in examinations and tests, and then apply what they have learnt to answering examination and test questions. The SQ3R method we will now outline is a method that supports reading for meaning and understanding, and encourages recall.

The steps in the SQ3R method are as follows:
1. Survey (skim/scan the text) in order to gain an idea of the main ideas or content covered.
2. Ask yourself Questions about the text and write these down.
3. Read the text and answer the questions (preferably in writing) that you posed as your second step.
4. Recite the answers to your questions.
5. Review the questions, rewrite and
check answers in a day or so to test your recall.

Resource Worksheet 4 on page 108 of this Teacher’s Guide provides an opportunity for students to apply this study method. It includes both the steps that we’ve outlined here and adequate space for students to apply this method to studying a text.

**Mind maps**

Mind maps (or mind mapping) can easily be incorporated in the SQ3R study method.

By now students would have been introduced to the concept of mind mapping and had a opportunities at lower levels to apply this approach.

What they may not have had an opportunity to do though, is integrate this approach to studying with the SQ3R method.

Ideally, students would follow the first two steps outlined in the SQ3R method and then use a mind map to record their answers to their questions.

Mind maps don’t work for all students. However, they have been proven to be a very useful summarising and reference tool for most.

Therefore, Resource Worksheet 5 on page 110 of this Teacher’s Guides provides students with a mind mapping practice opportunity that applies this approach to the text that was the basis of the SQ3R practice opportunity provided in Worksheet 4.

**Reading for meaning**

Of course, all of these study methods promote understanding, and indeed our key assumption about learning through the medium of English is that students understand the meaning of what they are reading.

As you will know from your extensive experience as a teacher, though, this is not always the case. In fact, many students arrive in JSS 1, 2 or 3 with minimal English skills.

While severely challenged students (i.e. those who are not even at the required Primary 6 level) will need extra tuition, most students who struggle to understand what they are reading will benefit from the guidance that follows.

**Finding the meanings of words**

The best and most obvious way for students to improve their knowledge and understanding of English words is obviously by means of looking up words in a dictionary. Surprisingly, many students have not acquired this skill, despite multiple opportunities being provided in this regard at lower levels.

In order to provide additional practice and reinforce the importance of a dictionary as a key tool of learning, we have included Resource Worksheet 6 on page 111 of this Teacher’s Guide. Here pupils are again taken through the basics of using dictionaries (from alphabetical order to understanding how dictionary entries are arranged). This is an excellent support activity and can be adapted to provide additional practice opportunities for struggling students. In order to make it relevant, we have again referred to the Biology text used in Resource Worksheets 4 and 5.

**Finding meaning without a dictionary**

A key skill that students (regardless of their ability level) should master is that of finding meaning from context.

Most likely students will have been introduced to this approach previously but we again outline it here given its intrinsic value to the reading, and hence, the learning process.

Advise students to adopt some of the following approaches when reading texts:

1. Read the entire text through once.
2. Make a note of the words that you don’t understand.
3. Then read each sentence and try to infer the meaning from the rest of the
words in the sentence.
For example:
The boys climbed quickly through the fence and were *astounded* when they found a vicious dog on the other side.

*Astounded* is the difficult word in this sentence. From the context of the whole sentence we know that a) the boys climbed through a fence and b) they met a vicious dog.

Students can then work out the likely meaning of the difficult word – *astounded* – based on the fact that the boys met with something they hadn’t expected and that was unpleasant.

Provide other such examples for students, especially from textbooks. Worksheet 7 on page 112 of this Teacher’s Guide provides a practice opportunity that uses a difficult Economics text. Students will have to follow the steps carefully in order to work out the meanings. This is both a consolidation and extension exercise, and make sure you position it in that way when giving it to students to complete.

1. Use your knowledge of the root of the word or a similar word to work out the meaning. For example: *exclaim* is similar to *exclamation*. Students will most likely know the latter word as they have encountered exclamation marks which they know indicate an emotion-filled statement. So, it may follow for them that *exclaim* indicates a statement that is made with emotion/emotionally.
2. Find the meaning in a dictionary.
3. Ask another person.

**Identifying types of information**

There are two main types of information that students need to be aware of and be able to distinguish. These are fact and opinion.

Remind students that facts are proven by means of evidence. For example, we know that water boils at 100 degrees because this has been observed and measured. Opinions are unproven statements. For example, if we say: “All Nigerians are God-fearing citizens” and we cannot support this by evidence that a) all Nigerians believe God exists; and b) all Nigerians fear the God they believe in, this statement will be an opinion.

Therefore, when reading text students must ask themselves:
1. Has this statement been proven?
2. Is the source of the proof reliable?

Texts contain clues, though, that will alert students to whether or not statements are fact or opinion. Remind them of these clues:

**Facts**
The following phrases are clues that the statement is a fact (or at least being presented as a fact):
1. The situation/solution *is*....
2. We have *shown* that ....
3. The *proof* of ....
4. Scientific studies *indicate* that....
5. The *fact* of the matter...
6. We *know* that ....

**Opinions**
Opinions (especially strong opinions) often masquerade as fact or are presented as fact by the writer or speaker. These text clues can alert students to opinions:
1. I *like* the option…
2. We *believe* that…
3. Economists *should*…
4. We *could* face a situation …
5. I *think* that ....

While this skill is important in English language studies, it can be even more important in the context of students’ study of “fact-based” fields, such as Biology, Science, Economics, Business Studies, History, and so on.

Emphasise to students that being able to distinguish fact from opinion, and real proof from false proof, is fundamental to becoming
Resource Worksheet 8 provides exercises that allow students to further develop and practise this skill in their studies of other subjects.

**Answering exam questions**

Students are already familiar with the types of exam questions they will encounter in English language examinations. Their introduction to Literature studies in JSS Basic Education further expands this knowledge and builds on the types of questions they encountered in the Reading and Comprehension exercises they completed in the lower levels.

Research has shown, though, that many students struggle in examinations and tests because they do not understand what is required of them.

The key issue seems to be that students do not understand what the verb in the question is asking them to do.

Therefore we have added this section in order to give you some pointers about how to enable students to understand examination questions, and therefore better answer them.

First we discuss the types of questions and suggest methods for approaching these.

The table on the next page lists common exam words that appear in English language and literature papers, as well as other subjects and provides guidance on what is required of the student in each case.

**How to answer types of exam questions**

There are five basic types of examination questions that students are likely to encounter in the JSS phase of their studies. These are:

1. Multiple-choice questions
2. True or false questions
3. Matching questions
4. Short answers
5. Essays

**Multiple-choice questions**

Often considered an easy option by students, we know that this is not the case.

What follows is step-by-step advice for students regarding how best to approach this type of question.

1. Read the question.
2. Try to answer the question before looking at the possible answer.
3. Read all the answers.
4. Choose the one that best answers the question, i.e. matches your answer.
5. If you do not know the answer, do not simply pick any random one. Leave the question and come back to it later.

**True or False questions**

The same principle applies here as in the case of multiple-choice questions. Random choosing of a true or false answer is best avoided. Students who do not know or are not certain of the answer, should rather skip that question and come back to it once they have completed the rest of the exam paper.

**Matching questions**

Matching questions requires students to apply rules to sets of information. The steps we outline below for approaching these questions emphasise the importance of students acknowledging/considering the rule that needs to be applied in matching the sets of information.

1. Identify the rule or principle the question is asking you to apply. For example: Match the correct prepositions with the sentences in the table below.

<table>
<thead>
<tr>
<th>We walk …the road</th>
<th>on</th>
</tr>
</thead>
<tbody>
<tr>
<td>The animals were …the yard.</td>
<td>across</td>
</tr>
<tr>
<td>The teacher slapped her rule …the desk.</td>
<td>down</td>
</tr>
<tr>
<td>We always run …. the field on our way to school.</td>
<td>behind</td>
</tr>
</tbody>
</table>
The girls hid the boys’ textbooks … the cupboard.

1. Then apply the principle to the options provided.
2. Leave out the options that you do not know.
3. Return to these once you’ve matched the rest of the possible options.

**Short questions and answers**
Remind students that the key to answering these questions well is to a) ensure they understand the instruction and b) to keep their answers as brief (yet comprehensive) as possible.

Most often these questions indicate the exact length or extent of the answers required. The instruction words *name, list, mention, and state* are often followed by the exact number of answers required. For example, name the five bones in the hand.

Other common types of short answer instruction words are *define, identify, discuss, explain, and describe*.

**Essay questions**
Again, the key to answering these questions is to correctly identify what is required in the answer by understanding the instruction word.

In addition, students must apply the basic principles of essay writing that they have learnt in their English studies, i.e.

1. Write an introduction that clearly sets out what will be covered in the essay.
2. Write the supporting paragraphs that set out the detail of what was covered in the introduction.
3. Ensure that each supporting paragraph clearly sets out the main idea in a topic sentence.
4. Write a conclusion that summarises the facts/opinions presented in the essay or provides an opinion.

**Examination instruction words**

1. **Analyse**
   Requires close and detailed examination of something in order to explain it or provide an interpretation.
   Example: Analyse the causes of the second world war.

2. **Choose**
   Pick out the best option from a list of options.
   Example: Choose the best answer from those provided below.

3. **Compare**
   Note or list the similarities or difference between two or more things/situations/sets of information.
   Example: Compare the classical and neo-classical approaches to economics.

4. **Contrast**
   Note only the differences between two things/situations/sets of information.
   Example: Contrast capitalism and socialism.

5. **Define**
   Normally requires students to provide the meaning of a word/term/phrase.
   Example: Define the following words as they appear in the passage: *bawl* and *squirm*.

6. **Describe**
   Name/state/list the key characteristics of something, or provide a detailed account of something.
   Example: Describe the mating behaviour of the spotted owl. OR Describe the events of April 21st and their impact on relations between the two countries.
7. **Determine**
   Often requires calculation (e.g., determine the value of) and an evaluation of facts or information in order to provide an answer.
   Example: Determine the value of $x$ OR Determine the value added by the contributors to the project.

8. **Discuss**
   Write about something taking into consideration issues, ideas, events.
   Example: Discuss the Russian Revolution of 1917.

9. **Explain**
   Requires you to clarify something by providing more detail and/or to justify something by providing reasons for it.
   Example: Explain the workings of the automotive engine OR Explain the causes of the First World War.

10. **Give**
    Provide a list.
    Examples: Give the reasons for the outbreak of cholera.

11. **Identify**
    Point out or establish who or what something is.
    Example: Identify the people involved in the plot to kill the king OR Identify the reasons for the failed plot to kill the king.

12. **List**
    Provide information in a list format.
    Example: List the parts of the brain.

13. **Mention**
    Provide a list.
    Example: Mention the parts of the brain that are involved in speech development.

14. **Name**
    Provide a list.
    Example: Name the types of company that can be registered in Nigeria.
Skimming

Skim the passage below and then answer the questions that follow.

Learning objectives

In this Unit you will learn:

- the characteristics of living things
- examples of levels of organisation of living things
- three differences between plants and animals
- the complexity of organisation in higher organisms.

1.1.1 Looking at living things

Biology is the scientific study of living things. The world around you is full of living organisms that come in many different shapes and sizes. Some living organisms, such as bacteria, are so small that you need a microscope to see them. Other living organisms such as humans and elephants are very big indeed.

All living organisms have some common characteristics.

Movement: This is an action by a whole organism or by a part of an organism that causes a change in the place or position of the organism, for example animals run and plants turn towards the sun.

Respiration: The series of chemical reactions that break down food molecules in living cells to release the energy that is needed for life.

Sensitivity: The ability to detect or sense changes in the surroundings (stimuli) and to respond to these changes.

Growth: A permanent increase in size and dry mass caused by an increase in the number of cells, the size of the cells or both.

Reproduction: The processes that make more of the same kind of organism.

Excretion: The removal of poisonous (toxic) materials and the waste products of metabolism.

Nutrition: Taking in, or making, nutrients, which are needed for growth and tissue repair.

Questions

1. What is the passage about?

2. What are the main topics or ideas?

3. What do you think you will learn from this passage?
Scanning
Scan the passage below and then answer the questions that follow.

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Excretion: The removal of poisonous (toxic) materials and the waste products of metabolism.

Nutrition: Taking in, or making, nutrients, which are needed for growth and tissue repair.

Questions
1. List the characteristics that are common to all living organisms. Each characteristic should be one word only.

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________

2. Define the term excretion.

__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
__________________________________________________________________________________________________________
Scanning
Skim/scan the text that follows.

Learning objectives
In this Unit you will learn:
- the importance of classification
- how classification works
- the general characteristics of the five kingdoms of organisms
- how to identify and classify organisms into their respective kingdoms.

1.2.1 Classification
On the Earth today there are many types of living things. This great variety of life is called biological diversity or biodiversity.

To help us understand the great diversity of living things, we put them into groups. This grouping of similar living things is known as classification.

Biologists classify living things for the following reasons:
- to simplify their study
- to bring order out of chaos or confusion
- to try to understand how life originated.

1.2.2 How are living things classified?
Living things are classified according to how similar they are, on or inside their bodies. For example, animals can be put in a group together because their limbs are built on the same basic plan. The limbs of a bat, a horse, a bird, a human and a whale all have the same basic pattern, though they are used in different ways.

Originally, scientists only examined the outer (and sometimes inner) appearance or morphology of the organism. Classification was based on the degree of difference or similarity in the way they looked. Different features – for example, the number of hairs on the leg of an insect and the arrangement of fins and scales on a fish – were used to classify them. In many cases you can tell just by looking at an organism what it is – you would never mistake a lion for a cheetah, for example.

However, the appearance of an organism can be affected by many different things, and there can be a huge amount of variation within a group of closely related organisms.

Today there are more sophisticated ways of comparing organisms. The fundamental chemicals of life – such as DNA, RNA and proteins – are found in almost all organisms. However, while these chemicals are broadly similar across all species, we can find differences when the molecules are broken down into their constituent parts.

Sometimes, scientists use these differences to decide which species an organism belongs to.

1.2.3 What is a species?
The most important unit of classification is the species. Species are defined in many different ways, but the most common and widely used definition of a species is: A group of organisms that can breed successfully with one another to produce fertile offspring. For example, horses and donkeys look similar, but the offspring produced from a horse and a donkey is a mule, which is sterile. Therefore horses and donkeys are not the same species.

Once a system of classification has been established, it is easy to add a new species in the right place.

Taxonomy is the science of classifying living organisms. Modern taxonomy is a natural classification. This means that it is based on what scientists think are evolutionary relationships.

1. Then formulate questions that you think are relevant to the text and the answers to which you think you will find in the text. Write these questions down.
2. Now read the text.
3. Were your questions correct?

Were there other questions you could have asked? List these below.
Apply the SQ3R method to studying the text below. SQ3R stands for Survey, Question, Read, Recite and Recall. You have already completed the first two steps of this study method in Resource Worksheet 3. Now complete the next three steps.

The SQ3R method:
1. Survey (skim/scan the text) in order to gain an idea of the main ideas or content covered.
2. Ask yourself questions about the text and write these down.
3. Read the text and answer the questions (preferably in writing) that you posed as your second step.
4. Recite the answers to your questions.
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Once a system of classification has been established, it is easy to add a new species in the right place.

Taxonomy is the science of classifying living organisms. Modern taxonomy is a natural classification. This means that it is based on what scientists think are evolutionary relationships.
Now use a mind map to record your answers to the questions. The mind map will replace the paragraphs you wrote in step 3 of the SQ3R method in Worksheet 4.

To remind you of how to draw a mind map, we have included this example below. But, of course, you can use any format that suits the purpose of your questions.
Using a dictionary

Find the meaning of the following words in your dictionary. Write the meaning and an example sentence in the space provided. Do not use the example sentence provided in the dictionary.

1. DNA (n)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

2. classification (n)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

3. sophisticated (n)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

4. morphology (v)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

5. evolutionary (adv)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

6. taxonomy (n)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

7. species (n)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________

8. organism (n)
   ________________________________
   ________________________________
   ________________________________
   ________________________________
   ________________________________
Finding meaning through context clues

The text that follows is from Complete Economics for Senior Secondary. It is a complicated text in a subject that you are not familiar with. So, it is likely that there will be many words that you have not come across before, and therefore do not know what they mean.

Follow these steps when reading the text.
1. Read the entire text through once.
2. Make a note of the words that they don’t understand.
3. Then read each sentence and try to figure out the meaning from the rest of the words in the sentence.
4. Use your knowledge of the root of the word or a similar word to work out the meaning. For example: *exclaim* is similar to *exclamation*. You will most likely know the latter word as you have encountered exclamation marks which you know indicate an emotion-filled statement. So, it may follow for you that *exclaim* indicates a statement that is made with emotion/emotionally.
5. Ask another person.

Positive economics and normative economics

Economists distinguish between positive economics and normative economics. Positive economics deals with facts and statements that can be tested. For instance, the statement that Nigeria’s economic growth rate was 7% in 2012 is a positive one. Its accuracy can be assessed by examining relevant data. In contrast, normative economics deals with opinions and cannot be tested. For example, the statement that the Ethiopian government should spend more on education is a normative one.

Decision-making units

Decision-making units are people and organisations that make decisions on, for instance, prices, output and employment. Economists sometimes refer to decision-making units as ‘economic agents’. The three main decision making units that economists study are households, firms and the government. *Households* refers to people in their roles as buyers (consumers) and as workers. *Firms* are producers of goods and services and employers of workers. The *government* is the state organisation that spends money on, for instance, education and defence, and raises taxes. It also regulates private-sector firms.

Needs, scarcity and choice

If all the people of working age were employed, all machines were being used, all land was being farmed and all waters were being fished, there would still not be enough products produced to satisfy people’s needs. We always need more goods and services than can be produced. This gap between people’s needs and output arises because of the scarcity of resources. Over time, the amount of products that most economies are capable of producing increases as the quantity and quality of resources rise. Needs, however, also increase and the problem of scarcity continues. Economists refer to this as the ‘economic problem’. This is that unlimited needs exceed scarce resources. As well as the resources that are used to produce products, time and income are also limited. There are only twenty-four hours in the day, and for most people their income is less than they would like. As a result of the shortage of time, income and resources, households, firms and governments have to make choices. Households have to decide how to use their time and how they will spend their money. Firms have to decide what to produce, and the government has to decide how to spend the tax revenue it raises.
instance, if you spend the next forty minutes studying economics, you cannot spend it studying history or playing sport. If I buy an economics textbook, I cannot use the same money to buy food or buy some magazines. For instance, if farmers use their land to grow pulses, they are giving up the opportunity to grow potatoes or sugarcane. If a government decides to spend more money on education, then it will have less money to spend on defence.

Now define the following terms without reference to a dictionary.

1. **Producers**

2. **Scarcity**

3. **Normative**

4. **Resources**

5. **Output**

6. **Economic agents**
Nigeria is currently rated as the largest economy in Africa. This means that Nigeria’s GDP (gross domestic product) is greater than that of any other African country, including economic powerhouse, South Africa.

In April 2014, Nigeria declared that its economy had grown to US$510 billion, as compared to South Africa’s US$370 billion GDP worth.

Critics of the Nigeria government, though, state that they are unimpressed by these figures as unemployment in Nigeria is still high. According to the latest report by the FDC (Financial Derivatives Company, a financial advisory company based in Lagos), unemployment rose from 23.9% in 2011 to 29.5% in 2013. The FDC further predicts that unemployment will rise by 2% in 2014.

Critics also point out that corruption in Nigeria is undermining its attractiveness to potential investors as well as slowing down economic development.

In addition, health and education are not receiving the investment they need to ensure that most Nigerians are lifted out of poverty.

“Government should spend more on health and education, never mind the military,” one anonymous critic said.

1. List three facts from the passage.

2. List three opinions from the passage.

3. Read the statement: “In addition, health and education are not receiving the investment they need to ensure that most Nigerians are lifted out of poverty.” Is this a fact or an opinion? Why do you say so?

4. Read this statement: “In April 2014 Nigeria declared that its economy had grown to US$510 billion, as compared to South Africa’s US$370 billion GDP worth.” Do you agree that this statement is a fact? Is the source of the information reliable? Why do you say so?
Answering exam questions

Read the questions below and then say what you are expected to do in order to answer them correctly. You do not need to provide the answers. Rather, say how you will approach this type of question in an exam. The first one has been done for you as an example.

1. Example: Analyse the causes of the second world war

Requires close and detailed examination of something in order to explain it or provide an interpretation.

2. Choose the best answer from those provided below.

3. Compare the classical and neo-classical approaches to economics.

4. Contrast capitalism and socialism.

5. Define the following words as they appear in the passage: bawl and squirm.

6. Describe the mating behaviour of the Spotted Owl. OR Describe the events of April 21st and their impact on relations between the two countries.

7. Determine the value of x OR Determine the value added by the contributors to the project.

8. Discuss the Russian Revolution of 1917.

9. Explain the workings of the automotive engine OR Explain the causes of the First World War.

10. Give the reasons for the outbreak of cholera.
11. Identify the people involved in the plot to kill the king OR Identify the reasons for the failed plot to kill the king.

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12. List the parts of the brain.

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13. Mention the parts of the brain that are involved in speech development.

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14. Name the types of company that can be registered in Nigeria.

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