

WORKBOOK QUESTIONS AND ANSWERS

Worksheet 1: Mainly revision

Writing and speaking: Dialogues

Questions *(Workbook p. 5)*

1. Write the first four parts of this conversation as direct speech. Begin like this:

Ode said: Hi, Grace. Good to see you again. Welcome to Form 3!”

Grace replied:

“

_____”

2. Write the last five parts of this conversation as direct speech.

Begin like this:

Ode agreed, but he explained that he was nervous about the amount of work especially in Maths.

Grace asked him whether

Answers *(Workbook p. 5)*

1. Grace replied: “Hello Ode. Are we going to be in the same class this year?”
Ode replied: “I think so.”
Grace said: “Hey, that’s good. Are you looking forward to this year?”
Ode replied: “Yes, although I’m nervous about the amount of work. Especially in Maths.”
2. Ode agreed, but he explained that he was nervous about the amount of work, especially in Maths.
Grace asked him whether he had not done well

in Maths the previous year and suggested they work together after school to keep up their results.

Ode replied that he would really like that.

Reading: Traditional stories and urban legends

Questions *(Workbook p. 7)*

Read the following passage about an urban legend that has been told in different cities all around the world. Then answer the questions.

Passage 1

A Lagos couple’s car was stolen from their driveway one Friday night. They reported the theft to the police the next morning. But when they returned from the police station the car was parked outside their house, with an envelope containing this note and two tickets.

Note: I am sorry. My own car had broken down and I had to get to the hospital urgently to see my elderly mother who had been rushed in with a broken hip. So I borrowed your car. Here are two movie tickets to compensate you for the inconvenience. Yours apologetically. Victor.

The couple felt relieved. It had been awful to think that a thief had been on their property. It was much more comforting to hear that it was just a decent person in need who had taken their car. So off they went to the cinema, where they spent two and a half hours enjoying themselves.

They returned home to find their home had been broken into and everything of value taken. The TV set, music system, cell phones, computer, microwave, expensive clothing and jewellery, even the paintings from the wall were gone. And there was a note on the coffee table.

Note: Thanks. It's folks like you who make my life such a pleasure.

1. We aren't told how the burglar gained entry to the house. How had it probably happened?
2. Why did the burglar steal the car?
3. How did the burglar make himself seem like a decent and trustworthy person?

4. What lesson can we learn from this story?

Answers (Workbook p. 7)

1. By breaking a window or picking a lock.
2. To set up the excuse of giving them movie tickets, so that they would be out of the house and he would be able to steal from them while they were out.
3. He apologised and gave them the tickets to thank them.
4. Do not trust people, always be careful.

Vocabulary: Synonyms and antonyms

Questions (Workbook p. 7)

1. Match the words from Column A with their antonyms from Column B.

Column A	Column B
a) Brave	Dull
b) Happy	Humble
c) Exciting	Dirtiest
d) Independent	Most dangerous
e) Proud	cowardly
f) Safest	Dependent
g) cleanest	satisfied
h) exasperated	depressed

1. Write down a synonym for each word from Column A.
2. Turn these words into antonyms by adding a suffix. The first one has been

done for you as an example.

- b) Happy – unhappy
- c) Understood
- d) Abled
- e) Accelerate
- f) Patient
- g) sense

Answers (Workbook p. 7 and 8)

- 1 and 2 a) brave, cowardly, courageous
 b) happy, depressed, glad
 c) exciting, dull, thrilling
 d) independent, dependent, self-sufficient
 e) proud, humble, arrogant/confident
 f) safest, most dangerous, most secure
 g) cleanest, dirtiest, most hygienic
 h) exasperated, satisfied, frustrated
- 3b) misunderstood
 c) disabled,
 d) decelerate
 e) impatient
 f) nonsense

Worksheet 2: Penfriends

Writing: Business letter

Questions (Workbook p. 10)

Read the formal letter provided in the Workbook and underline the phrases that are the most appropriate for a business letter.

Answers (Workbook p.10)

These are the correct phrases from the letter:

- b) Dear Sir/Madam
- d) I would like to express my disappointment
- g) This is not acceptable treatment of a valued customer
- i) I hope this assistant will be warned by management
- k) Please contact me
- l) Yours faithfully

Grammar: Formal and informal language

Questions *(Workbook p. 11)*

1. Tick the types of situations in which you would use formal spoken or written language.
 - a) Chatting to a friend on your cellphone.
 - b) Writing a letter to your mother.
 - c) Talking to a possible future employer in a job interview.
 - d) Applying for a bursary at a university.
 - e) Writing in your diary.
 - f) Writing a letter of sympathy to someone you don't know well, who has lost a relative.
 - g) Writing a letter to a restaurant apologising for your friend's bad behaviour.
 - h) Writing a note to cheer up your sick friend.
 - i) Talking to your teacher about difficulties with learning.
 - j) Writing a text message to your friend.

2. Match the greetings in Column B with the situation in Column A.

Think carefully about how formal and informal each greeting is.

Column A	Column B
Saying hello to your friend	Hi! How's things? Sharp!
Greeting your mother.	Hello. Pleased to meet you.
Greeting a student from your school who you do not know very well.	Hello. How're you?
Greeting the parent of one of your friends, who you have not met before.	Good morning Mr _____.
Greeting your teacher.	Morning Ma.

Answers *(Workbook p.11)*

1.
 - a) (informal) spoken
 - b) (informal) written
 - c) (formal) spoken
 - d) (formal) written
 - e) (informal) written
 - f) (formal) written
 - g) (informal/formal) written
 - h) (informal) written
 - i) (formal) spoken
 - j) (informal) written

2. Friend: Hi! How's things? Sharp!
 Parent of a friend: Hello. Pleased to meet you.
 Student you do not know well: Hello. How're you?
 Teacher: Good morning Mr _____.
 Mother: Morning Ma.

Worksheet 3: Heroes and heroines

Vocabulary: Using words correctly

Questions *(Workbook p. 12)*

1. Write the word that means the following.

Be sure to check your spelling.

- a) Not said directly.
 - b) To suggest that something is true, without saying or showing it directly.
 - c) Not likely to be true.
 - d) To bring something into a country in order to sell it.
 - e) A tool
 - f) To ask someone to do something, in a way that shows your strong emotions.
 - g) To force people to accept something.
 - h) Not about to be done or happen.
2. How many different definitions do the following words have and what part of speech are they (i.e. noun, verb, adjective)?

Implicit
Import
Impose

3. How many different parts of speech can be made from the word 'important'?

Answers (Workbook p. 12)

1. a) indirectly
b) implied
c) implausible
d) import
e) implement
f) implore
g) impose
h) impossible
2. a) two, adjective
b) two, verb
c) two, verb

3. importance: noun, important: adjective, importantly: adverb

Grammar: Adverb clauses of cause and reason

Questions (Workbook p. 14)

1. Think of good adverb clauses to these sentences:
 - a) Nelson Mandela is regarded as a hero across the world because
 - b) I regard my (family member) as a hero/heroine because.....
 - c) Young people need good role models to inspire them since...
 - d) As he is, I really admire him.
 - e) Seeing that, I think it is dangerous to look up to music stars.
2. Think of good adverb clauses with which to end these sentences:
 - a) Nigeria is a very wealthy country, although....
 - b) Lots of young people look up to popular musicians, even if....
 - c) Martin Luther King is now regarded as a hero by many people, yet in his own country

Answers (Workbook p. 14)

1. a) ...he helped to fight Apartheid in South Africa.
b) ...she helped to rescue a girl from drowning last week.
c) ...there is much to learn from them.
d) ...dedicated to the fight for freedom....
e)many of them take drugs
2. a) ...it has economic problems.

- b) ...they are not good role models.
- c) ...he was not seen as a hero.

Worksheet 4: Computer literacy

Reading: Homework in the e-age

Questions (Workbook p.16)

Read the article *Homework in the e-age* in the Workbook.

Check that you understand the vocabulary used in the text by choosing the best definition of each term.

- 1 'old days' (paragraph 1)
 - A days of elderly people
 - B the period up to 1500
 - C the period before computers were commonly used, before the 1990s
- 2 e-age (paragraph 1)
 - A easy age
 - B electronic age
 - C under eighteen
- 3 reference books (paragraph 3)
 - A factual books such as dictionaries, encyclopedias, etc
 - B letter that give a job applicant a good reference
 - C books that refer readers to other, more detailed books
- 4 uploading (paragraph 4)
 - A putting information onto the Internet for others to use
 - B taking information off the Internet for yourself to use
 - C putting too much information into a document
- 5 download (paragraph 4)
 - A putting information onto the Internet for others to use
 - B taking information off the Internet for yourself to use

C putting too little information into a document

- 6 up to date (paragraph 6)
 - A done today
 - B with the date stated clearly
 - C recent, with the latest information

Look at paragraph 3 of the article. What three advantages of the Internet are given there?

- 7 Which of these statements explains the point made in paragraph 5?
 - A The Internet is free, but libraries are not free.
 - B The Internet has more resources than a library because most sites are free.
- 8 What advantage of the Internet is mentioned in paragraph 6?
- 9 Give one advantage and one disadvantage of using Wikipedia (paragraph 8).
- 10 What does the word 'multimedia' mean, in paragraph 10?

Answers (Workbook p. 16)

1. C
2. B
3. A
4. A
5. B
6. C. Advantages of the Internet: It is easy, it is available wherever your computer is located, it is available all the time.
7. B
8. It is up-to-date or current.
9. Its strength is that anyone can add entries so it is a huge resource. The disadvantage is that information might be inaccurate.
10. It includes various forms such as video, written text, sound.

Worksheet 6: Travellers' tales

Vocabulary: Word building

Questions (Workbook p. 24)

1. Underline the correct word in the sentences below.
 - a) When you travel to school on a bus, you are using private/public transport.
 - b) When you travel to school on a motor-cycle, you are using private/public transport.
 - c) When you use a staircase that either moves up or down by means of a motor, you are using an elevator/escalator.
 - d) Transport that carries large numbers of people is called mess transport/mass transport.
 - e) A large passage made by people and machines through solid rock is called a cave/tunnel.

2. Complete the sentences by filling in the correct words:

Conveyor, vibrate, surface, commuter, equipment, excavate, blast

- a) To make a tunnel through rock, you need special earth-moving _____ such as borers, drills and _____ and cranes.
- b) A drill works by pushing a hard, pointed metal structure into material such as rock, and using a motor to make it _____.
- c) Dynamite is also used to _____ solid rock into small

pieces that can easily be taken away.

- d) Rocks and other waste from drilling are taken out of the tunnel to the _____ by a device called a _____ belt.
 - e) A person who uses public or private transport to get to work is called a _____.
 - f) The word used to describe digging deep into the earth is _____.
3. Fill in the missing words in the in the word families below. Look up any unfamiliar words in a dictionary.

Nouns	Verbs
transport/transportation	transport
	equip
	commute
	construct
	propose
	locate
	disrupt

4. Read the article below from the Workbook and underline eight key points. Then summarise the article for a primary school textbook chapter on transport.

Answers (Workbook p. 24)

1. a) public
b) private
c) escalator
d) mass transport
e) tunnel
2. a) equipment
b) vibrate
c) blast
d) surface conveyor
e) commuter
f) excavate

3. equipment, commuter, construction, proposal / proposer, location, disruption
4. Pupils' answers will vary for this question. Here is an example answer: The 16-coach trains run on tracks which include a cable for the electricity which drives the trains. Tunnels are used to take the tracks through hills and mountains and viaducts carry the tracks over rivers and valleys.
Express trains carry passengers to the cities and slower trains stop at all the suburban stations. At the stations, assistants supervise the commuters so they get on and off trains quickly, which is the only unsafe aspect of transport by bullet train.

Grammar: Direct speech

Questions (Workbook p. 26)

1. Read the following description of two women talking in a bus queue about transport problems. Punctuation to indicate direct speech has been left out. Fill in the appropriate punctuation marks.

I'm tired of waiting so long for a bus said the older woman. I've been on my feet all day and my legs are aching.

Me too said the younger woman. Then when the bus does come it will probably be full and we'll have to stand.

The older woman sighed and said I used to catch taxis because at least you got a seat. But now I worry about their safety.

The younger woman answered. No taxis for me. The way they drive scares me. But I suppose they are cheaper than buses.

Well, petrol is now so pricey that soon we'll have to walk to work said the older woman with a smile.

Answers (Workbook p. 26)

"I'm tired of waiting so long for a bus", said the older woman. "I've been on my feet....aching."

"Me too," said the younger woman. "Then when...to stand."

The older woman sighed and said: "I used to catch taxis because at least you got a seat. But now I worry about their safety."

The younger woman answered: "No taxis for me. The way.....buses."

"Well, petrol...work", said the older woman with a smile.

Writing: Making notes

Questions (Workbook p. 26)

1. Make short notes about the people you know and the kind of transport problems that they have, as well as how they try to solve them.

People you know	Transport they use to work or study	Problems they face, e.g. cost, safety, distance, waiting, etc.	How they try to solve these problems
Yourself			
Your parent			
Brother or sister			
Friend			
Neighbour			

2. Pupils are asked to use linking words from the box to complete a paragraph.

Answers (Workbook p. 26)

2. Pupils' answers will vary for this section.
3. Use linking words
First, For example, Furthermore, Therefore, Also

Worksheet 8: Drama

Grammar: Using prepositions

Questions *(Workbook p. 30)*

- Complete the sentences with suitable prepositions.
 - I don't want to go to the match as I'm not interested _____ football.
 - On the bus I spoke _____ an old woman _____ her school days in Benin.
 - Did you know that our geography teacher is married _____ the school secretary?
 - A knee injury prevented me _____ playing in the big match.
 - The reason _____ the delay is that the guest speaker hasn't arrived yet.
 - Amina is an example _____ a student who does well because she works hard.
 - My sister is very different _____ me in looks.
 - It is difficult to compare Nigeria _____ its neighbours as it is so much bigger.

Answers *(Workbook p. 30)*

- in
 - to, about
 - to
 - from
 - for
 - of
 - to
 - to

Writing a play

Questions *(Workbook p. 30)*

- Write the sentences below as if they are spoken in a play or movie script. Include stage directions if needed.
 - Michelle hesitated and then said she would be down in a minute.
 - David responded that he was fine, and thanked Mr Emeka for the offer.
 - David said that he was there to pick up Michelle.
 - Mr Emeka sternly told Michelle to be home by 11:00.

Answers *(Workbook p.30)*

- DAVID *(nervously looking around)*: Uhm... How
- DAVID: I am here to pick up Michelle.
- MR EMEKA: Please come in. I will call her.
Michelle *(pause)*
Michelle *(pause)*
Michelle *(pause)*
- MICHELLE *(hesitating)*: I will be down in a minute. o) MR EMEKA: Would you like a drink while waiting for Michelle?
- DAVID: I am fine Mr Emeka. Thank you for the offer.
- MICHELLE *(at the stairs)*: I am ready!
- MR EMEKA *(sternly)*: Be home at 11:00
- MICHELLE *(smiling at Mr Emeka)*: Could we return at 11:30?
- MR EMEKA: It's OK, but not later.
- DAVID *(looks at Michelle, relieved)*: Let's go.
- MR EMEKA: Have a nice time.
- DAVID *(shaking hands with Mr Emeka)*: Thank you. It was a pleasure to meet you.
- MR EMEKA: My pleasure.
- DAVID: Bye
MICHELLE: Bye

Grammar: Prepositions

Questions *(Workbook p. 32)*

1. Complete the sentences below, using the prepositions in the box. Some of the prepositions may be used more than once

(Box: over, at, under, down, beneath, through)

- a) Athletics Day is held _____ Saturday morning.
- b) Boys are jumping _____ the hurdles.
- c) One boy decides to crawl _____ the hurdles instead.
- d) His friends are laughing _____ him.
- e) It is a hot day and sweat is running _____ many faces.
- f) Some are sitting _____ the trees.
- g) Some are _____ their umbrellas.

Answers *(Workbook p. 32)*

1. a on
b over
c under
d at
e down
f under
g under

Reading: Comprehension

Questions *(Workbook p. 33)*

Read the play in the Workbook and answer the following questions.

1. Suggest a reason that the vendor throws away the chicken.

2. Why does Ajiri eat the chicken?
3. How does the chicken affect him?
4. Here are three steps to avoid and treat food poisoning.

Do not eat rotten food

Go to a clinic if the infection is severe
Have an injection to stop stomach cramping.

Find another two steps mentioned in the play that have been left out of this list. Write them down.

5. To what does Ajiri compare his hungry stomach?
6. Maryam says 'Yuk' to show her disgust. Yuk is not a real word. It is an exclamation. Write three other exclamations used in the play.

Answers *(Workbook p. 35)*

1. The chicken is rotten. It stinks.
2. He is very hungry.
3. He gets very sick. His stomach is sore.
4. Drink lots of water, and lie down for a few hours.
5. a growling dog
6. Oh no! Ouch! Ow!

Grammar: Modal verbs

Questions *(Workbook p. 35)*

1. One common mistake with modal verbs is to use 'to' incorrectly. Correct the mistakes in these sentences.
- a) Each student must to finish this for homework tonight.
- b) I will to become a nurse after school.
2. Correct the mistakes in these sentences, by changing the modal verb.

- a) Nadia promised she can finish next week.
- b) Should you like to have supper with us?
3. Match these sentence openers with the correct endings. Think carefully about which sentences make the most sense.
- a) You must listen to your music if you want to.
- b) You can listen to the teacher if you want to pass.
- c) I will listen to instructions given by a police officer.
- d) You should listen to the radio tonight.
4. Rewrite the modal verbs in these sentences, abbreviating them.
- a) He will not listen to me!
- b) I did not manage to finish my homework.
- c) She could not see through the dirty window.
- d) Peter is going to join the choir.
5. Choose the most polite answer from A–D in each question.
- a) You are lost and need help. You should say:
- A. You will please help me.
 B. Please could you help me?
 C. You must help me.
 D. Please should you help me?
- b) You need to leave the classroom during a lesson. You should say to the teacher:
- A. I must leave now.
 B. Please can I leave the room?
 C. I will leave now.
 D. Please may I leave the room?
- c) You are about to show a new student around the school. You should say:
- A. Will you kindly please accompany me?
 B. You must come with me.
 C. Come!
 D. Would you like to come with me?

Answers *(Workbook p. 35)*

1. a) Each student must finish this for homework tonight.
 b) I will become a nurse after school.
2. a) Nadia promised she will finish next week.
 b) Would you like to have supper with us?
3. a) You must listen to the teacher if you want to pass.
 b) You can listen to your music if you want to.
 c) I will listen to the radio tonight.
 d) You should listen to instructions given by a police officer.
4. a) won't
 b) didn't
 c) couldn't
 d) isn't
5. a) B
 b) D
 c) D

Worksheet 10: Nigerian history

Grammar: Comparison of adjectives

Questions *(Workbook p. 37)*

1. Complete the advertisements below with the comparative form of the adjectives in brackets.

- a) *Helpful Cookbooks* are a _____ (simple) guide to good cooking.
- b) Wash your hair with Aderio Shampoo for _____ (beautiful) hair.
- c) Try MrKwanto's Ice Cream and you'll have a _____ (tasty) experience.
- d) Wear Model Fashions for a _____ (modern) look.
2. Now complete these sentences with the superlative form of the adjectives in brackets.
- a) We've got lots of money. We're the _____ (rich) football club in the country.
- b) Enyimba boys are wonderful. They're one of the _____ (great) clubs in the country.
- c) They've got lots of fans but we're the _____ (popular) team in the region.
- d) This stadium is new. It's the _____ (modern) stadium we have right now in this country.

Answers (Workbook p. 37)

1. a. simpler
b. more beautiful
c. tastier
d. more modern
2. a. richest
b. greatest
c. most popular
d. most modern

Worksheet 12: Natural disasters

Identify topic sentences

Questions (Workbook p. 42)

1. Read the topic sentences for each paragraph in the news reports in the left-hand column.

Topic sentences

1. Danjaki – A fire disaster last weekend, that left an elderly couple dead and many people homeless, could have been caused by a power surge. _____
—
2. Eyewitnesses say that they saw a high tension cable spark over Danjaki quarters. _____
—
3. Fire fighters had difficulty helping Danjaki dwellers in Saturday's fire disaster. _____
—
4. The Danjaki fire is believed to have been caused by overloading of the electrical transformer. _____
—

Support sentences

- A In less than two hours, the fire had destroyed several dozen houses in Danjaki. Victims of the fire watched helplessly as flames burnt their homes and all their possessions.
- B Other tragedies have been caused in this way too. In 2007, a major market was completely burnt down and there have been a number of deaths in house fires all caused by illegal electrical connections.

- C They only managed to take a truck of water to the scene. This was because an officer had misused the money meant to buy fuel for fire vehicles.
- D Local resident Azi Zachaeus told reporters that on Saturday there were signs of problems with the electricity supply. “We saw the electric transformer spark in Danjaki quarters.” Mr Zaccheus said, “I was there. First we heard ZZZZK! Very close to the window. Then we smelled the air burning, and then BOOM!”
- a) Read the sentences in the right-hand column. There are two support sentences among those labelled A–D that provide more information on each of the topic sentences.

Copy the support sentences into the left-hand column to form four paragraphs each made up of three sentences.

- b) Write a headline for this newspaper article.

Answers (Workbook p. 43)

- a) 1A;
2D;
3B;
4C
- b) Fire disaster at Danjaki

Reading: Comprehension

Questions (Workbook p. 43)

Read the article and answer the questions that follow.

Tilly Smith, a British school girl, was on holiday in Thailand with her family in December 2004. They were relaxing on the beach.

As Tilly was lying and enjoying the sun, she noticed that the sea water was far away and very rough. Then it started coming closer. It was getting bigger and bigger. Tilly remembered what she had learned in Geography, and she realised that this was a tsunami.

She shouted at everyone to get off the beach. People ran as fast as they could, and tried to find high places that would protect them.

Tilly’s family went back to their hotel. They went up to the third floor. They survived.

Many people did not survive. But if Tilly had not warned people to get off the beach, many more would have died.

Tilly received a number of awards for her actions. She was also invited back to Thailand one year after the tsunami to attend the one-year commemoration of the disaster. Some newspapers said Tilly was able to save over 100 people that day!

- a) What was the name of the schoolgirl in the report?
- b) Where had she learnt about tsunamis?
- c) Where did her family go while the tsunami struck?
- e) How many people did the newspapers say that Tilly saved?
- e) How was Tilly honoured for her actions?

2. Write a good headline for this article.

Answers (Workbook p. 43)

1. a) Tilly Smith
b) In geography
c) They went back to the hotel
d) over 100 people
e) She received a number of awards and was invited back to Thailand.

Worksheet 13: Problems and solutions

Reading: Comprehension

Questions (Workbook p. 47)

Read this poem, then answer the questions that follow.

The Virus Thief

One night a burglar came into my garden.
We didn't see him or hear him.
And he stole my bicycle.

I never got my bicycle back,
It was gone for ever,
And I didn't feel safe again.

HIV came into your body like a thief.
It came at night,
Nobody saw it or heard it.
Now you can never get your health back.
It has been stolen.
This virus is a thief of life.

1. What event is described in the first stanza?
2. How is a thief taking a bicycle similar to the virus infecting a person?
3. Write your own comparison about a disease.
You can write about HIV, or about any other disease such as malaria, measles or cancer.

Answers (Workbook p. 47)

1. Burglary
2. Both the virus and the thief sneak up on you (you don't see it)
3. Pupils' answers will vary for this section.

Grammar: Active and passive verbs

Questions (Workbook p. 48)

1. Look at the following newspaper headlines. Are they in the passive or active voice?
(Notice how newspaper headlines are usually abbreviated or shortened).
 - a) Four injured in car crash
 - b) Oprah arrives in Africa
 - c) Petrol prices rise
 - d) Burglar sentenced to ten years
 - e) Nigeria wins World Cup!
2. Rewrite these incorrect sentences into the active voice, so that they make sense.
 - a) My salary is had by me in a bank account.
 - b) The sick man's tablets were swallowed by him.
 - c) The headache was had by her.
 - d) The beach was crashed onto by the waves.
The tree was sung in by the birds.

Answers (Workbook p. 48)

1. a) passive
b) active
c) active
d) passive

- e) active
- 3. a) I have my salary in a bank account.
- b) The sick man swallowed the tablets.
- c) She had a headache.
- d) The waves crashed onto the beach.
- e) The birds sang in the tree.

Worksheet 14: Oil and gas

Vocabulary: Nouns and verbs

Questions (Workbook p. 50)

2. Choose the best words from the table below to complete the text.

(Words: Nouns – coal, increase, carbon dioxide, carbon footprint, people. Verbs – adds, buy, burn, wear, power). Change the form of the verbs if necessary.

Carbon footprints

Scientists have shown that the (a) in carbon dioxide levels has been caused by (b) burning fossil fuels such as (c), oil and gas to (d) our transport vehicles and supply electricity to our homes.

Each person (e) more and more (f) to the atmosphere as we (g) fuel in our lives. The amount of carbon dioxide we add is called our (h).

The size of your carbon footprint depends on the energy used to produce the food you (i) and the clothes you (j), your transport needs and the amount of electricity you use at home.

Answers (Workbook p. 50)

- a) Increase
- b) people
- c) coal
- d) power
- e) adds
- f) carbon dioxide
- g) burn

- h) carbon footprint
- i) buy
- j) wear

Worksheet 15: Food and health

Grammar: Imperatives

Question (Workbook p.52)

1. Read Mrs Ayola's description of how she makes *moin-moin*, and use it to complete the recipe card.

“First, I soak the beans to soften and remove the shaft, I add enough pepper and onion, then I grind the beans to a paste. I mix in some water to make it softer and I add palm oil or vegetable oil. I garnish with fish or egg and I add salt and seasoning to taste. Then, I wrap it in a piece of nylon or leaves. I allow it to steam for at least an hour. I serve moin-moin with rice, or ‘agidi’ (also known as ‘eko’).

Moin-Moin

Ingredients:

- 2 milk cups of beans
- 2 big onions
- Salt
- Seasoning
- Vegetable or palm oil
- Fish/egg
- Pepper
- Nylon or leaves

Answer (Workbook p. 52)

Soak beans and remove the shaft. Add enough pepper and onion. Then grind the beans to a past. Mix in some water and add palm oil or vegetable oil. Garnish with fish or egg and add salt and seasoning to taste.
Wrap it in a piece of nylon or leaves. Allow it to steam for at least an hour. Serve moin-moin with rice or agidi (also known as “eko”).

Grammar: Past tense

Questions *(Workbook p. 53)*

3. Complete the text below with the verbs in brackets in the correct form: past simple, past continuous, past perfect simple, past perfect continuous.

What a mess!

Police Constable Hassan (a) (finish) work for the day when he (b) (get) a phone call.

Someone in Bello Street (c) (phone) to say that something suspicious (d) (happen) next door. Hassan (e) (get in) his van and (f) (rush) to the address.

He (g) (look) through the window before breaking open the door. At first it (h) (be) too dark to see anything.

Then he (i) (notice) that someone (j) (open) all the drawers and (k) (try) to break open a cupboard. There were books and papers everywhere, but there was no one in the room. He (l) (climb) through the window and (m) (go) in quietly.

It (n) (be) absolutely silent in the room. He (o) (tiptoe) through to the kitchen. Someone (p) (try) to cook a meal but (q) (make) a terrible mess. 'What a check!' he (r) (think). 'It's not enough to steal, nowadays, they also mess up your kitchen.'

Answers *(Workbook p. 53)*

- a finished
- b got
- c phoned
- d had happened
- e got in
- f rushed
- g looked
- h was
- i noticed

- j had opened
- k had tried
- l had climbed
- m gone
- n was
- o tiptoed
- p had tried
- q made
- r thought

Writing: Speech

Question *(Workbook p. 54)*

1. This speech was made as part of a class debate about the exporting of live animals. Use words from the list provided to fill in the gaps.

(Words in boxes: badly, oppose, hungry, cruel, baby, like, evil, civilised, urge, thirsty)

Ladies and gentlemen, I am speaking to you today because I want _____ you to _____ the _____ treatment of live animals that are exported to be slaughtered in other countries.

How would you _____ to be treated in this dreadful way and to be left _____, _____ and frightened before being inhumanely killed?

Think for a moment of those little _____ calves and piglets, only a few months old and the awful things that our supposedly _____ society is prepared to do to them. Many people feel there is nothing wrong with eating meat, but that does not mean that we should treat animals as _____ as we do. If we want to keep our self-respect then we should put an end to this as soon as possible. Thank you.

2. Find examples of an emotional appeal, a rhetorical question, the rule of three and

a conditional statement. Make these in a different coloured pen.

Answers (Workbook p. 54)

urge; oppose; cruel; like; hungry; thirsty; baby; civilised; badly; evil

Worksheet 16: Peace and conflict resolution

Reading: Comprehension

Questions (Workbook p. 56)

This description is by Wole Soyinka, a Nigerian author. Read it, then answer the questions that follow.

Reading

The flavours of the market rose fully in the evenings, beckoning us to a depletion of the *onini* and halfpennies which we had succeeded in saving up during the week.

For there they all were, together, the *jogi* seller who passed, in full lyrical cry, beneath the backyard wall at a regular hour of the morning, followed only moments later by the *akara* seller, her fried beancakes still surreptitiously oozing and perfuming the air with groundnut oil. In the market we stood and gazed on the deftly cupped fingers of the old women and their trainee wards scooping out the white bean-paste from a mortar in carefully gauged quantities, into the wide-rimmed shallow pots of frying oil. The lump sank immediately in the oil, but no deeper than an inch or two, bobbed instantly to the surface and turned pinkish in the oil. It spurted fat globules upwards and sometimes beyond the rim of the pot if the mix had too much water. Then, slowly forming, the outer crisp, gritty, light brownness which masked the inner core of baked bean paste, filled with green and red peppers, ground crayfish or chopped.

Even when the *akara* was fried without any frills, its oil-impregnated flavours filled the markets and jostled for attention with the tang of roasting coconut slices within farina cakes which we called *kasada*, with the hard-fried lean meat of *tinko*, the high rotted-cheese smell of *ogiri* roasting corn, fresh vegetables or *ghegiri*. *Akamu*, the evening corn pap, was scooped into waiting bowls from a smooth, brown gourd sitting in enamelled trays on bamboo trestles, presided over by women who daily improvised new praise-chants.

1. Complete this table to show how well Soyinka writes descriptions. Write down words or phrases from the text that appeal to each of the senses.

We have filled in some for you to help you get started.

The sense	Extracts from the text
sight	
sound	The cry of the jogi seller
smell	The smell of ground nut oil from the fried bean cakes
touch	
taste	

1. Who developed this system of verbal judo?
2. In what way is it similar to physical judo?
Look at the guidelines. Then answer questions 4-7.
4. Which two advise you to be careful about the language you use?
5. Which one advises you to be careful about how you listen?

6. Which one advises you to be careful about how you speak?
7. Which one advises you to be careful about body language?
8. Summarise the advice in point h in your own words.

Answers *(Workbook p. 57)*

2. Verbal judo refers to a method of communication developed by a US police officer.
3. In physical judo you use the strength of your opponent against himself or herself. In verbal judo you apply the same principles. You try to take someone's anger or aggression and turn it around.
4. Never be rude or insulting, and never swear
5. Listen very carefully to what the other person says.
6. Take a few seconds before you reply.
7. Look the other one in the eye.
8. Be sensible.

Grammar: Question tags

Questions *(Workbook p. 57)*

1. Add a tag to each of these situations.
 - a) Your friend is blowing his nose, coughing, sneezing and sniffing. He doesn't look well.
 - b) You are standing next to someone trying to cross a busy road but there are too many cars.
 - c) Your friend is wearing a t-shirt you haven't seen before.
 - d) You are coming out of the cinema with your friend after seeing a very good film.
 - e) You are coming out of the stadium with your brother. Your team has just lost a match because they played very badly.

- f) Last night there was a terrible storm. Some trees are lying the road and there is rubbish everywhere. You meet your friend on the way to school.
2. We can make polite requests using a negative tag question. Make appropriate requests using a tag question for each of these situations.
 - a) You are carrying a pile of books and you can't open the door. Ask another student to open it for you.
 - b) You have lost your comb. Perhaps your mother has seen it. Ask her.
 - c) Your friend is going to the market. Ask him to buy you a pineapple.
 - d) You can't do your Maths homework. Your friend is very good at Maths. Ask her to help you.
 - e) Your friend has a new bike. You want to have a go on it. Ask your friend.
 - e) Your cousin makes cakes very well. Ask her to make one for your mother's birthday.

Answers *(Workbook p. 58)*

1.
 - a) You have a terrible cold, haven't you? Yes, I have.
 - b) It's a busy road, isn't it? Yes, it is.
 - c) You have bought a new t-shirt, haven't you? Yes, I have.
 - d) That was a great movie, wasn't it? Yes, it was
 - e) They played very badly, didn't they? Yes, they did.
 - f) It was a terrible storm last night, wasn't it? Yes, it was.

2. a) You couldn't open the door for me, could you?
- b) You couldn't find my comb, could you?
- c) You couldn't buy me a pineapple, could you?
- d) You couldn't help me with maths, could you?
- e) I couldn't have a turn on your bike, could I?
- f) You couldn't make a cake for my mother's birthday, could you?

Worksheet 17: Examination Create answers

This Worksheet contains examination questions that students can use for practice.

You can also create a mock examination situation in the classroom and ask students to complete this in class as a test.

SECTION A: COMPREHENSION

Questions *(Workbook p. 59)*

Pupils needed to read a comprehension and then answer multiple choice questions based on the passage.

1. This article is about:
 - A how to make food look tasty
 - B how photos can be improved
 - C how photos can be changed to influence people
 - D how models can be made to look better
2. Which one of these is NOT listed in paragraph 2 as an example?
 - A making tomatoes and meat redder
 - B putting grill marks on cooked food
 - C spraying polish onto glossy foods like apple and spinach
 - D adding liquid soap to drinks
3. Doctored (paragraph 2) means:
 - A treated for a medical problem
 - B painted
 - C cut to be shorter
 - D changed and improved
4. Why have the media been criticised, as reported in paragraph 3?
 - A they use pictures of models who are too thin
 - B they change the shape of photographs
 - C they make food look tastier than it really is
 - D the magazines are too expensive
5. What was done to a photograph of the actress Kate Winslet?
 - A lipstick was added to make her skin look smoother
 - B pimples were removed from her face
 - C veins were removed from her arms
 - D her legs were made to look slimmer
6. Why do people disapprove of altering photos of models?
 - A it uses digital technology
 - B it puts pressure on girls to look unrealistically thin
 - C it makes the models angry
 - D it is illegal
7. The word 'stick-thin' in paragraph 3 means
 - A too thin
 - B just thin enough
 - C not thin enough
 - D wooden
8. A word from the text that means 'famous people' is
 - A models
 - B aspire
 - C popular
 - D stars

Answers *(Workbook p. 59)*

1. C
2. C
3. D
4. A

5. D
6. B
7. A
8. D

SECTION B: LEXIS

Questions *(Workbook p. 61)*

In each of the following sentences, there is a gap. After each sentence, there is a list of words or phrases lettered A-D. From this list, choose the option that best completes the gap in each sentence.

1. The children sleep in __ bedrooms
A separate
B seperate
C separit
D separate
2. I felt _____ about doing badly in the maths test.
A oppressed
B depressed
C suppressed
D underpressed
3. _____ bank notes are illegal.
A forge
B forgery
C forging
D forged

Answers *(Workbook p. 61)*

- 9 A
- 10 B
- 11 D
- 12 C

SECTION C: GRAMMATICAL ACCURACY

Questions *(Workbook p.61)*

Choose the best options for each of the following:

13. I think Nigeria is _____ than England.
A beautiful
B more beautiful
C most beautiful
D beautifuller
14. We _____ in the race yesterday.
A run
B runned
C ran
D have runned
15. I _____ an exam tomorrow.
A will write
B writing
C would have written
D written
16. The pair of scissors _____ in the drawer.
A is
B be
C is being
D been
17. Send an email _____ the company to ask them for information.
A for
B from
C by
D to
18. You _____ obey the school rules.
A must
B might
C will
D mustn't
19. It is very hot today, _____?
A is it?
B didn't it?
C aren't you?
D isn't it?
20. I study every afternoon, _____ improve my results.
A therefore

- B in order to
- C however
- D thus

21. Change this sentence into the passive voice. 'The teacher marked the essays.'
- A The essays are marked.
 - B The essays were marked by the teacher.
 - C The teacher was marking the essays.
 - D The essays have been marked by the teacher.
22. Which of these sentences is correctly punctuated?
- A Mrs Ade please can you explain that work again.
 - B Mrs Ade, please can you explain that work again!
 - C Mrs Ade, please can you explain work again?
 - D Mrs Ade please, can you explain that work again.

Answers	<i>(Workbook p.61)</i>
13. B	
14. C	
15. A	
16. A	
17. D	
18. A	
19. D	
20. B	
21. B	
22. C	

SECTION D: ORAL ENGLISH

Questions *(Workbook p.63)*

In questions 23 to 24, which of the four words has the same vowel sound as the word shown in capitals?

23. HOUR
- A hair
 - B flower

- C ground
- D hung

24. FRIED
- A greed
 - B lid
 - C hide
 - D fled
25. RICE
- A seize
 - B case
 - C much
 - D pets
26. LOVE
- A alive
 - B rub
 - C cuff
 - D lung

Answers *(Workbook p.63)*

- 23. B
- 24. C
- 25. A
- 26. A

SECTION E: SUMMARY

Questions *(Workbook p.64)*

Read the passage below carefully, then answer the questions that follow.

Langa is a game popular in Nigeria. It has become so popular in some areas that schools are arranging leagues for teams to play against each other.

Langa is played between two teams. There are usually four players in a team, but there can be more. There is also a pole or some kind of central point. One team defends the pole and the other team attacks it. The attacking team chooses a captain, who can wear an armband or a cap so that he or she is visible. The idea is not to let the attacking team's captain touch the pole.

Players hold one of their legs, and they can only get around by hopping. They push their opponents gently with their spare hand, so that they lose their balance and fall over. When a player falls he or she is out of the game for that round. This is called being grounded.

If the defending team are all grounded, they lose. If the attacking team are all grounded, or if the captain is grounded, they lose.

Langa helps to develop players' balance and strength. It also helps to encourage the ability to work in a team. Finally, it is a fun game that does not need expensive treatment.

Answers

(Workbook p.64)

- 27. D
- 28. B
- 29. C
- 30. D

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 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

So, 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, i.e. 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 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

So, 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, people 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 question 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 mapping and mind maps 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 few 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 111 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 and indeed our key assumption about learning through 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 dictionaries. Surprisingly, many students have not acquired these skills, despite multiple opportunities being provided in this regard at lower levels.

In order both to provide additional practice and reinforce the importance of dictionaries as key tools of learning, we have included Resource Worksheet 6 on page 112 of this Teacher's Guide. Here pupils are taken again through the basics of using dictionaries (from alphabetical order to understanding the basics of dictionary entries). This is an excellent support activity and can be adapted in order 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 levels) should master is that of finding meaning from context.

Most likely students will have been introduced to this approach previously but we again outline 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 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. For example:

The boys climbed quickly through the fence and were astounded when they saw 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 xx 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:

- a) Has this statement been proven?
- b) 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 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 very 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 a critical reader.

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 5 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, then do not simply pick anyone. Leave the question and come back to it later.

True or False questions

The same principle applies here as does 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 require 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.

We walk ...the road	i)on
The animals were... the yard.	ii)across
The teacher slapped her rule ... the desk.	iii) down

We always runacross the field on our way to school.	iv) behind
e) The girls hid the boys' textbooks ... the cupboard.	v) in

2. Then apply the principle to the options provided.
3. Leave out the options that you do not know.
4. 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 *bettor*.
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.

Junior English Project Resources Worksheet 1

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?

Junior English Project Resources Worksheet 2

Scanning

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

Learning objectives

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

2. Define the term *excretion*.

Resource Worksheet 3

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.

Resource Worksheet 4

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.
5. Review the questions, rewrite and check answers in a day or so to test your recall.

Learning objectives

In this Unit you will learn:

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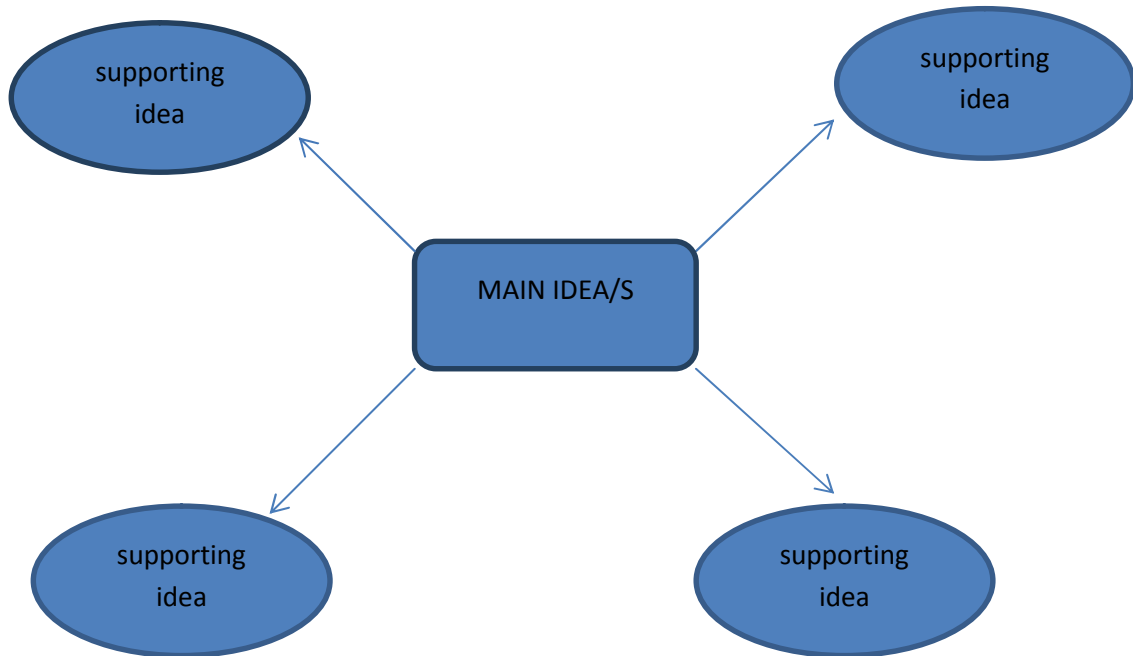
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Resource Worksheet 5

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 map that suits the purpose of your questions.



Resource Worksheet 6

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)

Resource Worksheet 7

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, the meanings of which you do not know.

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, for instance, spends money on education and defence, and raises taxes. It also regulates private-sector firms.

Wants, 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 wants. We always want more goods and services than can be produced. This gap between people's wants 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. Wants, however, also increase and the problem of scarcity continues. Economists refer to this as the 'economic problem'. This is that unlimited wants 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 how to spend the tax revenue it raises. For 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

Resource Worksheet 8

Identifying facts and opinions

Read the text below. Then answer the questions that follow.

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 the corruption in Nigeria which 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 it is a fact? Is the source of the information reliable? Why do you say so?

Resource Worksheet 9

Answering exam questions

Read the questions below and say what it is you are expected to do in order to answer them correctly. You do not need to provide the answer. 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 *bettor*.

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.

12. List the parts of the brain.

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

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

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