About this unit
The theme of this unit is about co-operation among friends through lending and borrowing. The unit focuses on being a good friend by resolving conflicts and sharing. Most of the pupils will have friends and will be able to discuss relationships. They should have ideas on how to deal with issues such as misunderstandings, name calling, breaking up, stereotyping, sharing and making peace. In this unit, the pupils will learn vocabulary related to friendship, and certain kinds of behaviour. They will learn to distinguish between borrow and lend. They will also read and write short plays about friendship.

Lesson 1  
(PB p.39–40)

Lesson aims
- Listening and speaking: Talk about co-operation between friends.
- Listening and speaking: Listen to and recite a poem about friends.
- Listening and speaking: Practise pronouncing and spelling words with /s/ and /z/ sounds.

Resources
Pupil’s Book

Listening and speaking  
(PB p.39)

1. Read the poem My friend on page 154 of the PB to the class. Ask the pupils to talk about friendship. Ask them to describe their friendship with somebody. Ask: Which of these words describe a good friendship: caring, dishonest, helpful, co-operative, selfish, spiteful, loyal? 
2. Ask the pupils to work with a friend. The pairs must read the conversation between Sakira and Lovina on page 39 and then write it down as a dialogue. As in the example, they must make sure that each time a character starts speaking, they write her name on the left, followed by a colon.

3. You can tell the pupils that in order to make a script easier to read, the name of the character about to speak is often given in capital letters, and it often appears in the left-hand margin to stand out from the rest of the text.
4. Now ask the pupil pairs to read the dialogue out loud. Pupil A from each pair is to take on the role of Sakira, while Pupil B is to read Lovina's lines. Afterwards they can swap roles and reread the dialogue.
5. Ask the pupils to work on their own and to answer questions (a) and (b) in Activity 3. Afterwards, reread the poem to them, while the pupils listen and check their answers. Some sample answers are given below:

Answers
3. a) For example, they throw a ball and climb a tree.
   b) They share their thoughts, food, toys, games and even their names. (Any two of these.)

Extension
Ask the pupils to practise reciting the poem with actions. When they have learnt the poem, a few pupils can be asked to come forward and recite and perform the poem to the class.

Pronunciation  
(PB p.40)

1. Read the note About different sounds: /s/ and /z/ with the class. Elicit or give further examples of words with these sounds. Write them on the board.
2. Working in pairs, ask the pupils to practise pronouncing the sounds /s/ and /z/. Move around the classroom while they are doing this and help if necessary.
3. Ask the pupils to explain to their partner what happens to their tongue when they pronounce each sound. (For /s/, the tongue is at the top of the mouth behind the front teeth; the air pushes through the gap and makes a hissing sound; there is no voice from the throat. For /z/, the position of the tongue is similar, but
there is voice from the throat. It sounds like the noise of a bee.)

4. Now ask the pupils to listen carefully while you read the list from the box on page 40 to them. Explain that this is a list of words with /s/ and /z/ sounds. When they hear a word with /s/, the pupils must make a hissing sound. When they hear a word with /z/, the pupils must make a buzzing sound.

5. Ask the pupils to copy the table, as shown in Activity 3 on page 40, into their notebook. Tell them to write the words in the correct column on the table. When they have finished, check the answers with the class.

Answers

3. Sounds like s: Sue, rice, class, sad, loss, place, city, sports, ice

   Sounds like z: zoo, rise, lose, times, wise, plays, nose, eyes, knees

Lesson 2

Lesson aims

- Reading: Read a short play about co-operation and act it out.
- Listening and speaking: Answer questions about the play and sequence the events.
- Grammar: Learn about borrowing and lending.

Resources

Pupil’s Book; Workbook; pictures and words relating to friendship and co-operation from newspapers, magazines and advertisements

Reading

1. Before you start reading the play on pages 40–42 to the class, ask the pupils if they have ever had an argument with a friend. Ask individual pupils to tell the class what they argued about and if they made peace afterwards.

2. Now read the play to the class. Draw attention to the new words and make sure that pupils understand the words borrow and lend (refer to the definitions given on page 41). Ask the pupils which of the two girls, Tolu and Asari, borrowed and which of them lent the pencil. (Tolu wanted to borrow Asari's pencil. Asari lent it to her in the end.)

3. Divide the class into groups of four. Each pupil in a group is to take on the role of one of the characters in the play. Let the groups decide among themselves who reads which role in the play. The pupils must practise reading the play until they can do it very well. If there is time, the good readers in some groups may decide to swap roles while the other groups are still practising.

4. After about ten minutes, ask two or three groups to read the play out loud to the class. Ask the rest of the class to give feedback about which group was the best, and why.

Comprehension

On their own, the pupils should complete Activities 1 and 2 in their notebooks. Check the answers together afterwards. Make sure the pupils understand the meaning of lend and borrow.

Answers

1. a) Their names are Tolu, Asari, Chike and John.
   b) Tolu didn't return the last pencil she had borrowed.
   c) She said that her sister broke it.

2. a) Tolu wanted to borrow Asari's pencil.
   b) Asari did not want to lend it to her.
   c) Tolu scribbled on Asari's book.
   d) They stopped fighting.

Workbook

For further practice with using the words lend and borrow, ask the pupils to complete Exercise 1. They can do this for homework or for extension. Go through the answers afterwards.

Answers

1. a) Please may I borrow your pencil?
   b) He will not lend me his ball.
   c) I borrow books from the library every week.
   d) Will you pay me back if I lend you some money?
Extension
If there is time, ask the pupils to find and collect pictures and words relating to friendship and co-operation from newspapers, magazines and advertisements. Create a display in the classroom about this topic for the duration of the unit.

Lesson 3
(PB p.42; WB p.15)

Lesson aims
- Grammar: Use adjectives to make sentences correctly.

Resources
Pupil’s Book; Workbook; poster paper, paints, marker pens, crayons or coloured pencils

Grammar
(PB p.42)
1. Go through the list of adjectives in the word box on page 42 with the class and make sure that the pupils know the meaning of all the words. Then ask the pupils to work with a friend and to write sentences that describe a good friendship, using these words, in their notebook. Ask the pupils to swap partners and to read their sentences to a new partner.
2. Go through the note About adjectives in the box. Make sure that the pupils understand the difference between good and bad qualities.
3. The pupils should work on their own for this activity. Ask them to look at the adjectives in the box on page 42 again, and to make two lists – one with adjectives describing positive qualities, and the other with adjectives describing negative qualities. Afterwards, they can read aloud and check their lists with a partner.
4. Still working in pairs, ask the pupils to add more words to each list.

Answers
1. Pupils’ own answers: Make sure that the pupils write sentences that indicate the meaning of each word.

Workbook
(WB p.19)
Ask the pupils to do Activity 3. They can do this individually and then check answers in pairs.

Answers
3. a) May I borrow your sharp pencil?
   b) My brother is sad because he lost his ruler.
   c) The kind teacher helped me with my work.
   d) The choir sang a beautiful Fulani song.
   e) The boy who told a lie is dishonest.

Extension
If there is time, ask the pupils to work in pairs or small groups to create a poster about co-operation among friends. They may use paints, marker pens, crayons or coloured pencils to illustrate their posters on large sheets of paper. Remind them to use bold colours, attractive designs and attention-grabbing words or phrases on their posters. Display the posters in the classroom, along a school corridor, or in the school hall.

Lesson 4
(PB p.43; WB p.18, Reader p. 19–21)

Lesson aims
- Writing: Write an informal letter about the need for co-operation.
- Reading: Read a short play and talk about it.

Resources
Pupil’s Book; Workbook; Reader

Writing
(PB p.43)
1. Ask the pupils to read through Tolu's letter to Asari, and Asari's message in response, on
3. Ask the groups to read through the play several times. After about 10 minutes, call the class together and ask for a group to volunteer and read the play to the class. You can ask the rest of the class may be asked to "crit" (criticise/comment on) their peers' reading, by giving positive feedback or suggesting alternative ways of reading a line.

4. Talk the play with the class. Has anyone in the class recently moved to the area and felt the way Adeola has felt (i.e. lonely)? Was it easy to make new friends? Why are friends important? Ask the class, if they had been in Adeola's position, would they have acted the same way? Ask if the class think it was sensible to act the way Adeola did, and how she could be safer. Spend the remainder of the lesson on this.

**Lesson 5**

*Lesson aims*

- *Writing:* Write a short play about the need for co-operation among people.

*Resources*

Pupil’s Book; Workbook

*Writing (cont.)*

1. For Activity 3 on page 43 of the PB, ask the pupils to work in pairs. They must write a short play in which a boy or girl tells his or her friend about the need for co-operation among people. Tell the pupils to give their characters names before they start. These two names should be written down as the list of characters, as in the play on pages 19–21 of the Reader. Tell the pupils to think of a plot (the story of their play). Tell them not to write a complicated play, and to try to not write too many lines for each character.

2. Once each pair has agreed on characters and a plot, they can begin to write their play. Explain that in plays there is not a long introduction or beginning of a story – the
action begins right away. It should start with a problem or conflict (in this case, a conflict that requires co-operation between friends). Refer to the beginning of both plays in this unit that the pupils have read, and draw attention to how the plays start with the problem immediately.

3. Remind the pupils to put each character’s name in the left-hand margin, preferably in capital letters, every time he or she says something. Their play is to be just over a page in length.

4. Once they have completed their plays, ask the pupils to read it through several times to make sure it reads like a real conversation.

Then ask each pupil pair to team up with another pupil pair and perform their plays to each other. If there is time at the end of the lesson, or if you are prepared to spend another lesson on this, try to listen to as many plays as possible. The rest of the class can listen and give comments. The class may then vote for the best play.

Workbook (WB p. 19)

Ask the pupils to complete Exercise 4 on page 19 for homework, support or extension work. You can use this exercise as the stimulus for the play-writing activity above.