Unit 2  Famous people

About this unit
To tie in with Unit 1, pupils will hear more about some famous people, mostly from Nigeria: Nigerian politicians, sportspeople, a teenager who received an award for bravery, a Nigerian musician and other famous young Nigerians. The pupils listen to stories about these people’s achievements, read about them and write an informal letter to one of them.

Lesson 1

Lesson aims
Pupils will:
- Listening and speaking: talk about the achievements of famous people.
- Reading: read a text and answer questions about it; learn new vocabulary.

Resources
- Chalkboard; PB; Personal dictionaries

Starting off/Listening and speaking  (PB p. 16)
Ask the class to look at the three photographs on page 16 of the PB. Ask whether the pupils recognise any of the people in the photographs. The people in the pictures are: Dr Nnamdi Azikiwe (photograph 1), Alhaji Tafawa Balewa (photograph 2) and Chief Obafemi Awolowo (photograph 3.) Ask the class what these people are known for. Ask whether they are well known for good or bad reasons.

Note for the teacher
Dr Nnamdi Azikiwe (1904–1996) was Governor-General of Nigeria from 1960–1963, the first President of independent Nigeria, from 1963–1966, and leader of the Nigerian People’s Party, from 1978–1984. Dr Azikiwe played an important part in the nationalist movement in Nigeria, first through his newspaper, the West African Pilot, and later through the National Council for Nigeria and the Cameroons, of which he was a founder member.

Sir Abubakar Tafawa Balewa (1912–1966) was the first prime minister of Nigeria after independence in 1960. He was co-founder of the Northern People’s Congress (NPC) and, in international politics, contributed to the formation of the Organisation of African Unity (OAU). Balewa held various portfolios as Minister of Works, Minister of Transport and, finally, Prime Minister, a position he held both before and after independence in 1960. Balewa was killed in a military coup in January 1966.

Jeremiah Obafemi Awolowo (1909–1987), a Nigerian politician and first Premier of the Western Region prior to independence, started his career as a journalist and trade unionist. As the leader of the opposition from 1960–1963, Awolowo believed in improving education and the country’s infrastructure. He introduced free primary education in the Western Region and the first television service in Africa, and expanded electrification projects across vast regions of the country. Briefly imprisoned in 1966, Awolowo was sent to broker a peace agreement during the civil war, but negotiations failed.

Reading  (PB p. 17)
With the class, read through the introduction to the reading text on page 17 of the PB. The questions in the introduction get them to predict what the text will be about. Ask the pupils to also look at the picture on page 17 of the PB and predict the contents of the text.

Now ask the pupils to sit in their former pairs and read “Terkimbi the brave boy” together, each pupil reading a paragraph out loud. Still working in pairs, ask the pupils to find the answers to Questions 1–6 on page 18 by scanning the text. This is to be an oral exercise.

Below follow some sample answers.

Answers  (PB p. 18)
1. An air force plane crashed into a mountain.
2. He rushed out to see what had happened. Then he climbed the mountain to the site of the crash.
3. He saw the crashed plane, or pieces of the plane, bodies of victims, and some survivors.
4. He found the mobile phone of one of the victims and called for help.
5. Bravery is an extreme act of courage.
6. He got a university scholarship.

You can ask the class some more questions that you make up about the text. For instance, ask,
“Give me another word for mobile phone.” (cellphone), and “The governor of which state awarded Terkimbi the scholarship?” (Benue State).

Ask the pupils to find the words in bold in the text and try to work out their meaning from the context. For instance, “to be in distress” means “to be in trouble” or “in need of help”. Then ask the class to check their definitions against the definitions given in the New words box on page 17. Remind the pupils to enter new words into their personal dictionaries.

Extension
Ask pupils to summarise (in their own words) what each of the people discussed in this lesson are famous for. When writing a summary, they must include essential information only.

Support
During the class discussions, make sure the more reticent pupils are given an opportunity to voice their opinions. Try to draw them into the conversation in a positive way, without drawing negative attention on them.

Lesson 2

Lesson aims
Pupils will:
- Reading: read about a famous musician and put sentences in the correct order.
- Grammar: learn about the function of adjectives in sentences; complete sentences using adjectives.

Resources
- Chalkboard; PB; WB; Examples of timelines

Starting off
With the class, read through the Grammar box on page 18 of the PB. This is revision for the class, so you can enlarge by asking the pupils for their own examples of adjectives. Pupils then complete the grammar activities on page 19 of the PB, before putting their newly acquired knowledge to practice in the WB.

Grammar
Ask the pupils to complete Activities 1, 2 and 3 on page 19 of the PB in their exercise books.

Answers
1. a) green; b) short; c) pretty; d) brown
2. a) long; b) familiar; c) clever; d) interesting.
3. Pupils write their own sentences. Answers will vary but accept any plausible answers.

Writing
Help pupils to find page 7 of the WB. Pupils reorder the paragraphs about the life of one of Nigeria’s most famous musicians, Fela Kuti.

Answers
a) Fela Kuti was born in Abeokuta in 1938 to Yoruba parents. His mother, Fummilayo, fought for Nigerian independence.
b) He was in London between 1958 and 1963 where he studied music and formed his band Koola Lobitos. He began to develop his own music style which he called Afrobeat. It was a mix of jazz, funk and highlife.
c) In 1970 he formed his band Africa 70 (later renamed Egypt 80). He sang mainly in Pidgin English as he wanted as many people as possible to understand his songs. He played many instruments: saxophone, keyboard, trumpet, guitar and drums.
d) He died in 1997. More than a million people attended his funeral in Lagos. He was active in politics as a strong supporter of Pan Africanism and human rights. This got him into trouble in 1974 when he was imprisoned.

Extension
Ask the pupils to make a timeline of Fela Kuti’s life. Or ask the pupils to think of their own lives. Ask them to make a timeline of their own lives using the details of their lives up to now to start off with, and then showing where they think they will be, and what they will have achieved, five, ten, twenty and forty years from now.

Support
Assess whether pupils were able to reorder the paragraphs in the WB. If they struggled, give them further examples. Tell them to pay attention to dates as this will help them to order events in time.
Lesson 3

Lesson aims
Pupils will:

- **Listening and speaking**: talk about the people in photographs; listen to information about these people and take notes; share information.
- **Reading**: read about two sportspeople and answer questions about them; learn new words.

Resources
- Chalkboard; PB; Reader

**Listening and speaking** *(PB p. 19)*
Ask the pupils to partner up with a classmate. Now ask them to read the names of four Nigerians and look at the photographs in Activity 1 on page 19 of the PB. Ask them to discuss what each of these people is known for.

Now ask the pupils to listen carefully and take notes while you read a piece about each of these people. Say that when taking notes they are to write down only key words which could be linked up into full sentences later on.

Read out the following listening script for this unit:

*In 1999, young Agbani Darego won the Miss World beauty contest. Agbani, who hails from Rivers State, suddenly became a rolemodel for every girl in Nigeria. Also in 2001, for winning a spelling competition, which is a great achievement, a young school boy Chukwuebuka Anusiobi was given the rare chance of acting as Governor of Lagos for a day. Nigerians were delighted with what happened in 1996 when Kanu Nwankwo, as captain, led the soccer team that won the gold medal at the Olympic Games in Atlanta, USA. Also, female football was made popular in Nigeria in 1998 when Mercy Akide led Nigeria Super Falcons to victory in the Women’s African Championship.*

Now ask the pupils to use their notes to talk about these four people to their partners. While they talk, walk around the classroom and listen in to conversations.

More information on Kanu Nwankwo is given in the Reader on page 6.

**Reading** *(Reader pp. 6&7)*
Still working in pairs, ask the pupils to read out the passages on Kanu Nwankwo and Lewis Hamilton on pages 6–7 of the Reader. Pupil A from each pair can read the first piece to Pupil B. Then Pupil B can read the second piece to Pupil A. The pupils can be asked to swap roles. If time permits, read the entire texts to the pupils again so that they can listen to how the difficult words are pronounced. Ask the pupils to find the bold words in the text and look up their meaning in the *New words* box on page 6 of the Reader. Then ask the pupils to answer Questions 1–4 on page 6 of the Reader together, orally.

**Answers** *(Reader p. 6)*
1. They came from the Caribbean island of Grenada.
2. His father bought him a remote-controlled racing car.
3. He had three jobs because his son’s training and hobbies were very expensive.
4. He took up karate to defend himself against bullies at school.

**Extension**
Ask the pupils to write down two more questions each that they can ask about the texts. Now ask the pupils to close their Readers. Split the class into two. One half of the class (Group A) can start by asking the other half of the class (Group B) a question about the texts. Then swap.

Correct answers are worth 1 point. Incorrect answers or the inability to answer a question earn 0 points. Ask one pupil to come forward and keep score on the board.

**Support**
Check to ensure that pupils were able to answer the comprehension questions in the Reader correctly. If not, try to give those pupils who struggled extra time by reading through the passage with them again, explaining any difficult words.
Lesson 4

Lesson aims

Pupils will:
- **Writing**: write an informal letter; compare informal and formal letters.

Writing (PB p. 21)

In Activity 1, the pupils are to imagine they are in the same class as Terkimbi Chiawas, and write to him. Some phrases have been provided to start the pupils off with. Supply others, if you wish to.

Remind the pupils to put their own addresses in the right-hand corner and to remember the opening greeting and ending of their letters.

<table>
<thead>
<tr>
<th>Formal letter</th>
<th>Informal letter</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two address</td>
<td>One address</td>
</tr>
<tr>
<td>Date written in full</td>
<td>Date need not be written in full</td>
</tr>
<tr>
<td>Dear Sir</td>
<td>Dear (name of person)</td>
</tr>
<tr>
<td>Dear Madam</td>
<td></td>
</tr>
<tr>
<td>Language is formal. Sentences are short and to the point</td>
<td>Language is like a conversation</td>
</tr>
<tr>
<td>Yours sincerely</td>
<td>Regards</td>
</tr>
<tr>
<td></td>
<td>With love</td>
</tr>
<tr>
<td></td>
<td>Best wishes</td>
</tr>
<tr>
<td>Writer’s full name</td>
<td>Writer’s first name</td>
</tr>
</tbody>
</table>

Assessment

You can use the criteria on Checklist 2: Letters. You will find this on the website.

Lesson 5

Lesson aims

Pupils will:
- **Listening and speaking**: learn about word stress and how to break up words into syllables.
- **Writing**: write sentences.
- **Grammar**: find adjectives and nouns in sentences.

_resources
- Chalkboard; PB; WB

Listening and speaking – Pronunciation – Phonics (PB p. 20)

Explain the concept of syllables to the pupils. Work through the examples on page 20 of the PB. Encourage pupils to suggest other examples.

Pupils work through Activities 1, 2 and 3 on pages 20–21. Answers are provided below.

Answers (PB pp. 20&21)

1. a) tall: one; English: two; education: four; pronunciation: five; b) English; education; pronunciation; c) Pupils say the words with the correct stress.

<table>
<thead>
<tr>
<th>First syllable</th>
<th>Second syllable</th>
<th>Third syllable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Africa</td>
<td>machine</td>
<td>information</td>
</tr>
<tr>
<td>history</td>
<td>prepare</td>
<td>volunteer</td>
</tr>
<tr>
<td>family</td>
<td>begin</td>
<td></td>
</tr>
<tr>
<td>breakfast</td>
<td>Nigeria</td>
<td></td>
</tr>
<tr>
<td>understand</td>
<td>September</td>
<td></td>
</tr>
<tr>
<td>language</td>
<td></td>
<td></td>
</tr>
<tr>
<td>vitamin</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Writing (WB p. 8)

Ask pupils to turn to page 8 of their WBs and complete Questions 2 and 3.

Answers (WB p. 8)

2. Pupils select the names of four people. They write sentences of their own, stating what they admire about these people.

3. a) Adjective: brave; Noun: Terkimbi; hero; boy; b) Adjective: loud; Noun: Terkimbi; explosion; c) Adjective: terrible; Noun: father; damage; phone; d) Adjective: good; Noun: governor; youths; Terkimbi; example

Extension

Bring examples of newspaper and magazine articles to school. Ask pupils to identify and write down the adjectives and nouns.

Support

Ensure that pupils know the difference between adjectives and nouns and that they are aware of the role they play in sentences.