

Unit 21 Special moments

About this unit

This unit highlights the special events in our lives which reflect special achievements and celebrations, as well as the passing of years.

In this unit, the pupils examine such special days, both in people's personal lives (e.g. naming ceremonies, graduation ceremonies, as well as being awarded a special prize) and in the life of the school (e.g. sports days, musical concerts) and the nation (e.g. Independence, Election and Democracy Days).

The pupils read about Adaobi's graduation day and how both her family and her school celebrate this, and about Nkechi, who won a writing competition. The Reader introduces an excerpt from Chinua Achebe's *Things Fall Apart*, about a wrestling contest and how the winner is celebrated.

Lesson 1

Lesson aims

Pupils will:

- *Listening and speaking:* look at pictures of family ceremonies; talk about the pictures; talk about ceremonies like the ones in the pictures.

Resources

Chalkboard; PB; WB

Starting off

As usual, the lesson begins with a discussion of the pictures in the PB.

Listening and speaking (PB p. 129)

Ask the pupils to look at the pictures on page 129 of the PB. If you have brought in some additional photographs, show them to the class now or hand them out among the groups. The idea is to get the pupils talking, hopefully fairly spontaneously, about the pictorial material.

Once they have described the pictures, what is happening in each, who the people in each picture are and what their relations are to each other, they can move on to Activity 2 on page 130 of the PB, in which they have to match the

pictures with the events listed. They then talk about important national events.

Answers (PB p. 130)

2. Picture A: Election Day
Picture B: Independence Day
Picture C: Democracy Day

To consolidate, let the pupils complete the crossword on page 47 of the WB, either for homework or to end the lesson.

Answers (WB p. 37)

1. a) anniversary
b) Democracy Day
c) New Year's Day
d) Workers Day
e) wedding
f) birthday
g) graduation

Extension

If there is time at the end of this lesson, or during Lesson 2, ask the pupils to draw a picture of themselves and other members of their family at one of these family ceremonies. This may be an imaginary picture as the pupils may choose to draw a picture of themselves at the end of the next school year, when they will graduate from Primary School, or of themselves getting married at the age of, say, 28. Tell the pupils that their picture must clearly show what ceremony they have drawn: they can do this by paying special attention to dress, to actions shown in the picture, and to other clues, such as a wedding cake, or a graduation hat.

Support

Bring in photographs, or show photographs from local newspapers and magazines to encourage discussion about ceremonies that pupils know about from their community.

Lesson 2

Lesson aims

Pupils will:

- *Reading:* read a story about a graduation day and answer questions on it.

Resources

Chalkboard; PB

Starting off

In groups of four or five, ask the pupils to try to remember the very first day when they came to school. What were their impressions and their feelings then? What do they remember of that day today? And was there any ceremony to welcome them to school?

Also, ask the pupils to think ahead to the end of the next school year, when they will graduate from Primary School. They are to say how old they will be and how they will celebrate the day.

After about eight to ten minutes, ask the pupils whether they will be sad to leave Primary School. Ask whether the school has a special ceremony for graduates from Primary School. Ask the pupils to describe it. Say that in some schools, the graduates themselves run the last day's ceremony, taking turns to talk about their life at the school, their highlights when there, and their greatest achievement, and giving the teachers awards.

Reading

(PB p. 130)

Now ask the pupils to look at the pictures on page 131 of the PB, and talk about them. Ask three pupils in the class to read the text on pages 130 and 131 of the PB out loud, a few lines each.

Ask the pupils to find the words in bold and define them from their context. Then ask them to compare their own definitions with those given in the *New words* box in the PB.

Ask if there are any other words in the text that the pupils don't understand. Encourage the pupils to look these up in a dictionary.

Ask the pupils to work in twos. They are to read through the questions on page 131, find the answers to the questions and then discuss their answers with their partner before writing them down, as full sentences.

Answers

(PB p. 131)

1. a) It was Adaobi's graduation day from Primary School.
b) She wore a new dress and shoes her parents had bought her for the occasion; and she wore the graduation gown hired from the school.

- c) Her mother was cooking special food and making other preparations for the family party they were holding after the ceremony.
d) She won three awards, for Best Graduating Pupil, Best Behaved Pupil, and Most Resourceful Pupil.
e) Someone took photographs of the family and their friends. Then Adaobi's family went home to celebrate. They ate, drank and danced.
2. The pupils talk about ceremonies held at their school.

Extension

Let pupils create their own personal timeline of their life at school. They can include their birthdays and any other important events.

Support

Bring in newspaper articles to encourage discussion about local and national events. If you wish to extend this, get pupils to create posters all about each special day, working in groups.

Lesson 3

Lesson aims

Pupils will:

- *Listening and speaking*: practise pronunciation of /æ/ and /a:/.
- *Grammar*: work with cause and effect.

Resources

Chalkboard; PB; WB

Starting off

This lesson focuses on pronunciation and grammar.

abc Grammar

(PB p. 132)

Ask the pupils to turn to page 132 of the PB. Read out the list of words in Activity 1 while the pupils listen attentively. They are to distinguish between /æ/ and /a:/ sounds. With each group of words, they are to circle the sound that is different to the other two. Then let them complete Activities 2 and 3.

Answers

(PB p. 132)

- ant flag start
 - rabbit dark bank
 - land half guard
 - garden back last
 - crash heart branch
- Pupils work orally.
-

/a:/	/ae/
art	crab
fast	clap
bath	black
car	flat
raft	ham

a.b.c Grammar

(PB p. 132; WB p. 48)

Once they have finished the pronunciation activities, they can move on to the grammar. Today's lesson focuses on cause and effect with "so that". Before the pupils do Activity 1 on page 132, run through the explanation and the example. Let the pupils complete the activity on page 133. To consolidate the concepts learnt, the pupils should complete Activities 2 and 3 on page 48 of the WB. Provide more examples and write them on the board.

Answers

(PB p. 133)

- School is so much fun that one wonders if we will be happy to leave.
 - We put up many posters so that many people will come.
 - Silvia worked so hard that she won the progress prize.
 - Everyone is so well prepared that we think it will be a successful event.
 - The choir sang so loudly that the roof nearly lifted off.

Answers

(WB p. 48)

- I did my homework early so that I can play soccer with my friends.
 - I saved up all my money so I could buy a new game.
 - We arrived early so that we could get the best seats.
 - I went into the room quietly so that I didn't wake up my brother.
 - I took an umbrella so I wouldn't get wet.
- I took a towel so that I could take a shower.
 - I studied hard so that I could pass the test.
 - I woke up early so I wouldn't be late.

- I read newspapers so that I know what's in the news.
- I eat vegetables so that I will be healthy.



Extension

Ask the pupils to create their own sentences to show cause and effect.



Support

Articulate clearly and give the pupils additional pronunciation practice if necessary.

Lesson 4



Lesson aims

Pupils will:

- Reading:* read a story; talk about it; answer questions about the reading; learn new words.



Resources

Reader; Wrestling pictures; Information about Chinua Achebe



Starting off

If you can, bring some additional pictures of wrestling matches to the classroom. Ask the class what they know about the author, Chinua Achebe. Ask whether anyone in class has read anything written by him. Many pupils may be aware that Achebe is one of Africa's, and Nigeria's, most celebrated authors, whose novel *Things Fall Apart*, written in 1958, is the most widely read novel in African literature. He died in 2013.



Reading

(Reader p. 65)

Ask three pupils to read "The Wrestling Contest" out loud, one paragraph each. Afterwards, ask what "wrestling" is. To "wrestle" means to fight by holding someone and trying to push them to the ground.

Ask the class to look at the picture on page 65 of the Reader. The picture shows a wrestling contest. If you have brought any additional pictures of wrestling matches to school, show them to the class.

Say that, from the passage, it sounds as if the main point in wrestling is to outsmart the opponent. Ask the pupils which phrases in the text make you say so: “to push him backward in a clever style”, “... knew what he was thinking” and “it was a sad miscalculation”.

Ask the pupils to look up the words in bold in the *New Words* box. Then say that two of the words are adjectives.

Ask the pupils to follow the text in their books while listening to you read it. While listening they can take their pencils and lightly circle or underline any other words in the text that they don't understand. If there are any other new words the pupils don't know, ask them to look these up in the class dictionary.

Now ask the pupils to work on their own to find the answers to Questions 1–4 on page 66 of the Reader. Once they have found answers to all the questions, go through the questions and answers with the class.

Answers (Reader p. 66)

1. Ikezue and Okafo
2. Okafo won.
3. Ikezue went down on one knee thinking he could fling his rival over his head. However, Okafo was quick to react. He swung his leg over Ikezue's head and got the upper hand over the man who was on the floor.
4. They carried him on their shoulders.

Extension

The pupils are to work in groups to do some background research into the life of Chinua Achebe. Their research should contain biographical details about his childhood, his interest in literature, his awards and status. They can present the information in any way they wish.

Lesson 5

Lesson aims

Pupils will:

- *Writing*: read and write an informal invitation.

Resources

Chalkboard; PB

Starting off

The pupils end the unit by reading and writing an informal invitation.

Writing

(PB p. 133)

Ask the pupils to read the informal invitation on page 133 of the PB. Discuss the register and discuss whether the invitation would be sent by post, email or SMS. Tell them that the medium used would depend on how far in advance of the event the invitation is sent and how much response time is needed. If it is important to get a quick response, an emailed invitation would probably be the most convenient. Tell them that it is not really appropriate to send an invitation by SMS. However, a text message could be sent as a reminder.

Let the pupils plan, draft and write their invitations, which they will hand in for marking.

Extension

The pupils are to work in groups and to practise a song or dance which could be presented at Adaobi's graduation ceremony. They should perform the song or dance in front of the class.

Support

Before moving on to the next unit, check to ensure that all pupils have mastered the required skills. Where more work is required, try to give one-to-one support.