Unit 1 Be true to yourself

About this unit
The main theme of this unit is what it means to be true to one’s self. Pupils read a drama text that explores common issues that teenagers deal with in their lives and school environments. In the listening and speaking exercises, pupils explore how best to address and respond to one another, and the impact of this on feelings. The focus of the grammar section is on the active and passive tense. The writing section is about diary entries and further explores the theme of what it means to be true to one’s self in a group.

Lesson 1 (Pupil’s Book pp.8–10)

Lesson aims
- Reading: Read a drama text and answer simple oral questions on it. Identify some of the important features of a drama. Participate in dramatic activities.

Resources
- Chalkboard
- Pupil’s Book

Starting off (Pupil’s Book p. 8)
1. The starting off activity is based on the pictures that are included on the first page of Unit 1 of the PB. The aim of this exercise is to teach visual literacy. Therefore, the pupils must look at the pictures and first identify what the children are doing. Thereafter, they must interpret the children’s facial expressions to identify emotions.
2. This starting off activity is best done as a group activity. Divide the class into groups of four or five. Ensure that all members of the group participate in the discussion. Then create time for a member of each group to provide feedback to the class about what they see in the pictures. Use this discussion to introduce the theme of being true to one's self. Ask pupils what they think it means to be true to yourself.

Reading (Pupil’s Book pp. 9–10)
1. The first lesson of the term is a reading lesson. There are two exercises in the PB that you can use to teach pre-reading skills. The first is a skimming/scanning activity. Ensure that pupils understand what it means to skim or scan. Check their understanding by asking random pupils what they do when they skim or scan. Ask other pupils to tell you what information they gleaned from skimming/scanning the drama text.
2. Then introduce the concept of a drama text by asking pupils to read the content provided under the pre-reading section on page 9. Check their understanding with a class discussion.
3. Read the text to the pupils once without a break. Then, read it again and point out the various characteristics of a drama text as you do so.
4. Draw their attention to the new words: dialogue, italics, athletics, audience, jeer, pipsqueak, jealous, earn and expression. Check their understanding by asking randomly selected pupils to make up new sentences using these words. Write those sentences on the board.
5. Then divide the class into groups of seven so that each member of the group has a role. Allow the group to decide who plays which character. Set play practice as a homework assignment.

Assessment
You can use Rubric 3: Reading on page 124 of the Teacher's Guide to assess the pupil's work.

Lesson (Pupil’s Book p. 11)

Lesson aims
- Listening and speaking: Act out short plays effectively.
- Reading: Read a drama text and answer simple oral questions on it. Answer comprehension questions on the story.

Resources
- Chalkboard
- Pupil’s Book

Listening and speaking
Start this lesson by asking groups to
volunteer to perform their plays for the class. You will need to decide how many groups can actually perform depending on available time. This is a fun activity and the best way for pupils to grasp the elements of dramatic texts and what distinguishes them from other genres. Discuss these differences with the class.

Reading  
(Pupil’s Book p. 11)

1. The comprehension exercise is designed as a pair activity. You can change this to a whole-class activity or an individual activity.
2. Before pupils begin the comprehension exercise, read through the questions with the whole class. Draw attention to difficult and new words: characters and scene.
3. Pupils should write their answers to the questions as though they are practising for tests and examinations.
4. Assess the pupils’ answers by marking their written answers. Pay attention to sentence construction and spelling, as well as content. Provide them with a set of correct answers.

Answers
1. Seven
2. Adamu
3. At a school notice-board
4. Adamu is teased by bigger boys. He can’t afford the bus fare.
5. Halima and Sandra try to come up with a plan for him to borrow the bus fare. Kanu offers him a lift.
6. a) Adamu doesn’t react to the jeers. He understands that the boys are jeering at him because they are jealous.
   b) Adamu says that the bus fare is expensive and he doesn’t have time to earn it. He is receptive when Kanu offers him a lift.
7. Discuss the value of Adamu’s response to the boys with the class.
   a) Yes. They wanted to be chosen to run the race.
   b) Personal reflections

Grammar  
(Pupil’s Book p.13; Workbook p. 6)

Lesson aims
- Grammar: Identify active and passive sentences in the past tense. Change active sentences to passive sentences.

Resources
- Pupil’s Book
- Workbook
- Newspaper article with examples of passive voice

Starting off  
(Pupil’s Book pp. 11–12)

1. Read through the text about active and passive sentences on pages 11 and 12 of the PB. Ask pupils in what situations they think it is best to use the active voice and when to use the passive voice. Look at a newspaper article and ask them to identify the passive voice in the article. Point out where this obscures the subject or the source of information. Discuss why this is sometimes intentional or why it is sometimes an example of bad writing.
2. Then do Exercise 1 on page 12 as a whole-class activity. Ask individual pupils to provide the correct answers. After each correct answer, draw attention to how the verb changes and why.

Answers
1.  
   b) Many different kinds of sports are played by people in Africa.
2.  
   a) Netball players score goals by throwing the ball through the net.
   b) Netball goals are scored by throwing the ball through a net.
3.  
   b) Footballs are made from leather.
4.  
   a) We use a racquet and a ball to play tennis.
   b) A racquet and a ball are used to play tennis.

Grammar  
(Pupil’s Book p.13; Workbook p. 6)

Lesson aims
- Grammar: Identify active and passive
Answers
2. a) Cloth is woven by the women of the village.
b) Some designs were painted by pupils on the walls of the school hall.
c) A speech was made by the guest of honour.
d) The members of the team were chosen by the coach the day before the match.

2. Exercise 3 on page 13 of the PB and Activity 2 on page 6 of the Workbook (WB) can be set as individual, written homework exercises.

Answers
3. a) This house was built by the men in the village.
b) Soccer and netball are taught by many schools in the afternoon.
c) These games are played by pupils in teams.
d) The names of team members are written by the sports coach on a list.

Activity 2  (Workbook p. 6)
Many Nigerians admire Kikelomo Ajayi. Football is played by men and women. More coaches are needed by female football players. Rough play causes injuries. You need lots of self-discipline to be a top football player.

Lesson 4  
(Pupil's Book p. 13; Workbook pp. 5–6)

Lesson aims
• Listening and speaking: Memorise parts of a play. Play assigned roles. Act out short plays effectively.

Resources
• Pupil’s Book
• Workbook

Starting off  (Pupil's Book p. 13)
Discuss the differences between dialogues and discussions with the class by first reading through the definition on page 13 of the PB and then asking the class to share their own thoughts about the differences.

Listening and speaking  (Pupil's Book p. 13)
1. Then break the class into groups and ask them to do Activity 1 on page 13. Walk around the class and listen to their answers. Provide feedback to groups as you observe them.
2. Exercise 2 on page 13 of the PB is also a group activity. Allow pupils to stay in their discussion groups. Before they start this activity, revise the basic elements of a play with the class. Pupils may need to rehearse after class in order to prepare their plays, but they should begin this activity in class.

Assessment
You can use Checklist 5: Teacher's assessment of group work on page 130 of the Teacher's Guide to assess the pupil's work.

Extension  (Workbook pp. 5–6)
Exercise 1 requires slightly higher order thinking and therefore is a good extension exercise. You can set it for homework as an optional extra for pupils who need the challenge.

Answers
a) F  b) B
c) C  d) E
e) A  f) G
g) D

Lesson 5  (Pupil's Book pp. 14–15)

Lesson aims
• Writing: Write a diary entry.

Resources
• Chalkboard
• Pupil’s Book

Starting off  (Pupil's Book p. 14)
1. Start off this lesson by asking pupils if any of them keep a diary. If they say yes, then ask them to share what types of things they write in their diaries, and why. Ask them if
they think it’s easier to be honest about themselves in a diary than with other people. Discuss the reasons why this might be so.

2. Read through the text about diary entries on page 14 of the PB. Discuss why diary entries usually use the past tense (as they are often records of past events). However, some diaries also plan for the future.

Writing (Pupil's Book pp. 14–15)

1. Set the first exercise on page 14 as an in-class exercise for pupils to do on their own. Discuss the possible answers as a whole class.

Answers
1.a) She admires Adamu’s athletic skill. She also admires his humility (‘he didn’t show off afterwards’) and his dedication.

b) Personal reflection;
c) Personal reflection

2. Lead into a discussion about keeping a diary and what the advantages of doing so are (e.g. reflecting on experiences, getting to know yourself better, writing practice). Ask pupils what they think the advantages are? Ask by show of hands who in the class would like to start keeping a diary, and why?

3. Read through the instructions in Exercise 2 on page 15 of the PB. Encourage all pupils to keep a diary.

4. Pupils then complete the writing exercise.

Assessment
You can use Rating scale 3: Writing on page 129 of the Teacher's Guide to assess the pupil's work.