



# Teacher's Guide

Part C:  
Teaching English (P 4-6)



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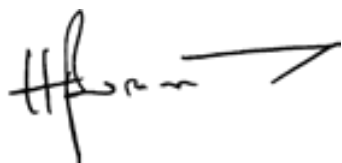
# Foreword

One of the biggest challenges Nigeria faces is how to ensure that the tuition provided in schools is of good quality such that pupils' learning outcomes improves significantly and those who complete primary school possess the requisite competences prescribed in the national curriculum. The current situation in which pupils' mean score in English, Mathematics, and Life Skills is only 30%-40% is a matter of concern to UBEC and all stakeholders.

To improve mean scores in the core subjects requires significant changes in the way teachers plan and deliver their lessons. It means building the capacity of teachers to make the transition from teacher centred methods to activity-based learner centred approaches. Teacher's Guide on Pedagogy, Literacy, Numeracy and Science & Technology has been developed by the Teacher Development Programme (TDP) seek to facilitate the adoption and use of active learning approaches in our classrooms.

UBEC is delighted to collaborate with TDP to make the Teacher's Guide available to schools in all parts of the country. Our expectation is that teachers will adapt and contextualise the Teacher's Guide to their local situation and use them to enhance the quality of teaching and learning in the classrooms. As soon as the Teacher's Guides are distributed to schools, teachers will be trained to use them as part of the UBEC-funded Teacher Professional Development programme.

I must thank DFID/UKAid and TDP for collaborating with us to improve the quality of teaching and learning in primary schools.



Dr Hamidu Bobboyi  
Executive Secretary,  
Universal Basic Education Commission,  
Abuja.  
6th March 2017



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# Acronym Table

Acronym	Full Title
AV	Audio-Visual
CM	Cluster Meeting
DFID	Department for International Development
ESSPIN	Education Sector Support Programme in Nigeria
HT	Head Teacher
LP	Lesson Plans
TDP	Teacher Development Programme
TDT/SSIT	Teacher Development Team/State School Improvement Team
TF/SSOs	Teacher Facilitators/School Support Officers
TG	Teacher's Guide

# Welcome and Introduction

Welcome to Teacher's Guide Part C.

Teacher's Guide Part A focused on general pedagogy in your classroom and Part B focused on teaching the four key skills – listening, speaking, reading and writing - to our primary 1-3 pupils. Part C of the Teacher's Guide is an extension of the same four language skills but looks at them in a more in-depth way.

The modules (7-11) in this guide cover five topics – simple conversation, stress and intonation, comprehension, grammar and aspects of writing.

Just like in the other Teacher's Guide (Parts A and B), these modules include activities and exercises for teachers, audio-visual clips, questions to reflect upon and suggestions for classroom activities as well as links to the lesson plans. As before, at the end of each module you will find classroom language phrases to use with your pupils. Answers to the 'Watch' and 'Reflect' tasks are found at the back of the book.

The activities chosen to be done in school are simple and fun. Please study this material with your partner in school and try out the different activities suggested in the modules when you teach. If you do this, your pupils will have the chance to improve their skills as well as develop their vocabulary and grammar knowledge.

Do not hesitate to ask your LGA Trainer or Teacher Facilitator (TF) questions about the module contents during school support visits or cluster training.

All the best with your studies!



# Module 7: Simple Conversation

# Module 7:

## Simple Conversation

Speaking English is an important tool for communication, and is very important in today's world. Sadly, for many years communication has been neglected and language teachers have continued to teach speaking as a repetition of drills and memorisation of dialogues. But simple conversation is more than that. Conversations involve two or more people interacting together. The key skills needed are speaking and listening.

Of the four language skills, speaking is often the one that many pupils feel nervous about. Speaking a foreign language in front of other people involves courage (*karfin gwuiwa*) and the ability to take risks. Some pupils are not afraid of speaking English and enjoy it. Others are afraid of making mistakes and getting corrected by the teacher or laughed at by their friends.

You need to help your pupils to enjoy speaking English. This module aims to provide you with possible activities to do this. These activities include simple dialogues, storytelling, role-playing and debates.

### Objectives

By the end of the module you will be able to:

- support pupils to engage in simple dialogue using words and expressions reflecting obligation, excuse and permission
- guide pupils to tell stories
- use role play to develop pupils' speaking skills
- use debate to increase spoken fluency and encourage critical thinking

# Section 1:

## Teaching simple dialogues

In Module 6 we learnt how to use dialogues for speaking practice.

Dialogues can be used to practice grammar points and vocabulary. But dialogues are useful for more than this. You can use dialogues to help pupils develop their communication skills; they can share information, ideas or experience. Through dialogues, pupils can express their wishes and feelings, build understanding and think about different ideas while speaking.

You will need to teach pupils how to hold dialogues in English. Organising and preparing pupils for the dialogue is important. They will also need help with vocabulary, grammar and pronunciation.



### Think

Do you agree or disagree with the following statements about using dialogues in class?

Statement	Agree/disagree
1). Dialogues are useful for developing speaking skills	
2). Dialogues need a lot of resources	
3). Pupils enjoy doing dialogues with a partner	
4). Dialogues are difficult for the teacher to organise	
5). Dialogues are a form of controlled speaking practice	



**Watch** the video clip M7V1 and think about the following questions:

- 1) How did the teacher help pupils understand the dialogues?
- 2) What materials did the teacher use?
- 3) Were the pupils happy playing their roles in the conversation?  
How do you know?



## Reflect

Based on the video clip you watched (M7V1), match the purpose with each stage of the activity.

Stage of the activity		Purpose	
1)	Teacher shows flashcards of five jobs	a)	To give pupils practise using the 2nd conditional structure and prepare them for the dialogue
2)	Teacher writes a table on the chalkboard: If I were a doctor I'd...	b)	To give pupils the chance to practise the dialogue in pairs
3)	Pupils copy the table and finish the statements	c)	To present the 2nd conditional structure clearly as a model
4)	Teacher writes questions on the board: What would you do if you were a doctor?	d)	To provide a model for practise and give pupils confidence in speaking
5)	Teacher drills class in the question and answer dialogue	e)	To interest the pupils in the topic and activate their knowledge of jobs
6)	Pupils practise the questions and answers in pairs	f)	To help pupils practise the questions for the dialogue

Dialogues and conversations are good to use in class as they are like the way people naturally speak. They are certainly natural in our mother tongue but pupils need preparation and help if they are going to do them in English. Dialogues can be read aloud chorally then practised in pairs so that pupils have plenty of opportunity to practise and improve their speaking skills.



## Work with your partner

- 1) Ask another English teacher in your school if they use dialogues in their class. If so, ask them what they do to make this successful.
- 2) Look at the dialogue below, with your partner. Discuss how you could prepare your pupils for this dialogue. Then decide how you would give your pupils the chance to practise it.

Safia: Hi, Safia! What are you doing this evening?

Zainab: I'm going to do my homework.

Safia: Are you going to watch the football match?

Zainab: No I can't. I must finish my English composition!

- 3) Look at other lessons with simple dialogues
  - P4 lesson plan week 6: The hidden talent. Day 3, Characters in a play; day 4, Play script; day 5, Understanding a play script.
  - P4 lesson plan week 9: Play script: A visit to the village. Day 1, Shared writing.

## Section 2: Telling stories

Story telling is another effective way of developing communication skills. It involves the pupils freely expressing themselves and learning the meaning of words in the process. Pupils normally enjoy telling stories, especially stories that include characters and objects from the world around them. Being involved in this way helps them to become more confident and motivated.



### Think

- 1) What materials do you use to get your pupils to tell stories in class?
- 2) How do you use these materials effectively?
- 3) How do you monitor the pupils as they tell the story?



**Watch** the video clip M7V2 and answer the following:

- 1) How did the teacher introduce the story telling lesson to the pupils?
- 2) How did the pupils participate in telling the story or answering questions?
- 3) How effective were the materials used?
- 4) How did the teacher explain the new words?



### Reflect

Based on the video clip you watched (M7V2), what advice would you give to the teachers below? They tried to do the same activity in the clip with their pupils but faced some problems.

My pupils took a long time to read the story. There was no time in the lesson for them to tell their own stories!

— Hassan



My pupils found it difficult to understand how to use reported speech. They told their stories quite well but didn't use the correct grammar.

— Amira



They told their stories in pairs very well. But then some pupils couldn't remember their partner's story!

— Abdulrahaman



**Hassan, why don't you....**

**Amira, what about trying....**

**Abdulrahaman, you could....**



### **Work with your partner in school**

- 1) Discuss with your partner, is pair work a good method of telling stories? Why/why not?
- 2) Find a lesson in your textbook that gives your pupils the chance to tell a story from their own lives.



- 3) Teach the lesson and make notes on the good sides of the lesson and the difficulties that you faced. Discuss your notes with your partner.
- 4) Look in your lesson plans and see how many stories you can find. One example is P4 lesson plan week 1: Travelling by air. Day 1, Emi at the airport.
- 5) In the P5 lesson plan there is a story called 'The wind at night'. Can you find it? Discuss with your partner the steps the teacher uses.

Story telling helps pupils to become more fluent speakers. It also helps them to develop their listening skills. Also, it is an effective way of learning new words and expressions. This process is more meaningful if the pupils are encouraged to tell stories about their own lives and experiences. You don't need lots of expensive materials for story-telling – just the chalk board, pictures and your pupils' own experience, or your imagination.

## Section 3:

# Using role play to develop speaking skills

Role play will help to develop pupils' listening and speaking skills effectively. Most pupils like role play and are usually not shy during these activities. They are interested in playing a part because they act like the characters or mimic voices in a play, story or real life situation.

You need to prepare your activities and organise your materials before the role play begins. To get the most from a role play, think beforehand about what grammatical structures or vocabulary you want the pupils to practice. This will help you to guide them during the activity.



## Think

What do you think makes a good role play? Write down one thing that is important for a successful role play under each of the headings in the table below:

**The teacher should....**

**The pupils should....**

**The activity should....**



**Watch** video clip M7V3 and complete the following task:

Ladi wants her pupils to use role-play to practice simple conversations but she has the lesson activities all mixed up. Help her sort them out. Write the numbers in the order the activities could be carried out in.

A.	The teacher distributes six flashcards with key words of the story to six pupils in the class
B.	The teacher reads the story on pages 82-83 to the class
C.	The teacher asks individual pupils questions from the story then checks the answers
D.	The teacher gives out one role and mask to each pupil plus the role of narrator. The narrator tells the story and the pupils act it out
E.	The teacher models the two different intonation patterns and asks the class to say them after her.



## Reflect

Look at the role play lesson below. The teacher has missed out some important steps. Can you add anything else to the lesson to make it more interesting and useful for pupils? Some suggestions have been written for you as examples.

Steps of the lesson		Suggestions for improvement
1)	Teacher reads a story to the class	Show/draw pictures of the main characters in the story
2)	Teacher asks questions about the story to some pupils	
3)	Teacher reads some phrases from the story and asks the class to repeat	
4)	Teacher invites five pupils to come to the front of the class to role play the story	Ask pupils to make masks of the characters they are playing
5)	The pupils role play the story and the rest of the class listens	
6)	Teacher asks pupils questions about the role play to check their understanding	

Role play can be fun and motivating for pupils because they have the chance to act as different characters and co-operate with their classmates. Role play allows them to use English in a natural context which helps them to learn the key words and phrases from the lesson. If they use masks, puppets, flashcards and real objects the activity is even more fun and pupils will enjoy participating actively in the lesson.



## Work with your partner in school

1. Discuss what ideas have you learnt from the video clip about using role play in class.
2. Look at Macmillan Brilliant Book 4 page 20 and read the story Ajantala and the Greedy Boy or Nigeria Primary English Book 4 page 6, Jumoke and the Head. How can you use role play to bring the story to life in class?
3. Role play is used a lot in the lesson plans e.g.
  - P4 week 5: Lost. Day 1, Introduction; day 2, Shared writing; day 3, Brainstorm.
  - P5 week 1: The wind at night. Day 5, Recount of a story.
4. Choose one of these lessons each, prepare and then teach one lesson each. Watch each other's lesson and tell each other what the other person did well.

## Section 4:

### Organising a class debate

A class debate gives young learners the chance to share their opinions about topics that are important to them. It gives them the opportunity to stand and speak in front of people which is good for their speaking skills. It also forces them to listen carefully to the other side and note the arguments. They then have to find an argument to challenge each point. It makes them think fast and find solutions quickly when challenged. Class debates can also increase pupils' knowledge of a topic.

The final section of this module aims to guide you on how to organise classroom debates successfully.



### Think

- 1) Have you ever organised a debate in your class? If yes, how?
- 2) What are the challenges you encountered while organising it?
- 3) Did you notice any positive change in the way the pupils communicated after the debate?



**Watch** the video clip M7V4 and think about the following questions

- 1) How does the teacher encourage cooperation in the classroom?
- 2) Why did the teacher use drawings at the start of the lesson?
- 3) Why do you think the teacher asks the pupils to work in small groups?



**Reflect**

Look at the list of suggestions for practising debates in class. Can you divide them into two groups – Do’s and Don’ts?

- 1) Choose a topic that pupils are interested in
- 2) Rush pupils if they are slow or shy
- 3) Make your personal opinions about the topic clear at the beginning of the debate
- 4) Remind pupils of the time left for the debate
- 5) Help pupils prepare before the debate
- 6) Interrupt pupils if they don’t know what to say
- 7) Help pupils with words or ideas if they don’t know what to say
- 8) Think about the topic yourself before the lesson and make a list of points

Do’s	Don’ts

Speaking skills can only be improved with practice. Debates, if well organised, give pupils practice in speaking in front of an audience, expressing their opinions. In this section, you have explored the techniques for handling debates in class. If you hold debates from time to time they will stimulate the pupils’ minds and develop their critical thinking both in and outside the classroom.



## Work with Your Partner in School

With your partner at school:

- 1) Think of the challenging issues when doing debates in class and discuss how you could overcome these challenges.
- 2) Look at Page 114 or 125 of Macmillan Brilliant Primary English Book 5. What topic could you use for a debate in class?
- 3) Plan a debate lesson with your partner. After the lesson, tell your partner what were the good points and challenges of the lesson.

## Summary of the Module

Speaking and listening in English skills are important skills for pupils to master. There are a variety of situations where these two skills can be developed: telling a story, engaging in dialogues, performing role plays and holding debates. Such activities allow pupils the opportunity to use English in natural contexts that are close to their real lives. Simple conversations need to be done in pairs and groups so that all pupils have maximum opportunity to speak. In this way pupils practise both skills – speaking and listening – and develop their ability to produce and respond to natural speech.

If you want your pupils to speak you need to find topics and materials that motivate them. Look for stories that are about things enjoy reading or listening to – animals, family, real life situations. Debates give pupils a sense of satisfaction and demonstrate their talents, as they argue their points and agree or disagree with each other. Role plays encourage pupils to mimic characters. This can often help shy children to participate more because they ‘hide’ behind their character. This exchange of ideas and information in conversation lessons encourages pupils to develop their confidence in using English while also participating actively in class and other school activities.

## Ideas to Try in the Classroom

### Try in the classroom 1

**Topic:**

Role play

**Materials:**

- i. Lesson Plan Primary 4 Term 1 Week 8: A visit to the village. Day 4, Role play.
- ii. Nigeria Primary English, Book 4, (UBE Edition) pp11-12

**Title:**

A Visit to the Village

- Step 1** Read 'A Visit to the Village' in Nigeria Primary English Book 4 (UBE Edition) pp11-12
- Step 2** Explain these words asking what the pupils know about the words: *village, cooking, usually, bread, stew, pleased*. Pupils make sentences with them
- Step 3** Ask a pupil to tell the story after the discussion.
- Step 4** Ask the pupils: If you were to visit your grandparents in the village what would you buy for them
- Step 5** Teacher reads out the four roles and asks four pupils to play them

## Try in the Classroom 2

**Topic:**

Dialogue practice

**Materials:**

Macmillan Brilliant English Book 6 p105 *Expressing Wishes* Flashcards with pictures of: a nurse, a police officer, a teacher, a lawyer, a farmer

Small piece of paper or card (one for each pupil)

**Title:**

What Do You Do?

- Step 1** Introduce the lesson by telling them a little about some professions.
- Step 2** Give out the flashcards to two pupils. Tell one pupil to ask the other about what the flashcard says. Let them discuss in front of the class one after the other. e.g.
- P<sub>1</sub>: I am a doctor. I work in a hospital. Do you know anything about doctors?



P<sub>2</sub>: Yes, they treat sick people.

P<sub>1</sub>: What card are you holding?

P<sub>2</sub>: I am a farmer. I have two farms where I plant different crops. Do you know what a farmer does?

P<sub>1</sub>: Yes. He takes the harvest to market and sells it.

**Step 3** Give out a card to each pupil. Pair all the pupils and let them write a profession each on their card

**Step 4** The pair should discuss as shown in step 2.

**Step 5** Invite one or two pairs to come to the front of the class. Tell them to perform their dialogue but not say what job they do.  
e.g. I'm a \_\_\_\_\_ and I work in a school.....  
The rest of the class have to guess the jobs.

## Experiencing Change in Your Classroom

In your Teacher's Journal, write down the activities from this module that you tried in your classroom, and what you learned from this. Questions that might guide your writing are:

- 1) Which conversation activities did you try out in teaching the lessons in the classroom?
- 2) Which ones went well? Why?
- 3) What will you change when you do the same activities next time?

## Suggestions for the next cluster meeting

- 1) How can you make sure that all your pupils are actively participating in a role play in your lesson?
- 2) Where can you find interesting stories to use in class? (Don't forget to look in the lesson plans!

## Useful Classroom Language

Here are some phrases that you can use when you practice simple dialogues in the class.

- Today we are going to talk about ...
- What do you think a doctor would do?
- What would a footballer do?
- Would you like to be a ....?
- What do you think?
- Listen to this sentence
- Use your own ideas
- Work in pairs
- Practise the questions and answers
- Could you ask a question please?
- Could you answer the question please?
- Please ask your questions to your friend
- Think of a question. Ask someone in the class

The following phrases can be used when you tell stories

- Look at the story and pictures on page... in your textbook.
- What can you see in the pictures? What is happening?
- Can you guess the meaning of these words or phrases?
- Read the story in turns
- What did you learn from this story?
- Fill in the missing words
- Tell your story to your friend.
- Did you like your friend's story? Why?

For a class debate you can use the following phrases.

- Work in groups.
- We're going to organise a debate in the class

- Discuss your answers in your groups
- Think of your ideas on the topic.
- Do you agree and why?
- One or two points are enough
- If you agree then stand in the 'Agree' corner
- If you don't agree raise your hand.
- There's no problem if you aren't sure.
- What do you think?
- Please give your opinion
- Listen to speakers discussing their points
- Who has the best arguments?



# Module 4: Stress and intonation

# Module 8:

## Stress and intonation

Teaching word and sentence stress, intonation patterns and the rhythm of a language is very important for communication, particularly in English. The meaning of what we say may change depending on the words we stress in our sentences and the intonation we use in speaking. For example, look at these two sentences. What is the difference in meaning if you change the stressed word in the sentence?

- I'm going to the market tomorrow.
- I'm going to the market tomorrow.

In the first sentence, if you put stress on the word 'tomorrow' it means 'I'm going tomorrow, not today'. In the second sentence, if you put stress on the word 'I'm' it means 'It is me that's going to the market, not my brother'.

A good knowledge of rhythm, intonation, word and sentence stress patterns will help pupils to tell the difference between the changing meanings of similar words and sentences. Pupils also listen carefully to rhyming words to identify similarities in their sounds in any part of a sentence, word or syllable.

This module provides various activities to guide you to teach English rhyme, intonation, word and sentence patterns with clear examples and practice. Follow the guide step by step and use the ideas from the video to help your pupils achieve better pronunciation.

### Objectives:

By the end of the module, you will be able to:

- guide your pupils to count the numbers of syllables in a given word
- teach sentence stress
- guide your pupils to use correct intonation to express requests, commands and questions
- guide your pupils to identify the rhyme and rhythm patterns of poems/songs

# Section 1:

## Counting syllables in words

All words in English are made up of syllables. What are syllables? They are the single units (*gaba*) of speech that a word can be divided into. When we speak, we break words into smaller units known as syllables. For example in Hausa, the word *kare* ('dog' in English) has two syllables (ka-re). But the English word 'dog' has only one syllable.

This section shows you how to help your pupils understand syllables and gives them practice in counting syllables in common English words. There are some activities for you to do yourself, and some to do in the classroom. Try them, they are fun!



### Think

Can you put the following words into the correct columns, depending on the number of syllables in each one?

teacher	school	headteacher	textbook	chair
	Abuja	pencil	dictionary	

One syllable	Two syllables	Three or more syllables



**Watch** the video clip M8V1 and think about the following questions:

- 1) How did the teacher explain the meaning of the word 'syllable'?
- 2) How many syllables are there in 'mother' and 'ability'?
- 3) How did pupils show the number of syllables in a word?



### Reflect

- 1) Children learn in different ways. Some learn better with pictures and drawings (visual learners), others by hearing (auditory learners) and some by carrying out physical activities (kinaesthetic learners). Can you tell the learning styles the teacher included in the lesson? Write your answers in the space below:

Stage of the lesson		Learning style
1)	Teacher explains what a syllable is	
2)	Teacher writes words and syllables on the chalkboard	
3)	Pupils say words and count syllables	
4)	Pupils show number of syllables with their fingers	

Counting the syllables in a word can be confusing for pupils at first. This is because English contracts (nasal) (shortens) words to keep the rhythm of speech and some syllables get ‘lost’ when we speak. For example, a word like ‘dictionary’ is written with four syllables: dic-tion-a-ry. But when we say the word ‘dictionary’ we contract the word and only say three syllables: dic-tion-ry. The same thing happens with words like ‘interesting’ and ‘secretary’. Pupils will become better at this but they need lots of practice.

Counting syllables can be quite boring for young learners so make it fun by using visual, auditory and kinaesthetic activities which will motivate your pupils. Try using the ideas in the following lesson plans:

- P4 week 7: The goats and the carrots. Day 1, Shared writing.
- P4 week 11: Writing letters. Day 1, Looking at letters; day 2, Why do we write letters; day 3, An information letter.



### Work with your partner in school

- 1) Discuss which part of the teacher’s methods in the video clip can you adapt to use in your lessons?
- 2) List the challenges you think might arise in helping pupils to count syllables in words. Share ideas with your partner on how you could overcome them.

## Section 2:

# Sentence stress

Knowing which words to stress in a sentence is important if you want to speak English fluently. It helps people to understand what you are saying. When speaking English, we pronounce some words in a sentence loudly and more clearly than others. Remember also that stressing different words within a sentence can actually change its meaning.



### Think

- 1) Can you find the main stressed word in these sentences?  
*Let's play football!*  
*Where's my exercise book?*  
*Could you open the window? What's the difference between stressing "you", "open" and "window" in this sentence?*
- 2) What difficulties do you have in teaching sentence stress to beginners?



**Watch** the video M8V2. Then read the summary of the lesson below. There are three mistakes in the summary – can you find them?

The teacher greets the class and then explains the meaning of 'sentence stress'. She writes four examples on the chalkboard. The teacher gives out sentence flashcards and puts pupils into pairs. She asks pupils to find the stressed word in the sentences. The class repeats the sentences after the teacher. Some pupils come to the front of the class and mark the stressed words in the sentences on the chalkboard. Pupils work in groups and find the stressed words in the sentences on the flashcards.



### Reflect

- 1) The teacher used flashcards in the lesson. What was the purpose of this activity?
- 2) Have a look at P4 lesson plan for week 20: More fables. Day 1, The greedy dog, which looks at question tags. Think about which words are stressed when asking questions.



- 3) Assessment is an important part of the lesson. How did the teacher assess the pupils learning of sentence stress?

When teaching stress to young learners you will be thinking about using the right activities and materials to make your lessons simple, interesting and clear. Have you tried using number counts to teach stress in a fun way? E.g.

I want <b>MILK</b> :	one, two, 'THREE
Aisha will not <b>SWIM</b> today:	one, two, three, 'FOUR, five

Each number represents a word with the stressed word pronounced louder and stronger than the others.

It is good for pupils to practise finding the stressed word in a sentence. Sometimes the stressed word changes – this can change the meaning of the sentence. Look at these examples:

Can you help me with my homework this evening? (not my mother)

Can you help me with my homework this evening? (not do it for me)

Can you help me with my homework this evening? (not help me with the cooking)

Can you help me with my homework this evening? (not tomorrow)

Pupils need to hear sentences like this and find the stressed words. Say the sentences and ask pupils to repeat them after you. They can then practise saying them in pairs. This process will improve their ability to communicate clearly.



### Work with your partner in school

- 1) Write three sentences each and find the stressed words in each other's sentences.
- 2) Look in your textbook. Plan a lesson and include a five-minute activity to practice sentence stress. In what part of the lesson could this activity take place?

## Section 3:

# Intonation

How do you say 'HOW ARE YOU' when you meet:

- someone who you haven't seen for 20 years
- someone who has just lost his father
- someone who is ill in hospital
- a colleague in the morning

Say it twice and notice if you are saying 'How are you?' the same way in all four situations above.

Now listen to the audio M8A1 and notice if all the sentences are said in the same way or not.

Yes, you're right! All these sentences were not said in the same way. For example, 'Come on! Come on! Let's play!' was said with a rising tone (Karin sauti) and the sentence I don't watch TV at home was said with a falling tone. This rise and fall in the voice is called intonation. Intonation depends on the type of sentence – whether it is a question, command or statement, the feelings of the speaker and the situation in which the sentence is said. For example, in the first activity, I am sure your voice was different when you said 'How are you?' to a person who just lost his father than to a friend who you met after 20 years. Can you hear the difference?

Young learners don't usually hear enough English to learn intonation patterns as native speakers use them. As a result, they often find it difficult to speak with the correct intonation. Many teachers don't like to teach it because they don't have enough experience and are not sure if they are correct themselves. But we need to expose pupils to correct English intonation patterns and give them a lot of practice so that people can understand them when they speak.

This section helps you to make intonation lessons more practical and interesting for your pupils. It also provides rules to guide you with your lesson planning.



## Think

- 1) What do you understand by the word 'intonation'?
  - a) intonation means commands and requests
  - b) it means the rise and fall of the voice when speaking
  - c) it is the same as stress patterns
- 2) Do you practise intonation patterns in your classroom? How?
- 3) What do you find difficult about teaching intonation?



**Watch** the video clip M8V3 and think about the following questions:

- 1) How did the teacher introduce the lesson?
- 2) Now match the sentences with the correct intonation pattern.

Sentences		Intonation pattern	
1)	Statement	a)	Rising
2)	Command	b)	Falling
3)	Yes/No question	c)	Falling

- 3) How did the teacher use physical movement to make the lesson more interesting for learners?



## Reflect

- 1) Look at these short sentences/questions. Which would have rising intonation? Which would have falling intonation?

This section has focused on activities that will help you to teach pupils how to write and spell simple words. This is an important step in building the vocabulary skills of pupils. You can see from this section why bringing real objects into the classroom (or other appropriate instructional materials) are helpful in supporting pupils' learning.



## Work with your partner in School

- 1) Look in your textbook. Find a writing lesson and look for 5 real objects you can take to class that are related to the topic in that lesson
- 2) Talk to your partner about how you can teach your pupils to write the new words using real objects to help you.

A: Get out of the class.

A: Can I borrow some money?

A: Is that Sani?

- 2) How could you practise these different intonation patterns with your pupils?

This section explains intonation as the rise and fall of your voice when you speak. We noted that a rising arrow (↑) can be used to mark rising intonation. Falling arrows (↓) can also be used to show falling intonation in a sentence. Use as many techniques as possible to make teaching intonation more engaging for your learners. Pupils can

- practise repeating sentences after you
- listen to you speaking and guess the intonation patterns
- mark intonation patterns on examples on the chalkboard or in their notebooks
- respond physically by moving their arms up or down according to the intonation patterns.



### Work with your partner in school

- 1) Discuss which aspects of the lesson on the video that you watched will you adapt for your next lesson on intonation.
- 2) List two activities that appeal to kinaesthetic learners when teaching intonation patterns.

## Section 4: Rhythm and rhyme

Enjoying patterns of rhythm and rhyme help pupils explore how the English language works. Rhyme is the pattern of words (alamun sautukan kalmomi masu kama) in a sentence or passage that contain similar sounds; e.g

go/show/glow/know/though. Rhythm on the other hand is a recognisable pulse, which gives a beat to a sentence or line and also gives it a 'shape'. These two things can be called the 'music' of English. Use songs and poems in your lessons. Pupils enjoy them and their use will help pupils understand these language patterns.



### Think

- 1) How do you help your pupils to find rhythm and rhyme patterns in songs/poems at the moment?
- 2) Choose three resources below that you think can best guide pupils to identify rhythm and rhyme in songs/poems:
  - The text on flashcards for pupils to underline rhyming words
  - The words that rhyme written on the chalkboard or flashcards
  - A known tune that goes with the text
  - Pupils' exercise books to copy the rhyming text
  - Known tongue twisters recited together



**Watch** the video clip M8V4 and answer the questions below:

- 1) How does the teacher help the pupils to understand the meaning of the rhyme?
- 2) What resources does the teacher use to teach rhythm and rhyme in the lesson?
- 3) What do pupils do to improve their understanding of rhyme?



### Reflect

Read the following statements about teaching rhythm and rhyme. Do you agree or disagree with each statement? Write your reasons in the column on the right.

Statement	Agree/disagree	Reason
1) Singing songs or saying rhymes in class is embarrassing for the teacher		
2) The more pupils practise, the better they will understand rhythm and rhyme		
3) Repeating rhymes with actions doesn't help pupils to remember them		
4) Understanding the rhythm of a language isn't important		

Young learners enjoy singing songs or chanting rhymes. These are both excellent for becoming familiar with the rhythm and rhyme of English. If you are shy about singing in class then you can teach your pupils rhymes only. Or, you could

- get one of your musical pupils to learn a song and teach it to the class
- ask a colleague who enjoys singing to visit your class and teach the song to your pupils.
- **For other lessons on Rhythm and rhyme look at:**  
**P4 week 5: Lost. Day 1, Introduction; day 2, Shared writing. Read and explain the long 'e' sentences to the pupils**
- **P4 week 9: Play script: A visit to the village. Day 4, Guided writing.**



### Work with your partner in school

- 1) Find a rhyme in your textbook. Select the rhyming words. Practise some actions or gestures that help to make the meaning of the rhyme clear.
- 2) Demonstrate your rhyme (with actions) to your partner. Decide when you can teach this rhyme to your pupils. Write a short lesson plan that outlines the main activities in the lesson.

## Summary of the module

Can you believe that one of the biggest causes of language communication problems between people is poor pronunciation? Researchers found that out of 40 communication problems, 28 were caused by mistakes in pronunciation such as sentence stress or intonation. This is why it is very important to help your pupils pronounce English accurately. If they put the stress on a word in a sentence in the wrong place, or use the wrong intonation, then someone may not understand what they are saying.

You have a big role in helping pupils learn to speak properly; you need to use the correct pronunciation and be a good model to your class. Give examples to your class and ask them to repeat after you. This helps them to hear the differences between the stressed part of a sentence or when your voice rises or falls. They can *read* words or sentences and mark the pronunciation features of these so that they have a copy to look at and learn in their notebooks. They also need to say the words and sentences so that they can practise the pronunciation patterns many times. In this way they will learn to speak English successfully!

## Ideas to try in the Classroom

### Try in the classroom 1

**Topic:** Counting syllables

**Materials:**

A set of flashcards for each group pupils. The words are: ball, market, sister, grandmother, Abuja

**Title:** How many fingers?

- Step 1:** Write the words on the chalkboard. Ask pupils to say how many syllables there are in each word (ball=1, market=2, sister=2, grandmother=3, Abuja=3, ability=4)
- Step 2:** Say the words and ask the class to hold up their fingers, depending on the number of syllables in the word, e.g. sister – hold up two fingers.
- Step 3:** Put pupils into small groups of about six. Distribute a set of flashcards to each group.

- Step 4:** Tell each group to choose one pupil to start the game. This pupil chooses a flashcard and reads the word on it. The other pupils hold up the correct number of fingers.
- Step 5:** If they are right then another pupil chooses a flashcard and reads the word. The other pupils hold up the correct number of fingers. Groups continue until all the flashcards are finished.

## Try in the classroom 2

**Topic:** Intonation patterns to express questions and statements

**Materials:**

Chalkboard and chalk, exercise books

**Title:**

I went to visit my brother

- Step 1:** Write these sentences on the chalkboard and choose some pupils to come and put in the intonation marks for rising and falling intonation:

*Habiba said, "Did you go out yesterday?" Yusuf said "Yes, I went to visit my brother". Habiba said, "Does he live in Kano?" Yusuf said, "He lives in Jigawa".*

- Step 2:** Rub out the intonation marks from the sentences.
- Step 3:** Pair up the pupils and tell the pairs to write the sentences in their exercise books, putting in the intonation marks
- Step 4:** Put the intonation marks back onto the sentences and ask pupils to check each other's work.

## Experiencing change in your classroom

In your Teacher's Journal, write down the activities from this module that you tried in your classroom, and what you learned from this. Questions that might guide your writing are:

- 1) Which conversation activities did you try out in teaching the lessons in the classroom?
- 2) Which ones went well? Why?
- 3) What will you change when you do the same activities next time?



## Suggestions for Cluster Meetings

Here are some suggestions to choose from for your next cluster meeting. It is absolutely fine if you wish to discuss something different instead.

- 1) How can you be sure you achieved your lesson objectives in a lesson e.g. on sentence stress?
- 2) Will you as a teacher share the lesson objectives with your pupils? Discuss the advantages and disadvantages of this.
- 3) What difficulties do pupils have when they practise intonation patterns in sentences? How can we help them?

## Useful Classroom Language

How many of these phrases can you use when you teach your pupils about syllables?

- Can somebody separate this word according to the number of syllables?
- How many syllables in \_\_\_\_\_?
- Let's play a little game with our fingers
- Use your fingers to show me the number of syllables.
- Who would like to come to the board?
- Some words have only one syllable.
- Let's play a game!

Here are some phrases to use when you teach sentence stress...

- Let's say the sentences. Repeat after me.
- Which word sounds stronger and louder?
- You're going to practise finding the stressed words.
- Come and point out the stressed word in this sentence on the chalkboard.
- You're going to mark the stressed word in the sentence.

Choose five phrases to use in your lesson on intonation from the list below

- I want you to listen to me very carefully
- I hope you're listening to me!
- Does my voice go up or down?
- My voice is rising and falling.
- The arrow goes in which direction? Up or down?
- Who can tell me about the intonation in this sentence?
- Repeat after me using the same intonation

And finally, some useful phrases for teaching rhythm and rhyme

- How many of you know Twinkle Twinkle Little Star?
- Listen to me
- Repeat after me
- Which words have the same sound?
- Size and eyes have the same sound.
- Watch me. Copy my actions.



# Module 9: Comprehension

# Module 9:

## Comprehension

In module three and six in Teacher Guide part B, we learnt about sounds of letters. In this section we are going to learn more about sounds. Don't forget to listen to the correct pronunciation of phonic sound from audio clip...

In English, there are some sounds which can confuse your pupils because they sound almost alike, although they are written differently. This can make understanding (and speaking) difficult. Like everything, the more your pupils practise, the more easily they will be able to tell the difference between sounds.

In this section, we shall use some classroom activities to show how you can help pupils to differentiate sounds in words and sentences. Begin to think about this topic by looking at a couple of lesson plans: P4, week 1: Travelling by air. Day 1, Emi at the airport and P4 week 2: Flying. Day 1, Emi's journey.



### Think

Read and think about the questions below:

- 1) How have you taught phonics (sounds) to your pupils?
  - a) by reading while pupils listen
  - b) by asking pupils to try on their own
  - c) by reading while pupils repeat after you
  - d) by calling pupils to read in pairs/groups to each other
  - e) by using audio in the classroom on phonics and getting the pupils to repeat after that
  
- 2) How have you supported pupils to read the sounds in the past?
  - a) by writing on the board for the pupils to copy
  - b) by reading while pupils repeat individually
  - c) by reading while pupils repeat in pairs
  - d) by reading while pupils repeat in groups

- 3) What instructional materials have you used to teach the sounds before?
  - a) the chalk board
  - b) flashcards
  - c) teacher's voice
  - d) audio in the classroom



**Watch** the video clip M9V1 and put the stages of the lesson in the correct order. The first one has been done for you.

Stages	Order
Pupils come to the front and point to the correct sound on the chalkboard	
In groups pupils underline sounds in sentence cards	
In groups pupils write words with contrasting sounds in groups	
Teacher models the sounds and the class repeats	
Pupils read sentences and identify the sound	
Teacher writes sounds on the chalkboard	



### Reflect

Do you agree or disagree with the following statements about the lesson you have watched? Write your reasons in the space on the right:

Statement	Agree/disagree	Reason
1) Pupils need to hear and see sounds in order to practise them		
2) The teacher is the best model in the classroom to pronounce difficult sounds		
3) Working in groups does not help pupils to learn well		
4) If pupils practise sounds that sound the same they will get confused		



### Work with your partner

- 1) Look at your textbook. How does it suggest that you teach sounds? Do you agree with this method?
- 2) How can you use the method observed in the clip to help you teach sounds in the future?
- 3) What materials can you make with your partner to help you teach sounds in the future?

## Section 2:

# Guessing the meaning of new words

Teaching vocabulary is one way to improve reading comprehension. If pupils can understand new words in a text it opens up a new world to them. If pupils practise reading in class they will meet lots of new words and this will help increase their vocabulary. However, you need to know some simple classroom activities that enrich vocabulary. Guessing the meaning of new words from the surrounding words is one good way of doing this. It will help pupils to read and understand different texts such as stories and poems with confidence. They won't be afraid of new words and will see learning them as something that is fun and interesting.



### Think

- 1) How did you involve your pupils in learning new words in the past?
- 2) List three activities that help pupils learn new words. Which activities do they find more interesting



### Watch

Now watch the video clip M9V2 and tick (✓) the activities the teacher does with the class to help them understand the meaning of the words in the passage:

Activity	✓
The teacher shows pictures of the new words.	
The teacher asks pupils to write the new words in the gaps in sentences.	
The teacher asks pupils to copy the underlined words into their exercise books.	
The teacher asks pupils to give the meaning of the new words.	
The teacher says the new words and the class repeat after her.	
The teacher asks pupils to discuss the new words in groups.	
The teacher asks pupils to match the new words with their definitions.	
The teacher asks pupils to make up sentences with the new words.	



## Reflect

- 1) Read the short text below. Can you guess the meaning of the underlined words from the context?

Long ago an opel lived in a bosten. He was big and blong and he wasn't afraid of anything. The opel had a mother who he glimped more than anything else in the world.

Write down your suggestions here:

'opel' could mean.....

'bosten' could mean.....

'blong' could mean.....

'glimped' could mean.....

- 2) Now think about these questions:
  - a) What helped you to guess the meaning of the words?
  - b) Can these techniques help your pupils too? How?

Many pupils are afraid of meeting new words in a text. They think that they cannot understand the text unless they understand every word. You can help them to overcome this fear by practising the skill of guessing new words. Tell them to look for clues in the sentence and guide them with questions like these: is it a noun, a verb or an adjective? Does the word look like a word they already know (e.g. football....footballer)? Can they understand the main idea in the sentence even if they don't understand a particular word? In this way, pupils will feel less afraid of new words and read or listen to texts with more confidence.



## Work with your partner in school

- 1) Can you think of two questions that could make pupils interact with each other at the start of a vocabulary lesson?
- 2) Write these new words in a sentence to help pupils guess their meaning:
  - forest
  - surprised
  - helped

- 3) For other lessons on guessing the meaning of new words look together in the lesson plans at P4 week 1: Travelling by air. Day 5, Rules for recount writing. Which parts of these lessons help pupils with guessing the meaning of new words? Practice teaching these activities together.

## Section 3:

# Understanding the main ideas and ordering of events in a story

Do you think it is important to understand what you read? Your answer is probably Yes! but it's interesting how much reading goes on in classrooms where pupils don't understand what they are reading. How can you help your pupils to understand? There are things that you can do to help your pupils, before, during and after reading a passage to help them understand. You can

- discuss the purpose of the text
- pre-teach the vocabulary used
- help pupils find the main points and the order of events as they happened in the story.

Try these ideas out and see how it works out with your pupils!



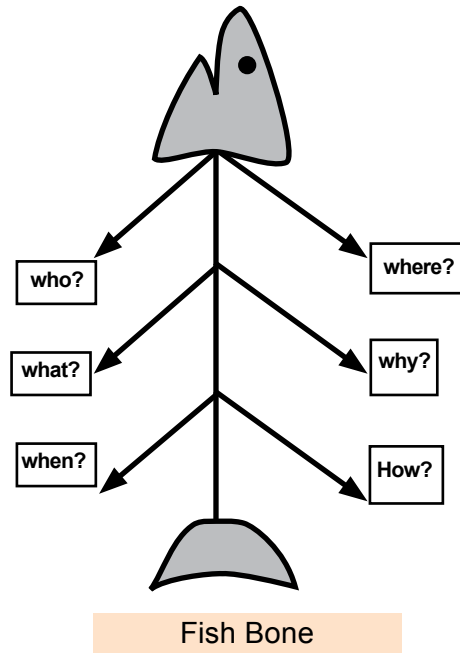
### Think

- 1) What materials have you used to help pupils organise their understanding of a reading passage?
- 2) The drawing of a fish (below) can be used as a graphic organiser during a reading comprehension activity. The bullet points tell you how it can be used. The first one has been done for you.
  - On the side bones, you list the supporting events ..... in the order they happened
  - On the central bone you write the major ideas.....(new idea, main idea, vocabulary?)
  - On the tail you can write the.....(ending, supporting events, title of the story)



- On the head of the fish you can write..... (title, ending, characters) of the story

Try using this teaching aid with your pupils. It can be fun!



**Watch** the video M9V3 and answer the following questions

- 1) How did the teacher interest the pupils in the topic?
- 2) What ways did the teacher use to check the meaning of the new words?
- 3) What activity helped the pupils to understand the sequence of events in the story?



### Reflect

Look at the different stages of the lesson below. Can you put them in the table according to whether you do them before reading, during reading or after reading:

- Ask pupils to put the events of the story in the correct order
- Ask pupils to underline the new words in the story
- Tell pupils the meaning of new words from the text
- Ask pupils to listen to the story and read it in their textbooks at the same time
- Show a picture to interest pupils in the topic and ask them questions about what they already know.

Before reading	During reading	After reading

Write your responses in your Teacher Journal and discuss with your partner.

### Work with your partner in school

- 1) Find a reading passage in your lesson plans. (You could use P4 week 1: Travelling by air. Day 1, Emi at the airport; day 2, Emi at the airport; day 3, Writing a recount; day 4, A recount). Decide with your partner on one before reading activity, one during reading activity and one after reading activity.
- 2) Try these activities with your pupils in school and tell your partner what was successful and difficult about the lesson.
- 3) Look together for other stories in the lesson plans. Agree how you would help pupils find the main points of the story.

## Section 4: Describing characters and predicting events in a story

You can guide pupils to understand the behaviour of characters in a story by asking simple questions. Pupils can also learn to guess the next action in the story following your step-by-step guidance. Start by discussing the story title and getting them to guess (predict) what the story is about, this will raise their interest. Predicting events makes pupils curious to know if their guess is correct. This helps their thinking skills as well as their reading comprehension. In this section, we will use a poem to help your pupils describe characters and predict what will happen next in the poem.



## Think

Which of these statements is false?

- Knowing the sounds of words has nothing to do with reading comprehension.
- Knowing the order events happen in a story is important because it shows that pupils understand the story
- Teaching vocabulary is very good for reading comprehension
- When you link story events to your pupils' previous experience or knowledge the pupils will be more interested.
- It is helpful to teach comprehension through role play or a poem
- Group work can be effective when you are teaching pupils how to put story events in the correct order



**Watch** the video clip M9V4 and think about the following questions.

- Based on the video clip you watched, look at the following tasks. Could you use these tasks with your pupils in class? How will these tasks help pupils learn?
  - Look at these words to describe character. Can you match them to any of the monkeys in the poem?

*clever funny lazy happy active afraid sad lonely  
brave*

Monkey 10	Monkey 9	Monkey 8	Monkey 7	Monkey 6
Monkey 5	Monkey 4	Monkey 3	Monkey 2	Monkey 1

- From the story, write what you think will happen to each of these monkeys next: write your predictions in the space below

<b>Actions of Monkeys</b>	<b>What happens next?</b>
Monkey no. 10 - fell off the washing line	
Monkey no.6 - learnt to drive and crashed	
Monkey no.3 - visited the zoo and stayed there	
Monkey no.1 - all on his own with no one to play with	

Guessing what is going to happen next is a natural response to what we read or hear – we do it all the time in real life. You can use guessing games in your classroom to interest pupils in a story or poem. They will enjoy trying to guess what is going to happen and this will help them understand the content of the story or poem better.



### **Work with your partner in school**

Find a lesson in your textbook or lesson plans that has a poem or a story. Discuss with your partner how you can help your pupils to guess what is going to happen.

Have a look at these lesson plans. P4 week 6: The hidden talent. Day 1, The hidden talent; day 2, Acting in a play; day 3; Characters in a play; day 4, Play script or P4 week 8: A visit to the village. Day 1, The visit; day 2, The problem; day 3, Grandfather; day 4, Role play. How will these lessons help pupils to describe characters or predict events?

## Summary of the module

This module presented different strategies for teaching reading comprehension. You started by thinking about basic sounds which pupils have difficulty with and which can cause confusion.

You also spent time thinking about how to teach new words to your pupils. Showing pictures and flashcards or asking pupils for their own understanding of a word are all good ways to help pupils understand new words. You can teach new words before showing pupils a text (pre-teaching a word) or you can ask pupils to underline new words as they listen or read.

Some of the activities may be new to you. The diagrams (graphic organisers) are very useful as they make pupils think about what the text is about. Making predictions, finding the main ideas in texts and organising the sequence of stories are important and so is being able to retell a text in your own words.

All of these activities help your pupils make meaning out of every text they read. Try them out in your classrooms!

## Ideas to try in the classroom

### Try in the Classroom 1

**Topic:**

Sequencing events in a story

**Materials:**

Four pictures that show the main events in the story

**Title:**

A Picnic in the Forest

**Step 1** Ask class if they have been on a picnic. Ask them questions such as *Where did you go? What did you do? What did you eat? Were there any problems on the picnic?*

**Step 2** Read the following story to the class:

*Gambo invited her friends Zulai and Khadija to picnic in the forest. They ate and laughed happily. Suddenly, a bee appeared from the bush and stung Gambo on the face.*

*“Wuuhuuu! She shouted as she ran away. Her frightened friends used their torch light to find their way out of the forest.*

- Step 3** Ask the class the following questions:
- 1) How did Gambo’s friend feel at the beginning of the picnic?
  - 2) When did the bee appear - before the picnic, during the picnic or after the picnic?
  - 3) What time of the day was it? How do you know?
- Step 4** Stick the four pictures from the story on the chalkboard in the wrong order
- Step 5** Ask class to talk to their partner and describe what they can see in each picture
- Step 6** Invite a few pupils to come to the front of the class and put the pictures in the correct order according to the story

## Try in the classroom 2

### Topic:

Describing and predicting actions in passages

### Materials:

Newspaper story on a topic of interest to pupils, small pieces of paper

- Step 1** Bring passages from newspaper with pictures relating to the story. Show them to the class
- Ask a few pupils to identify what the headline says and to predict content of the story from headline e. g. Fire Outbreak at *Kano Zoo*
- Step 2** Read out the first part of the story. Ask pupils to tell their partner what they think will happen next. Check a few pupils’ answers but don’t say if they are right or wrong
- Step 3** Read out the next part of the story. Ask pupils to predict with their partner as before. Check a few answers as a whole class

- Step 4** Give out small pieces of paper – one to each pair. Ask pupils to write what will happen in the last part of the story on their piece of paper
- Step 5** Collect the papers and check the suggestions. The pair(s) with the best prediction win(s) a prize

## Experiencing Change in Your Classroom

It is very important that as a teacher you always notice what pupils liked, what activity worked well with them, what were the challenges, and what they learned. Often, even if we notice these things, we don't spend time to think about them. Your Teacher Journal is there to help you! You can now write all your notes in the journal.

However, there is a specific section in your journal for every module, where you can write about the activities from this module that you tried in your classroom, and what you learned from doing this. Questions that might guide your writing are:

1. Which conversation activities did you try out in teaching the lessons in the classroom?
2. Which ones went well? Why?
3. What will you change when you do the same activities next time?

## Suggestions for the next Cluster Meeting

Choose the most important topic from the list to discuss in your next cluster meeting (or suggest a different one).

- 1) What difficulties do pupils have with new words in a text? How do you help them with these difficulties?
- 2) Which strategy did you try to teach your pupils how to understand the sequence of a story/text and find the main idea?
- 3) Is it easy to predict the events in a story? How can you help your pupils to do this? Share your ideas with your colleagues.

## Useful Classroom Language

You can use these phrases when you're teaching sounds...

- Listen to the differences in the sounds
- 'e' 'e' as in 'egg'
- Choose the correct sound from flashcards
- Learn how to pronounce the sounds
- Listen and say after me...
- Underline the sounds in the sentences.
- Which sound did you choose?
- Write five words using these sounds
- Read what you wrote for us.

Some of these phrases are useful when you're teaching new words...

- How many of you know this word?
- Can you see what is written on the chalkboard?
- I want you to copy the underlined words into your exercise books
- What is the meaning of \_\_\_\_\_?
- What do you think ..... means?
- Sit in groups. Discuss the meaning of the underlined words.
- You're going to match the word to the right sentence.
- Can you use this word in a sentence?
- Come to the front and tell me your sentence.
- Did you all hear the new word used in that sentence?

These phrases could be helpful when you're talking about ordering events in a story

- I want all of you to look at this picture.
- What can you see in the picture?
- Now, listen to the story.
- Discuss among yourselves.
- What happened first in the story?
- Then what happened?



- What happened next?
- How did the story end?

You can use these phrases to talk about character and make predictions...

- Listen to the rhyme. I'll read it for you.
- As I read the rhyme listen and do what it says.
- What are the characters doing?
- What do you think is going to happen next?
- How do you think the story will end?
- How many \_\_\_\_\_ can you see?
- Can you think of an adjective to describe this character?



# Module 10: Grammar

# Module 10:

## Grammar

Grammar is the backbone of a language. It gives structure and order to what you want to say or write. If you don't understand the structure and patterns of English you will not be able to say exactly what you want to say. But how can you help them to understand grammar? Is it better to separate grammar from the four skills or teach grammar through the four skills? We think the best way to teach grammar is to include it in skills practice. Why? Because it is useful for pupils to experience grammar in the situations in which it occurs. This helps them to understand the meaning of a new structure as well as giving them the chance to practise it.

You should try to link all grammar activities to real life situations and give your pupils examples from everyday life. For example, when we talk of the Present Continuous tense, we link it to what we are doing right now, such as, Musa is reading his English text book or Jamila is talking to her sister.

In this module, you are going to explore aspects of grammar which deal with tenses, phrasal verbs and relative clauses. You will learn about different ways of teaching these effectively and reflect on how you teach grammar structures in the classroom.

### Objectives

By the end of the module, you will be able to:

- guide pupils to use the present continuous and simple past verb tenses correctly
- guide pupils to use the past perfect tense in simple sentences correctly
- guide pupils to identify and make correct use of phrasal verbs in sentences
- guide pupils to identify and make correct use of relative clauses in sentences

# Section 1:

## Introducing tenses

Do you find it easy to teach English tenses? How do you explain the differences between them all to your pupils? If you give a clear example of the tense to your class (in a story for example) and explain its use then, it helps pupils understand how to use the tense in their conversations and classroom activities.

In this section you will look at the way you can teach the past perfect tense to your pupils. This tense is often used in stories but can be difficult for pupils to understand and use. How do you use this tense in a story? You use it to talk about something that happened in the past before another event that happened (also in the past). For example, I had gone to school before it started to rain. Can you find the past perfect tense in this example? Let's find out more about this tense below.



### Think

How do you teach the past perfect tense to your pupils?

- a) by explaining the rule to them
- b) by reading passages to them and asking them to find examples of the past perfect tense
- c) by writing examples of the tense on the chalkboard for them

What materials do you use when teaching the past perfect tense?

- a) flashcards
- b) stories
- c) none



**Watch** the video clip M10V1 and answer the following questions:

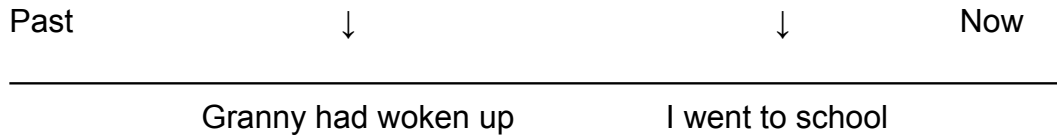
- 1) How did the teacher get pupils' interest in the lesson?
- 2) What is a timeline and how does it help pupils to understand the tense?
- 3) How did pupils practise using the new tense in groups?



## Reflect

- 1) Do you remember this example of a past perfect sentence from the video clip? Before I went to school, Granny had woken up

We can make a timeline for this sentence in the following way:



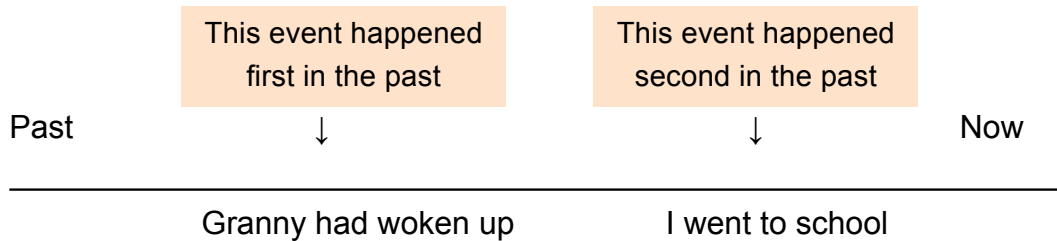
How can we explain this timeline?

Two events happened in the past:

*I went to school*

*Granny woke up*

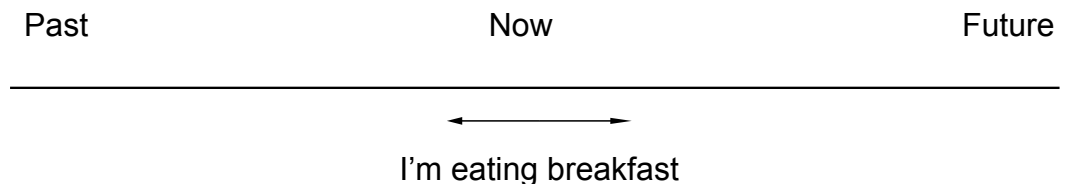
Which event happened first? Which event happened second?



In this timeline we can show the order of these two events by using the past perfect tense. i.e. we can show that ‘granny woke up’ before ‘I went to school.’

- 2) Look at the timelines below. Choose the correct tense that each timeline is explaining:

a)



- I. simple present
- II. present continuous
- III. future form (plans)



## Section 2:

# Practising tenses

After you have presented a new structure to your pupils they need the chance to practise it. This can be done through speaking, reading, writing or listening activities.

You can provide them with dialogues, stories, written exercises or songs and rhymes to help them learn the new structure. You should provide careful guidance to your pupils to help them participate in the lesson and understand how to use these new grammar structures in everyday life.



### Think

- 1) What do you find difficult about English tenses?
- 2) How do you practise new grammar with your classes at the moment?



**Watch** the video clip M10V1 and think about the following question:

- 1) Look at the stages of the lesson. Which of these happened in the clip?

Stages	Yes or no?
a) The teacher drew a picture on the chalkboard	
b) The teacher asked pupils to look at the picture in their textbooks	
c) The teacher asked a pupil to read the story to the class	
d) The teacher introduced new words to the class	
e) The teacher models the present continuous tense	
f) The pupils work in three different groups	
g) The teacher plays a mime game with the class	



## Reflect

Match each stage of the lesson with its purpose in the table below:

Stages		Purpose	
1)	Teacher draws a plane on the board and asks pupils questions about it	a)	to focus pupils on verbs in the simple past tense
2)	Teacher reads a story called Emi's Journey	b)	to give pupils practise in using the present continuous tense
3)	Teacher asks pupils to find some verbs in the story	c)	to compare the simple past and present continuous forms
4)	Pupils change verbs from Simple Past tense to Present Continuous tense	d)	to provide a real life context for the grammar focus
5)	Teachers puts pupils in groups to do different tasks	e)	to interest pupils in the topic of the lesson
6)	Pupils work in pairs to play a mime game	f)	to give pupils with different abilities different practice tasks to do

Pupils need practise not just in recognising tenses but also in using them. Doing tasks in pairs and groups gives pupils lots of chance to see the tenses and think about what they mean. This helps them to use the different tenses correctly. They will make mistakes during these activities but this is an important part of their learning and you are there to help them!



## Work with your partner in school

- 1) Fill in the blank spaces with the appropriate tense forms. The first answer is done for you as an example. Then write the correct answers in your Teacher Journal.



	Simple Past tense	Present Continuous tense
a.	Father and Amina waited in the departure lounge for a long time.	Father and Amina are waiting in the departure lounge now.
b.	They boarded the aircraft at 11. 00 am.	They ..... the aircraft now.
c.	The steward ..... their boarding passes.	The steward is checking their boarding passes.
d.	Amina sat by one of the windows of the aircraft.	Amina ..... by one of the windows of the aircraft at the moment.
e.	They ..... until they were told the plane ..... ready.	They are waiting until they are told the plane is ready.
f-	Father showed Amina where the safety belt was.	Now father ..... Amina where the safety belt is.

- 2) You and your partner should each make a list of 10 commonly used verbs in the past tense. Exchange your list with your partner and change the verbs to the present continuous tense.
- 3) Discuss what other materials you can use to teach the past and present continuous tenses effectively.

## Section 3:

### Teaching phrasal verbs

Phrasal verbs are short expressions consisting of a verb and a preposition (or adverb) which together make a meaning which is different from the original verb alone. This makes them difficult for pupils to learn, especially as many of them can't be translated directly into Hausa.

They are important though as they are very commonly used in English. Think about the verb "to work". We know what it means. But let's look at the verbal phrase "work out". It has at least three meanings! It can mean:

<b>work out</b>	exercise	I <b>work out</b> at the gym three times a week.
<b>work out</b>	be successful	Our plan <b>worked out</b> fine.
<b>work something out</b>	make a calculation	We have to <b>work out</b> the total cost before we build the house.

## Module Activity 10.1

Let's think again about what a phrasal verb is. Look at and discuss the definition above. Here are a couple more examples. Do you ever use these expressions?

Put on = to wear	Jalal puts on his helmet when he rides his motor bike.
Run into = meet someone by chance	Yesterday I ran into Habeeb in the market.

Fill in the blanks with the best phrasal verbs below:

1. She ..... the red dress instead of the blue one.
2. Musa was tired of digging, so his friend .....
3. He..... at 7:00 this morning.
4. I don't really know this town. Could you please ..... a bit?
5. She ..... a meeting with Mallam Aminu and his lawyer.
6. Don't worry about the broken window. I'll ..... repairing it one of these days.
7. I ..... the words that our teacher dictated.
8. When I saw Fatima I quickly ..... to her and gave her a hug.

**Helped him out**  
**Show me around**  
**Woke up**  
**Looked up**  
**Ran over**  
**Set up**  
**Put on**  
**Get around to**

Now let's look at some ways of presenting and practising phrasal verbs with your pupils.



**Watch** the video clip M10V3 and think about the following question:

1) One of these stages is not included in this clip. Which one is it?

1)	Teacher shows pupils three verbs and prepositions on the chalkboard
2)	Teacher reads a story and pupils find the phrasal verbs in the story
3)	Teacher checks understanding of the phrasal verbs
4)	Pupils play a matching game with flashcards in small groups
5)	Pupils copy sentences with phrasal verbs into their notebooks
6)	Pupils come to the chalkboard to underline phrasal verbs
7)	Pupils write dialogues with phrasal verbs in pairs



### Reflect

Based on the video clip you have just watched, complete the following statements with your own ideas:

1) When I teach new phrasal verbs to my pupils I should

.....  
.....

2) I can check my pupils' understanding of the meaning of phrasal verbs by

.....  
.....

3) I can make learning about phrasal verbs fun and interesting by

.....  
.....

Teaching phrasal verbs can be fun if you use a variety of activities that help pupils learn without difficulty. It's good to teach two or three phrasal verbs at the same time. You then need to practise the phrasal verbs several times after the lesson to help your pupils remember them.



## Work with your partner in school

- 1) Work with your partner and match the phrasal verbs with their correct meanings:

look after	to look like someone or do the same things as they do
break in	meet someone by chance
look up to	cancel
set off	to have a good relationship with someone
run into	stop doing something
give up	discuss in detail
fall behind	respect
go through	chase or follow
set aside	recognise
make up	reserve something so that it can be used later
take after	take care of
make out	start a journey
run after	to enter a place to steal something
bring up	make a suggestion or proposal
get along	invent
call off	to be slower than

- 2) Put these words together to make phrasal verbs.

run	into
dictate	to
break	away
	through
	down
	across

- 3) Discuss what other strategies you can use to teach these phrasal verbs. Find a lesson in your textbook and plan an activity that helps your pupils to practise three new phrasal verbs.

## Section 4:

# Helping pupils understand relative clauses

We use relative clauses to give additional information about something or someone without starting another sentence. By combining sentences with a relative clause, your text becomes more fluent and you can avoid repeating words.

You make relative clauses by using relative pronouns such as **who**, **where**, **which** and **that**. Here's an example:



- I met the girl. The girl broke the chair.



- I met the girl who broke the chair.

### Module Activity 10.2

Fill in the blanks using who, whose, and that

Put a picture of lion	Put the picture of the farmer who is working in the farm		
A lion is an animal ..... lives in the jungle	A farmer is a person ..... grows vegetables and crops	A hunter is a person ..... kills wild animals	This is a teacher ..... name is Malama Fatima.



## Think

- 1) Have you used an activity like this with your pupils before?
- 2) What challenges do you face when teaching relative clauses?



**Watch** the video clip M10V4. Decide whether each of these statements are **TRUE** or **FALSE**.

- 1) The teacher introduces relative clauses with a picture.
- 2) Pupils translate the sentences into Hausa to check understanding.
- 3) The teacher asks pupils to draw simple pictures of a market, a school, etc.
- 4) The teacher makes sentences using the table on the chalkboard.
- 5) Pupils write five sentences in their notebooks using the table.
- 6) Pupils ask and answer questions in pairs.



## Reflect

- 1) Why did the teacher show a holiday picture to the class? How did the pupils react?
- 2) Which activity worked best for the pupils in your opinion? Why?
- 3) Which parts of the lesson did pupils find the most difficult? Why?

Pupils can learn to make and use relative clauses but they need clear examples and lots of practice. They can practise by

- filling in the gaps in sentences
- making sentences from a table on the chalkboard
- asking and answering questions.

They need to practise using relative clauses through the four skills – reading, writing, speaking and listening.



## Work with your partner in school

- 1) Discuss the 'reflect' questions with your partner and write brief responses in your Teacher Journal. Share your feedback with others in your next cluster meeting.

- 2) Find a lesson in your textbook or in the lesson plans about relative clauses. Plan an activity from the video clip to include in this lesson. Discuss your plan with your partner.

## Summary of the module

In this module, you have learnt how you can

- present new grammar points like different tenses, phrasal verbs and relative clauses
- help pupils practice and use these new structures.

We also hope we have helped you refresh your own knowledge of English grammar!

The more familiar your pupils become with these new grammar structures, the more they will be able to use them in their spoken and written English. Don't worry if your pupils make mistakes with new grammar points at first – they need to practise the new structures many times before they get them right. Just like riding a bicycle, pupils will eventually be able to use new grammar if they practise often enough

## Ideas to try in the classroom

Below are some activities that you can practice with your pupils. Once you try these activities, we encourage you to write about them in your Teacher Journal; what went well, what were the challenges, what you did to overcome the challenges and what difference it made to the lesson.

### Try in the Classroom 1

**Topic:**

Phrasal Verbs

**Materials:**

Flashcards, chalkboard, chalk, Macmillan Brilliant Primary English Book 5 p137

**Title:**

The story of Musa and Bala at the airport

- Step 1** The teacher introduces the lesson by writing the title of the lesson on the board.

**Step 2** if the pupils don't have textbooks, at least enough to share, the teacher writes the short story on the chalkboard and a couple reads it aloud for the pupils.

*Musa and Bala arrived at Kano Airport late and saw the plane **take off**. Musa went to the shop to buy biscuits and Bala **looked after** his radio. A security officer at the airport asked Musa to **get out** of the shop for refusing to enter through the right gate. On coming back Musa asked him to **turn on** the radio as he wanted to listen to the Special Programme.*

**Step 3** The teacher asks the pupils to identify the phrasal verbs used in the story.

**Step 4** The teacher asks the pupils to complete the following sentences with the appropriate phrasal verbs: takes off, looked after, get out, turn on

- a. The plane ----- at exactly 10.00pm.
- b. ----- of my office!
- c. -----the radio for the Special Programme.
- d. She ----- her sister during the holiday.

## Try in the Classroom 2

### Topic:

Present continuous tense

### Materials:

Chalkboard, flashcards, strips of paper, Lesson Plan P4, Term 1, Week 1: Travelling by air. Day 2, Emi at the airport and Nigeria Primary English Book 4 p13.

### Title:

Emi's Journey Part 2

**Step 1** Ask the pupils what they can remember about the passage in Nigeria Primary English Book 4, p 13 (A Journey by Air Part 1). Tell them they are going to read Part 2 of the story today

**Step 2** Tell the pupils that in telling the story in Part 2, verbs are used in the different tenses. Tell them we are now looking at



the present continuous tense. This tense is used for actions that are happening now. e.g. He is looking at the teacher

- Step 3** Show the pupils flashcards of verbs in present continuous tense (looking, moving, feeling, showing, sitting). Let them say the words as you show each one.
- Step 4** Put pupils into groups of five and give each group a set of paper strips with incomplete sentences e.g.
1. Musa is ..... on the desk.
  2. Amina is ..... at the goat.
  3. The boys are ..... round the compound.
  4. Ayuba is ..... hot.
  5. Adiza is ..... off her new dress.
- Step 5** Give each group a set of the flash cards containing the verbs and tell them to use the cards to complete the sentences. Move round the groups as they do this to see how they are doing
- Step 6** Ask a representative from each group to come out and write one of their complete sentences on the chalkboard
- Step 7** Check the answers with the whole class

## Experiencing change in your classroom

In your Teacher's Journal, write about the activities from this module that you tried in your classroom. Questions that might guide your writing about your experiences are:

- 1) Which grammar activities did you try out in teaching the lessons in the classroom?
- 2) Which one went well? Why?
- 3) What will you change when you do the same activities next time?

## Suggestions for the next cluster meeting

New grammar structures and tenses need to be taught and then practiced. Before the Cluster Meeting take time to think about the following suggestions from the lesson plans for each of the structures and discuss them with your partner. Perhaps you could try one or two

in your class? Be ready to share one successful example of a grammar activity you used.

**Introducing tenses:**

P4 week 1: Travelling by air. Day 1, Emi at the airport.

P5 week 3: Jay-Jay Okocha. Day 1, Playing football; day 2, Jay-Jay Okocha – biography; day 3, Enugu Rangers.

**Practising tenses:**

P4 week 1: Travelling by air. Day 2, Emi at the airport.

P5 week 4; Biography. Day 3, Gandhi’s life; day 5, Comprehension.

**Teaching phrasal verbs:**

P4 week 1: Travelling by air. Day 2, Emi at the airport.

P4 week 2: Flying. Day 1, Emi’s journey.

**Helping pupils with relative clauses:**

P4 week 4: Finding gold. Day 3, What will happen next; day 4, Parts of a story.

During your discussions you could ask the Teacher Facilitator to help you with anything that you found difficult. Perhaps he or she could demonstrate one of the lesson plan activities in your classroom?

## Useful Classroom Language

You can use the following statements for introducing new grammatical structures and then practicing them:

- We are going to talk about something you love today. We’re going to talk about sport!
- Now, listen carefully to the story.
- Let’s make a timeline for this story.
- The timeline shows the order of two events.
- Which event happened first? Which event happened second?
- Now let’s turn our timeline into a sentence.
- Look at this example. Who can read it aloud?
- Can you write one sentence about yourself, with two things that happened to you yesterday.

- In your groups, fill in the gaps with the past perfect forms of the verbs.
- Here is a new word. Can you tell me what it means?
- Who can use the new word in a sentence
- What tense is this?
- Look at the verb chart.
- What tense is the word 'picked'?
- Listen to me! I am picking. Can you try? I am.....
- Copy the verb chart into your exercise books
- Write the missing verbs on the chart
- What problems did you have?
- One of you will ask a question. The other will mime an action on the board.

You can try some of these phrases when you teach phrasal verbs to your pupils:

- Look at these flashcards and read the phrasal verbs
- Can you put these words together to make phrasal verbs?
- Listen to this funny story!
- Which words go together?
- Select the words given to your group and form three phrasal verbs
- Which words did you match together?
- Who can underline the phrasal verbs in the sentences?
- Who can tell me the meaning of this phrasal verb in Hausa?
- Work in pairs. Write a short dialogue using two phrasal verbs from the board
- Work in pairs; one of you is A and one of you is B.
- Who can read their dialogue for us?

Choose five of the phrases below to use when you're teaching relative clauses:

- Say the statement after me.
- Come to the front and underline the relative clause in the sentence
- Can you say this in Hausa?
- We use 'which' and 'that' to talk about objects or animals
- We use 'who' to talk about people
- Say this sentence after me
- Make three sentences using the table
- Draw three pictures in your notebooks to match your sentences
- Work in pairs. Who is A? A – you'll ask questions
- You're B – you'll answer questions
- Which pair wants to come to the front?



# Module 11: Aspects of writing

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## Aspects of writing

Can you remember learning to write in school? Not only letters and words, but sentences then paragraphs. What did you find difficult about writing longer texts? Was it hard to think up ideas about what to write? Did you look at your friends busily writing beside you when you couldn't think of many sentences to write?

Becoming a good writer is not easy and pupils need lots of help to develop their writing skills. Your role is to make the process as easy and interesting as possible for them. You can do this by giving them clear models to follow and by choosing interesting topics for them to write about.

Pupils should be introduced writing for a variety of different purposes, including writing narrative (story) and descriptive compositions plus informal letter writing and emails. Pupils can write about topics that are fun and relevant to their everyday lives or use their imagination in a creative way.

In this module you will also reflect on what you can do to make sure that pupils work together. Writing does not have to be a lonely job – pupils can write alone, co-operate in pairs and groups to produce written text. Pair and group writing encourages pupils to work together and helps build confidence.

### Objectives

By the end of the module, you will be able to:

- guide pupils to write simple stories accurately and clearly
- guide pupils to use appropriate format/guidelines to write informal letters
- guide pupils to write a composition describing their family members
- guide pupils to write emails

# Section 1:

## Writing stories

Pupils learn a lot of things from storytelling. Stories are a natural part of their world and there's a place for them in the classroom. It is important we teach pupils how to write stories or describe events in the order in which they happened. They have to think about the organisation of a story (the beginning, middle and end) as well as trying to use the correct grammar and vocabulary.



### Think

- 1) How do you introduce a lesson on narrative composition (writing stories)?
- 2) What difficulties do you face when you teach your pupils how to write a story?
- 3) How can you use pupils' previous knowledge and interests when teaching how to write stories?



**Watch** the video clip M11V1 and tick the correct answer for the following statements:

1. The teacher started the lesson by reading a story. true/false
2. The teacher checked that pupils understood the story by asking them questions. true /false.
3. The pupils drew pictures and wrote their stories alone. true /false.



### Reflect

- 1) Based on the video clip you have just watched, look at the list below. Can you divide this list into the advantages and disadvantages of organising a writing lesson in this way? The first two have been done for you.
  - Pupils enjoy drawing pictures
  - Pupils may not have enough vocabulary to write their story
  - Pupils have a clear model to follow
  - Pupils may not like working in groups

- It is difficult for the teacher to check everyone's work
- Some pupils may write slower than others
- Pupils like talking about animals
- The teacher is in control of the writing process and is able to support pupils.

Advantages	Disadvantages
Pupils enjoy drawing pictures	Pupils may not have enough vocabulary to write their story

- 2) How can you overcome the disadvantages to this lesson? Write some suggestions in the box below:

Pupils need to read and know simple and interesting stories to help them develop the skill of writing compositions. It is helpful if you begin with short, motivating stories that pupils listen to or read. You can guide them and encourage them to write short stories about topics they find interesting. They also need a clear model to follow which gives them help with structure, grammar and vocabulary.

If you want some extra ideas, look at:

**P4 week 3: A recount of the holidays. Day 3, Holiday brainstorm; day 4, In the holidays; day 5, Holiday recount. Look up Brainstorm, Guided & Independent writing.**

**P5 week 2: A recount of holidays. Day 3, Brainstorm; day 4, Guided writing; day 5, Guided writing.**



### Work with your partner in school

- 1) List four interesting topics pupils could use to write stories.
- 2) Work together and find a lesson for each of you from your textbook or lesson plan on writing stories or compositions. Plan the lesson with your partner. How will you help your pupils to write well?



## Section 2:

# Writing informal letters

Helping your pupils to write informal letters can be fun and interesting. You can make the lesson relevant by giving them topics that are related to their everyday experiences. This means they can imagine they are writing to English-speaking friends about their lives in Nigeria. They can write informal letters individually, in pairs or in groups.

There are some very interesting lesson outlines in the lesson plans. Read through one of the following lessons now, and think about it as you work through the ideas in this section.

P4 week 11: Writing letters. Day 2, Why do we write letters; day 3, An information letter; day 4, Rules for letters.

P4 week 12: Information letters. Day 1, Setting out a letter; day 3, Brainstorm for a letter; day 5, A letter to Kande.



### Think

Look at this informal letter on your right.

- 1) Can you label the different parts of the letter you see?
  - Address of sender
  - Name of receiver
  - Introduction
  - Main paragraphs
  - Ending
  - Name of sender



**Watch** the video clip M11V2 and put the stages of the lesson in the correct order.

Stages of the lesson	Order
Pupils write a letter about a place they visited	
The teacher introduces the topic of the lesson	1
The teacher reads out the model informal letter on the poster	
Pupils answer questions about places they have visited	
The teacher tells a story about a trip she took	
The teacher tells the class the parts of an informal letter	



### Reflect

In your Journal under this module, write a short informal letter to a colleague. Tell him/her what you have learnt about teaching informal letter writing from this clip. Include a few details about the following:

- Introducing the topic
- Materials needed
- Format of an informal letter
- Organising the pupils in pairs, groups or individually
- Giving pupils help while they write

The teaching of informal letter writing can be fun and meaningful for pupils. This section showed you how to introduce a topic for letter writing. It also helped you to see how a model is very important for pupils to look at and copy. You saw how pupils worked together in groups in order to learn from each other and correct each other's mistakes. This makes the work easier for you in the classroom, and more fun for the pupils! So the key things to remember from this section are:

1. Choose a simple topic that your pupils can relate to and can describe easily
2. Give them a structure/template of a letter that helps them to think logically and sequentially what will come first, second, third and so on.
3. Help them with your suggestions when they are writing either individually or in pairs/groups.



## Work with your partner in school

- 1) Are you comfortable with the strategies used in the teaching of informal letter writing? Why/why not? Think about this together.
- 2) Can you think of one other way to teach informal letter writing?
- 3) Discuss your idea with your partner. Find an opportunity from your textbook or lesson plan to try out your idea. Tell your partner how the lesson went.

## Section 3: Writing descriptions

When we describe a person, place, an object or an event a picture is formed in the reader's mind. You can help your pupils to write clear and accurate descriptions by preparing them carefully for the writing task. They need support with vocabulary, especially with describing words. These are adjectives which describe people or things e.g. a happy child; cold water and adverbs which describe actions; running quickly, laughing loudly. Most importantly they need ideas for what to write. This section helps you to understand what you need to do to provide this essential support.



### Think

Here are some problems that learners have with writing compositions. Tick (✓) the ones that you think your pupils have.

Problems that my pupils have with writing compositions	
1)	My pupils find it hard to write by themselves
2)	My pupils are not interested in the topic
3)	My pupils don't have any knowledge about the topic
4)	My pupils don't know how to use punctuation
5)	My pupils write very slowly and take too long to finish their descriptions
6)	My pupils don't enjoy writing and complain that it's too hard
7)	My pupils don't have enough English to write well
8)	My pupils copy each other's work



**Watch** the video clip M11V3 and think about the following questions:

- 1) How does the teacher begin the lesson?

- 2) Were the pupils happy to ask questions about their families in pairs?  
How do you know?
- 3) How did the pupils use the substitution table for their descriptive writing?

It will be good to discuss your answers with your partner when you work together on this module.



### Reflect

Use the reflect section of your Teacher Journal to write down your responses.

- Why does the teacher tell pupils to ask questions about their family in pairs?
  - a) to practise their writing skills
  - b) to waste time
  - c) to prepare them for the topic of the writing task
- Why does the teacher use a substitution table in this lesson?
  - a) to guide the pupils with their writing the composition
  - b) to give the pupils new vocabulary
  - c) both of the above
- Why do you think it is important for the teacher to move round the class?
  - a) to assist pupils if they have any difficulties
  - b) to look at what the pupils are doing
  - c) to be in every part of the classroom
- Look at the use of the story board in P4 lesson plan week 19: Storyboards. Day 1, Grasshopper and Toad; day 2, Speech and thought bubbles. How do you think story boards help pupils write good descriptions?

You can help your pupils a lot by preparing them well before they start writing. If you spend time getting them interested in the topic then it will help them to write and motivate them to do well. What will the teacher do to help prepare pupils to do their writing in the lesson described in lesson plan P4 week 17: How Tortoise got his crooked shell. Day 1, The famine; day 5, Tortoise fell.

Working in pairs and groups allows them to share ideas. As pupils are writing you should go round reading their work and gently correcting their mistakes. You can also encourage pupils to correct each other's writing as this makes them more independent (*daman dogarau da kai*) as learners.



### Work with your partner in school

- 1) Watch the video clip again together with your partner and discuss the 'watch' questions given above.
- 2) What other ways can you use to teach descriptions? Make a list.
- 3) Try the ways the teacher in the clip uses to teach descriptions in your class while your partner observes your lesson. Then discuss how the lesson went with your partner.

## Section 4: Writing emails

You have looked at how your pupils can send written information in English through letters. But now more people are communicating through email. You may not have a computer in your classroom but your pupils need to know how to write an email. Especially your higher grade pupils – P5 & 6, they may need to know how to do this in the future and it is helpful for them to learn how to organise and write an email. You can help them by presenting a model of an email and guiding them to write their own.



### Think

Choose either **YES** or **NO** in answer to each of these statements:

1)	Writing letters is one way of sending information.	YES/NO
2)	Emails are sent through the internet.	YES/NO
3)	More and more people are using emails to communicate with each other nowadays.	YES/NO



**Watch** the video clip M11V4 and think about the following questions. Keep your notes in your Teacher's Journal.

- 1) How did the teacher introduce email writing in the lesson?
- 2) What teaching materials were used in teaching email writing?
- 3) Did the pupils write their email alone, in pairs or in groups?



### **Reflect**

At the moment you probably don't have a computer in your classroom to practise writing emails. Read the strategies below that some teachers use to give their pupils practise in this writing skill, even though they don't have the equipment in their classrooms. Think about how useful each of them is.

**Halima** makes 6 computer keyboards from card and gives one to each group. He asks pupils to practise 'typing' on the keyboard so they know how to use a keyboard.

**Musa** shows pictures of a computer and a keyboard. She asks her class if anyone knows how to use a computer. She tells them to write their emails in their exercise books.

**Garba** tells his pupils that writing emails is similar to writing letters. He tells them to write their emails in their exercise books. He says they should organize the email in the same way as a letter.

**Husseina** makes a sheet of paper for each group. She draws a computer screen on each paper so that pupils have to write the address, subject etc as if it were a real email.

Writing emails are part of everyday life in many countries of the world. Your pupils may need to have this skill one day so it is important to introduce them to the idea now. Writing an email is similar to writing a formal letter – the grammar and vocabulary is the same but there are some differences in the organisation of the page. With practise your pupils will become familiar with this type of written communication and won't be afraid of writing an email for real when they have the chance.



## Work with your partner in school

- 1) Each of you should use your Trainer in the Pocket to open an email address
- 2) Exchange your email addresses
- 3) Write an email to one another and reply
- 4) Discuss how you can teach this to your pupils.

## Summary of the module

Writing has many different purposes. In this module you have learnt about the different types of writing in English, such as informal letters, narrative (story) and descriptive compositions and emails. Different activities were used to teach these topics. You

- discussed the importance of preparing pupils for the writing task
- thought about why pupils should share ideas about the topic
- looked at the importance of teaching grammar and vocabulary.

You also looked at a number of different models (almomi ko misalai) of writing. Models are useful for pupils as they can use them to for their own writing. They should change the details in the model according to the task but a model can provide pupils with a structure (tsari) to help them write.

You also thought about the different ways that pupils can work in class: alone, in pairs, in groups and as a whole class. There are times in a lesson when working together on a writing task can be helpful for pupils – they can give each other ideas, correct each other's mistakes and learn from each other. In this way pupils can become better and more confident writers in English.

## Ideas to try in the classroom

### Try in the Classroom 1

**Topic:**

Writing an informal letter

**Materials:**

Nigeria New Primary English Book 6 Module 7 Lesson 1 p434

Posters, pupils' notebooks, chalkboard

**Title:**

Nigerian National Day

- Step 1** Introduce the format of an informal letter on page 43 of the textbook or lesson plan
- Step 2** Show a 2-paragraph informal letter on a poster with underlined words and asks the pupils to change them with their names, the names of friends and teachers.
- Step 3** Ask the pupils in small groups to write an informal letter to their friends telling them about what they usually do on Independence Day in their village. They should use the format of the underlined informal letter.
- Step 4** Ask the group leaders to read out their letters.

### Try in the Classroom 2

**Topic:**

Writing a descriptive composition

**Materials:**

Following table of words, written on the chalkboard

Good	Bad
Honest	Dishonest
Humble	Proud
Careful	Careless
Obedient	Disobedient
Kind	Bully



**Title:**

A Person I Know

- Step 1** Before the lesson write the table of words on a cardboard paper or neatly write them on the chalkboard.
- Step 2** Divide the class into two groups, the put pupils in pairs. Tell one group they will write a description of a good person they know using the words in the column Good. Tell the other group to write about a bad person they know using the words in the column Bad.
- Step 3** Put the pupils in pairs. Tell them to start their discussions on how to do the writing activity, while you walk around to listen and assist them in carrying out the task.
- Step 4** Ask some pupils to come out and present their work to the class.

## Experiencing change in your classroom

In your Teacher's Journal, write about the activities that you have tried in your classroom from this module. Questions that might guide your writing about your experiences are:

- 1) Which writing activities did you try when teaching the lessons in the classroom?
- 2) Which ones went well? Why?
- 3) What will you change when you do the same activities next time?

## Suggestions for the next cluster meeting

Here are some suggestions to choose from for your next cluster meeting. It is absolutely fine if you wish to discuss a different topic.

- 1) Which topics will interest pupils when they write informal letters?
- 2) Which aspects of informal letter writing did pupils find challenging. Why?
- 3) Share one successful activity that you tried when writing narrative composition (stories).

## Useful Classroom Language

In writing stories, you can use some of these phrases in your classrooms...

- What's our topic today?
- Look at the pictures. What animals can you see?
- Did you find the story interesting?
- Draw a picture in your notebooks.
- Continue the story.
- Read your story to your friend.
- What is your story about?
- Tell us the first sentence of your story.

To write informal letters, try using these phrases with your classes to help them with their informal letter writing...

- Today we're going to practise writing an informal letter
- This is a copy of an informal letter.
- I'm going to read it for you.
- Can anyone give us a feature of an informal letter?
- Work in your groups. Now you're going to write an informal letter together.
- Who are you writing to?
- How do you begin an informal letter?
- Where will you write your address?
- How do you end an informal letter?
- Read your letter to your group.

All of these phrases are useful for helping pupils with their descriptive writing

- Now we're going to work in pairs.
- Talk about these questions with your partner.
- I'm going to use this table to guide our writing.
- Remember you are telling us about your family

- Read out your description to the class.
- How many describing words have you used?

You can use these phrases when teaching who to write emails.

- Today we're going to write an email. Who knows what an email is?
- How do you send a message to your friends?
- How many ways can we send a letter to someone in another town?
- Share your ideas in groups.
- Look at the chart on the board.
- Now, let's put my letter together again!
- Is this letter complete?

# **Annex: Sample answers for module activities**

# Annex: Sample answers for module activities

## Module 7: Simple Conversation

### Section 1: Teaching simple dialogues



#### Think

Do you agree or disagree with the following statements about using dialogues in class?

Statement	Agree/disagree
1) Dialogues are useful for developing speaking skills	agree
2) Dialogues need a lot of resources	disagree
3) Pupils enjoy doing dialogues with a partner	agree
4) Dialogues are difficult for the teacher to organise	disagree
5) Dialogues are a form of controlled speaking practice	agree



#### Watch (video clip M7V1)

Q. How did the teacher help pupils' understand the dialogues?

R.

- Each of the pupils read out the information for her/his profession
- Pupils answered questions about the dialogue using what they already knew about the professions.
- The teacher used tables to help pupils understand the sentence structure

Q. What materials did the teacher use?

R. Flashcards showing people from different professions, chalkboard, notebooks and pencils.



#### Reflect

1) e 2) c 3) a 4) f 5) d 6) b

## Section 2: Telling stories



### Watch (Video clip M7V2)

- Q. How did the teacher introduce the story telling lesson to the pupils?
- R. The teacher used pictures to introduce the story, asking questions that helped them to understand the story better.
- Q. How did the pupils participate in the activities like telling the story or answering questions?
- R. Pupils participated by trying to guess the meaning of words from the surrounding words.
- Q. How effective were the materials used?
- R. The most effective materials used were the textbooks which had the pictures that were used. The teacher also made effective use of the chalkboard.
- Q. How did the teacher explain the new words?
- R. The teacher used oral explanations, written activities (filling in blank spaces) and practice sentences which are very good for helping pupils remember new words.



### Reflect

Based on the video clip you watched (M7V2), what advice would you give to the teachers below? They tried to do the same activity in the clip with their pupils but faced some problems.

**Suggestions for Hassan**...use pictures to get them to talk more about the story, then get them to read paragraphs of the story in groups and retell to the whole class (using representatives of each group.)

**Suggestions for Amira**....give them more opportunities to practice reported speech both orally and in writing. Teaching a grammar lesson with indirect speech will be the focus for a major part of the lesson

**Suggestions for Abdulrahman**....have each pair develop one story

together instead of two especially when they are practicing retelling a story for the first time. You could also have them draw pictures of their stories so that their partners would use them to retell from the pictures.

### Section 3: Using role play to develop speaking skills



#### Think

Q. Write down one thing that is important for a successful role play under each of the headings in the table below:

R. **The teacher should**.... choose an interesting topic; prepare the role-play activities and organise materials ahead of the lesson.

**The pupils should**....practice their parts

**The activity should**....be fun and give lots of opportunities to practice new language structures and vocabulary



#### Watch (Video clip M7V3)

Ladi wants her pupils to use role-play to practice simple conversations but she has the lesson activities all mixed up. Help her sort them out. Write the numbers in the best order the activities could be carried out.

1. Teacher asks individual pupils questions from the story then checks the answers. (C)
2. Teacher reads the story on pp 82-83 again to the class. (B)
3. Teacher gives out one role and a mask to each pupil plus the role of narrator. The narrator tells the story and the other pupils act it out (D)
4. Teacher distributes 6 flashcards with key words of the story to 6 pupils in the class. (A)
5. Teacher models the 2 different intonation patterns and asks the class to say them after her. (E)



## Reflect

Steps of the lesson		Suggestions for improvement
1)	Teacher reads a story to the class	Show/draw pictures of the main characters in the story
2)	Teacher asks questions about the story to some pupils	Ask pupils if they have had experiences similar to those in the story
3)	Teacher reads some phrases from the story and asks the class to repeat	Practice the phrases, sentences and expressions with the pupils, using the right stress and intonation
4)	Teacher invites five pupils to come to the front of the class to role play the story	Ask pupils to make masks of the characters they are playing
5)	The pupils role play the story and the rest of the class listens	Take note of mistakes and make corrections at the end of the presentation.
6)	Teacher asks pupils questions about the role play to check their understanding	Ask comprehension questions relation to the script of the play

### Section 4: Organising a class debate



#### Watch (Video clip M7V4)

Q. How does the teacher encourage cooperation in the classroom?

R. By getting every one to speak and physically move from one group to another. This way the activity is exciting for the pupils.

Q. What do you think are the reasons why the teacher used doodles at the start of the lesson?

R. The drawings focus pupils' minds on the topic of discussion and helps them to think better about it

Q. Why do you think the teacher asks the pupils to work in small groups?

R.

- Working in small groups allows the children to interact better
- The teacher is able to give individual attention to pupils in small groups.



- More children get the chance to become involved.



## Reflect

Look at the list of suggestions for practising debates in class. Can you divide them into two groups – Do's and Don'ts?

Do's		Don'ts	
1.	Choose a topic that pupils are interested in	1.	Rush pupils if they are slow or shy
2.	Remind pupils of the time left for the debate	2.	Make your personal opinions about the topic clear at the beginning of the debate
5.	Help pupils with words or ideas if they don't know what to say	3.	Interrupt pupils if they don't know what to say
6.	Think about the topic yourself before the lesson and make a list of points		
7.	Help pupils prepare before the debate.		

## Module 8: Stress and Intonation

### Section 1: Counting syllables in words



## Think

One syllable	Two syllables	Three or more syllables
school	teacher	headteacher
chair	textbook	Abuja
	pencil	dictionary



## Watch (Video clip M8V1)

- 1) How did the teacher explain the meaning of the word 'syllable'?  
*She told the class a syllable is a small part of a spoken word.*
- 2) How many syllables are there in 'mother' and 'ability'?  
*There are two syllables in 'mother' and four syllables in 'ability'.*
- 3) How did pupils show the number of syllables in a word?

*Pupils said the syllables in the words separately and the teacher wrote them on the chalkboard. Then pupils held up their fingers to show the number of syllables in a word*

## Reflect

Can you tell the learning styles the teacher included in the lesson?

Stage of the lesson		Learning style
1)	Teacher explains what a syllable is	Auditory
2)	Teacher writes words and syllables on the chalkboard	Visual
3)	Pupils say words and count syllables	Auditory
4)	Pupils show number of syllables with their fingers	Visual and Kinaesthetic

## Section 2: Sentence stress



### Think

Q. Can you find the main stressed word in these sentences?

R. *Let's play football!*

*Where's my exercise book?*

*Could you open the window? – it depends!*



### Watch (Video clip M8V2)

Watch the video. Then read the summary of the lesson below. There are three **mistakes** in the summary – can you find them?

The teacher greets the class and then explains the meaning of 'sentence stress'. She **writes four examples on the chalkboard**. The teacher gives out sentence flashcards and **puts pupils into pairs**. She asks pupils to find the stressed word in the sentences. **The class repeats the sentences after the teacher**. Some pupils come to the front of the class and mark the stressed words in the sentences on the chalkboard. Pupils work in groups and find the stressed words in the sentences on the flashcards.



## Reflect

- Q. The teacher used flashcards in the lesson. What was the purpose of this activity?
- R. *The purpose of this activity was to help them recognise stressed and unstressed words and become familiar with stress patterns through practice.*
- Q. Assessment is an important part of the lesson. How did the teacher assess the pupils learning of sentence stress?
- R. *The teacher assessed the pupils by giving them flashcards in groups. She asked them to discuss and show the stressed word in each sentence on the flashcards*

## Section 3: Intonation



## Think

- Q. What do you understand by the word intonation?
- R. It simply means the rise and fall of the voice when speaking.
- Q. How do you introduce intonation patterns in your classroom?
- R. This will vary from one person to another but could be a warmer which allows pupils to practice listening. Pupils can indicate if the tone is rising or falling by clapping or snapping their fingers, could be a good way to start. This brings fun to the lesson right from the onset of the lesson.
- Q. What do you find difficult in teaching intonation?
- R. This is a personal opinion.



## Watch (Video clip M8V3)

- Q. How did the teacher introduce the lesson?
- R. The teacher showed the class how his voice went up and down. He used his hands to show the class when his voice went up and down.

Q.

Sentences		Intonation pattern	
1)	Statement	b)	Falling
2)	Command	c)	Falling
3)	Yes/No question	a)	Rising

Q. How does the teacher use physical movement to make the lesson more interesting to learners?

R. Young learners enjoy moving in lessons. Kinaesthetic learners benefit from physical activity in class as this helps them to learn better. When pupils move their arms up and down according to the intonation patterns, this will help them to understand the patterns more easily.



### Reflect

Q. Look at these short dialogues. Which would have rising intonation? Which would have falling intonation?

R.

*Get out of the class. – falling*

*Can I borrow some money? – rising*

*Is that Sani? – rising*

## Section 4: Rhythm and rhyme



### Think

Q. How do you help your pupils to find rhythm and rhyme patterns in songs/poems?

R.

- Saying the rhyming text with rhythm and clapping when the rhyming words are said
- Replacing the rhyming words with new ones and saying if the new words rhyme
- Tapping feet or clapping to the rhythm of the poem/song



### Watch (M8V4)

- Q. How does the teacher help the pupils to understand the meaning of the rhyme?
- R. She asks pupils to explain the meaning of some words e.g. tailor. She mimes the actions of a tailor cutting cloth and sewing.
- Q. What resources does the teacher use to teach rhythm and rhyme in the lesson?
- R. She uses a poster of the rhyme and a picture of a tailor.
- Q. What do pupils do to improve their understanding of rhyme?
- R. They find the rhyming words in the text. They recite the rhyme so that they can hear the rhyming words and the rhythm of the text.



### Reflect

Read the following statements about teaching rhythm and rhyme. Do you agree or disagree with each statement? Write your reasons in the column on the right.

Statement		Agree/disagree	Reason
1)	Singing songs or saying rhymes in class is embarrassing for the teacher	Disagree	Some teachers may feel a bit embarrassed and shy. But they can practice at home first. Ask a clever pupil to demonstrate the song or rhyme in class.
2)	The more pupils practise, the better they will understand rhythm and rhyme	Agree	Practising the rhymes and hearing the words that rhyme will help pupils to make a connection between a sound and the word.
3)	Repeating rhymes with actions helps pupils to remember them	Agree	Songs and rhymes are easy to remember. Once learnt, the rhythm and rhyme stay in the memory. This is why we can remember songs or rhymes from our childhood long after we have grown up.

4)	Understanding the rhythm of a language isn't important	Disagree	If pupils speak English without thinking about the rhythm then they will not sound natural or fluent, and they will find it hard to communicate effectively.
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## Module 9: Comprehension

### Section 1: Sounds that sounds the same



#### Watch (Video clip M9V1)

Stages	Order
Pupils come to the front and point to the correct sound on the chalkboard	3
In groups pupils underline sounds in sentence cards	4
In groups pupils write words with contrasting sounds in groups	6
Teacher models the sounds and the class repeats	2
Pupils read sentences and identify the sound	5
Teacher writes sounds on the chalkboard	1



#### Reflect

Statement	Agree/disagree	Reason
1) Pupils need to hear and see sounds in order to practise them	Agree	Pupils need to see and hear the sounds to practise them so they will attach the sounds to their letter shapes.
2) The teacher is the best model in the classroom to pronounce difficult sounds	Agree	The teacher can model the sounds and get pupils to repeat after him/her. The class gets a clear example to copy
3) Working in groups does not help pupils to learn well	Disagree	Group work helps children get new ideas and learn how to interact with other people. Within a group, they get more chance to participate
4) If pupils practise sounds that sound the same they will get confused	Disagree	It helps to remove the possible confusion because the more they hear the sounds, the better they can tell the difference between them

## Section 2: Guessing the meaning of new words



### Watch (Video clip M9V1)

Tick (✓) the activities the teacher does with the class to help them understand the meaning of the words in the passage:

Activity	✓
The teacher shows pictures of the new words.	✓
The teacher asks pupils to write the new words in the gaps in sentences.	X
The teacher asks pupils to copy the underlined words into their exercise books.	✓
The teacher asks pupils to give the meaning of the new words.	✓
The teacher says the new words and the class repeat after her.	X
The teacher asks pupils to discuss the new words in groups.	✓
The teacher asks pupils to match the new words with their definitions.	✓
The teacher asks pupils to make up sentences with the new words.	✓



### Reflect

- 1) Read the short text below. Can you guess the meaning of the underlined words from the context?

'opel' could mean 'king', 'prince', 'farmer'

'bosten' could mean 'castle', 'cottage', 'farm'

'blong' could mean 'strong' 'handsome' 'fat'

'glimped' could mean 'loved' 'hated' 'admired'

- 2) Now think about these questions:

- a) What helped you to guess the meaning of the words?

The part of speech (noun, verb, adjective), the other words in the sentence (big and .....), deciding if the words was positive or negative in meaning, previous knowledge of (fairy) stories,

- b) Can these techniques help your pupils too? How?

Yes. Pupils can practise guessing the meaning of words and getting an idea of the meaning. Checking the exact meaning of words in the dictionary is recommended for learning. But when reading, getting a rough idea of the word is a good skills to have.

### Section 3: Understanding the main ideas and ordering of events in a story



#### Watch (Video clip M9V3)

- Q. How did the teacher interest the pupils in the topic?
- R. He asked the pupils questions about their experiences of hospitals and being ill. He showed a picture of a hospital and asked pupils to describe what they could see
- Q. How did the teacher check the meaning of the new words?
- R. He wrote the new words on the chalkboard and on flashcards. He asked pupils to give the meaning of the words and corrected them if necessary.
- Q. What activity helped the pupils to understand the sequence of events in the story?
- R. The teacher wrote the main events of the story on four flashcards. He asked the class to put the events in the correct order.



#### Reflect

Before reading	During reading	After reading
Show a picture to interest pupils in the topic and ask them questions about what they already knew	Ask pupils to underline the new words in the story	Ask pupils to put the events of the story in the correct order
Tell pupils the meaning of new words from the text	Ask pupils to listen to the story and read it in their textbooks at the same time	

### Section 4: Describing characters and predicting events in a story



#### Watch (Video Clip M9V4)

- Q. How did the teacher introduce the poem?
- R. He showed a picture of domestic and wild animals. He asked the class to name the animals they could see.



- Q. What materials did the teacher use in the video to help pupils understand the poem?
- R. He asked pupils to look at the pictures of the monkeys in the textbook. Pupils told him what each of the monkeys was doing. He asked them to describe some of the monkeys' characters.
- Q. What lessons did you learn from the teacher's strategies e.g. reading aloud, questioning?
- R. Reading the poem aloud is helpful as pupils can hear the rhythm of the poem. The teacher taught the class to mime actions as they heard the poem. This is good for kinaesthetic learners. This helped them to understand the meaning of the poem and remember the words better. The teacher asked the class questions about the monkeys in the poem. This made them think about what happened and so helped them to understand the content.



### Reflect

- Q. Based on the video clip you watched, look at the following tasks. Could you use these tasks with your pupils in class?
- R. Both tasks can be used.
- a) *has simple adjectives that pupils will know and can practice using by matching the adjectives to the characters of the monkeys.*
- b) *there is no 'correct answer' to this task; pupils can guess what they think each monkey will do so they can be creative and use their imaginations.*

## Module 10: Grammar

### Section 1: Introducing tenses



#### Watch (Video Clip M10V1)

- 1) The teacher asks them to look at a picture. The teacher asks pupils questions about sport to arouse their interest in the topic

- 2) A timeline is a diagram on the chalkboard. It shows how a verb places events in time and relates them to other events. It helps pupils by reducing the amount of explanation the teacher does. It is a diagram so it helps learners with a visual learning style.
- 3) Pupils used cards with key words to make sentences using the past perfect tense

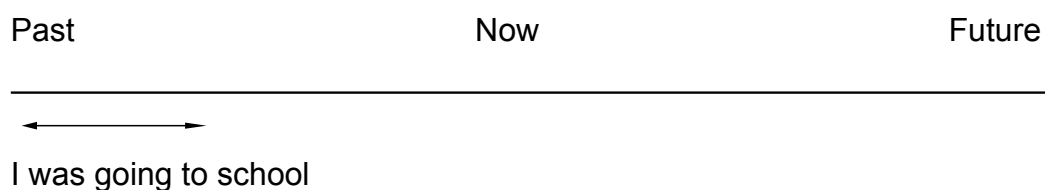


### Reflect

- 2)
  - a) ii b) iii c) iii

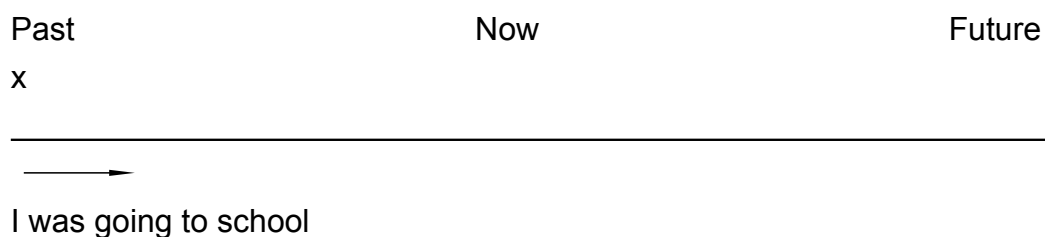
- 3)
  - a) Past continuous

*This action took place over a period of time in the past*



- b) Present perfect continuous

*This action started in the past and continues up to the present*



## Section 2: Practising tenses



### Watch (Video clip M10V2)

Q. Look at the stages of the lesson. Which of these happened in the clip?

Stages	Yes or no?
a) The teacher drew a picture on the chalkboard	Y
b) The teacher asked pupils to look at the picture in their textbooks	Y
c) The teacher asked a pupil to read the story to the class	N
d) The teacher introduced new words to the class	Y
e) The teacher models the present continuous tense	Y
f) The pupils work in 3 different groups	N
g) The teacher plays a mime game with the class	Y



### Reflect

Match each stage of the lesson with its purpose in the table below:

1) e) 2) d) 3) a) 4) c) 5) f) 6) b)



### Work with your partner in school

- They are boarding the aircraft now.
- The steward checked their boarding passes.
- Amina is sitting by one of the windows of the aircraft.
- They waited until they were told the plane was ready.
- Now father is showing Amina where the safety belt is

## Section 3: Teaching phrasal verbs

Q. Fill in the blanks with the best phrasal verb below:

R.

- Put on
- Helped him out
- Woke up
- Show me around

10. Set up
11. Get around to
12. Looked up
13. Ran over
14. Picked out



### Watch (M10V3)

Stage 5 did not happen in the clip



### Reflect

- 1) ...give them examples of the phrasal verbs in a sentence
- 2) ...asking them to explain the meaning to me in their own words or by explaining the phrasal verb in Hausa
- 3) ...playing matching games with phrasal verbs and meanings, asking pupils to write dialogues that include the phrasal verbs, giving pupils puzzles that help them practise the phrasal verbs



### Work with your partner in school

Q. Match the phrasal verbs with their correct meanings:

Look after – to take care of
Break in – to enter a place or steal something
Look up to – respect someone
Set off – start a journey
Run into – meet someone by chance
Give up – stop doing something
Fall behind – to be slower than someone
Go through – discuss in detail
Set aside – reserve something so that it can be used later
Make up – invent
Take after – to look like someone or do the things they do
Make out – recognise
Run after - chase or follow
Bring up – make a suggestion or proposal
Get along – to have a good relationship with someone
Call off – cancel

Q. Look at Macmillan Brilliant Primary English Book 5, p110. Put these words together to make phrasal verbs.

Run	into
Dictate	to
Break	away
	through
	down
	across

Run into  
Run through  
Run down  
Run across

Dictate to  
Break into  
Breakthrough  
Break down

#### Section 4: Helping pupils with relative clauses



#### Think

Fill in the blanks below using who, whose and that.

			
A lion is an animal <b>that</b> lives in the jungle	A farmer is a person <b>who</b> grows vegetables and crops	A hunter is a person <b>who</b> kills wild animals	This is a teacher <b>whose</b> name is Malama Fatima.



## Watch (Video Clip M10V4)

Decide whether these statements are TRUE or FALSE.

- 1) The teacher introduces relative clauses with a picture (T)
- 2) Pupils translate the sentences into Hausa to check understanding (T)
- 3) The teacher asks pupils to draw simple pictures of a market, a school, etc (F)
- 4) The teacher makes sentences using the table on the chalkboard (T)
- 5) Pupils write five sentences in their notebooks using the table (F)
- 6) Pupils ask and answer questions in pairs (T)



## Reflect

Q. Why did the teacher show a holiday picture to the class? How did the pupils react?

R. The teacher wanted to arouse the pupils' curiosity about the topic. Pupils who have a visual learning style will like looking at a picture and describing it. A picture brings colour and enjoyment to the lesson. If pupils look at a picture they can think about their own life or use their imagination to become more involved in the topic.

Q. Which activity worked best for the pupils in your opinion? Why?

R. Answers will depend on personal opinion. Possible answers are:

*Pupils come to the chalkboard and underline sentences:*

Pupils can see the grammar in a context. They participate by coming out to the front of the class and showing their ability to their classmates

*Pupils make sentences using the substitution table*

This gives pupils practise in using the new structures, both through speaking and writing. The table helps them to make sentences with 'which', 'that' and 'who' in a guided way. It is easier than asking

them to make sentences by themselves.

*Pupils ask and answer questions chorally using the table*

This gives pupils the chance to practise their speaking skills.

Questions provide an opportunity for communication so this activity is good for real life language learning.

*Pupils exchange notebooks and work in pairs*

Pupils get more practise with their partner. They will be more confident and less shy if they only work with one partner. If they have to speak in front of the whole class then only the clever pupils will speak. In this way al pupils have a chance to practise

Q. Which parts of the lesson did pupils find the most difficult? Why?

R. Some pupils found it difficult to make sentences using the substitution table

Some pupils found the pair work difficult because they did not know what to do.

## Module 11: Aspects of writing

### Section 1: Writing stories



#### Watch (Video clip M11V1)

- 1) False. The teacher started the lesson by checking vocabulary
- 2) True.
- 3) False. Pupils wrote their stories in groups



#### Reflect

- Q. Can you divide this list into the advantages and disadvantages of organising a writing lesson in this way?

R.

#### Advantages

- Pupils enjoy drawing pictures
- Pupils have a clear model to follow
- Pupils like talking about animals
- The teacher is in control of the writing process and so is able to support the pupil.

#### Disadvantages

- Pupils may not have enough vocabulary to write their story
- Pupils may not like working in groups
- It is difficult for the teacher to check everyone's work
- Some pupils may write slower than others

Q. How can you overcome the disadvantages to this lesson?

R.

- Give pupils the vocabulary they need for their story before they write
- Tell pupils about the good sides of working in groups (more ideas, more help from group members, more enjoyable). Use group work only occasionally. Change the groups so that different pupils are working together
- Appoint one group leader in each group to check the work of the others
- Give groups a time limit. Put the slow writers in the same group and give them a shorter task to do. Give slow writers a partner to help them with their writing
- Give pupils tasks that they can achieve. Praise and encourage their writing efforts. Have a mix of individual, pair and group writing tasks in your lessons



## Section 2: Writing informal letters



### Watch (Video clip M11V2)

Stages of the lesson	Order
Pupils write a letter about a place they visited	6
The teacher introduces the topic of the lesson	1
The teacher reads out a model of the informal letter on the poster	4
Pupils answer questions about places they have visited	3
The teacher tells a story about a trip she took	2
The teacher tells the class the parts of an informal letter	5

## Section 3: Writing descriptions



### Watch (Video clip M11V3)

- Q. How does the teacher begin the lesson?
- R. By asking the pupils to tell her names of people in their family
- 
- Q. Were the pupils happy to ask questions about their families in pairs?  
How do you know?
- R. The pupils were smiling. They were asking each other questions which shows their interest.
- 
- Q. How did the pupils use the substitution table for their descriptive writing?
- R. They copied the sentences from the substitution table and added personal details about their family



### Reflect

- 1) c    2) c    3) a

## Section 4: Writing emails



### Watch (Video clip M11V4)

- Q. How did the teacher introduce email writing in the lesson?
- R. The teacher introduced email letter writing by asking pupils how they send letters at the moment. He shows them an envelope, a stamp and tells them they need to take this to the post office.
- Q. What teaching materials were used in teaching the email writing?
- R. A chart with the different sections of a formal letter. A picture of a computer and keyboard. A poster of a computer screen and email letter on it. A gapped text on the chalkboard which the pupils used as a model to write their own emails.
- Q. Did the pupils write their email alone, in pairs or in groups?
- R. The pupils wrote the email in groups.



### Reflect

- Q. Which teacher(s) do you agree with most? Some suggestions:
- Halima** spends a lot of time making keyboards but this isn't very useful for her pupils as they are not real. You can't get real practise on a cardboard keyboard
- Musa** helps his pupils by showing them pictures of a computer and keyboard. This means that in the future, when they meet a real computer they will know a little about it
- Garba** is misleading his pupils as an email is not exactly the same as a letter – there are differences in the organization of the 'page' and there's no date or house address.
- Husseina** is providing some useful materials for her class here. They can see what a screen looks like even if it's not 'real'. They can practise organising an email by writing the email address and subject of the email. When they use a real computer they will be familiar with what an email looks like.



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