

MODULE

1

Back to school

TERM 1

Listening and speaking

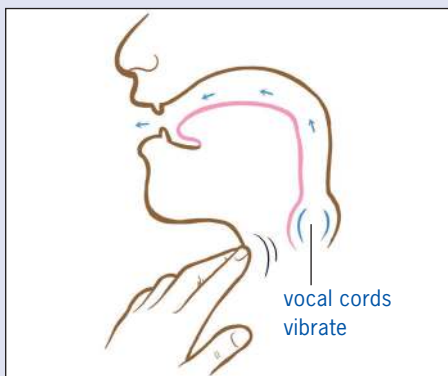
Monophthongs

The alphabet is made up of 26 letters. Five of the letters are vowels: **a, e, i, o, u**. These five letters can make 20 different vowel sounds in English.

The first 12 vowel sounds are called **monophthongs**. They are also called **pure vowels** because they consist of only one vowel sound; your tongue and mouth stay in the same position as you say them. Each monophthong is represented by a symbol. **Example: /i:/** as in **tee**th

All vowels are **voiced**. This means your vocal cords vibrate when you say vowels.

Monophthongs can have short sounds and long sounds:



Your vocal cords vibrate when you say vowels.

Short monophthongs

/æ/ as in **ma**n, **Sa**turday, **ma**nager

/ɪ/ as in **pi**n, **ri**ch, **li**ttle

/ʊ/ as in **coo**k, **cou**ld, **fu**ll

/ɒ/ as in **sho**p, **bo**dy, **wan**t

/e/ as in **pe**n, **hea**d, **frie**nd

/ʌ/ as in **ru**n, **o**ne, **won**

/ə/ as in **a**bout, **unde**rstand, **answe**r

Long monophthongs

/ɑ:/ as in **fa**ther, **ma**rket, **sta**r

/i:/ as in **ee**l, **ma**chine, **sea**

/u:/ as in **true**, **roo**m, **ste**w

/ɔ:/ as in **cha**lk, **fo**rk, **la**w

/ɜ:/ as in **he**rd, **nur**se, **fi**rst

Note:

- Vowel sounds often come between two consonant sounds in a word.
Example: pin, head. But sometimes they can also come at the beginning or end of a word. **Example:** inside, enough, free, cow
- A symbol can represent different vowel letters. **Example:** /e/ can represent these letters: e, ea, a, ie
- The /ə/ sound is a sound you find in many English words. It is also called the **schwa** sound.

1. Read the sentences below and write the **monophthong** sound represented by the red letters. Use the table on page 1 to help you. The first one has been done for you.
 - a) My cousin plays in a **band**. /æ/
 - b) Let's **talk** later, after school.
 - c) That's a very **funny** thing to say **about** your friend.
 - d) **Look** over there!
 - e) I love **trees** because they provide **cool** shade.
 - f) I am **not** going to the movies; are you?
 - g) Have you **heard** the latest news?
 - h) There is mud all over the **carpet**.
 - i) Did you **spend** all your money?
 - j) Please **bring** me some lunch.
2. Say the sentences in Activity 1 aloud.

Reading and comprehension

Predicting, skimming and scanning

Reading for understanding (comprehension) is a skill that you can develop and practise. Before you read a text, start by **predicting**, **skimming** and **scanning**. This is important as it will help you to read a text faster, and with more understanding.

- **Predicting:** To predict something means to say what you think it will be about. We can predict what a text will be about by looking at the picture(s) and by reading the title.
- **Skimming:** We skim a text by reading it quickly to get a general idea of what it is about. We are not looking for details when we skim a text. We do not need to read every word. When we skim we need to look at the **layout** of the text to find out what kind of text it is. For example, if we see a text that has a title and verses with lines of different lengths, we know it is a poem.

We also need to look at the **content** of the text to get an idea of what it is about. For example:

- find and read titles, headings, captions of pictures, words in information boxes, and other words you think are important
- read the first and last paragraphs of the text to get an idea of what it is about
- read the first sentence of each paragraph to get an idea of what it is about.

- **Scanning:** We scan a text by reading it quickly to look for particular information, such as a word, a phrase, a number or a heading. For example, we may scan a history text to find a particular name or date, or we may scan an advertisement to find the price of something. We can also scan a text to find words we do not understand.

3. Work with a partner to discuss the following questions.

- a) Think about the first day of your school year. How did you feel? Discuss your feelings with a partner.
- b) Look at the illustration and read the speech bubble and the title of the story below.
Predict what you think this story is going to be about. Discuss your ideas with a partner.
- c) **Skim** the story by reading the first and last paragraphs. Do you think that the main character is finding the first day back at school easy?
- d) **Scan** the story to find the list of goals. Which of these goals would you choose for yourself?
- e) **Scan** the story to find the words in bold. Try to work out their meanings by reading the sentence in which they appear. Then check the meanings in the glossary.
- f) Read the story carefully.



Back to school

By Nicole Levin

It should be easy, the first day of the new school year. After all, this is my ninth year of school. Yet, as I walked along the pavement my stomach **churned** like porridge being stirred in a pot. My father's comments this morning buzzed in my head.

"I expect better school results this year," he said, "especially in Mathematics and English. Perhaps you should spend less time singing and running, and focus on your schoolwork."

I love singing and running. These are the activities that make me happy. But I don't want to disappoint my father or myself, so as I walked, I made a list of goals for the school year in my head.

1. Improve my results in Mathematics.
2. Improve my results in English.
3. Join the running team.
4. Join the choir.
5. Keep my old friends.
6. Make new friends.

These seemed like good goals for the year. Listing them in my head gave me a plan. I would write them down later. As I **approached** the school gates, I felt calmer. The porridge in my stomach stopped churning. Even if I wasn't completely ready for the year, I was ready for the day.

Or so I thought.

As I walked through the gate, my friend Awele approached me.

"Olanna! Olanna!" she called, "I've just seen the class lists on the notice board. Guess what?"

"What?" I replied. I felt the churning porridge feeling return in my stomach.

"You are the only one who's in a different class this year. All the girls from our class last year are together except for you."

"Who's in my class?"

"Nobody that we know is in your class except for some of the irritating boys."

My heart began to beat loudly in my chest as I ran to look at the notice board.

I read the list slowly. Awele was right. I had been separated from all my friends. I pushed back the tears that began to well in my eyes. Item five on my list, "Keep my old friends", was already going to be a **challenge to achieve**.

4. Answer the multiple-choice questions that follow in your exercise book. Choose the correct answer to complete the sentences.
- a) From paragraph 1, we know that the writer feels _____ about the school year.
- | | | |
|------------|--------------|------------|
| A. happy | B. excited | C. anxious |
| D. neutral | E. confident | |
- b) In the **simile**, "my stomach churned like porridge being stirred in a pot", the writer is saying _____.
- | | |
|--------------------------------------|--|
| A. her stomach is the shape of a pot | |
| B. she ate porridge for breakfast | |

- C. she felt very hungry
 D. the feeling in her stomach could be compared with the motion of stirring porridge
 E. she likes porridge
- c) In the **metaphor**, “my father’s comments buzzed in my head”, the writer is saying _____.
 A. she heard bees that were buzzing nearby
 B. the things that her father said went around and around in her mind, as bees do around a flower, and kept her attention
 C. her father’s voice is like the sound of bees buzzing
 D. she had a headache
 E. she found her father’s voice to be an irritating sound
5. Write the answers to these questions in your exercise book.
- a) What does Olanna’s father expect from her this school year?
 b) Which two activities does Olanna love to do?
 c) What are Olanna’s goals for the school year? Summarise them in one sentence.
 d) What does Awele feel about the boys in Olanna’s class?
 e) How does Olanna feel when she finds out she is not in the same class as her friends?
 f) Quote a line from the story that shows Olanna’s feelings about being separated from her friends.
 g) Why does Olanna say: “Item five on my list, ‘Keep my old friends,’ was already going to be a challenge to achieve.”?
 h) Which goal on Olanna’s list might become easier to achieve, now that she has been moved to another class? Explain your answer.

Summary

Tips for summarising a story

- Write only the main ideas of the story.
- Answer the questions: Who? What? When? Where? Why? How?
- Summarise the sequence of events. Ask: What happened first? What happened after that? What happened next?
- Use your own words (think of **synonyms** for words in the story).

6. Summarise the story, *Back to school*.
- a) Spend a few minutes jotting down notes on the main ideas. Follow the guidelines in the information box.

- b) Tell the story in the correct sequence, in under 80 words. Start with the following sentence: Olanna was nervous about the new school year. End with the following sentence: This made Olanna anxious and sad.

Vocabulary development

7. The words in the left-hand column come from the text you read on pages 3 to 4 and are not included in the glossary at the back of the book. Match the words with the correct meaning in the right-hand column. **Note:** It is helpful to first find the word in the text and read the sentence in which it appears.

Word	Meaning
a) irritating	walking towards
b) approaching	mixed by moving it around with a spoon
c) calmer	group of singers (collective noun)
d) stirred	plans to achieve something
e) goals	more relaxed
f) choir	annoying

Grammar

Revise parts of speech

Here is a brief summary of the main **parts of speech**. You will learn more about all of these during the year:

- **nouns:** names for people, places, animals, things and ideas (types: proper, common, collective, abstract, countable, uncountable).
Examples: **Nigeria, dog, school, sadness, stones, rice**
- **pronouns:** take the place of nouns (types: personal, possessive, reflexive, relative, demonstrative). **Examples:** **she, hers, herself, who, this**
- **verbs:** show actions and states of being, in the past, present and future.
Examples: **run, dance, will**
- **adjectives:** describe nouns and pronouns. **Examples:** **soft** grass, **easy** test
- **adverbs:** describe verbs, adjectives and other adverbs (types: degree, frequency, manner, place, time). **Example:** She **often** ran fast.
- **prepositions:** show the relationship between a noun/pronoun and other words in the sentence. **Examples:** **under** the desk, **between** the lines
- **conjunctions:** join words, phrases and clauses (types: co-ordinating and subordinating). **Examples:** **and, although, because**

8. Copy the sentences into your exercise book. Identify the **parts of speech** shown in brackets at the end of each sentence. Underline the correct word in the sentence. The first one has been done for you.
- These seemed like good goals for the year. (one **adjective**)
 - Listing them in my head gave me a plan. (one **preposition**)
 - As I approached the school gates, I felt calmer. (two **verbs**, one **adverb**)
 - The porridge in my stomach stopped churning. (two **nouns**)
 - Even if I wasn't completely ready for the year, I was ready for the day. (one **pronoun**)
 - My heart began to beat in my chest as I ran to look at the notice board. (three **verbs**)
 - I read the list slowly. (one **adverb**)
 - As I walked through the gate, my friend Awele approached me. (one **conjunction**, one **preposition**)
 - You are the only one who's in a different class this year. (one **pronoun**, two **adjectives**)
 - Nobody that we know is in your class except for some of the irritating boys. (one **pronoun**, one **adjective**, one **conjunction**)
9. Choose the correct **prepositions** from the list to complete the sentences.

against	behind	of	at	in
to	for	between	on	from

- We walk a long way _____ school every morning.
- I have choir practice _____ a Tuesday afternoon.
- I leaned _____ the wall because I felt tired.
- The notice board is _____ the door.
- I will meet you _____ the sports field in ten minutes.
- Our singing teacher comes _____ Lagos.
- I will finish my homework _____ half an hour.
- Please wait _____ me before you go outside.
- Her father was proud _____ her achievements.
- Olanna sat _____ two students she had never seen before.

Writing

Some writing guidelines

Paragraphs

A **paragraph** is a group of sentences about an idea. A paragraph often starts with the **topic sentence**, which introduces the idea. The topic sentence is followed by **supporting sentences**, which tell you more about the main idea.

Register, tone and audience

The way you express yourself (the words you use and how you use them) creates a mood. It could be friendly and fun, polite and serious, or angry and dramatic. We call this the **tone**.

When you write or speak, you communicate to a particular audience. You choose your words and the way you say or write them to suit the audience and the situation. For example, if you write to your principal, you will choose to be polite and formal. If you write to a good friend, you will choose to be friendly and informal. We call this the **register**.

10. Write an **informal letter** to your best friend telling him or her about your plans for this academic year. Your letter must be at least 250 words long. Write in an appropriate **register** and **tone**, and include the following:
- **Address**
 - **Date**
 - **Greeting to start** your letter: Dear ...
 - **Introduction:** Ask your friend how he/she is.
 - **Body:**
 - **Paragraph 1** main idea: how you feel about the start of the new academic year
 - **Paragraph 2** main idea: your plans for your academic studies
 - **Paragraph 3** main idea: your plans for your sport and cultural activities
 - **Conclusion:** End your letter. Say something friendly to your friend.
Example: *The year ahead looks very busy for me and I hope I can achieve some of my goals. I hope you have a successful year, too. Please write soon.*
 - **Greeting to end** your letter. **Examples:** Your friend, With best wishes ...

Literature

Fiction and non-fiction texts

Fiction refers to texts that are created from the writer's imagination. There are three main categories of fiction:

- **Stories** and **novels**: These are written in **prose** and can be divided into chapters. The texts have distinct characters, settings and themes (main ideas).
- **Poetry**: These are written in lines of different lengths. Most poems have more than one **verse**, or **stanza**.
- **Plays**: These are written as a dialogue with stage directions. They are arranged in **scenes** or **acts**. They are meant to be performed on a stage.

Non-fiction refers to texts that are based on facts, the real world and events that actually happened. There are different categories of non-fiction texts:

- **Newspaper and magazine articles**
- **Editorials**
- **Textbooks**
- **Information books, articles or pamphlets**
- **Personal accounts**
- **Journal articles**
- **Legal documents**
- **Documentary films**

11. Before you read Text 1 and Text 2, look up these words in the glossary: **compassion, neurons, curiosity, spanked, complex, structure, grieve.**
12. Once you have read the texts, answer the questions that follow.

Text 1: The elephant's child

By Rudyard Kipling

In the High and Far-Off Times the Elephant, O Best Beloved, had no trunk. He had only a blackish bulgy nose, as big as a boot that could wriggle about from side to side; but he couldn't pick up things with it. But there was one Elephant – a new Elephant – an Elephant's Child – who was full of 'satiableness **curiosity**, and that means he asked ever so many questions. *And* he lived in Africa, and he filled all Africa with his curiosity. He asked his tall aunt, the Ostrich, why her tail feathers grew just so, and his tall aunt the Ostrich

spanked him with her hard, hard claw. He asked his tall uncle, the Giraffe, what made his skin spotty, and his tall uncle, the Giraffe spanked him with his hard, hard hoof. And *still* he was full of curiosity!



Text 2: The intelligence of elephants

Elephants are one of the most **intelligent** animal species in the world. The elephant's brain is **complex** like the human brain and has a similar **structure**; it has as many **neurons** as the human brain. Elephants also express a variety of behaviours that are similar to humans: they **grieve** and play, they show kindness, **compassion** and co-operation, as well as self-awareness, memory and language and they have strong bonds with family members. All of this shows that elephants are highly intelligent.

13. Copy and complete the sentences, using the words and phrases in brackets.
 - a) Text 1 is an example of _____ while Text 2 is an example of _____.
(**non-fiction/fiction**)
 - b) Text 1 is a/an _____ about an elephant, while Text 2 is a/an _____ about elephants. (**poem/article/story/play**)
 - c) Text 1 _____, while Text 2 _____. (**tells a story/gives information**)
14. Transfer the information in the question above into a table with two columns.
15. Identify the characters, setting and theme in Text 1.
16. Summarise Text 2 in one sentence.