



**BREEDING**  
**A R E N A**  
*College*

# ENGLISH

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## YEAR 9

*Mrs. Chidinma C.*

Term Cultivate  
2024/2025

## SCHEME OF WORK

ENGLISH		
Nurturing What's within		September 9
WEEK	TOPIC	SUB-TOPICS
1	Reading and Writing	Reading passages (main point/idea; opinion of the writer and deduction/implied meanings); Outline
2	Listening and Speaking	Listening Session Audio Speaking session: People I Admire/My Favourites
3	Use of English	Relative Clauses including Preposition (e.g. from, where, to whom etc.); Present Perfect Forms; Conditionals
4	Reading and Writing	Reading Passages (Facts and Opinions; Summary) Writing: My Last Holiday/email writing/text
5	Listening and Speaking	Listening Session Audio (Sharing Opinion and identifying inconsistencies in arguments) Speaking: Healthy Eating
6	Use of English	Connectives Present Perfect Simple Continuous
7	MID TERM	MID TERM
8	Reading and Writing	Fiction and Non-Fiction Texts Writing: Travel Blogs Identify an environmental issue/problem in your community and how it can be solved or improved.
9	Use of English	Present Continuous Active and Passive Dependent Prepositions following Adjectives/Nouns Phrasal/Prepositional Verbs
10	<b>Revision</b>	<b>Revision</b>
11	<b>Examination</b>	<b>Examination</b>

# The Breeder's Guide

English

12	<b>Examination</b>	<b>Examination</b>
13	<b>Vacation</b>	<b>Vacation</b>
WEEK	TOPIC	SUB-TOPICS

## 1. READING AND WRITING

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### **Week: 1**

**Learning Objective:** At the end of the lesson, students should be able to: i. Read the passage and identify the main point/idea. ii. Identify the opinion of the writer(s) in a passage. iii. Deduce implied meanings from a passage. iv. Prepare an outline.

**Entry Behaviour/Starter:** Students recall different problems they have encountered. Students recall some important parts included in their write-ups.

**Duration:** 40 minutes x 4

**Teaching Method/Teaching**

**Strategy:** Illustration

Period 1

Reading and Writing

Reading Passages

Main Point/Idea

Activity: Write the word 'problem' on the board. Ask learners to think of common problems people have. Make a mind map and write learners' ideas on the board. Try to elicit a wide range of problems (for example, work/school related, friendship/relationship problems, every day small problems, financial).

Give learners a number of letters in which people explain their problems. Learners read the letters and decide what kind of problem is described in each letter. Learners check answers in pairs before checking with the whole class.

### **Main Idea**

This is what the story is mostly about.

### **How to Identify the Main Idea**

To identify the main idea, you must answer the following questions:

1. What is the title?
2. What does the first and last sentence say?
3. What are the repeated words?
4. What does the author want me to know?

Exercise

Read the given passage and identify the main idea.

# The Breeder's Guide

English

## Period 2

### Opinion of the writer

This refers to what the writer thinks about a particular subject or character. He/she shares this in his/her writing as his/her perspective. In his/her writing, the intention is to inform the reader, persuade the reader or entertain the reader by sharing his/her opinions.

### Exercise

Identify the opinion of the writer in the given passage about the identified subject or character.

## Period 3

### Deduction/Implied meanings

Implied meanings refer to interpretations of a text, story, sentence or paragraph that are not clearly stated. They are 'deductions' which are made after the reader has carefully thought about what he/she has read.

### Example:

1. I can see a man with wrinkles on his face, a painful limp and a crown of cotton white hair.

What deduction can I make from this about his description?

Answer: He is an old man.

2. I approach a house in the woods. The doors are all cranky with rusty hinges and nails. Inside, cobwebs have covered the once white ceiling, turning it black.

What deduction can you make about this house's description?

Answer: it is old or has been abandoned.

3. 'Jimmy,' mum shouted. Go to your room and lock your door. No TV and dinner this night!

What is the implication of this statement?

Options

- a. Mum is tired.
- b. Jimmy is an obedient child.
- c. Jimmy has been grounded.

### Exercise

Read the given passage and attempt to write the implied meanings of the stated portions.

## Period 4

### Outline

# The Breeder's Guide

English

An outline is a written plan that aids the organization of one's ideas before a written or an oral presentation. It has the following in this order:

Title

Introduction (containing definitions of content words or a background for your write-up)

Body (3/4 paragraphs that explain topic sentences, key points or ideas of your write-up)

Conclusion

Exercise

Prepare an outline for the given topic/title.

Preparatory Task

Interview anyone you admire:

Know their bio data

What they have achieved in life

Mistakes they have made and what they learnt from them

Choices they are happy about or they gained from

What they are doing now

How they have affected humanity positively

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – Chidinma   Wikipedia</i>	<ul style="list-style-type: none"><li>• The main point/idea.</li><li>• opinion of the writer</li><li>• implied meanings</li><li>• outline</li></ul>	<ol style="list-style-type: none"><li>i. Read the passage and identify the main point/idea.</li><li>ii. Identify the opinion of the writer(s) in a passage.</li><li>iii. Deduce implied meanings from a passage.</li><li>iv. Prepare an outline.</li></ol>

## 2. LISTENING AND SPEAKING

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### Week 2

**Learning Objectives:** At the end of the lesson, students should be able to: i.listen to the audio and answer the questions given. ii.work in pairs to give reasons for their personal preferences, as well as extra details about who they admire or their favourites. iii.make individual presentation on “People I Admire/My Favourites.”

**Entry Behaviour/Starter:** students recall the skills required for a listening session. Students recall people who they have come across and they admire.

**Teaching Method/Teaching strategy:** Demonstration

**Duration:** 40 minutes x 4

Period 1

Listening Session Audio – track 3

1. What are teenagers obsessed with?
2. Who is Mia's role model?
3. Who is Laila's role model?
4. Who is Leo's role model?
5. From the audio are all celebrities good role models?
6. Who is your role model and why?

Questions

Period 2

Speaking session: People I Admire/My Favourites

Students make notes on people they admire, give their reasons how they have been motivated by them or what they have learnt from them.

They engage in peer assessment

Period 3 & 4

Presentation (Speaking):

Assessment Guide –

Diction: 10 Marks

Organisation/Coordination of thoughts: 10 Marks

Presentation of Points: 10 Marks

# The Breeder's Guide

English

Appearance: 10 Marks

Delivery and Comportment: 10 Marks

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide - Chidinma   Cambridge Global English 7</i>	<ul style="list-style-type: none"><li>• Admire</li><li>• Favourite</li></ul>	<ol style="list-style-type: none"><li>i.listen to the audio and answer the questions given.</li><li>ii.work in pairs to give reasons for their personal preferences, as well as extra details about who they admire or their favourites.</li><li>iii.make individual presentation on "People I Admire/My Favourites."</li></ol>

## 3. USE OF ENGLISH

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### Week: 2

**Learning Objective:** At the end of the lesson, students should be able to: i. use Relative Clauses including Preposition in sentences. ii. use Present Perfect Forms in sentences. iii. use Conditionals in sentences.

**Entry Behaviour:** Learners recall the definition for each person in the picture.

**Teaching Method/Teaching Strategy:** Illustration

**Duration:** 40minutes x 4

Period 1

**Relative Clauses including Preposition** (e.g. from, where, to whom etc.);

### **Introduction Activity**

Write the following incomplete sentence on the board:

It's somebody who...

Ask learners what they think the definition could be for each type of person from the pictures. Elicit the definitions from learners. Write the definition next the correct type of person (for example, *an optimist is someone who believes that everything will be fine* for example, *an optimist is someone who believes that everything will be fine*). Highlight the use of the relative pronoun in the relative clause. *fine*). Highlight the use of the relative pronoun in the relative clause.

Tell learners they are going to make more definitions for more types of people and their beliefs. Learners work in pairs. Give each pair a card with one of the types, a blank strip of paper and a monolingual dictionary. Learners look up the type in the dictionary and write their definition on the blank strip of paper. Encourage the use of 'who' and a relative clause. Monitor and help if necessary.

Collect all the cards with the types of people and hand them out to different pairs. Then do the same with the definitions. Pairs mingle and find the correct definition for the type of person on their card. Check answers with the whole class. Display all the types of people and the correct definitions.

Tell learners they are going to discuss what they think about each type of person. Draw learners' attention to the two definitions on the board from the earlier stage. Elicit learners' opinions about these two types of people. Encourage the use of 'which' (for example, *an optimist is someone who believes that everything will be fine, which is something I find very difficult / which I believe in as well*). Highlight the use of 'which' to refer to the previous clause in relative clauses.

Learners work in pairs. They discuss the different types of people from the display and provide their own opinions. Encourage the use of relative clauses. Check learners' ideas with the whole class.

# The Breeder's Guide

English

## Relative Clauses

They give us essential information about the person or thing that is being discussed.

### Defining Relative Clauses

Defining relative clauses give us the information that tells us who or what we are talking about. A relative pronoun or adverb is usually used to start a defining relative clause: who, which, that, when, where or whose. 'Who' 'whose' and 'that' are used to talk about people; 'which' or 'that' are used to talk about things; 'when' can refer to time; 'where' can refer to place.

Examples:

A doctor is a professional **who treats sick people.**

He is the man **whose daughter won the lottery.**

Susan is the one **that I gave it to.**

There was a drama **which I watched over there.**

These are the dresses **that have been bought.**

Winter is the season **when we ski.**

That is the hotel **where I lodged last night.**

### Classwork

Follow the pattern of the examples above and make 7 sentences, using defining relative clauses.

### Assignment

Follow the pattern of the examples above and make 7 sentences, using defining relative clauses.

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## Period 2

### Present Perfect Forms ([www.learnenglish.britishcouncil.org](http://www.learnenglish.britishcouncil.org))

The present perfect form is basically used to express an action that happened in the past and is relevant in the present.

#### BASIC STRUCTURE:

Subject + has/have + past participle

# The Breeder's Guide

English

I have slept.

They have slept.

He has slept.

When to use present perfect forms:

1. Actions that happened in the past and continue in the present:  
Example: They have been dancing there for some time now.
2. Talking about your experience till the present:  
Example: I have used chopsticks ever since I bought one.

Exercise

Fill in the blanks

1. Rita and I (love) \_\_\_\_\_ each other since we met at the mall.
2. I (hate) \_\_\_\_\_ running since I fell during the Olympics.
3. Made (be) \_\_\_\_\_ in the pool for three hours now.
4. Johnson (want) \_\_\_\_\_ to be a teacher for as long as I can remember.
5. Mama Gertrude (eat) \_\_\_\_\_ 15 burgers, every morning for 40 years and she is a cardiologist!
6. You (have) \_\_\_\_\_ that doll for 10 years. Isn't it time to pass it down to your brother?
7. Since he graduated from law school, my brother (establish) \_\_\_\_\_ over 300 law firms.
8. Mrs. Baker has (wash) \_\_\_\_\_ that rug every week since she bought it.
9. I (never like) \_\_\_\_\_ pork. I think it's disgusting.
10. What is the most interesting place you have (ever visit) \_\_\_\_\_?

Assignment

Make 10 sentences in the present perfect form.

HINT: Remember the basic structure.

Subject + has/have + past participle

Study your exercises but do not repeat them.

## Past Perfect Continuous

It is used for an action continuing to a point in the past, already mentioned and which is still continuing at the time of speaking.

# The Breeder's Guide

English

STRUCTURE:

Subject + had + been + present participle

Examples:

We had been eating before the professor walked in.

I had been exercising before I tripped over.

They had been singing before the microphone fell.

Exercise

Make 10 sentences of your own following the structure.

Assignment

Make 10 sentences of your own following the structure.

## Period 3

### Conditionals

[www.premierskillenglish.britishcouncil.com](http://www.premierskillenglish.britishcouncil.com)

All conditional sentences have two parts:

A condition which is the if clause

A main clause which is the result if the if clause is true

Example:

If the team wins, it gets three points.

If you heat ice, it melts.

All conditional sentences can be reversed.

The team gets three points if it wins.

Ice melts if you heat it.

Exercise

Make 10 sentences of your own following the example.

Assignment

Make 10 sentences of your own following the example.

# The Breeder's Guide

English

**Note:** When we use the if clause at the beginning of a sentence, we use a comma to separate the two clauses but when the if clause doesn't, we do not use a comma.

**Zero Conditionals** – laws, rules, facts (if/when + present simple + present simple in the main clause = if you heat ice, it melts)

**First Conditional** – future situations we believe are real or possible (if/when + present simple+ will +infinitive in the main clause = if it rains tomorrow, we'll be top of the table)

## Second Conditionals

We use it when we are talking about things that are not true, impossible or unlikely. It can be used to talk about things in the present or future.

Structure;

If + past simple would/could/might + verb

Examples:

If I won the race, I would celebrate.

If I could go to London, I'd be the queen in 2 years.

Second conditionals can also be used for advice or recommendation.

Examples:

If I were you, I'd see the dentist.

I'd try to eat less, if I were you.

Make 10 sentences of your own following the example.

Assignment

Make 10 sentences of your own following the example.

## Period 4

### Third Conditionals

They are used to describe something that didn't happen.

Example:

We would have arrived on time if we left earlier.

If I had studied harder at school, I would have gone to university.

# The Breeder's Guide

English

Make 10 sentences of your own following the example.

Assignment

Make 10 sentences of your own following the example.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide – CHIDINMA  </i>	<ul style="list-style-type: none"><li>• Present Perfect</li><li>• Conditionals</li></ul>	i. use Relative Clauses including Preposition in sentences. ii. use Present Perfect Forms in sentences. iii. use Conditionals in sentences.

## 4. READING AND WRITING

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### Week 4

**Learning Objective:** At the end of the lesson, students should be able to: i.read and summarise the given passages.

ii.distinguish facts from opinions. iii. write about their last holiday.

**Duration:** 40 minutes x 4

Period 1

Reading Passages

Period 2

(Facts and Opinions; Summary)

Fact and Opinion

Give learners two replies by experts containing advice. Learners read the replies and match them to the correct problem. Ask learners to read the replies again and underline what advice is given. Learners compare their answers in pairs and then with the whole class. Learners work in small groups and discuss if they agree or disagree with the experts' advice, and why.

Ask learners to look at the experts' replies and underline the language used to give advice (for example, *Have you thought about ...*, *Make sure you...*, *You need ...*, *How about ...*, *You'd better...*, *It might be a good idea ...*). Divide the board into three columns and write 'gerunds', 'infinitives with TO' and 'infinitives without TO' at the top. Tell learners that the verbs which come after the phrases used to give advice take one of the forms on the board. Learners copy the headings from the board and write the phrases from the replies under the correct headings. Then ask three learners to write their answers on the board. Check the answers with the whole class.

Learners work in small groups. Give each group a blank sheet of paper. Ask them to choose one problem from the earlier reading stage. This should be one of the problems which didn't have a reply. Learners write a reply to the person, giving their opinion on what the person should do, explaining why it would be a good idea and providing examples from their own experience where possible. Encourage the use of infinitive and gerund forms.

At the end, learners read aloud their replies to the class. Other learners listen and decide which problem letter the group replied to. Discuss how good the advice is with the whole class.

**Resources:** letters from online forums/ magazines where people explain their problems and two experts' replies containing advice.

# The Breeder's Guide

English

A fact generally refers to something that can be proven or verified to be true.

An opinion is one's personal belief, which others may agree or disagree with.

Hints to distinguish a fact from an opinion.

Fact	Opinion
Scientists recently discovered...	Doris claimed that...
According to the result of the tests...	It is the officer's view that...
The annual report confirms...	Many people suspect that...
The investigation demonstrated...	

Exercise

Write 5 facts about BAC.

Assignment

Read the given passage and highlight facts and opinions you can find.

PERIOD 2

Summary

A summary helps you to identify the main idea explained in a passage or narration. You can quickly summarise a passage or narration by identifying the topic sentences.

It is important that you listen/read carefully to achieve this.

Classwork

Read the given passage and summarise it.

Period 3 & 4

My Last Holiday

Learners work in groups. Write the phrase 'places to go on holiday' at the top of the board. Give learners one minute to think of, and write, as many places as they can. Stop them after one minute and ask them to count the words. The group with the most words reads their examples out. Write them on the board. The group gets as many points for as many answers they have provided. Then continue the activity with 'means of transport', 'holiday accommodation' and 'activities to do on holiday'. The group with the most points wins. Review any difficult vocabulary.

# The Breeder's Guide

English

Ask learners to look at all the answers in the column entitled 'places to go on holiday'. Encourage them to compare the places from the list and evaluate them based on their preference. Elicit a few answers on the board (for example, *I think going to the seaside is more expensive, but it's so much more interesting for me than visiting cities.*, *Spending time in the mountains is the best for your health and fitness and the views are often breath-taking, but holidays in the mountains can be a bit dangerous*). Highlight the use of adjectives (including compound and participle adjectives) and comparative forms and encourage the use of intensifying adjectives. Learners work in pairs and do the same with the lists from the other three columns 'means of transport', 'holiday accommodation' and 'activities to do on holiday'. Encourage the use of a range of different types of adjectives and comparative forms.

Group A – places to go on holiday.

Group B – means of transport.

Group C – holiday accommodation.

Group D – activities to do on holiday.

Prepare an outline for your write-up – “My Last Holiday.”

Write your draft.

Writing: My Last Holiday

Write the final work.

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide</i> – <b>Chidinma</b>	<ul style="list-style-type: none"><li>• Facts</li><li>• Opinion</li><li>• Holiday</li></ul>	<ol style="list-style-type: none"><li>i.read and summarise the given passages.</li><li>ii.distinguish facts from opinions.</li><li>iii. write about their last holiday.</li></ol>

## 5. LISTENING AND SPEAKING

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### Week:5

**Learning Objectives:** At the end of the lesson, students should be able to: i.listen to the audio and answer questions on it. ii.outline their opinions on “Healthy Eating.” iii.share their on the given topic, make their presentation, as well as identify inconsistencies in their peers’ presentation

Entry Behaviour: Students recall some relevant skills needed for a listening session. Teaching Method/Teaching Strategy: Illustration

**Duration:** 40minutes x 4

Listening Session Audio (Sharing Opinion and identifying inconsistencies in arguments)

Period 1

Track 2 – opinion

1. What is Eva’s opinion about talking in class?
2. How does Tarak say you can talk in class?
3. When does Joseph talk in class with the teacher’s permission?
4. Who believes that talking in class can be good and bad?
5. Han likes Spanish lessons because\_\_\_\_\_?

Period 2

# The Breeder's Guide

English

Track 8 – Healthy Eating

Answer text book questions

Period 3 & 4

Group work

Presentation

Speaking: Healthy Eating

REFERENCE	KEYWORDS	EVALUATION/ASSESSMENT
<i>The Breeder's Guide</i> – <b>CHIDINMA</b>	<ul style="list-style-type: none"><li>• Opinion</li><li>• Healthy Eating</li></ul>	: i. listen to the audio and answer questions on it. ii. outline their opinions on “Healthy Eating.” iii. share their on the given topic, make their presentation, as well as identify inconsistencies in their peers’ presentation

## 6. USE OF ENGLISH

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### Week: 6

**Learning Objective:** At the end of the lesson, students should be able to: i. use connectives in sentences and paragraphs to show purpose and construct ideas; ii. Use present simple continuous in sentences.

**Entry Behaviour/Starter:** Students recall the function and examples of connectives.

**Duration:** 40 minutes x 4

**Teaching Method/Teaching**

**Strategy:** Illustration

### Period 1

#### Connectives

A connective is a word or phrase that links clauses or sentences. Connectives can be conjunctions (e.g. *but, when, because*) or connecting adverbs (e.g. *however, then, therefore*).

They are useful in connecting paragraphs of articles, short stories and extended write-ups. They help to connect the idea in each paragraph to the next.

#### Relationship between ideas and connectives

Connectives help you to put together/join ideas in a text in several basic ways, including:

**addition:** also, furthermore, moreover;

**opposition:** however, nevertheless, on the other hand;

**reinforcing:** besides, anyway, after all;

**explaining:** for example, in other words, that is to say;

**listing:** first(ly), first of all, finally;

**indicating result:** therefore, consequently, as a result;

**indicating time:** just then, meanwhile, until, later, as soon as.

Purpose: to this end, for this purpose, with this in mind, for this reason.

# The Breeder's Guide

English

Contrast: but, in contrast, however, still, nevertheless, conversely etc.

Commas are often used to mark off connecting adverbs or adverbial phrases or clauses or words, which function as connectives:

Examples in sentences

*First of all, I want to say John is a kind boy.*

*I didn't think much of the play. Darwin, on the other hand, enjoyed it.*

Classwork

Make a sentence each to express the ideas stated above.

Assignment

Write a story, using 4 connectives of your choice.

Present Perfect Simple Continuous ([www.learnenglish.britishcouncil.org](http://www.learnenglish.britishcouncil.org))

The present perfect simple continuous is basically used to express actions that are ongoing or repeated.

BASIC STRUCTURE:

Subject + has/have + been + present continuous

I have been eating.

They have been eating.

He has been eating.

Classwork

Make 10 sentences in the Present Perfect Simple Continuous form.

Assignment

Make 10 sentences in the Present Perfect Simple Continuous form.

## 8. READING AND WRITING

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### **Week: 8**

**Learning Objective:** At the end of the lesson, students should be able to: i. Read the passage and identify the main point/idea. ii. Identify the opinion of the writer(s) in a passage. iii. Deduce implied meanings from a passage. iv. Prepare an outline.

**Entry Behaviour/Starter:** Students recall different problems they have encountered. Students recall some important parts included in their write-ups.

**Duration:** 40 minutes x 4

**Teaching Method/Teaching**

**Strategy:** Illustration

Period 1

Fiction and Non-Fiction Texts

Fiction

These refer to texts that are based on stories which are created from the writer's imagination. They are not factual. Some examples include fables, fairytales, some folktales and traditional stories that are aimed at teaching morals.

Non-Fiction

Non-Fiction texts refer to texts that are based on true stories or happenings. They are not made up by the writer. Some examples include autobiography, biography, articles, news publications etc.

Class Activity

Identify a fiction passage and a non-fiction passage from your textbook with your partner.

Assignment

Write a fictional story you have heard.

Period 2

# The Breeder's Guide

English

Writing: Travel Blogs ([www.arrivalshall.com](http://www.arrivalshall.com))

A blog is a type of website that is updated regularly in the form of posts. These posts can be stories and/or snippets of information, reviews, photographs, images, podcasts and other types of content that can be uploaded online.

It is usually written from the perspective of the writer.

A travel blog is simply a blog where the entire focus is on the world of travel.

Sample of a Travel Blog

Thailand

Whether you're travelling to the islands or the mountains of Thailand, you're likely to spend at least one night in its capital city on the way. Bangkok might be noisy and polluted but it's also an exciting city with plenty of things to see and do. Why not make it a longer stay?

## Where to stay

The Khao San Road was a famous traveller spot even before Leonardo di Caprio's character in the film *The Beach* stayed there. But it's noisy, not very pretty and not very Thai. For something more authentic, Phra Kanong offers an alternative place to stay, with its fantastic street markets where everyday Bangkok people eat, work and live. It's not as convenient for the main tourist sites, but it has a Skytrain station so you can be at the Grand Palace in 20 minutes.

## How to get around

Bangkok's traffic can be a nightmare. Sure, you can easily take a taxi – if you want to spend hours stuck in traffic jams – but there are two much better ways to get around the city. To explore the temples and historical sites, catch an express boat river taxi or a longtail boat along the Chao Phraya river and the canals. For the modern part of the city, the Skytrain is a fast, cheap way to travel from the river to the shopping malls and nightlife of Sukhumvit, and the famous Chatuchak street market.

## Where to eat

The simple answer is: everywhere! Thai street food is among the best in the world, and for around \$5 you can eat a filling and delicious meal. Some food stands have little plastic seats where you can sit and eat and they cook the same dish over and over, like fried chicken on rice or Pad Thai noodles. Head for Chinatown – Yaowarat Street – and choose whatever looks most interesting from the many excellent Chinese and Thai restaurants and food stands.

# The Breeder's Guide

English

## What to do

After you've seen the main sites like the Giant Buddha at the temple of Wat Pho and the spectacular Grand Palace, and shopped at Chatuchak market, check out the snake farm and watch the live snake show. You can even touch a snake yourself if you want to!

### Assignment

Prepare a travel blog for any country of your choice.

### Period 3

Identify an environmental issue/problem in your community and how it can be solved or improved.

#### Group Work/Collation of Points

Identify an environmental issue/problem in your community and give at least 2 ways it can be solved or improved.

### Period 4

#### Presentation Assessment Guide –

Diction: 10 Marks

Organisation/Coordination of thoughts: 10 Marks

Presentation of Points: 10 Marks

Appearance: 10 Marks

Delivery and Compartment: 10 Marks

## 9. USE OF ENGLISH

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### Week: 9

**Learning Objective:** At the end of the lesson, students should be able to:

- i. identify and use Present Continuous Active and Passive voice in sentences.
- ii. identify and use Dependent Prepositions following Adjectives/Nouns in sentences.
- iii. identify and use Phrasal/Prepositional Verbs. Iv. identify and use Noun Phrases in sentences.

**Entry Behaviour/Starter:** Students recall different problems they have encountered. Students recall some important parts included in their write-ups.

**Duration:** 40 minutes x 4

**Teaching Method/Teaching**

**Strategy:** Illustration

Present Continuous Active and Passive

Present Continuous Active and Passive Forms

### **Video: Incredible Capture**

Tell learners you are going to mime some everyday activities. Ask learners to guess and tell you their ideas using full sentences. Mime the first activity (for example, drinking a cup of tea). Each time learners guess correctly, write the sentence on the board. When you have about 5 sentences on the board, stop miming. Circle the objects in the sentences (for example, a cup of tea). Now tell learners that they should rewrite the sentences using the circled words as subjects. Learners work in pairs and rewrite the sentences. Invite five learners to write their

# The Breeder's Guide

English

sentences on the board. Encourage peer correction where necessary and highlight the use of the present continuous passive forms.

Learners work in pairs. Give each pair a set of verbs (see resources). Tell learners they are going to watch a silent video of a scientific experiment (for example, making a square bubble, exploring the density of different liquids or making a mini volcano). Play the video without the sound. Ask learners to watch the video and put the verbs on the cards in the same order as they see them. Check the order with the whole class. Then play the video again. This time learners write down some names of the things they see (for example, a bottle, washing-up liquid, water). They write the nouns on the correct verb card (for example, washing-up liquid – add - bowl). Play the video again if necessary.

Tell learners they are going to write sentences to describe the whole experiment they have seen in the video. Learners use their notes on the cards and write their sentences. Encourage the use of the present continuous passive forms (for example, *some washing-up liquid is being added into the bowl*).

At the end, invite one pair to the board. Play the video again. Ask the pair to make a running commentary on the experiment. They should say their sentences as the appropriate actions appear in the video.

**Resources:** a video of a scientific experiment (choose one that learners are likely to have done themselves at school), sets of cards with verbs taken from a video of a scientific experiment (for example, fill, pour, heat up, shake).

Dependent Prepositions following Adjectives/Nouns

## Dependent prepositions with Adjectives.

**They** are phrases that are formed by adding an adjective to a preposition. They must be memorised by heart and any change in their structure alters their meaning.

Examples:

anxious about

afraid of

astonished at

crazy about

delighted at

satisfied with

doubtful about

enthusiastic about

envious of

famous for

fond of

frightened of

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English

good at  
guilty of  
incapable of  
interested in  
jealous of  
keen on  
pleased with  
mad about/at  
proud of  
puzzled at/by

## Exercise

Underline the Dependent Prepositions following Adjectives /Adjectives used with Dependent Prepositions in the sentences below:

1. Cecilia is anxious about leaving the house.
2. Mabel is astonished at Laurel's deposition.
3. Simba was ashamed of his uncle's attitude.
4. My van is different from that.
5. The rabbit is doubtful about the fox's friendliness.

## Assignment

Make 10 sentences with other dependent prepositions that were not used in the class exercise. Double check their meanings using your dictionary as a guide.

## Dependent prepositions

A dependent preposition refers to a preposition that goes together with specific verbs, adjectives and nouns e.g. good at. James is good at playing pranks.

Some examples of dependent prepositions are:

1. I am good at baking pastries. (adjective + preposition)
2. It is mashed with a stick. (verb + preposition)
3. John has respect for his manager. (noun + preposition)

## Extra Note

Verbs and Dependent Prepositions	Adjectives and Dependent Prepositions	Nouns and Dependent Prepositions
depend on	according to	on purpose

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English

argue with someone/about something	interested in	decrease in
apologise to someone/apologise for something	afraid of	difference between
believe in	based on	advantage of
worry about	famous for	without doubt
rely on	excited about	at risk
comment on	good at	in theory
speak to someone/speak for someone	keen on	in trouble
talk to someone/talk about something	similar to	under guarantee

Instruction: Underline the Dependent Prepositions and the words they are attached to.

6. Mr. Miller is anxious about losing his job.
7. I was astonished at her reaction last night.
8. Mark was ashamed of the behaviour of his younger brother.
9. Mary is different from Martha even though they are twins.
10. Mrs. Brown is doubtful about his character.
11. The dog is satisfied with its bone.
12. Jane is enthusiastic about her new job.
13. The man is keen on eating the whole pizza.
14. My mum is pleased with me.
15. I am fond of my puppy.

Phrasal/Prepositional Verbs

Prepositional Verbs

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A prepositional verb is the combination of a verb and a preposition and together, they function as a single unit. It should be noted that most prepositional verb meanings can be deduced from the verb alone.

Examples: decide on, stare at, care for, result in, deal with, long for, add to etc.

Sentence Example: I care for my cat.

However, in some cases their meanings are not obvious from the verb alone.

Examples: "stand for" means to represent, "call on" means to visit.

Exercise

Make sentences with the prepositional verbs below:

S/N	PREPOSITIONAL VERBS	SENTENCES
1	get in	
2	laugh at	
3	look after	
4	pay for	
5	work for	
6	think about	
7	believe in	
8	agree with	
9	care for	
10	depend on	

Assignment: Write the meaning of the prepositional verbs above. You can use a dictionary as a guide.

Noun Phrase

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English

## Phrases

A phrase is a group of words which does not make complete sense but it can be turned into a meaningful sentence.

Example:

with patience and gratitude

in the veranda

at the bus stop etc.

## Noun Phrase

It refers to a group of words that performs the work of a noun.

Examples:

riding a bike

eating candy

singing melodies

Use in Sentences:

Riding a bike is quite interesting.

Eating candy could be dangerous to one's health.

Singing melodies is his hobby.

## Assessment/Evaluation

- i. identify and use Present Continuous Active and Passive voice in sentences.
- ii. identify and use Dependent Prepositions following Adjectives/Nouns in sentences.
- iii. identify and use Phrasal/Prepositional Verbs. Iv. identify and use Noun Phrases in sentences.