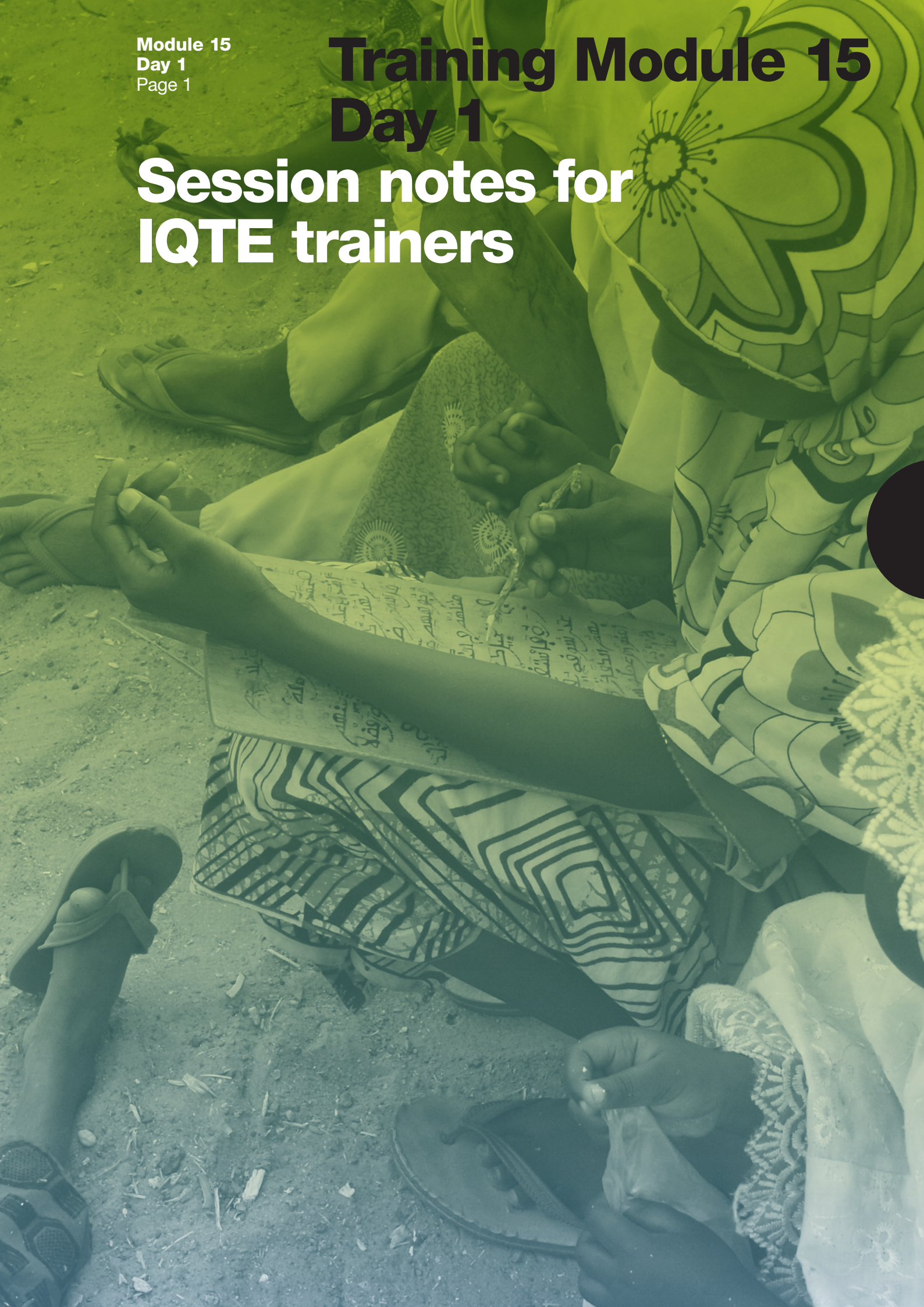


Training Module 15

Day 1

Session notes for IQTE trainers



Training Module 15

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

To make:

‘Parking lot’ poster,
on flip chart paper:
for participants to
write their questions
during the training

Session 1: Materials/ Charts/ Handouts	Session 2: Materials/ Charts/ Handouts	Session 3: Materials/ Charts/ Handouts	Session 4: Materials/ Charts/ Handouts	Session 5: Materials/ Charts/ Handouts
Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers	Flip chart or chalkboard, markers
Chart 1: Timetable Module 15	Materials 1: Number game	Materials 2: Singular and plural	Handout 4: Functions of banks (one for each group)	Handout 5: Structure of a report (one for each participant)
‘Parking lot’ poster	Chalk	Handout 2: Forming plurals with –es (one for each participant)	Tape	Handout 6: Reporting (one for each participant)
A4 paper (one piece for each participant)	Chart 2: Place value	Handout 3: Irregular plurals (one for each participant)	Chart 3: Opening a bank account	

Training Module 15

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 1

9.30—10.30am

Reconnecting/ Sharing experiences



Learning outcomes

By the end of this session, the participants will:

.....
be able to explain the training timetable

.....
have recalled, reflected on and shared recent teaching experiences

.....
have practised collegial and professional communication skills

.....
have shared information on agencies in their community promoting the wellbeing of children and young people



Materials

Flip chart or chalkboard, markers

.....
Chart 1:
Timetable Module 15

.....
'Parking lot' poster

.....
A4 paper
(one piece for each participant)

Session 1
9.30—10.30am

Reconnecting/
Sharing experiences

activity 01 activity 02

Time
10 minutes

Reconnecting

Welcome the participants back, and ask a volunteer to lead an opening prayer. Then ask a volunteer to lead a game or activity that they have created which went well in their class. If no one volunteers, ask someone to lead a game or activity that they have done before.

Time
10 minutes

The timetable for the week

Show [Chart 1: Timetable Module 15](#), and give the participants time to read through it. Remind them that the aim of Modules 12—19 is to work on subject content to meet the requirements of the Scheme of Work. Point out that on Days 2 and 3 ‘Wrap up’ includes ‘Finishing off’. This means time for finishing work, asking questions, further practice and making teaching materials.

Put the timetable on the wall for reference throughout the training.

Put the [‘Parking lot’ poster](#) on the wall. Remind them to use the poster for writing their questions on anything that they don’t understand or are having difficulty with. You will deal with the questions during the Wrap up/Finishing off sessions at the end of Days 2 and 3.

activity 03

Time
30 minutes

Sharing experiences

Tell the participants to think back to the teaching they have done since their last training. Explain that they will do the 'two stars and one wish' activity about their recent teaching. They will write down two things that went well with their teaching and say why they went well. They will also write down one thing that didn't go well and say why they think it didn't go well.

Remind them to think about planning, classroom organisation and management, use of teaching materials, the difficulty of the task in relation to the children's abilities, and so on. Give each participant a piece of [A4 paper](#). Give them 15 minutes for this task. Move around the room while they are working, checking on their work and helping where necessary.

When they have finished, ask them to share their experiences with a partner. Give them five minutes for this. Then ask them to move on to another person and again give them five minutes to share. Finally, ask them to move on to another person and share their experiences.

Summary

Bring the whole the class together and ask volunteers to say the main things that went well. Then ask volunteers to say what didn't go well. After their feedback, summarise the main points of what went well and what didn't go well. Write the main points on flip chart paper and post it on the walls to refer to when teaching the other sessions.

activity 04

Time
10 minutes

Sharing information

Remind the participants that in the last training you asked them to do some research in their community to find out about agencies in their communities that are working to promote the social wellbeing of children and young people. You asked them to research which agencies are working there, who they are working with and what they are doing.

Ask them to share their findings. The co-facilitator writes their findings on flip chart paper. Post the findings on the wall and ask the participants to make notes in their notebooks.

Training Module 15

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 2

10.30—11.30am

Teaching Maths



Learning outcomes

By the end of this session, the participants will be able to:

read and write big numbers in figures and words

explain place value of numbers with reference to big numbers



Materials

Flip chart or chalkboard, markers

Materials 1:
Number game

Chalk

Chart 2:
Place value

Handout 1:
Place value exercises
(one for each participant)

Session 2
10.30—11.30am

Teaching
Maths

activity
01

Time
10 minutes

Number game 1

Note to facilitators

Place value is a concept that needs to be repeated often at primary level. By the end of Primary 2, pupils should have learned the numbers 0—99. As pupils move through their primary education, three-, four- and five-digit numbers and above are introduced. Emphasise that, when numerals move one place to the left, they become ten times bigger. When they move one place to the right, they become ten times smaller.

Tell the participants that in this session they will look at place value. They will start with a number game.

Divide the class into two teams and ask them to line up facing the chalkboard. Give the first person in each line a piece of [chalk](#).

Explain that you will show a number card and the first person in the line will run to the chalkboard and write the number in words. For example, if the card says ‘464’, they will write ‘four hundred and sixty-four’. (Decide whether the rest of their team can help by telling them what to write, but only that player can write the answer.) The first person to write the number correctly wins a point for their team. The first two people then go to the back of the line and it is the turn of the next two people.

Play the game. Use the number cards from [Materials 1: Number game](#). Start with two-digit and three-digit numbers.

activity

02

Time
20 minutes

Writing numbers

Remind the participants that numbers are a series of digits and that a digit is a single figure from 0 to 9. For example, 1 is a digit, 2 is a digit, 9 is a digit and 0 is a digit.

Write '12' and ask how many digits there are in 12. (two: 1 and 2). Do the same with '38' (two digits: 3 and 8) and '539' (three digits: 5, 3 and 9).

Write '9342305'. Explain that big numbers are a string of digits. To make a big number easier to read, we separate the number into groups of three digits, using commas and working from right to left. Write '9,342,305'. Point out that the number(s) furthest from the right may have fewer than three digits (9 in this example).

Explain that we say each group of three (or fewer) digits separately. Demonstrate with 9,342,305. Say and write:

9 (nine million)

342 (three hundred and forty-two thousand)

305 (three hundred and five)

Then say and write the following examples:

20,856 =

20 (twenty thousand)

856 (eight hundred and fifty-six) =

twenty thousand, eight hundred and fifty-six

7,608,003 =

7 (seven million)

608 (six hundred and eight thousand)

003 (and three) =

seven million, six hundred and eight thousand, and three

Point out that we write two-digit numbers with a hyphen separating the two words. Point to 'forty-two' and 'fifty-six'.

activity

03

Time
20 minutes

Writing numbers

Show [Chart 2: Place value](#), and go through it with them. Ask if there are any questions. Tell the participants that you will give them place value exercises and that they can use the chart to help them.

Give each participant [Handout 1: Place value exercises](#), and tell the participants to complete the exercises individually or in pairs. Move around the room, checking their work and helping where necessary.

Bring the whole class together and ask volunteers to say their answers. Guide them to these answers:	3 124, 196, 221, 333, 633, 1,532, 2,092, 3,942, 4,019, 4,204
1a 4,062	4
1b 62,052	2,861,887
1c 305,098	2,536,003
1d 50,782	1,512,613
1e 40,810	1,489,120
1f 101,201	1,399,687
1g 53,800,013	
1h 5,073,500	
2a Twenty-three million, nine hundred and thirteen thousand, and four	
2b Six hundred and seven thousand, three hundred and fifty-two	
2c Eleven billion, two hundred and thirteen million, two hundred and ten	
2d Seventeen million, ten thousand, four hundred and ninety-one	

activity

04

Time
10 minutes

Number game 2

Summary

Summarise the main points of the session and ask if there are any questions.

Divide the class into two teams and tell them that they will play another number game. One team will call out a number and the other team will write the number in figures on the chalk-board. Explain that you will choose a different caller and a different person to answer each time. If the answering team is correct, they win a point. If they make a mistake, the calling team must give the correct answer. If the calling team don't give the correct answer, they lose a point.

.....
Play a few rounds and then add up the scores.

Training Module 15

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 3

12—1pm

Teaching English



Learning outcomes

By the end of this session, the participants will be able to:

form the plural of regular and irregular countable nouns



Materials

Flip chart or chalkboard, markers

Materials 2:

Singular and plural

Handout 2:

Forming plurals with –es
(one for each participant)

Handout 3:

Irregular plurals
(one for each participant)

Session 3

12—1pm

Teaching English

activity 01

Time
30 minutes

Regular plurals

Start by asking, ‘What does “plural” mean?’ (more than one) Explain that in this session they will look at how singular countable nouns form their plurals.

Give each participant a card from [Materials 2: Singular and plural](#). Ask them to move around the class and find the singular or plural match for their card. For example, if someone has a card saying ‘cat’, they will look for the person with the card ‘cats’. Ask them to sit together in their pairs.

When they are sitting in pairs, ask all those with a plural ending in ‘s’ to raise their hands. Count how many. Then ask all those with a plural not ending in ‘s’ to raise their hands, and count how many.

Point out that there are more people with a plural ending in ‘s’ because most plurals in English end with ‘s’. These are called ‘regular’ plurals. Write:

‘boys, girls, cows, goats’.

Explain that some plurals end in ‘es’. Write:

‘matches, mangoes, babies, knives’.

Tell the participants that you will lead them through the rules for plurals which end in ‘es’. Give each participant [Handout 2: Forming plurals with -es](#). Read through the handout, asking them to give more examples of plurals ending in -es in each category.

activity 02

Time
20 minutes

Irregular plurals

Tell the participants that some plurals do not end in ‘s’ or ‘es’. Ask them for examples and write them (for example: men, women, children). Explain that these are irregular plurals and we need to learn them individually.

Tell the participants that you will lead them through some examples of irregular plurals. Give each participant [Handout 3: Irregular plurals](#). Read through the handout, asking them to give more examples of irregular plurals in each category.

activity

03

Time
10 minutes

Plurals exercise

To check for understanding, write these sentences on the flip chart or chalkboard, and ask the participants to write the sentences, changing the nouns from singular to plural:

.....
'I have a box in my room.'

.....
'The child listened to the story.'

.....
'The man caught the fish.'

.....
'Use this knife to cut the mango.'

.....
Ask volunteers to come out and write the sentences with the correct plurals. Check for agreement. Guide them to the answers:

.....
I have boxes in my rooms.

.....
The children listened to the stories.

.....
The men caught the fish.

.....
Use these knives to cut the mangoes.

Summary

Ask what were the main points of the session. Ask if there are any questions.

Training Module 15

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 4

2—3pm

Teaching Social Studies



Learning outcomes

By the end of this session, the participants will be able to:

.....
describe what a bank does and the roles of different types of bank

.....
explain how to open a bank account



Materials

Flip chart or chalkboard, markers

.....
Handout 4:
Functions of banks
(one for each group)

.....
Tape

.....
Chart 3:
Opening a bank account

Session 4

2—3pm

Teaching Social Studies

activity 01

Time
40 minutes

What banks do

Tell the participants that in this session they will look at the banking system: what banks do and how to open a bank account.

Ask them to imagine a time before the introduction of a banking system. Ask:

‘How did people save their money and other important documents?’

‘How did they pay or get paid for the work they did?’

‘How did they buy food, land and other things?’

Ask them to discuss the questions in pairs. Give them a few minutes to discuss, then take their answers. Point out that their answers will give them some ideas about the role of banks.

Tell them that they will look at the functions of different types of bank. Write the headings of the different types of bank:

‘Central Bank’, ‘Islamic Bank’, ‘Mortgage Bank’, ‘Commercial Bank’.

Divide the participants into groups of three, and give each group [Handout 4: Functions of banks](#). Tell them that they will work in their groups and decide which are the functions of the different types of banks. Tell them that some of the functions can go under more than one type of bank because all the banks have some functions in common, although some functions are different.

Move around the room while they are working, checking on their progress and helping where necessary. When they have finished, give each group a piece of [flip chart paper](#) and [marker](#) and ask each group to make a chart of the functions of banks. Ask them to [tape](#) their charts on the wall and compare their answers.

Then explain that, apart from the Central Bank, the other banks have similar functions. The Central Bank controls the nation’s money supply to promote development and employment. It manages the production and distribution of money and it sets the rules for the rest of the banking system.

.....
The other types of banks have similar functions. They are places where people can place their money (savings) to keep it safe. Banks are largely responsible for managing payments for work or for goods. Banks issue loans to people and companies, and without them it would be difficult to buy a home or start a business. They provide finance for industrial and agricultural development and for trading.
.....

.....
Some banks specialise, for example there are Mortgage Banks, which largely deal with providing loans for property. Also, Islamic banks work differently than other banks in that all their banking is based on the principles of Shari'ah.
.....

.....
Highlight that without banks the country couldn't function. Banks act as a go-between, enabling money to be moved from one person and another, from an employer to an employee, from one company to another, and so on. If the banks were not there, then all such actions would have to be done personally.
.....

.....
Today most of these transfers take place electronically. People can send money using their ATM card over the internet or by using their mobile phone. However, before you can do this, you need to have a bank account.
.....

activity

02

Time
20 minutes

Opening a bank account

Tell the participants that a bank account is where a bank holds your money and is specific to you. When you open a bank account, you will be given a specific bank account number, and this is how you will be recognised in any transaction.

For example, if you are working for SUBEB, SUBEB will have a copy of your account number. When SUBEB pays you, it will instruct its bank to transfer money to your account and this will happen automatically. Similarly, if you need to pay anyone, all you need is their account number and you can make the transfer.

Explain that anyone can open a bank account, but obviously they will need to have money to put in it. Show [Chart 3: Opening a bank account](#), and read through the stages with them.

Tell the participants that, when a person has a bank account, it is important that they manage their money. Banks usually provide a statement (a description of what is in your account) once every month. The statement records all the spending from your account over the previous month for you to check.

It is important that you do not spend more money than is in your account. If this happens, you are said to be overdrawn and the bank will charge you for using this additional money.

Summary

Ask the participants if they have any questions. Tell them that, if they want to know anything more about banks or setting up a bank account, they can ask their local bank. Often banks will be happy to send someone to talk about banking to their classes if they are asked.



Training Module 15

Day 1

Session notes for IQTE trainers



Day 1	Day 2	Day 3
Session 1: 9.30—10.30am Reconnecting/ Sharing experiences	Session 1: 9.30—10.30am Teaching Maths	Session 1: 9.30—10.30am Teaching Maths
Session 2: 10.30—11.30am Teaching Maths	Session 2: 10.30—12pm Teaching English	Session 2: 10.30—11.30am Teaching English
Tea break 11.30—12pm	Tea break 12—12.30pm	Tea break 11.30—12pm
Session 3: 12—1pm Teaching English	Session 3: 12.30—1pm Teaching Social Studies	Session 3: 12—1pm Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
Session 4: 2—3pm Teaching Social Studies	Session 4: 2—3pm Teaching Hausa	Session 4: 2—3pm Teaching Hausa
Session 5: 3—4pm Teaching Hausa	Wrap up 3—4pm	Wrap up 3—4pm
Wrap up 4—4.15pm		

Session 5

3—4pm

Teaching Hausa



Learning outcomes

By the end of this session, the participants will be able to:

.....
write a report on an event accurately and clearly in Hausa
.....

.....
identify and explain types of report
.....

.....
discuss ways of reporting in the Hausa language
.....



Materials

Flip chart or chalkboard, markers

.....
Handout 5:
Structure of a report
(one for each participant)
.....

.....
Handout 6:
Reporting
(one for each participant)

Session 5

3—4pm

Teaching Hausa

activity 01

Time
15 minutes

Reporting events (rubuta jawabi)

Tell the participants that in this session they will work on reporting events. Ask them to think about how they report what they see and do and what is happening in their lives to friends and family. How do they build their story and what they say?

Tell them to think of something that they saw or did or that happened on their way home from school recently. Give them a few minutes to think, then ask them to work in pairs and tell their partner the story.

Bring the whole class together and explain that reporting means describing thoughts, events or incidents in a step by step process, orally or in writing.

(Hanya ce ta bayyana tunani ko abubuwan da suka afku daki-daki bias tsari a rubuce ko a magance bias tsari.)

Divide the participants into groups of four or five, and ask them to discuss the steps to follow when reporting something that happened, either in speaking or writing. Give them a few minutes to discuss, then take their ideas. Make sure that they include these points:

using simple language to arouse interest

giving the report in the way you would speak to the person

concluding the report by saying how you felt about the experience.

Then write the steps to follow in writing a report, and ask the participants to put them in the correct order:

‘Kammalawa’

‘Gabatarwa’

‘Gangar jiki’

activity 02

Time
30 minutes

Writing a letter (yadda ake rubuta wasika)

Ask participants to brainstorm in their groups the types of reporting and writing that you often see, hear and read in Hausa. Give them a few minutes to discuss then take their answers. The co-facilitator writes their answers on the flip chart or chalkboard.

Write the following topics:

‘Makarantarmu’

‘Hawan daushe’

‘Ranar kasuwar garinmu’

‘Ranar da nafi walwala’

‘Ranar farko a makaranta’.

Wrap-up 4— 4.15pm

activity 03

Tell them that they will choose one of the topics and write a report on it. Before they start, give each participant [Handout 4: Structure of a report](#) and read through it with them. Tell them to use the handout to guide them in their writing. Move around the room, helping where necessary.

When they have finished writing, ask them to exchange reports with a partner and read each other's reports. Then ask a few volunteers to read their reports aloud. After each volunteer's reading, ask the other participants to comment on the structure of the writing.

Time
15 minutes

Ways of reporting in Hausa

Give each participant [Handout 5: Reporting](#). Ask them to read it in their groups, then discuss the reporting process. Then bring the whole class together and take their feedback on the reporting process.

Summary

Ask if there are any questions on the session. Remind them that writing clearly takes practice. When teaching, it is important for them to give their pupils the opportunity and time to write, and to support their pupils in their writing. They need to include time for writing in their weekly timetable.

Briefly summarise the main points of the day's activities. Then ask the participants to do the 'two stars and one wish' activity as a whole class, sharing their comments with you. Ask a volunteer to lead the class in a closing prayer.

Training Module 15

Day 1

Charts/handouts

The charts, handouts and other materials needed for each day are illustrated here.

You will need to prepare these materials before each of the day's training begins.

chart
01

Timetable module
15



Day 1

Session 1:
9.30—10.30am
Reconnecting/
Sharing experiences

Session 2:
10.30—11.30am
Teaching Maths

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching English

Lunch
1—2pm

Session 4:
2—3pm
Teaching Social
Studies

Session 5:
3—4pm
Teaching Hausa

Wrap up
4—4.15pm



Day 2

Session 1:
9.30—10.30am
Teaching Maths

Session 2:
10.30—12pm
Teaching English

Tea break
12—12.30pm

Session 3:
12.30—1pm
Teaching Social
Studies

Lunch
1—2pm

Session 4:
2—3pm
Teaching Hausa

Wrap up
3—4pm



Day 3

Session 1:
9.30—10.30am
Teaching Maths

Session 2:
10.30—11.30am
Teaching English

Tea break
11.30—12pm

Session 3:
12—1pm
Teaching Social
Studies

Lunch
1—2pm

Session 4:
2—3pm
Teaching Hausa

Wrap up
3—4pm

materials

01

Note to facilitators
Write each number
on a separate piece of
A4 paper.

Number game

87

61

54

39

364

405

611

790

325

1,202

5,961

3,734

8,311

2,743

9,578

4,880

3,276

1,999

6,742

7,100

chart

02

Place value

billion	one hundred million	ten million	million	hundred thousand	ten thousand	thousand	hundreds	tens	units
									—
								—	0
							—	0	0
						—	0	0	0
					—	0	0	0	0
				—	0	0	0	0	0
			—	0	0	0	0	0	0
		—	0	0	0	0	0	0	0
	—	0	0	0	0	0	0	0	0
—	0	0	0	0	0	0	0	0	0

A ten has one nought = 10

A hundred has two noughts = 100

A thousand has three noughts = 1,000

A million has six noughts = 1,000,000

A billion has nine noughts = 1,000,000,000

handout

01

Place value exercises

① Write the following numbers in figures:

- a) Four thousand and sixty-two
- b) Sixty-two thousand and fifty-two
- c) Three hundred and five thousand and ninety eight
- d) Fifty thousand seven hundred and eighty-two
- e) Forty thousand eight hundred and ten
- f) One hundred and one thousand two hundred and one
- g) Fifty-three million eight hundred thousand and thirteen
- h) Five million seventy-three thousand and five hundred

② Write the following numbers in words:

- a) 23, 913, 004
- b) 607, 352
- c) 11, 213, 000, 210
- d) 17, 010, 491

③ Write the following numbers in descending order (smallest at the top):

4,204 196 2,092 124 3,942
4,019 221 1,532 633 333

④ Write the following numbers in ascending order (biggest at the top):

2,861,887 2,536,003
1,399,687 1,512,163 1,489,120

materials

02

Note to facilitators
Write each word on a separate piece of paper. Each participant will need one word. Use words which match a singular to a plural, use more regular than irregular plurals, and choose words that illustrate the information in Handout 2. Mix up the words before you give them out.

Singular and plural

cow	cows
boy	boys
girl	girls
goat	goats
pen	pens
book	books
match	matches
mango	mangoes

baby	babies
knife	knives
man	men
woman	women
child	children
person	people
fish	fish

handout

02

Forming plurals with -es

Most plurals are formed by adding -s to the Singular. However,

Singular	Plural
<u>b</u> s	<u>b</u> us <u>e</u> s
<u>m</u> atch	<u>m</u> atch <u>e</u> s
<u>b</u> ox	<u>b</u> ox <u>e</u> s

1. If the singular ends in -s, -x, -z, -sh, or -ch, we add -es

Singular	Plural
<u>s</u> tory	<u>s</u> tor <u>i</u> es
<u>c</u> ity	<u>c</u> it <u>i</u> es
<u>b</u> aby	<u>b</u> ab <u>i</u> es

2. If the singular ends in a consonant + -y, we remove the y and add -ies:

Singular	Plural
<u>k</u> nife	<u>k</u> niv <u>e</u> s
<u>t</u> hief	<u>t</u> hiev <u>e</u> s
<u>w</u> ife	<u>w</u> iv <u>e</u> s

3. If the singular ends in -f or -fe, we remove the -f/fe and add -ves:

Singular	Plural
<u>t</u> omato	<u>t</u> omat <u>o</u> es
<u>p</u> otato	<u>p</u> otat <u>o</u> es
<u>p</u> hoto	<u>p</u> hot <u>o</u> s
<u>k</u> ilo	<u>k</u> il <u>o</u> s

4. Some words ending in a consonant + -o add -es and some add -s

handout

03

Irregular plurals

Singular	Plural
man	men
woman	women
child	children
foot	feet
mouse	mice

1. Some plural nouns do not end in -s or -es. They are irregular and we need to learn them individually.

Singular	Plural
fish	fish
sheep	sheep
aircraft	aircraft
series	series

2. Some nouns that are the same in the singular and the plural.

Singular	Plural
oasis	oases
crisis	crises
cactus	cacti
radius	radii
formula	formulae
bacterium	bacteria

3. English words which have come from other languages often have special plurals.

handout

04

Functions of banks

- Sets banking (monetary) policy
- Prints new money
- Holds people's money
- Manages people's money
- Holds government money
- Finances industry, agriculture, trade
- Gives out ATM cards
- Gives loans with interest
- Gives loans without interest
- Transfers money
- Provides foreign currency
- Sets currency exchange rates
(how many Naira buys one US \$, for example)
- Facilitates salary payments

chart

03

Opening a bank account

- ① Collect an account opening form from the bank you want to use
- ② Fill in the account form. Take this to the bank with:
 - Proof of identity
 - Letters from referees
 - Passport
 - Identifications (National ID card, NEPA bill)
- ③ Submit the above documents.
- ④ Collect cheque books and an ATM card when the bank has approved your application

handout

05

Structure of a report

1. Take

- Makarantarmu
- Hawan daushe
- Ranar kasuwar garinmu
- Nafi walwala ranar
- Ranar farko a makaranta

2. Gabatarawa

- Sunan makarantarmu
- Tana wuri kaza
- Tana iyaka da wuri Kaza da kaza
- Tana kan tibi zuwa

3. Gangar Jiki

- Bayanin yadda Kofar shiga makarantar take.
- Fasalin makarantar idan an shiga ciki.
- Tsarin azuzuwan ciki da ofisoshi.
- Girmanta da tsarinta.

4. Kammalawa

- Abubuwan da suka fi birgeka ko akasi.
- Hanyoyin gyara don bunkasar makarantar tare da cigaban koyo da koyarwa.

handout

06

Reporting

Bikin da muka taba yi a gidanmu

(a) Ma'anar biki

Shagali ne na nuna farin ciki a wajen gudanar da aure, ko suna, ko nadin sarauta, ko salla, ko al'adun gargajiya.

(b) Yanayin biki

Zai iya kasancewa na suna ko aure da sankar karatu, da nadin sarauta, da fitar kaciya.

(c) Lokacin da aka yibikin

Akwai yanayi na rani ko damina, ko bazara da dai sauransu.

(d) Wurin da akayi bikin: Yakan iya zama a birni, kokanye, cikin gari ko wajen gari.

(e) Manyan baki da suka halarci bikin.

(f) Abubuwan da suka kayatar a wajen bikin.

(g) Yadda aka kare bikin.

esspin

Education Sector
Support Programme
in Nigeria



UKaid

from the Department for
International Development

Photography

Jide Adeniyi-jones

Illustration

Sam Piyasena