Training Module 16 Day 1

Session notes for IQTE trainers

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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—11.30am** Teaching Hausa	**Session 2:** **10.30—11.30am** Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: **12—1pm** Teaching English	**Session 3:** **12—1pm** Teaching Social Studies	**Session 3:** **12—1pm** Teaching Social Studies
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Wrap up 4—4.15pm		

To make:	**To collect:**
'Parking lot' poster, on flip chart paper: for participants to write their questions during the training	Bags of small objects: stones, bottle tops or seeds (one for each group) Countable objects and uncountable substances, for example: stones, bottle tops, seeds, sand, sugar and water, in separate containers (one set for each group)

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 16	Bags of small objects (one bag for each group)	Countable objects and uncountable substances	Handout 6: Role play (six copies)	Chart 3: Wakar damina
'Parking lot' poster	Chart 2: Pictures of square numbers	Materials 1: Countable and uncountable noun cards (one set for each group)		Strips of A4 paper (for each table)
	Handout 1: Square numbers and square roots (one for each participant)	Tape		
	Calculator	Handout 4: Using countable and uncountable nouns (one for each participant)		
	Handout 2: Pythagoras's theorem (one for each participant)	Handout 5: Countable and uncountable nouns (one for each participant)		
	Handout 3: Solving problems with Pythagoras's theorem (one for each participant)			

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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**

Materials

Flip chart or chalkboard, markers

Chart 1:
Timetable Module 16

'Parking lot' poster

Session 1
9.30—10.30am
Reconnecting/ Sharing experiences

activity 01

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.

activity 02

Time
10 minutes

The timetable for the week

Show Chart 1: Timetable Module 16 and give the participants time to read through it. Remind them that during the training they will 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 '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 session at the end of Days 2 and 3.

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

activity 03

Time
40 minutes

Sharing experiences

Ask the participants to think about their recent teaching experiences. Ask, 'What positive teaching experiences do you remember?' Give them two or three minutes to think.

Then tell them to choose one of these positive experiences. Ask, 'What did you do?' 'What made the experience positive?' Tell them to think about the content, the materials, the pupil's responses, the way they organised the class, and so on. Give them a few minutes to think.

Tell them that they will work in pairs. Each person will have three minutes to tell their partner about their positive teaching experience. You will be the timekeeper and you will be strict about the time.

Tell them to begin. Stop them after three minutes, and tell the other person to begin talking. Stop them after three minutes.

Ask them to change partners. Explain that each person will now have two minutes to tell their new partner about the same teaching experience. Tell them to begin. Stop them after two minutes, and tell the other person to begin talking. Stop them after two minutes.

Ask them to change partners again. Explain that each person will now have one minute to tell their new partner about the same teaching experience. Tell them to begin. Stop them after one minute, and tell the other person to begin talking.

Bring the whole class together. Say, 'Now think of some recent teaching experiences that did not go so well.' Give them two or three minutes to think.

Then tell them to choose one of these experiences where things did not go so well. Ask, 'What didn't go well?' 'What will you differently next time?' Tell them to think about the content, the materials, the pupil's responses, the way they organised the class, and so on. Give them a few minutes to think.

Then follow the same steps as with the positive teaching experience, giving them three minutes, then two minutes, then one minute to talk about their experience with three different partners.

Summary

Bring the whole class together. Ask what they liked and didn't like about this activity. Ask what they learned.

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Session 2
10.30—11.30am

Teaching Maths

Learning outcomes

By the end of this session, the participants will have:

- **participated in activities to find square numbers**
- **participated in activities to find the square root of a number**
- **applied Pythagoras's theorem to solve problems of right-angled triangles**

Materials

- Flip chart or chalkboard, markers
- Bags of small objects (four bags, one for each group)
- Chart 2: Pictures of square numbers
- Handout 1: Square numbers and square roots (one for each participant)
- Calculator
- Handout 2: Pythagoras's theorem (one for each participant)
- Handout 3: Solving problems with Pythagoras's theorem (one for each participant)

Session 2
10.30—11.30am

Teaching Maths

activity 01

Time
20 minutes

Square numbers

Tell the participants that in this session they will look at square numbers and square roots. Ask, 'How do we define a square?' (a four-sided figure in which all sides are of equal length)

Divide the participants into four groups. Give each group a bag small objects and ask them to make squares with them. The four sides of each square should have an equal number of small objects. Give them a few minutes for this task. Move around the room, checking on their progress.

Teach square numbers. Follow these steps:

Show Chart 2: Pictures of square numbers.

Point to the numbers 4, 9, 16. Point out that these numbers can be represented as squares.

Say, 'Numbers like 4, 9 and 16 are called "square numbers".'

Ask 'How do we make a square number?' (multiply a number by itself)

Point to 2 x 2 = 4, 3 x 3 = 9, 4 x 4 = 16 on the chart.

Ask, 'What are the next two square numbers after 16?' (25 and 36 because 5 x 5 = 25, 6 x 6 = 36)

Ask them what square numbers they made with their squares of small objects.

Ask, 'Are 3, 5, 8, 11 square numbers. If not, why?' (no, because no number multiplied by itself makes these numbers)

Give each participant Handout 1: Squares and square roots. Explain that the handout shows the squares of the first 15 numbers. Ask 'What is 6 squared?' (36) Then ask what these numbers are squared: 9, 11, 12, 15. (81, 121, 144, 225)

Write '7^2'. Explain that this is how we write '7 squared'. The small 2 means squared, so '7^2' is 7 x 7, which equals 49. Write these examples to reinforce understanding:

1 squared = 1^2 = 1 x 1 = 1

2 squared = 2^2 = 2 x 2 = 4

3 squared = 3^2 = 3 x 3 = 9

4 squared = 4^2 = 4 x 4 = 16

5 squared = 5^2 = 5 x 5 = 25

6 squared = 6^2 = 6 x 6 = 36

To check for understanding, write these problems:

'What is 13 squared?'

'What is $0.3^2 \times 0.5^2$?'

Ask the participants to work in pairs to find the answers. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to give their answers. (169, 0.0225) Check for agreement. Ask volunteers to come out and show how they solved the problem. Guide them to the following workings out:

1

13 squared = 13^2 =
13 x 13 = 169

13
13 x
39

130
169

2

0.3^2 =

0.3
0.3 x
0.09

0.5^2 =

0.5
0.5 x
0.25

$0.3^2 \times 0.5^2$ =

0.09
0.25 x
0.0045
0.018
0.0225

activity 02

Time
20 minutes

Square roots

Ask, 'If a square has an area of 36 square units, what is the length of each side of the square?' (6)
Explain that another way to ask this question is, 'Which number multiplied by itself makes 36?' (again, 6)
Tell the participants that 6 is the square root of 36 because when we multiply 6 by itself we get 36.
The square root is the number which, when multiplied by itself, makes the original number.

Write these numbers:

'25, 9, 64, 144, 196, 81'

Ask the participants to work in pairs and to find the square roots of these numbers using the Handout: Squares and square roots. Then bring the whole class together and take their answers. (5, 3, 8, 12, 14, 9)

Write '√4'. Explain that the symbol √ before a number is asking for that number's square root, so '√4' means the 'square root of 4'. Explain that 2 x 2 equals 4 so √4 = 2. Write these examples to reinforce understanding:

√4 = the square root of 4 = 2

√9 = the square root of 9 = 3

√16 = the square root of 16 = 4

√25 = the square root of 25 = 5'

√36 = the square root of 36 = 6

Explain that it is easy to find the square root of perfect square numbers such as 4, 9 and 16, but difficult to work out other square roots. Tell them that you will demonstrate. Follow these steps:

Write 'What is √10?'

Write '3 x 3 = 9, 4 x 4 = 16'.

Say, 'So the square root of 10 must be between 3 and 4. Let's try 3.5.'

Write '3.5 x 3.5 = 12.25'.

Say, '3.5 is too high.'

Write '3.2 x 3.2 = 10.24'.

Say, 'Again 3.2 is too high.'

Write '3.1 x 3.1 = 9.61'.

Say, '3.1 is too low.
So we know that the square root of 10 is a number between 3.2 and 3.1.'

Explain that it would take a long time to find the number and we would only get an approximation. Demonstrate by using a calculator. Show the participants that, if you enter 10 and press the √ sign, you get the number 3.16227766016.

To check for understanding, write these problems:

'Find the length of the sides of a square which has an area of 324m².'

'What is the square root of 13?'

Ask the participants to work in pairs to find the answers. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to give their answers. (18m, 3.605) Check for agreement. Then ask volunteers to say how they solved the problem. Guide them to these solutions:

1

18cm x 18cm = 324²cm so √324cm = 18cm

2

√9 = 3, √16 = 4, so √13 must be between 3 and 4

√12 = 3.5

3.6 x 3.6 = 12.96

√12.96 = 3.6

Check the answer on a calculator.

activity 03

Time
20 minutes

Square numbers and Pythagoras's theorem

Ask, 'What is a right-angled triangle?' (a triangle in which one angle is 90°) Explain that about 2000 years ago a man called Pythagoras made this important discovery about right-angled triangles. If we make squares from each of the three sides of a right-angled triangle, the biggest square has the same area as the other two squares added together.

Give each participant Handout 2: Pythagoras's theorem. Tell them to count the squares made by each of the three sides of the triangle (a, b and c). Take their answers. Write:

$c^2 = a^2 + b^2 =$

$5^2 = 3^2 + 4^2 =$

$25 = 9 + 16$

Point out that Pythagoras's theorem is true: the square of the longest side, or hypotenuse, (c) is equal in area to the sum of the squares of the other two sides (a + b).

To reinforce learning, give each participant Handout 3: Solving problems with Pythagoras's theorem. Go through the first example together:

1

$c^2 = 12cm^2 + 5cm^2 =$
$144cm + 25cm =$
$169cm$
$c = \sqrt{169cm} =$
$13cm$

Ask the participants to work in pairs to solve the next two problems on the handout. Give them about ten minutes for this task. Move around the room, helping where necessary.

Bring the whole class together. Ask volunteers to say their answers. Check for agreement. Then ask volunteers to come out and show how they solved the problem. Guide them to the following workings out:

2

$c^2 = a^2 + b^2$
$10cm^2 = 6cm^2 + b^2$
$100cm = 36cm + b^2$
$100cm - 36cm = b^2$
$100cm - 36cm = 64cm$
$b^2 = \sqrt{64cm}$
$b = 8cm$

3

$c^2 = a^2 + b^2$
$15cm^2 = 9cm^2 + b^2$
$225cm = 81cm + b^2$
$225cm - 81cm = b^2$
$225cm - 81cm = 144cm$
$b^2 = \sqrt{144cm}$
$b = 12cm$

Summary

There is a lot to cover in this session and for the participants to understand. If you have not had time to cover all the teaching points, do what you have not covered in the Wrap up/ Finishing off session.

Remind the participants of the main points of the session. Ask if there are any questions. If there is not enough time to answer all the questions, write them on the 'Parking lot' poster and answer them in the Wrap up/ Finishing off session.

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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:

- **identify countable and uncountable nouns**
- **use countable and uncountable nouns correctly in a sentence**

Materials

- Flip chart or chalkboard, markers
- Countable objects and uncountable substances
- Materials 1: Countable and uncountable noun cards (one set for each group)
- Tape
- Handout 4: Using countable and uncountable nouns (one for each participant)
- Handout 5: Countable and uncountable nouns (one for each participant)

Session 3
12—1pm

Teaching English

activity 01

Time
30 minutes

What are countable and uncountable nouns?

Quickly change the groups around from the ones in Session 1 so that you have three or four groups with no more than six people in a group. Then ask, 'How do we define a noun?' Take two or three answers, then give your definition. (a word that names, for example, people, places, things, concepts, activities) Ask for examples of nouns in the classroom, in the home, in Kano, and so on, for example: children, table, market. Give examples of your own.

Give each group a set of containers with countable objects and uncountable substances. Ask, 'How many stones do you have?' Take their answers, then ask them to count first the bottle tops and then the seeds.

Ask, 'Can we count the sand, sugar and water in the same way?' (No, because pieces of sand and sugar are too small to be counted and water is a mass of something.)

Explain that in this session they will look at countable and uncountable nouns. Ask, 'What is a countable noun?' (a noun that we can count with numbers) Give the example of 'banana': we can say 'six bananas'. Then explain that an uncountable noun is one that we can't count with numbers.

Give each group a set of Materials 1: Countable and uncountable noun cards. Explain that they will sort the cards into two sets: countable and uncountable nouns. They will then list the countable nouns and uncountable nouns on a chart.

Give each group a piece of flip chart paper and marker. Tell them to write the countable nouns in one column and the uncountable nouns in another. Move around the room, checking on their progress.

Ask the groups to put their charts on the wall, and then to look at each other's charts and check if their lists of countable and uncountable nouns are the same. Then bring the whole class together. Discuss any words which the groups have put in different lists, and guide them to these answers:

Countable:
egg, apple, pen, pencil, boy, girl, cow, car

Uncountable:
rice, coffee, milk, sugar, salt, water, fuel, intelligence, thunder, grass, news, art, help.

Remind the participants that countable nouns are things that we can count with numbers. Uncountable nouns are things that we cannot count with numbers. Explain that uncountable nouns may be the words for things that are too small to be counted (like sugar), or for a mass of something (like milk), or for abstract qualities (like intelligence), and so on.

activity 02

Time
30 minutes

Using countable and uncountable nouns

Explain that we need to pay attention to the articles (a, the) and quantifiers (for example, much, many) before uncountable and uncountable nouns. Some articles and quantifiers can be used with both countable and uncountable nouns. Others can only be used with countable nouns or with uncountable nouns. Give each participant Handout 4: Using countable and uncountable nouns. Read through the handout together, and ask if they can add to the examples.

Write these words:

'a/an, many, much, some, any'.

Ask the participants to work in groups and write five sentences, one sentence for each word. Move around the room, checking on their work. Then bring the whole class together. Ask one or two volunteers to read their group's sentence for each word in turn. Check for agreement.

Give each participant Handout 5: Countable and uncountable nouns and tell them to do the exercises individually. Move around the room. Then bring the whole class together and go through the answers:

A
Countable:
pen, cup, chair, apple, yam, bus,

Uncountable:
water, fruit, ball, meat, milk, oil, fuel, food

B1 any
B2 a
B3 any
B4 some
B5 any/some

C1 much
C2 some/a lot of
C3 many
C4 a lot of
C5 much/a lot of

Summary

Ask, 'What did we do in this session?' 'Could you do all these activities with your pupils?' Take their answers, then ask if there are any clarifying questions.

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Wrap up 4—4.15pm		

Session 4
2—3pm

Teaching Social Studies

Learning outcomes

By the end of this session, the participants will:

have presented or watched a role play that shows how culture influences actions and behaviour (cultural diversity), and how cultural differences can come together in unity

be able to recognise a number of ethnic groups in Nigeria and list some of their customs

Materials

Flip chart or chalkboard, markers

Handout 6: Role play (six copies)

Session 4
2—3pm

Teaching Social Studies

activity 01

Time
40 minutes

Role play

Note to facilitators

You will need six participants to act out a role play in Activity 1. Ask for six volunteers at the end of Session 2. Give each volunteer Handout 6: Role play, read through it with them and ask them to practise during the tea break.

Divide the participants into three or four groups with no more than six participants in a group. Tell them that in this session they will look at cultural diversity in Nigeria. They will start by watching a role play that six of the participants have prepared. While they are watching, they should think what the main points of the role play are.

When the role play is finished, tell the participants that they will work in groups and decide on the main points of the role play. Tell them to choose a group leader, who will make sure that everyone participates, and a recorder, who will report back to the class. Move around the room while they are discussing, helping where necessary.

Bring the whole class together. Ask the groups in turn to say one of their points. Pick out key words from their feedback. Look for words such as culture, difference, ethnic group, indigene, customs, unity, diversity, beliefs, and so on. The co-facilitator writes the key words on the flip chart or chalkboard. Check that the participants understand their meaning.

Reinforce what the role play shows: that people with cultural differences can come together and live happily and peacefully in unity while still recognising their cultural differences.

activity 02

Time
20 minutes

Tribes and their customs

Give each group a piece of flip chart paper. Tell them to list at least three different tribes found in Nigeria and three customs or characteristics of each tribe. Move around the room, helping where necessary.

Bring the whole class together. Ask each group in turn to say one tribe and their customs and characteristics. After each group's feedback, ask the others if they have anything to add. Continue going around the groups until you have taken all their ideas.

Summary

Ask, 'What is the purpose of this session?' (To show that Nigeria is made up of many different peoples with many different customs but who all live together in unity and with respect for each other: 'one nation bound in freedom, peace and unity', as sung in the national anthem.) Ask, 'Could you do this lesson with your classes?' 'Would you make any changes?'

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Session 5
3—4pm

Teaching Hausa

Learning outcomes

By the end of the session the participants will:

- **have read a short poem aloud**
- **be able to explain the three key terms of written Hausa songs and poetry**
- **be able to identify the key words of a poem and explain their meanings**

Materials

- Flip chart or chalkboard, markers
- Chart 3: Wakar damina
- Strips of A4 paper (for each table)

Session 5
3—4pm

Teaching Hausa

activity 01

Time
20 minutes

Reading short poems

Tell the participants that in this session they will look at Hausa songs and poems. Write:

'Karatun rubutattun wakoki'.

Ask the participants, 'How do we define 'rubutattun wakoki'?' Take their answers, then tell them that you will start a song and you want them to join in. Begin to sing a song that they know (for example, 'Dan maliyo maliyo'), encouraging them to join in.

When you have finished, ask, 'What have we just done?' (waka) Build on their response and explain the difference between written and unwritten songs and poetry. Give them the Hausa standard definition of 'rubutattun wakoki'. (Wata tsararriyar magana ce mai dauke da tarin hikimomi da fasaha wanda suke a rubuce, sannan kuma ana rerawa da baki.)

Divide the participants into two groups. Show Chart 3: Wakar damina (rubutacciyar waka). Ask volunteers from each group to read one round of the poem in turn. If the volunteer forgets the tune or the way it is read, ask another participant to help. When you have finished, point out that you asked the participants to help each other. Explain that doing this with their pupils encourages the pupils to help each other to learn.

activity 02

Time
20 minutes

Simple poetic devices

Write:

'jigo, baiti, amo'.

Explain that these words are the three key terms of written Hausa songs and poems. Give each group strips of A4 paper. Tell them that they will discuss and decide on the definition of each term and write it on the strip of paper. Give them five minutes for this task. Move around the room, checking on their progress.

Bring the whole class together. Ask volunteers to say their group's definition for each key word in turn. Check for agreement. Guide them towards these definitions:

Jigo:
Kowacce waka tana da jigo. Jigo shine sako ko manufar da waka ta kunsa.

Baiti:
Kowacce waka tana da baituttika. Baiti shine rukunin layuka da waka ke karewa.

Amo:
Kowacce waka tana da amo. Amo shine kafiya, wato abinda wakar take karewa da shi.

Refer to Chart 3:
Wakar damina and give examples of each term (jigo, baiti and amo).
Ask the participants for other examples.

activity 03

Time
20 minutes

Key words

Divide the participants into groups of no more than six participants. Explain that they will work in groups and choose key words from the poem 'Wakar damina' and explain their meaning. They will write each word and its meaning on a separate strip of paper. Give each group strips of A4 paper. Move around the room, checking on their progress and helping where necessary. Give them ten minutes for this task.

Tell the groups to put their strips of paper in the middle of their table and to move to another group's table. Ask them to look at the other group's key words and meanings. Ask, 'Has this group chosen the same key words?' 'Do you agree with their meanings?' Move around the room while they are discussing, checking on their progress.

Bring the whole class together. Ask them for their feedback on each other's words and meanings. Then ask, 'How does this activity help pupils?' (It encourages them to memorise and understand the words and structure of simple songs and poetry.)

Summary

Ask, 'What did you learn in this session?' 'Could you use these activities with your pupils? Take their ideas.

Wrap-up 4— 4.15pm

Briefly summarise the main points that 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 16 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.

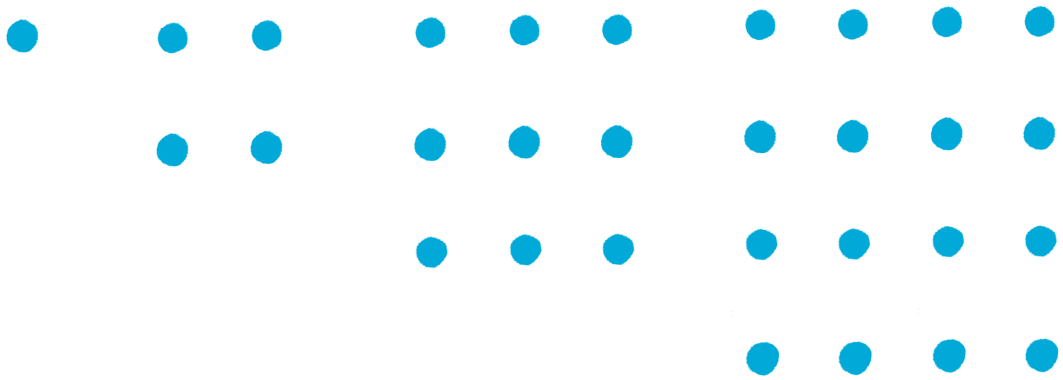
chart 01

Timetable module 16

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—11.30pm** Teaching Hausa	**Session 2:** **10.30—11.30am** Teaching English
Tea break 11.30—12pm	Tea break 11.30—12pm	Tea break 11.30—12pm
Session 3: **12—1pm** Teaching English	**Session 3:** **12—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		

chart 02

Pictures of square numbers



1	4	9	16
1 x 1	2 x 2	3 x 3	4 x 4

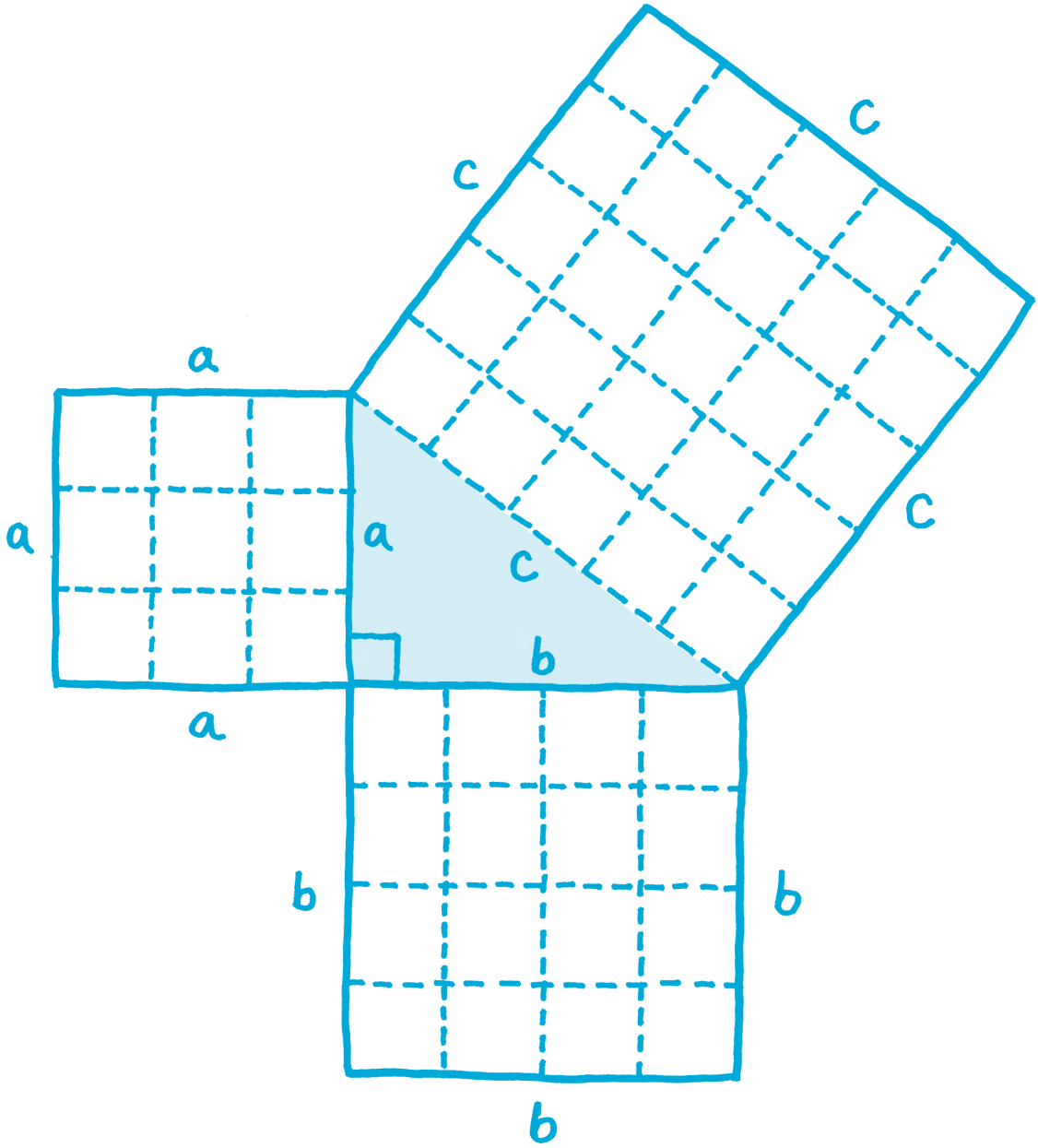
handout 01

Square numbers and Square roots

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	1														
2		4													
3			9												
4				16											
5					25										
6						36									
7							49								
8								64							
9									81						
10										100					
11											121				
12												144			
13													169		
14														199	
15															225

handout 02

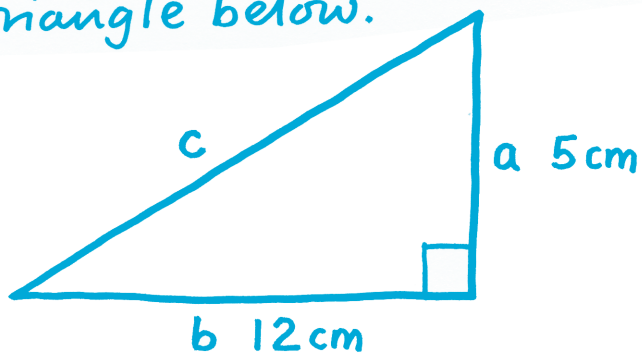
Pythagoras's theorem



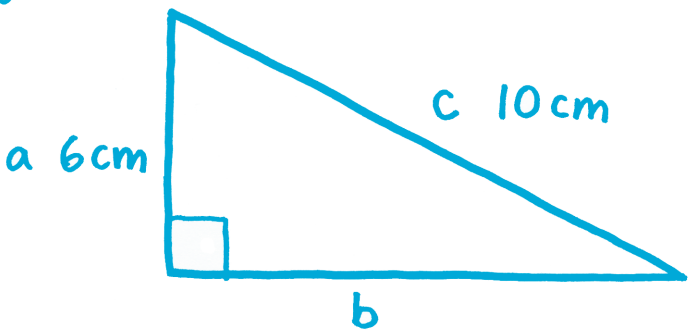
handout 03

Solving problems with Pythagoras's theorem

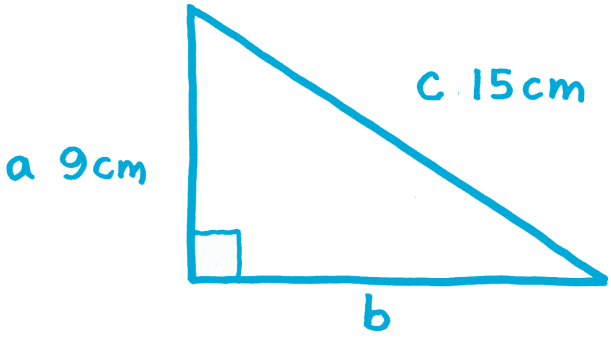
① Find the length of side 'c' in the right angled triangle below.



② Find the length of side 'b' in the right angled triangle below.



③ Find the length of side 'b' in the right angled triangle below.



materials 01

Note to facilitators
Write each word on a separate card. Make a set of cards for each group.

Countable and Uncountable noun cards

egg	apple	rice
pen	pencil	coffee
milk	sugar	Salt
water	boy	girl
cow	fuel	intelligence
thunder	grass	car
news	art	help

handout 04

Using countable and uncountable nouns

Articles and quantifiers used with countable nouns only	
a/an	a pen, a car, an apple, an orange
many	many cups, many books, many balls
a few (= not a lot but some)	a few people, a few problems, a few books
few (= almost no)	few carrots, few tables, few sticks

Articles and quantifiers used with uncountable nouns only	
much	much money, much time, much water
a little (= not a lot but some)	a little meat, a little rain, a little milk
little (= almost no)	little time, little sleep, little fuel

Articles and quantifiers used with countable and uncountable nouns		
the	countable	the school, the boy, the pens
	uncountable	the rain, the grass
some	countable	some chairs, some apples
	uncountable	some time, some salt
any	countable	any shoes, any girls
	uncountable	any water, any advice
no	countable	no bags, no cows
	uncountable	no luggage, no grass
a lot of	countable	a lot of cars, a lot of babies
	uncountable	a lot of fun, a lot of sand
enough	countable	enough onions, enough tables
	uncountable	enough rice, enough time
plenty of	countable	plenty of hens, plenty of hats
	uncountable	plenty of oil, plenty of space

handout 05

Countable and uncountable nouns

ⓐ Put these nouns in the correct column:

water, fruit, ball, meat, pen, cup, chair, milk, oil, bus, fuel, apple, yam, food

Countable	Uncountable

ⓑ Fill in the gaps using 'a/an', 'some' or 'any':

1) I need ---------- onions.
2) We lost ---------- ball.
3) We don't have ---------- rice.
4) She bought ---------- cups.
5) Do you want ---------- bread?

ⓒ Fill in the gaps using 'many', 'much' or 'a lot of':

1) How ---------- oil do we need?
2) He needs ---------- bricks to build his house.
3) How ---------- books do we have?
4) I have ---------- work to do.
5) We didn't hear ---------- news.

handout 06

Role play

The roles

A Yoruba woman
The woman's mother
The woman's father
Three of their Ibo friends

The story

A Hausa man wants to marry a Yoruba woman. The woman has gone to visit her family to announce the wedding. The parents of the girl, especially her mother, strongly object and give many reasons why the marriage would be a bad thing and wouldn't work: her daughter will not be able to eat Hausa food, Hausas are not reliable, and Hausa men divorce women at the drop of a hat. (Think up other reasons that the mother could give.) While the mother is giving her objections, the father is also involved, agreeing with his wife and also adding some of his own objections. (Think up other objections that the father may have.)

While they are arguing, they are joined by some Ibo friends. The parents and the daughter put their arguments to the friends. After listening to both sides, the Ibo friends are of the opinion that the daughter should be allowed to marry the person of her choice and that the marriage should go ahead. They explain the consequences of forcing the daughter to do something she doesn't want to do. The Ibo friends stress the importance of oneness, unity and togetherness.

chart 03

Wakar damina

Bisimillahi Allah Madawwami
Shi Mahiliccinmu Rahimi,
Mai yawaita alheri magami,
Wanda yayi dari yayi gumi,

Wanda yayi rami da damina
Komai yanyi mai ma'ana,
Don hikimoninsa Rabbana
Masu yawa ko a ko ina,
Tabaraka Sarkin sarakuna,

Yasa ni'imomi ga damina,
Nomau manomi mai dariya,
Tsaya inai maka tambaya.
Shim me yak e ba ka dariya,
Ko kana da jikkar zinariya,

Ko ko kaci riba da damina
Sai ya kada baki da hamzari,
Yace dami kai albishiri,
Yau zuciya ta tayi fari,
Zakinta ya zarce sukari,
Naga malamata ne damina

Daga kaimka dubo samaniya,
Kaga gajimarai na tafiya,
Kafin na bushed a dariya,
Sai naji tsawa da walkiya,
Suna bushara ga damina.

Na da nan gari ya fitittike,
Kamar girar sa a murtuke,
Wanda anka daure jikin turke,
To nan da nan sai munka fake

Don gudun jike wada damina
Sai cida kae ji cikin gari
Sama tayi dankam sa hadari
Tafiya yakeyi da hanzari
Kamar ana kora ayari
Hauragiya sais u damina

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