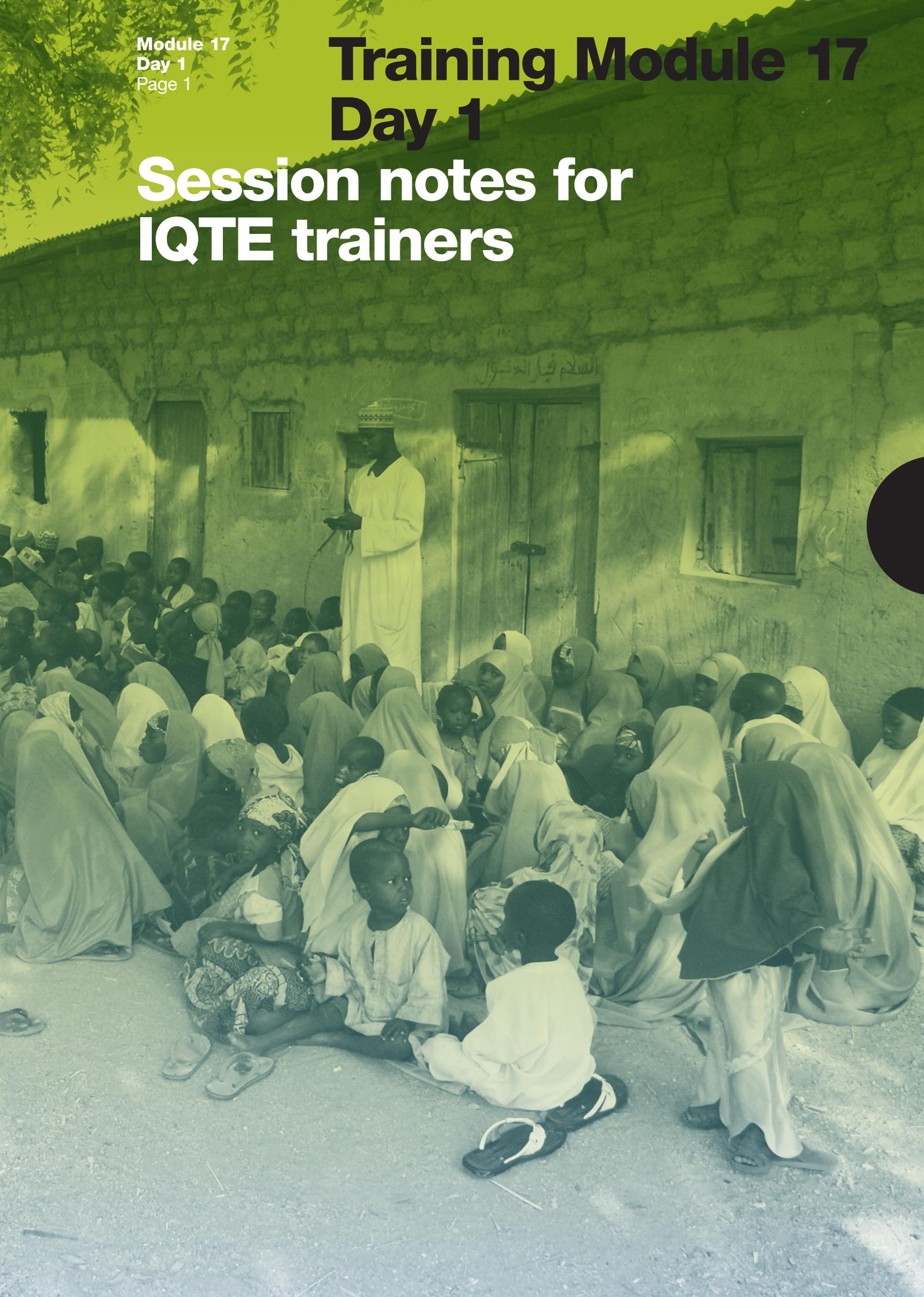


# Training Module 17

## Day 1

### Session notes for IQTE trainers



# Training Module 17

## Day 1

### Session notes for IQTE trainers



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

<b>To make:</b>	<b>To collect:</b>
Parking lot' poster	Schemes of Work for Hausa, English, Maths, Social Studies
	Nigerian flag
	Metric rulers (one for each participant)
	Paper clips or toothpicks (one for each participant)

<b>Session 1: Materials/ Charts/ Handouts</b>	<b>Session 2: Materials/ Charts/ Handouts</b>	<b>Session 3: Materials/ Charts/ Handouts</b>	<b>Session 4: Materials/ Charts/ Handouts</b>	<b>Session 5: Materials/ Charts/ Handouts</b>
Flip chart or chalkboard, markers				
Chart 1: Timetable Module 17	Nigerian flag	Materials 1: Clock (one)		Chart 3: Structure of a formal letter
'Parking lot' poster	Chart 2: Scaling	Card, scissors, pencils		Handouts 4—5: Formal letters (one for each participant)
Schemes of Work for Hausa, English, Maths, Social Studies	Handout 1: Drawing to scale (one for each participant)	Paper clips or toothpicks (one for each participant)		A4 paper (one piece for each participant)
A4 paper (one piece for each participant)	Metric rulers (one for each participant)	Materials 2: Matching time cards (one set for each group)		
Tape	Handout 2: Squared paper (one for each participant)	Chalk		
	Handout 3: Scale exercises (one for each participant)			

# Training Module 17

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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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 developed a lesson plan in their groups**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 1:  
Timetable Module 17

.....  
'Parking lot' poster

.....  
Schemes of Work for Hausa, English, Maths, Social Studies

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

.....  
Tape

# 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 17](#) 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 each day.

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

# activity

## 02

**Time**  
40 minutes

### Sharing experiences

#### Note to facilitators

For this activity, there needs to be a support teacher with each group to facilitate the discussion and to help the group to write their lesson plan.

Divide the participants into groups of four or five. Ask, 'Are there any topics that you have found difficult to teach recently?' Give each group [Schemes of Work for Hausa, English, Maths and Social Studies](#) and give each participant a piece of [A4 paper](#).

Tell them that they will work individually at first and write down topics from the Schemes of Work that they have found difficult to teach. Move around the room while they are working, checking on their progress.

Then tell them to discuss in their groups the topics that they have listed and what the difficulties are. Give them five minutes to discuss, then ask each group to choose one topic. Explain that they will work with their group to develop a lesson plan for this topic that would help to solve the problem. They will make a chart of their lesson plan. Give each group a piece of [flip chart paper](#) and [marker](#).

The support teachers ask probing questions to help their group to set learning objectives and to develop the introduction, activities and evaluation. Move around the room, helping where necessary. Give them a ten-minute warning before time is up.

Bring the whole class together. Ask each group in turn to briefly describe the issues that they discussed and the lesson plan that they developed.

#### Summary

Ask what they learned from sharing their experiences and from writing the lesson plan together. Tell them to [tape](#) their lesson plans on the wall to share with the rest of the class.

# Training Module 17

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
<b>Session 1:</b> <b>9.30—10.30am</b> Reconnecting/ Sharing experiences	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths	<b>Session 1:</b> <b>9.30—10.30am</b> Teaching Maths
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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:

**explain what is meant by scale, scale factor, scale up and scale down**

**demonstrate how to calculate and draw to scale**



### Materials

Flip chart or chalkboard, markers

Nigerian flag

Chart 2:  
Scaling

Handout 1:  
Drawing to scale  
(one for each participant)

Metric rulers  
(one for each participant)

Handout 2:  
Squared paper  
(one for each participant)

Handout 3:  
Scale exercises  
(one for each participant)

# Session 2

## 10.30—11.30am

# Teaching Maths

## activity 01

**Time**  
20 minutes

### Scale and scaling

Begin by asking if anyone knows what it means when we say that something is 'drawn to scale'. Take their ideas. Explain that when the size of an object is too big or too small to draw, we draw the object with its accurate sizes decreased or increased. The amount that we decrease or increase the size of the drawing by is called the 'scale'.

Ask the participants if they can give examples where scale is used. (Possible answers are: maps, architectural and engineering drawings, model making, and design of all kinds.)

Explain that scales are written as ratios. Write '1:10'. Tell them that, if a drawing has a scale of 1:10, anything on the drawing is 10 times bigger in the real world. For example, a measurement of 15cm on the drawing means 150cm (15cm x 10) in the real world.

Explain that, on maps, scales tell us how many units of land and sea are equal to one unit on the map. For example, if we are travelling from Kano to Kaduna and need to know how far it is, we can find the actual distance by using the scale on the map.

Give the following example. Follow these steps:

Say, 'The scale of a map is 1:50,000.'

Write '1:50,000'.

Say, '1cm on the map represents 50,000cm in real life. If a distance on the map is 3cm, how far is this in cm, m, km in real life?'

Write '1cm = 50,000cm'.

Write '3cm = 3 x 50,000cm = 150,000cm'.

Say, 'To convert from cm to m, divide by 100.'

Write '150,000cm ÷ 100 = 1,500m'.

Say, 'To convert from m to km divide by 1000.'

Write '1,500m ÷ 1000 = 1.5km'.

Write '3cm = 1.5km'.

# activity

## 02

**Time**  
35 minutes

### Drawing to scale

Show the [Nigerian flag](#). Explain that, if we draw the flag, we draw it to scale, reducing its size. The length and width of the flag on our drawing must be in the same proportions as on the real flag. Show [Chart 2: Scaling](#), and read through it with them.

Give each participant [Handout 1: Drawing to scale](#). Explain that, when we draw to scale, we increase or decrease the size by a ratio or scale factor that applies to all the drawing. Point out that the scale factor of figure A to figure B is 1:2. This means that, when we enlarge figure A to get figure B, we increase all the sides of figure A x 2. Give each participant a [metric ruler](#) and ask them to measure the sides of figures A and B to check that this is correct.

Explain that scaling up means that we increase the size. Tell them that they will do some scaling up drawings. Give each participant [Handout 2: Squared paper](#). Ask them to draw simple shapes of their own on Handout 2, and then scale the shapes to factors of 2, 3 and 4. Move around the room, checking on their work.

When they have finished, explain that scaling down means that we decrease the size. To draw the classroom floor, for example, we need to scale down. If we scale down figure B to figure A on Handout 1, the scale factor is 1/2 as the sides of figure B are half the sides of figure A.

To check for understanding, give each participant [Handout 3: Scale exercises](#). Tell them to work through the problems and to ask each other if they are having difficulties. Move around the room, helping where necessary.

Bring the whole class together and ask volunteers to say their answers. Check for agreement. (a 300cm, 10cm, b 10cm, c 25,000, d height 4cm, length 6cm)

### Summary

Summarise the main points of the session and ask if there are any questions. Write any unanswered questions on the 'Parking lot' poster and answer them in the Wrap up/Finishing off session.

# Training Module 17

## Day 1

### Session notes for IQTE trainers



Day 1	Day 2	Day 3
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<b>Session 4:</b> <b>2—3pm</b> Teaching Social Studies	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa
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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:

.....  
**explain the difference between digital and analogue clocks**

.....  
**identify words and phrases used in telling the time**

.....  
**describe activities to teach and practise telling the time**



### Materials

Flip chart or chalkboard, markers

.....  
Materials 1:

Clock (one)

.....  
Card, scissors, pencils

.....  
Paper clips or toothpicks (one for each participant)

.....  
Materials 2:

Matching time cards (one set for each group)

.....  
Chalk

# Session 3

## 12—1pm

# Teaching English

## activity 01

## activity 02

**Time**  
15 minutes

### Introducing telling the time

Ask, 'If you want to know the time, what do you look at?' (Possible answers are: mobile phone, watch, clock.) Explain that there are two kinds of clock or watch: digital and analogue. A digital clock tells the time with numbers. Write '12.45'. An analogue clock tells the time with moving hands. Ask whether they use a digital or analogue clock to tell the time. Take their answers.

Ask: 'Have you taught your class the time in English?' 'Did you use a digital or an analogue clock?' Take their answers, then tell them that in this session they will look at activities for teaching their pupils to tell the time in English with an analogue clock.

**Time**  
20 minutes

### Teaching the time

Show [Materials 1: Clock](#). Teach times beginning with 'o'clock', then teach 'half past', 'quarter past' and 'quarter to.' Move the hands of the clock to show the times as you say them.

Tell the participants to stand up. Tell them that you will say different times, for example 'six o'clock', 'half past ten', 'quarter past ten', 'quarter past two', and they will move their arms to show the time.

Ask the participants to sit down. Use [Materials 1: Clock](#) to teach 'five/ten/twenty/twenty-five past', then 'five/ten/twenty/twenty-five to'.

Then tell the participants that they will make clocks. Give out [card](#), [scissors](#) and [pencils](#) to every group. Show them how to make the clocks, mark the hours, and make the hour and minute hands and attach them to the clock with a [paper clip](#) or [toothpick](#).

When they have finished, say all the different times that you have taught. The participants show the times on their clocks and hold them up for you to see.

# activity

## 03

**Time**  
25 minutes

### Activities to practise time

Tell the participants that you will teach them some activities that they can do with cards to practise telling the time. They will participate as pupils. Spend about seven minutes on each activity.

#### **1** **Finding friends**

Tell them that they will play the finding friends game. Mix up the cards from one set of [Materials 2: Matching time cards](#) and give each participant one card. Explain that some of them have the picture of a clock and some of them have the time in words. Tell them to walk around and find the person with the same time and sit together. When they are sitting in pairs, ask each pair to say their time. Check for agreement.

#### **2** **Matching card game**

Ask each pair to join with another pair to make groups of four. Give each group a set of cards from Materials 2: Matching time cards. Tell them to shuffle their cards and spread them face down on their table.

Explain that each person in turn will turn over two cards. If the player gets a match of clock and written time, they keep the cards and have another turn. If the cards do not match, the player turns the cards face down in the same place and the next player has a turn. The winner is the player with the most cards at the end of the game. Move around the room, checking for accuracy.

---

**3**  
**Race to the board 1**

---

Divide the class into two teams and ask the teams to make two lines with the front person in each line facing the chalkboard. Give the front person in each line a piece of [chalk](#).

---

Tell them that you will say a time and the first person in each line will race to the board and draw a clock showing that time. The first person to draw the clock correctly wins a point for their team. These people then go to the back of the line and the game continues with the next two people in line.

---

Use times from Materials 2: Matching time cards to begin. Say other times if the participants understand well.

---

If there is time, play this variation. Show a clock and the participants race to the board and write the time in words.

**Summary**

Ask the participants to sit down. Ask them which activities they preferred. Highlight that you have covered a lot of times and activities today. With their pupils, they should go more slowly. They can do one lesson on 'o'clock' and give lots of practice, then move on to 'half past', and so on. Ask if there are any questions.



# Training Module 17

## Day 1

### Session notes for IQTE trainers



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<b>Session 3:</b> <b>12—1pm</b> Teaching English	<b>Session 3:</b> <b>12—1pm</b> Teaching Social Studies	<b>Session 3:</b> <b>12—1pm</b> Teaching Social Studies
Lunch 1—2pm	Lunch 1—2pm	Lunch 1—2pm
<b>Session 4:</b> <b>2—3pm</b> Teaching Social Studies	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa	<b>Session 4:</b> <b>2—3pm</b> Teaching Hausa
<b>Session 5:</b> <b>3—4pm</b> 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:

.....  
**explain what is meant by responsible parenthood**

.....  
**recognise different types of family and parenting arrangements**

.....  
**describe some of the constraints to good parenting**



### Materials

Flip chart or chalkboard, markers

# Session 4

## 2—3pm

# Teaching Social Studies

## activity 01

**Time**  
20 minutes

### Responsible parenthood

Begin with a quick warm-up game to divide the participants into groups. When they are in their groups, tell them that in this session they will look at parenting and what it means to be a good parent.

Tell the participants that many books have been written on the subject of parenting and all offer advice of one kind or the other about being a responsible parent. Ask, 'What do you think it means to be a responsible parent?' Ask them to discuss the question in their groups and write a list of statements about what being a responsible parent means. Give each group a piece of [flip chart paper](#) and [marker](#).

Move around the room, checking on their progress. Then bring the whole class together and take their answers. The co-facilitator writes their answers on the flip chart or chalkboard. Possible answers are that responsible parenting is about:

taking care of children and others in the household

providing, love, encouragement and guidance up to adulthood

providing psychological, emotional and spiritual guidance

providing shelter, security and clothing

making sure children are educated and are in good health

developing children's self-discipline and self-reliance.

After the feedback, ask each group to write one sentence summarising what good parenting is in one sentence. Ask each group in turn to say their sentence and agree on which is the best.

# activity

## 02

**Time**  
20 minutes

### Types of family

Explain that there are many different types of family grouping. Write these different types of family:

‘nuclear, extended, adoptive, foster, single parent, stepparent’.

Explain that the list shows the most common types of family grouping.

Give each group a piece of flip chart paper and marker, and tell them to write a definition for each type of family. Move around the room, checking on their progress.

Bring the whole class together and ask each group in turn to say their definition for one type of family. Check for agreement. Guide them to the following answers:

A nuclear family is made up of parents and children living together.

An extended family means all the family members that are related. They may or may not live together.

An adoptive family is where non-biological parents take on the responsibility for bringing up children.

A foster family is where non-biological parents take on the responsibility of caring for children for a set period of time.

A single parent family is one where only one parent takes responsibility for bringing up the children.

A stepparent family is where one of the parents is not the biological mother or father of the children.

Ask, ‘What type of family is most common in Hausa culture?’

# activity

## 03

**Time**  
20 minutes

### Constraints to good parenting

Remind the participants that they looked at the responsibilities of parenting in the first activity. Explain that being a parent isn't easy, and parents often have to work hard to overcome problems both from within the family and from outside. We call such problems constraints, which means 'working against'.

Ask, 'What are some of the constraints that put pressure on families?' Give them a minute to think, then take their answers. The co-facilitator writes their answers on the flip chart or chalkboard. (Possible answers are: family crisis; impatience; intolerance; violence; separation/divorce; lack of money for food, school fees, and so on; illiteracy; lack of time for family matters; peer group pressure; religious/cultural differences; drug use.)

Explain that too many constraints can lead to family division and breakdown, causing problems not only for the people involved but for communities and the wider society in general.

### Summary

Remind them of the main points of the session. Highlight that the family in whatever form is the basic unit of society and provides the basis for passing on cultural norms and values from one generation to the next. Ask if there are any questions, and encourage fellow participants to give the answers.



# Training Module 17

## Day 1

### Session notes for IQTE trainers



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<b>Session 5:</b> <b>3—4pm</b> 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:

.....  
**describe the structure and features of a formal letter**

.....  
**structure and write a formal letter**



### Materials

Flip chart or chalkboard, markers

.....  
Chart 3:  
Structure of a formal letter

.....  
Handouts 4—5:  
Formal letters  
(one for each participant)

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

# Teaching Hausa

## activity 01

**Time**  
30 minutes

### Features of formal letters

Remind the participants that in an earlier training they looked at writing informal letters. Ask, 'Who do we write informal letters to?' (friends and family) Then ask, 'What do you remember about the structure and features of an informal letter?' Take their answers.

Tell the participants that in this session they will look at writing formal letters (tsrariyar wasika). Ask, 'When do we write formal letters?' (Possible answers are: applying for a job, writing to SUBEB or the LGA to request help.)

Then ask, 'How do you think a formal letter differs from an informal letter?' Take their ideas. Point out that there are differences in the type and tone of the language and in the structure (layout) of the letter.

Show [Chart 3: Structure of a formal letter](#), and read through it with them.

Then give each participant [Handouts 4—5: Formal letters](#). Read through the letters together, and point out the features and structure of each letter.

Explain that in Hausa we begin formal letters in the following ways:

Zuwa ga maigirma

Zuwa ga shugaba

Zuwa ga Edita

Zuwa ga malam

Zuwa ga malama.

We end formal letters with:

Daga Mai biyayya

Daga Masu biyayya.

## activity 02

**Time**  
30 minutes

### Writing a formal letter

Explain that, as well as thinking about the structure and layout of a formal letter, we need to think about the purpose. For example, is the letter about a request or a complaint, or is it for another purpose? We also need to consider the language of the message. The language should be clear and formal.

Tell the participants that they will write a formal letter. They can choose their own topic or choose one of the following. Write the topics:

.....  
'a letter applying for a job'

.....  
'a letter to SUBEB about a problem you are having with your school'

.....  
'a letter requesting help from the LGA Chairperson'

.....  
Give each participant a piece of [A4 paper](#). Give them 15 minutes to write, and five minutes to check through their letters. Move around the room while they are working, checking on their work and helping where necessary.

.....  
Ask them to exchange letters and read each other's letters. Tell them to check whether the structure is correct, and whether the message is clear and the tone of the language correct. Allow several exchanges.

### Summary

Remind the participants of the main points of the session. Ask if there are any questions.

.....  
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 17

## 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 17



### 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—11.30pm**  
Teaching Hausa

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

### 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

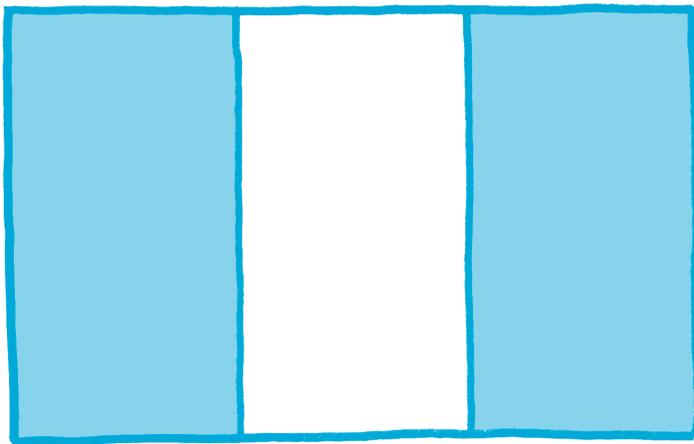
**Session 4:**  
**2—3pm**  
Teaching Hausa

Wrap up  
3—4pm

## Scaling

The height to width ratio of the Nigerian flag is 2 : 3

So, for every 2 units (cm or m) of height there should be 3 units of width (cm or m).



If we make the flag 20cm high, it should be 30cm wide.

$$(20:30 = 20 \div 10 : 30 \div 10 = 2:3)$$

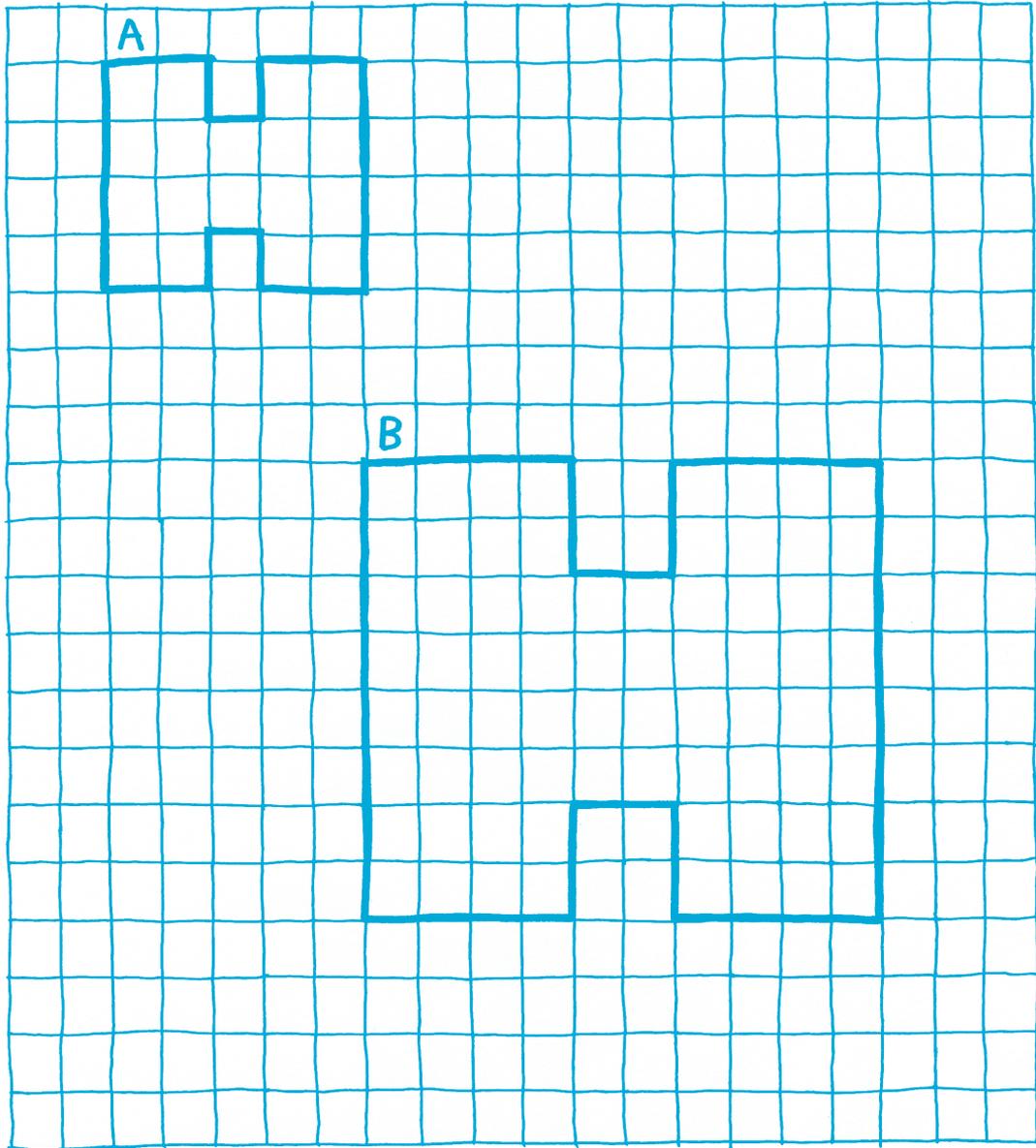
If we make the flag 4m high, it should be 6m wide.

$$(4:6 = 4 \div 2 : 6 \div 2 = 2:3)$$

# handout

## 01

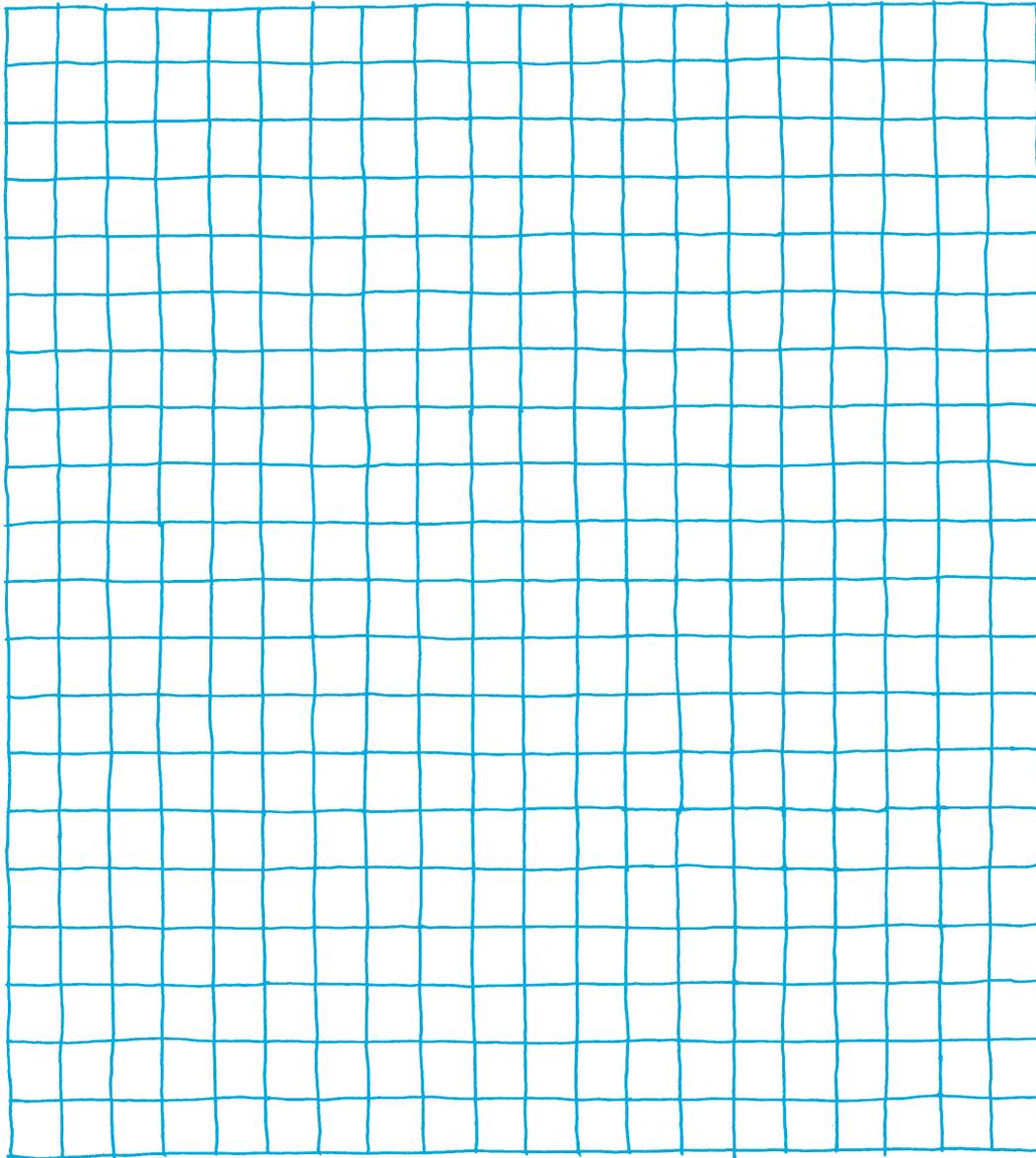
### Drawing to scale



# handout

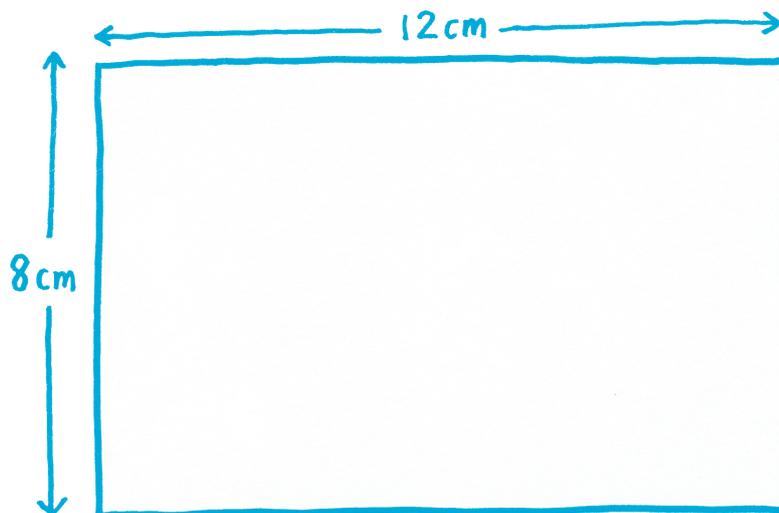
## 02

Squared paper



### Scale exercises

- (a) A model car is made to a scale of 1:20, using 1cm as the unit of scale.
- If the 1:20 model car is 15cm wide, how wide is the actual car?
  - If the height of the car is 2m, how high is the car in the model?
- (b) The scale on a map is 1:50,000, using 1cm as the unit of scale. What distance on the map will represent 5km?
- (c) A map has a scale of 1:25,000. How much does 1cm on the map represent in real life? Choose the correct answer from the possible answers below:
- 250 cm
  - 2 m
  - 25,000 cm
- (d) Reduce the drawing by a scale factor of  $\frac{1}{2}$ .

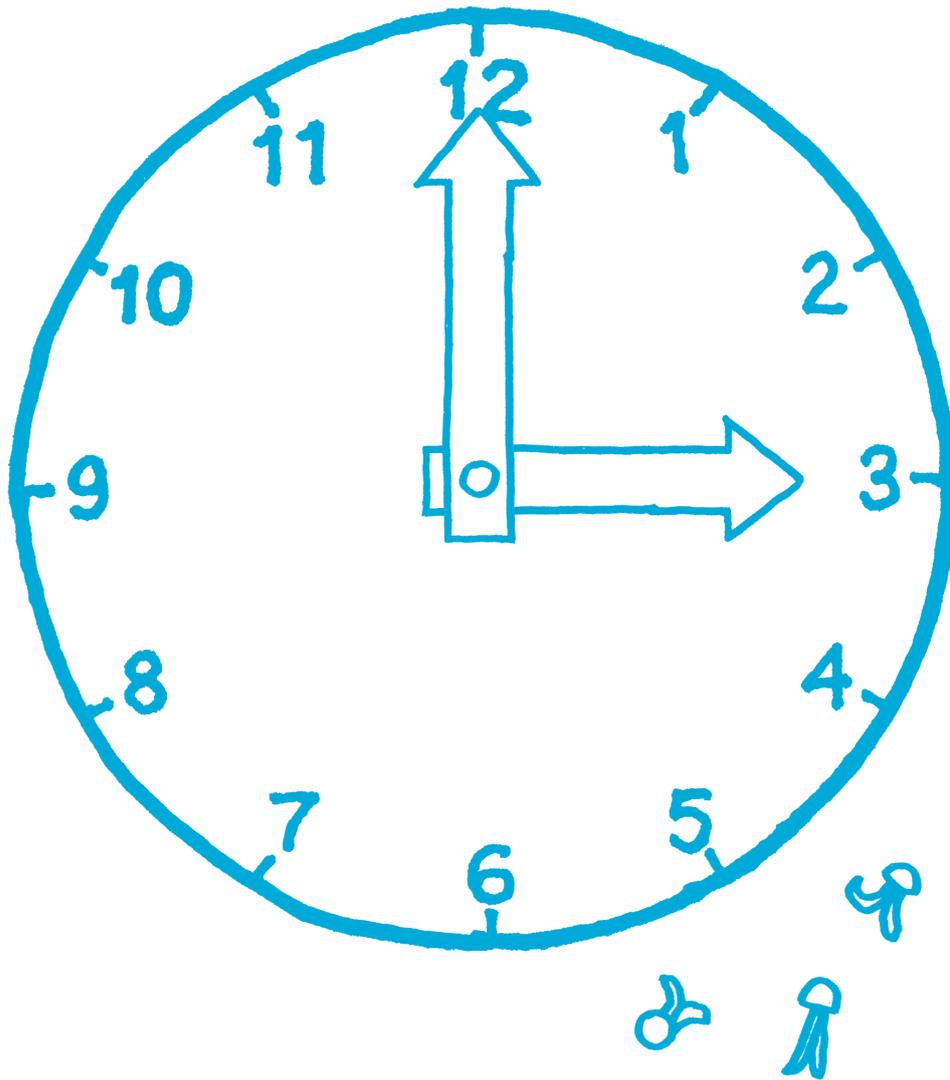


# materials

## 01

**Note to facilitators**  
Make a clock from card.  
Make a minute hand and an  
hour hand from card, and  
attach them to the clock with  
a paper clip or toothpick.  
You should be able to move  
the hands to different times.

## Clock



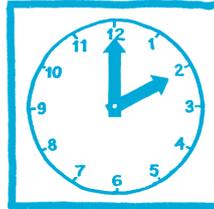
# materials

## 02

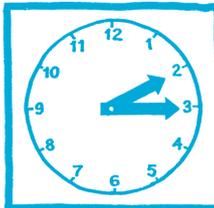
**Note to facilitators**  
Write each time and draw each clock on a separate card. Make a set of cards for each group. Mix up the order of the cards. You will need one set for each group.

### Matching time cards

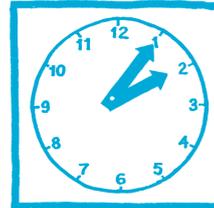
2 o'clock



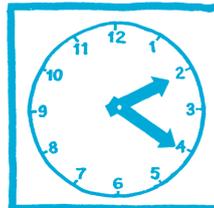
quarter past 2



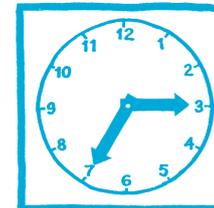
five past 2



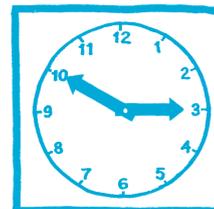
twenty past 2



twenty-five to 3



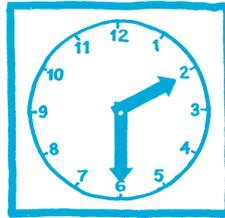
ten to 3



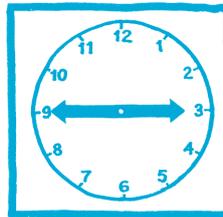
# materials

## 02

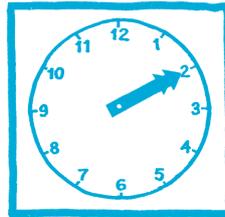
half past 2



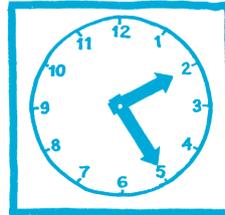
quarter to 3



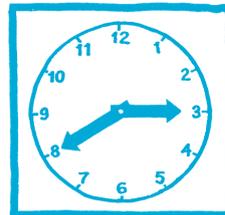
ten past 2



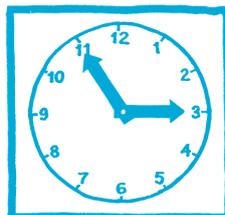
twenty-five  
past 2



twenty to 3



five to 3



## Structure of a formal letter

- \* The writer's address
- \* The address where the letter is going
- \* Salutation
- \* A title or reference
- \* An introduction
- \* The message (in formal language)
- \* A conclusion
- \* Closing phrase
- \* Sender's signature

### Formal letter 1

Makarantar Firamaren Gobirawa,  
Lamba 3113, Titin Kurnar Asabe,  
Jihar Kano.  
24 ga watan Maris 2013.

Zuwa ga Shugaban,  
Firamaren Gobirawa,  
Jihar Kano.

Zuwa ga Maigrima,

Takardar Koken Rashin Malamin Turanci da Lissafi

A madadin daliban aji biyar B(5B). Ni jagoran daliban ajin na gabatar da koken mu a gareka kamar yadda muka ambata sama da fatan za a share mana hawayenmu.

Hakika a baya, kowa ya san cewa ajinmu shi ne zakaran gwajin dafi a wannan makaranta mai albarka, musamman a fannin turanci da lissafi. To amma yanzu e'na wasu sun yi mana fintinkau sun yi mana nisa. Kodayake idan aka taimaka mana za mu taddasu, har ma mu wure su.

A karshe muna fatan za a warware mana matsalar da take damun ajinmu don kyautato koyo da koyarwa.

Daga  
Kabiru Maso Kano

# handout

## 05

### Formal letter 2

Makarantar Firamaren Jirago,  
Lamba 2009,  
Karamar Hukumar Albasu,  
Jihar Kano.  
27 ga watan Afrilu, 2013.

Zuwa ga Sakataren ilimi,  
Karamar Hukumar Albasu,  
Jihar Kano.

Zuwa ga Maigirma

### Takardar Neman Aikin Koyarwa

Ina mai farin cikin gabatar da takardata  
a gareka kamar yadda na ambata a sama.

Na kamala karatuna, tare da samun  
Takardar shaidar Kammalawa da Kyakkyawan  
saka makoko. Kuma ni dan asalin wannan  
Karamar Hukuma ne, mai kimanin shekara  
goma sha takwas da haihuwa.

Ina fatan za a share mini hawaye don  
samar mini da abun yi.

Maibiyayya  
Surajo Abba

**esspin**

Education Sector  
Support Programme  
in Nigeria



**UKaid**

from the Department for  
International Development

**Photography**

Jide Adeniyi-jones

**Illustration**

Sam Piyasena