

NEW

Smart

English

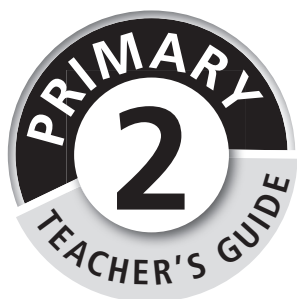


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English



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INTRODUCTION

English is the official national language and medium of instruction in Nigeria. It is a compulsory subject offered at both the Basic Education Certificate Examination (BECE) and the Senior Secondary School Certificate Examination (SSSCE). It is therefore an extremely important subject, not only in the school context, but in the wider context of communicating effectively in Nigeria.

This *Smart English Primary 2* course has been carefully developed by international and Nigerian educational experts and offers the following components:

- A **Pupil's Book** written in accessible language to enable understanding and learning. The Pupil's Book is also available in digital format.
- A **Teacher's Guide** providing answers for the activities in the Pupil's Book, and checklists and rubrics that can be used for evaluation. The Teacher's Guide is only available in digital format.
- A **Workbook** with activities to consolidate important skills learnt in the Pupil's Book.
- A **Reader** with age-appropriate texts and illustrations to develop sound reading skills.

There is also an audio-visual Phonics Programme that can be accessed free of charge from the Cambridge University website (www.cambridge.org). It can be used to help pupils recognise and pronounce English sounds.

The Purpose of the English Studies Curriculum

The main objectives of the English Studies Curriculum are to enable pupils to:

- Develop the basic language skills of Speaking, Listening, Reading, Comprehension, Writing and Grammar Structure
- Enjoy a wide range of local and international texts written in English, including Fiction, Non-fiction and Poetry
- Engage with their other school subjects more meaningfully
- Communicate with people effectively in everyday life
- Understand important national and international issues
- Feel proud to be a citizen of Nigeria.

Evaluation

Evaluation plays a central role in the teaching and learning of English. Evaluation has two purposes:

- It measures the level of each pupil's acquisition of the performance objectives specified in the NERDC Curriculum.
- It enables the teacher to monitor each pupil's development, to identify areas of weakness or strength, and to offer extra support or enrichment where needed.

There are two types of evaluation that need to happen in the school year:

Formative Evaluation: This happens continuously during class instruction. It can take the form of Teacher, Peer or Self-Evaluation.

- **Teacher-Evaluation:** This can be formal or informal.
 - Informal Evaluation can be done throughout the year by the teacher's observation of each pupil's progress in classroom situations, for example while pupils are working in pairs and groups. A Record Book can be kept to record comments about each pupil based on these observations. The comments can identify both strengths and weaknesses, for example: Needs more practise with formation of

diphthongs, Reading fluency has improved this term.

- Formal Evaluation can be done during the term as follows: Teachers can evaluate Oral activities done in the classroom and take in and mark Essays, Comprehensions, Grammar and Structure Exercises. The Revision Module at the end of each term can be used as a test.
- **Peer-Evaluation:** This can be done in the classroom in the form of group or pair work. Once an activity or exercise is completed, the partner or other members of the group can give constructive feedback.
- **Self-Evaluation:** This is similar to Peer-Evaluation except that the pupil works individually to reflect on his or her work.

Summative Evaluation: This is used at the end of the school year, in the form of an Examination. The Examination is essentially marked by the teacher, or another suitably qualified educator. The result of the Summative Evaluation decides whether a pupil can be promoted to the next school level.

This *Smart English Primary 2* course offers teachers clear guidelines for both Formative and Summative Evaluation in the following way:

- The Pupil's Book supplies:
 - Activities and Exercises that develop and meet all the Teaching Objectives of the NERDC Curriculum.
 - A Revision Test at the end of each Term, with marks supplied.
- The Teacher's Guide supplies:
 - Evaluation Tools that the teacher can adapt to his or her needs, to evaluate the Teaching Objectives in the NERDC Curriculum. They are provided below. To make these Evaluation Tools easy to use, we have given permission for them to be photocopied.

Evaluation Tools: Teacher's Rubrics and Pupil's Self-Evaluation Checklists

The Evaluation Tools are organised as follows:

- A. A Class Record Sheet
- B. Four Rubrics for evaluating Speaking, Reading, Handwriting and Writing
- C. A Rubric for evaluating Groupwork
- D. Three Self-Evaluation Checklists

Evaluation Tools

A. Class Record Sheet

The teacher can compile a sheet with the names of the pupils and different tasks. Tick the tasks as the pupils achieve each task. They can also write the dates of the evaluation. For example:

Name Of Pupil	Identifying First Letter Sounds Of Words	Reading Two-Letter Words	Describing Pictures	Reading Three-Letter Words	Using Capital Letters
Femi	✓ (10 Oct)	✓ (17 Oct)	✓ (20 Oct)	✓ (15 Nov)	✗ (30 Nov)
David	✓ (10 Oct)	✗ (17 Oct)	✓ (30 Oct)	✗ (15 Nov)	✓ (30 Nov)

B. Rubrics For Evaluating Different Skills

Rubric 1: Evaluating Speaking

The teacher can draw up a rubric such as the example below to evaluate Speaking skills, varying the criteria as necessary.

Criteria	Achievement Levels			
	Not achieved 0–25%	Moderate 26–49%	Good 50–75%	Excellent 76–100%
Content (4 marks)	Unable to say sequence of events, describe a picture or answer questions	Describes some pictures and answers some questions	Describes pictures and events in sequence; gives important details; answers questions	Describes pictures and events in sequence and in great detail; answers all questions confidently
Grammar And Structure (4 marks)	Uses a few words only	Uses words, not sentences; not aware of Verb Tenses	Uses basic sentence structures and Verb Tenses correctly	Uses a wide range of structures correctly and with confidence
Vocabulary (2 marks)	Knows only a few words	Uses basic taught vocabulary	Uses good vocabulary	Uses a wide range of vocabulary correctly
[Total: 10 marks]				

Rubric 2: Evaluating Reading

The teacher can draw up a rubric such as the example below to evaluate Reading skills, varying the criteria as necessary.

Criteria	Achievement Levels			
	Not achieved 0–25%	Moderate 26–49%	Good 50–75%	Excellent 75–100%
Recognises common words (2 marks)	Recognises a few words	Recognises about half of the words	Recognises most words	Recognises all words
Uses phonics to work out (decode) new words (2 marks)	Mixes up sounds; unable to decode	Decodes some two-letter and three-letter words	Decodes most three-letter words	Decodes three-letter words and some other words confidently
Comprehension (4 marks)	Cannot answer questions	Answers a few oral questions with help	Answers most oral questions	Answers all oral questions and some written questions
Pronunciation (2 marks)	Difficult to understand	Some words clear; some intonation correct	Clear and fairly good intonation	Clear, with correct intonation and expression
[Total: 10 marks]				

Rubric 3: Evaluating Handwriting

The teacher can draw up a rubric such as the example below to evaluate Handwriting skills, varying the criteria as necessary.

Criteria	Achievement Levels			
	Not achieved 0–25%	Moderate 26–49%	Good 50–75%	Excellent 76–100%
Holds pencil correctly (2 marks)	Struggles with pencil grip	Sometimes holds pencil correctly	Mostly manages to hold pencil correctly	Always holds pencil correctly
Follows arrows correctly to write letters (2 marks)	Does not follow arrows	Can sometimes follow arrows	Mostly follows arrows	Follows all arrows
Completes letters correctly (4 marks)	Cannot complete letters	Completes a few letters correctly	Completes most letters correctly	Always completes letters correctly
Can name written letters (2 marks)	Not at all	Can name some letters correctly	Mostly names letters correctly	Always names letters correctly
[Total: 10 marks]				

Rubric 4: Evaluating Writing

The teacher can draw up a rubric such as the example below to evaluate Writing skills, varying the criteria as necessary.

Criteria	Achievement Levels			
	Not achieved 0–25%	Moderate 26–49%	Good 50–75%	Excellent 76–100%
Labels drawings correctly (2 marks)	Struggles to label a drawing correctly	Sometimes labels drawings correctly	Mostly labels drawings correctly	Always labels drawings correctly
Writes words correctly (2 marks)	Struggles to write words correctly	Writes some words correctly	Mostly writes words correctly	Always writes words correctly
Writes sentences correctly (2 marks)	Struggles to write sentences correctly	Writes some sentences correctly	Mostly writes sentences correctly	Always writes sentences correctly
Writes a paragraph (2 marks)	Struggles to write a paragraph correctly	Writes some part of a paragraph correctly	Mostly writes a paragraph correctly	Always writes a paragraph correctly
Writes a simple story from pictures (2 marks)	Struggles to write a simple story from pictures	Writes some parts of a simple story from pictures correctly	Mostly writes a simple story from pictures correctly	Always writes a simple story from pictures correctly
[Total: 10 marks]				

C. Rubric For Evaluating Groupwork

The teacher can draw up a rubric such as the example below to evaluate the way pupils work together in groups.

Names:				
Date:				
Criteria	Achievement Levels			
	Not achieved 0–25%	Moderate 26–49%	Good 50–75%	Excellent 76–100%
Participation (2 marks)	Group members did not interact or listen to each other	Some interaction, but not everyone participated	Each group member participated in some way	Each group member played a role; tasks allocated to each
Completion (3 marks)	Did not follow instructions	Tried to follow instructions, but did not understand everything	Good presentation; most instructions completed	Excellent presentation; all instructions followed
Content (5 marks)	Irrelevant content	Some of the content interesting and appropriate	Interesting and relevant content	Original, very interesting and relevant content
[Total: 10 marks]				

D. Checklists For Self-Evaluation

Self-Evaluation 1

Teachers can give pupils faces to colour in to reflect their achievement.



Self-Evaluation 2

Pupils do tasks and then reflect on their achievement. Let them choose which of the three levels below applies to them best.

3	I can do it.
2	I can do some.
1	I need help.

Self-Evaluation 3

Teachers can create a table of tasks such as the ones below. They draw simple line drawings of the objects described in columns 2 and 3 where necessary. Pupils must write the two words then award themselves three stars, two stars or one star.

I can say	[picture of dog]	[picture of ball]	★ ★ ★
I can write	a c	d e	★ ★
I can say	[picture of house]	[picture of tree]	★ ★ ★
I can write	g	d	★

Answers and Evaluation Tools

Pupil's Book (pp. 1 – 4)

Phonics

3.

Words with /æ/	Words with /ɑː/
am	are
Pam	Mark
and	Class
pack	park
bag	dark
cap	

Listening and Speaking

5. Observe the pupils. Help those who struggle to repeat the greetings. Give them extra practise in small groups, pairs or individually.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading.
7. a) Awele is seven years old.
b) She has three sisters.
c) She likes playing with her friends and reading.
d) Wole has two brothers.
e) He likes playing football and drawing.
f) Both children go to New Horizons Primary School.

Vocabulary

8. a) one
b) three
c) eight
d) two
e) seven

Grammar and Structure

9. a) My name **is** Bola.
b) I **am** eight years old.
c) **Are** you in Primary 2?
d) How old **are** you?
e) Where **is** she from?
f) They **are** at New Horizons Primary School.

Writing

10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing.

Workbook (pp. 4 – 5)

1.

/æ/	/ɑː/
apple	arm
bag	bath
back	cart
cap	dark
hand	father
have	path

2. a) cat cart
b) had hard
c) pack park
d) match march
e) hat heart
f) back bark

3. a) Good morning. How are you?
b) She is a girl.
c) How old are you?
d) His name is Bola.
e) Are you in Primary 2?
f) I am seven.
4. a) two
b) one
c) six
d) eight
e) seven
f) three
5. My name is (pupil's name).
I am (number name) years old.
I am in (Grade 2).
I have (no/number name) brothers and (no/
number name) sisters.

Answers and Evaluation Tools

Pupil's Book (pp. 5 – 8)

Phonics

3. What a lot of friends I've got,
Some are old,
Some are young,
But all of them are lots of fun!

Listening and Speaking

5. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
7. a) Mother is in the kitchen with Yinka.
b) There are apples and bananas on the table.
c) Mother says, "Put the fruit in the bowl, please."
d) The children want to help Mother in the kitchen.
e) Mother asks Kehinde for a pot, because she wants to cook the vegetables/make vegetable stew.
f) Pupil's own answer.

Vocabulary

8. a) bowl – a round container for putting things in or eating out of
b) chop – to cut something into smaller pieces

- c) kitchen – the room in a home where you store and prepare food
d) stir – to mix something
e) vegetable – a type of food such as yams, onions or tomatoes

Grammar and Structure

9. a) **There are** two chairs in the kitchen.
b) **There is** a knife on the table.
c) **There is** a big pot on the stove.
d) **There are** spoons in the drawer.
e) **There is** a fridge in the kitchen.
f) **There are** bowls in the cupboard.

Writing

10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing.

Workbook (pp. 6 – 8)

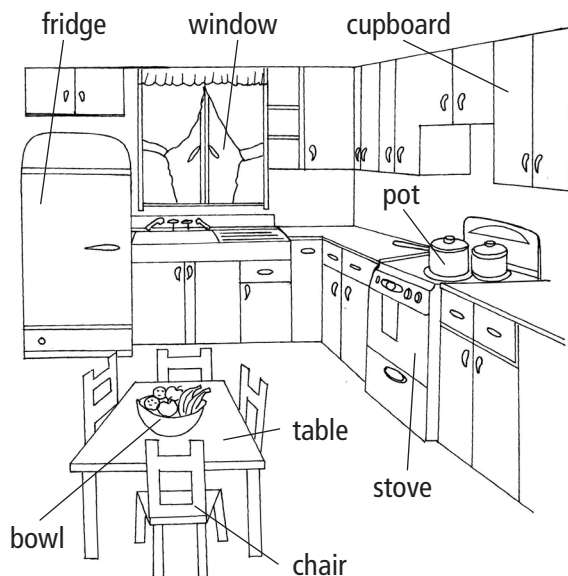
1.

/æ/	/ɒ/
cat	cot
hat	hot
pat	pot
rack	rock
map	mop
lack	lock

2. Underline the words with /æ/. Circle the words with /ɒ/.
- a) What a lot of apples in that bag!
- b) The hat is on top of the rack.
- c) He has put a lock on that old gate.
- d) She had drawn lots of rocks on her map.
- e) We have a mop at the back door.
- f) I gave the old cat a pat on the back.

3. a) She likes to help in the kitchen.
b) Grandmother grows vegetables/potatoes in her garden.
c) Please chop the onions with this knife.
d) He helps to peel the potatoes/vegetables.
e) There is a big bowl on the table.
f) Stir the food in the pot.
4. a) There is a small window in the kitchen.
b) There are three chairs around the table.
c) There is a big pot on the stove.
d) There is a bowl of fruit on the table.
e) There are six cupboards in the kitchen.
f) There is a spoon next to the stove.
5. bowl, chair, cupboard, pot, spoon, window

6.



Answers and Evaluation Tools

Pupil's Book (pp. 9 – 13)

Phonics

3. Words with /e/: bed, yellow, red
Words with /i/: green, clean

Listening and Speaking

5. a) The pot is **red**.
b) The bowl is **yellow**.
c) The door is **green**.
6. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

7. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
8. a) Femi and his father are painting their house.
b) They have pink, red, blue and white paint.
c) They have three paintbrushes.
d) They are painting the wall red.
e) Pupil's own answer e.g. He is using a big roller to paint, because it is easier/quicker.

Vocabulary

9. a) We are painting the **wall** green.
b) Please buy a **bucket** of paint.
c) What colour do you want to **paint** your house?
d) Put some of the paint from the bucket into a **tray**.
e) It is quicker to use a **roller** to paint the wall than a **brush**.

10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing.

Grammar and Structure

11. a) windows
b) doors
c) hats
d) rooms
e) dishes
f) potatoes
g) boxes
h) glasses
i) peaches

Writing

12. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing.
13. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Answers and Evaluation Tools

Pupil's Book (pp. 14 – 18)

Phonics

3.

Words with /ɪ/	Words with /i:/
pick	We
litter	he
it	cleaning
in	she
bin	sweeps
windows	we're
with	
cleaning	
finished	
big	

Listening and Speaking

5. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
7. a) The children clean the school on Friday.
b) They wash the windows and the doors.
c) The litter is in the playground.
d) They water the trees and weed the grass.
e) Pupil's own answer e.g. They paint the walls to make them look new/better.

Vocabulary

8. a) The children play in the **playground**.
b) You must throw your **litter** in the bin.
c) Walk on the **grass**, please.
d) There is green **grass** on the field.
e) We grow vegetables in our **garden**.

Grammar and Structure

9. a) Efe **weeds** the garden.
b) We **pick up** our litter.
c) The boy **washes** all the windows.
d) Fela **waters** the plants.
e) I **sweep** the yard.
f) You **help** to paint the walls.
10. a) The children **clean** the classroom on Friday.
b) Mrs. Eze **washes** her clothes in the morning.
c) Grandpa **sweeps** the yard on Saturday.
d) We **grow** flowers in our garden.
e) I **water** the vegetables twice a week.
f) Fela **helps** his father to paint the walls.

Writing

11. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
12. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting skills.

Workbook (pp. 12 – 14)

1. Any 6 of the following: **hit, pit, lit, hid, dig, lid, hip, lip, pig**

2. bee, sea, key, tree, sweep, clean

3.

						^{6.} g					
						a					
	^{1.} p	^{5.} l	a	y	g	r	o	u	n	d	
		i				d					
		t			^{4.} w	e	e	d			
^{2.} p	a	t	h	s		n					
		e									
	^{3.} g	r	a	s	s						

4. grow, help, paint, pick, use, weed

5. *Sentences may vary; possible sentences are:*

All the children help to clean the playground.

Fela picks up litter.

She waters the plants.

The boys weed the grass.

A girl sweeps the paths.

The teacher washes the windows.

6. a) Sola **paints** the walls blue.
b) Father **puts** the vegetables in a pot.
c) She **washes** her clothes on the weekend.
d) Our teacher **uses** a pen to mark our work.
e) They **walk** to school every day.

Answers and Evaluation Tools

Pupil's Book (pp. 19 – 24)

Phonics

2. a. **All** those pots are old.
 b. There are lots of forks.
 c. What do you four oranges cost?
 d. I have got a sore throat and a cold.
 e. We saw more than fourteen oxen.
3. Words with /ɒ/: pots, old, lots, cost, got, cold, oxen (Any five words)
 Words with /ɔ:/: all, forks, four, sore, saw, more, fourteen (Any five words)

Listening and Speaking

5. Observe the pupils. Help those who struggle to repeat the poem. Give them extra practise in small groups, pairs or individually.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
7. a) The hare wanted to race to the big tree.
 b) The tortoise was slow.
 c) The hare was fast.
 d) The hare was silly, because he rested.
 e) The tortoise won the race by walking past the hare while he rested.
 f) Pupil's own answer e.g. You can learn that you should not boast/ be too proud.

Vocabulary

8. a) fast – slow
 b) clever – silly
 c) happy – sad
 d) big – small
 e) win – lose
 f) up – down

Grammar and Structure

9. a) The girl is **slow**.
 b) The boy is **fast**.
 c) The **silly** hare ran.
 d) The **clever** tortoise walked.

Writing

10. Yinka is **short** and I am tall,
 I am big and she is **small**.
 She likes to **sing** and I like to play,
 We try to be happy every **day**!
 Yinka is the only sister I've got,
 I really do love her a **lot**!

Workbook (pp. 15 – 17)

1. Any 6 of the following: **got, hot, dot, hop, top, hog, dog**
2. a) The dog has got a (ball).
 b) (All) the children have got one.
 c) The pot of (water) is on the stove.
 d) What a lot of (drawing)!
 e) I (saw) a bowl of okra on the table.
 f) He put (all) the oranges in a box.
 g. She walks on top of the (wall).
 h. Please lock the (door).

3. *Pictures to be numbered in the following order:*
- 1 Let's race to the big tree. I am fast, but you are slow. I will win!
 - 4 The silly hare rested. The clever tortoise walked.
 - 3 The hare was fast. The tortoise was slow.
 - 2 Yes, I am slow, but I am also clever.
 - 6 The tortoise was happy. The hare was sad.
 - 5 I am fast! You are slow! I win the race!
4. a) slow – fast
b) young – old
c) tiny – large
d) silly – clever
e) thin – thick
f) light – heavy
5. a) The hare was fast.
b) My sister is a clever girl.
c) Grandfather is old.
d) The boy picks up the heavy bag.
e) I am not feeling happy today.
6. a) The children are clever.
b) The tortoise wins the race.
c) An elephant is a large animal.

Answers and Evaluation Tools

Pupil's Book (pp. 25 – 29)

Phonics

2.

Words with /ʌ/	Words with /u:/	Words with /ʊ/
up umbrella under love cups	boot who food two blue	look book put foot cooked good would

3. a) two
b) two
c) three
d) four
e) one
f) one

Listening and Speaking

4. street, feet

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) You should blow out a burning candle before you go to sleep.
b) It can cause a fire and burn the house down.
c) Children should play in the yard where it is safe.

- d) You must not play in the street, because you can get run over by a car.
e) Pupil's own answer e.g. I stay safe at home by playing in the yard.

Vocabulary

7. a) burn – to destroy something with fire
b) blow – to push air out of your mouth
c) candle – a stick of wax with string going through it that you burn for light
d) fire – flames that burn causing heat and light
e) hurt – to cause pain or injure
f) traffic – cars and other vehicles on the road
8. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Grammar and Structure

9. a) **Walk** carefully across the street.
b) Never **play** near a fire.
c) Do not **sleep** near a burning candle.
d) **Put out** a fire before you go to sleep.
e) Never **play** with a sharp knife.
f) Do not **run** in the traffic.

Writing

10. **Look** before you cross a street.
Wash your hands before you eat.
Never **run** in the traffic.
Stay at home if you are sick.
If you **listen** to these words,
You will be **safe** and not get **hurt!**

Workbook (pp. 18 – 20)

1. Any 12 of the following words: up, nut, on, in, an, a, top, nip, nit, tin, pin, ton, one, gun, no, at, to, toe, tap, pan, pat, tan, go, gone

2.

/ʊ/	/u:/
book	moon
foot	glue
good	tooth
put	root
took	chew
looked	soon

3. a) two
b) two
c) one
d) three
e) one
f) two

4. candle, fire, playing, street, traffic, umbrella

5. Stop, **look** and **listen**
Before you **cross** a **street**
Use your **eyes** and **ears**
Before you use your **feet**!

6. a) not safe
b) safe
c) safe
d) not safe

7. a) Do not **run** across the street.
b) Never **play** with a sharp knife.
c) **Blow** out a burning candle before you go to sleep.
d) **Look** before you cross a street.
e) Never **sleep** next to a burning candle.
f) **Walk** carefully when you cross a street.

Answers and Evaluation Tools

Pupil's Book (pp. 30 – 34)

Phonics

3.

1 syllable	2 syllables	3 syllables
beans fruit germs meat	body carrots healthy water	pineapple tomatoes unhealthy vegetables

Listening and Speaking

5. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
7. a) Fruit and vegetables protect our bodies against germs.
b) You need to drink lots of clean water every day.
c) They make our bones strong.
d) Pupil's own answer e.g. Unhealthy foods are not good for our teeth/make us fat.
e) Pupil's own answer e.g. I eat and ... to stay healthy.

Vocabulary

8. a) You need to have strong **bones** in your body.
b) You feel tired if you do not have **energy**.
c) **Germs** make us sick.
d) People who eat too many sugary things are **unhealthy**.
e) We should eat fruit and vegetables every day to **protect** our bodies from illness.
f) You can be **active** by walking, running or dancing.

Grammar and Structure

9. a) **Healthy** people do not eat lots of sweets.
b) **Weak** bones do not break easily.
c) **Clean** water will not make you sick.
d) Rice, yams and cassava are **energy** foods.
e) Active children are **healthy**.
f) It is good to eat lots of **fresh** fruit and vegetables.

Writing

10.

Foods that protect our bodies	Foods that make us strong	Foods that give us energy
mangoes (Pupil's own answers i.e. names of other fruits and vegetables)	beans fish meat eggs milk cheese	rice bread potatoes yams cassava

11. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting skills.

Workbook (pp. 21 – 23)

1. bag
bin
pencil
book
tree
desk

2. a) heal + thy – two syllables
b) pro + tect – two syllables
c) milk – one syllable
d) en + er + gy – three syllables
e) wa+ter – two syllables
f) vege + ta + bles – three syllables

3. *Sentences to be written in the following order:*
Fruits and vegetables protect our bodies.
Bread, potatoes and rice give us energy.
Meat, fish, beans and eggs help us to grow strong.
We need to drink clean water every day.

4. a) **fish**
b) **water**
c) **cheese**
d) **meat**

5. a) Some foods make us strong.
b) Do you drink water every day?
c) Rice and yams give us energy.
d) We must not eat too many sweets.
e) Vegetables help us not to get sick.
f) Some foods help us to be active.

Answers and Evaluation Tools

Pupil's Book (pp. 35 – 39)

Phonics

2.

/k/	/g/	/f/	/v/
cat	girl	feather	van
key	egg	phone	vase
(Pupil's own word)	(Pupil's own word)	(Pupil's own word)	(Pupil's own word)

Listening and Speaking

3. Observe the pupils. Help those who struggle to sing the song and do the actions. Give them extra practise in small groups, pairs or individually.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) HIV AIDS is a disease that can make you very sick.
 b) Medicine can help someone with HIV AIDS to live a longer, healthier life.
 c) A person with HIV AIDS can stay healthy by eating lots of fresh food and by having plenty of exercise.
 d) You cannot get HIV AIDS by shaking someone's hand, hugging, eating together or sharing clean cups and spoons. (Name any three ways.)

- e) You should wear gloves if you treat someone who is sick or injured, because HIV AIDS can be spread through blood and other bodily fluids.
 f) Pupil's own answer e.g. You should not share sharp objects with other people, because they may have blood on them and HIV AIDS is spread through blood.

Vocabulary

7. a) disease – an illness
 b) medicine – pills or syrup you take when you are sick
 c) life – how long a person lives
 d) exercise – physical activity to keep fit
 e) blood – the red liquid in your body
 f) fluids – liquids such as blood or water
 g) razor – a small device with a sharp blade

Grammar and Structure

8. a) women
 b) mice
 c) geese
 d) sheep
 e) teeth
 f) leaves

Writing

9. You can get HIV AIDS by touching someone's blood.
 You cannot get HIV AIDS by hugging someone.
 You cannot get HIV AIDS by sharing your food.
 You can get HIV AIDS by sharing needles and other sharp objects, such as razors.
 You cannot get HIV AIDS by being kind to someone.
 You cannot get HIV AIDS by shaking hands with someone.

Workbook (pp. 24 – 26)

1.

/k/	/g/	/f/	/v/
cat keys clock	girl grass glass	fan feather fight	vet vase van

2. key

eggg

phone

vase

3. a) HIV AIDS

b) fresh food

c) exercise

4. a) false

b) true

c) true

d) false

e) false

5. **Diseases** like HIV and AIDS can make us very sick. **Medicines** help our bodies to fight these diseases. Eating healthy **foods** also helps us to stay fit. We must have plenty of **exercise** too. HIV and AIDS is spread through **blood** and other bodily **fluids**.

6. a) The cat likes to catch **mice**.

b) There are many **men** with the disease.

c) Some **geese** flew over the field.

d) The **roofs** of the houses are green.

e) How many **sheep** can you count?

f) All the **women** and **children** are coming.

Answers and Evaluation Tools

Pupil's Book (pp. 40 – 45)

Phonics

2. a. snake, **socks**, (Pupil's own word)
- b. zip, **zebra**, (Pupil's own word)
- c. lion, **light**, (Pupil's own word)
- d. red, **rose**, (Pupil's own word)

Listening and Speaking

3. Observe the pupils. Help those who struggle to say the poem and do the actions. Give them extra practise in small groups, pairs or individually.
4. Observe the pupils. Help those who struggle to say the sentences. Give them extra practise in small groups, pairs or individually.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) Titi's mother is ill / has a fever.
- b) Titi swallows five pills.
- c) Titi vomits. / She is very sick.
- d) Titi's mother takes her to the hospital, because her father is very worried.
- e) Pupil's own answer e.g. Titi's mother says that Titi must not take her pills, because it is dangerous.
- f) ii. Drugs are dangerous

Vocabulary

7. a) If you are sick, you may take **pills**.
- b) People who are very sick or injured have to go to the **hospital**.
- c) My parents were very **worried** when my brother was so ill.
- d) When you have a **fever**, your body may feel hot and sore.
- e) You should not **swallow** anything that you don't know what it is.
- f) If your stomach is upset, you may **vomit**.

Grammar and Structure

8. a) The pills belong to Mother. They are **Mother's pills**.
- b) The shirt belongs to Famu. It is **Famu's shirt**.
- c) The car belongs to Uncle. It is **Uncle's car**.
- d) The shoes belong to Efe. They are **Efe's shoes**.
- e) The medicine belongs to Grandma. It is **Grandma's medicine**.
- f) The books belong to the teacher. They are the **teacher's books**.
9. Ayesha swallows some of Grandpa's medicine. Her stomach is sore. Ayesha's mother is very worried. She takes her to the hospital. Ayesha's sister goes too. The doctor asks her mother, "What medicine did Ayesha swallow?" Her mother says, "She swallowed her grandpa's medicine." The doctor tells Ayesha, "You must not swallow your grandpa's medicine!"

Writing

10. Grandma is ill. She swallows two **pills**. Felu wants to try his **grandma's pills**. He swallows **two** of them. Felu **vomits**. He is very **sick**. His father is **worried**. Felu's **father** takes him to the **hospital**. His **sister** comes too. Felu feels **better** now. His father says, "You must not **swallow your grandma's pills!**"
11. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 27 – 29)

1. a) snake
b) zip
c) lion
d) rose
e) zebra
f) socks

2.

/s/	/z/	/l/	/r/
sun	zebra	light	rabbit
star	zip	lamp	red
say	zoom	let	rat

3. a) When you are ill you must take your **medicine**.
b) If you are very ill or hurt you may have to go to **hospital**.
c) Never take **drugs** as they are very dangerous.
d) If you eat bad food you may **vomit**.
e) You must **swallow** your pills with some water.
4. a) No
b) Yes
c) Yes
d) Yes
e) No
5. a) Medicine makes us feel better.
b) Titi is very sick.
c) Titi swallows pills.
d) My mother is in hospital.
e) Her stomach is very sore.
f) They visit her in hospital.

Answers and Evaluation Tools

Pupil's Book (pp. 46 – 51)

Phonics

2. moon, bang, number, song, map, none, member, singer

Listening and Speaking

3. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) Ali wakes up at five o'clock.
b) Ali and his friends arrive at school at seven o'clock.
c) Break is at eleven o'clock.
d) Ali washes the dishes at home.
e) He is tired at night, because he has had a busy day.
f) Pupil's own answer e.g. I go to bed at eight o'clock.

Vocabulary

7. a) get up – wake up
b) morning meal – breakfast
c) get to – arrive
d) rest – break
e) clean – wash
f) sleepy – tired

Grammar and Structure

8. a) Sola **gets up** at half past five.
b) Femi **walks** to school at quarter to seven.
c) My mother **arrives** at work at quarter to eight.
d) He **does** his homework in the evening.
e) She **washes** the dishes in the afternoon.
f) Titi **brushes** her hair in the morning.
g) We **clean** the house after school.
h) I **visit** my sister in hospital.
i) She **takes** her medicine in the evening.

Writing

9. a) It is **five** o'clock. Kemi is in **bed**. She is sick/ill. She has a **fever**.
b) It is **ten** o'clock. Kemi's **mother** gives her **medicine**. Soon Kemi will feel **better**!
10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
11. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 30 – 32)

1.

/m/	/n/	/ŋ/
mother	nobody	rang
maybe	nose	sing
map	know	finger
main	none	songs

2. a) three o'clock

b) half past six

c) quarter past five

d) quarter to twelve

3. a) Ali has breakfast at half past six.

b) The pupils have a break at eleven o'clock.

c) He washes the dishes at five o'clock.

d) Ali does his homework at quarter past six.

4. *Answers may vary. Possible sentences are:*

She has her lunch at half past twelve.

He washes the dishes at quarter to seven.

They have their breakfast at half past six.

I do my homework at quarter past four.

Efe goes to bed at eight o'clock.

The pupils go home at three o'clock.

5. *Answers will vary. Possible sentences are:*

a) I eat my breakfast at seven o'clock.

I go to school at seven o'clock.

I do my homework at seven o'clock.

I go to bed at seven o'clock.

b) I/We have a break at eleven o'clock.

I/We read a book at eleven o'clock.

I/We study English at eleven o'clock.

Answers and Evaluation Tools

Pupil's Book (pp. 52 – 56)

Phonics

2.

/h/	/j/	/w/
hot	yes	wash
hello	yoyo	wet
hill	yet	win
high		wall

Listening and Speaking

3. b) January – 3 syllables
 February – 3 syllables
 March – 1 syllable
 April – 2 syllables
 May – 1 syllable
 June – 1 syllable
 July – 2 syllables
 August – 2 syllables
 September – 3 syllables
 October – 3 syllables
 November – 3 syllables
 December – 3 syllables

Reading and Comprehension

4. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
5. a) It is Thursday, the 16th of December.
 b) Yinka is packing her suitcase.
 c) She is going to Abuja tomorrow.
 d) Her mother and brother are going with her.

- e) They are going to visit their grandparents.
 f) Their holiday is ten days.
 g) Pupil's own answer e.g. Yinka is excited, because she is going to visit her grandparents / going on holiday / going on a bus.

Vocabulary

6. a) suitcase – something that you put things in; (Pupil's own sentence)
 b) leave – to go away from somewhere; (Pupil's own sentence)
 c) holiday – a break from school or work; (Pupil's own sentence)
 d) visit – to go and see someone or something; (Pupil's own sentence)
 e) return – to come back from somewhere; (Pupil's own sentence)

Grammar and Structure

7. a) Yinka's mother **is helping** her.
 b) They **are leaving** for Abuja in the morning.
 c) I **am going** to visit my grandparents.
 d) He **is packing** his clothes into a suitcase.
 e) We **are feeling** very excited.
 f) You **are going** on holiday with your family.

Writing

8. a) December
 b) October
 c) August
 d) September
 e) February
 f) November

9. a) January is the **first** month of the year.
- b) December is the **last** month of the year.
- c) March comes **before** April.
- d) July comes **after** June.
- e) **February** is the second month of the year.
- f) **October** is the tenth month of the year.

Workbook (pp. 33 – 35)

1. a) hot
- b) wet
- c) yes
- d) win
- e) hat
- f) yet
- g) hello
- h) yoyo
- i) water

2.

1 syllable	March, May, June
2 syllables	April, July, August
3 syllables	January, February, September, October, November, December

3. April, August, December, February, January, July, June, March, May, November, October, September
4. a) Yes
- b) No
- c) Yes
- d) No
- e) Yes
- f) No
- g) No
5. It is the 16th of **December**. Yinka is packing her **suitcase**. She is leaving for **Abuja** tomorrow. She is going on holiday for ten days. She is going to visit her **grandparents**. The bus leaves at **seven o'clock** on **Friday** morning. She is very **excited**. Her mother and **brother** are going with her.

Revision

Answers

Pupil's Book (pp. 57 – 58)

1. a) okra
b) door
c) book
d) ruler
e) cap
f) soap
(6 × 1 = marks)
2. a) eleven o'clock
b) half past five
c) quarter past six
d) quarter to nine
e) twelve o'clock
f) half past two
(6 × 1 = 6 marks)
3. September, April, July, October, January,
May
(6 × 1 = 6 marks)
4. a) The chair is green.
b) This is a red book.
(2 × 1 = 2 marks)
5. a) beds
b) boxes
c) potatoes
d) brushes
e) women
f) oxen
(6 × 1 = 6 marks)
6. a) She **washes** her face every morning.
b) He **goes** to sleep at half past seven.
c) The children **are** reading their books.
d) Oni **is** leaving for Abuja tomorrow.
(4 × 1 = 4 marks)
- Total: 30 marks**

Answers and Evaluation Tools

Pupil's Book (pp. 59 – 64)

Phonics

1.

Words with Short Vowels	Words with Long Vowels
apple	food
bit	father
hand	green
love	law
cup	speak
put	arm
what	boot
	star
	keep

2. a) nose
b) sock
c) phone
d) ring
e) chicken
f) television
g) scissors

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.

6. a) Ifeoma walks to school.
b) She washes her clothes on Tuesday.
c) She likes to sing in the choir with her friends.
d) She cooks vegetable stew in a pot on the stove.
e) She sweeps the yard on Saturday.
f) She goes to church with her family.
g) Pupil's own answer e.g. On Sunday I go to church.

Vocabulary

7. a) We buy food at the **market**.
b) I wash my **clothes** on Saturday.
c) Mother cooks **supper** on the stove.
d) Femi sweeps the **yard** every week.
e) They go to **church** on Sunday.
f) She sings in the **choir** at school.

Grammar and Structure

8. *Answers may vary. Possible sentences are:*
I go to school every day.
She washes her face every morning.
He goes to mosque on Friday.
They sing songs in the morning.
We wash our hands every day.
Mr. Offer sings in the choir on Tuesday.

Writing

9. park, tree, key, clock, saw, moon
10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
11. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

12. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 36 – 38)

1.

mat	catch	what	sing
ten	little	honey	ran
hello	bell	window	bang
bit met	chat	lamp	

2.
 - a) scissors – two syllables
 - b) tomorrow – three syllables
 - c) drugs – one syllable
 - d) medicine – three syllables
 - e) Tuesday – two syllables
 - f) street – one syllable
 - g) November – three syllables
 - h) tortoise – two syllables

3.
 - a) On Monday Ifeoma goes to school early in the morning.
 - b) On Tuesday she washes her clothes in a tub.
 - c) She buys fruit and vegetables at the market on Wednesday.
 - d) Ifeoma sings with her friends in the choir on Thursday.
 - e) On Friday she makes supper in the evening.
 - f) On Saturday she sweeps the yard and makes it clean.

4. song, tent, sick, catch, yellow, water

5. *Answers may vary. Possible sentences are:*
Femi makes supper at six o'clock.
She goes home at half past two.
We go to mosque on Friday.
They sing in the school choir.
Fela sings songs every morning.
The children make cakes every Saturday.

Answers and Evaluation Tools

Pupil's Book (pp. 65 – 69)

Phonics

2. a) tree
- b) three
- c) tank
- d) toes
- e) tin
- f) thin

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) The mother needs some rice, three onions and a tin of tomatoes.
- b) The girl goes to the market.
- c) She drops her money.
- d) He picks up the money and gives it to her.
- e) She calls him, "Sir," because she is being polite.
- f) Pupil's own answer e.g. I keep my money safe in a purse/wallet.

Vocabulary

7. a) We need a **tin** of milk.
- b) Do not **drop** that glass of water.
- c) I **found** your bag in the playground.
- d) People work to get **money**.
- e) She said, "Yes **certainly**, I will help you."
- f) Please may I have **some** bread?

Grammar and Structure

8. a) How **much** money do you have?
- b) How **many** onions do you need?
- c) How **much** rice do you want?
- d) There are **many** bananas at the market.
- e) We do not have **much** oil at home.
- f) You do not need **much** water for cooking.

Writing

9. **Femi:** How **much** are the tomatoes?
Mrs. Eze: How **many** tins do you want?
Femi: I **want** three tins, please.
Mrs. Eze: Yes, **certainly**. That will be ...
(Pupil to enter amount in Niara.)
Femi: **Here** you are.
Mrs. Eze: **Thank** you!
10. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting skills.

Workbook (pp. 39 – 42)

1.

Words that begin with th	Words that begin with t
they	tin
then	top
those	toes
thank	tank
there	tick
this	
three	

2. a) My father and mother have very good teeth.
 b) The chicken left feathers all along the length of the path.
 c) We bathed the baby in the bath.
 d) This leather bag is mine.
 e) Breathe deeply when you do these exercises.

3. Thursday

these

think

them

that

thumb

thick

the

4. *The following foods should be labelled from left to right, top to bottom:*
 oranges, plantains, mangoes, tomatoes,
 groundnuts

5. a) Here **is** a fish.
 b) Here **are** onions.
 c) Here **is** a bag of rice.
 d) Here **are** carrots.

6. a) Here is a pumpkin.
 b) Here are beans.
 c) Here is a mango.
 d) Here are potatoes.

7. *Pictures to be numbered as follows:*

1 I need some rice, three onions and a tin of tomatoes, please.

3 (picture with no speech bubble)

4 How much are the tomatoes?

6 Here you are!

Thank you.

2 How much are the onions?

5 Oh no! Where is my money?

8. a) **How much** rice do you want?
 b) **How many** tomatoes do you want?
 c) **How much** is a tin of oil?
 d) **How many** onions can you get?
 e) **How much** is a bottle of water?

Answers and Evaluation Tools

Pupil's Book (pp. 70 – 74)

Phonics

2. a) George eats chips for lunch.
- b) Jacob chased the chickens.
- c) The soldier is such a big chap.
- d) There is a jar of jam in the kitchen.
- e) Jim loves chocolate and jelly.
- f) The judge watched the children.

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) Farmers in Nigeria grow crops such as maize, cassava, beans and rice. (Name any three.)
- b) Some farmers spray poison on their crops.
- c) The poison kills the pests that eat the crops.
- d) If humans breathe in the fumes of the poison, they can get very sick. If the poison gets into the water that humans drink, they can get sick too.
- e) He is wearing a mask to protect himself.
- f) Farmers can control pests naturally by breeding birds and other predators to eat the pests.

Vocabulary

7. a) spray – to spread a liquid in small drops
- b) poison – a substance that can make you very sick or even kill you
- c) pest – a nuisance
- d) locust – an insect with long legs and wings that hops and flies
- e) mask – something that you wear over your face to protect or disguise yourself
- f) natural – not made by people
- g) predator – a larger animal that eats a smaller animal

Grammar and Structure

8. a) Some farmers spray their crops.
- b) What are pests?
- c) Poisonous sprays can be very dangerous.
- d) Why do farmers use poison?
- e) I feel so ill!
- f) How do farmers control pests?
- g) He is wearing a mask over his face.

Writing

9. a) Mr. Olojede breeds cattle.
- b) She grows cassava.
- c) My uncle breeds goats.
- d) The farmer sprays his crops.
- e) We grow cassava and beans.
- f) They breed fish in pools.
- g) There are chickens on the farm.
10. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 43 – 45)

1.

Words with /tʃ/	Words with /dʒ/
chicken	jam
chocolate	jelly
chips	jar
(Pupil's own word)	(Pupil's own word)

2. a) Farmers breed fish.
b) Farmers raise cows.
3. a) cassava
b) worm
c) predator
d) poison
4. a) Mr. Dada **raises** cattle.
b) My family **grows** maize.
c) This farmer **breeds** fish.
d) They **breed** chickens on their farm.
e) Grandmother **grows** pumpkins in her garden.
f) He **raises** sheep on his farm.
5. a) There are fish in the water.
b) Mr. Olojede raises cattle.
c) Mrs. Makinde is a farmer.
d) What do you breed on your farm?
e) Which crops does he grow?

Answers and Evaluation Tools

Pupil's Book (pp. 75 – 80)

Phonics

2. a) Show me the television.
- b) Sharing is a pleasure.
- c) Measure the sides of each shape.
- d) She had a vision of a ship in the sea.
- e) Surely you know where the treasure is?
- f) Shall we switch off the television?

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) The farmer wants to buy a bag of cement, a spade and some spray.
- b) She wants to buy the spray, because the snails are eating her green bean plants.
- c) The shopkeeper tells her not to buy it, because it is very poisonous and expensive.
- d) The farmer buys a natural, cheaper spray instead.
- e) It costs only 450 Niara.
- f) Pupil's own answer e.g. I think that the shopkeeper helped the farmer, because he told her to buy a natural, cheaper pesticide.

Vocabulary

7. a) If something does not cost a lot of money, it is **cheap**.
- b) **Snails** have shells on their backs.
- c) Pests like locusts and worms can **destroy** crops.
- d) The farmer bought a new truck, which was very **expensive**.
- e) You should try a natural spray **instead** of a poisonous one.
- f) He needs to buy **cement** to build his house.
- g) Use a **spade** to dig that hole.

Grammar and Structure

8. a) Please buy tomatoes, beans and onions at the shop.
- b) It is expensive, but we need it.
- c) You should wear a mask, because the spray is poisonous.
- d) We grow yams, cassava and beans in our garden.
- e) Pests like locusts, snails and worms eat the farmer's crops.
- f) He wants to dig a hole, but he has lost his spade.
- g) The farmer uses a natural spray, because the other spray is poisonous.
- h) She buys plants, seeds and a watering can at the shop.

Writing

9. sheep
brush
three
chat
sheet
jar
much

10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
11. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 46 – 48)

1. a) **ship**
b) **sheep**
c) measure
d) television
2. measure, sheep, ship, television
3. shop
sure
wash
treasure
pleasure
vision
4. **Shopkeeper:** Good **morning**. Can I help you?
Farmer: Yes, please. I need some **pesticide**.
Shopkeeper: Why do you need it?
Farmer: **Pests** are eating my crop.
Shopkeeper: But that pesticide is **poisonous**. It is also **expensive**.
Farmer: I know, but they are **destroying** my crop!
Shopkeeper: Try this spray instead. It is **natural** and not poisonous. It will help.
Farmer: Thank you! How much does it cost?
Shopkeeper: It is **cheap**. It is only 400 Naira.
5. a) They grow yams, cassava and beans in their garden.
b) Worms, locusts and snails eat our crops.
c) The farmer buys seeds, pesticide and a spade at the shop.
d) You must wear a mask and gloves, because pesticide is dangerous.
e) She should use a spray, but she should use a natural one.
f) Please may I have a bag of rice, a tin of milk and a packet of tea?

Answers and Evaluation Tools

Pupil's Book (pp. 81 – 86)

Phonics

2. Rub-a-dub-dar,
Three people in a car,
Who do you think they are?
The builder, the trader,
the fishing net maker,
Chase them all
out of that car!

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) Kemi's father works in a bakery.
b) Her mother teaches young children in Primary Three.
c) Her brother uses herbs, roots, leaves and bark to heal people.
d) Her uncle grows yams, cassava and beans on his farm. (Name any two crops.)
e) Her aunt is a nurse looking after people that are sick or injured.
f) Pupil's own answer i.e. I would like to..., because...

Vocabulary

7.

a) bake	baker	baking
b) teach	teacher	teaching
c) heal	healer	healing
d) farm	farmer	farming
e) nurse	nurse	nursing
f) trade	trader	trading
g) drive	driver	driving

Grammar and Structure

8. a) **She** works at a primary school.
b) **He** is a taxi driver.
c) **She** is a herbalist.
d) **They** start work early in the morning.
e) **She** is too young to have a job.
f) **He** works in a bakery.

Writing

9. a) A baker bakes bread.
b) A carpenter makes chairs.
c) A trader sells vegetables.
d) A builder constructs houses.
e) A teacher instructs children.
f) A doctor treats sick people.
10. a) She is a farmer. She grows maize.
b) He is a healer. He uses plants to heal people.
c) She is a driver. She drives a bus.
d) He is a teacher. He teaches English.
e) They are doctors. They make people well again.
f) We are traders. We sell things at the market.

11. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting skills.

Workbook (pp. 49 – 51)

1. a) baker
b) **driver**
c) trader
d) doctor

2. carpenter, teacher, builder, baker, trader, driver

3. a) Kemi's father works in a bakery.
b) Kemi's mother teaches Primary Three.

4. a) Yes
b) No
c) Yes
d) No
e) Yes
f) No

5. a) She grows maize. She is a **farmer**.
b) He makes clothes. He is a **tailor**.
c) She treats sick or injured people. She is a **doctor**.
d) He drives a bus. He is a **driver**.
e) She uses roots, bark and herbs to heal people. She is a **herbalist**.
f) He sells fruits and vegetables at the market. He is a **trader**.

6. a) My father is a builder. **He** builds houses.
b) Her aunt sells clothes at the market. **She** is a trader.
c) His uncles makes cupboards. **He** is a carpenter.
d) The family grows vegetables. **They** also breed goats.
e) The traders sell spices. **They** sell herbs too.

Answers and Evaluation Tools

Pupil's Book (pp. 87 – 91)

Phonics

1. happy, pretty, baby, lady, lucky, sadly, funny, windy
2.

hap-py	two syllables
un-hap-py	three syllables
hap-pi-ly	three syllables
un-hap-pi-ly	four syllables
luc-ky	two syllables
un-luc-ky	three syllables
luc-ki-ly	three syllables
un-luc-ki-ly	four syllables

Listening and Speaking

4. Use Teacher's Rubric C: Evaluating Groupwork on page 9 to assess your pupil's groupwork skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6.
 - a) Christians celebrate Christmas and Easter.
 - b) Muslims celebrate Eid el-Fitr and Eid el-Kabir.
 - c) The Durbar festival takes place at the end of Ramadan.
 - d) The day starts with prayers.
 - e) The leader is called Emir.
 - f) The musicians play big drums and long trumpets.

- g) Pupil's own answer e.g. Everyone enjoys this festival, because they like the horses/music.

Vocabulary

7. **Down**
 - 1 horse
 - 2 Durbar
 - 6 ride
- Across**
 - 3 long
 - 4 drums
 - 5 Emir

Grammar and Structure

8.
 - a) These shoes belong to me. They are **mine**.
 - b) It is my brother's bicycle. It is **his**.
 - c) Please do not steal our mangoes. They are **ours**.
 - d) You must give it to them, because it is **theirs**.
 - e) I have got mine. Have you got **yours**?
 - f) Keep that piece of cake for Fatima. It is **hers**.

Writing

9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
10. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 52 –54)

1. *The following words should be circled:*
rainy, pretty, happy, sunny, lady, cloudy

2. a) drum
b) horse
c) prayer
d) trumpet

3. a) We celebrate the Durbar festival at the end of Ramadan.
b) The festival takes place at Christmas.
c) The men ride their horses at the front.
d) The leader is called Emir.
e) There are no musicians at the festival.
f) People do not enjoy the celebration.

4. a) horse
b) festival
c) Christian
d) trumpet
e) Eid el-Fitr
f) musician

5. a) This is not my book. It is **yours**.
c) Please give this to Fatima. It is **hers**.
d) The drums belong to those musicians.
They are **theirs**.
e) Look after your trumpet. It is **yours**.
f) We have some cows on our farm. They are **ours**.

6. a) The festival is famous in Nigeria.
b) Who celebrates this festival?
c) The day begins with prayers.
d) The festival is at the end of Ramadan.
e) Everyone enjoys the Durbar festival.
f) What festival do you enjoy the most?

Answers and Evaluation Tools

Pupil's Book (pp. 92 – 96)

Phonics

1.

bl-	br-	pl-	pr-
black	bread	plan	pray
blow	bring	play	pretty
blue	broom	plug	prick

2. I hear thunder.
I hear thunder.
Oh, don't you? Oh, don't you?
Pitter-patter raindrops,
Pitter-patter raindrops,
I am wet through,
And so are you!

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) Last week it was very warm.
b) On Monday the temperature was 29 degrees Celsius.
c) It was 32 degrees Celsius on Tuesday.
d) It was overcast on Wednesday.
e) There were two rainy days last week.
f) It was not calm on Friday, because it was windy.

Vocabulary

7.

Synonyms	Antonyms
hot – warm rainy – wet cloudy – overcast cool – cold	hot – cold rainy – dry cloudy – clear cool – warm windy – calm

Grammar and Structure

8. a) Last week it **was** warm and dry.
b) There **were** three windy days last month.
c) There **was** a thunderstorm yesterday.
d) It **was** wet and overcast on Saturday.
e) I **was** very cold in the rain.
f) The children **were** playing outside.

Writing

9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
10. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 55 – 57)

1. blue, broom, please, pretty, flame, friend,
drop, tray, crash, clean, green, glass

2. I hear **thunder**.
I hear **thunder**.
Oh don't **you**? Oh don't **you**?
Pitter-patter **raindrops**,
Pitter-patter **raindrops**,
I am wet through!
And so you **you**!

3. a) a rainy day
b) a cloudy day
c) a hot and sunny day
d) a stormy day
e) a windy day

4. a) Saturday and Sunday were sunny days.
b) It was stormy on Tuesday.
c) No. It was windy on Wednesday.
d) It was cloudy and warm on Monday.
e) Sunday and Tuesday had the same temperature.
f) 29 degrees Celsius was the lowest temperature.

Answers and Evaluation Tools

Pupil's Book (pp. 97 – 101)

Phonics

2. bear – bare
fair – fare
wear – ware
hair – hare
3. One, two,
Buckle my **shoe**.
Three, four,
Open the **door**.
Five, six,
Pick up **sticks**.
Seven, eight,
Lay them straight.
Nine, ten,
A big, fat **hen**.

Listening and Speaking

5. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
7. a) Mr. Ajayi was a bus driver.
b) His bus got stuck on a muddy road.
c) The road was muddy, because it was raining very hard.
d) He asked his passengers to help push the bus.

- e) Mr. Ajayi and a passenger pushed the bus out of the mud.
- f) Mr. Ajayi gave the passenger a free ride on his bus to thank him for his help.

Vocabulary

8. a) There was one driver and a few **passengers** on the bus.
b) It was cloudy and windy and then **suddenly** it started to rain.
c) Children can ride **free** on trains and busses in many countries.
d) The car got **stuck** in the thick mud on the road.
e) It was a very long bus ride, but **eventually** we got there.
f) If you work **hard** at school, you will do well.

Grammar and Structure

9. a) The passenger **climbed** into the bus.
b) The driver **helped** the old man to get out of the bus.
c) We **thanked** the woman for the free cold drinks.
d) She **closed** the window of the bus.
e) He **used** lots of spices to make his meal tasty.
f) The children **talked** about the festival.

Writing

10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 58 – 60)

1. a) pair – **pear**
b) there – **their**
c) hare – **hair**
d) bare – **bear**
e) wear – **ware**
f) fair – **fare**

2. One, **two**
Buckle my shoe.
Three, **four**
Open the door.
Five, **six**
Pick up sticks.
Seven, **eight**
Lay them straight.
Nine, **ten**
A big, fat hen!

3. a) Father fixed the door.
b) The boat sailed into the harbour.
c) Mrs. Dada sewed some curtains.
d) Titi ran a race.

One day Mr. Ajayi's bus got stuck in the mud. He asked the passengers to help him push the bus.
One passenger said he would help him. Mr. Ajayi and the man climbed out of the bus. They went to the back and pushed very hard. Eventually they pushed the bus out of the mud. Mr. Ajayi thanked the man for helping him.

Answers and Evaluation Tools

Pupil's Book (pp. 102 – 106)

Phonics

2. a) **Here** is a new **pair** of shoes.
 b) Do not go **near** the bear.
 c) Please comb your **hair**, my **dear**.
 d) I **fear** that the paper may **tear**.
 e) It was **unfair**, so she shed a **tear**.
 f) He **peered** at what I was **wearing**.
3. animals – 3 syllables
 environment – 4 syllables
 rubbish – 2 syllables
 litter – 2 syllables
 paper – 2 syllables
 plants – 1 syllable
 glass – 1 syllables
 recycle – 3 syllables

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) People, animals, birds, insects and plants live in an environment.
 b) Plants give us food.
 c) We would die without food, because we would not grow and be healthy.

- d) Insects and birds help plants to seed and to spread their seeds.
- e) Animals help people with their work by pulling or carrying things for us.
- f) Pupil's own answer e.g. We can use tractors to pull things when we plant food.

Vocabulary

7. a) I love to eat **pears**.
 b) He combs his **hair** twice a day.
 c) We paid the **fare** to the taxi driver.
 d) She cleaned the baby's **bare** bottom.
 e) It is **fair** for them to go first.
 f) Have you seen a red **pair** of scissors?

Grammar and Structure

8. a) run – ran
 b) make – made
 c) take – took
 d) give – gave
 e) throw – threw
 f) sweep – swept
 g) buy – bought
 h) bring – brought
 i) think – thought
 j) teach – taught

Writing

9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
10. Use Teacher's Rubric 3: Evaluating Handwriting on page 7 to assess your pupil's handwriting.

Workbook (pp. 61 – 63)

1. pair near here hair
fear deer there tear
wear hear bear peer

2.

1 syllable	2 syllables	3 syllables	4 syllables
plants birds seeds bin	litter insects rubbish	recycle animals recycling newspaper	environment

3. a) litter
b) sweep
c) clean
d) recycle
e) glass
e) environment
4. a) **Insects** help plants to make seeds. The seeds **grow** into new plants.
b) **Animals** help us with our work. They help us to plant **food**.
c) Plants **give** us food. Animals **eat** plants.
5. a) Yesterday I bought a new **pair** of shoes.
b) Please come over **here**.
c) **There** are many pupils at our school.
d) Our **dear** grandmother visited last week.
e) It is really not **fair**!
f) Every morning she combs her **hair**.
6. a) He **swept** the floor and cleaned the classroom.
b) They **threw** all of their litter into the bin.
c) The teachers **came** to help clean the playground.
d) We **made** a beautiful garden at the front of our school.
e) The man **gave** a talk to the children about recycling.
f) Yesterday the pupils **brought** old newspapers to school.

Answers and Evaluation Tools

Pupil's Book (pp. 107 – 110)

Phonics

2. Uju had a little goat,
Little goat, little goat.
Uju had a little goat.
Its hair was brown and **white**.

And everything that Uju ate,
Uju ate, Uju ate.
And everything that Uju ate,
The goat would have a **bite**.

Reading and Comprehension

4. a) False
b) True
c) True
d) False
e) True
f) False
5. a) A monkey
b) A buffalo

Vocabulary

6. a) small – little
b) huge – enormous
c) many – lots
d) kinds – types
e) animals – creatures

Grammar and Structure

7. a) The tourists **saw** many animals in the park.
b) The man **gave** an interesting talk about birds.
c) The monkey **climbed** to the top of the tall tree.
d) The elephants **ate** the leaves on the bush.
e) The hippo **opened** its mouth very wide.
f) The guinea fowl **ran** across the road.

Writing

8. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 64 – 66)

1. a) hair dear here pear
b) fear care near fair
c) sure cure more true
d) there peer deer square
e) tour door bear poor
f) tear pier sure toys

2. Uju had a little **goat**,
little **goat**, little **goat**,
Uju had a little **goat**,
Its hair was brown and **white**.

And everything that Uju **ate**,
Uju **ate**, Uju **ate**,
And everything that Uju **ate**,
The goat would have a **bite**.

3. a) elephant
b) guinea fowl
c) goat
d) hippo
e) buffalo
f) monkey

4.
 - a) We **saw** many different kinds of animals in the park.
 - b) The elephant **ate** leaves from trees and bushes.
 - c) The buck **ran** away from the group of tourists.
 - d) The hippo **gave** an enormous yawn with its mouth wide open.
 - e) They **took** many photos of animals and plants on their holiday.
 - f) Some monkeys **were** swinging through the trees to the river.

5.
 - a) An elephant
 - b) A hippo
 - c) A guinea fowl

Answers and Evaluation Tools

Pupil's Book (pp. 111 – 114)

Phonics

2. a) cow – now
b) power – flower/shower
c) louse – house/mouse
d) hour – our/ flower/shower
e) sour – our/flower/shower
3. a) elephant: three syllables
b) hippo: two syllables
c) buffalo: three syllables
d) baboon: two syllables
e) holiday: three syllables
f) interesting: three syllables
g) lion: two syllables
h) tourist: two syllables

Listening and Speaking

4. Observe the pupils. Help those who have difficulties in small groups, pairs or individually.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) The letter is to Abisola.
b) Eboka went on holiday a few months ago.
c) Yankari Park was so interesting, because they saw many different types of animals.
d) Eboka saw a herd of elephants and a herd of hippos.

- e) They did not go too close to the lions, because they had a litter of cubs.
- f) Pupil's own answer e.g. The baboons act like a family, because they ...

Grammar and Structure

7. a) A **herd** of hippos
b) A **troop** of baboons
c) A **pride** of lions
d) A **flock** of guinea fowls
e) A **pack** of hyenas
f) A **litter** of cubs

Writing

8. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 67 – 68)

1. a) **house**
b) **mouth**
c) **mouse**
d) **flower**
e) **shower**
f) **power**

2.

1 syllable	2 syllables	3 syllables	4 syllables
buck lion	baboon hippo	elephant holiday interesting	fascinating

3. baboon
buck
elephant
fascinating
hippo
holiday
interesting
lion

4. **Animals I know**

An elephant sways like this and **that**,
It lifts its trunk and it's very **fat**.
A monkey swings to and fro,
It uses its tail and it's not at all **slow**.
A hippo opens its mouth very wide,
You can see its teeth if you look **inside**.
A hyena has a terrible laugh,
And it's not beautiful like a **giraffe**.
But my favourite animal is a baboon,
I can't wait to see one very **soon**!

5. a) A **herd** of hippos.
b) A **troop** of monkeys.
c) A **flock** of guinea fowls.
d) A **herd** of elephants.
e) A **pride** of lions.
f) A **pack** of hyenas.

Answers and Assessment Tools

Pupil's Book (pp. 115 – 116)

1. goat, cow, bird, elephant, fish, hippo
(6 × 1 = 6 marks)
2. a) Gafar has three cows.
b) He is a baker. He makes bread.
c) Farmers breed fish.
d) Fruit and vegetables protect our bodies.
e) It is sunny today.
f) The book is on the table.
(6 × 1 = 6 marks)
3. a) These are Efe's shoes. They are **hers**.
b) Those are **their** goats.
c) We saw a **pride** of lions.
d) They **were** at the festival.
e) He **ran** all the way home.
f) It is not **fair** to eat all the food.
(6 × 1 = 6 marks)
4. a) He is a taxi driver.
b) Mr. Ajayi raises cattle.
c) We went to the shop.
d) The farmer grows cassava.
e) An elephant is huge.
f) What are you doing?
(6 × 1 = 6 marks)
5. a) The temperature on Monday was 32 degrees **Celsius**.
b) Herbalists use roots, leaves and **bark** to make medicine.
c) **Musicians** play big drums and long trumpets.
d) The men ride their **horses** at the festival.
e) A **trader** sells things at the market.
f) **Pests** like worms and locusts destroy crops.
(6 × 1 = 6 marks)

Total: 30 marks

Answers and Evaluation Tools

Pupil's Book (pp. 117 – 120)

Phonics

1.

/eə/	/ɪə/	/ʊə/
there	near	tourists
where	here	poor
bear	peer	surely
dear	fear	cure
fair		tour
wear		

2. fair – fare
dear – deer
hare – hair
stare – stair
our – hour
pair – pear

3. festival – 3 syllables
horses – 2 syllables
spray – 1 syllable
poisonous – 3 syllables
carpenter – 3 syllables
chickens – 2 syllables
cassava – 3 syllables
fruit – 1 syllable

Listening and Speaking

4. a) The girl is sick.
b) She swallowed some herbal medicines.
c) Her friends are helping her.
d) Pupil's own answer e.g. She is saying, "Don't worry. We will help you."
e) Pupil's own answer e.g. He is saying, "My friend is very sick. Please will you come and help us!"

5. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page x to assess your pupil's reading skills.
7. a) The name of a book is called the title.
b) An illustrator draws the pictures.
c) The person who writes a book is called an author.
d) A paragraph is a group of sentences.
e) She reads the writing and looks at the illustrations.
f) Pupil's own answer e.g. Titi is proud of her work, because she made the book herself.

Grammar and Structure

8. a) Titi **made** a small book.
b) She **drew** some pictures in her book.
c) Then she **wrote** a story in the book.
d) After that she **read** the book.
e) Lastly, she **gave** the book to her friend.
f) Titi **was** proud of her work!

Writing

9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 69 – 71)

1.

pear	pair
ware	wear
there	their
bear	bare
peer	pier
our	hour
deer	dear
fare	fair

2. a) stom + ach = two syllables
b) her + ba + list = three syllables
c) tra + der = two syllables
d) drum = one syllable
e) poi + so + nous = three syllables
f) spray = one syllable
g) me + di + cine = three syllables
h) let + ter = two syllables
3. a) Titi is making a book. First she makes the cover.
b) Next she illustrates the pictures.
c) After that she writes the story in sentences.
d) Lastly, she reads her story and looks at the illustrations.
4. a) The name of the book is called the **title**.
b) The person who writes the book is called the **author**.
c) The **illustrator** draws the pictures in the book.
d) The pictures in the book are also known as **illustrations**.
e) A **sentence** is a group of words.
5. a) How **much** is a tin of tomatoes?
b) I need some **sugar**, please.
c) There **were** many animals in the park.
d) The house belongs to my grandmother. It is **hers**.
e) We saw a **pack** of hyenas in the long grass.

Answers and Evaluation Tools

Pupil's Book (pp. 121 – 124)

Phonics

1.

a) cry	crash	Pupil's own word starting with cr-
b) drip	dry	Pupil's own word starting with dr-
c) friend	fruit	Pupil's own word starting with fr-
d) tray	tree	Pupil's own word starting with tr-
e) grass	green	Pupil's own word starting with gr-

Listening and Speaking

3. a) False
b) True
c) True
d) False
e) False
f) True

Reading and Comprehension

5. a) Chidera's party is on the 6th of March.
b) It is at two o'clock.
c) It is at 524 Sunrise Apartments in Isijola Street in Lagos.
d) People must reply by 27th of February.
e) Pupil's own answer e.g. She asks people to reply so that she knows how many people are coming.

- f) Pupil's own answer e.g. You can put information about what to wear or what to bring.

Vocabulary

6. **Ben:** It is Chidera's **party** next month.
Uju: Yes, I know. She gave us all **invitations**.
Ben: I will go to her party. **Will** you go too?
Uju: Yes, I will. Her party will be **fun!**
Ben: Yes, it will. There will be **music** and dancing at the party.
Uju: We will all **enjoy** ourselves!

Grammar and Structure

7. a) We **will dance** at the party.
b) She **will invite** many friends.
c) They **will have** fun at the party.
d) He **will reply** to the invitation.
e) Mother **will make** party food.
f) Everyone **will enjoy** themselves.

Writing

8. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.
9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 72 – 74)

1. cry, crash
dry, drip
friend, fruit
tray, tree
twenty, twins

2. a) It is **Femi's** birthday.
b) The party is on **16th of June**.
c) The party is at 11 o'clock.
d) The party is at **36 New Street** in **Abuja**.
e) You must reply by **9th of June**.

3. **Ben:** It's Femi's **birthday** next week.
Uju: Yes, I know. I got an **invitation**.
Ben: Are you going to the **party**?
Uju: Yes, I **am**. Is Chidera going?
Ben: Yes, **she** is. Are the twins going?
Uju: Yes, **they** are.
Ben: We will have lots of **fun**!
Uju: Yes, we _____.

4. 7th June,

Dear Femi,

Thank you for the invitation.
I will come to your party.

Yours sincerely,
Uju.

5. a) Uju **will go** to Femi's party.
b) The children **will have** fun at the party.
c) There **will be** dancing and games.
d) Ben **will write** a reply to Femi.
e) Femi's mother **will bake** a birthday cake.

Answers and Evaluation Tools

Pupil's Book (pp. 125 – 129)

Phonics

1.

a) clap	close	Pupil's own word starting with cl-
b) slip	slide	Pupil's own word starting with sl-
c) fly	flag	Pupil's own word starting with fl-
d) glass	glow	Pupil's own word starting with gl-

2.

1 syllable	2 syllables	3 syllables
look in the what do you see I a at me an	mirror monkey looking zebra	elephant

Listening and Speaking

3. a) The poster is about a drawing competition.
 b) You have to draw your favourite animal.
 c) You can win 1,500 Niara, a book about animals or a box of felt-tip pens.
 d) You must hand in your drawings before 31st of January.

- e) Pupil's own answer e.g. They are big and colourful to attract people's attention.
 f) Pupil's own answer e.g. You see posters like this at school or in the library.

Reading and Comprehension

4. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
5. a) The name of the newspaper is The News of Abuja.
 b) The article was written on Tuesday, 14th of February.
 c) The title of the article is, "Winners of Drawing Competition."
 d) Zainab Lasis won the first prize.
 e) The third prize winner painted a beautiful picture of a lovely little bird.
 f) It was difficult to choose the winners, because there were many beautiful drawings.

Vocabulary

6. a) attend – go to
 b) entries – things entered into a competition
 c) judged – chose the winners
 d) librarian – person who works in a library
 e) prize-giving – ceremony when prizes are handed out
 f) received – got

Grammar and Structure

8. a) Simple Future Tense
 b) Simple Past Tense
 c) Simple Present Tense
 d) Simple Past Tense
 e) Simple Future Tense
 f) Simple Past Tense

Writing

10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 75 – 77)

1. a) clap crack cry clean
b) slip spring slow street
c) flag flower from frying
d) glass green glow grew
e) cream closed cling crisp
f) string straw stop spray
g) playing pretty plum prayer
h) strong stripe stay spring

2. a) mir + ror = two syllables
b) mon + key = two syllables
c) look + ing = two syllables
d) e + le + phant = three syllables
e) zeb + ra = two syllables
f) com + pe + ti + tion = four syllables
g) prize = one syllable
h) paint + ing = two syllables

3. a) Yes
b) Yes
c) Yes
d) No
e) No
f) No

4. a) The art teacher **will choose** the winners.
b) The winners **will attend** the prize-giving.
c) Zainab **won** the first prize.
d) Kunmi **drew** a colourful picture.
e) The pupils **give** their paintings to the teacher.
f) The children **paint** beautiful pictures.
g) Many people **are attending** the prize-giving.

Answers and Evaluation Tools

Pupil's Book (pp. 130 – 134)

Phonics

1. a) **stop** **stay** (Pupil's own word starting with **st-**)
- b) **swing** **sway** (Pupil's own word starting with **sw-**)
- c) **twin** **twenty** (Pupil's own word starting with **tw-**)
- d) **best** **rest** (Pupil's own word ending with **-st**)
- e) **bent** **sent** (Pupil's own word ending with **-nt**)
- f) **street** **stripe** (Pupil's own word starting with **str-**)
- g) **bend** **send** (Pupil's own word ending with **-nd**)
- h) **jump** **bump** (Pupil's own word ending with **-mp**)

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) Obi had a farm with a small baby goat.
 b) The goat was in the vegetable garden.
 c) Obi shouted at the goat, because it was eating the cabbages.
 d) He gave the goat some carrots.

- e) The goat was stubborn, because it did not want to get out of the garden.
- f) Pupil's own answer e.g. A donkey is stubborn.

Vocabulary

7. a) "Go away!" he shouted **angrily**.
 b) The **stubborn** donkey did not move out of the road.
 c) Grandmother grows **cabbages** in her vegetable garden.
 d) "Don't worry," the teacher said **gently** to the child.
 e) We **carried** on working, even though the bell rang.
 f) They walked **towards** the shop.

Grammar and Structure

8. a) "Don't make a noise," said Mother **quietly**.
 b) Obi shouted **loudly**, "Get out!"
 c) "I don't like it," said my sister **angrily**.
 d) The old man walked **slowly** home.
 e) We ate our food **quickly**.
 f) The mother sang **gently** to her baby.

Writing

9. Obi has a baby goat.
 The goat ate the cabbages in the garden.
 Obi shouted at the goat.
 Obi gave carrots to the goat.
 The goat came out of the garden.
 Obi told the goat it was stubborn.
10. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 78 – 79)

1. a) stop stay **sting**
b) swan swing **sway**
c) twenty twitch **twin**
d) best fist **just**
e) sent paint **plant**
f) jump limp **dump**

2. Obi had a small goat.
One day the goat was in the garden.
It was eating the cabbages.
Obi shouted angrily at the goat.
But the goat did not move.
Then Obi gave the goat a carrot.
The goat came out of the garden.

3. a) Obi shouted loudly at the goat.
b) The goat moved slowly out of the garden.
c) We ate our supper quickly last night.
d) The woman sang quietly to her baby.
e) The pupils worked silently in the classroom.
f) The father spoke gently to his children.

Answers and Evaluation Tools

Pupil's Book (pp. 135 – 139)

Phonics

2. a) Please wait at the gate.
- b) The cat wants to play with the snake.
- c) We baked an apple cake.
- d) We saw eight rats in the back garden.
- e) The rain has made the playground wet.
- f) The fat man ate all the cake.

Listening and Speaking

4. a) True
- b) True
- c) False
- d) False
- e) False
- f) False
- g) True
- h) False

Reading and Comprehension

6. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
7. a) The Ogunsina family built a new house.
- b) The house has five rooms.
- c) The kitchen is next to the living room.
- d) The bathroom is between the two bedrooms.
- e) The house is white.
- f) Pupil's own answer e.g. They built a wall around the garden to be safe.

Vocabulary

8. door, gate, kitchen, bedroom, window, roof, bathroom

Grammar and Structure

9. a) **Did** you move house? No, we **didn't**.
- b) **Do** they have a wall around their house? Yes, they **do**.
- c) **Did** they paint their house blue? No, they **didn't**.
- d) **Did** you close the window last night? No, I **didn't**.
- e) **Do** they park the car in the garage every night? Yes, they **do**.
- f) **Does** she like flowers in the garden? Yes, she **does**.

Writing

11. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 80 – 81)

1. face pack train
party make class
eight raining today
2. **Bola:** Did you **build** a new house?
Nkem: Yes, we **did**.
Bola: Did you **work** hard?
Nkem: Yes, we all **did**.
Bola: Did you build a **garage**?
Nkem: No, we **didn't**. But we built a **wall** around the garden.
3. a) Yes, they did.
b) Yes, they did.
c) No, they didn't.
d) No, they didn't.
e) No, they didn't.
f) No, they didn't.

Answers and Evaluation Tools

Pupil's Book (pp. 140 – 143)

Phonics

- hat – hate
 - back – bake
 - ran – rain
 - lack – lake
 - mat – mate
 - cap – cape
- Pat-a-cake, pat-a-cake,
Baker man.
Bake me a cake,
As fast as you can.
Pat it and prick it,
And mark it with C.
Put it in the oven
For Chidera and me!

Listening and Speaking

- Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

- Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
- Chidera asks Rotimi to help her to bake cupcakes.
 - She says they will need three cups of flour, some oil, a cup of sugar and four eggs.

- First Chidera mixed the eggs, oil and sugar.
- Last she put the cupcakes in to the oven to bake.
- He mixed the icing sugar with a little water and then he added a bit of red food colouring to make it pink.
- Pupil's own answer e.g. She let the cupcakes cool before icing them, so that the icing does not melt.

Vocabulary

- 1 cup
 - 2 white
 - 3 pink
 - 4 birthday
 - 5 eggs
 - 6 round
 - 7 cakes

Grammar and Structure

- I **am going to need** flour, sugar and eggs.
 - He is **going to mix** the icing sugar with some water.
 - She is **going to bake** the cakes in the oven for half an hour.
 - They **are going to let** the cupcakes cool for a bit.
 - We **are going to eat** the delicious cakes tomorrow.
 - The children **are going to use** mixing bowls and spoons.

Writing

- Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 82 – 83)

1. a) hat **hate**
b) mat **mate**
c) back **bake**
d) lack **lake**
e) can **cane**
f) snack **snake**

2. a) They are baking cupcakes.
b) They use flour, sugar and eggs.
c) There are ten cupcakes on the table.
d) There are six eggs in the box.
d) They are using a fork to mix.
e) They bake the cupcakes in the oven.

3. a) They **are going to bake** cupcakes for Chidera's party.
b) Chidera **is going to mix** flour, sugar and eggs in a bowl.
c) Rotimi **is going to make** pink icing for the cupcakes.
d) The children **are going to put** the cupcakes in the oven for half an hour.
e) They **are going to cool** the cupcakes before icing them.

4. a) She used a bowl for mixing.
b) They baked the small cakes in the oven.
c) He added some water to the icing.
d) Are you going to bake a cake for the party?

Answers and Evaluation Tools

Pupil's Book (pp. 144 – 148)

Phonics

1. a) sit – site
b) fit – fight
c) hit – height
d) pip – pipe
e) fill – file
f) kit – kite
g) pill – pile
h) spick – spike
i) Tim – time
j) will – while
2. a) I give the sick child a pill.
b) The fit man climbs the high hill.
c) Please sit down and slice six potatoes.
d) My children did not fight.
e) “Didn’t you see the ship?” he cried.
f) Why must I apply this to my lips?

Listening and Speaking

4. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

5. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.
6. a) We have bones and muscles in our legs and arms.
b) Our bones support our bodies and give them shape.

- c) Our muscles help our bodies to move.
- d) We bend our legs at the knees.
- e) The joints in our arms are called elbows.
- f) Pupil’s own answer e.g. We need to bend our arms and legs so that we can move properly.

Vocabulary

7. a) legs
b) arms
c) bones
d) muscles
e) joints
f) elbows

Grammar and Structure

8. a) I can run. Look at **me**!
b) She can jump. Look at **her**!
c) He can kick. Look at **him**!
d) You can sing. Listen to **you**!
e) We can dance. Come and dance with **us**!
f) They can play. Go and play with **them**!

Writing

9. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.
10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

Workbook (pp. 84 – 86)

1.

/ɪ/	/aɪ/
bit	cried
fit	light
give	mine
pill	sight
sick	why
little	dried

2. *Picture to be labelled in the following order:*

head
neck
shoulder
chest
arm
elbow
hand
fingers
leg
knee
foot

3. a) I can move my body. I can **jump**, **run**, **walk** and **kick**.
b) I have **bones** in my body. They support my body and give it shape.
c) I also have **muscles** in my body. They help my body to move.
d) I have **joints** in my body too. They help me to bend my arms and my legs.
4. a) Look at **me**. I can skip!
b) Look at them. **They** can play a game.
c) Look at **him**. He can kick!
d) Look at her. **She** can jump!
e) **You** can sing. Listen to you!
f) **We** can dance. Come dance with us!

Answers and Evaluation Tools

Pupil's Book (pp. 149 – 153)

Phonics

1.

Words with /ɔɪ/	Words with /ɔ:/
boy	caught
choice	door
noise	fought
toys	gnaw
voice	walk

2. a) If you **talk**, you will make too much **noise**.
 b) I have a **choice** between a **ball** and a **toy**.
 c) They **fought** with loud **voices**.
 d) The **boys** **walked** **all** the way home.
 e) **Ignore** their **voices** while you **talk**.
 f) There are **toys** all over the **floor**.
 g) The **boy** **thought** he **caught** the balloon.

3. Twinkle, twinkle, little star,
 How I wonder what you are.
 Up above the world so high,
 Like a diamond in the sky.

Twinkle, twinkle, little star,
 How I wonder what you are!

Listening and Speaking

4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
6. a) The children are playing Hide and Seek.
 b) One person counts.
 c) The others hide.
 d) Taiwo hides behind the cupboard.
 e) Kehinde hides behind the curtain.
 f) Pupil's own answer e.g. I enjoyed this story, because I like playing Hide and Seek too.

Vocabulary

7. a) The moon is in the sky.
 b) The table is behind my chair.
 c) Her broom is under the table.
 d) The man is on his motorbike.

Grammar and Structure

8. a) **He's** not here.
 b) **Here's** my picture.
 c) **I'm** not coming.
 d) **Where's** your shoe?
 e) **We're** not playing.
 f) **It's** your turn now.

Writing

9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 87 – 88)

1.
 - a) ball – boil
 - b) call – coil
 - c) tall – toil
 - d) tore – toy
 - e) chores – choice

2. Hey diddle **diddle**,
The man played his **fiddle**.
The cow jumped over the **moon**.
The little boy laughed to see such **fun**,
And the dish ran away with the **spoon**!

3.
 - a) The bug is under the cup.
 - b) The sun is up in the sky.

4.
 - a) The boy is behind the girl.
 - b) The dog is in the box.
 - c) The cards are on the table.

Answers and Evaluation Tools

Pupil's Book (pp. 154 – 158)

Phonics

1. go, over, knows

Listening and Speaking

2. a) groundnuts
b) garden
c) grass
d) crop
4. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

5. a) false
b) true
c) true
d) false
e) true
f) false
g) true
h) false
i) true
j) false

Vocabulary

6. cows, grass, groundnuts, maize, grandma, garden, crops, Gafar

Grammar and Structure

7.

Singular	Plural
I am – I'm	We are – We're
You are – You're	You are – You're
He/She is – He's/She's	They are – They're
It is – It's	

8. a) This is Grandma's garden.
b) These are Gafar's cows.
c) This is Grandad's hoe.
d) This is Mrs. Oyo's van.
e) This is Mr. Dada's phone.
f) This is Titi's hen.

Writing

9. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 89 – 90)

1. cow
ground
brown
round
town
how
shout
thousand
crowd
2. brown, cow, crowd, ground, how, round,
shout, thousand, town
3. a) This is Grandma's garden.
b) These are Gafar's cows.
c) Those are Grandad's groundnuts.
d) Here is Malik's ball.
e) That is Bobo's bag.
f) There is Titi's hen.
4. a) These are Gafar's cows.
b) Grandma shouts, "Get off my crops!"
c) She grows groundnuts and maize in her
garden.
d) Gafar says, "Sorry. My cows like grass
too."
e) Gafar's cows walk over Grandma's
crops.
f) This is Grandma's garden.

Answers and Evaluation Tools

Pupil's Book (pp. 159 – 162)

Phonics

1. a) no – now
- b) load – loud
- c) known – noun
- d) coach – couch
- e) poach – pouch
- f) hoe – how

Listening and Speaking

2. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

3. Use Teacher's Rubric 2: Evaluating Reading on page 7 to assess your pupil's reading skills.
4. a) Tola and her family collect the materials first.
- b) They use wooden poles and mud to make the walls.
- c) They bend the wooden poles to make a frame and then they thatch the reed grasses onto the frame.
- d) Thatch comes from reed grasses.
- e) Pupil's own answer e.g. The house needs windows and doors to let in fresh air (windows) and to go in and out of (doors).
- f) Pupil's own answer e.g. They decorate their house to make it look attractive / beautiful.

Vocabulary

5. a) thatch
- b) mud
- c) wooden poles
- d) paint

Grammar and Structure

6. a) **First** collect all the materials you need. **Next** build the walls. **Then** put up the roof. **After that**, put in the doors and the windows. **Lastly** decorate the house.

Writing

7. Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 91 – 93)

1.

/əʊ/	/aʊ/
no	now
hoe	how
load	loud
known	noun
coach	couch
poach	pouch

2. This is the **house** that Tola built!
This is the **maize**,
that lay in the **house** that Tola built.
This is the **rat**,
that ate the **maize**,
that lay in the **house** that Tola built.
3. a) Tola and her family are building a house.
First they collect the materials.
b) Next they build the walls. They use
wooden poles and mud.
c) After that they build the roof with
wooden poles and thatch.
d) Last, they put on a door and decorate the
walls with a mural.
4. a) wood
b) mud
c) branches
d) paint
5. a) **First** collect all the materials you need.
b) **Second** build the walls.
c) **Then** put on the roof.
d) **Next** put in the doors.
e) **After** that put in the windows.
f) **Last** decorate the house.

Answers and Evaluation Tools

Pupil's Book (pp. 163 – 167)

Phonics

- fear – fair
 - our – hour
 - here – hair
 - peer – pear
 - deer – dare
 - beer – bare
- Jack and Jill went up the hill,
To fetch a pail of water.
Jack fell **down**,
And broke his **crown**,
And Jill came tumbling after!

Listening and Speaking

- crutches
 - hospital
 - accident
 - get-well card
- Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupil's speaking skills.

Reading and Comprehension

- One day Mrs. Oyo told the class that Wole had an accident.
He broke his leg when he fell off his bicycle.
His friends decided to make him a get-well card.
They wrote in the card and they decorated it.

Then they visited Wole in hospital to give him the get-well card.

When Wole came back to school, he used crutches to walk.

Vocabulary

- Down
1 card
3 crutches
5 bicycle
6 leg
Across
2 accident
4 hospital

Grammar and Structure

- Our teacher **told** us about the accident.
 - The family **went** to the hospital.
 - The **child** had an accident.
 - He **walked** with crutches for six weeks.
 - She **made** a card for her friend.
 - Titi **used** a walking stick when she hurt her foot.
- Sentences may vary. Possible sentences are:*
Sole broke her arm.
The friends made a get-well card.
Titi washed her clothes.
The family built a new house.
The teacher told the class a story.
She had an accident.

Writing

- Use Teacher's Rubric 4: Evaluating Writing on page 8 to assess your pupil's writing skills.

Workbook (pp. 94 – 96)

- a) hos + pi + tal = three syllables
b) ac + ci + dent = three syllables
c) crutch + es = two syllables
d) vi + si + ted = three syllables
e) bi + cy + cle = three syllables
f) dec + or + a + ted = four syllables

- Speech bubbles for 1st picture:*

Wole is in hospital.

Speech bubbles for 2nd picture:

Is he hurt?

Yes, he broke his leg.

Speech bubble for 3rd picture:

Let's make Wole a get-well card.

Speech bubble for 4th picture:

Thank you for my get-well card!

- a) Wole fell off his bicycle.
b) He did not see a hole in the road.
c) He broke his leg.
d) He went to hospital.
e) His teacher told the class.
f) They made him a get-well card.
g) They visited him in hospital.
h) Wole thanked his friends.

-

Simple present tense	Simple past tense
go	went
make	made
tell	told
have	had
break	broke
fall	fell
take	took
come	came

- Dear Wole

I am sorry you had an accident.

I hope your leg gets better soon.

Your friends,

Primary Two class.

Answers and Evaluation Tools

Pupil's Book (pp. 168 – 170)

Phonics

1.

/eɪ/	/aɪ/	/əʊ/
rake	high	bowl
wait	nine	phone
days	bright	coal
sail	pie	known

Listening and Speaking

2. a) Nine pupils helped at home during the holiday.
- b) Six pupils milked Grandmother's cows.
- c) Most pupils played with friends.
- d) The least number of pupils worked in the garden.
- e) There were less pupils that visited their cousin's farm than listened to stories.
- f) Pupil's own answer e.g. Last holiday I...

Reading and Comprehension

3. a) The farmer wakes up at five o'clock.
- b) He washes and makes breakfast after he gets dressed.
- c) He milks the cows at six o'clock.
- d) He has lunch at half past twelve.
- e) The cows stay out for about ten hours.
- f) Pupil's own answer e.g. He goes to bed early, because he gets up early / has a busy day on the farm.

Vocabulary

4. a) enormous – tiny
- b) warm – cool
- c) overcast – clear
- d) calm – windy
- e) interesting – boring

Grammar and Structure

5. a) A **bag** of rice.
- b) A **packet** of sugar.
- c) A **tin/carton** of oil.
- d) A **bar** of chocolate.
- e) A **bunch** of flowers.
- f) A **box/packet/bag** of coffee.
- g) A **collection** of coats.
- h) A **tin/carton** of milk.

Revision

Answers and Assessment Tools

Pupil's Book (pp. 171 – 172)

1.

/aɪ/	/əʊ/	/ɔɪ/
smile tried	home moan	noise choice

(3 × 1 = 3 marks)

2. a) These are **Femi's** cows.
b) The house belongs to my uncle.
It is **his**.
c) Tomorrow I **will go** to my grandmother's farm.
d) **He's** walking on crutches.
(4 × 1 = 4 marks)

3. a) Hippos live in water.
b) Goats give us milk and meat.
c) He is seven years old.
d) He broke his leg.
(4 × 1 = 4 marks)

4. a) Yesterday she **cleaned** the house.
b) I need some **oil** to make supper.
c) The house **has** five rooms.
d) Did you **play** football yesterday?
e) A dog is **smaller** than a horse.
f) This is Awele's goat. It is **hers**.
(6 × 1 = 6 marks)

5. a) They went to the hospital.
b) The house has a green roof.
c) The musicians played long trumpets.
d) Chidera made a birthday cake.
e) Did you see the lion?
f) Our legs have bones and muscles.
(6 × 1 = 6 marks)

6. Award a mark for each correct sentence (grammar, spelling and punctuation).
There should be 6–8 sentences in total.
(7 marks)

Total: 30 marks