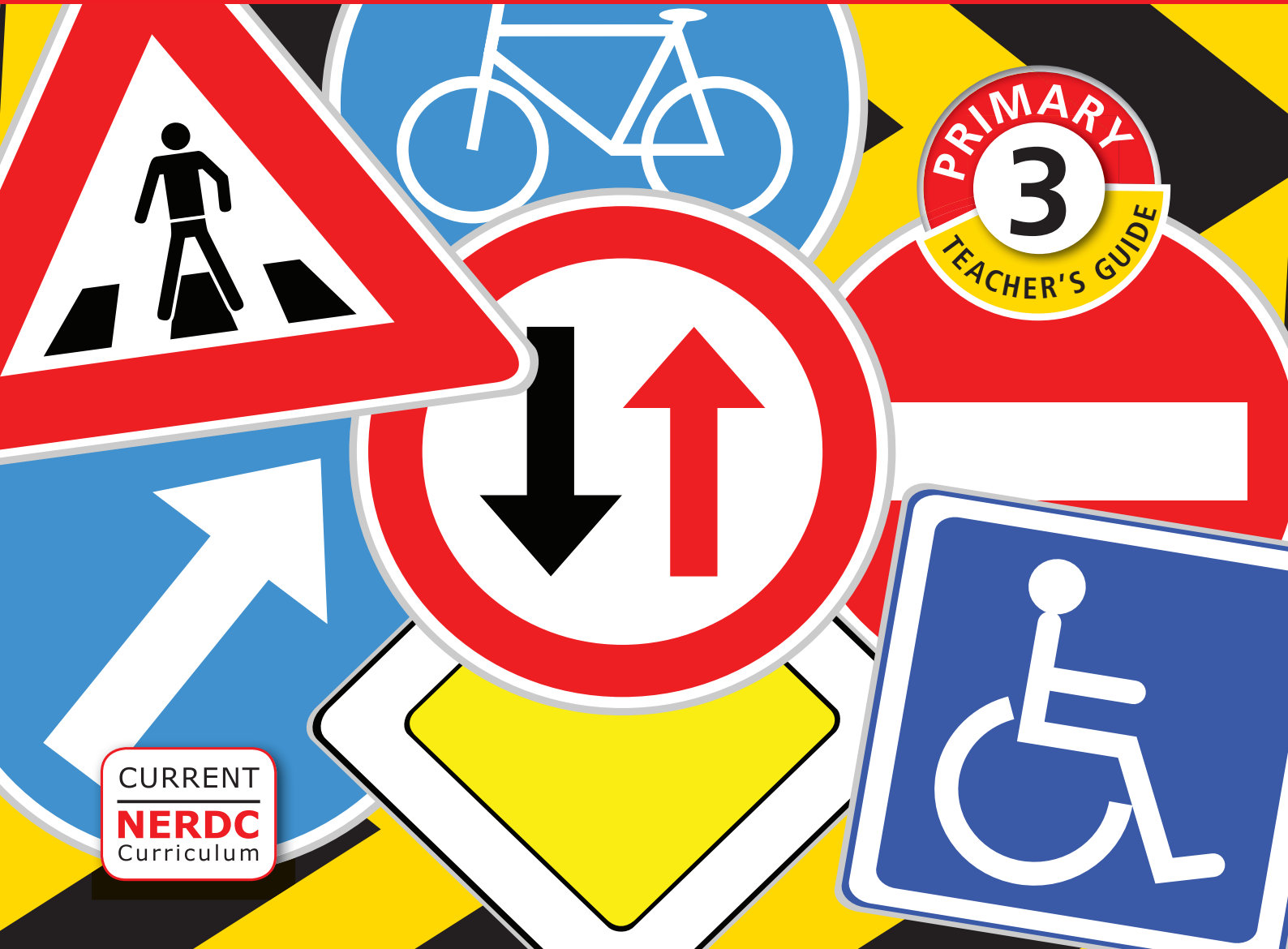


NEW

Smart

English



PRIMARY
3
TEACHER'S GUIDE

CURRENT
NERDC
Curriculum

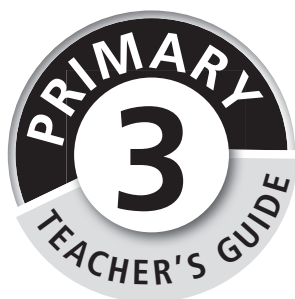


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English



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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 3* 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 **Workbook** with activities to consolidate important skills learnt in the Pupil's Book.
- A **Teacher's Guide** providing answers for the activities in the Pupil's Book and in the Workbook, and checklists and rubrics that can be used for evaluation. The Teacher's Guide is only available in digital format.
- 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 Compositions, Comprehensions, and Grammar and Structure activities. 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 takes place 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 determines whether a pupil can be promoted to the next school level.

This *Smart English Primary 3* 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

You can compile a sheet with the names of the pupils and different tasks, and tick the tasks as the pupils achieve each task. You 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

You 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

You 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

You 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

You 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

You 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

You can give pupils faces to colour in to reflect on their achievement.



Self-Evaluation 2

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

☆☆☆	I can do it.
☆☆	I can do some.
☆	I need help.

Self-Evaluation 3

You create a table of tasks such as the ones below. In the “I can say” rows, draw pictures of words they have learned in a module. In the “I can write” rows they write the word for the picture on the blank line. They award themselves three stars if they feel they have done well, two stars if they feel they could improve, and one star if they do not feel happy about what they have done. The stars given in the table below are examples - you would leave this column blank.

I can say	[Teacher draws a picture of a heart]	[Teacher draws a picture of a goat]	☆☆☆
I can write	_____	_____	☆☆
I can say	[Teacher draws a picture of a house]	[Teacher draws a picture of a bottle]	☆☆☆
I can write	_____	_____	☆

Answers and Evaluation Tools

Pupil's Book (pp. 1 – 5)

Phonics

1.

/æ/	/ɒ/	/ʌ/	/ɪ/
hat	dog	cup	pin
ant	pot	jug	dish
can	box	fun	bin
fan	dot		six

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- plays
 - B. He saves food for the dry months.
 - lazy
 - C. Grasshopper gets hungry.
 - Grasshopper asks Ant for help.
 - Because there are no crops to harvest; no rain for green plants to grow.
 - Pupils' own individual responses

Vocabulary

- B. green
 - C. pear
 - D. rain
 - D. head
 - A. cat
 - B. hour
 - B. big
- Tuesday, Friday, Sunday

- I brush my teeth.
 - I make my bed.
 - I wash my hands.
 - I polish my shoes.
 - I comb/wash/brush my hair.
 - I blow my nose.
- She ate her hot food from a big bowl.
 - Femi plays his drums loudly.
 - They got onto a bus and rode to town.

Grammar and Structure

- While Mother was ill, the children helped at home.
 - They got up early and milked the cows.
 - Mr. Bakare walked to his office last week.
 - We listened to Grandmother's stories in the holidays.
 - They played in the garden yesterday.
 - She kicked the ball over the fence and lost it.
 - We jumped from the wall and ran away.
- The book belongs to Iniko. It is Iniko's book.
 - There are five yams/books in the box.
 - She is going to read a book.
 - There is some milk in the bottle.
 - She jumped into the water.
 - There is only one yam in the pot.
 - There are seven days in the week.
 - Grasshopper was very hungry.

Writing

- Ant worked hard in the summer months.
 - Grasshopper didn't worry about finding food.
 - There was no food for the grasshopper.
 - The ant had lots of food in the dry months.

Workbook (pp. 4 – 5)

1.

/æ/	/ɒ/	/e/
tap	hop	bed
mat	log	leg
ant	shop	pen
cat	job	hen
cap	mop	men
bat	fog	hem
rat	dog	ten
pan	dot	mend

2. I think Grasshopper is lazy. He plays in the bush all day. I told him to bring some food. Will you tell him too? I cannot give him any of mine. I have only a little left. I will finish it soon.

3.

Pronoun	Noun	Verb
He	food	stored
I	teeth	brush
She	face	washes
They	food	ate
She	ball	kicks
He	fish	caught

4. a) Then the rainy months come.
b) There is very little food.
c) Grasshopper has no food.
d) He comes to my door.
e) Ant worked hard in the summer.
f) She always brushes her teeth.

Answers and Evaluation Tools

Pupil's Book (pp. 6 – 11)

Phonics

- Pupils have to make a clear distinction between the /æ/ and /ɑː/ Vowel sounds, and produce them with understanding that the two sounds differ in length.
 - and, can, axe, hat, pants, mat, back, have, rat
 - bark, car, far, hard, park, part, pass, tar, harm

2.

Words with /æ/	Words with /ɑː/
ran	arm
fan	bar
man	bark
and	barn
pan	car
can	far
axe	hard
hat	harm
rat	heart
ant	jar
pants	park
mat	part
back	pass
fat	scar
have	tar
hat	tart

Pupils can include other examples.

- Can you catch a ball?
 - Thanks for my new bag.
 - The man eats an apple.
- My father is a church pastor.
 - He drives his car too fast.
 - A leaf is part of a plant.

Listening and Speaking

- Pupils listen to the teacher, in preparation for the next activity.
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' recitation of the National Pledge.
- A. a promise
 - Pupils might have different answers. Many will say at school, in the morning.
 - A. togetherness
 - To our country, Nigeria
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' speaking skills.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- C. a song
 - Pupils might have different answers. Many will say at school, in the morning, or at big gatherings.
 - To God
 - B. to serve our country with love and strength and faith
 - B. to build a nation that can win wars
 - So that they live in peace, without fighting or killing each other. So that there is fair treatment of all.

Vocabulary

11. a) obey
b) direct
c) just
d) bound
e) compatriots
f) arise
g) reign
h) labour
12. a) hate
b) deceit
c) false
d) fighting

Grammar and Structure

13. a) Abeo enjoys singing the Anthem.
b) The children love their country.
c) The woman is from Abuja.
d) They have a farm with many goats.
e) The people of Nigeria work hard.
f) They want freedom and peace.
g) Always speak the truth.

14.

People	Animals	Places	Things
Dupe	bird	Lagos	flag
Dr. Ikeja	cow	Abuja	tree
Amaka	lion	Niger River	pledge

Writing

15. a) Let's live together in peace/unity.
b) I pledge to defend my country.
c) I pledge to be honest and not tell lies.
d) I want to keep peace/unity in Nigeria.
e) My country is called Nigeria.
f) Please guide our leaders.
g) The flag of our country is green and white.
h) We can defend our honour and good name.

16. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

17. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

Workbook (pp. 6 – 7)

1. Examples (there are many other possible correct words):

Words with /æ/	Words with /ɑ:/
ant, hand, sand, mat, axe, land, cash, man, pants, flash, fat	glass, far, farm, arm, pass, aunt, art, car, jar, hard, part, fast

2. a) Nigeria
b) pledge
c) compatriots
d) anthem
e) unity
f) faith
g) peace
h) obey
3. a) Odia listens to the song.
b) They live in the same country.
c) The girl is from Lagos.
d) They have a farm with many cows.
e) The people of Nigeria are honest.
f) They want freedom and peace.
g) The flag is green and white.
h) The Anthem is the national song of our country.

4. Examples (there are many other possible correct words):

People	Animals	Places	Things
Fela	cow	Calabar	book
Etido	goat	Koko	ball
Frank	dog	London	dress
Ladi	chicken	Offa	cup
Tayo	lion	Epe	car
Nona	horse	Taraba	house

Answers and Evaluation Tools

Pupil's Book (pp. 12 – 19)

Phonics

- net – C. bet
 - shed – B. red
 - head – A. bed
 - leg – C. bed
 - bread – A. head
 - friend – B. red
- Ben has a red book.
 - The sheep are in the shed.
 - When will you see your friend?
 - She has ten pens.
 - His pet is in the den.
 - Walk to the left.
 - Did you get wet in the rain?
 - He has a hat on his head.
- Pupils have to pronounce the /ʌ/ sound in each word clearly. They can work in pairs or groups to do peer evaluation.
- The sun comes up in the morning.
 - He has done all the sums.
 - It is just a small cut.
- none – nun
 - won – one
 - sum – some
 - sun – son

Listening and Speaking

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' recitation of the Rhyme. You need to use only the first and last row of the Rubric.

- seashells
 - at the sea, where the ocean/sea meets the land (i.e. where the sand and rocks are)
 - C. without doubt
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- Kuma likes watching all the people and places they pass.
 - They went to their grandmother's village.
 - She ate fufu, ofe nsala and bean cakes.
 - No, Edet did not enjoy his grandmother's food.
 - Edet enjoyed feeding and chasing the chickens.
 - Kuma was sad when the holiday was over.
 - Edet was happy to go home again.

Vocabulary

- holiday
 - sweets
 - bean cakes
 - chicken
 - travel
 - chase
 - welcome
 - picnic

13. a) C. shells
 b) C. chickens
 c) C. bean cakes
 d) cars
 e) sell
 f) buy
 g) chickens

14. a) long
 b) happy
 c) favourite

Grammar and Structure

15. a) She
 b) it
 c) He
 d) We
 e) she
 f) they
 g) he
16. a) She likes to visit her grandmother.
 b) Did he hug his grandmother?
 c) They like to travel together as a family.
 d) Mrs. Otti packed the car and drove off in it.
 e) Will they sit next to each other?
 f) Sali says that she goes to school in Ajuba.
 g) Edet wanted a ball. Did you buy it?
17. a) theirs
 b) yours
 c) yours
 d) his
 e) ours
 f) mine
 g) hers

Workbook (pp. 8 – 9)

1. a) There are ten hens.
 b) She wears a red dress.
 c) The sheep is in the pen.
 d) His pet is in the shed.
 e) Did you get wet this week?
2. Examples (there are many other possible correct words):

Words with /e/	Words with /ʌ/
leg, when, best, bread, bed, net, shed, head, leg, friend, red, pen, ten, bet	cup, sun, son, won, cut, must, drum, rub, fun, sum, mud, done, hunt, bun, none, one, ton

3. a) She is happy to see her grandmother.
 b) Did he greet his grandmother?
 c) I brushed my teeth.
 d) She carried her own bag.
 e) I will carry my own bag.
 f) You must carry your own bag.
 g) Tani hurt herself when she fell.
 h) We must pack our bags today.
4. a) his
 b) her
 c) their
 d) our
 e) mine
 f) my
 g) his
 h) her

Writing

18. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' Compositions.

Answers and Evaluation Tools

Pupil's Book (pp. 20 – 26)

Phonics

- sheep – A. sleep
 - leap – B. sheep
 - kick – A. sick
 - feet – C. heap
- Pupils have to make a clear distinction between the /ɪ/ and /i:/ Vowel sounds. Their pronunciation must indicate clearly the difference in length between the two sounds. They can work in pairs or groups to do peer evaluation.
- D. lie
 - D. cry
 - B. fine
 - D. line
 - C. find
 - B. hit
- The leaf is on the tree.
 - The sheep is in the pen.
 - She has long legs.
 - There are three girls in the team.
 - Do you eat meat like beef?
 - In which seat will you sit?
 - Can you feel the heat?

Listening and Speaking

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' recitation of the Rhyme. You need to use only the first and last rows of the Rubric.
- fluffy, puppy, you
 - fluffy, puppy, me

- two
- A. soft

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- They think about what they can be thankful for.
 - They think about others' needs. They respect their elders. They take time to be thankful.
 - They will make a card for someone who is sick.
 - They will be kind to a child who needs a friend.
 - They will help in the garden in September.
 - A homeless child will get a toy from them.
 - They want to be kind to others who need it. They want to give things to people who are in need.

Vocabulary

- It is time to share your lunch.
 - It is fun to play with the fluffy puppy.
 - Abebi does a good deed every month.
 - The month of May is between April and June.
 - The child has a toy to play with.
 - January is the first month in the calendar.
 - December is the last month of the year.
 - What will you write in the Greeting Card?

11. a) kind – cruel
- b) hungry – full
- c) fluffy – hard
- d) happy – sad
- e) sick – well
- f) elderly – young

Grammar and Structure

12. a) A cow has four legs.
 - b) An aeroplane has two wings.
 - c) Ten people got into the taxi.
 - d) The house has four windows.
 - e) One girl in our class has long hair.
 - f) They ate all five bananas at once.
 - g) Four people came at one o'clock.
 - h) She used one word many times.
13. a) Number five is between four and six.
 - b) A goat has four legs.
 - c) There is only one sun in the sky.
 - d) A goat has one tail.
 - e) A bird has two wings.
 - f) The two boys are twins.
 - g) Do all cars have four wheels?
 - h) A dozen eggs is twelve eggs.

Writing

14. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' Compositions. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.
15. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.
16. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' writing in the Greeting Cards.

Workbook (pp. 10 – 11)

1. a) The leaf is on the tree.
 - b) These three boys are in the team.
 - c) Do you eat meat like beef?
 - d) Can we see the sea from the hill?
 - e) Can you feel the heat?
 - f) The bee sting made her ill.
2. Good deeds:
 - a) Make food for someone who is sick. ✓
 - c) Help my teacher with something. ✓
 - f) Help an old person. ✓
 - g) Help in the garden. ✓
 3. a) two hats
 - b) three books
 - c) four cats
 - d) a bone
 - e) five ants

Answers and Evaluation Tools

Pupil's Book (pp. 27 – 33)

Phonics

- Pupils have to make a clear distinction between the /ɒ/ and /ɔ:/ Vowel sounds, and produce them with understanding that the two sounds differ in length.
- walk
fall
call
bought
saw
for
pour
sore
sauce
store
door
born
torn
caught
- stop – C. hot
 - more – B. call
 - pour – A. more
 - shop – B. got
 - got – C. not
- cot
 - cork
 - shot
 - sod

Listening and Speaking

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' recitation of the Poem. You need to use only the first and last rows of the Rubric.
- I, shopping, quite, lot
 - Pupils' own words, for example: singing, playing, dancing.
- shopping
 - Pupils' own words, for example: singing, playing, dancing.
 - B. If it is not too expensive.
 - C. I will see if I like it.
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' retellings.
- She feels happy.
 - They go on Saturdays.
 - They make a shopping list.
 - They walk.
 - They take a taxi.
 - She talks about the price.
 - She bargained / got the price down.
 - She felt proud.

Vocabulary

12. a) tea/milk/juice
 b) meat/chicken/fish/rice/plantains/yams/mangoes/okra
 c) oil/milk/meat/chicken/fish/rice/plantains/yams/mangoes/okra
 d) meat/chicken/fish/rice/plantains/yams/mangoes/okra
 e) tea/milk/juice/meat/chicken/fish/rice/plantains/yams/mangoes/okra
 f) meat/chicken/fish/rice/plantains/yams/mangoes/okra
 g) tea/milk/juice
13. a) less – more
 b) happy – sad
 c) heavy – light
 d) colourful – dull
 e) hard – easy
 f) good – bad
 g) usually – never

Grammar and Structure

14. a) no
 b) some / a lot of
 c) no
 d) a lot of / enough
 e) enough / some / a lot of / no
 f) all
 g) a lot of / some
 h) no / a lot of / some
 i) a lot of / some
15. Countable Nouns: feather, animal, tree, brick, blanket, lion, man
 Uncountable Nouns: sand, coffee, grass, water, money, rain, fruit, rice

Writing

16. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' writing.
17. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' writing. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

18. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' writing. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

Workbook (pp. 12 – 13)

1. a) torn flow blot
 b) bone pour not
 c) bought bog fell
 d) hot bore rope
 e) fought so got
 f) pole shot short
 g) port pool pot
 h) fall flop fell
 i) rock sword peel
 j) store sell moth
 k) chip chop caught

2. Examples (there are many other possible correct words):

Words with /ɒ/	Words with /ɔː/
pot, block, clock, fox, cock, cot, mop, shot, stop, shop, got	fork, four, ball, claw, port, short, sword, cork, caught

3. Pupils' own words. For example: fruit, rice, sugar, coffee, yams, beans.
4. a) some sugar
 b) three bags of rice
 c) coffee
 d) some fruit
 e) a lot of water
 f) lots of bread
 g) a little sugar

Answers and Evaluation Tools

Pupil's Book (pp. 34 – 41)

Phonics

1. Pupils have to make a clear distinction between the /ʊ/ and /u:/ Vowel sounds. They say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
2. Pupils have to make a clear distinction between the /u:/ and /ʊ/ sounds. They can work in pairs or groups to do peer evaluation.
3. a) Who, do
b) two, spoons, soup
c) blue, cool
d) fools, do
e) would, wood
f) good, cook
4. wood
5. tool

Listening and Speaking

6. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' pronunciation. You need only use the first and last rows of the Rubric.
7. a) cry (beginning sound is different)
b) snail (beginning sound is different)
c) clot (beginning sound is different)
d) small (beginning sound is different)
e) crop (beginning sound is different)
f) snip (beginning sound is different)
g) crab (beginning sound is different)

8. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' pronunciation. You need only use the first and last rows of the Rubric.

Reading and Comprehension

9. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
10. a) true
b) true
c) false
d) false
e) false
f) true
g) false
h) true
11. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.

Vocabulary

12. a) D. potato
b) B. cabbage
c) D. tomato
d) C. onion
e) B. beans
f) A. peas
g) B. pumpkin
h) A. yam
13. a) D. banana
b) B. mango
c) C. pear
d) D. orange
e) B. apple
f) B. soursop
g) C. pawpaw

Grammar and Structure

14.

Singular	Plural	Singular	Plural
pen	pens	page	pages
bus	buses	watch	watches
radio	radios	potato	potatoes
school	schools	chair	chairs
apple	apples	toe	toes
table	tables	dress	dresses
fox	foxes	dog	dogs
tomato	tomatoes	house	houses
pencil	pencils	mosquito	mosquitoes

15. a) oxen
 b) men
 c) wives
 d) geese
 e) children
 f) feet
 g) mice
 h) teeth
 i) loaves
 j) babies

Writing

16. Any four of the following sentences:
 There are five knives in the bowl.
 There are five knives on the table.
 There are five tomatoes in the bowl.
 There are five tomatoes on the table.
 There is one mouse in the hole.
 There is one leaf on the tree.

Workbook (pp. 14 – 16)

1. blew blue bush cook
cool do flew fool
fruit full glue good
hook pull put root
shook should soup spoon
stood took tool true
who wood wool would

2. Any eight of the following: chicken, cheese, watermelon, pineapple, bread, jam, cake, sweets, milk, biscuits, carrots, dried beans, eggs, fish, plantains, garden eggs, yams/potatoes, green beans
3. Examples (there are many other possible correct answers):

Names of vegetables	Names of fruit
tomatoes, carrots, beans, yams, peas, potatoes, cabbage, spinach	watermelon, pineapple, apples, pears, bananas, plums, oranges, soursop

4. Pupils complete the sentences using own words, for example: bread, milk, fish, stew, soup.
- 5.

Singular Nouns	Plural Nouns
apple	apples
banana	bananas
loaf of bread	loaves of bread
bowl	bowls
plate	plates
knife	knives
pot	pots

6. Any six of the following sentences:
 They eat fish for lunch.
 They eat potatoes for lunch.
 They eat potatoes with their chicken.
 They eat cake for pudding.
 She likes fish for lunch.
 She likes potatoes for lunch.
 She likes jam on her bread.
 She likes cake for pudding.
 He has some fish for lunch.
 He has some potatoes for lunch.
 He has some cake for pudding.
 He has some sugar in his tea.

Answers and Evaluation Tools

Pupil's Book (pp. 42 – 48)

Phonics

- Pupils have to make a clear distinction between the /ə/ Vowel sound and the other Vowel sounds in the words.
- Baker_{er}, butter_{ter}, bitter_{ter}, batter_{ter}, a_a, better_{ter}
- lesson
 - about
 - television
 - medicine
 - certain
 - picture
 - horror
 - similar
 - celebrate
 - happen
 - America

Listening and Speaking

- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- She peels off the brown outer part of the yam.
 - When the yam is soft enough for

- When the yam is soft and smooth after pounding.
- She picks the leaves from the plant and washes them well.
- There could be some soil on the leaves. People with unwashed hands might have touched the leaves.
- They eat it with meat stew.
- Pupil's own sentences
- Practical pair work

Vocabulary

- boiling water / boiling soup
 - pounded yam
 - ewedu soup
 - meat stew
 - cooking pot
 - pestle (and) mortar

Grammar and Structure

- Etoro cooked the soup yesterday.
 - The soup looks very green today.
 - She already picked the leaves from the plant.
 - She first peeled the yam and now boils it in water.
 - Yesterday, Salamatu skipped first in the game.
 - Hasan ran fast and kicked the ball.
 - She is careful and walks slowly down the path.
- eats
 - cooks
 - served
 - liked
 - washes
 - boiled
 - peeled
 - pounded

10. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

11. a) ewedu soup / in a pot / very well
- b) chilli
- c) good for you
- d) be careful
- e) boil
- f) in a pot
- g) shapes it into
- h) very well
- i) soft

12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' work. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

Workbook (pp. 17 – 19)

1. banana baker
certain again
enemy family
feather grammar
along Japan
lagoon later
letter away
neighbour around
number pupil
reason suggest
salad September
teacher woman

2. a) cooked
- b) lifted
- c) picked
- d) cleaned
- e) washed
- f) boiled

3. Femi washed a cup. Then she boiled some water. She placed a tea bag in the cup. She poured the boiling water on the tea bag. She added some milk to the tea. She spooned some sugar into the tea. She tasted the tea. Then she added some more sugar. Now she liked her tea!

4. a) She added some milk to the tea.
- b) She placed a tea bag in the cup.
- c) Femi washed a cup.
- d) Now she liked her tea!
- e) She boiled/poured some water.
- f) She added some sugar into the tea.

5. Any five sentences. There are many possible sentences, for example:

We boiled the eggs.

We boiled our milk.

We boiled the milk.

We tasted the soup.

My sister boiled three eggs.

My sister boiled the eggs.

My sister boiled the milk.

My sister stirred the soup.

They boiled the eggs.

They boiled the milk.

I boiled three eggs.

I boiled the milk.

I boiled my eggs.

We washed three dishes.

We washed their dishes.

My sister washed the dishes.

He washed three dishes.

I stirred my tea.

They stirred their tea.

He poured my tea.

He poured our tea.

6. She peeled the yam. She washed the yam. She put the yam in a pot. She added water. She cooked it for twenty minutes. She pounded the yam until it was soft. She added water as she pounded the yam.

Answers and Evaluation Tools

Pupil's Book (pp. 49 – 55)

Phonics

- Pupils have to make a clear distinction between the /v/ and /f/ Consonant sounds. Let them practise by placing their hands on their throats while they say the sounds. For the voiced /v/ sound, they should feel their vocal cords move, whereas they are quiet for the unvoiced /f/ sound. They say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
- fried
 - fish, very
 - fan
 - leaves
 - feel, view
- fork
 - foot
 - fish
 - four

Listening and Speaking

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.
- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- The civet asked the hunter to give him some of his meat.
 - The hunter gave the civet some meat.
 - The crocodile was stuck in the sand. / The crocodile could not get back to the river by himself.
 - The crocodile asked the hunter to drag him to the river.
 - The hunter helped the crocodile because he is a kind man.
 - Yes, the hunter trusted the crocodile. It was a mistake.
 - Pupils' own answers. For example: The crocodile will eat the man. / The hunter will escape.

Vocabulary

- C. civet
 - B. crocodile
 - C. fish
 - A. cat
 - B. antelope
 - B. lion
 - D. dog
 - C. puppy

Grammar and Structure

- Yesterday some rocks fell from the cliff.
 - I bought some books last week.
 - They flew to Lagos by plane.
 - The girl sang in the choir last Sunday.
 - I took my sister to the party.
 - The man caught enough fish for tonight's dinner.

10. a) spoke
- b) ate
- c) said
- d) took
- e) made
- f) swam
- g) sat

Writing

11. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.
12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

Workbook (pp. 20 – 21)

1.

f	a	l	l	n	t
i	f	a	r	v	a
f	v	f	t	n	f
u	e	a	f	v	i
n	f	t	e	u	s
f	a	s	t	f	h

2. a) I use a (fan/van) to cool down.
- b) The (leaf/leave) on the tree is green.
- c) I need to (safe/save) money to buy a phone.
- d) The cheetah can run very (fast/vast).
- e) Is it (safe/save) to swim in this river?
- f) They will bring the fruit in a big (fan/van).

3. civet, crocodile, fish, hunter, meat, village

4.

Simple Present Tense	Simple Past Tense
blow	blew
say	said
get	got
hold	held
give	gave
speak	spoke
tell	told

5. Pupils' own sentences. They must demonstrate that they know how to use the Simple Past Tense.

Answers and Evaluation Tools

Pupil's Book (pp. 56 – 62)

Phonics

1. Pupils have to make a clear distinction between the /g/ and /k/ Consonant sounds. For the voiced /g/ sound, they should feel their vocal cords move, whereas they are quiet for the unvoiced /k/ sound. They say the words in the Minimal Pairs – one word from the left column and one word from the right column. These words start with the /g/ and /k/ Consonant sounds.
2. Pupils say the words in Minimal Pairs – one word from the left column and one word from the right column. These words end with the /g/ and /k/ Consonant sounds.
3. a) The camel belongs to the king.
b) Can he kiss the girl in the green coat?
c) He must cut a key for the cage.
d) She kicked the ball to the car.
e) The cat has cute kittens.

Listening and Speaking

4. a) B. tick-tock
b) one o'clock
c) two o'clock
d) struck

Reading and Comprehension

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

6. a) six o'clock
b) eight o'clock
c) twelve o'clock
d) one o'clock
e) Yes, she will be late.
f) Punctuality shows respect for other people, and for what you are doing.
g) Pupils' own answers. For example: I look at my watch. I look at the clock on the wall. I ask my teacher. I look on a cellphone.

Vocabulary

7. a) tell
b) struck
c) for
d) time
e) on time
f) wastes
g) spends
h) late

Grammar and Structure

8. a) has eaten
b) has danced
c) has visited
d) has finished
e) have helped
f) have planted
g) has beaten

Writing

9. Any six of the following sentences:
It has rained for hours.
It has rained a lot.
It has rained a little.
She has eaten the fruit.
She has eaten a lot.
She has eaten a little.
She has picked the fruit.

She has practised for hours.
 She has practised a little.
 She has practised a lot.
 The girls have started the match.
 The girls have eaten the fruit.
 The girls have eaten a lot.
 The girls have eaten a little.
 The girls have picked the fruit.
 The girls have practised for hours.
 The girls have practised a lot.
 The girls have practised a little.
 He has eaten the fruit.
 He has eaten a lot.
 He has eaten a little.
 He has picked the fruit.
 He has practised for hours.
 He has practised a little.
 He has practised a lot.
 The dog has bitten the boy.
 They have started the match.
 They have eaten the fruit.
 They have eaten a lot.
 They have eaten a little.
 They have picked the fruit.
 They have practised for hours.
 They have practised a lot.
 They have practised a little.

10. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' entries in the Timetable. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

4. a) one o'clock
 b) four o'clock
 c) six o'clock
 d) eight o'clock
 e) ten o'clock
 f) twelve o'clock
5. The sentences to be ticked (✓) are:
 - a) It is six o'clock and time to get up.
 - b) It is ten o'clock and break time.
 - c) It is four o'clock in the afternoon.
 - d) They go to bed at eight in the evening.
6. Any of the following sentences:

Ngozi sweeps the yard at 7:00 / at 12:30 / at 8 in the evening / at 6:30.
 Ngozi has her breakfast at 6:30 / at 7:00.
 I go to bed at 8 in the evening.
 They go to bed at 8 in the evening.
 They have lunch at 12:30.
 Ali sweeps the yard at 7:00 / at 12:30 / at 8 in the evening / at 6:30.
7. Pupils' own details. Their times should indicate that they understand the sentences.
8. a) She has already eaten breakfast.
 b) He has visited them at one o'clock every day.
 c) Ali has finished his lunch an hour ago.
 d) They have eaten lunch already.

Workbook (pp. 22 – 24)

1. game – came goat – coat
 gold – cold gap – cap
 gave – cave guard – card
 glass – class glue – clue
2. bag – back tug – tuck
 pig – pick beg – beck
 frog – frock log – lock
 bug – buck rag – rack
 snag – snack
3. eight, five, four, nine, one, seven, six, ten, three, two

Answers and Evaluation Tools

Pupil's Book (pp. 63 – 69)

Phonics

1. Pupils have to make a clear distinction between the /p/ and /b/ Consonant sounds. For the voiced /b/ sound, they should feel their vocal cords move, whereas they are quiet for the unvoiced /p/ sound. They can work in pairs or groups to do peer evaluation.
2. Pupils can work in pairs or groups to do peer evaluation.
3. a) baker, bake, B, baby
b) pat, prick, put
c) baby

Listening and Speaking

4. a) dry
b) grow
c) B. raindrops falling down
d) shine, light up
e) A. In the second verse, the rain has stopped.

Reading and Comprehension

5. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
6. a) Femi and Eniola
b) The rainy season
c) She will play in the rain. She will jump up and down in the puddles. She will play in the mud.
d) She wants to feel the water and mud with her bare feet and toes.

- e) Pupils' own personal answers. Some will agree, and others will disagree.
- f) Yes, Femi decides to join Eniola.
- g) She does not want to get wet.
- h) Pupils' own personal responses. Some will agree, and others will disagree. They must be able to explain their opinion.

Vocabulary

7. a) with nothing on the feet – **barefoot**
b) a talk between two or more people in a play, film or book – **Dialogue**
c) a small patch of water on the ground – **puddle**
d) push through an opening – **squeeze**
e) a part of the year – **season**
f) heavy rain is falling – **pouring (down)**
g) the beginning of the day – **sunrise**
h) certainly – **of course**

Grammar and Structure

8. a) have entered
b) have listened
c) have finished
d) has phoned
e) has baked
9. a) have done
b) has sold
c) has swum
d) has written
e) has broken
f) have ridden
g) has seen
h) have spoken

Writing

10. Any five of the following sentences:
She has swum across the river.
She has done her work.
She has sent a card.

Answers and Evaluation Tools

Pupil's Book (pp. 70 – 75)

Phonics

- Pupils have to make a clear distinction between the /t/ and /d/ Consonant sounds. Let them practise the sounds by placing their hands on their throats. For the voiced /d/ sound, they should feel their vocal cords move, whereas they are quiet for the unvoiced /t/ sound. They say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
- Pupils have to make a clear distinction between the /t/ and /d/ Consonant sounds in the sentences. They can work in pairs or groups to do peer evaluation.
- tail
 - cold
 - drink
 - talk
 - cat
 - tall
 - dance
 - tape
 - task
 - dark
 - taxi
 - tea
 - teacher
 - date
 - tell
 - top
 - end
 - day
 - hat/had
 - toy

Listening and Speaking

- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- to cure illness, to get well, to feel better when they are sick
 - A. shops and pharmacies
 - C. pharmacies
 - tablet, capsule, syrup
 - false
 - They feel it is better for their health to be natural. They also think that herbal medicines work better than other medicines.
 - They believe that they will get well if they pray for it.

Vocabulary

- herbal – natural
 - illness – sickness
 - over the counter – off the shelf
 - pharmacy – chemist
 - qualified – trained
 - see a doctor – visit a doctor
 - serious – dangerous
 - headache – pain
 - fall ill – become sick

Grammar and Structure

8. a) talked
b) played/chosen/started
c) started/eaten
d) eaten
e) carried/taken
f) chosen
g) taken
h) won/played

Writing

9. Any five of the following questions:
Have we sent a card?
Have they sent a card?
Have they taken some pills?
Have they taken some medicine?
Have they felt ill?
Has she taken ill?
Has she taken some pills?
Has she taken some medicine?
Has she done her work?
Has she sent a card?
Has she felt ill?
Has she started her work?
Has Ayo taken ill?
Has Ayo taken some pills?
Has Ayo taken some medicine?
Has Ayo done her work?
Has Ayo sent a card?
Has Ayo felt ill?
Has Ayo started her work?
Has her brother taken ill?
Has her brother taken some pills?
Has her brother taken some medicine?
Has her brother sent a card?
Has her brother felt ill?
10. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 27 – 28)

1. down – town den – ten
do – too dip – tip
die – tie dent – tent
drain – train done – ton
dry – try
2. and – ant bead – beat
card – cart bid – bit
feed – feet bad – bat
seed – seat sad – sat
3. Yes, you may stay at home if you are feeling ill. I can come home in an hour to help you. You may not watch TV while you wait for me. Can you make yourself breakfast so long?
4. You know you may not use paint in the house! You may not leave until you clean the mess. I can see that you are sorry. I can give you some stuff to take the paint off the walls. I can ask your brother to help you. But remember, there is a reason why you may not bring paint into the house.
5. a) Have they talked about the party?
b) Has she chosen her dress for the wedding?
c) Has he eaten all of his lunch?
d) Has he carried/taken all his books to school?
e) Have you taken your medicine?
f) Have they won the competition?

Revision

Answers and Evaluation Tools

Pupil's Book (pp. 76 – 85)

Phonics

1. a) ant – jam
b) full – foot/bull
c) fish – sick
d) food – clue/fruit
e) ball – claw
f) bed – friend
g) hot – stop
h) sun – brother
i) book – bull/foot
j) shoe – clue/fruit
k) sleep – seat (11)

2. The bug bit Paul on his lip. (4)

3. ball
four
saw
caught (4)

4. a) again
b) reason
c) baker
d) neighbour
e) letter (5)

Vocabulary

5. a) The clock struck one.
b) The crocodile swam in the river.
c) I would like some milk with my lunch.
d) The pots are made of clay.
e) The doctor prescribed some pills.
f) Our country is called Nigeria. (6)

6. labour
compatriots
freedom
reign (4)

7. a) love – hate
b) honesty – deceit
c) true – false
d) peace – fighting (4)

Grammar and Structure

8.

Proper Noun	Common Noun
Trinity School	egg
August	frog
Nigeria	market
Dela	snake
Monday	kitchen
Ayanti	goat

 (12)

9.

Countable Noun	Uncountable Noun
broom	sand
pear	water
table	air
dress	salt
chicken	love

 (10)

10. a) books
b) boxes
c) eggs
d) men
e) arms
f) children
g) feet
h) tomatoes
i) babies (9)

Revision

11. a) We must brush our teeth every day.
b) She moved the plant yesterday.
c) Today it is my turn to skip.
d) He kicked the ball to his friend.
e) They want to walk to school.
f) We swam in the river on Saturdays.
g) She sang in church last week.
h) She jumped from the wall and broke her leg. (8)
12. a) She has danced on stage many times.
b) Ngozi and Uju have spoken about the problem.
c) Adeola has never broken any plates.
d) The baby has slept very well this week.
e) My sister has worn her dress many times.
f) The goats have run away again.
g) Have you seen a doctor?
h) Has she eaten her lunch? (8)

Writing

13. Any three of the following sentences:
There are four clocks at school.
There are four birds in the tree.
There are five clocks at school.
There are five birds in the tree.
There is one clock at school.
There is one bird in the tree.
There is a clock at school.
There is a bird in the tree. (3)
14. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. (8)
15. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. (4)

TOTAL: 100 marks

Answers and Evaluation Tools

Pupil's Book (pp. 80 – 85)

Phonics

/ɪ/	/æ/	/i:/	/ɑ:/
lick	jam	bead	fast
inn	can	seat	part
ink	apple	sheep	plant
fish	plan	meat	far
pin	catch	sweet	car
		sea	heart
		key	bark

Listening and Speaking

- blow
 - cool
 - ship
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.
- A. does gardening
 - Digging in the soil
 - Planting some seeds
 - Waiting for the seeds to start growing
 - Practical pair work (role-play)
 - C. sprouts
 - seeds – weeds; know – grow
 - Pupils' own opinions and words
- Pupils should not pronounce the silent letters.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- B. eat the mouse
 - He promised that he would help the lion one day.
 - He wanted the lion to set him free / let him go / not hurt him / not eat him.
 - The lion did not think a small animal like a mouse could help him.
 - The lion fell into a hole. He got caught in a net/trap.
 - It was a trap. Hunters put it there to catch animals.
 - C. Small creatures can sometimes help big ones.

Vocabulary

- hungry – full
 - bottom – top
 - small – big
 - laughed – cried
 - fast – slow
 - scared – brave
 - wrong – right

Grammar and Structure

- has eaten
 - have brushed
 - have taken
 - has broken
 - has moved
 - has worn
 - have run

10.

Singular Nouns	Plural Nouns
book	books
child	children
house	houses
woman	women
loaf	loaves
mouse	mice
ox	oxen
man	men

2. Pupils' own sentences. They should relate to the pictures and include the required words: slip, hit, sleep, feet.

3.

Countable Nouns	Uncountable Nouns
bananas	sugar
pots	water
eggs	salt
yams	milk
cups	cheese

Writing

11. a) He threw the ball through the hoop.
 b) "I will love you forever," said his mother.
 c) Ada put on her other running shoe.
 d) A baby frog is called a tadpole.
 e) Mr. Okoli cooked a fish for supper.
 f) "Please help me pack the books away," said the teacher.
 g) Did the cat eat the mouse?

12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 29 – 31)

1.

/ʌ/	/ɔ:/	/i:/	/ʊ/
but	born	bee	cook
come	call	clean	full
cut	door	eat	good
mud	fall	feel	shook
done	sore	heal	pull
sum	store	keen	put
must	pour	key	stood
rub	saw	me	took
sun	torn	meal	wood
won	walk	meat	wool
up	caught	peel	would

4. a) cheese
 b) milk
 c) rice
 d) fish
 e) beans
 f) bananas
5. a) The boy has worked hard all term.
 b) She has finished the shopping.
 c) The police officer has caught the thief.
 d) The cows have drunk the water.
6. a) I have already (eat/eaten) lunch.
 b) Ngozi (took/taken) the wrong path to the school.
 c) Adeola (broken/broke) the small plate yesterday.
 d) She (moved/move) to a new house last year.
 e) My sister has (worn/wear) that dress many times.
7. a) (He/They) likes to visit his grandmother.
 b) (She/They) like to travel together as a family.
 c) Mrs. Otti packed the car and drove off in (it/them).
 d) Will (they/she) sit next to each other?
 e) Iyawa says that (she/we) goes to school in Ajuba.

Answers and Evaluation Tools

Pupil's Book (pp. 86 – 90)

Phonics

1. a) She sell(s) toy(s) in a shop.
- b) Say your name, don't be lazy.
- c) What size i(s) the dress that wa(s) for sale?
- d) Will he buy a cellphone soon?
- e) She likes silver ca(s)

Listening and Speaking

2. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.

Reading and Comprehension

3. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
4. a) The crocodile said the hunter hurt him by tying a rope around his neck. He said he dragged him all the way there.
- b) No, the crocodile was being unfair. The hunter helped him. The hunter just did what the crocodile had asked him to do.
- c) C. The crocodile should be thankful to the hunter and not eat him.
- d) He pretended that he only wanted the crocodile to tell him exactly how tight the hunter had tied the rope around his neck. What he really did, was to tie the rope around the crocodile's neck again.
- e) The civet wanted to help the hunter, because the hunter had helped him when he was hungry.

- f) "We all get what we deserve, Crocodile!"
- g) Pupils' own words. They should be able to explain their opinions.

Vocabulary

5. a) tie a rope **around**
- b) swam **across**
- c) river **bank**
- d) made **a plan**
- e) ashamed **of yourself**
- f) refused **to help**
- g) get what we **deserve**

Grammar and Structure

6. a) They have lived here since 2010.
- b) Have you waited here since this morning?
- c) Since yesterday it has been very cold.
- d) We have been without running water since 2 May.
- e) Since last year, he has not seen any crocodiles.
- f) I have not seen him since Christmas.
- g) The phone has been ringing since 10 o'clock.
7. a) She has lived here since last year / last week / July / 2001.
- b) My mother and father have been married since 2001.
- c) They have been on holiday since last week / yesterday.
- d) I haven't played my favourite game since last week / July / last year.
- e) The little boy hasn't eaten since this morning / yesterday.
- f) I have not seen her since last week / this morning / last year / yesterday / July.
- g) There has been no rain since last week / this morning / yesterday / July.

Writing

8. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

Workbook (pp. 32 – 33)

1.
 - a) She sells toys in a shop.
 - b) Say your name loudly, don't be lazy.
 - c) Sammy sang his song softly.
 - d) Do you have the keys to the house?
 - e) Have you ever seen the stripes on a zebra?
 - f) What size is the dress that was for sale?
 - g) Will he buy a cellphone soon?
 - h) She likes silver cars.
2. Pupils' own words, starting with s.
Examples: sing, sit, soup, sell, song, sip, sweep, shop, soft, sun.
3. Pupils' own words. Examples: lice, twice, rice, dice, nice, price, advice, slice, spice, etc. (Not: police, office, justice, etc.)
4.
 - a) crocodile
 - b) away
 - c) certain
 - d) Japan
 - e) again
 - f) banana
 - g) September
 - h) around
 - i) along
 - j) lagoon
 - k) decided
 - l) missing
 - m) kindness
 - n) hunter
 - o) deserve
5.
 - a) I have not eaten since this morning.
 - b) She has not spoken to me since we had a fight.
 - c) They have not paid any rent since they moved in.
 - d) My family has lived here since 1920.
 - e) It has not rained since last year.
6. One day a hunter helped a crocodile. The crocodile said that he would give the hunter some fish. The crocodile did not keep his word.

Answers and Evaluation Tools

Pupil's Book (pp. 91 – 95)

Phonics

1. a) Both brothers picked a thick thorn.
- b) Think of those who are thirsty.
- c) What is that thin thing over there?
- d) They use their sharp teeth.
- e) The thief fell with a thud.
- f) They will thank their mother.
- g) I thought they were brothers.

Listening and Speaking

2. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.
3. Use Teacher's Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.

Reading and Comprehension

4. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills when reading the Programme.
5. a) At 9 o'clock
b) To the stadium
c) 12 o'clock / 12 noon
d) one hour
e) 2 p.m.
f) The singing of the Nigerian National Anthem
g) The pupils walk to the stadium.
h) Pupils' own answers

Vocabulary

6. a) a day when we remember how important children are – **Children's Day**
b) pictures and words on a chart or big piece of paper – **poster**
c) the national song of a country – **anthem**
d) a plan for when things will happen – **Programme**
e) to put something on show for other people to see – **display**
f) when people walk in step in rows – **march**
g) a big place where people can sit and watch events – **stadium**

Grammar and Structure

7. a) I have lived in Jos for two years.
b) She has danced since she was small.
c) Hasan hasn't seen his jacket since Thursday.
d) I haven't seen my cousins for ages.
e) They have been waiting for 20 minutes.
f) Tana was at the stadium events for three hours.
g) We have been practising for Children's Day since February.
h) They have been waiting since last Monday.

Writing

8. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting.

Workbook (pp. 34 – 35)

1.
 - a) bath: unvoiced /θ/ as in **both**
 - b) cloth: unvoiced /θ/ as in **path**
 - c) faith: unvoiced /θ/ as in **moth**
 - d) leather: voiced /ð/ as in **mother**
 - e) moth: unvoiced /θ/ as in **cloth**
 - f) mother: voiced /ð/ as in **feather**
 - g) mouth: unvoiced /θ/ as in **path**
 - h) other: voiced /ð/ as in **leather**
 - i) teeth: unvoiced /θ/ as in **both**
 - j) they: voiced /ð/ as in **that**
 - k) thin: unvoiced /θ/ as in **think**

2.
 - a) Do you have a brother?
 - b) Both my sisters are there.
 - c) The bird has pretty fethers.
 - d) I think I will get thirsty.
 - e) Say thank you to your mother.
 - f) That thorn is very sharp.

3.
 - a) Who is that? It's Kunle.
 - b) What is that? It's a bag.
 - c) What are you doing? I am writing.
 - d) Who is at the door? It's Mrs. Olidapo.

4.
 - a) Titi says that the bag is hers.
 - b) Efe says that he book is his.
 - c) Muto and Oro say that the books are theirs.
 - d) Father says that the chickens are his.

Answers and Evaluation Tools

Pupil's Book (pp. 96 – 102)

Phonics

- It is a pleasure to meet you.
 - She usually has sugar in her tea.
 - Are you sure you can measure it?
 - Shall we do the revision first?
 - Has she made a decision?
 - Do we need a special machine?
 - Do you know that expression?
 - What position does he have at work?
- She shall keep the shrimps on a shelf.
 - Say your name, don't shout.
 - The sun shines on the shop signs.
 - Shall we go for a swim in the ocean?
 - She was shocked to see sharks circling the ship.
 - She should surely wash and brush her hair.
 - Sharon sold six sheets in her shop on Tuesday.
 - It was such a pleasure to see the chef again.
- You can use a tape measure to see how far she jumped.
 - We can watch television after we have done our homework.
 - They are digging for the hidden treasure.
 - Grandparents have a special position in the family.
- Pupils can say the Tongue-Twisters in pairs or groups to do peer evaluation.

Listening and Speaking

- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- Pupils' answers will vary, but they should mention things such as "celebrate", "new year", "one year older", "the day someone was born".
 - nine
 - a week
 - Ada's aunt
 - Ada's mother
 - eight friends
 - Cost (eight friends are what they can afford, more will be too expensive). Space (there is enough room for a party with five friends, but not for more).
 - Pupils' answers will vary.

Vocabulary

- B. cake
 - A. balloon
 - C. invitation
 - B. drinks
 - D. candles
 - A. games
 - C. presents
 - D. party

Grammar and Structure

- Yes, she has. No, she hasn't.
 - Yes, I have. No, I haven't.
 - Yes, they have. No, they haven't.
 - Yes, she has. No, she hasn't.

- e) Yes, he has. No, he hasn't.
- f) Yes, they have. No, they haven't.
- g) Yes, she has. No, she hasn't.

10. a) Ouch! That hurt me!
 b) Her aunt cooked the food.
 c) He was stuck and shouted out, "Help me!"
 d) How many people are invited?
 e) I am going to the birthday party.
 f) How old is Ada?
 g) Will you go to her party?
 h) I can't wait for the party!

Writing

11. a) No, he hasn't.
 b) Yes, she has.
 c) Yes, they have.
 d) Yes, he has.
 e) Yes, they have.
 f) Yes, she has.

Workbook (pp. 36 – 38)

1.

Words with /z/	Words with /j/
measure	sure
decision	special
pleasure	machine
treasure	she
television	shout
usually	show
	she'll
	surely
	wash
	brush
	sugar
	position

2. Pupils' answers will vary. Examples: shell, she, shot, shall, shin, sheep, shout, sharp, etc.

3.

C	I	D	C	A	K	E	W	T	E	Q
T	O	N	H	F	E	P	T	M	D	U
E	L	K	V	H	J	N	A	O	D	Y
H	N	C	I	I	O	G	O	F	R	T
X	P	M	A	O	T	F	D	M	I	O
F	L	R	L	N	P	A	R	M	N	J
G	H	L	F	A	D	X	T	K	K	O
L	A	E	G	B	E	L	E	I	F	T
B	A	C	H	R	S	J	E	C	O	D
H	I	H	H	X	L	V	L	G	N	N

4. 5 Spread the icing on the cake.
 2 Add the margarine or butter.
 1 Pour the icing sugar in a mixing bowl.
 4 Mix the ingredients together until the mixture is smooth.
 3 Pour in the boiling water.
5. a) Yes, she has. No, she hasn't.
 b) Yes, she has. No, she hasn't.
 c) Yes, I have. No, I haven't.
 d) Yes, he is. No, he isn't.
 e) Yes, he has. No, he hasn't.
6. a) No! Don't do that!
 b) The food looks wonderful!
 c) Will you go to the party?
 d) He was upset and shouted out, "Go away!"

Answers and Evaluation Tools

Pupil's Book (pp. 103 – 109)

Phonics

1.

Words with the /tʃ/ sound	Words with the /dʒ/ sound
ch <u>ip</u> s	job
kitc <u>h</u> en	J <u>ap</u> an
ch <u>o</u> p	g <u>ia</u> nt
ch <u>i</u> ld	or <u>an</u> ge
f <u>u</u> t <u>ur</u> e	g <u>er</u> m
mix <u>t</u> ure	ja <u>il</u>
ch <u>e</u> st	h <u>ed</u> ge
t <u>u</u> ne	je <u>an</u> s
te <u>ac</u> her	en <u>jo</u> y
l <u>un</u> ch	je <u>al</u> ous
ch <u>e</u> w	ca <u>g</u> e

2. a) watch b) chain
c) cheese d) chicken
3. Pupils can say the Tongue-Twisters in pairs or groups to do peer evaluation.

Listening and Speaking

4. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.

Reading and Comprehension

5. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' skill when reading the Poem.
6. a) in the garden, on a football pitch
b) football/soccer
c) high

- d) By scoring a goal, which is to kick the ball into the net that is at the opponents' side of the field.
- e) The goalie's task is to stop the ball from being kicked into the net.
- f) The opponents' goalie has caught the ball and stopped it from being kicked into the net. Therefore, there is no goal.
- g) Pupils' own answers. Examples: netball, cricket, hockey, rugby, tennis.

Vocabulary

7. a) pitch – field
b) goalie – goalkeeper
c) hitch – problem
d) score – points
e) sky – air
f) football – soccer
8. a) write **a letter**
b) plant **some seeds**
c) play **a game**
d) win **a match / a game**
e) kick **a ball**
f) read **a story**
g) score **a goal**
h) build **a house**
i) complete **a task**
j) make **a plan**

Grammar and Structure

9. a) She will come back tomorrow.
b) Tell him he will get hurt.
c) To be on time, I shall travel by car.
d) I know they will win the match.
e) Tomorrow we shall go to town.
f) I told them you will go to the party.
g) The match is exciting but it will soon be over.
h) I shall be ten next year.
i) If Edet kicks that ball, it will roll far.

Writing

10. a) She will write the test tomorrow.
 b) I shall go there next week.
 c) We shall know the answer soon.
 d) Next year he will be top of the class.
 e) You will be the first one there.
 f) I shall ask her tonight.
 g) They will win if they practise.
 h) In the future, we shall be more careful.
11. a) Tola will get here next week.
 b) I'll go by bus. OR: I'll go by car.
 c) I shall use a bat and ball.
 d) Yes, he'll play football for the first team.
 e) She'll play netball/hockey/volleyball/ tennis (OR any other sport).
 f) They'll come and play again tomorrow/ Friday/next week (OR any other time phrase).
 g) Yes, we shall go there again.
12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' writing. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess your pupils' handwriting.
2. Pupils' own words. Examples: chin, choose, check, chop, chip, chat, etc.
3. Pupils' own words. Examples: jump, germ, job, gem, jeans, just, joke, join, etc.
4. In some sentences, different words than those used below would not be incorrect. Accept any sentence that makes sense.
 a) Nneka says that she'll skip with you.
 b) Malik says that he'll go to football practice today.
 c) Did he tell you that he'll play in the final?
 d) I'll ask my mother if I may go too.
 e) Dele tells Malik, "I'll wait for my turn."
 f) They feel sure that they'll win.
 g) I don't think I'll like the game.
 h) If you ask her, she'll skip with you.
 i) If we run fast we'll get there in time.
5. Pupils' own sentences. They should use **shall** with **I** and **we**, and **will** with the other Pronouns.
6. a) catch, tag (accept other names pupils might use for this game)
 b) hopscotch (accept other names pupils might use for this game)
 c) soccer, kicking ball
 d) skipping rope
 e) hide and seek
 f) cards

Workbook (pp. 39 – 41)

1.

/tʃ/ sounds	/dʒ/ sounds
cheap	jeep
chugs	jagged
cheerful	John
children	joined
chant	jealous
charming	Jenny
Charlie	jelly
chooses	jolly
cheese	Jack
cherries	joyful
	Jill
	jumping

7. Pupils' own sentences

Answers and Evaluation Tools

Pupil's Book (pp. 110 – 116)

Phonics

1. Pupils have to make a clear distinction between the /m/ and /n/ Consonant sounds. They say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
2. Pupils say these words, taking care not to pronounce the g at the end. They can work in pairs or groups to do peer evaluation.
3. a) nose
b) nurse
c) moon
d) night

Listening and Speaking

4. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.
5. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last rows of the Rubric.
6. a) The Song tells us to wash our hands.
b) The Song tells us to use soap.
c) The Song tells us to rub and scrub.

Reading and Comprehension

7. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' skill when reading the Quiz.

Vocabulary

8. a) brushes his teeth
b) scrubs her hands
c) lies asleep in bed
d) runs along
e) washes the fruit
f) does not cover his mouth
g) eats unhealthy snacks
h) watches too much TV
9. a) Yes, he will / he'll wash his hands often.
OR: No, he will not / won't wash his hands often.
b) Yes, she will / she'll eat fruit every day.
OR: No, she will not / won't eat fruit every day.
c) I brush my teeth in the morning and the evening. OR: I brush my teeth after breakfast and after supper. OR: I brush my teeth before I go to school and before I go to bed.
d) I will cover my mouth with my hand.
e) Yes, she sleeps enough. OR: No, she does not sleep enough.
f) Yes, I eat lots of sweets. OR: No, I do not / don't eat lots of sweets.

Grammar and Structure

10. a) He will not / won't stay up too late.
b) We shall not / shan't use lots of soap.
c) They will not / won't drink lots of fizzy drinks.
d) I shall not / shan't eat unhealthy meals.

- e) Kiki will not / won't brush her teeth twice a day.
- f) You will not / won't remember to wash your hands often.
- g) She will not / won't put her hand over her mouth.

11. Any of these sentences:

- I shall not play outdoors on a rainy day.
- I shall not drink the water we played in.
- I shall not help to wash the dishes.
- We shall not play outdoors on a rainy day.
- We shall not drink the water we played in.
- We shall not help to wash the dishes.
- You will not play outdoors on a rainy day.
- You will not drink the water we played in.
- You will not walk to the town on your own.
- You will not help to wash the dishes.
- They will not play outdoors on a rainy day.
- They will not drink the water we played in.
- They will not help to wash the dishes.

Writing

- 12. The boy wanted to eat only sweets. His mother said he needs to eat vegetables and fruit to grow strong. His mother said all the sugar in the sweets are bad for his teeth. If the boy listens to her advice he will be a lot healthier.
- 13. a) Bose, Tutu and Tayo have not washed their hands yet.
- b) Did you brush your teeth today?
- c) I eat a lot of fruit. He never eats fruit.
- d) The girl was hungry, but there was no more food.
- e) She likes sweets, but only eats it on weekends.
- f) Please pack away the plates, forks, spoons and knives
- g) Does he like to eat yam or does he like to eat rice?

Workbook (pp. 42 – 44)

1. Examples (there are many other correct answers):

Words that begin with /m/	Words that begin with /n/	Words that end with /ŋ/
man	nine	sing
moon	nut	bring
more	no	rang
mother	never	king
mat	nose	bang
mine	nap	song
milk	knit	long
must	knife	dung
many	know	wing

- 2. ✓ Healthy living: brushing teeth, washing hands, getting enough sleep, running, washing fruit before eating
 ✗ Unhealthy living: snacking in front of the TV, sneezing without using a hand or tissue
- 3. a) Sleep doesn't keep me healthy. false
 b) Playing sport keeps me healthy. true
 c) Drinking lots of clean water keeps me healthy. true
 d) Eating fresh fruit daily keeps me healthy. true
 e) Sweets and fizzy drinks are healthy. false
 f) Eating fresh vegetables daily keeps me healthy. true
- 4. Pupils' own words. Their words should reflect that they understand the concept of living healthy.

5. Any five of these sentences:
I shall not drink dirty water.
I shall not drink lots of fizzy drinks.
I shall not walk barefoot where there is broken glass.
I shall not eat sweets before supper.
We shall not drink dirty water.
We shall not drink lots of fizzy drinks.
We shall not walk barefoot where there is broken glass.
We shall not eat sweets before supper.
You will not drink dirty water.
You will not drink lots of fizzy drinks.
You will not walk barefoot where there is broken glass.
You will not eat sweets before supper.
They will not drink dirty water.
They will not drink lots of fizzy drinks.
They will not walk barefoot where there is broken glass.
They will not eat sweets before supper.
6. a) We shall not / shan't use lots of soap.
b) They will not / won't drink lots of fizzy drinks.
c) Udo will not / won't brush his teeth today.
d) She will not / won't put her hand over her mouth.
e) He will not / won't eat fruit every day.
f) She will not / won't eat plenty of vegetables.

Answers and Evaluation Tools

Pupil's Book (pp. 117 – 121)

Phonics

1. Pupils have to make a clear distinction between the /l/ and /r/ Consonant sounds. Let them practise the different tongue positions before they say the Tongue-Twisters. They can work in pairs or groups to do peer evaluation.
2. Pupils say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.

Listening and Speaking

3. Pupils practise pronunciation of known words.
4. a) Baby Bolu is inside the box.
b) Baby Bolu is behind the box.
c) Baby Bolu is in front of the box.
d) Baby Bolu is under the box.
5. Pupils practise Stress in known words.

Reading and Comprehension

6. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
7. a) a caterpillar
b) C. under the table and on the chair
c) in the flowers, and in the grass

- d) Yes, she looked “for hours”.
- e) No, she did not.
- f) The caterpillar has turned into a butterfly.

Vocabulary

8. a) not outside – **inside**
b) a colourful type of worm – **caterpillar**
c) looked for something – **searched**
d) very pretty – **beautiful**
e) not in front of – **behind**
f) for a long time – **for hours**
g) assist or support someone – **help**

Grammar and Structure

9. a) Father is behind Grandfather.
b) Baby is in Mother's arms.
c) Sister is next to Brother.
d) She has a hat on her head.
e) The ball is under his foot.
f) Grandfather is sitting on the chair.
g) The children are standing in front of Mother.
h) Father has his arm around Mother.

Writing

10. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 45 – 47)

1. a) nip – rip
b) lock/sock/rock/mock etc.
c) paw/saw/law/draw etc.
d) bake/rake/cake etc.
e) tall/call/wall etc.
f) fist/list/mist etc.
g) long/gong/song etc.
h) lap/sap/map/crap etc.
i) light/might/fight etc.

- j) mice/rice/dice etc.
k) river/shiver etc.
l) toad/load
m) lane/mane/sane etc.
2. a) The teacher is behind the class. false
b) The teacher points at the blackboard.
true
c) The books are under the table. false
d) The chair is on top of the table. false
e) The teacher's hand is on her hip. true
f) The pens are in a pot. true
3. a) The boys are running after the goat.
b) A boy is swinging from a branch.
c) The boy is pointing at the sky.
d) The girl is running in front of/to the fence.
e) The road runs from the village to the hills.
f) The goat is in front of the boys.
g) There are trees on the hill.
h) The sun is in the sky.
i) The boys have sticks in their hands.
4. a) The ball is on the table.
b) The ball is under the table.
c) The ball is next to the box.
d) The ball is behind the box.
e) The ball is inside the box.
5. Pupils' own words. Their sentences should describe where people and things are. Their sentences should demonstrate that they know the difference between the words.

Answers and Evaluation Tools

Pupil's Book (pp. 122 – 126)

Phonics

1. Pupils say the words that start with the /h/ and /j/ Consonant sounds. They say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
2. a) half b) young
c) hot d) house
e) yes f) hand
g) yesterday h) head
i) yolk
3. Pupils practise pronunciation of the /w/ sound.

Listening and Speaking

4. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' pronunciation. You need to use only the first and last row of the Rubric.

Reading and Comprehension

5. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
6. a) The rain queen was unhappy about the animals fighting all the time.
b) She did not send rain.
c) run fast
d) the hare

- e) He sang to her.
- f) The rain queen cried.
- g) The rain queen's tears filled the rivers.
- h) Pupils' answers will vary. They give their opinion about whether animals get on well or not.

Vocabulary

7. The rain queen was angry/upset/unhappy/sad. She wanted to punish the animals. The bird flew/sang to the rain queen. The song made her sad/listen. Her tears fell on the ground far below. Rivers began to flow. The world was soon green. And the animals had plenty of food / to eat.
8. a) beautiful b) clever, smart
c) happy d) faster
e) plenty f) fought

Grammar and Structure

9. a) can
b) may
c) can
d) may
e) may
f) Can
g) may
h) Can
i) May

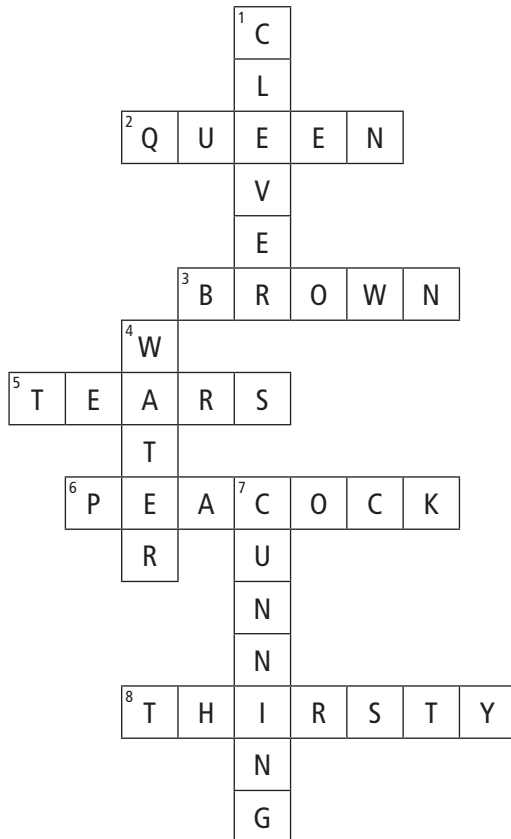
Writing

10. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting skills.

Workbook (pp. 48 – 50)

1. ham, hear, heir, help, honour, hey, honest,
horn, hour
2. yellow, judge, yesterday, you, June, jet,
jump, young, yo-yo
3. wife, winter, what, win, woman, why, wash,
white, would, towels, forward, whale

4.



5. a) The cheetah can run fast.
- b) The child may leave the room.
- c) You may want to read this book too.
- d) The hare can run fast too.
- e) May you play outside today?
- f) I may have to go home soon.
- g) Can a peacock fly?
- h) May I hear the story again?
- i) She may bring you some sweets if you behave well.
- j) They may go to the city if there is time.

Answers and Evaluation Tools

Pupil's Book (pp. 127 – 132)

Phonics

1. a) I fear the sharp spear.
b) Oh dear, where is the beer?
c) She looks sad; her tears are near.
d) He is here at the rear.
e) Are there any deer near?
f) Speak softly in her ear so no one will hear.
2. Pupils have to make a clear distinction between the /ɪə/ and /eə/ Diphthong Vowel sounds. Let them practise the different lip positions. They say the words with these sounds in Minimal Pairs – one word from the left column and one word from the right column. These words mostly end with the /ɪə/ and /eə/ Diphthong Vowel sounds.
3. a) yes
b) no
c) no
d) yes
e) no
f) yes
g) no

Listening and Speaking

4. Pupils practise placing Stress on the correct syllable in known words.

Reading and Comprehension

5. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' skills when reading the Letter.

6. a) six: Father, Mother, eldest brother Collins, second-eldest brother Osmond, Pamela, youngest brother Harold
b) They must work to earn money.
c) The children help by sweeping the house and washing the dishes.
d) Any of: semolina, plantains, eggs, fried rice and chicken
e) She loves her family because they all care about one another.
f) Pupils' answers will vary. They must give personal examples.
g) Pupils' answers will vary. They must express their feelings.

Vocabulary

7. a) clear
b) deer/dear
c) ear
d) fear
e) gear
f) hear
g) near
h) rear
i) spear
8. a) pair
b) hair
c) fare
d) chair
e) care
f) fair

Grammar and Structure

9. a) must
b) should
c) must
d) should
e) should
f) must
g) must

10. a) should
 b) mustn't
 c) should
 d) mustn't
 e) shouldn't
 f) mustn't
 g) shouldn't

11. a) dear
 b) deer
 c) here
 d) hear
 e) There
 f) their

Writing

12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting skills.

13. a) Brothers are boys.
 b) Sisters are girls.
 c) A baby is very small.
 d) My grandmother and grandfather are old.
 e) Children help their parents around the home.
 f) Parents should care for their children.

14. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 51 – 52)

1.

clear	fear
gear	hear
rear	here
near	spear
beer	year
tear	ear

2. a) fair fear
 b) rare rear
 c) pear peer

- d) clear their
 e) chair cheer
 f) beer bear
 g) spear spare
 h) care car

3. a) elephant: 3
 b) banana: 3
 c) waterfall: 3
 d) bicycle: 3
 e) buttonhole: 3
 f) potato: 3
 g) tomato: 3
 h) afternoon: 3
 i) important: 3
 j) lioness: 3
 k) carpenter: 3
 l) Pamela: 3

4. a) We should care about our family members.
 b) Brothers shouldn't bully their sisters.
 c) The boys should/must also wash dishes.
 d) You must feed the chickens every day.
 e) We should be careful when we use lamps.
 f) You mustn't break the school rules.
 g) The baby shouldn't be in the kitchen by herself.
 h) We shouldn't climb up that dangerous ladder.
 i) The naughty children should listen to their parents.
 j) The boy should have washed the dishes, but he is lazy.

Answers and Evaluation Tools

Pupil's Book (pp. 133 – 137)

Phonics

1.

Words with the /ʊə/ sound	Words with the /aʊ/ sound
cure	cowl
endure	clown
Europe	growl
gourd	how
lure	loud
manure	noun
pure	now
sure	pouch
tour	shout
	town
	house

Listening and Speaking

- Pupils practise placing Stress on the correct syllable in known words (first syllable).
- Pupils practise placing Stress on the correct syllable in known words (second syllable).
- Pupils practise placing Stress on the correct syllable in known words (last syllable).

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' skills when reading the Poems.

- four
 - orange, blue, green, red
 - Pumpkin, carrot or butternut soup are all orange-coloured soups.
 - Beans. Other green vegetables: peas, spinach, cabbage, collard greens, etc.
 - blue
 - Pupils' answers will vary, for example yellow, pink, purple, lilac, black, brown, gold.

Vocabulary

- yellow
 - grey
 - orange
 - red
 - black and yellow
 - brown
 - yellow
 - green
- Pupils can use these expressions in pair work discussions to demonstrate their understanding of them.

Grammar and Structure

- Abayomi was sitting on the wall yesterday.
 - She has eaten all her greens.
 - Listen how the blue bird is singing.
 - That man had painted his house blue before we did.
 - I haven't eaten oranges since April.
 - We were wearing our uniforms while we marched.
 - They had picked the tomatoes before they left.

Writing

- Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 53 – 55)

1.

/ʊə/ sound	/aʊ/ sound
cure	proud
endure	loud
Europe	cow
gourd	flower
lure	plow
manure	house
pure	cloud
secure	frown
sure	out

5. a) Gambi (is/was) playing outside today.
 b) He (has/have) eaten his lunch.
 c) Listen to what your teacher (is/was) saying.
 d) Our neighbours (is/had) painted their fence before we did.
 e) I (had/haven't) played with Doni since Monday.
 f) We (were/had) wearing shoes when we walked to school.
 g) She (had/have) peeled the yams before she boiled them.

2.

A	S	Q	E	Y	L	L	B	R	O
R	E	O	Y	E	L	L	O	W	X
P	P	R	I	L	N	K	O	R	P
A	I	A	B	S	Q	W	A	D	U
B	N	N	Z	L	R	H	N	O	R
G	K	G	R	R	E	D	I	E	P
Y	B	E	W	U	O	B	E	T	L
E	B	L	U	E	B	P	R	E	E
L	U	B	R	O	W	N	S	K	T
L	G	R	E	E	N	O	W	M	S

3. Examples of fitting nouns (there are many other correct answers):

blue sky/sea/shirt

pink sweets/flowers/dress

brown stones/sand/shoes/chair

red dress/ball/heart/hat

orange peach/juice/pumpkin

yellow sun/banana/lemon

green apple/grass/leaf

purple grapes/crayon/plum

4. af/ter/noon ba/na/na co/lour/ful
 cor/rec/tion de/part/ment di/rec/tion
 do/mi/no ex/pen/sive fa/mi/ly
 im/por/tant ma/ga/zine po/ta/to
 re/com/mend re/fe/ree se/ven/ty
 Sep/tem/ber te/le/phone to/ge/ther
 to/ma/to un/der/stand

Answers and Evaluation Tools

Pupil's Book (pp. 138 – 143)

Phonics

1. a) stop – C. hot
b) coat – B. boat
c) hot – D. job
d) pole – A. road
2. a) B. do
b) B. does
c) C. blot
d) B. most
e) C. hop
f) A. hot
g) D. got
3. a) loan – lone
b) road – rode
c) so – sew
d) knot – not
e) toe – tow
f) know – no

Listening and Speaking

4. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
5. a) hers
b) mine
c) yours
d) ours
e) theirs
f) his

Reading and Comprehension

6. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
7. a) St. Nicolas Primary School
b) It is in Orifite Road.
c) The boys wear a white shirt and brown shorts.
d) Anwuli's favourite subjects are English and Music.
e) Colour pencils. She says they have them in the classroom.
f) Pupils' answers will vary. They give their opinion and feelings about their own preferences.

Vocabulary

8. a) B. playing field
b) C. pencil
c) A. learn
d) D. desk
e) A. book
f) B. teacher
g) C. chalkboard
h) D. uniform

Grammar and Structure

9. a) He has to get out of bed.
b) We ought to ask Mother if we can help.
c) Mother will have to make their breakfast.
d) You have to be at school at 8 o'clock.
e) They ought to get up earlier in the mornings.
f) He has to pay the bill every month.
g) You ought to ask before you use her guitar.
h) She ought to ask for help.

10. a) To keep healthy, you ought to keep clean.
 b) On school days, you ought to get up early.
 c) To do well at school, you ought to work hard.
 d) When your shoes are dusty, you ought to polish them.
 e) If you are tired, you ought to get some rest.
 f) When she calls, you ought to answer her.
 g) By the end of the week, you ought to visit her.
4. a) The yellow scarf belongs to my sister. It is her yellow scarf.
 b) The orange car belongs to my brother. It is his orange car.
 c) These purple crayons belong to me. They are mine.
 d) These brown cows belong to us. They are ours.
 e) Those black jackets belong to them. They are theirs.
5. Child 1: This green book is mine. That blue ball over there is yours. You should fetch it.
 Child 2: No, this green book is mine. The yellow book over there is yours.
 Child 1: Oh, OK, but this pink doll is mine.

Writing

11. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' Compositions.

Workbook (pp. 56 – 58)

1. a) A. blow B. flow C. blot D. goat
 b) A. box B. boat C. note D. blow
 c) A. joke B. hope C. hop D. rope
 d) A. hot B. hope C. rope D. pole
 e) A. no B. so C. go D. got
 f) A. goes B. boat C. shoot D. pot
 g) A. home B. blow C. coat D. job
 h) A. blow B. not C. bone D. soap
2. a) A. got B. boat C. shot D. pot
 b) A. road B. pot C. not D. hot
 c) A. hot B. blow C. stop D. job
 d) A. box B. hot C. not D. hole
 e) A. job B. joke C. jot D. John
 f) A. hot B. hope C. not D. cot
 g) A. job B. shop C. hop D. rope
 h) A. got B. does C. hose D. blot
 i) A. go B. got C. blot D. dot
 j) A. load B. lot C. fog D. sob
3. a) She is happy to see hers/her/mine friend.
 b) Her mother gave her a bag. It is his/theirs/hers now.
 c) They packed I/their/theirs bags.
 d) That bag belongs to me. It is ours/mine/I.
6. a) Your hair looks untidy, **f**) you ought to brush it or comb it.
 b) To be fair to everybody, **a**) you ought to take turns.
 c) Anybody who wants to do well at school, **e**) ought to work hard.
 d) Your room is looking messy, **g**) you ought to tidy it.
 e) To be on time for school, **c**) you ought to leave on time.
 f) Good friends **d**) ought to show some kindness to each other.
 g) People who keep pets **b**) ought to feed and care for them.
7. a) He (has to/ought to) make his own bed every day.
 b) He (has to/ought to) ask his sister along.
 c) They (have to/ought to) tell the police what happened.
 d) Mother should not (have to/ought to) do it.
 e) You (ought to/have to) listen to what he wants.
 f) They (ought to/have to) be quiet while their teacher speaks.

Revision

Answers and Evaluation Tools

Pupil's Book (pp. 144 – 148)

Phonics

1.

/ʊə/ sound as in tour	/əʊ/ sound as in coat	/ɪə/ sound as in deer
endure Europe gourd lure manure pure	boat rode grow sew blow hole toe	dear gear hear near year

(18)

2. a) D. chill
b) C. pour
c) B. squat
d) C. dear
e) C. daisy
f) D. know

(6)

3. a) sugar b) shoe c) chef
d) sock e) dress f) mice

(6)

Listening and Speaking

4. Mrs. Dada: The plantain is mine. That dress is yours.
Mrs. Oni: This shirt is mine. Is that mango yours?
Mrs. Dada: Yes, that mango is mine. Thank you.
Mrs. Oni: I also have this banana. I think it is yours.
Mrs. Dada: Yes, sorry! My things really got mixed up with yours. (6)

5. a) Can you please give me some food?
b) Finish your work and stop wasting time!
c) I am so happy to see you!
d) Her name is Kunle.
e) Help me, please! (5)

6. a) Who went with her to the doctor?
b) Where do you live?
c) Who is your best friend?
d) What do you like to play? / What sport do you like?
e) What time is it? / What is the time?
f) Why is the baby crying? (6)

Vocabulary

7. Pupils' answers will vary. Possible examples are:
a) He has been at school since Monday / last year.
b) Dr. Owolabi has worked at the clinic for years / a month.
c) I have known her for a while / a year / a long time / many years.
d) I have not seen her since last week / Monday / yesterday.
e) The market has been closed since last week / last month / January.
f) The family has lived in that house for many years / two months. (6)

8. a) hungry – full
b) bottom – top
c) small – big
d) laughed – cried
e) fast – slow
f) scared – brave
g) wrong – right
h) dark – light
i) inside – outside (9)

9. a) One mouse, two mice
b) One loaf of bread, two loaves of bread (2)

Grammar and Structure

10. a) The bird is on the branch.
b) The lion is next to the hare.
c) The hare is between the lion and the warthog.
d) The giraffe is in front of the animals.
e) The owl is in the tree.
f) The other animals are under the tree. (6)
11. a) We can't go to the party. / We cannot go to the party.
b) My aunt couldn't bake the cake. / My aunt could not bake the cake.
c) They won't sing a happy birthday song. / They will not sing a happy birthday song.
d) John doesn't have to go to school. / John does not have to go to school.
e) Kiki isn't invited to the party. / Kiki is not invited to the party.
f) The boys didn't have to wear white shirts. / The boys did not have to wear white shirts. (6)
12. a) You must not push to the front.
b) Without beans, I cannot make bean cakes.
c) Yesterday we had to wait for our turn.
d) The small child cannot see. She may have to stand near the front.
e) We should be careful when lighting a fire.
f) You'll win because you can run the fastest.
g) He will go there tomorrow.
h) John ought to help his mother more. (8)

Writing

13. a) Yay, he has blown out the candles!
b) Are we going to get some cake?
c) How old is Ada today?
d) It is Ada's birthday party.
e) Oh no! The table has caught alight!
f) The birthday cake is pretty! / The birthday cake is pretty. (6)
14. a) Ukemo, Uwem and Etim have not eaten yet.
b) If you are unhappy, you ought to tell me.
c) I always eat my vegetables. He never eats his vegetables.
d) The girl was tired, but she kept on running.
e) She goes to bed at 8. He goes to bed at 10.
f) Please pack away the books, pencils and papers.
g) No, I don't know where she went. (7)
15. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. (3)

TOTAL: 100 marks

Answers and Evaluation Tools

Pupil's Book (pp. 149 – 155)

Phonics

1.

/ɪə/	/aʊ/	/eə/	/ʊə/
ear	count	stair	cure
fear	cow	fare	lure
here	hour	pair	pure
steer	mouth	share	sure
	owl		
	town		

2. a) B. thin
b) D. these
c) B. they
3. a) A. shy
b) C. shin
c) D. she
d) A. soup
e) B. she
f) D. sharp

Listening and Speaking

4. Pupils ask and answer questions about what they see in the picture. Use Rubric 1: Speaking on page 6 to assess them.
5. a) their b) his
c) our d) theirs
e) her f) their
g) mine h) hers

Reading and Comprehension

6. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
7. a) Aisha
b) Aisha is tidy/neat/clean. Her brother is messy/dirty/scruffy.
c) When he sees himself in the mirror and realises how dirty he looks.
d) He sees himself looking very dirty and ugly.
e) He decides to clean himself / have a bath / wash himself.
f) ears/nose/feet/toes/back/knees/hair/teeth
g) Brush his teeth. / Wash his face. / Comb his hair. Etc.

Vocabulary

8. a) tidy – messy
b) scruffy – neat
c) small – huge
d) ugly – beautiful
e) late – early
f) forget – remember
g) wrong – right
9. a) a type of colourful worm – **caterpillar**
b) picture and words on a chart or big piece of paper – **poster**
c) looking for something, hoping to find it – **search**
d) a plan for when things will happen – **Programme**
e) to put something on show for other people to see – **display**
f) when people walk in step in rows – **march**
g) a big place where people can sit and watch events – **stadium**

Grammar and Structure

10. a) I have lived in Lagos for two years.
 b) He has loved to read books since he was small.
 c) Grace hasn't seen her cellphone since Thursday.
 d) I haven't seen my grandmother for ages.
 e) The phone has been ringing since 10 o'clock.
 f) I will be on holiday for a week.
11. a) Bashir will come next week. Bashir won't come next week.
 b) I shall go to the party. I shall not go to the party.
 c) I shall/will make some tea. I shall/will not make some tea.
 d) The food will be enough for all of us. The food will not be enough for all of us.
 e) She will choose the red dress. She will not choose the red dress.
 f) They will come and play again. They will not come and play again.
12. a) The bird can fly.
 b) The girl may go to the party.
 c) The cheetah can run fast.
 d) The boy may not play outside.
 e) You may like that book very much.
 f) May you play the guitar?
 g) I don't feel well. I may have to go home.
 h) Can the children read the books?

Writing

13. a) Yay! My brother just scored a goal!
 b) Are we going to play together?
 c) Where will the festival be?
 d) I like Mathematics, Arts and English.
 e) Oh, no! I think I lost my purse.
14. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.
15. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 59 – 62)

1.

Voiced /ð/ like in "that"	Unvoiced /θ/ like in "thief"
brother	bath
feather	moth
mother	thief
there	thin
they	think
this	thorn

2. Examples (there are more correct answers):

Words with /z/	Words with /ʃ/
measure	sure
usual	shoe
television	ocean
pleasure	show

3. Examples (there are more correct answers):

- a) sip/dip/drip – rip
 b) lock – sock/rock/knock
 c) paw/law/draw/jaw – raw
 d) lake – bake/cake/make

4. a) seeds
 b) know
 c)

Verbs	Pronouns	Nouns
dig, plant, rake, pull, wait, watch, know, sprouts, starts, grow	I, you, my	seeds, weeds, garden

- d) Line 2: And I planted some seeds.
 Line 5: I waited and I watched.

5. a) The children have (eat/eaten) their lunch.
 b) They have (brush/brushed) their teeth after lunch.
 c) The guests have (took/taken) weeks to reply.
 d) Mother has already (saw/seen) the film.
 e) She has (moved/move) to a new town.
 f) My sister has (worn/wear) that scarf many times.
6. a) I have (bought/buy) mangoes at the market.
 b) He has (eaten/eat) my sweets.
 c) She has (lose/lost) her new shoes.
 d) The children have (drink/drunk) all the water.
 e) I should (brush/brushed) my teeth every day.
 f) She (move/moved) the cups out of the way.
 g) I want a turn to (jump/jumped) over the rope.
 h) He (kick/kicked) the ball to his friend.
8. a) He needs (to work/working) harder.
 b) He likes (to drink/drinking) juice.
 c) She needs (to visit/visiting) her aunt.
 d) She loves (to visit/visiting) her aunt.
9. a) I have been in this school for two years.
 b) She has liked reading since she was small.
 c) They have been waiting for five days.

7.

Singular Nouns	Plural Nouns
woman	women
tooth	teeth
leaf	leaves
mouse	mice
foot	feet
child	children
box	boxes
ox	oxen
watch	watches

Answers and Evaluation Tools

Pupil's Book (pp. 156 – 162)

Phonics

- Pupils have to make a clear distinction between the /eɪ/ and /aɪ/ Diphthong Vowel sounds. Let them practise the different lip positions. They say the words with these sounds in Minimal Pairs – one word from the left column and one word from the right column. Most of these words have the Diphthong Vowel sounds in their middle.
- What is the name of the game?
 - The rain made him late for the game.
 - Is it safe to play at the lake?
 - His face was pale from the pain.
 - The fat rat will eat the cake.
 - Will that man take the snake?
 - Is the cap for sale?
- | | | |
|----------|----------|----------|
| a) bike | b) child | c) die |
| d) fine | e) fly | f) lie |
| g) line | h) nice | i) nine |
| j) pie | k) price | l) rice |
| m) right | n) size | o) shine |
| p) crime | q) time | r) why |
- Will you fly a kite?
 - Give her some of my rice.
 - The kind man brings the child to school.
 - That shirt is the right size.

Listening and Speaking

- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- She is a girl. She says that some of the girls play football, and that she does too. ("I do.")
 - Many people like to come to the street / spend time in the street.
 - There are many shops in the street. There is a football field at the end of the street. People like coming to the street because of these things.
 - Boys from the same streets make teams.
 - The girls who watch the matches cheer the teams loudly and sing songs about winning the match.
 - They skip ropes or play Oga. They cheer the boys' teams.
 - Pupils' own opinions

Vocabulary

- watch football / the match
 - kick the ball
 - cheer loudly
 - clap their hands
 - win the match
 - stamp their feet
 - skip rope
 - enjoy themselves

Grammar and Structure

9.

Adjective	Comparing two things	Comparing more than two things
big	bigger	biggest
small	smaller	smallest
cold	colder	coldest
hard	harder	hardest
long	longer	longest
old	older	oldest
short	shorter	shortest
young	younger	youngest
bright	brighter	brightest
lovely	lovelier	loveliest
sad	sadder	saddest
dark	darker	darkest

- We sat in the cool shadow of the large tree.
- She likes green apples more than red apples.
- Grandfather swept the dirty yard.
- The biggest boys will all be in the team.
- The happy children played in the big field.
- There are small shops in the busy street.
- Okon kicked the soft ball too hard.
- The girls sang a loud song.
- Is it a popular street?
- Who has the loudest voice?
- It was the darkest night of the month.

Writing

- Pupils write labels for their own drawing.
- Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. You can also use Rubric 3: Evaluating Handwriting on page 7 to assess their handwriting skills.

Workbook (pp. 63 – 65)

1 Any eight words from each column below:

Words with the /eɪ/ sound, like "face"	Words with the /aɪ/ sound, like "fly"
came	why
late	hide
cave	pie
safe	fine
lake	fly
sale	kite
baked	try
cake	buy
name	cry
game	shy

2.

big	bigger	biggest
tall	taller	tallest
young	younger	youngest
short	shorter	shortest
long	longer	longest
soft	softer	softest
cold	colder	coldest
deep	deeper	deepest
small	smaller	smallest
hard	harder	hardest
old	older	oldest
tall	taller	tallest
small	smaller	smallest
pretty	prettier	prettiest

- The house has more windows than doors.
- The roof is higher than the door.
- The wall is thicker than the window panes.

4. a) We drank the cool juice while sitting on the green grass.
- b) She likes sweet apples more than sour grapes.
- c) The older boys will all wear large jumpers.
- d) The happy children played with the big ball.
- e) There are pretty flowers in the small bowl.
- f) The naughty girl broke the small plate.
- g) The pretty girls sang a loud song.
- h) Who has the loudest voice?
- i) It was the brightest star in the dark sky.
5. Pupils will write their own personal answers.

Answers and Evaluation Tools

Pupil's Book (pp. 163 – 168)

Phonics

- Pupils have to make a clear distinction between the /ɔɪ/ Diphthong Vowel sound and the /ɔ:/ Long Vowel sound. Let them practise the different lip positions. They say the words with these sounds in Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
- | | |
|-------------|--------------|
| a) C. joy | b) C. raw |
| c) B. boil | d) C. tore |
| e) A. noise | f) B. bought |

3.

Words with /ɔɪ/	Words with /ɔ:/
boil	bore
boy	flaw
foil	cork
join	door
joy	four
noise	claw
oil	pour
soil	short
toy	storm

Listening and Speaking

- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils.
- The girl blows out the pretty candles.
 - The angry dog chases the cat.
 - The grandmother works in the hot sun.
 - The mother holds the sick child.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- Any three of the following: cars, drawing, baking, helping people, stories, animals, growing her own vegetables.
 - Mr. Lamidi liked to work in the garden when he was small.
 - Grandfather liked to play with blocks of wood when he was small.
 - Uncle Obafemi owns a bakery. / He is a baker.
 - A potter makes pots, usually from clay.
 - A carpenter makes things from wood.
 - Aunty Chinwe built play houses for her friends.
 - No, she cannot decide.
 - Pupils' own individual responses

Vocabulary













- someone who designs buildings – **architect**
 - a person who makes bread and cakes – **baker**
 - someone who owns a farm – **farmer**
 - someone who teaches children at school – **teacher**
 - a person who tells stories for a living – **storyteller**
 - someone who makes wooden furniture – **carpenter**
 - a person whose job it is to makes pots – **potter**

Grammar and Structure

9. a) Mrs. Oni's pots are the best in all Nigeria.
 b) Gambo's messy bedroom was the worst.
 c) The little girl drank less juice than her big brother.
 d) She had more children in her team.
 e) Your bad manners are worse than mine.
 f) Uncle Obafemi bakes better cakes than Mother.
10. a) good – better – best
 b) bad – worse – worst
 c) young – younger – youngest
 d) little – less – least
 e) many – more – most
 f) useful – more useful – most useful
11. a) She likes drawing neatly/quickly.
 b) Uncle Obafemi bakes his cakes and pies quickly/happily/today.
 c) Mr. Lamidi works hard/happily on his farm.
 d) She teaches children to read aloud and write neatly.
 e) Mrs. Okafor tells the stories aloud.
 f) She made three pots today/quickly/neatly.

2. a) Examples (there are more correct answers): fall, small, mall, haul, crawl
 b) Examples (there are more correct answers): joy, coy, soy, destroy

3.

many 	more 	most 
small 	smaller 	smallest 
few 	fewer 	fewest 
happy 	happier 	happiest 

4.

good	better	best
bad	worse	worst
far	further	furthest
many	more	most
little	less	least
boring	more boring	most boring

Writing

12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 66 – 69)

1. a) C. boy
 b) C. join
 c) C. raw
 d) B. toy
 e) C. soil
 f) B. sore
 g) A. noise
 h) B. boil
 i) A. fall
 j) C. oil
 k) C. tore
 l) A. foil
 m) A. noise
5. a) I like to read my book (sadly/quietly).
 b) The children are cheering (excitedly/sleepily).
 c) The angry mother is shouting (crossly/happily).
 d) They are planting the seeds (carefully/loudly).
 e) The tired girl is yawning (crossly/sleepily).
 f) The plants are growing (slowly/loudly).
 g) The children laughed (happily/sadly).
6. a) I will wash the dishes tomorrow.
 b) The frightened cat ran away.
 c) He ate the cake greedily.
 d) They have to leave now.
 e) The children went indoors.
 f) She sang the song softly.
 g) The wind blew strongly.

7.

Where	How	When
away	greedily	tomorrow
indoors	softly	now
	strongly	

8.

C	R	O	S	S	L	Y	P	L	L
L	C	P	D	T	W	U	O	L	O
B	A	D	L	Y	O	L	L	Q	U
L	R	I	R	E	D	F	I	S	D
O	E	H	M	E	S	I	T	X	L
W	F	W	N	V	L	I	E	Y	Y
L	U	A	B	D	O	U	L	Y	T
Y	L	N	A	L	W	A	Y	S	E
L	L	S	G	L	L	P	Y	O	F
F	Y	N	W	Y	Y	A	T	I	Y

9.

never	always
rudely	politely
carelessly	carefully
fast	slowly
quietly	loudly
happily	crossly
well	badly

Answers and Evaluation Tools

Pupil's Book (pp. 169 – 175)

Phonics

1. Pupils have to make a clear distinction between the /ʌ/ Short Vowel sound and the /ɜ:/ Long Vowel sound. Let them practise the different jaw and lip positions. They say the words with these sounds in Minimal Pairs – one word from the left column and one word from the right column. Pupils can work in pairs or groups to do peer evaluation.

2.

Words with /ʌ/	Word with /ɜ:/
bus	bird
come	burn
cut	earn
done	earth
double	girl
love	heard
mud	herd
must	learn
rub	nurse
sum	purse
sun	shirt
ton	term
touch	third
up	turn
won	verb

3. a) none – nun b) won – one
c) sum – some d) sun – son
4. a) The sun comes up in the morning.
b) Did you burn your arm?
c) I heard a dog bark.
d) He has done all the sums.
e) Can you turn the car around?
f) It is just a small cut.
g) Mark every Verb in the sentence.

Listening and Speaking

5. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils performing the Dialogue.
6. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' Dialogues.

Reading and Comprehension

7. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
8. a) a flood (too much rain)
b) Aba
c) He takes them to a safer part of the country.
d) She cannot walk far because she is old. Also, she has nowhere else to go.
e) Yes, by appeasing the ancestors.
f) The ancestors
g) She offers it to the ancestors, to make them happy.

Vocabulary

9. a) an area surrounded by a barrier – **pen**
b) with love and tenderness – **fondly**
c) kindness and pity instead of punishment – **mercy**
d) to calm or make peace – **appease**
e) to keep from happening – **prevent**
f) to make a long, sharp cut – **slit**
g) the group of people in charge of a country – **government**
h) a lot; in great amounts – **heavily**
i) waste from toilets and drains – **sewage**
j) to speak very softly – **whispered**

Grammar and Structure

10.

Adverb	Comparing two actions	Comparing more than two actions
slowly	more slowly	most slowly
softly	more softly	most softly
happily	more happily	most happily

11. a) The rain was falling more heavily in Aba than in Ebonyi.
- b) Father spoke more calmly than Mother.
- c) She spoke most excitedly of all about the flood.
- d) Mrs. Aliu walked more slowly than her neighbours.
- e) Habeeba's letter arrived later than her friend's letter.
- f) They sing more loudly than they did before.

Writing

12. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 70 – 72)

1.

- a) She will come home tonight.
- b) Have you done your work?
- c) There is mud on his shoes.
- d) You must be quiet.
- e) Mother rubs my back.
- f) Can you do this sum?
- g) The sun goes down at six.
- h) The sun comes up in the morning.
- i) We won the match.
- j) She will cut the cake.

2. a) burn
- b) heard
- c) nurse
- d) bird
- e) earn
- f) verb
- g) earth
- h) first
- i) learn
- j) hurt

3.

happy	happier	happiest
happily	more happily	most happily
slow	slower	slowest
slowly	more slowly	most slowly
quietly	more quietly	most quietly
pretty	prettier	prettiest
carefully	more carefully	most carefully
fast	faster	fastest
safely	more safely	most safely
crossly	more crossly	most crossly

4. a) She read (quickly) more quickly than he did.
- b) She came (late) later than everybody else.
- c) He thinks (careful) carefully about what he writes.
- d) He wrote (neatly) neatlier/more neatly than she did.
- e) He replied the (fast) fastest in the whole class.

5. c No, he can't come.
- a Yes, please meet me there.
- g No, I don't like leaving home.
- b No, I have to give them directions.
- e Yes, he comes from there.
- h Yes, that's her name.
- d No, she sent me a letter.
- f Yes, I have some fruit and sandwiches.

Answers and Evaluation Tools

Pupil's Book (pp. 176 – 180)

Phonics

- Pupils say the words with the /f/ the /tʃ/ sounds in Minimal Pairs – one word from the left column and one word from the right column. Pupils can work in pairs or groups to do peer evaluation.
- chop – shop
 - shin – chin
 - chair – share
 - chip – ship

Listening and Speaking

- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils.

Reading and Comprehension

- Pupils use reading skills to interpret the map.
 - seven (Explain that Asia and Europe are considered to be two separate continents.)
 - Africa
 - Asia
 - Africa
 - Many examples, like Kenya, Uganda, Algeria, Ghana, Mali, Zimbabwe, etc.
- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.

- Aiko
 - Afra
 - Aiko's home: a permanent structure, built in one place. Afra's home: not a permanent structure, gets moved around from one place to another.
 - Camels provide people in the desert with transport, food, clothing and material for their tents. Camels can travel for many days without any food or water.
 - a futon
 - camel skins and cloth
 - Nomads stop when they find water and plants for the animals to eat.
 - Pupils will choose different things, for example the kind of bed Aiko and her family sleep on.
 - Pupils will choose different things, for example that Aiko and his family have few belongings.
 - Pupils will have different, personal responses.

Vocabulary

- a bed made of a mattress that you can roll up – **futon**
 - lasting for a long time or forever – **permanent**
 - a place in a desert where there are plants and water – **oasis**
 - material attached to a wooden frame and used to divide a space – **screen**
 - an area of land smaller than a continent and surrounded by water – **island**
 - someone who never lives anywhere permanently or for a long time – **nomad**
 - the things that you own – **belongings**

Grammar and Structure

8. a) The Sahara Desert is far from Nigeria. Japan is even further away.
 b) Aiko ate less than Afra, but I ate the least.
 c) His home was built well, but hers was built better.
 d) The goat was hurt badly, but the camel was hurt worse.
 e) You can all run far. Can Aiko, Afra or you run the furthest?
 f) Red is a good choice, but of all the colours blue is the best.

Writing

9. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' paragraphs.

Workbook (pp. 73 – 75)

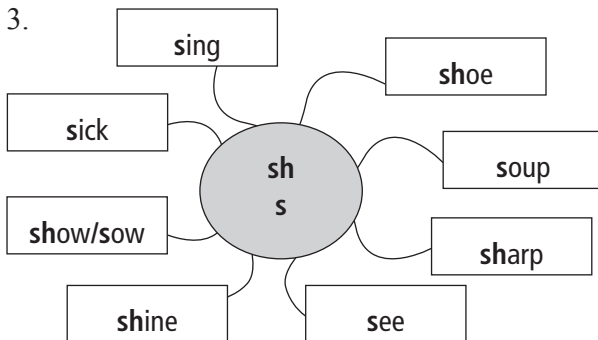
1.

same	<u>shop</u>	<u>wish</u>	sing
<u>cash</u>	<u>sure</u>	cell	<u>shall</u>
<u>station</u>	sunny	<u>ocean</u>	<u>ship</u>

2.

<u>chain</u>	<u>each</u>	<u>child</u>	nature
future	<u>church</u>	<u>touch</u>	question
<u>rich</u>	<u>chief</u>	teacher	<u>cheese</u>

3.



4. a) My friend will/is going to visit me next month.
 b) I am/will be going to church tomorrow.
 c) I want to go to church tomorrow.
 d) She will be playing in the band on Friday.
 e) They will be/are driving to Lagos in a week's time.
 f) We will be/are going to Primary 4 next year.
 g) She will be visiting her soon.
 h) She will be enjoying the netball game.
 i) She wants to play netball next year.

5. Pupils' own sentences. Their answers must relate to the specifications given in Brackets.

6. Pupils' own sentence. Their sentence must relate to the future (tomorrow).

7.

good	better	the best
well	better	the best
far	further	the furthest
little	less	the least

8. a) Only Titi ran all the way. She won the prize for running the furthest.
 b) Ali ate less than Afra, but I ate the least.
 c) It is good to work hard but it is even better to do some sport as well.
 d) My grandfather's stories are the best in the world.

9. Pupils' sentences must show that they understand how to draw comparisons.

Answers and Evaluation Tools

Pupil's Book (pp. 181 – 187)

Phonics

- Pupils practise saying words with the Consonant Clusters bl-, br-, pl- and pr-.
- a) plant b) brush

Listening and Speaking

- Pupils will notice different things that are the same, for example that it is daytime and that there are many children. They will also notice different things that are different, for example the colours of the roofs, the absence or presence of cars, the pupils' uniforms, the size of the school buildings.
 - a tree
 - a woman/mother/aunt/older sister etc.
 - a dog
 - School A is in a rural area (sandy surface, water tank, no cars, small and simple school building). School B is in the city (tarred surface, big building, cars).
 - to the school building / to their classrooms
 - A teacher in a red dress is standing in front of School A, ringing a bell. (Some pupils may argue that the man in the blue shirt in front of School B is a teacher telling the pupils to go inside; others may argue that he is a father waving goodbye to his son.)
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils' work.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' skills when reading the Rhymes.
- Skipping Rhyme / The first one.
 - C. A next person gets a chance to skip.
 - B. One person gets told to leave the game.
 - A. One person gets chosen to get a turn.
 - boiling and spoil
 - dip and ship; water and saucer
 - dip and it; blue and you
 - now and how; where, air and there
 - play with the ball (throw and kick it)
 - Pupils will give different, personal responses.

Vocabulary

- Keep the kettle boiling.
 - Stop the food from spoil so we can still eat it.
 - Won't the food burn on the fire?
 - The ship sails on the water.
 - She likes her tea in a cup and saucer.
 - There are no clouds in the blue sky.
- best – worst
 - big – small
 - cold – hot
 - dark – light
 - dry – wet
 - easy – difficult
 - fast – slow
 - far – near
 - happy – sad
 - loud – soft
 - old – young
 - open – closed
 - right – wrong
 - rough – smooth
 - short – tall

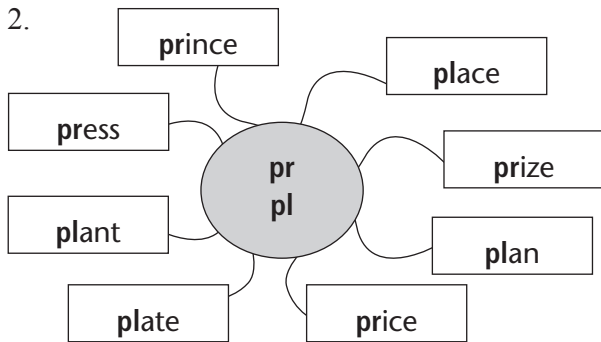
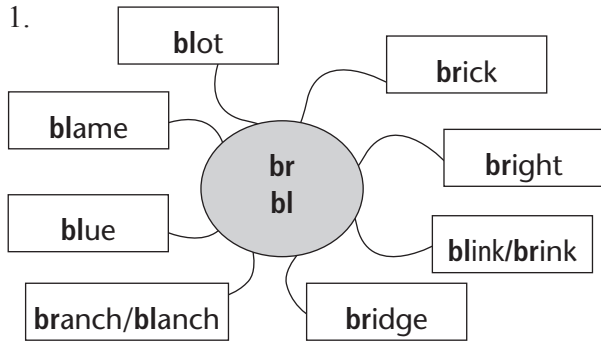
Grammar and Structure

9. a) The wonderful smell (his Mother's stew) made him feel hungry.
The wonderful smell, his Mother's stew, made him feel hungry.
- b) Grace (my best friend at school) is good at skipping and singing.
Grace, my best friend at school, is good at skipping and singing.
- c) All of the people (except for the baby) ate the meat.
All of the people, except for the baby, ate the meat.
- d) Binta (the oldest girl in Primary 3) got the first turn.
Binta, the oldest girl in Primary 3, got the first turn.
- e) The red car (the one with the cracked window) was stuck in the pothole.
The red car, the one with the cracked window, was stuck in the pothole.
- f) Our Head Teacher (who comes from Lagos) is ill today.
Our Head Teacher, who comes from Lagos, is ill today.
- g) All of us (my friends and I) played together at school.
All of us, my friends and I, played together at school.

Writing

10. a) The green gate is in front of the school.
- b) The flag is next to the gate.
- c) The garden is behind the library.
- d) The library is in between the garden and the sick bay.
- e) The tables are inside the classrooms.
- f) The pillows are on the sick bay beds.
- g) The staffroom is next to the Head Teacher's office.
- h) The playground is in between the library and the classrooms.

Workbook (pp. 76 – 78)



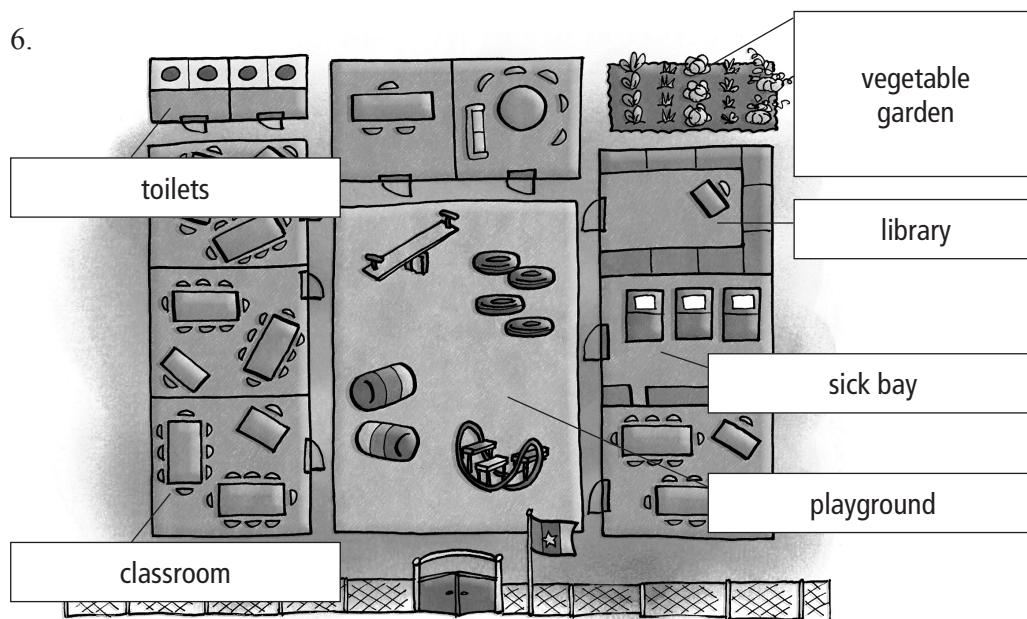
3. Pupils will have different responses, but the underlined answers are most likely.

<u>recite a poem</u>	make your bed	<u>count</u>
<u>play an instrument</u>	<u>write your name</u>	pray
ride a bicycle	<u>say the alphabet</u>	walk
<u>write a letter</u>	make tea	<u>read</u>
<u>express yourself</u>	<u>read a clock</u>	race
<u>speak English</u>	<u>act in plays</u>	cook
<u>play basketball</u>	<u>use a computer</u>	sing

4. Pupils' own sentences. Things which pupils are likely to have learnt at home and not at school: ride a bicycle, make your bed, make tea, pray, walk, race, cook, sing.

5. Pupils' answers will reflect their own personal experiences. These are likely answers:
- a) We must be quiet while our teacher speaks. ✓
 - b) We have to come to school on time. ✓
 - c) We must come to school on Saturdays. ✗
 - d) We have to come to school every weekday. ✓

6.



7. Pupils' sentences must show that they understand what each place is used for.

Answers and Evaluation Tools

Pupil's Book (pp. 188 – 192)

Phonics

1. Pupils practise saying words with the Consonant Clusters cr-, dr-, fr- and tr-. They can work in pairs or groups to do peer evaluation.
2. Pupils practise some more saying words with the Consonant Clusters cr-, dr-, fr- and tr-.
3.
 - a) The frog and the crab crept through the crack.
 - b) The friendly prince wears a crooked crown.
 - c) The crayon got crushed in front.
 - d) My friends broke free from the crowd.
 - e) On Fridays I get fresh fruit and cream.
 - f) The friendly crab cried when it crashed into the cross crocodile.
4.
 - a) She dreams about driving a tractor.
 - b) If I drive in the traffic I'll be trapped in my truck.
 - c) The trickle of water dripped until it ran dry.
 - d) The drizzle of rain trickled down the drain.
 - e) The trick is to drink from the drum.
 - f) Drop the trash; don't travel with it in your trunk.

Listening and Speaking

5. a) A bicycle. The words “my feet make the pedals go round and round” describe how a bicycle is moved forward.

- b) A bicycle moves forward by a person stepping on the pedals; it has no engine or motor. A motorcycle has an engine, and uses petrol/fuel.
- c) ground and round; straight and gate
- d) Pupils' practical demonstrations
- e) pavement
- f) Pupils' individual personal responses
- g) Pupils' individual personal responses

Reading and Comprehension

6.
 - a) Any two: train and plane; car and far; moon and soon
 - b) aeroplane
 - c) bus – road; train – railway line; boat – rivers and ocean; plane – air; rocket – space
 - d) rocket, plane, motorbike, bus, bicycle
 - e) Pupils' individual personal responses

Vocabulary

7.

a) car	b) train
c) truck	d) boat
e) bicycle	f) motorbike
g) plane	h) taxi

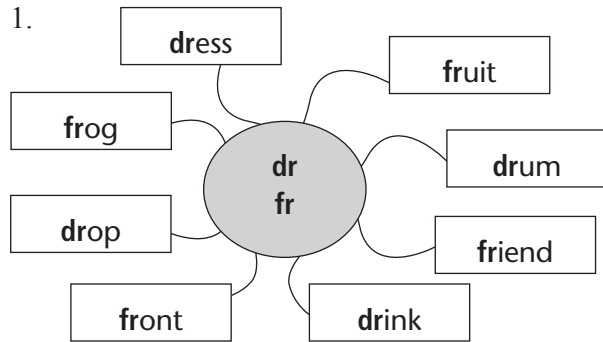
Grammar and Structure

8.
 - a) They are waiting for the train.
 - b) Kunbi is riding on her bicycle.
 - c) I am pushing the wheelbarrow around the garden.
 - d) Tutu and Bayo are getting into the taxi.
 - e) The fisherman is rowing his boat.
 - f) I am sitting on the back seat of the car.
 - g) We are travelling to the city.
 - h) He is not steering straight.

Writing

9. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

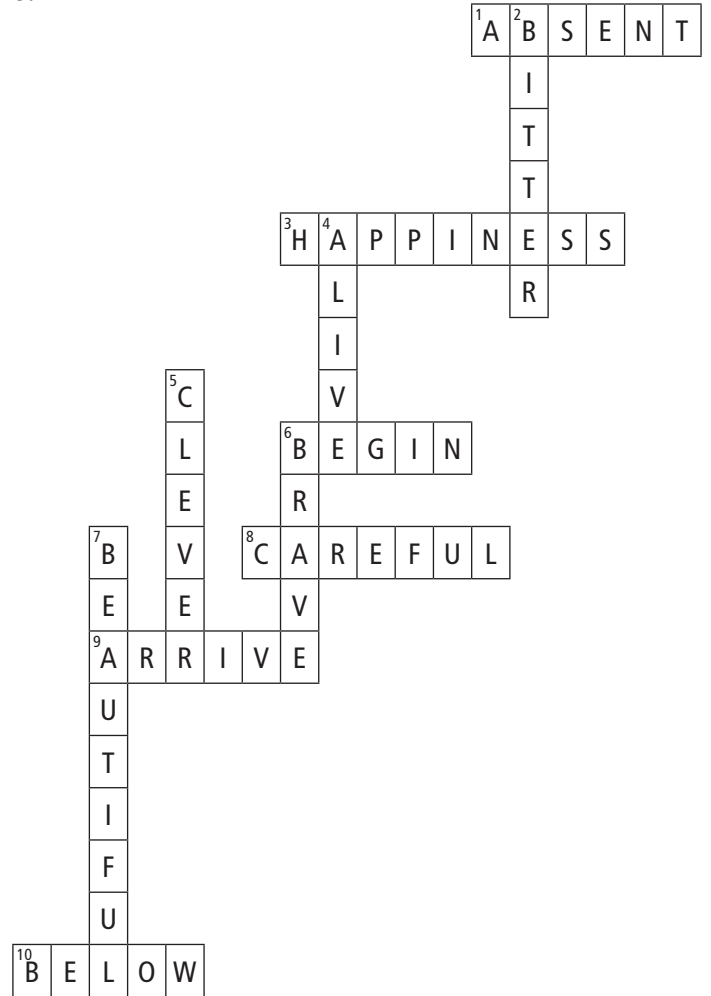
Workbook (pp. 79 – 82)



7. Red means stop,
Green means go,
Yellow means wait

8.

2. a) Draw a cross with the crayon.
b) She drove the tractor into the tree.
c) The crocodile eats a crunchy crab.
d) The baby will cry when he feels cross.
e) The car crashed into the train.
f) There are many trucks in the traffic.
3. boat, bus, car, plane, taxi, train
4. a) car
b) train
c) truck/lorry
d) aeroplane
e) ship/motor boat
f) bicycle
5. a) I am catching the bus in town.
b) We are travelling to my aunt by train.
c) They are waiting for the bus.
d) Kunbi is pedalling hard on her bicycle.
e) The donkey is pulling the cart.
f) They are loading the containers onto the big boat.
g) He is sitting on the back seat of the car.
6. a) train
b) truck
c) boat
d) car
e) taxi



Answers and Evaluation Tools

Pupil's Book (pp. 193 – 197)

Phonics

1. Pupils practise saying words with the Consonant Clusters cl-, sl-, fl- and gl-.
2. a) clue b) flock
c) clock d) cloud
e) floor f) clothes
g) clean
3. a) Gladys is glad she can sleep without her glasses.
b) She'll see six slippery slick seals and seven slow slugs.
c) Should so many slim slimy snakes slide to the sea?
d) The glue is flowing and gleaming and glowing.

Listening and Speaking

4. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils during their retellings.
5. Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils during their retellings.

Reading and Comprehension

6. Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.

7. a) Smoke signals and drum beats
b) Fire and a blanket
c) Many kilometres away
d) Messages like "Under attack" or "Foreigners arriving"
e) Pupil's own responses, but they are likely to say "yes". They need to give reasons, for example: wind could change the smoke patterns, fire did not burn well, etc.
f) Telephone, telegram, e-mail, video calls (such as Skype, Facetime and WhatsApp calls), Social media messages, text messages (such as SMSs and WhatsApp messages), posted letters, etc.
g) A. Many of us are sick: Could have been a drum message.
B. Our cellphone batteries are flat: Could not have been a drum message; cellphones did not exist in the past.
C. Call an ambulance: Could not have been a drum message; ambulances did not exist in the past.
D. We need food: Could have been a drum message.
E. Come and watch a movie: Could not have been a drum message; movies did not exist in the past.

Vocabulary

8. a) speak – communicate
b) signs – signals
c) a regular pattern of beats – rhythm
d) move backward and forward – wave
e) hit – beat
f) modern times – today

Grammar and Structure

9. a) She was talking on her cellphone when she was robbed.
b) They were communicating by e-mail.
c) Chidi was writing a letter to his teacher.
d) I am trying to send smoke signals.
e) At that time, the villagers were using drums to communicate.
f) She was sending a text message when the battery died.
g) They were listening to the sounds of a drum.

10. Any six sentences that are grammatically correct and make sense, such as:
They were speaking on the phone when I walked in.
They were speaking on the phone while I waited.
They were using drums to send a message.
I was reading the newspaper while I waited.
I was writing a letter while I waited.
Mother was reading the newspaper when I walked in.
Mother was reading the newspaper while I waited.
Mother was reading the newspaper when she called me.
Mother was writing a letter when I walked in.
Mother was writing a letter while I waited.
Mother was writing a letter when she called me.
The boys were speaking on the phone when I walked in.
The boys were speaking on the phone while I waited.
The boys were using drums to send a message.

11. Pupils write answers for the questions. Their answers will not be the same.

Writing

12. Pupils' own sentences, for example:
a) What was he doing in the evening? / What was he fetching?
b) What were they doing on the hill? / What were they doing on the computer?
c) Who was beating the drum? / What was her father doing?
d) Who were talking on the phone? / What were Obi and his mother doing?
e) Was Ada running fast or slowly? / How did Ada run at the sports event?

Workbook (pp. 83 – 86)

1.

clock	slice
flower	glass

2. a) Clever Clarissa clumsily cleaned the clothes.
b) Flee the seven flies flying after you.
c) Flora and Baby Flint flew to Florida.
d) I flipped the flapjacks into the flames.
e) Slippery slick seals and slow slugs.
f) There is glitter on the glowing gloves.
3. a) Long ago, people used smoke signals to communicate.
b) To send a smoke signal, you had to build a fire.
c) People waved a blanket over the fire to make a smoke signal.
d) Smoke signals could be seen from far away.
e) People beat on drums to send messages to other villages.
f) Drum messages could be heard from far away.
4. a) Help, we are under attack!
b) Help, there is a fire!
c) Can you come to the party next week?
d) Do you need help?
e) The chief will arrive soon.

5. a) He was telling you something important.
 b) We were communicating by e-mail.
 c) Father was writing a letter to his friend.
 d) I was reading about smoke signals.
 e) They were listening to the drum message.
 f) Mother was speaking on the telephone.
 g) They were reading their books in class.
 h) He was giving them bad news earlier.
6. a) Many of us are sick. ✓
 b) Our cellphone batteries are flat.
 c) We have run out of water. ✓
 d) We have no electricity.
 e) A storm is approaching. ✓
 f) Our chief has died. ✓
 g) We have run out of fuel.
 h) Our crops are burning. ✓
 i) Call an ambulance.
 j) We need food. ✓
7. They were using smoke signals to ask for help, **e**) but nobody understood them.
 She was sending a text message **g**) when the phone battery died.
 Tolani was helping his grandmother **a**) when he spilt water on her.
 The children were eating breakfast **f**) while the school bus was waiting for them.
 Titi was going to the market **d**) when she got lost on her way.
 He was talking to Ufia **b**) but put the phone down when he saw me.
 The patients were already getting better **c**) by the time the doctor got there.
8. a) She needs (to eat/eating) more vegetables.
 b) She likes (to eat/eating) vegetables.
 c) She needs (to visit/visiting) a doctor.
 d) She loves (to visit/visiting) her grandmother.
 e) She enjoys (to drink/drinking) fresh juice.

Answers and Evaluation Tools

Pupil's Book (pp. 198 – 203)

Phonics

- Pupils practise saying words with the Consonant Clusters st-, sw-, tw-, -st and -nt.
- The twine was twisted twice.
 - I stopped to read a story about storms.
 - She stirs the steaming stew on the stove with a stick.
 - twelve twinkly stars in the sky.
- Use Rubric 1: Evaluating Speaking on page 6 to assess your pupils as they say the Tongue-Twister Rhyme.
- Pupils practise saying words that end with the Consonant Clusters -st and -nt.

Listening and Speaking

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

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- Obi lives in the city. – False
 - Ada lives in the city. – True
 - Obi walks to school with his friends. – True
 - Ada also walks to school. – False

- Obi and his cousins look after the goats. – True
- Ada's mother and father watch TV at night. – True
- Obi saw the birds coming home to roost for the night. – True
- Ada had a bath before she went to bed. – True

Vocabulary

- got ready – **prepared**
 - made a noise with a car horn – **hooted**
 - a group of buildings where people live – **compound**
 - when birds settle down for rest or sleep – **roost**
 - to do what you are told to do – **obey**

Grammar and Structure

- Obi was sleeping when Mother came into the room.
 - The boys were walking to school when the bell rang.
 - The sun was going down by the time they got home.
 - Ada and her friends were playing when Mother arrived.
 - The birds were singing as they came to roost for the night.
 - Ada was watching a programme on television.
 - By the time the sun set, the children were sleeping.

Writing

- Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences.

Workbook (pp. 87 – 90)

1.

stop	sweets
twice	fist
two	swan

2. a) Mother made a shopping list.
 b) My aunt will paint her house today.
 c) There will be less dust after the rain.
 d) I want to run very fast in the race.
3. a) The shiny stars twinkle in the sky.
 b) I read a story about twins.
 c) There are two pots of stew on the stove.

4.

Living in the city	Living in the village
water from taps	plenty of land
noisy traffic	collect firewood
tarred streets	cook over coals
pavements	dusty roads
go to school by bus	walk to school
electrical stove	water from a well
electricity bill	fresh air
smoke from factories	one bus stop
shopping mall	milk from your own cow

5. Pupils' own choice of words. Their answers must include their personal opinions. They must give a motivation in the last reply.

6. Examples (there may be other relevant questions):

- a) What is she cooking? / What is she doing?
 b) What are they fetching? / What are they doing?
 c) How did her grandfather come here? / How did her grandfather travel? / Who came by bus?
 d) How often do they go to the city? / Where do they go once a month?
 e) What/which animals do they have?
 f) What/which crops do they grow?
 g) What do they buy at the market? / Where do they buy sugar?

7. Pupils own choice of words. Their sentences must show that they understand aspects of living in a village.

Answers and Evaluation Tools

Pupil's Book (pp. 204 – 209)

Phonics

- Pupils have to make a clear distinction between the Diphthong Vowel sounds /aʊ/ and /əʊ/. They say the words that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
- | | |
|------------------|------------------|
| a) drone – drown | b) load – loud |
| c) tone – town | d) know – now |
| e) hoe – how | f) poach – pouch |
| g) bow – bough | h) know – now |

Listening and Speaking

- From left to right in the top row, the pictures are of: spots, sheep, chicks, pen.
From left to right in the bottom row, the pictures are of: paper, sad, cap, bag.
- A ship sails on the sea.
 - The chicks followed the hen.
 - I'll wait inside while it is wet outside.
 - The lady said that she was feeling sad.
 - He caught a worm and kept it in a bag.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- B. They wanted to use the animals.
 - Examples: cows, goats, ostriches
 - Examples: horses, camels, oxen

- Examples: dogs, cats, parrots
- No. Some animals are dangerous, and prey on human beings. Pupils could come up with more reasons.
- Pupils' own personal responses

Vocabulary

- the area around you, your surroundings – **environment**
 - things grown for food, especially in fields – **crops**
 - to train to live with people – **domesticate**
 - to breed animals – **raise**
 - to take or agree to something – **accept**

Grammar and Structure

- The cat has chased the mice away.
 - The mother goat has fed her baby.
 - I have fed the horses.
 - We have collected the hen's eggs.
 - They have taken the goats out.
 - Ladi has taken the chickens to the market.
 - The dog has barked all night.
- We have bought a new lamp.
 - He has written five sentences.
 - Yes, I have seen the doctor already.
 - She has not seen him for a long time.
 - School has not started yet.
 - No, he has not eaten yet.
 - He has left already.

Writing

- Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' Compositions.

Workbook (pp. 91 – 93)

1.

/aʊ/	/əʊ/
couch	coach
cowl	coal
loud	load
fowl	foal
drown	drone
how	hoe
noun	known
pouch	poach
now	no
bough	bow
now	know
town	tone

2. a) There is a heavy (loud/load) on the truck.
 b) Do you (know/knough) the answer?
 c) He spoke in an angry (toen/tone).
 d) She uses a (hough/hoe) in the vegetable garden.
 e) The (fole/foal) is only two weeks old.
3. Clockwise from top left: cow, horse, cat, goat, sheep, dog, hen/chicken/chicks, cock/rooster/chicken OR pig

4.

Domestic animals	Wild animals
goat	leopard
horse	lion
donkey	crocodile
dog	eagle
chicken	gorilla
sheep	hyena

5. a) The cat has caught a mouse
 b) The mother pig has fed her babies.
 c) I have trained the horses.
 d) We have fetched the goats.
 e) The hens have laid some eggs.
 f) They have let the cows through the gate.
 g) The ducks have swum across the dam.
 h) The lambs have missed their mothers.
6. Pupils' own choice of words. Their sentences should include that we get food from animals. It could also include that food from animals makes us strong (proteins).

Answers and Evaluation Tools

Pupil's Book (pp. 210 – 215)

Phonics

- Pupils say words with the /i:/ and /ɪ/ sounds that form Minimal Pairs – one word from the left column and one word from the right column. They can work in pairs or groups to do peer evaluation.
- seek
 - lip
 - lid
 - feet
 - sit
 - hip
 - heel
 - pill

Listening and Speaking

- From left to right in the top row, the pictures are of: ship, sheep, pen.
From left to right in the bottom row, the pictures are of: tea, cap, pin.

Reading and Comprehension

- Use Rubric 2: Evaluating Reading on page 7 to assess your pupils' reading skills.
- In the first picture, the children looked thin and sickly. They looked like they were starving (very hungry, had been without enough food for a while).
 - In the second picture, the children looked plump (round, with some fat on their bodies, as if they had eaten well for a while).

- The children had very long spoons strapped to their arms. The spoons were longer than their arms, so they couldn't get the food into their mouths.
- The children learnt how to cooperate / work together. Each child filled a spoon and reached it over to the child next to him or her. In this way, they fed one another.
- Pupils' own responses, but it is likely that they will all choose the second picture. They must explain why (the children in the second picture are happier, healthier and full, and caring).
- The message is that we can achieve more / be happy / solve our problems if we work together.

Vocabulary

- fastened with a strap – **strapped**
 - to be suffering from hunger – **starving**
 - when you have a full, rounded form – **plump**
 - taking care of oneself without thought for others – **selfish**
 - to work together to improve things – **cooperate**
 - in ill health – **sickly**

Grammar and Structure

- John had helped his neighbour before he helped his brother.
 - She had cared for her sick aunt before the nurse took over.
 - The families had not fed their children before their neighbours did.
 - The farmer had gone to save his sick animals before the flood came down.
 - I had finished my homework before Assibi came to help.

- f) When I arrived, the children had already made the plan.
- g) They had eaten all the food by the time I got there.
8. a) I had never seen such a beautiful dress until I saw the bride's dress.
- b) They had cleaned the house before their visitors arrived.
- c) Grace had already left for the market when I got to her house / when the family woke up.
- d) Tolani had decided to help his sick grandfather before the nurse came.
- e) She had already started to make breakfast when the family woke up / when I got to her house.

/i:/	/ɪ/
seat	sit
sheep	ship
peel	pill
seal	sill
steal	still
wheel	will

2. a) The children shared (sweets/vegetables/ fruit).
- b) six
- c)

Kunmi	orange	Foluso	pear
Chidi	mango	Tomi	bananas
Adeola	apple	Afan	grapes

- d) They were happy/pleased/excited.
- e) "Let's go," they said. OR: "Let's go!" they said.
- f) We must all get enough to eat or we will get sick. We should share the food equally. We must not fight about it.

Writing

9. a) No! Don't do that!
- b) Will you help me, please?
- c) Yes, I will help you.
10. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' work.
11. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' work.

Workbook (pp. 94 – 96)

1.

/i:/	/ɪ/
feel	fill
feet	fit
heap	hip
heel	hill
lead	lid
leap	lip
leave	live
peak	pick
read	rid
seek	sick
seen	sin

3. They had cut the apple **d**) before they cut the mango.
After they had made the salad, **a**) they shared it.
Before I could have some, **b**) they had already eaten it all.
They ate the salad **c**) after they had made it themselves.
They gave me some fruit **e**) after I had asked them.
Before she ate the salad, **f**) she had asked for permission.
4. a) Yay! I am going to the birthday party!
OR: Yay, I am going to the birthday party!
- b) How many people are invited?
- c) "We are going to be late!" she shouted
- d) Can you please hold the cake for me?
- e) Stop! You are not supposed to touch that!

Revision

Answers

Pupil's Book (pp. 216 – 220)

Phonics

1. a) glass b) dream c) dress
d) drink e) globe f) frog
g) from h) front i) frost
j) glue k) fruit l) sleep
m) slice n) slide o) drive (15)

2. dust, last, fast, test (4)

3.

/əʊ/	/aʊ/	/ɜː/	/ɪə/
coal	found	dirt	beer
phone	hound	hurt	dear
hoe	how	turn	ear
know	noun	word	hear

(16)

Listening and Speaking

4. a) A = still
B = slow
C = go
b) A. Examples: bleep, leap, cheap, creep
B. Examples: flow, crow, sew, hoe, go, dough
C. Examples: chops, mops, pops, flops
c) white, blue
d) Many sheep. The fourth line reads:
“You all stand still.” (10)

Vocabulary

5. a) to get ready – **prepare**
b) a bed made of a mattress that you can roll up – **futon**
c) a place in a desert where there are plants and water – **oasis**
d) an area of land smaller than a continent and surrounded by water – **island**

- e) somebody who never lives anywhere permanently or for a long time – **nomad**
f) taking care of yourself without thought for others – **selfish**
g) things that you own – **belongings**
h) to be suffering from hunger – **starving**
i) to do what you are told or expected to do – **obey**
j) to work together – **cooperate**
k) when a bird settles down for rest or sleep – **roost**
l) when something lasts forever – **permanent** (12)

6. a) They were unhappy/sad/upset when it was time to leave.
b) She is much older than her sister.
c) It was warm/hot and bright/light, and they were awake.
d) He was unhappy/sad/upset to go to the party.
e) It was the worst news he ever got.
f) My brother is shorter than me.
g) She arrived/came before I got here. (10)

Grammar and Structure

7.

far	further	furthest
quietly	more quietly	most quietly
good	better	best
fast	faster	fastest
little	less	least

(10)

8. a) They are waiting for the train.
b) Kunbi is jumping in the puddles.
c) I am putting on my raincoat.
d) We are singing the new song.
e) We are playing our favourite games. (5)

Revision

9. a) Yesterday, she was walking in the mud puddles.
b) They were waiting for the rain to stop when I got there.
c) Chidi was opening his umbrella when he hurt himself.
d) At 6 o'clock, we were watching a programme on TV. (4)
10. a) John had helped his neighbour before he helped his brother.
b) She had cared for her sick aunt before the nurse took over.
c) I had finished my homework before Assibi came to help.
d) When I arrived, Fara had already made the plan. (4)

Writing

11. Use Rubric 4: Evaluating Writing on page 8 to assess your pupils' sentences. (10)

TOTAL: 100 marks