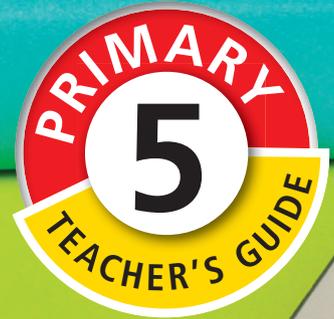


NEW

Smart

English

Grammar



Phonics

Vocabulary

CURRENT
NERDC
Curriculum

Stories

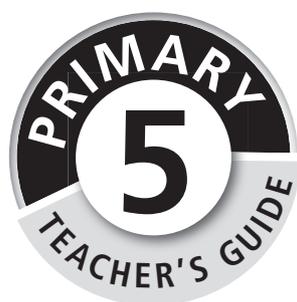


CAMBRIDGE
UNIVERSITY PRESS

NEW

Smart

English



Reviewers/Contributors:

O. O. Olufemi

I. E. Ibrahim

E. T. Kolawole

 **CAMBRIDGE**
UNIVERSITY PRESS

CAMBRIDGE
UNIVERSITY PRESS

University Printing House, Cambridge CB2 8BS, United Kingdom
One Liberty Plaza, 20th Floor, New York, NY 10006, USA
477 Williamstown Road, Port Melbourne, VIC 3207, Australia
314-321, 3rd Floor, Plot 3, Splendor Forum, Jasola District Centre, New Delhi – 110025, India
79 Anson Road, #06-04/06, Singapore 079906

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

www.cambridge.org

© Cambridge University Press 2018

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2016
New edition published 2018

Contributing authors: Deidre Hewitson, Pat Brennan
Editor: Gudrun Elliot
Typesetter: Chris Leo
Cover artwork: wragg/GettyImages

.....
Every effort has been made to trace copyright holders. Should infringements have occurred, please inform the publishers who will correct these in the event of a reprint.
.....

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate.

Contents

Introduction	4
Evaluation Tools	6
Term 1	
Module 1 Review Of Primary 4	11
Module 2 Back To School	13
Module 3 Lots Of Wishes.	15
Module 4 Kindness	17
Module 5 Helpfulness	19
Module 6 Being Polite.	21
Module 7 Using Technology	23
Module 8 Celebrations	25
Module 9 At Home	28
Module 10 My School	31
Module 11 Corporal Punishment	33
Revision Term 1	35
Term 2	
Module 1 Review Of Term 1	36
Module 2 The Three Friends	39
Module 3 My Family	41
Module 4 Stopping Corruption and the ICPC	43
Module 5 Folktales	45
Module 6 In The Classroom.	48
Module 7 Why The Tortoise Has No Hair	50
Module 8 The Man With Four Sons	53
Module 9 In The News.	55
Module 10 Health	57
Module 11 Cause And Effect.	60
Revision Term 2	62
Term 3	
Module 1 Review Of Term 2	64
Module 2 The NDLEA	67
Module 3 Working The Soil.	69
Module 4 The FRSC	71
Module 5 What Work Do You Do?.	74
Module 6 Our Nation's Values	77
Module 7 Thanking People	79
Module 8 My Environment	81
Module 9 Don't Do Drugs	83
Module 10 Sickness And Health	85
Module 11 Working On The Farm	88
Revision Term 3	91

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 5* course has been carefully developed by international and Nigerian educational experts and offers the following components:

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

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

The Purpose of the English Studies Curriculum

The Main Objectives of the English Studies Curriculum are to enable pupils to:

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

Evaluation

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

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

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

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

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

Diphthongs, Reading fluency has improved this term.

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

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

This *Smart English Primary 5* 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.

Pupil's Self-Evaluation Checklists

The Pupil's Self-Evaluation Checklists are for use by the pupil for Self- or Peer- Evaluation. These Checklists are particularly valuable for Writing activities. The Checklists can be used as follows:

- They can be given out at the beginning of a relevant activity, and the pupils can use them to help prepare and plan a task.
- They can be used to check a task before producing the final neat version.

Four Pupil's Checklists are supplied. They are:

- Pupil's Checklist: Reading aloud
- Pupil's Checklist: Narrative Essay
- Pupil's Checklist: Descriptive Essay
- Pupil's Checklist: Formal and Informal Letter

Teacher's Rubrics

The Teacher's Rubrics are for use by the teacher only. They can be used to evaluate Oral and Writing activities.

Six Teacher's Rubrics are supplied. They are:

- Teacher's Rubric: Reading aloud Skills
- Teacher's Rubric: Listening and Speaking (Oracy Skills)
- Teacher's Rubric: Speech
- Teacher's Rubric: Narrative Essay
- Teacher's Rubric: Descriptive Essay
- Teacher's Rubric: Formal and Informal Letters

Evaluation Tools

Pupil's Self-Evaluation Checklists

Pupil's Self-Evaluation Checklist: Reading Aloud

I can read fluently and pronounce the words correctly.
I can project my voice clearly.
I can read at the appropriate tempo (speed).
I can read with the appropriate stress and intonation.

Pupil's Self-Evaluation Checklist: Narrative Essay

Structure (order of content)	I have structured my Essay logically so that it builds the Plot or story. My Essay includes a clear Introduction, Body and Conclusion.
Narrative Techniques	I have clearly described the Characters and the Setting in my Essay. I have written the story in a way that makes the Plot (story) clear. My Plot presents a problem, or difficult situation, that is resolved by the end of the story. I have included dialogue where appropriate.
Language (including Grammatical Structure)	I have written correct and interesting Sentences. I have used the correct grammatical structures (e.g. Tenses, Active/Passive, and so on).
Spelling and Punctuation	I have used correct Spelling and Punctuation.

Pupil's Self-Evaluation Checklist: Descriptive Essay

Structure (order of content)	I have structured my Essay logically so that it builds the description. My Essay includes a clear Introduction, Body and Conclusion.
Narrative Techniques	I have clearly and fully described the people/objects/events in my Essay. I have used a variety of types of descriptive language (Adjectives, Adverbs, Figures of Speech).
Language (including Grammatical Structure)	I have written correct and interesting Sentences. I have used the correct grammatical structures (e.g. Tenses, Active/Passive, and so on).
Spelling and Punctuation	I have used correct Spelling and Punctuation.

Pupil's Self-Evaluation Checklist: Formal and Informal Letter

Structure (order of content)	I have structured the content of my Essay so that it is clear and informative. My letter uses Paragraphs: an Introduction, Body and Conclusion.
Layout	I have included the correct address details and the date (according to whether the Letter is formal or informal). I have used the correct greeting/salutation. I have included a heading if the letter is formal. I have used the correct ending/closing salutation.
Language (including Grammatical Structure)	I have used appropriate language (informal or formal according to the type of Letter I am writing). I have written correct and interesting Sentences. I have used the correct grammatical structures (e.g. Tenses, Active/Passive, and so on).
Spelling and Punctuation	I have used correct Spelling and Punctuation.

Teacher's Rubric: Reading Aloud Skills (15 marks)

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Fluency and Pronunciation	The pupil reads fluently and pronounces all words correctly. (5 marks)	The pupil reads with few hesitations, and mispronounces fewer than 3 words. (4 marks)	The pupil reads with few hesitations and mispronounces fewer than 5 words. (3 marks)	The pupil reads with many hesitations and mispronounces fewer than 8 words. (2 marks)	The pupil reads with great difficulty and must be prompted to sound out words correctly. (0–1 mark)
Projection and Audibility	The pupil projects his/her voice clearly. (5 marks)	The pupil projects his/her voice. (4 marks)	The pupil sometimes projects his/her voice, and is sometimes less clear. (3 marks)	The pupil fails to project his/her voice audibly, but can do so with encouragement. (2 marks)	The pupil reads inaudibly, and struggles to do so, even when encouraged. (0–1 mark)
Pace and Pauses	The pupil reads at a pace that matches the text type and mood of the piece; and uses pauses appropriately to reflect Punctuation. (5 marks)	The pupil reads at a pace that is clear and mostly matches the mood of the texts; he/she mostly uses pauses appropriately to reflect Punctuation. (4 marks)	The pupil reads slowly but clearly; and sometimes does not pause correctly to reflect Punctuation. Fewer than 3 errors. (3 marks)	The pupil reads haltingly and at a pace that makes the piece difficult to understand. He/she often does not pause to reflect Punctuation correctly. More than 3 errors. (2 marks)	The pupil's pace is extremely slow. He/she does not pause in order to reflect Punctuation correctly. (0–1 mark)

Teacher's Rubric: Listening and Speaking (Oracy Skills)

Note: The total of this Rubric will depend on which of the criteria you need to evaluate for the specific activity. The total for each criteria is given in the first column.

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Pronunciation (5 marks)	The pupil pronounces all sounds correctly and without hesitation. (5 marks)	The pupil pronounces most sounds correctly. (4 marks)	The pupil pronounces most sounds correctly and with hesitation. (3 marks)	The pupil pronounces some sounds correctly and is very hesitant. (2 marks)	The pupil pronounces most sounds incorrectly and with difficulty and long pauses. (0–1 mark)
Stress and Intonation (5 marks)	The pupil uses the correct stress and intonation, and without any hesitation, both for individual words and when using Sentences. (5 marks)	The pupil mostly uses the correct stress and intonation for individual words and in Sentences. (4 marks)	The pupil mostly uses correct stress and intonation for individual words, and shows hesitation when using these words in Sentences. (3 marks)	The pupil sometimes uses correct stress and intonation, and is very hesitant. (2 marks)	The pupil mostly uses incorrect stress and intonation, and does not speak fluently. (0–1 mark)
Presenting a Speech (5 marks)	The pupil presents a Speech clearly and convincingly, with all main ideas/arguments clearly included, and with no hesitation. (5 marks)	The pupil presents a Speech clearly and convincingly, with most main ideas/arguments clearly included, and with no hesitation. (4 marks)	The pupil presents a Speech clearly and fairly convincingly, with some main ideas/arguments clearly included, and some hesitation. (3 marks)	The pupil presents a Speech that is not always clear and convincing, with not all main ideas/arguments clearly included, and with much hesitation. (2 marks)	The pupil presents a Speech that is difficult to understand and not at all convincing, with no evidence of main ideas/arguments, with much hesitation. (0–1 mark)

Teacher's Rubric: Speech (20 marks)

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Structure (order of content)	Clear Introduction, Body and Conclusion. The argument is clearly stated in the Introduction. The Paragraphs skilfully build the argument with main ideas and supporting facts/details. The Conclusion convincingly 'proves' the argument. (5 marks)	Logically structured: The argument is stated in the Introduction and supported by each of the Paragraphs, and restated in the Conclusion. The Paragraphs contain a main idea and supporting facts/ details. (4 marks)	Logically structured: Introduction, Body and Conclusion. The Introduction states the argument. Main ideas are clear; not always supported by facts/details. The Conclusion is partially convincing. (3 marks)	Ineffective structure (e.g. missing Introduction or Conclusion). Ideas are unclear. The argument is not logically built through the use of Paragraphs. Conclusion unclear. (2 marks)	The Composition does not follow a clear structure. Ideas are unclear. The argument is not clearly stated. (0–1 mark)
Argumentative Techniques (evidence and persuasion)	The Speech provides strong evidence to support the argument. The Speech uses arguments that are persuasive/ convincing. (5 marks)	The Speech provides some evidence. The Speech uses persuasive arguments. (4 marks)	The Speech provides limited evidence. The argument/ statement is not particularly persuasive or convincing. (3 marks)	The Speech attempts to provide evidence but fails. Argument/ statement is not persuasive. (2 marks)	The Speech neither provides evidence, nor provides a convincing/ persuasive argument. (0–1 mark)
Language (including Grammatical Structure)	Precise language and vocabulary that show understanding of the topic. Sentences are varied, and their structure creates interest. Grammar is above expectations for the grade. (5 marks)	Clear language and vocabulary that show an understanding of the topic. Sentences are well constructed, with some variation. Grammar is at grade level. (4 marks)	Essay uses simple language and limited vocabulary. Sentences are clear and unvaried. Grammar is at grade level with some mistakes. (3 marks)	Unclear language and vocabulary show limited understanding of the topic. Sentences sometimes unclear. Grammar below grade level with many mistakes. (2 marks)	Language and vocabulary show no understanding of the topic. Sentences are poorly constructed. Grammar below grade level with very many mistakes. (0–1 mark)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 mark)

Teacher's Rubric: Narrative Essay (20 marks)

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Structure (order of content)	The Essay is logically structured in order to build the Plot. Uses clear Introduction, Body and Conclusion which are very well related to each other to create an excellent story. (5 marks)	The Essay is logically structured in order to build the Plot: Introduction, Body and Conclusion are all well related to each other to create a good story. (4 marks)	The Essay is logically structured; contains Introduction, Body and Conclusion. (3 marks)	The Essay is poorly structured (for example, missing an Introduction or Conclusion) (2 marks)	The Essay does not follow a clear structure. (0–1 mark)
Narrative Techniques	The Setting and Main Characters are clearly described in the Introduction. The Characters show some kind of change/ development in the story. The Plot is clear and developed throughout the Essay. The Conclusion is interesting; the story ends in an unexpected way that makes good sense. (5 marks)	The Setting and Main Characters are clearly described in the Introduction. The Plot is clear. The Conclusion is interesting. (4 marks)	The Setting and Main Characters are clearly described, but more details could have been included in the Introduction. The Plot is clear. There is a Conclusion but it is not interesting. (3 marks)	The Setting and Characters are not clearly described in any part of the Essay. The Plot is unclear. The Essay lacks a proper Conclusion. (2 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–1 mark)
Language (including Grammatical Structure)	Sentences are varied and their structure creates interest. Interesting dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (5 marks)	Sentences are correct and create some interest. Appropriate dialogue is included. Grammar is at grade level. (4 marks)	Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (3 marks)	Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2 marks)	Language use shows that pupil does not understand basic language rules. (0–1 mark)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 mark)

Teacher's Rubric: Descriptive Essay (20 marks)

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Structure (order of content)	The Essay uses a clear Introduction, Body and Conclusion. (5 marks)	The Essay is logically structured: Introduction, Body and Conclusion. (4 marks)	The Essay is logically structured: Introduction, Body and Conclusion. (3 marks)	Essay does not use structure effectively (for example, missing an Introduction or Conclusion). (2 marks)	The Essay does not follow a clear structure. (0–1 mark)
Descriptive Techniques	The Essay is clear. Skilful use of Adjectives and Adverbs to describe the Subject. The focus is on the meticulous description of details rather than the action. (5 marks)	The Essay is clear. Good use of Adjectives and Adverbs to describe the Subject. The focus is on the description of details rather than the action. (4 marks)	The Essay is reasonably clear. Adequate Adjectives and Adverbs are used to describe the Subject. There is adequate description of details, but there is also too much focus on the action. (3 marks)	The Essay is not always clear. Insufficient Adjectives and Adverbs are used to describe the Subject. The focus is more on action than description. (2 marks)	The Essay is unclear. It does not describe the Subject. (0–1 mark)
Language (including Grammatical Structure)	Sentences are varied and their structure creates interest. Grammar is above expectations for the grade. (5 marks)	Sentences are correct and create some interest. Grammar is at grade level. (4 marks)	Sentences are correct but not varied in structure. Grammar is at the grade level, and may include a few mistakes. (3 marks)	Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2 marks)	Language use shows that pupil does not understand basic language rules. Grammar is mainly incorrect. (0–1 mark)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 mark)

Teacher's Rubric: Formal and Informal Letters (20 marks)

Criteria	Excellent	Good	Average	Below Average	Unsatisfactory
Date Address Receiver's Address (if Formal)	Correctly placed. All details are included and correct. (5 marks)	Correctly placed. All details are included. One error. (4 marks)	Correctly placed. Most details included. One or two errors. (3 marks)	Incorrect placement. Some details included. More than two errors. (2 marks)	No address or date. (0–1 mark)
Structure Heading (if Formal)	Logical Paragraphs that are skilfully linked to one another. (5 marks)	Logical Paragraphs that are linked to one another. (4 marks)	Some logic evident, but Paragraphs not well linked. (3 marks)	Illogical Paragraphs. No linkages between Paragraphs. (2 marks)	No Paragraphs. (0–1 mark)
Grammar and Punctuation	Appropriate language. Excellent vocabulary. No errors. (5 marks)	Appropriate language. Good vocabulary. One or two errors. (4 marks)	Mixture of appropriate and inappropriate language. Limited vocabulary. More than two errors. (3 marks)	Inappropriate language that is unclear. Poor vocabulary. More than 5 errors. (2 marks)	Language use makes it difficult to understand. Very poor vocabulary. More than 8 errors. (0–1 mark)
Opening and Closing Salutations Heading (if formal)	Correct and appropriate. (5 marks)	Correct. (4 marks)	Either opening, closing or heading is incorrect. (3 marks)	Both opening and closing show errors. Heading is missing or inappropriate. (2 marks)	Either opening or closing is missing, and has an error. Heading is missing. (0–1 mark)

Answers and Evaluation Tools

Pupil's Book (pp. 1 – 7)

Phonics

1. a) crab
- b) graph
- c) end
- d) fun
- e) finish
- f) bleed
- g) watch
- h) talk
- i) good
- j) chew
- k) alive
- l) learn

Listening and Speaking

2., 3. and 4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
6. a) The dog was going home.
- b) He wanted to take the meat home to eat.
- c) He walked across a bridge.
- d) He saw his reflection.

- e) He thought it was another dog with its own piece of meat.
- f) He opened his mouth to grab the other piece of meat from the other dog, and his own piece of meat fell out.
- g) He had nothing to eat.
- h) The moral of this story is that we should not be greedy / not want more than we need / not take food or things that belong to other people.
- i) false, false
- j) Noun

Vocabulary

7. a) piece, meat
- b) below, with
- c) Wash your hands in running water. Would you like another biscuit, or have you had enough?

Grammar and Structure

8. a) will
- b) can
- c) may
- d) can
- e) shall
9. a) In the morning, I ran the race.
- b) The race track goes around the school.
- c) I brush my teeth before bedtime.
- d) I sleep in my bedroom.
10. a) It is a beautiful day.
- b) The sun is shining and the birds are singing.
- c) My mother cooked a tasty meal for the family.
- d) She has been sick for two weeks.
- e) We enjoyed our holiday with our grandparents.

11. a) We were walking to school.
- b) I am not working at the library today.
- c) He was learning English.
- d) They are buying plantains at the market.
- e) She was shopping with her mother.
- f) My uncle is learning how to swim.
- g) They were watching television.
- h) We are fishing in the river.

Writing

12. e, b, d, c, a, f
13. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check the lists using these criteria:
 - The items are all things that can be bought at the market.
 - The spelling is correct.
 - The lists have the number of items that you specified.

Workbook (pp. 4 – 6)

1. a) plan
b) sharp
c) egg
d) bun
e) sprint
f) belief
g) strong
h) horn
i) foot
j) you
k) deliver
l) shirt
2. a) won't
b) can
c) won't
d) does
e) do
f) can
g) isn't
h) is
3. a) when
b) unless
c) if
d) if
e) unless
g) unless
4. The snake should be on the floor.
The chicken should be under the table.
The kitten should be in the box.
The snail should be on the table leg.
The bee should be above the box.
The mouse should be on the floor, behind the box.

Answers and Evaluation Tools

Pupil's Book (pp. 8 – 14)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) barn
b) scar
c) can
d) expand
4. a) can, catch / thanks, candy / man, maths
b) father, pastor / car, fast / part, plant

Listening and Speaking

5. Listen to pupils say the words. Check that they stress the correct syllables.

Note: you can expand this activity by checking that they also stress the important words in each sentence. This is a chance to assess comprehension informally, as pupils should be able to identify the important words.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6.

Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other's reading skills.

7. a) No, her name is Chidera.
b) No, she is in Primary 5.
c) No, her parents are in Egwu.
d) They attend school there.
e) No, they feel sad to say goodbye to their parents.
f) Yes.
g) No, they feel excited to go to school.
8. a) sad, tired, happy, excited
b) verb: teaches, noun: rhyme
c) you and too
d) kind, strict
e) Accept any three correct adjectives, for example: nervous, lost, lonely, OR happy, enthusiastic, confident

Vocabulary

9. a) grandparents – the parents of your mother and father
b) attend – go to a place or an event
c) arrive – to get to a place
d) excited – feeling happy about what is happening
e) strict – punishes bad behaviour
f) repeat – to say or do something again
g) greeting – a way of saying hello to someone
h) health – to be well, not sick
i) blessings – good things that happen
j) visitor – someone who visits a person or a place

Grammar and Structure

10. a) may
b) would
c) could not
d) might
e) should
f) can
g) must
h) will
i) must
j) will
11. a) ought to
b) have to
c) Must
d) ought to
e) must
f) have to
12. a) may
b) might
c) cannot
d) can/could
e) can/could
f) might
g) May/Can
h) may/cannot
i) might
j) can

Writing

13. a) the writer, writing
b) the recipient/receiver, receiving
c) first
d) Request to be absent
e) formal
f) Yours faithfully, first name and family name
14. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6.

Workbook (pp. 7 – 8)

1. a) E. mark
b) C. bar
c) A. camp
d) E. manners
2. a) can
b) might
c) would
d) will
e) could
f) would
g) must
h) can
i) might
3. Last year, Chidera saw a small, sad dog. "I would like to take this dog home," she said.
The dog barked quietly and wagged its tail. "I wonder if my mother will let me have a dog," Chidera thought. "I will ask her."
Chidera's mother said: "I suppose I could let you have the dog. But you must clean up after it."
"Thank you, Ma!" said Chidera. "I will clean up every day."

Answers and Evaluation Tools

Pupil's Book (pp. 15 – 21)

Phonics

1. and 2. Listen to pupils say the words.
Check that they pronounce the two sounds correctly, and that they can hear the difference between the two sounds. Note that these are formative exercises, so they are not intended to be assessed formally.
3. a) drum
b) stuff
c) head
d) develop
4. a) when, ten, twenty, get, ten
b) come, under, umbrella, cover, sun

Listening and Speaking

5. This activity is suitable for informal Peer Assessment. Pupils can monitor their partner's conversation, checking that their partner can express wishes clearly, and that their partner can ask and answer questions.

You can use this for Formative Assessment. Walk around, listening to pairs having the conversation. Identify pupils who need extra practice.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6.

Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) He cut wood and sold it.
b) He gave the man three wishes. /
He said that he would make three wishes come true.
c) He wished that his wife could see the money.
d) No. He did not intend for this to be one of the three wishes. He only meant that she would have enjoyed seeing the money.
e) She wanted them to wish for as many wishes as possible.
f) They did not agree about the things they got.
g) The wife liked steak.
h) The husband liked fish.
i) She wished for chicken stew.
j) No, they were sad, and they did not understand why their good luck had failed.
8. a) tired, surprised, excited, greedy, angry
b) He changed the steak into fish, even though he knew that his wife did not like fish.
c) She stamped her foot and shouted at him.
d) Accept any correct answer.
e) This story teaches us that being wealthy or having lots of possessions does not guarantee that people will be happy.
f)
 - four Pronouns: she, they, he, it
 - steak, fish
 - hated
 - but
 - so

Vocabulary

9. a) nap
- b) mountain
- c) poor
- d) wife
- e) steak
- f) suddenly
- g) angry
- h) sad

Grammar and Structure

10. a) The man cut the wood that was next to the house.
 - b) The man, who was tiny and green, gave them three wishes.
 - c) The wife wished for a big house, which her husband hated.
 - d) The money that was on the table belonged to the man.
 - e) The woman, who did not like the smell of fish, stamped her foot.
11. a) The bag which was filled with money, was mine.
 - b) The man who drove the car, was excited.
 - c) The girl who had a red dress on, sat down next to me.
 - d) Where is the money that your mother gave you?
 - e) There is the car which/that has broken down.
 - f) Mrs. Okoli, who is a new teacher at our school, taught us a greeting rhyme.
 - g) The main characters are a man and woman who are married to each other.
 - h) The story, which is non-fiction, is about greed.
 - i) Non-fiction books, which are true or factual, include dictionaries and textbooks.
 - j) I prefer reading books that are true.
 - k) The children who broke the window are naughty.

Writing

13. a) Where are you?
 - b) It is great!
 - c) Laugh out loud!
 - d) Call me as soon as possible.
 - e) I will be there before 8 o'clock.
14. The following are ideas of how the messages can be completed. Accept any correct answers.
 - a) Come / Not urgent
 - b) visit / come Wednesday / tomorrow
 - c) birthday, well
 - d) Hope all is well. / Hope you're okay.
 15. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They can use the list on page 21 of the Pupil's Book.

Workbook (pp. 9 – 11)

1. a) B. thumb
 - b) E. rough
 - c) A. spend
 - d) C. content
 - e) C. jealous
2. a) /e/ said, spell
 - b) /e/ hen, egg
 - c) /e/ Delta, wealthy
 - d) /e/ breakfast, letter
 - e) /ʌ/ enough, money
 - f) /ʌ/ Brush, crumbs
3. a) wish b) wishes
 - c) wish d) want
 - e) wants f) want
 - g) want h) want
4. a) want to b) want
 - c) wants to d) wants
 - e) want to f) want
5. a) that b) who
 - c) who d) that
 - e) that f) who
 - g) who h) which
 - i) which j) that
 - k) who l) that

Answers and Evaluation Tools

Pupil's Book (pp. 22 – 28)

Phonics

1. and 2. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Also check that pupils can hear the difference between the two sounds. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) cheap
b) thick
c) machine
d) sixty
e) peace
4. /i:/ underneath, cheeks
/ɪ/ chin, is

Listening and Speaking

5. Listen to pupils repeat the sentences after you. Check that they use rising and falling intonation correctly. You can use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)' on page 7, if you select this activity for assessment.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess your pupil's reading skills. You can also make copies

of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) His mother could not afford to pay school fees. / The text says that they were very poor.
b) He used it to pay school fees.
c) He asked for a glass of water.
d) She gave him a glass of milk.
e) "You do not need to pay for kindness."
f) She was very ill, and doctors could not diagnose the illness.
g) Yes.
h) A long time: two months.
i) It was difficult.
j) He charged her nothing.
8. a) generous, sick, worried, grateful
b) B
c) Accept any correct sentences.
d) Alfred thanks the girl again and then he drinks the milk and goes home.
e) Major characters: Alfred and Dr. Carter (who are the same person), the girl
Minor character: Alfred's mother

Vocabulary

9. afford – to have enough money to pay for something
fees – money you pay for something, for example to attend school or for medical help
instead – doing one thing in place of another
grateful – thankful
unable – not able
disease – a type of illness
bill – a piece of paper showing how much you have to pay
generosity – kindness/helpfulness

- a) unable
- b) bill
- c) afford
- d) disease
- e) instead
- f) fees
- g) grateful, generosity

bin spin
 ship zip
 ticket cricket
 mister sister
 spill hill

Grammar and Structure

10. a) because
 b) therefore
 c) therefore
 d) because
 e) therefore
 f) because
 g) because
 h) therefore
 i) because
 j) because
11. a) I went to the hospital because I had injured my leg.
 b) The doctor said I needed an x-ray because he needed to see if the bone was broken.
 c) The bone was broken, therefore he put a plaster cast on my leg.

3. a) Q
 b) E
 c) R
 d) S
 e) Q
 f) E
 g) R
 h) S

4. a) Every Saturday we go down to Ashanti River because everyone in my family loves fishing.
 b) Many people also love to fish on Saturdays therefore we leave home early to get a place at the river.
 c) We use bread to catch the fish therefore my father always takes two loaves.
 d) We take a bag of ice to the river because the fish stay fresh when they are cold.

5. Farmer Adichie was worried. His goats were not eating their food and they had water coming from their noses. He knew this was a bad illness. If he did not cure them, they would die. He needed an animal doctor but he could not afford to pay.

Eventually, Farmer Adichie called Dr. Kano who told him that the brown drinking water was dirty and it was making the goats sick.

Farmer Adichie was very thankful but told Dr. Kano that he had no money to pay the doctor's bill.

Dr. Kano smiled, "You don't have to pay me. Your thanks are payment enough."

Farmer Adichie could not believe his ears! What kindness!

Writing

12. If you want this letter to be assessed informally by pupils, use 'Pupil's Checklist: Formal and Informal Letter' on page 6. If you want to assess this formally yourself, use 'Teacher's Rubric: Formal and Informal Letters' on page 10.

Workbook (pp. 12 – 14)

1. a) C. leaf
 b) E. spill
 c) A. teacher
 d) C whisper
2. been mean
 sleep cheap
 leave deceive
 piece geese
 teacher preacher

Answers and Evaluation Tools

Pupil's Book (pp. 29 – 35)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two sounds correctly. They should also be able to identify the two sounds when they hear them. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) lots
b) board
c) offer
d) herbivore
4. a) want, hot, coffee
b) tall, thorn, lawn

Listening and Speaking

5. Listen to pupils read the poem. Check that they pronounce the words correctly, and that they use the correct intonation for Statements and Questions. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.
6. do – you
done – sun
cup – up
fun – run
7. Pupils might need some help with this. The refrain is: Let me see what I can do.

8. Accept any reasonable replies. For example: If my neighbours are busy, I could help them do a chore.

Reading and Comprehension

9. Use 'Teacher's Rubric: Reading Aloud Skills', on page 8, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
10. a) Mallam lived by himself.
b) No, he did not.
c) He pretended he was not at home.
d) Mallam loved his cows.
e) He had thirty cows.
f) Wolves attacked the cows.
g) He tried to beat the wolves.
h) He lost twenty-eight cows.
i) He had two cows left.
j) He felt depressed/hopeless/lonely.
11. a) He was unfriendly to his neighbours, and he was unhelpful whenever they needed assistance.
b) Yes, because he had never helped them. OR No, because they could have chosen to behave better than Mallam had.
c) This story teaches us that it is important to be part of your community and to help where you can.
d)
 - Common Nouns: neighbour, cow, people
 - Proper Noun: Mallam
 - Preposition: for
- e) Yes, because I think this would have taught him to be a better neighbour in the future. OR No, because I do not want to waste my time on selfish people.

Vocabulary

12. a) neighbours
- b) eventually
- c) wealthy
- d) remaining
- e) beat
- f) upset

Grammar and Structure

13. a) longer
 - b) nicer
 - c) sadder
 - d) healthier
 - e) thoughtful
 - f) better
 - g) less
 - h) worse
 - i) less
14. a) Put the food in the microwave to make it hotter.
 - b) Water with ice is colder than tap water.
 - c) I felt better after I had eaten some food.
 - d) The story was more interesting than the other one.
 - e) His neighbours were happier than he was.
 - f) Stone is heavier than water.
 - g) Mallam had worse luck than his neighbours.
 - h) They all had more friends than he did.
 - i) Mallam had fewer cows by the end of the story than at the beginning.
 - j) At first Mallam was more successful than his neighbours.

Writing

15. This is suitable for Peer Assessment, as it is a short writing activity. Ask pupils to check their work in groups. They should check the paragraphs using these criteria:
 - The paragraph describes bad news.
 - The writing is in correct sentences.
 - The spelling is correct.
 - The paragraph is written in the first person.

Workbook (pp. 15 – 17)

1. a) C. lock
 - b) E. corn
 - c) B. hotter
 - d) A. carthorse
2. a) /ɒ/ I do not feel well: I am coughing and I feel hot.
 - b) /ɒ/ Watch the pot on the top of the stove.
 - c) /ɔ:/ We went to the hall to hear an important talk.
 - d) /ɔ:/ He poured water on the floor by mistake.
3. a) older
 - b) taller
 - c) sweeter
 - d) easier
 - e) younger
 - f) hotter
 - g) noisier
 - h) more relaxed
 - i) more expensive
 - j) more interesting
 - k) more boring
4. The three friends walked to school along the narrow dusty path. They passed a large tree with many small birds. The noisy birds were eating black berries. Then they passed an old man working in his fields. He was using a heavy hoe to dig deep trenches in the hard soil. They called a polite greeting to him. They came to a busy road. They waited at a safe place for the fast vehicles to stop, then they crossed. After a short walk, they saw the bright green walls of their school. It had been a long walk, but an enjoyable one!
5. sharp knife sweet jam
 - slithering snake interesting story
 - difficult test delicious stew
 - wild animal newborn baby
 - loud music heavy burden
6. a) beautiful
 - b) famous
 - c) happy
 - d) tasty
 - e) wide
 - f) angry
 - g) wealthy
 - h) successful

Answers and Evaluation Tools

Pupil's Book (pp. 36 – 43)

Phonics

1. – 4. Listen to pupils say the words, to check that they can both hear and pronounce the words correctly.
2. a) pudding
b) cute
c) bullet
d) toothache
4. Accept any correct words, such as:
foot put pull could look bush
new true who cool you rude

Listening and Speaking

5. a) Please put the bag there. / Would you mind putting the bag there?
b) polite
c) polite
d) Please come here.
e) polite
f) Please pass that to me.
g) polite.
h) Excuse me, could you give me that bunch of plantains?
6. a) In each picture a child is buying something from a trader at a market.
b) The man in the second illustration is polite. The woman in the first illustration is rude.
c) Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)' on page 7, to assess pupils' pronunciation and intonation in their role-play of buying and selling.

Reading and Comprehension

7. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
8. a) C
b) B
c) C
d) C
e) B
f) C
g) B
h) A
9. a) The manager enjoys helping people find their things and watching people happy to see their families. He does not enjoy rude customers.
b) I like it when people are polite. It makes me feel good/big inside.
I did not like it when people were rude. It made me feel small inside. (Note: You might need to explain why the verb 'feel' does not change into the Past Tense. This is because it is part of the Phrasal Verb 'makes me feel'. The Past Tense is 'made me feel'.)

Vocabulary

10. Accept any correct sentences such as:
 - a) It is strange to see an owl in the middle of the day.
 - b) Most travellers keep their belongings neatly in a suitcase.
 - c) The bank clerk works behind a counter.
 - d) The manager checks that her staff and customers are happy.

11. a) happy
- b) sadness
- c) anger
- d) pride

Grammar and Structure

12. a) longest
 - b) most
 - c) rudest / least polite
 - d) saddest
 - e) happiest
 - f) Most
 - g) best
 - h) most polite
 - i) worst / saddest
 - j) happiest
13. a) The manager is a patient man.
 - b) He tries hard to find all the lost property.
 - c) Forgetful people often lose their belongings.
 - d) One of the strangest things lost was a goat.
 - e) The worst part of my job is dealing with rude customers.
 - f) Only the most experienced drivers are employed by the company.
 - g) Buses are one of the cheapest forms of transport.
 - h) That is the biggest double decker bus I have seen.

Writing

14. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6. You can use 'Teacher's Rubric: Formal and Informal Letters', on page 10, to assess pupils' letters.

Workbook (pp. 18 – 20)

1. a) D. stood
 - b) D. moon
 - c) C. bull
 - d) E. broom
2. a) A good book should make the reader feel interested.
 - b) I could not pull the dead branch off the bush.
 - c) The child's mouth was sore when she grew a new tooth.
 - d) Have you ever been to a zoo?
3. a, d and e are not polite.
4. a) oldest
 - b) biggest
 - c) largest
 - d) smallest
 - e) highest
 - f) longest
 - g) easiest
 - h) tastiest
5. a) best
 - b) furthest
 - c) least
 - d) most
 - e) worst
6. On Monday 4 February, at about 3:30 pm, I left my bag with all my school books at your taxi rank.
It looks new. It is dark blue and made of waterproof nylon fabric. It is about 60 cm high. It has two padded shoulder straps. Please can you contact me if you find it, at this number.
Thank you very much.
(name of pupil)

Answers and Evaluation Tools

Pupil's Book (pp. 44 – 51)

Phonics

1. – 2. Listen to pupils say the words. Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) burka
b) again
c) transfer
d) education
4. nurse and learn, diabetic and syringe

Listening and Speaking

5. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation. Alternatively, pupils can work in groups of four or six. Each pair presents their conversation while the other pupils listen and evaluate it. They should check for these criteria:
 - Questions have a rising intonation.
 - All words are pronounced correctly.
 - The pupils speak clearly and audibly.
 - The tone is informal but polite.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7. a) True
b) False. Some people do wake up from hearing churches or mosques.
c) True
d) False. Clocks or watches with hands that go around are called analogue.
e) True
f) False. It is possible to have a calculator on a watch.
g) True
h) True
i) False. Many people do not need a watch now because they can get the time off another device such as a cell phone.
j) True
8. a) clocks, watches, cell phones, computers. (Also accept answers that are not in the text, such as ovens that have a time screen.)
b) Accept any three of the following: Church bells or mosques tell the time. School bells mark the time. Some birds call at sunrise. Night birds call at night.
c) cocks, owls
d) He knows the year of his birth, and he uses that to work out how old he is.
e) Accept any correct answer, so long as it is in the format of X minutes, X seconds.
f) Accept any correct answer that uses the given sentence structure.

Vocabulary

9. a) electronically – by battery or electric power, automatically
b) calculators – machines that do mathematical calculations
c) thermometer – a device that takes temperature of a person or the air
d) accurate – correct
e) features – different parts or abilities of something
f) remarkable – unusual, amazing
10. a) many, morning, first
b) radios, mosques, communities
c) measure, common, worst

Grammar and Structure

11. Abebi said that her watch gave the time as 15:35. Her friend said that her watch showed that it was just after half past three.
12. a) She said that he was her favourite football star.
b) He said that he played for the Super Stars Football Club now.
c) My mother said that she wished that I loved homework as much as I loved football.
d) He said that he was playing a match the next day.
e) She said that she had practised for three hours the previous day.
f) My coach said that he/she/they/I needed to train hard that day.
g) She said that she would be there early.
h) My teacher asked what the time was.
i) She exclaimed that the/thatch watch was really wonderful.
j) He said that he had set his alarm clock for early the next/following day.

Writing

13. c) 7 p.m. 19:00 Seven o'clock
d) 9:45 p.m. 21:45 Quarter to ten

14. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check that each pupil has written the times in the correct format.
15. A bicycle has two wheels that are attached to a frame. There is a black pedal on each wheel.
On top of the frame, is a saddle where the cyclist sits when riding the bicycle. The cyclist pushes the pedals with his feet to make the chain go round. As the chain goes round, it moves the two tyres and this makes the whole bicycle move forward.
When it is dark, there are lights at the front and back of the bicycle which the cyclist should use so that he can be seen by other road-users. There is also a bell on the front frame which the cyclist can use to warn others that he is nearby.

Workbook (pp. 21 – 23)

1. a) C. turban
b) A. above
c) E. certain
d) A. banana
e) C. tyre
2. curtain certain
brother mother
ahead fed
earn burn
curly early
thirst nursed
worth birth
3. a) she, likes
b) washed
c) I, did
d) he, wants
e) was
4. a) 2
b) 4

Answers and Evaluation Tools

Pupil's Book (pp. 52 – 60)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) flow
b) cough
c) every
d) vegetable
4. a) There are five different Vowels.
b) My favourite vegetable dish is fried eggplant.
c) My father laughs whenever he hears a very good joke.
d) The very fast runner won the 100-metre trophy in eleven seconds.

Listening and Speaking

5. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's

Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) False. People celebrate different things.
b) True.
c) True.
d) False. Ethiopian people celebrate New Year on 11 September.
e) False. Eid-ul-Fitr celebrates the end of Ramadan.
f) True.
g) False. Nigeria has a lot of special celebrations.
h) False. The Argungu Fishing Festival is celebrated in Nigeria.
i) True.
j) False. The Igbo people do celebrate the Yam Festival.
8. a) Accept any three of the following: have a special cake, have a special meal, receive presents, receive cards, sing Happy Birthday.
b) Accept any four of the following: Chinese, Jewish, Muslims, Ethiopians, Christians, Nigerians, Igbo
c) Accept any correct answers. The answers will vary according to the culture of each pupil.
d)
 - Some people had a birthday cake to celebrate, or they ate a special meal with family and friends.
 - mid and night, sun and rise, every and one
 - special

Vocabulary

9. a) sometimes – not all the time
b) celebrate – to do something you do not usually do every day because it is a special occasion
c) awake – not asleep
d) midnight – 12 o'clock at night
e) special – different to other things and more important than them
f) decorate – to make something look nice by adding colourful things to it
g) presents – gifts
h) birthday – the day of the year you were born on
10. a) start
b) large
c) final
d) end
e) happens
11. asleep – awake
beginning – end
enemies – friends
few – many
different – same
midday – midnight
no one – everyone
ordinary – special
sunset – sunrise
ends – begins

Grammar and Structure

12. a) Mobile phones are sold by/in/at the shop.
b) The bus was driven by the driver.
c) The new dress was given to Bisola by them.
d) The vegetables were planted by Mayowa in the rainy season.
e) Traditional games are played by the children.
f) New Year is celebrated by Ethiopians on 11 September.
g) The New Yam festival is celebrated by Igbo people.
h) That cake was baked by me for my friend.

- i) Gifts are given at Christmas.
j) The wedding was attended by 200 people.

Writing

13. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check the lists using these criteria:
- The message includes all the necessary details.
 - The message uses some text abbreviations.
 - The spelling is correct.
 - The message is short.
14. • Who: Mr. and Mrs. Okonwo
• What: their daughter's wedding
• When: 11 April 2015
• Where: 29 Riverside Road
15. Pupils can check their own invitations, using this checklist:
- The invitation includes these details:
 - The names of the person sending the invitation
 - The event
 - The date
 - Time
 - Place
 - Details for replying.
 - The tone is formal.
 - The layout is neat.

Workbook (pp. 24 – 26)

1. a) D. five
b) E. laugh
c) C. weave
d) A. above
2. Fulani's voice sounded rough on the telephone because he had a cough.
3. a) A paragraph should have at least five sentences.
b) My various nephews get on very well with their friends.
c) A fair teacher cannot be accused of favouritism.

4. True love

I love soccer, I'm a fan.

I ride to soccer in a van.

TV sports games start at five.

Some are recorded, some play live.

Some crowds are small but some are vast.

Some players slow and others fast.

I live for soccer, it is my life.

I love the game more than my wife!

5. a) The work had been marked by our teacher.
b) The corn had been planted by the farmer.
c) The phone message was sent by my friend.
d) The first goal for Nigeria had been scored by the striker.
e) The contestants were marked by the judges.
f) The new teacher was appointed by the school principal.
6. a) My mother baked the cake.
b) Uncle Victor gave me N100.
c) My friend, Uche's mother, owned the shop.
d) A very large dog chased the boy.
e) The woman drove the car.
f) Chimamanda Adichie wrote the book.
g) The media gave the book excellent reviews.
h) A doctor prescribed the tablets.

Answers and Evaluation Tools

Pupil's Book (pp. 61 – 67)

Phonics

1. and 2. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) kitchen
b) plug
c) clock
d) program
4. /g/ sounds: girl, leg, ground
/k/ sounds: cracked, quickly, recovered, cast

Listening and Speaking

5. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation in the dialogue.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) She washes the pots, sweeps the floor, hangs up the washing, makes tea, cuts vegetables and sets the table.
b) Olufemi, Kole, Pekun
c) They chop wood, feed the dogs and polish shoes.
d) She does more chores than her brothers do.
e) Her brother has time to watch television.
f) Her brothers have time to ride a bicycle.
g) They discussed how to split the chores fairly between all the children.
h) They each do two chores a day.
i) She cuts up vegetables and sets the table.
j) She feels much happier.
8. a) frustrated, sad, happy.
b) It was not fair, because the chores should be split fairly between all the children. She did not have time to play.
c) Accept any well-reasoned answer. For example: No, because all the children should share all the chores. Or: Yes, because some chores are not safe for girls to do, such as looking after livestock.
d) Answers will vary according to each pupil's circumstances.
e) Ajibola complained that she could never play with her friends like the boys did.

Vocabulary

9. Accept any correct sentences, such as the following:
 - a) He chops the meat into small pieces with a kitchen knife.
 - b) It is not fair that some people are wealthy but others are very poor.
 - c) She polishes her school shoes every week.
 - d) I set the table with a cloth, cutlery and glasses.

- e) We do chores every Saturday, like laundry and ironing.
- f) At the office there is a roster showing who does each task.

Grammar and Structure

10. a) It can't break ↘, can it ↗?
- b) You aren't helping ↘, are you ↗?
- c) It isn't Monday ↘, is it ↗?
- d) We should work hard ↘, shouldn't we ↗?
- e) You do Maths at school ↘, don't you ↗?
- f) Close the door ↘, won't you ↗?
- g) She will be on time ↘, won't she ↗?
- h) They can't lose their way ↘, can they ↗?
- i) He won't fail his test ↘, will he ↗?
- j) It will rain this afternoon ↘, won't it ↗?

11. a) haven't you
- b) is it
- c) do I
- d) isn't it
- e) are you
- f) don't you
- g) can't I
- h) shouldn't we
- i) was it
- j) has he

12. Accept any correct sentences. For example:
 "I must go home now!" said David.
 "I must read books," said Modele.
 "I should phone the principal," said my mother.
 "We must stop making a noise!" ordered David.
 "You can read books," said Modele.
 "You must stop making a noise!" shouted my mother.
 Bunmi said the children should get dressed quickly.
 Mr. Ayoola shouted that the children should come inside immediately.

Writing

13. Use 'Teacher's Rubric: Descriptive Essay', on page 10, to assess pupils' writing.

14. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check the lists using these criteria:
 - The items are all chores.
 - The spelling is correct.

15.
 - Clean floor
 - Cook
 - Dust
 - Fetch firewood
 - Iron
 - Shop
 - Sweep
 - Tidy
 - Wash

Workbook (pp. 27 – 29)

1.
 - a) D. clue
 - b) A. brag
 - c) B. shock
 - d) D. congratulate
2.
 - a) A queen can wear a crown.
 - b) Plug the kettle into the electric socket.
 - c) He called her quietly, so that he did not wake the baby.
 - d) We are going to the house with the green gate.
 - e) The teacher gave me a good grade for my essay.
 - f) The electric globe glows and guides us in the dark.
3.
 - a) general
 - b) centre
 - c) gold
4.
 - a) I help my mother do chores in the kitchen.
 - b) My brother has helped me do my chores.
 - c) My sister cleans her bedroom on Saturdays.
 - d) I share a bedroom with my sisters.
 - e) Our house has a covered entrance.
 - f) We cook on a fire outside.
 - g) We close the windows at night.

5. a) Thomas will come tonight, won't he?
b) You did remember to clean the chairs, didn't you?
c) Stella will not eat cake, will she?
d) Here's a chair, you don't want to stand, do you?
e) It is quite late now, isn't it?
f) There aren't any more chores to do, are there?
g) We must clean the floors now, mustn't we?
h) She has finished cooking, hasn't she?
i) The shop does not have any more fish, does it?
j) I should do my homework now, shouldn't I?
k) you didn't forget to lock the door, did you?
l) He is going to empty the rubbish bin, isn't he?
m) They will arrive on time, won't they?

Answers and Evaluation Tools

Pupil's Book (pp. 68 – 75)

Phonics

1. and 3. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) put
b) bomb
c) report
d) trouble
4. /b/ sounds: baseball, basketball, netball
/p/ sounds: prefer, play, ping-pong

Listening and Speaking

5. This activity is suitable for Peer Assessment. Pupils can use this checklist:
 - Does the pupil pronounce all the words correctly?
 - Does the pupil use the correct intonation in the Direct Speech?
 - Does the pupil change direct speech into Indirect Speech correctly?

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's

Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) Ifeoma Dike is talking in the text.
b) He is telling us about the new Head Teacher at his school.
c) He is in Primary 5.
d) He does not shout at pupils or punish them.
e) Mr. Nduka was the previous Head Teacher.
f) He likes some aspects of the new Head Teacher, such as the introduction of computers. He dislikes the lack of discipline.
g) A nursery section has been added to the school.
h) Four new classrooms have been built.
i) No. He writes that unfortunately the Primary 5 and 6 classes are still in old rooms.
j) They have computers and a class library.
k) No. He is still slow, but he is learning.
l) They play basketball.
8. a) The new Head Teacher does not punish pupils or shout at them.
b) He has introduced computers, built new classrooms and a nursery section, and arranged a school bus. He has also improved the grounds and provided a basketball hoop.
c) Accept any well-written response, for example: My opinion is that the new Head Teacher is good, and that the pupils will respect him and will learn not to misbehave.
d) Computer skills are required in many jobs. Computers give access to knowledge available on websites. Computers can be used in education.

- e) The new Head Teacher is not very strict, and he does not even shout at pupils who are late.

Vocabulary

9. a) strict
b) discipline
c) transport
d) punish
e) spacious
f) typing
g) renovated
h) beautify

Grammar and Structure

10. a) We were from France.
b) I understand what she says/said.
c) It was not time to go yet.
d) They hunt for food.
e) She showed us how to do the work.
f) My father buys a new bicycle.
g) They went to the market in Lagos.
h) We have a house near the sea.
i) They eat too many sweets.
j) I arrived at school late.

Writing

11. a) Mrs. Foluke Amao
b) The chairman of the Ikeja Local Government Authority
c) She was requesting shelving for the library.
d) The language is polite and formal.
e) Yours faithfully
12. This is a formative activity, so it is not suitable for assessment. Check that all pupils can identify all the parts of a Formal Letter.
13. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6.
You can use the 'Teacher's Rubric: Formal and Informal Letters', on page 10, if you select this activity for Formal Assessment.

Workbook (pp. 30 – 32)

1. a) E. pill
b) C. bring
c) A. couple
d) D. double
2. a) pair
b) pear
c) plane
d) plain
e) bread
f) bred
g) bare
h) bear
3. This year, Adibe is in P5. He likes P5 very much, especially his art teacher, Mrs. Nduka, who is a very kind lady. He enjoys art and finds that he has real talent. He draws plants from the garden and paints a huge picture of a vase of red flowers. His mother likes the picture. She puts it in the best place – next to the door where everyone sees it when they come through the front door.
4. a) like, behave
b) has
c) have
d) go
e) talk
f) like
g) do
h) achieves
i) study, do
5. a) is
b) greets
c) listen
d) laugh
e) writes
f) write
g) chat
h) wear
i) wears
j) thanks
k) travel

Answers and Evaluation Tools

Pupil's Book (pp. 76 – 82)

Phonics

1. and 3. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) truck
b) deep
c) metre
d) introduce
e) thirty

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess how pupils speak and present their points of view in the debate.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
6. a) Corporal punishment is the physical punishment of pupils.

- b) Not everyone believes that corporal punishment is a good thing.
 - c) At some schools, teachers use canes or sticks to hit pupils.
 - d) People who believe corporal punishment is a good thing think that it stops bad behaviour and helps pupils to learn to be disciplined.
 - e) People who think corporal punishment is a bad thing say that it harms children and is a form of violence.
 - f) In some countries the teachers in schools are not allowed to use corporal punishment.
7. a) Corporal punishment teaches discipline. It is a quick form of punishment.
 - b) It makes children scared. It does not teach children the reasons for good behaviour. Scared children do not learn well. (Accept any two reasons.)
 - c) No. She believes it is a form of violence, and that it goes against children's rights.
 - d) Accept any well-reasoned answer.
 - e) punishment, violence, behaviour, development
 - f) Mrs. Eze, who is a social worker, says, "Corporal punishment is a form of violence."

Vocabulary

8. a) hitting – smacking or spanking
b) punishment – to make someone suffer because they have done something wrong
c) cane – a long thin stick made from the hard stem of a plant
d) disciplined – having well-controlled behaviour
e) violence – hurting or killing people
f) form – type

Grammar and Structure

9. a) went
b) ran
c) ate
d) brought
e) sang
f) read
g) wrote
h) spoke
i) had
j) was
k) slept
10. Other people thought that corporal punishment was harmful to children. They said that it made children scared of their teachers and when they were scared they could not learn.

Writing

12. You can use ‘Teacher’s Rubric: Informal and Formal Letters’, on page 10, to assess the replies.
Alternatively, pupils can use this checklist for Peer Assessment:
- The reply is laid out correctly as a Formal Letter.
 - All the Phrases in the Pupil’s Book have been included.
 - The spelling is correct.
 - The tone is formal.
 - The writer has given an explanation for not being able to attend.

Workbook (pp. 33 – 35)

1. a) A. dust
b) E. drop
c) C. kitten
d) E. provide
2. a) trip
b) train
c) top
d) draw
e) dash
f) deep
3. Some teachers beat children to punish them. This usually makes children afraid and is something which is harmful to the children. It is not correct to treat children with violence. Children do not learn discipline when they see teachers behaving violently. Corporal punishment is not right.
4. a) I went to school this morning.
b) I ran at a slow jog on the way home.
c) I ate/had porridge before school.
d) I brought my work home to finish it.
e) I sang along to the song that was on the radio.
f) My mother read the newspaper earlier today.
g) I wrote the answers in my workbook.
h) I spoke to my friends during break.
i) I ate/had some tea and bread when I got home.
j) I slept from 9 pm.
5. a) bring
b) spoke
c) was
d) eat
e) read
f) had
g) run

Revision

Answers

Pupil's Book (pp. 83 – 85)

1. a) alive
b) belief
c) bury
d) arrive
e) very
f) teacher (6)
2. a) don't you
b) do you
c) aren't we
d) isn't he
e) have you
f) don't they
g) are they
h) is it (8)
3. a) The food is / was cooked by the woman.
b) The boy is / was driven to school by his father.
c) The cat was barked at by the dog.
d) The fruit was eaten by the children.
e) The dishes were washed by Simisola.
f) The story was read to the class by Bayo. (6)
4. a) The girl said that she was hungry.
b) Bala said that he was going to the library the next day.
c) Tayo's mother said that supper was ready.
d) Yomi said that her grandmother had visited them the previous day.
e) Mrs. Jimoh said that she was going to bake a cake then. (5)
5. a) The boy said, "I am feeling tired."
b) The pupil said, "My class wrote a test yesterday."
c) The teacher said, "Sit down, class."
d) The principal asked, "Where are you going to?" (5)
e) Mr. Ladele said, "I am going to buy a new car tomorrow." (5)
6. a) that
b) who
c) that
d) which
e) who (5)
7. a) Informal Letter
b) Formal Letter
c) Informal Letter
d) Formal Letter
e) Formal letter
f) Informal Letter (6)
8. a) I enjoyed visiting my uncle.
b) It was time to do my homework.
c) She made a sandwich in the kitchen.
d) They rode their bicycles.
e) We had a TV at home.
f) She threw the ball.
g) He caught the ball.
h) At school we learnt many things. (8)
9. a) taller
b) tallest
c) hotter
d) hottest
e) more difficult
f) older
g) youngest
h) friendliest (8)
10. a) can
b) must
c) will
d) might
e) could
f) will
g) would
h) must (8)

[65]

Answers and Evaluation Tools

Pupil's Book (pp. 86 – 91)

Phonics

1. a) chat
- b) tar
- c) spell
- d) sung
- e) thin
- f) peace
- g) chop
- h) tall
- i) food
- j) few
- k) again
- l) learn
- m) found
- n) save
- o) kick
- p) great
- q) pipe
- r) brow
- s) tour
- t) lend

Listening and Speaking

2. and 3. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.

Listen to pupils say the words. Check that they stress the correct syllable. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.

4. Check that all pupils understand the four kinds of written communication. A long letter is long. A telegram and SMSs are short. A fax is usually short, although it can be long.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
6. a) She was lying on the couch.
- b) She felt miserable/unhappy, restless, bored and frustrated.
- c) She was injured and could not leave the house.
- d) She had been playing netball.
- e) She did not mind that she missed a History test.
- f) She missed her friends.
- g) Ngozi is one of her friends.
- h) She was invited to Olu's birthday party.
- i) The party would be in two weeks, and Wumi would be able to move by then.
- j) The invitation was in writing.
7. a) telephone, email, written invitation
- b) "That is fine. I will see you tomorrow. Goodbye, Wumi."
- c) Read the first two sentences of the story. Write down:
 - sorry, restless, bored, frustrated, painful
 - was lying, was feeling
 - couch
 - she

Vocabulary

8. a) eagerly – strongly wanting to do something
b) restless – unable to keep still
c) splint – a straight piece of metal or wood tied to a broken arm or leg to keep it from moving
d) absent – to be away
e) excitedly – to be very interested or happy
f) surprise – something unexpected
g) bored – unhappy because there is nothing interesting to do
h) frustrated – angry because you cannot do what you want to do
11. a) lived
b) went
c) met
d) studied
e) opened
f) bought
g) worked
h) had

Grammar and Structure

9. a) The teacher exclaimed that the class should sit down.
b) The coach said that Eze should run 50 metres.
c) Mother ordered Kulu and Audu to clean their bedroom.
d) The Principal instructed me to go to his / her office at 3 pm.
e) Ngozi exclaimed that he wanted to be left alone.
f) Teacher said that Segum must wipe the blackboard.
g) Doctor instructed the Nurse to keep the patient still.
h) Father remarked that the children must finish their homework first.
10. Accept any reasonable sentences, such as:
The boy asked if he could have more food.
The boy shouted that it was a goal.
The teacher ordered that the class should be quiet.
The teacher instructed that everyone should sit down.
The policeman shouted that the thief must stop.
The policeman asked if the handbag was brown.
The coach asked if the girl's leg was sore.

Writing

12. a) Are you still coming before school?
b) No, later today, maybe at 6.
c) Okay, great.
13. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check the replies using these criteria:
- The reply states clearly whether they can attend or not.
 - The spelling is correct.
 - The tone is formal

Workbook (pp. 36 – 38)

1. garage
staff
well
young
fly
beak
watch
chalk
should
chew
above
third
fair
venue
cake
glide
pretty
bowing
too
send

2. a) she, her
b) she
c) they
d) she
e) she, she
f) he, had been
3. a) Ngozi said that Father should close the door.
b) The nurse said that I should take my medication when I ate food.
c) The teacher told them to be quiet.
d) The bus driver announced that the boys should sit on the left.
4. a) sat
b) read
c) watched
d) saw
e) kicked
f) caught
g) liked
h) made
i) took
j) listened
k) heard
l) walked
m) ran
n) tried
o) bought
p) dug

Answers and Evaluation Tools

Pupil's Book (pp. 92 – 98)

Phonics

- 1., 2. and 3. Listen to pupils say the words. Check that they pronounce the /s/ and /z/ sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
4. b) sink
c) zip
d) bus
e) face

Listening and Speaking

5. Listen to pairs change Direct Speech into Indirect Speech orally.
- The principal asked Mercy what class she was in.
 - Habib's mother asked who was on the telephone.
 - She asked us what time we were arriving.
 - My friend asked me whether I liked football.
 - The teacher asked the class which of them would like an ice-cream.
 - The boy sitting next to me asked me whether/if I could lend him a pencil.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7. a) true
b) true
c) true
d) false. Musa was angry with Chidi.
e) false. Chidi had lost Musa's English textbook.
f) true
g) true
h) false. Kayode decided to phone Chidi the same day.
i) false. Chidi was pleased with Kayode for phoning him.
j) false. Chidi agreed to apologise to Musa.
k) true
l) true
8. a) Chidi behaved badly by not addressing his mistake in losing Musa's book.
b) Yes, because this helped to restore the friendship.
c) He behaved well, by apologising and by lending his own book to Musa.
d) I do not like it when friends argue. Good bye. I will see you tomorrow.
e) The bubbles show that the words are thoughts, not spoken aloud.
f) The lines above the book indicate that the book is falling onto the floor.
g) This is a figure of speech, meaning that the friends are very close to each other.

Vocabulary

9. a) weekends
b) sick
c) home
d) angry
e) arguments
f) pleased
g) apologise
10. a) cruel
b) daughter
c) sad
d) nothing
e) mother
f) short
g) old
h) king

Grammar and Structure

11. a) Chidi's school uniform is the same as Kayode's.
b) Musa's school bag is not the same colour as Kayode's.
c) The girls' school uniform is not the same as the boys' uniform.
d) The English textbook is not the same as the maths textbook.
e) A story written in text is not the same as a story written in dialogue.
12. Accept any correct sentences.

Writing

13. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check the lists using this checklist:
- All the items in the bulleted list on page 98 are included.
 - The tone is formal.
 - The spelling is correct.
 - The layout is neat.

Workbook (pp. 39 – 41)

1. a) C. zebra
b) A. sleep
c) B. visitor
d) E. advice
2. /s/ sip sits bus Saturday stung loose house
city cross pass
/z/ zoo knows buzz freeze hers prize ours
jersey his toes
3. Kayode greeted Chidi, and asked him how he was feeling. Chidi replied that he was feeling much better, and thanked Kayode. He also said that he would be well enough to go to school the next day. Kayode said that was good to hear.
4. a) together
b) apologise
c) disagreement
d) glue
e) angry
f) weekend
g) home
5. a) A dog has the same number of legs as a cat does.
b) Nigeria starts with the same letter as Namibia does.
c) Nigeria's language is not the same as China's language.
d) The moon that you see at night is the same as the moon that I see at night.
e) My school uniform is the same as the other pupils' in my school.
f) Kenya is on the same continent as Nigeria is.
g) Elephants are not the same as giraffes.
h) A film is the same as a movie.

Answers and Evaluation Tools

Pupil's Book (pp. 99 – 105)

Phonics

1. and 3. Listen to pupils say the words. Check that they pronounce the two sounds formed by the letters /th/ correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) thumb
b) something
c) those
d) weather
e) breath

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess each pupil's talk.
5. Listen to pupils say the words, to check that they stress the correct syllables.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) She lives with Her brothers and parents.
b) There are six people in her family.
c) nuclear, Christian
d) Her family comes from Osun State
e) She has three brothers.
f) She wants to be an accountant.
g) They want to be a doctor, a banker and a lawyer.
h) She feels very close to her family, because they are very caring.
8. a) He might be deceased. Perhaps her parents have divorced and she no longer sees her father. Perhaps she does not know who her father is.
b) • Dayo's family is not the same as Mercy's family.
• Dayo's family has less money than Mercy's family has.
• Dayo's family is smaller than Mercy's family is.
• Dayo's family is as happy as Mercy's family.
• Dayo's ambitions for the future are not the same as Mercy's ambitions.
c) She is confident and ambitious.
d) She cares deeply for her mother, she does not allow her poverty to depress her.

Vocabulary

9. a) originally
b) nuclear
c) attend
d) medical doctor
e) accountant
f) banker
g) lawyer
h) house

Grammar and Structure

10. The sentences will vary, according to each pupil's circumstances.
11. a) Dayo has lived with her mother her whole life.
b) Her mother has worked as a food vendor since Dayo was young.
c) The family has missed her grandfather since he passed away.
d) Mercy has described her family in a written composition.
e) Her oldest brother has finished school now.
f) He has wanted to be a lawyer since he was young.
12. a) I have been trying but I will be better tomorrow.
b) She has spoken to her mother about finding a new house.
c) He has written his final exams.
d) Her younger brother has grown up now.
e) You can go outside when you have eaten your meal.
f) She will prepare food when she has swept the floor.

Writing

13. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6.
You can use 'Teacher's Rubric: Formal and Informal Letters' on page 10.

Workbook (pp. 42 – 43)

1. a) D. think
b) A. nothing
c) C. that
d) B. other
2. a) cloth
b) clothes
c) bath
d) bathe
e) breathe
f) breath
3. b) I have swept.
c) I have written.
d) I have been.
e) I have run.
4. b) has studied
c) have completed
d) has finished
e) have lived
f) has written
g) has grown
h) has left
i) has given
j) have eaten
k) have drunk
l) has bought

Answers and Evaluation Tools

Pupil's Book (pp. 106 – 112)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two sounds correctly. You can also check that they can distinguish these sounds from the other similar phonic sounds, such as /s/ and /z/. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3.
 - a) shape
 - b) erosion
 - c) brushing
 - d) enclosure
 - e) unusual

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' debating skills.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

6.
 - a) In 1999, when the civilian government was elected.
 - b) Chief Olusegun Obasanjo
 - c) "The ICPC is able to try offenders in court."
 - d) Yes, it can investigate government organisations.
 - e) Yes, it can investigate, advise and instruct private organisations.
 - f) Those investigations will help them to decide whether government departments might support corruption.
 - g) Some people guilty of corruption have been removed, fined or jailed. There is more awareness of corruption.
7.
 - a) It can act in any way against corruption. It can recommend suitable punishment for corruption. It can act on complaints of corruption. It can try people in court.
 - b) They can be fired, fined or imprisoned.
 - c) Yes, the writer admires the ICPC, and thinks it has been successful.
 - d) Answers will probably include: reporting corrupt activities and refraining from being involved in corruption.

Vocabulary

8.
 - a) corruption – acts that are dishonest by taking government money for individuals
 - b) offences – illegal acts
 - c) government – official bodies that run the country or state
 - d) private – owned by non-government people or organisations
 - e) fraud – deception, giving false figures or statements in order to make money
 - f) bribery – giving money to an official in order to persuade that person to do something illegal

- g) minimise – to reduce something as much as possible
- h) prevent – stop something completely

Grammar and Structure

9. a) They heard the latest news.
 b) Everybody knew their dog.
 c) The driver disobeyed the speed limit.
 d) I like playing netball.
 e) The family likes their dog.
 f) Bosco enjoys walking with the family.
 g) Dogs need food and water.
 h) Bosco walked two kilometres.
10. a) I wore a raincoat, but I still got wet.
 b) She eats fufu to please her mother, although she hates it. OR Although she eats fufu to please her mother, she hates it.
 c) Because it's nearly exam time, I am studying hard.
 d) Although she practised hard, she did not win the match.
 e) It was time to go home, but we had a good day.
 f) I ran home quickly because I was late.
 g) The dog barked because there were strangers at the door.
 h) I like cats, although my parents will not let me have one.
 i) Cats hunt mice and birds.
 j) I do not like wild animals to be kept in zoos because the animals do not have enough space, and they are in the wrong environment.

Writing

11. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6.
 You can use 'Teacher's Rubric: Formal and Informal Letters' on page 10.

Workbook (pp. 44 – 46)

1. a) C. sheep
 b) E. vision
 c) A. pushing
 d) B. measure

2. treasure
 cashier
3. a) They heard the school bell at the start of the day.
 b) All the pupils liked the popular teacher.
 c) The dog obeyed the orders of its owner.
 d) The children like playtime with their friends.
 e) The family watches the comedy on television.
 f) Cats eat rodents, birds and meat.
 g) The teacher explained the tasks for homework.

4. a) because
 b) because
 c) but
 d) because
 e) but
 f) because
 g) but

5. a) although
 b) because
 c) because
 d) although
 e) although

6. a) Because they are sweet, I like bananas.
 b) Although he has short legs, Eke won the race.
 c) Although she is very old, Grandmother still works hard.
 d) Because she is my friend, I like to play with Jumoke.
 e) Although she lives near, Aisha is late for school.
 f) Because I want to be a doctor, I work hard at school.

(In questions b to e, the position of the name and the Pronoun can be swapped. For example: Although Grandmother is very old, she still works hard.)

Answers and Evaluation Tools

Pupil's Book (pp. 113 – 119)

Phonics

1. and 2. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) jar
b) chop
c) cage
d) teach
e) chain

Listening and Speaking

4. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
5. a) The story is fiction.
b) The moral is that we should be loyal to our friends or family, we should not desert them when things are not going well.
c) The rats asked bat to help them fight the birds.
The rats were winning.
But then the birds started to win.
Bat joined the birds because he wanted to be on the winning side.

However, the birds chased Bat away when they had won.

Bat went back to the rats, but they also chased him away.

That is why Bat only flies at night.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7. a) Hare boasted that he was the fastest animal.
b) He said that Tortoise was slow, with short legs.
c) He said he would beat Hare.
d) Owl started the race.
e) Hare ran very fast.
f) Tortoise walked slowly but at a constant speed.
g) Tortoise won the race.
h) Do not give up. Persevere and you will succeed.
8. a) The story is fiction.
b) If you keep on working at something, then you will succeed, even if it takes a long time.
c) Pupils' answers will vary according to their own experiences. This can be answered orally.

Vocabulary

9. a) Hare ran quickly, while Tortoise went slowly.
b) Tortoise arrived early, and Hare was late.
c) Hare had little rest, but Tortoise was very serious.
10. a) moral
b) boasted
c) teased
d) fastest
e) turned the other cheek
f) steady pace

Grammar and Structure

12. a) The bat, which belonged to the family of the rats, deserted them.
b) The rats, who were fighting the birds, had to run away and hide in their holes.
c) The news that travelled fast was interesting.
d) My aunt, who has six children, lives in Abuja.
e) This is the nurse who looked after my father when he was in hospital.
f) Mr. Mordi owns the shop that sells clothes.
g) The story, which is about a bat, is a Folktale.
h) The moral of the story, which is never give up, inspires me to try harder.
13. My sister is a person who is very calm. She never gets angry. She is always kind to me. She is the type of person who never shouts at anyone. She is a very caring person who is gentle towards people and animals. When I grow up one day, I'd like to be just like my sister.
- One day, my sister found a puppy that was sitting at the side of the road. She found it as she walked along the road that leads to our house. The puppy was small and brown. Who could have left it there? Only people who are cruel to animals would leave a puppy at the side of the road. My sister brought the puppy home with her.

My mother who loves animals, was happy with what my sister had done. "You really are a person who cares about all living things," said my mother to my sister.

Writing

14. Use 'Teacher's Rubric: Descriptive Essay', on page 10, to assess pupils' writing. Pupils can check their work first, using 'Pupil's Self-Evaluation Checklist: Descriptive Essay' on page 6.

Workbook (pp. 47 – 49)

1. a) E. July
b) B. chopstick
c) C. rage
d) A reach
2. a) The man who smiled a lot was very kind.
b) The dog that stood at the gate barked a lot.
c) The car that was being driven very fast was red.
e) The children who played outside were from St Mary's school.
3. One day, the King, who lived in Dogtown, had a big party and invited all the dogs in the town to come to the party.
- The King said, "Before you come inside, leave your tails at the door because you will knock the glasses off the table with your tails."
- All the dogs, who wanted to make the King happy, took off their tails, which were tied on, and hung them near the door.
- The party, which was great fun, went on for a long time. Some dogs who drank too much beer behaved badly. They started to fight, they chased each other and barked.
- The King's soldiers, who were waiting at the door, chased the dogs away. The dogs quickly took a tail each and ran away. But they took the wrong tails!
- That is why dogs, when they meet other dogs, smell each other's tails to see who is wearing their lost tails.

4. a) which (Note that 'who' is used for animals in contexts such as the traditional story in question 2, in which the animals are characters.)
b) who
c) that
d) who
e) that
f) that
g) who
h) who
5. a) early, late
b) old, young
c) always, never OR never, always

Answers and Evaluation Tools

Pupil's Book (pp. 120 – 128)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the three sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3.
 - a) minute
 - b) camel
 - c) next
 - d) someone
 - e) jungle

Listening and Speaking

4. This is a light-hearted activity that gives pupils the opportunity to practise the phonic sounds covered in this module. It is not suitable for Formal Assessment. However, ask at the end of the game whether any groups had pupils who made mistakes with the sounds. If so, give them extra practice pronouncing the /m/, /n/ and /ŋ/ sounds.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

6.
 - a) A pencil is used for writing that can be erased.
 - b) A pen is used for permanent writing.
 - c) An eraser is used to rub out pencil writing.
 - d) A sharpener is used to sharpen the lead points of pencils.
 - e) A ruler is used to draw straight lines. A ruler is also used to measure lengths.
 - f) A tape measure is used to measure longer lengths.
 - g) A calculator is used for calculations.
 - h) An abacus teaches addition and subtraction.
 - i) Charts and posters contain useful information. They also make a classroom look interesting.
 - j) Books contain information that is useful in lessons.
7.
 - a) This prevents the computers from being stolen.
 - b) It can do calculations such as addition and subtraction.
 - c) An abacus is not battery-operated, and it can only do simple calculations.
 - d) Accept any correct answer, such as: I do not have a calculator, but I would like to, because it will help me to solve maths problems faster.
 - e)
 - so
 - measure
 - longer, big

Vocabulary

8.
 - a) atlas dictionary eraser poster ruler sharpener tape
 - b) calculator chart classroom computer
 - c) safe school sharpener straight
9.
 - different – similar
 - sharp – blunt

big – small
simple – difficult
temporary – permanent

10. a) straight – not crooked or bent
b) measure – work out the distance or length of something
c) adding – putting numbers together to get their total
d) multiplying – add one number to itself a certain number of times
e) averages – the figure obtained by adding different figures, then dividing that total by the number of figures (the average of 2, 5 and 8 = 5)
f) subtract – take one number away from another number
g) libraries – rooms or places that have collections of books
h) atlases – books that contain maps
i) dictionaries – books that give the meanings of words
j) computers – machines that can store texts, pictures, do calculations, link to the Internet, etc.

Grammar and Structure

11. b) I have the same number of shirts as my brother.
c) My blue shirt cost as much as yours (did).
d) My bag is as full of books as yours (is).
e) I have as many siblings as you do.
f) You have as much work to do at home as I do.
g) My bag has the same number of books in it as yours (does).
h) He runs as fast as his brother (does).
i) You have the same dictionary as I do.
j) My pencil is as sharp as yours (is).
12. The missing words are:
a) as ... as
b) as ... as
c) same ... as
d) as ... as
e) same ... as
f) same number of OR as many ... as

Writing

13. This is suitable for Peer Assessment. Ask pupils to check that they have identified the parts of the letter correctly.
14. Pupils can check their own letters, using ‘Pupil’s Checklist: Formal and Informal Letter’ on page 6. You can use ‘Teacher’s Rubric: Formal and Informal Letters’, on page 10, if you select this task for Formal Assessment.

Workbook (pp. 50 – 52)

1. a) D. minimum
b) A. lemon
c) E. knock
d) C. kitchen
e) B. angle

2.

a) 4	b) 7/3	c) 6
d) 3/7	e) 1	f) 9
g) 5	h) 8	i) 2

3. a) big
b) round
c) height
d) tall
e) age
f) old
g) speed
h) mark
4. a) number
b) taller
c) age
d) tallest
e) same
f) tall
g) older
h) number
i) many
j) most
k) fewer

Answers and Evaluation Tools

Pupil's Book (pp. 129 – 136)

Phonics

1. and 3. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) lace
b) brick
c) blue
d) crash

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation. Pay particular attention to their use of rising and falling intonation.

Reading and Comprehension

5. and 7. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

6. a) He was wearing a cap because the weather was very hot.
b) He invited him to eat some fish.
c) He thought that Mr. Rabbit had not been generous enough, after his long walk.
d) He agreed to go to the store for Mr. Tortoise.
e) Mr. Tortoise lied to her and told her that one of her chickens had run away.
f) He was hiding it from Mr. Rabbit.
g) He walked home during the day.
h) It started to fry under his cap.
8. a) It is made out of keratin.
b) Human fingernails and animal hooves are also made out of keratin.
c) Shells protect tortoises against predators and against damage from sticks and thorns.
d) It is made of many parts.
e) They use the shells.
f) Tortoises are protected now because too many were killed previously.
9. a) The folktale
b) The text about tortoise shells
c) Mr. Tortoise is bad, as he lies and steals.
d) Do not steal. OR Do not trust your friends too easily.
e) Accept any well-supported answer.
f)
 - so
 - too and to
 - shell
- g) Tortoises do not wear caps. Rabbits do not fry fish. (Accept any other correct answers.)

Vocabulary

10. a) arrived
- b) welcomed
- c) patiently
- d) put it into action
- e) stole
- f) hid
- g) never

Grammar and Structure

11. a) I studied hard so that I would pass the examination.
- b) I left early so that I would be on time for school.
- c) I shut the gate so that the dog would not run out.
- d) My mother bought flour and eggs so that she could bake a cake.
- e) My parents work hard so that they are able to pay my school fees.

- f) Tortoises pull their legs inside their shells so that they are protected.
 - g) It is not legal to sell tortoise shell, so that tortoise numbers can increase.
 - h) Shells protect tortoises so that other animals cannot eat them.
12. a) The mouse is so tiny that it can fit through the hole.
 - b) It is so dark that I cannot see anything.
 - c) The toast is so hard that I cannot bite it.
 - d) It is so hot that I do not want to do anything.
 - e) The girl is so short that she cannot see over the garden wall.
 - f) Tortoise shells are so strong that they protect the tortoises.
 - g) People have killed so many tortoises that their numbers are decreasing.
 - h) Tortoise shell is so pretty that people use it for decorations.

Writing

13.

Object	(1) We use a ... for ...	(2) We use a ... to ...	(3) We ... with ...	(4) A ... is used for ...
A broom	We use a broom for sweeping.	We use a broom to sweep.	We sweep with a broom.	A broom is used for sweeping.
a) A chair	We use a chair for sitting.	We use a chair to sit on.	We sit on a chair.	A chair is used for sitting on.
b) A spoon	We use a spoon for eating.	We use a spoon to eat food.	We eat with a spoon.	A spoon is used for eating food.
c) An oven	We use an oven for cooking.	We use an oven to cook.	We cook in an oven.	An oven is used for cooking.
d) A fridge	We use a fridge for keeping food cold.	We use a fridge to keep food cold.	We keep food cold in a fridge.	A fridge is used to keep food cold.
e) A pen	We use a pen for writing.	We use a pen to write.	We write with a pen.	A pen is used to write.
f) A knife	We use a knife for cutting.	We use a knife to cut things.	We cut with a knife.	A knife is used cut things
g) A tortoise shell bowl	We use a tortoise shell bowl for decoration.	We use a tortoise shell bowl to decorate.	We decorate with a tortoise shell bowl.	A tortoise shell bowl is used for decorating.
h) A mobile phone	We use a mobile phone for talking.	We use a mobile phone to talk to others.	We talk to others with a mobile phone.	A mobile phone is used for talking to others.

Workbook (pp. 53 – 55)

1.
 - a) D. lock
 - b) E. bread
 - c) A. flow
 - d) B. ground
2.
 - a) I wake up early so that I am not late for school.
 - b) Our dog is so old that he has no teeth.
 - c) Our teacher is so kind that she gives us extra lessons.
 - d) I try to do well at school so that I can get a good job when I grow up.
 - e) Candied plantains are so delicious that I want to eat a lot.
 - f) Akanu was so angry that his eyes went red.
 - g) I took bread to eat so that I was not hungry at lunch time.
 - h) I was so tired that I fell asleep without eating my supper.
3.
 - a) Mother said, “Take money so that you can pay for the bus.”
 - b) “I am so late that I will have to walk to school,” I replied.
4.
 - a) The baby is so tired that he needs to sleep now.
 - b) I am so happy that I could sing all day.
 - c) Be careful! The knife is so sharp that you can cut yourself.
 - d) Anna is so sad that she can’t stop crying.
 - e) I was so thirsty that I drank two glasses of water.
 - f) I rubbed out so hard with the eraser that I made a hole in the page.
5.
 - a) writing
 - b) write
 - c) cooking
 - d) cook
 - e) cutting
 - f) cut
 - g) washing
 - h) wash
6.
 - a) A needle and thread can be used to sew on the button.
 - b) Red pens can be used by teachers to mark pupils’ work.
 - c) Hard hats should be worn by construction workers.
 - d) New words can be looked up by pupils in a dictionary.
 - e) Gloves should be used when you give someone an injection.

Answers and Evaluation Tools

Pupil's Book (pp. 137 – 143)

Phonics

1. and 3. Listen to pupils say the words.
Check that they pronounce the three sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) here
b) will
c) youth

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation. As in the previous module, check that pupils use rising and falling intonation correctly.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

6. a) False. The man had four sons.
b) False. He sent them to look at a pear tree.
c) True
d) False. The second son went in spring.
e) True
f) False. The second son said that the tree had buds.
g) True
h) False. The last son said that the tree had been covered with fruit.
i) False. The father said that they were all correct.
j) True
7. a) The four seasons are winter, spring, summer and autumn.
b) Yes. There are four seasons all over the world.
c) C
d) Accept any correct sentences.
e) Adjectival Phrase
f) ugly, bent, twisted, sweet, beautiful

Vocabulary

8. a) journey – a trip to a place
b) twisted – bent
c) laden – carrying a lot of something
d) graceful – has a beautiful shape
e) ripe – ready to be picked and eaten
f) judge – form an opinion about something or someone

Grammar and Structure

9. b) had moved
c) had been
d) had enjoyed
e) had finished
f) had promised
g) had enjoyed
h) had felt

10. a) The father had asked his sons to go to look at a tree.
 b) He had wanted to teach them a lesson.
 c) Buds had covered the tree.
 d) Each son had looked at the tree.
 e) The sons had disagreed with each other.
 f) The tree had been twisted and ugly.
 g) The sons had judged the tree by only one season.
11. a) The father had sent his sons on a journey.
 b) He had told them to look at a pear tree.
 c) The youngest son had said that the tree was dead.
 d) Each son had gone in a different season.
 e) They had seen the tree, but at different times.
 f) They had not understood their father's advice.
 g) He had given them a wise lesson.
 h) They had learnt not to judge too quickly.
 i) In winter the tree had lost its leaves.
 j) By summer new leaves and fruit had grown.

Writing

12. A wise woman lived with her (a) husband and her three children. They worked in the (b) fields during the day. Every evening, they ate a (c) meal together and sat around the fire. They (d) spoke about things that had happened. They planned what they would do the next day. They laughed and had fun. They were very close to each other.
- But her children became bored as they grew (e) older. They did not want to spend every evening with their parents. They wanted to see their own (f) friends. Their father was sad. He wanted to stop them. But the wise woman said, "It is the way of all nature. Birds leave the (g) nest. Young buck go off to start their own (h) herds. Lion (i) cubs leave when they are old enough to (j) hunt. Let the children go."
- So the children went off on their (k) own. They met friends. They fell in (l) love and started their own families. Now those children have had their own children.

And these children love going to their (m) grandparents to sit around the fire and talk and laugh. So the (n) woman and her husband have more (o) family now than before!

This activity is suitable for Peer Assessment. Pupils can correct each other's work as you explain the correct words. They can then work out the total number of correct answers out of 15.

Workbook (pp. 56 – 57)

1. a) E. heavy
 b) C. wing
 c) A. yolk
2. a) weave
 b) hello
 c) health
3. a) journey
 b) ripe
 c) drooping
 d) full
4. a) My parents had married three years before I was born.
 b) My parents had hoped to have children.
 c) My mother had grown up in a large family. (Also accept 'had grown', but note that 'grown up' is a Phrasal Verb.)
 d) My parents had both qualified as computer programmers.
 e) I had learnt about computers when I was very young.
 f) Nigeria had been a colony before independence.
5. a) had asked
 b) had said
 c) had asked
 d) had explained
 e) had agreed
 f) had gone
 g) had been
 h) had drawn

Answers and Evaluation Tools

Pupil's Book (pp. 144 – 150)

Phonics

1. and 3. Listen to pupils say the words. Check that they pronounce the two Diphthong Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.

2. a) dear
b) clear
c) care
d) pair

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.

Reading and Comprehension

5. and 7. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the texts, using the checklist to evaluate each other.

6. a) Mr. Ademola Ajayi has grown a cocoyam.
b) Cocoyams are harvested from late September to January.

- c) It is extremely large.
d) He planted it in his fields with the rest of the cocoyams.
e) No.
f) They are planning to cook it for dinner.
g) Everyone in the compound is invited to dinner.
h) Accept any reasonable answer, such as: This cocoyam's roots had more water, or were planted in better soil, than the others.
8. a) Her name is Bukola Elemide.
b) She thought that Asa would be better as a performer's name.
c) three
d) She studied at university.
e) She wanted to study music.
f) She lives in Paris, France, as well as Nigeria.
g) She loves Lagos the most.
h) She performs music.
9. a) She listened to Bob Marley, Lauren Hill and Michael Jackson.
b) She had to take care of her three brothers, she had to look after the home.
c) She had stopped going to university and had not told her father.
d) Either: Yes, she was correct because she knew that she was a talented musician. Or: No, she should have obeyed her parents' advice.
e) The second article, because it is about a real musician. Or: The first article because I am interested in agriculture. (Accept any other reasonable sentences.)
f) • in secret
• stopped going
• university, school

Vocabulary

10. Accept any correct sentences such as:
- The musician has recorded a new album.
 - The child likes to pretend that she is a bird that can fly.
 - We watched the performer on stage at the concert.
 - The audience applauded after the show.
 - I will refuse to start smoking.

Grammar and Structure

11. a) the
b) an
c) the
d) a
e) a/the
f) the
12. a) to learn new tricks
b) to buy a new house
c) to practise often
d) to go on holiday
e) to start the fire
f) to see the thief arrested
g) to find out what is happening
h) to become a teacher
13. to study law or medicine
14. a) When he arrives we can try to build a sandcastle. / We can try to build a sandcastle when he arrives.
b) When she grows up Udochi wants to be an astronaut. / Udochi wants to be an astronaut when she grows up.
c) Tomorrow morning she hopes to visit us. / She hopes to visit us tomorrow morning.
d) I like to grow plants in the garden.
e) Bashir needs to do his homework after school. / After school Bashir needs to do his homework.
f) The pilot wants to land the aeroplane on the runway.
g) The farmer wants to grow the biggest yam in the country.
h) Asa left university to focus on her singing.

Writing

15. This is suitable for Self-Assessment. Ask pupils to check their own work using the checklist on page 150 in the Pupils Book. Then you can use 'Teacher's Rubric: Formal and Informal Letters' on page 10.

Workbook (pp. 58 – 60)

1. a) E. clear
b) A. appear
c) C. chair
d) D. unfair
2. a) Chika likes to play after school.
b) Chika likes to play basketball and judo.
c) Chika likes to play carefully.
d) Chika likes to play with her friends.
e) Chika likes to play in the garden.
3. a) The teacher wants to start her lesson in the classroom.
b) I am allowed to play computer games on weekends only.
c) Grandmother needs to visit a doctor tomorrow morning.
4. a) an
b) the
c) the
d) an
e) the
5. a) Tariq wanted to learn science.
b) He wanted to get a good mark.
c) He went into the house to sit at the kitchen table.
d) He had to eat some bread first because it was lunchtime.
e) He wanted his pencil sharp to write neatly on the page.
f) His friend Bashir came to help Tariq study.
6. a) What did Tariq want to learn?
b) Why did he want to learn?
c) Where did he study?
d) What did he do first?
e) What did he do to his pencil, and why?
f) Who helped him to study?

Answers and Evaluation Tools

Pupil's Book (pp. 151 – 159)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two Diphthong Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3.
 - a) hold
 - b) show
 - c) colder
 - d) howls
 - e) town
 - f) thousand

Listening and Speaking

4. This is a light-hearted activity, not suited for Formal Assessment. Listen to pupils read the poem and monitor that their pronunciation and stress are correct.
5.
 - a) stew, drink, sight, sweet, head
 - b) The food you eat influences many things about you, such as your appearance, health and energy.
 - c) She wants her cheeks to be round like tomatoes. She wants her skin to look healthy and shiny like chocolate. She wants to be nice.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7.
 - a) True
 - b) False. Some countries have poor health.
 - c) True.
 - d) False. Rich people also get ill. But wealthy countries have better health statistics.
 - e) True. (This might lead to some debate about how some diseases or conditions are out of an individual's control.)
 - f) True.
 - g) False. Your teeth affect your health.
 - h) True.
 - i) False. If you break a bone, go to a clinic.
 - j) False. Do not cough and sneeze on other people, to avoid spreading germs.
8.
 - a) Answers will vary according to each pupil's circumstances.
 - b) Answers will vary according to each pupil's circumstances.
 - c)
 - to, on
 - should
 - regularly

Vocabulary

9.
 - a) physical
 - b) social
 - c) mental
 - d) well-being
 - e) environment
 - f) hygiene
 - g) immunisations
 - h) varied

10. Rilwan feels sick. He has a headache and a stomach ache. Rilwan's mother takes his temperature. Rilwan has a high temperature so she decides to take him to the doctor. The doctor examines Rilwan. He prescribes some medicine for Rilwan. The medicine will make Rilwan better. The doctor also says that Rilwan must stay in bed for three days.
11. This activity practises the vocabulary from the table on page 156, and gives pupils oral practice. This is suitable for informal Peer Assessment. Pupils can work in groups, checking that each group member uses some of the vocabulary from the table.

Grammar and Structure

12. a) Yesterday she looked under the table.
 b) Yesterday her mother did not see her bag.
 c) Yesterday she found her bag next to the chair.
 d) Yesterday they arrived by bus.
 e) Yesterday we had fun all day long.
 f) Yesterday I felt sick
 g) Yesterday I went to the clinic.
 h) Yesterday the nurse gave me some medicine.
 i) Yesterday I took it when I got home.
 j) Yesterday I lay down when I got home.
 k) Yesterday I slept for a long time.
 l) Yesterday I felt better.
13. a) They eat corn fufu for dinner.
 b) I forget to bring my English book to school.
 c) The bus timetable changes.
 d) They move from Ogun State to Lagos State.
 e) We lose the match again.
 f) Jackson runs to fetch some cocoyams at the market.
 g) My grandmother remembers a story from her past.
 h) Kano Pillars plays against Shooting Stars.

Writing

14. How to get to Post Office, River Road, Greenville
 3. Walk / Continue
 4. bank
 5. Turn, First or Second Street
 6. clinic
15. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They should check the directions using these criteria:
- The directions are accurate.
 - The directions use Verbs such as turn, walk, continue.
 - The directions are in the correct logical order.

Workbook (pp. 61 – 63)

1. a) E. fold
 b) A. close
 c) D. noun
 d) E. brown
2. Note that some pupils might identify words with the same Vowel sounds here. Point out that the words need to rhyme, so they need to look at the final sound of the words as well as the Vowel sound.
- a) cold mould
 b) plough how
 c) show dough
 d) cloudy rowdy
 e) down noun
 f) shouting doubting
 g) drone known
 h) shoulder older
3. **Across**
1. injection
 7. medicine
 8. nurse
 9. patient
 10. healthy
 11. doctor
 12. life

Down

2. operation
3. bandage
4. disease
5. hospital
6. dentist

4. Buchi was very excited. It was an important day! Her cousin was getting married and had planned a big party. She carried the table outside and placed plates of sweets and cans of cold drinks on the table. While Buchi works worked outside, her mother prepared food with the other women, and her father tied balloons to the street light near the front door.

5.

Simple Past	Simple Present	Simple Future
tried	tries	will try
slept	sleep	will sleep
went	go	will go
helped	help	will help
ate	eat	will eat
forgot	forget	will forget
drove	drive	will drive
held	hold	will hold
broke	break	will break
was	is	will be
caught	catch	catch

Answers and Evaluation Tools

Pupil's Book (pp. 160 – 166)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two Diphthong Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. a) told
b) whole
c) insure
d) mature

Listening and Speaking

4. Accept any correct sentences. Monitor that pupils can use the two different structures of 'so that' and 'so ... that' correctly.

Reading and Comprehension

5. and 11. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

7. a) They were building a new city.
b) He slithered through the middle of it, destroying it.
c) He felt no remorse, he felt proud of what he had done.
d) He threatened to come back and kill all the ants by squashing them.
e) They were planning how to respond to the serpent's destruction.
f) They ate him.
g) They did it at night.
h) Only its bones or skeleton was left behind.
8. a) No, he should have been remorseful and apologised.
b) Maybe they could merely have stung him instead of killing him, but then, given the arrogance of the serpent, it would probably have returned to kill them.
c) You can overcome any problem if you work with others.
d) • completely or nearly
• past
• when

Vocabulary

9. Accept any correct sentences, such as:
a) The worm was slithering across the ground.
b) An aeroplane can glide through the air.
c) The house was destroyed by fire.
d) You can crush eggshells into small pieces and put them on the ground to deter snails.
e) A skeleton is the bones of a mammal.
10. snake, town, dominate

Reading and Comprehension

12. This summary activity is suitable for Peer Assessment. Pupils can check each other's work against this model answer.
- Coal is burned in large boilers. Boilers heat water and make steam. The steam turns huge turbines. The turbines generate electricity. The electricity goes in to a network of cables called the power grid.

Grammar and Structure

13. The rain came down and the river rose. The animals moved down the road to get away from the water. The journalist watched them. He wrote notes in his book. Suddenly, CRAACK! The water broke through the riverbanks. The journalist ran as fast as the animals. He did not take any more notes. He did not take photographs. He did not take any chances!

The serpent dragged itself through the city the ants had built. When the serpent stopped, the ants' hard work was ruined. The ants were very upset. They cried. But the serpent laughed at them. So they called their friends and family. When the serpent slept, they nipped and bit him, until there was only a skeleton left.

Writing

14. This is suitable for Peer Assessment. Ask pupils to check their work in groups. They can use 'Pupil's Checklist: Narrative Essay' on page 6.

Workbook (pp. 64 – 66)

- D. moan
 - A. ocean
 - E. cure
 - B. insure
- pour
 - house
 - pour
 - nurse
- were
 - breaks
 - marched
 - did
 - ate
- I saw you yesterday at the school.
 - The teacher said that I was late.
 - The young girl cried when she broke her pencil.
 - Children don't like to wake up early.
- tried
 - chopped
 - drank
 - helped
 - completed
- When the wind blew, my hat flew into the air.
 - After I was in my bed, my mother turned off the light.
 - While I was writing the test, I saw Tidi cheating.
 - Before she could answer it, the phone stopped ringing.
 - Although his jacket was too small for him, Fela looked good.

Revision

Pupil's Book (pp. 167 – 169)

1. a) His mother asked how he was feeling today.
b) Mrs. Ogechukwu asked when we were/they were/he was/she was/I was leaving for Cameroon.
c) The teacher asked Peter how his family celebrates Christmas.
d) The boy asked if I/he/she/we knew where the library was.
e) Yewande asked Bala to help her with her homework.
(Award 2 marks per sentence.
Take ½ mark off for each mistake.)
(10)
2. a) I can't wait for you to come because I have not seen you for a long time.
b) I can't wait for you to come although I saw you yesterday.
c) She doesn't like butter on her bread but she does like jam.
d) It is the rainy season although we haven't had much rain.
(Award 1 mark for each correct sentence.)
(4)
3. a) The boy is as clever as his brother.
b) That man is as strong as this man.
c) Ndubuisi is the same age as my father.
d) This book is the same length as that book.
e) This book is as long as that book.
(Award 1 mark per sentence.)
(5)
4. a) The baby is so small that It cannot crawl yet.
b) I water the plant so that it grows.
c) I make my bed so that my bedroom looks tidy.
d) The story was so boring that everyone fell asleep.
e) The football was so exciting that the fans were shouting.
(Award 1 mark per sentence.
Take off ½ mark for each mistake.)
(5)
5. a) The man, who lives in the blue house, is old.
b) The cat that had eight kittens, belongs to my sister.
c) We will find new homes for the kittens when they are six weeks old.
d) The dog that barks a lot, chased the cat up the tree.
e) The compound where your family lives looks very nice.
(Award 1 mark per word filled in.)
(5)
6. a) She studied to become a journalist.
b) They watched soccer on television.
c) He took photographs for the newspaper.
d) We went to the movies tonight.
(Award 1 mark per word in correct tense.)
(4)

Revision

7. a) We have finished Term 2.
 b) I have lived in the same house my whole life.
 c) Scientists have discovered a new treatment for malaria.
 d) The baby has learnt to walk.
 e) Our teacher has marked our tests.
 f) My brother has qualified as a technician.
 g) The bus has left already.
 h) I am still hungry, although I have eaten lunch.
- (Award 1 mark per word in correct tense.)

(8)

8. a) We had learnt to write when we were six years old.
 b) I had felt sick before I took medicine.
 c) The dog had chased the chickens before I could stop him.
 d) She had been nervous until she saw that the test was easy.
 e) We saw that the rain had fallen through the night.
 f) I had slept for only two hours when the noise woke me.
- (Award 1 mark per word in correct tense.)

(6)

9.

a) steak	a thick and large piece of meat
b) rare	not easily found
c) special	something good that happens
d) neighbours	people who live next door to you
e) accurate	exact and correct
f) celebrate	to do something for a special occasion

(Award ½ mark for each correct spelling, and ½ mark for each correct definition.)

(6)

10.

Column A	Column B
a) I am sorry to hear that you are sick.	Letter of sympathy
b) I hope you're having fun on holiday.	Informal Letter
c) I would be grateful if you would send the money to me as soon as possible.	Letter asking for a special favour
d) I was delighted to hear about the birth of your baby son.	Letter of congratulations
e) The principal and staff wish to invite you to the school's 10th anniversary celebrations.	Formal Invitation
f) I should be grateful if you would allow me to be absent from school on that day.	Letter of absence
g) I am writing to thank you for the wonderful gift you sent me.	Letter of appreciation

(Award 1 mark for correctly naming the type of letter.)

(7)

[60]

Answers and Evaluation Tools

Pupil's Book (pp. 170 – 176)

Phonics

1. a) sling
- b) wise
- c) with
- d) those
- e) shirt
- f) pleasure
- g) dodge
- h) catch
- i) father
- j) lame
- k) finger
- l) lead
- m) wool
- n) rope
- o) new
- p) yell
- q) spare
- r) fear
- s) brown
- t) toe
- u) sure

Listening and Speaking

2. and 3. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.
4. a) Adeola's mother asked her to run next door to ask her Aunt Bisola for a cup of rice.
- b) Adeola told her mother that she would do so.
- c) Aunty Bisola asked Adeola to help her get up.

- d) Adeola told Aunty Bisola that she was going to fetch her mother, because she would know what to do.
- e) Her mother asked to get the first aid box.

5. a) surname
- b) family
- c) surprise
- d) reward
- e) feathers
- f) deserted
- g) animal
- h) perform

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7. a) No, she wasn't.
- b) She wanted to lose weight.
- c) No, she was the second African, but the first Nigerian.
- d) She live sin Qatar.
- e) Accept any two of the following: Dubai, Boston, London, New York, Tokyo and Chicago
- f) Six weeks
- g) She feels a spiritual connection. OR She feels love and forgiveness for other people.
- h) No.
8. a) unfit, determined, spiritual
- b) We should persevere or not give up, and we should not set limits on what we believe we can accomplish.

- c) • last
- spiritual
- disappear
- d) She was happy with her life, although she weighed 121 kg.
- e) Answers will vary, according to each pupil's choice of role model.

Vocabulary

9. a) treadmill – a machine used for running
 b) marathon – a race run over a long distance
 c) conditions – the weather, terrain, and so on, of an area
 d) confidence – belief in your ability to do something
 e) persevere – to keep on trying; to not give up
 f) spiritual – a connection with a higher being

Grammar and Structure: Revision

10. a) fetched
 b) bandaged
 c) smiled
 d) ran
 e) lay
 f) knew
 g) bandaged
 h) thanked

11. a) I have been inspired to start running after reading about Tuedon.
 b) Tuedon has finished many long-distance races.
 c) I have tried to run before, but I gave up.
 d) He has run twenty marathons in the last year.
 e) They have bought new running shoes.
 f) She has hurt her ankle while running.
 g) You have won the race.

12. a) had been
 b) had started
 c) had been

13. a) Her ankle was so swollen that she couldn't get up.
 b) She stayed up so late that she couldn't wake up in the morning.
 c) Tuedon has trained so hard that she has lost a lot of weight.
 d) This hamburger is so big that I cannot eat it all.
 e) That ring is so expensive that only a king can afford to wear it.

14. a) Tuedon goes to bed early so that she can run before work.
 b) She trains every day so that she will be ready to run a marathon.
 c) Water the garden regularly so that the plants can grow well.
 d) Persevere so that you can succeed.
 e) Take a warm jacket with you so that you won't feel cold later on.

Writing

15. Use this rubric to assess the essays.

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Structure	Clear introduction, body and conclusion	Mostly clear introduction, body and conclusion	Some attempt at organising an introduction, body and conclusion	Weak division of paragraphs into introduction, body and conclusion	Very weak structure

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Content	Excellent. All the facts are relevant and accurate	Good. Most of the facts are relevant and accurate. A few gaps	Some facts are relevant, but missing facts and errors spoil the essay	Weak facts, many errors and omissions	Extremely weak. Facts are irrelevant. Many mistakes and omissions
Language and Spelling	Excellent, above the level expected for this level	Very good. A few errors, but these do not detract from the meaning	Good, but the errors start to spoil the writing	Many errors that make the essay difficult to read	Extremely weak. The vocabulary and sentence structure is unintelligible

Workbook (pp. 67 – 69)

- soon
zest
maths
these
shy
seizure
ridge
reach
blame
stain
thing
round
long
happy
your
wire
dare
tears
scout
grow
fewer

- has, is
 - has, is
 - has, is
 - are, have
 - am, is
 - have, are
 - has, is

- Toni brushes her teeth so that her breath is fresh.
 - My father is so nice that he helps my mother cook supper.
 - Our car is so old that we have to push it to make it go.
 - On sports days I packed my running shoes so that I can train.
- Question/Request
 - Request
 - Command
 - Exclamation
- on the way to school.
 - for one of Flora's cakes.
 - in a brown packet.
 - to share her food.
- to go to the doctor
 - like lightning
 - a very happy man today
 - under his bed

Answers and Evaluation Tools

Pupil's Book (pp. 177 – 183)

Phonics

1. and 3. Listen to pupils say the words. Check that they pronounce the two Diphthong Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2.
 - a) make
 - b) rate
 - c) steak
 - d) ripe
 - e) might
 - f) shy
4.
 - a) I and driving, famous and grey
 - b) Why and divided, make and eight

Listening and Speaking

5. and 6. This activity is suitable for Peer Assessment. Pupils can check that their partner could identify all the different ways of congratulating. These should include: Well done; Congratulations; Hats off to you; Good job.

Reading and Comprehension

7. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
8.
 - a) The NDLEA was established in 1990.
 - b) It tries to stop all aspects of the drug trade, including the making, growing, selling and exporting of drugs.
 - c) Yes it does.
 - d) cannabis, cocaine, heroin
 - e) It can destroy them.
 - f) It checks to find illegal imports and exports of drugs.
 - g) Cannabis is the most common illegal drug in Nigeria.
 - h) 210 metric tons
 - i) 5,605.45 kilograms
 - j) They burnt the drugs to destroy them.
9.
 - a) The NDLEA has destroyed drugs that would have contributed to the problem of drug addiction. It has destroyed farms and factories and has arrested people involved in the drug trade.
 - b) These drugs cause addiction.
 - c) Counterfeit drugs are drugs that claim to be a harmless legal medication but are in fact something else.
 - d) We all need to give the NDLEA any information we have about the drug trade.
 - e) The country will be safe.

Vocabulary

10. a) manufacturing – making
- b) exporting – sending out of the country
- c) trafficking – hidden and brought into or out of a country illegally
- d) addiction – physical or mental dependence on a drug or substance
- e) smuggled – selling illegally
- f) counterfeit – fake, not the real product
- g) seizes – confiscates or takes away
- h) arrest – take a person into police custody

Grammar and Structure

11. a) Decades ago
 - b) visitors to the zoo
 - c) Before long
 - d) a non-smoker
 - e) the unborn baby’s supply of oxygen
 - f) a dangerous heart defect
12. a) for illegal activity
 - b) at the zoo
 - c) tirelessly and for long hours
 - d) within a few months
 - e) for her safety
 - f) in Nigeria
 - g) after 18 years of age
 - h) with addictive chemicals
13. a) The orangutan in the cage was kept in captivity.
 - b) She uses ropes in the trees to swing.
 - c) The keepers moved her to a new cage out of sight.
 - d) People threw cigarettes over the fence around her cage.
 - e) The baby with serious health problems was born addicted to cigarettes.
 - f) People can be fined for throwing of cigarettes.

Writing

Use the rubric at the end of Term 3 Module 1 in this guide, to assess the essays.

Workbook (pp. 70 – 72)

1. a) D. spade
 - b) C. eight
 - c) E. crime
 - d) B. type
2. a) either
 - b) hair
 - c) mint
 - d) limb
3. a) The children played outside until it was night.
 - b) I was in P4 before I came into this class.
 - c) People should wash their hands after working in the garden.
 - d) Put the meat on a plate when you have cooked it.
4. a) Every December
 - b) after the car stops outside
 - c) As soon as they have unpacked
 - d) after supper
 - e) when Mother says: “Bed time, children!”
 - f) until after the sunrise the next day
 - g) Simple Present Tense
5. a) Mother quickly boiled the water before the electricity went off.
 - b) One more night asleep and then it will be my birthday in two days time.
 - c) Ayila quickly climbed up the tree as the dog showed its sharp, white teeth.
 - d) I am excited to see my cousins next weekend, when Uncle Thomas comes.
 - e) Sprinkle on some salt after you fry the plantains.
 - f) Chidi dressed for school early in the morning.

Answers and Evaluation Tools

Pupil's Book (pp. 184 – 191)

Phonics

1. and 3. Listen to pupils say the words. Check that they pronounce the two Diphthong Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) line
b) boil
c) toil
4. /aɪ/ qualified, write
/ɔɪ/ employs, boys

Listening and Speaking

5. and 6. 'Use Teacher's Rubric: Listening and Speaking (Oracy Skills)' on page 7, to assess pupils' pronunciation and intonation.
7. a) Grandfather had parents that were strict.
b) He loved evenings when they sat around the fire.
c) He had to take care of the chickens that they kept next to the house.
d) The vegetables that they grew provided their food.
e) They had to pick off the insects that would eat the vegetables.

Reading and Comprehension

8. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
9. a) It saves money. Your vegetables are always fresh.
b) They get nutrients.
c) We must clear away grass, weeds, litter, rocks and sticks.
d) Nutrients provide the substances that plants need to grow.
e) Tilling is digging the soil over to loosen it.
f) It should be 30 cm.
g) Healthy soil allows plants to grow. Plants provide food for animals. Animals and plants provide food for people.
h) You put compost, humus or manure to make soil healthy.
10. a) Water is good when there is enough of it to allow plants to grow.
b) Water is harmful when there is too much or too little.
c) Answers will vary according to the soil conditions of the area in which your pupils live.
d) People must manage the soil correctly, otherwise they will damage or even destroy it.

Vocabulary

11. a) ecosystem – a community of organisms and their environment
- b) sustain – to support something; to keep something going
- c) organism – an animal, a plant or a single-celled life form
- d) perimeter – the boundary of an area
- e) compost – fertiliser made from decayed organic material
- f) humus – dead or dying leaves and other plant material
- g) topsoil – the top, fertile, layer of soil

Grammar and Structure

12. a) I live on a farm that raises chickens.
 - b) I live in Omo Village which is near my farm.
 - c) I walk to school which is very tiring.
 - d) I have a teacher who is very strict.
 - e) Farmers like soil that is rich and loose.
 - f) Spinach, which is rich in iron, grows well in this soil.
 - g) Soil contains living organisms, which include bacteria, fungi and various animals and insects.
 - h) We can grow vegetables in soil that contains earth, sand and clay.
 - i) First we must clear the patch that we will use.
 - j) We must also remove any litter, rocks or sticks that are in the soil.
13. a) Soil which is sandy does not hold water.
 - b) Soil that has lots of compost does hold water.
 - c) Plants that are planted in poor soil will not grow well.
 - d) People will not be able to eat crops that die because of drought.
 - e) I can remember the time when there was a drought.
 - f) The farmer has a cow that pulls his plough.
 - g) Farmers can lose soil that washes away in a flood.
 - h) Many young people who do not want to be farmers are moving to cities.

Writing

14. Use 'Teacher's Rubric: Descriptive Essay', on page 10, to assess pupils' writing. You can give pupils copies of 'Pupil's Checklist: Descriptive Essay', on Page 6, for them to assess their own work before they hand it in to you for Formal Assessment.

Workbook (pp. 73 – 74)

1. a) E. side
b) C. coil
c) D. boil
2. a) Water (that) has been boiled is usually safe to drink.
b) Wash vegetables and fruit (that) you want to eat.
c) People (who) drink dirty water might become sick.
d) He listens to rap music (which) has rhyming lyrics.
e) Nigerian musicians (who) sing traditional music are very popular.
f) You must tell your parents (where) you are going.
g) A fan is someone (who) likes a musician.
h) Have you heard the song (that) has just been released?
3. **Across**
 2. roots
 3. spade
 4. weeds
 7. vegetables
 9. seeds
 11. water

Down

1. compost
5. ecosystem
6. livestock
8. topsoil
10. farm

Answers and Evaluation Tools

Pupil's Book (pp. 192 – 200)

Phonics

1. and 3. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) fat
b) farm
c) cat
d) heart
e) bark
f) Pack
4. a) seen
b) live
c) pick
d) sit
e) lips
f) reach
g) been
h) win

Listening and Speaking

5. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.
6. a) My great-grandmother used to milk the cow to get milk.
b) She used it to make butter.
c) My granny bought ingredients at the shop.

- d) She used an electric hand mixer.
- e) My great-grandfather used to drive a horse and cart.
- f) My grandfather had to open and close all the farm gates.
- g) Today we drive on a tarred road.

7. Answers will vary.

Reading and Comprehension

8. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
9. a) It was created in February 1988.
b) Federal Road Safety Commission
c) They decide on the best speed limits on roads.
d) They clear the obstacle.
e) Anyone over the age of 18 who has met the requirements for a licence.
f) They want to reduce road crash statistics by 50%.
g) The FRSC
h) They assist victims of accidents and investigate the causes of accidents.
10. a) Accept any five of the following: The produce driver's licences. They assist accident victims. They set speed limits. They clear obstacles on roads. They can arrest anyone committing a traffic offence. They run education programmes to improve road safety. They produce the standards for highway traffic codes. They design number plates.

- b) It has reduced the numbers of deaths and injuries caused by accidents.
- c) We should wear seatbelts, not drink and drive, not speed, do not drive while using our mobile phones, and obey the rules of the road.
- d) • Sending text messages while driving: This will distract drivers, who will not concentrate fully on the roads.
- Drink alcohol before or while driving: Drivers under the influence of alcohol do not react as quickly, and have impaired judgement.
 - Disobey traffic rules while driving: The rules are designed to make driving safer, so disobeying rules can cause accidents.
 - Over-speed while driving: Speeding can cause accidents, or can make it more difficult for drivers to react in time if there is a problem.
- d) Mother walks to the shops when the bus is late.
- e) When our teacher goes to the principal's office, she leaves someone in charge of the class.
- f) When they were young, my parents walked six miles to school.
14. a) I have found out about an unusual plant.
- b) When the flytrap has eaten, it digests the soft part of the insect.
- c) When it has finished, it opens the trap.
- d) I have never seen a Venus flytrap.
- e) I have lived in Nigeria my whole life.
- f) I have always wanted to learn more about nature.
15. a) When my grandparents were young, they had walked far every day.
- b) They had met when they were walking on the same path.
- c) They had fallen in love with each other after meeting regularly.
- d) My grandfather had felt nervous about proposing to my grandmother.
- e) His parents had encouraged him, because they wanted my grandmother as a daughter-in-law.
- f) My grandmother had said yes when he asked her to marry him.
- g) But first his family had asked her family for permission.
- h) They had been engaged for one year before they married.

Vocabulary

11. a) highways – roads that go between towns or cities
- b) pedestrians – people who walk on roads
- c) reduce – decrease, make less
- d) licence – a legal document that allows someone to do something such as drive
- e) number plates – metal strips on cars that show the car's unique number
- f) obstacles – things in the way, that stop the flow of traffic
- g) seat belts – straps that hold drivers and passengers in their seats
- h) distractions – things that cause someone to lose concentration

Grammar and Structure

13. a) Kunme couldn't understand why Yewande worked so hard at her homework when she could just copy the answers from him.
- b) My aunt and uncle will live with us until Easter, when they intend to go back home.
- c) When the taxi driver slowed down, we were able to get a better view of the city.

Writing

16. Pupils can use this checklist to check their own essays:
- Structure: I have an introduction, three body paragraphs and a conclusion.
 - Each paragraph is about a different topic.
 - Language: The sentence structure is correct.
 - I have used the Past Tense to write about the past.
 - I have used the Present Tense to write about the present.
 - The spelling is correct.

You can use 'Teacher's Rubric: Descriptive Essay', on page 10, if you want to do a Formal Assessment of the essays.

Workbook (pp. 75 – 77)

1. a) D. back
b) E. heart
c) A. seat
d) B. rich

2. a) has worked
b) have read
c) have flown
d) have forgotten
e) has drawn
f) has lived
g) has cooked
h) has written

3. a) My brother will play with me when he has finished his homework.
b) Aaron bought sugar candy yams and I have bought some too.
c) Wild animals can hurt you when they have been captured.
d) The ground will be wet when it has rained.
e) It was my aunt's wedding and she had invited many friends.
f) Someone took my money when I had forgotten it in the classroom.
g) She was in hospital when she had been injured in an accident.
h) The boys had enjoyed the song and the girls had liked it too.
i) Mr. Esiti did not like it when the pupils had made a noise.
j) I hung out the washing when I had washed it.
k) My brother had lost his jersey and I had lost my shoes.

4. a) He has run.
b) He has talked.
c) He has eaten.
d) He has slept.
e) He has broken.
f) He has written.

5. a) have eaten
b) have drunk
c) have burnt
d) has dug
e) have grown
f) have won
g) has made

Answers and Evaluation Tools

Pupil's Book (pp. 201 – 263)

Phonics

1. and 3. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) tock
b) stalks
c) cot
d) bomb
e) store
f) board
g) pot
4. a) court
b) four
c) bored
d) stork

Listening and Speaking

5. and 6. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.
7. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' debating skills.

Reading and Comprehension

8. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
9. a) Jire's parents live in Abuja.
b) Her brothers' names are Mayowa and Bode.
c) Jire sees her family on the weekend./Jire sees her family on weekends.
d) During the week Jire sleeps in a dormitory.
e) Jire's teacher's name is Mrs. Ajetomoby.
f) Yetunde wears a hearing aid.
g) She does not hear well, so she sits at the front so that she can lip-read.
h) She will study for three years.
10. a) The pupils' answers will vary, for example: Yes, a strict teacher can be kind because she can also be patient and understanding. Or: No, a strict teacher cannot be kind because she is too worried about keeping the pupils busy. Accept any answer that makes sense.
b) She makes sure that Yetunde has understood the instructions and the work. She lets Yetunde sit at the front so that she can lip-read.
c) Answers will vary according to the situation in each class.
d) young, pretty, strict, patient, kind

Vocabulary

11. a) boarding school – a school that provides accommodation and meals for the pupils
- b) dormitory – a large bedroom, which is shared by a number of people, in a school or institution
- c) lonely – to feel sad because you have no friends or company
- d) grasp – to understand
- e) hearing aid – a device worn behind the ear to amplify sound
- f) ensure – to make sure of
- g) lip-read – to work out what someone is saying by looking at the movement of their mouth
- h) qualified – studied in a particular area

Grammar and Structure

12. a) Mrs. Famorio moved to Lagos where she worked in a hospital.
 - b) The young nurse was nervous when she saw her first patient.
 - c) The patient felt comforted when Nurse Famorio held her hand.
 - d) Nurse Dada took the patient's pulse and smiled at her.
 - e) The anxious dad fainted when he walked into the hospital.
 - f) The patient gave birth to a beautiful girl.
 - g) The baby cried at first.
 - h) Nurse Famorio tried to help all her patients.
13. a) Mrs. Famorio's day had been very busy.
 - b) She had started work very early this morning.
 - c) Many patients had arrived at the same time.
 - d) The experienced nurse had stayed calm and soon everything was under control.
 - e) A boy who had broken his arm came in for treatment.
 - f) He had fallen off a bicycle earlier.
 - g) Another patient had felt in pain the whole night.
 - h) It had seemed that the day would never end!

14. a) Kole picked up a lot of weight when he stopped exercising.
- b) Do you put on weight easily?
- c) Kole looks after his health by exercising regularly.
- d) You should carry on and never give up.
- e) I take after my mother. She also loves to run.
- f) Look up the word in a dictionary.
- g) I look up to my teacher.
- h) I was named after my grandfather, as a sign of respect.

Writing

15. Use 'Teacher's Rubric: Descriptive Essay', on page 10, for Formal Assessment of the essays.
Pupils can use 'Pupil's Checklist: Descriptive Essay' on page 6.

Workbook (pp. 78 – 79)

1. a) comb
- b) bone
- c) road
- d) chair

2.

Simple Present	Simple Past	Past Perfect
Today, I ...	Yesterday, I went...	Before I went to school, I ...
wash	washed	have washed
eat	ate	have eaten
cook	cooked	have cooked
change	changed	have changed
wear	wore	have worn

3. I put on weight easily so I am a little bit fat. I put off exercise because I am very lazy. When I go down to the swimming pool, I get out soon because I cannot put up with cold water. I make many excuses: I have to look after my younger brother and get on with cleaning the house so I am too busy to look after my health.

4. a) about
b) for
c) to
d) in
e) up
f) on
5. a) looked up to
b) look after
c) look into
d) looked out

Answers and Evaluation Tools

Pupil's Book (pp. 208 – 214)

Phonics

1. Listen to pupils say the words. Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2.
 - a) lid
 - b) feel
 - c) hill
 - d) sin
 - e) Leave
 - f) ship
 - g) itch
3.
 - a) heal
 - b) seen
 - c) reed
 - d) meat
 - e) leek

Listening and Speaking

4. and 5. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation. Check that they stress the correct syllables.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7.
 - a) It began operating in 1999.
 - b) It stands for Consumer Protection Council.
 - c) It protects customers.
 - d) The CPC educates businesses about the legal requirements to make their products safe. It encourage businesses to maintain the necessary standards.
 - e) It refunds money to customers who bought products that were faulty.
 - f) It can charge those businesses legally.
 - g) It promotes customer rights and protects customers.
 - h) It costs nothing.
 - i) A local police station
 - j) Yes, because the writer lists many successes of the CPC.
8.
 - a) Remove dangerous products, assist customers with complaints, educate customers about fake products
 - b) All citizens should know that they have rights to good service, and to protection. We should all report cases of faulty products.
 - c) and d) Answers will vary according to pupils' experiences.

Vocabulary

9. a) products – things that are made
- b) complaints – a report made of something wrong or illegal
- c) campaigns – a programme to make people aware of something
- d) consumers – people who buy or use a product, customers
- e) refunded – given back money
- f) substandard – not as good as it should be
- g) aviation – businesses involved in flying, selling air tickets and travel
- h) recover – get back

Grammar and Structure

10. a) That is the man whose house burnt down.
- b) This is my sister who sews Igbo-style dresses.
- c) That is the boy who cheated in his exam.
- d) In Nigeria we have laws which protect freedom of the press.
- e) My brother has chosen a partner who shares his core values.
- f) My values, which come from my parents, include treating all people the same.
- g) There are different religions in Nigeria which share values of caring for the poor.
- h) I feel sad when I see people being unkind to others.

Writing

11. 4, 1, 3, 2, 6, 5

Workbook (pp. 80 – 82)

1. a) while
b) hear
c) mind
d) mine
2. a) heel
b) scene
c) read
d) meet
3. a) Sara is the kind girl whose dog is missing.
b) My friend has an older brother who is a teacher.
c) Mr Kano is the driver of the bus which is red and white.
4. Needs: shelter, clean water, food, clothing, transport, warmth, job
Both: money, clean water, transport, job
Resources: bricks, river, chickens, wool, fuel, electricity, wood, money, car, gas, flour, fire
5. a) job
b) food
c) car
d) bricks
6. a) whose
b) who
c) which
d) which
e) who
f) whose
g) which
7. a) whose father died
b) which costs a lot of money
c) who won the race
d) that I can borrow

Answers and Evaluation Tools

Pupil's Book (pp. 215 – 223)

Phonics

1. Listen to pupils say the words. Check that they pronounce the three sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) school
b) float
c) loud
3. know, sew, showed
cow, owl, hound
who, new, shoes

Listening and Speaking

- 4., 5. and 6. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.

Reading and Comprehension

7. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

8. a) Eniola and Dolano
b) They are sisters.
c) Dolano got married.
d) It was a big wedding.
e) She is going to write thank you notes.
f) She is joking.
g) It will take a long time, and it is old-fashioned.
h) She wants to show people that she is very grateful.
9. Use this poem for Informal Assessment of reading skills. Check that pupils stress the key words in each line, and that they read with meaning.
10. a) He compares her to the moon and the sun.
b) He is grateful for every loving action, such as cooking.
c) He calls his father his rock.
d) He is grateful to his father for providing for him.
e) He calls them his guiding stars.
f) He is grateful that they taught him to love, not to hate.
g) He calls them his laughter.
h) He is grateful for the fun they provide.
i) you - do, grateful - plateful, appreciate - hate, again - rain.
j) To my
k) Answers will depend on pupils' personal choices.
l) Answers will depend on pupils' personal choices.

Vocabulary

11. a) grateful, appreciate
b) fun
c) love, hate
d) siblings

Grammar and Structure

12. a) The dog has big teeth but he is very gentle. / Although the dog has big teeth, he is very gentle.
- b) She wrote letters by hand although it is old-fashioned to do this.
- c) This is a new car but it is broken already. / Although this is a new car it is broken already.
- d) Everyone had already eaten but there was still some food left for me. / Although everyone had already eaten, there was still some food left for me.
- e) Although the rains came too late, the crops produced a good harvest. / The rains came too late but the crops produced a good harvest.
- f) Because she worked hard all term and passed her exams, Mom bought her a special treat. / Mom bought her a special treat because she worked hard all term and passed her exams.
- g) Alice ran as fast as she could but she stayed in one place.
- h) She wanted to thank everyone, therefore she wrote a poem about them. / Because she wanted to thank everyone, she wrote a poem about them.
- i) They wanted to have a big feast, therefore they invited everyone in the village. / Because they wanted to have a big feast, they invited everyone in the village.
- j) I like to dance, but/although my brothers do not.

Writing

13. and 14. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6.

You can use 'Teacher's Rubric: Formal and Informal Letters', on page 10, to assess the letters.

Workbook (pp. 83 – 85)

1. a) shoe
b) show
c) float
2. a) show, home
b) about, town
c) new, tunes
3. When you go to school.
You have to know each rule.
You are not allowed to shout.
Or to wander about.
There are things you have to know.
And homework you have to show.
4. a) although
b) but
c) although
d) because
e) although / but
f) because
g) although
h) but
i) but
j) because
k) although
l) but
m) although
5. f, b, c, g, e, a, d

Answers and Evaluation Tools

Pupil's Book (pp. 224 – 229)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two Short Single Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.

Listening and Speaking

3. and 4. Pupils can correct their own summaries, using this model answer. Note that this activity tests listening skills as well as summarising skills.

- school
- litter / pollution
- change things / solve the problem
- a few plastic items
- 60 items

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

- True
 - False. Three quarters of the planet is covered by sea.
 - True
 - True
 - False. There are plants in the ocean.
 - True
 - True
 - False. Kelp can be eaten by people.
 - True
 - False. Litter on the land does harm the ocean.
 - True.
 - False. Fertiliser is harmful for the ocean.
- Oceans help to form clouds that take rain onto land.
 - Recycle as much as possible. Also reduce the amount of fertiliser, plastic, etc that we use. And reuse items instead of throwing them away.
 - Accept any reasonable answer.
 - If we did not have
 - today is an adverb of time

Vocabulary

- regulate – control
 - sustainable – to do something, for example farming or fishing, in such a way that it can be done for a long time
 - dragnet – a net drawn through water to trap fish
 - micro-beads – tiny balls used in cosmetics to create a rough texture
 - pesticides – a poison used to control insects and other creatures: considered to be pests

Grammar and Structure

9. a) after
b) after
c) into
d) on
e) up
f) up
g) in
h) down
10. a) tune into
b) took off
c) grew up
d) levels out
e) nods off
f) wake up
g) find out
h) throw away

Writing

11. Pupils can check their own essays, using 'Pupils' Checklist: Descriptive Essay' on page 6.

You can use 'Teacher's Rubric: Descriptive Essay' on page 10.

Workbook (pp. 86– 88)

1. a) pan
b) men
c) and
d) said
e) gas
f) sat
g) head
h) kettle
2. Pupils' sentences will vary.
3. a) after
b) out
c) down
d) down
e) after
4. My friend, Benni, looks out for me and helps me to catch up my homework and fight off the bad boys who pick on me at school. We play together every afternoon and get along very well. I like him very much and, because he is clever and kind, I look up to him. I can sum up our friendship by saying that Benni is my best friend.
5. a) find
b) leave
c) sleeps
d) respect
e) continue
f) escape, hold
g) write

Answers and Evaluation Tools

Pupil's Book (pp. 230 – 235)

Phonics

1. and 2. Listen to pupils say the words.
Check that they pronounce the two sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.

Note also that some pupils who confuse these two sounds in speech but not in listening might have a lisp. This can be addressed through remedial speech therapy.

3. a) theme
b) sick
c) sing
d) think
e) sank
f) thought

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.

Reading and Comprehension

5. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6.

Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.

6. a) C
b) B
c) A
d) C
e) C
f) A
g) B
h) C
i) A
j) C
7. a) The content of the answer will vary, depending on pupils' circumstances. Encourage in-depth discussion here. Also bear in mind that in many families, cigarettes and alcohol are permitted. Discuss the difference between moderate and excessive alcohol use.
b) Accept any reasonable suggestions such as: they can be informed about the dangers of drugs; they can have access to counsellors; they can have healthy activities such as sports or youth clubs.
c) risky things
illegal drug
dangerous choices
unprotected sex

Vocabulary

8. a) substances
b) cure
c) illnesses
d) strong
e) prescribed
f) legal

Grammar and Structure

9. Passive: b, d, f, g
Active: a, c, e, h

10. a) The counsellor explained the dangers of alcohol.
b) Everyone breathed in cigarette smoke.
c) Shopkeepers should not sell alcohol to children.
d) Cigarette smoke damaged his lungs.
e) The police arrested the drug dealer.
f) My family forbid alcohol.

Writing

11. Pupils can check their own letters, using 'Pupil's Checklist: Formal and Informal Letter' on page 6.

You can use 'Teacher's Rubric: Formal and Informal Letters' on page 10.

Workbook (pp. 89 – 91)

1. a) shell
b) path
c) though
d) half
2. a) The drug dealer was arrested by the police.
b) Many people's lives have been ruined by drugs.
c) Drugs are sold by dealers for a huge profit.
d) Legal drugs are prescribed by doctors.
e) The dangers of drugs were explained by the counsellor.
f) Alcohol is not allowed to be bought by children.
g) Many problems are caused by addiction.
h) Traces of drugs were found (by tests) in the athlete's blood.
(Note that 'by tests' can be omitted in sentence h.)

3. a) Drugs are very bad for you.
b) Some people take drugs because they have no job.
c) Drugs are dangerous for you.
d) People who sell drugs are bad.
e) Igbo and meth are the names of different drugs.
f) Do not use drugs!
g) Addicts can be treated at a clinic.
h) I promise that I will never take illegal drugs.

4.

a) 6	b) 4	c) 5
d) 3	e) 1	f) 2

Answers and Evaluation Tools

Pupil's Book (pp. 236 – 243)

Phonics

1. and 2. Listen to pupils say the words. Check that they pronounce the two Short Single Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
3. /ʌ/ front
/ʊ/ could

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.
5. Some of the things Posi will have to do include:
 - He will need to plant the seeds that the woman has given him and make sure that the herbs grow.
 - When the plants are fully grown he can gather their seeds for planting.
 - He must plant the seeds in containers. They must be kept in a warm place and he must keep the soil moist.
 - When the plants are too big for their pots, he must transplant them to the garden.
 - When the plants are ready, he can harvest them. Then he can sell them.

The pupils can add any other logical information to this list.

6. Listen to the pair discussions. Monitor that both participants contribute to the discussion. Also monitor that the content of the discussion shows that they have understood the concepts.
7. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' debating skills. In particular, look for evidence that pupils' debating skills have improved since the beginning of the year.

Reading and Comprehension

8. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs to read the dialogues, using the checklist to evaluate each other.
9.
 - a) No.
 - b) She gets her water from a neighbourhood tap two streets away.
 - c) She gets her water from a well one kilometre away.
 - d) She likes talking to her friends.
 - e) Walking home with the weight of the water is tough.
 - f) She gets her water from taps in her house.
 - g) two streets
 - h) Ngozi walks further.
 - i) She has had diarrhoea.
 - j) They boil all the water.

10. a) to d) Answers will vary according to the circumstances of each pupil.
 e) She says that sometimes she feels like exclaiming “Enough is enough!”
 f) • My worst job is fetching water.
 • I use a plastic basin, which I balance on my head.

- f) Looking after a baby can be difficult work.
 g) This morning’s sunrise was magnificent.
 h) It must be thrilling to go skydiving.
 i) Efe shows astonishing strength for such a small boy.
 j) Chike achieved outstanding results in this exam.

Vocabulary

11. a) don’t
 b) you’ve
 c) you’re
 d) I’m
 e) I’ll
 f) it’s
12. a) bless you – said to someone who has just sneezed
 b) off colour – to have lost one’s healthy colouring
 c) kick the bucket – to die
 d) death warmed up – to look pale and deathly
 e) frog in the throat – to have a hoarse or croaky voice, to feel the need to clear one’s throat
 f) as strong as an ox – healthy, fit and strong
 g) under the weather – to feel a bit unwell
 h) full of beans – sprightly, full of energy, lively
 i) washed out – to look pale and tired
 j) land of the living – to be awake or to be alive
 k) clean bill of health – to be told by a doctor that one is perfectly healthy

14. a) Wash your hands thoroughly before you eat food.
 b) I often have a sore back.
 c) Lately I have been coughing a lot.
 d) She sat bravely while the doctor stitched the cut.
 e) The scientists have designed a new way to purify water simply.
 f) He stupidly threw dirty water into the drinking water.
 g) He felt better immediately after taking the medicine.
 h) The paramedic thoughtfully helped her after the accident.
 i) Toothache can be very painful.

Writing

15. This activity is suitable for Peer Assessment. Pupils can check each other’s reports. They should use these criteria:
- The content is accurate and reflects the illustration.
 - The spelling is correct.
 - The language is correct.

Workbook (pp. 92 – 94)

1. a) burn
 b) book
 c) bus
 d) boot
2. a) worried
 b) thin
 c) beautiful
 d) excellent
 e) clever
 f) cheap

Grammar and Structure

13. a) The food tastes delicious.
 b) The stray dog looks skinny and hungry.
 c) Mom will be furious if I come home late.
 d) These sandals I bought at the market were inexpensive.
 e) Most students feel anxious before an exam.

3. a) a frog in the throat
 b) full of beans
 c) kick the bucket
 d) as fit as a fiddle
4. a) Bless you, that was quite a loud sneeze!
 b) I am feeling off colour, I have a headache.
 c) She is very healthy, she is as strong as an ox.
 d) He has recovered, the doctor has given him a clean bill of health

5.

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

- a) liked
 b) excellent
 c) angry
 d) baby
 e) delicious
 f) nervous
 g) cheap
 h) healed

Answers and Evaluation Tools

Pupil's Book (pp. 244 – 250)

Phonics

1. Listen to pupils say the words. Check that they pronounce the two Diphthong Vowel sounds correctly. Note that these are formative exercises, so they are not intended to be assessed formally. If any pupils struggle to pronounce the words, repeat the exercise, supplementing with further examples, until you are satisfied that they have acquired the necessary skill.
2. a) hare
b) fair
c) pair
d) bare
e) dear
f) stair
3. a) chair and square, here and near
b) hairy and pair, year and beard
c) carefully and everywhere, steer and gear

Listening and Speaking

4. Use 'Teacher's Rubric: Listening and Speaking (Oracy Skills)', on page 7, to assess pupils' pronunciation and intonation.
5. Pupils can mark their own answers to this listening comprehension activity, with you providing the correct answers as below:
 - a) They will be wet, so they will develop mould.
 - b) They could be destroyed by pests and diseases.

- c) Yes, it can.
- d) It can be harvested when the plants are dry.
- e) The farmer can look to see if the maize has a black patch at the pointed end.
- f) Potatoes can be harvested when their leaves die.
- g) Pumpkins can be harvested four months after planting, when the plants die.
- h) They have a hard skin.

Reading and Comprehension

6. Use 'Teacher's Rubric: Reading Aloud Skills', on page 7, to assess pupils' reading skills. You can also make copies of 'Pupil's Checklist: Reading Aloud' on page 6. Organise your pupils into pairs and ask them to take turns to read the text, using the checklist to evaluate each other.
7. a) He spent time with his friends, watching movies.
b) No.
c) She woke him up very early/ before sunrise.
d) He would get them dirty working in the fields.
e) He was sweating from the hard, physical work.
f) Yes, they would have taken some of the snails.
g) The snails would eat the cabbage leaves.
h) Weeding and mulching.
8. a) scared, cold, hot, tired, hopeful
b) In the city he wakes up late, does not work hard, and is comfortable. On the farm they wake early, work hard, and are often sore, hot and uncomfortable.

- c) Accept any well-supported answer.
- d) • fetch, water
- carefully
- there
- rain
- and

Vocabulary

9. a) tilling – turn over or break up soil
 b) usually – happens most of the time; generally
 c) lazing – spend time relaxing; in a lazy manner
 d) shivered – shook with cold
 e) mulch – cover the soil around plants with straw or other material: to keep moisture in
 f) muttered – spoke quietly and crossly
 g) rooster – male chicken
 h) hoe – a large tool used to break soil
10. a) verb
 b) noun
 c) noun
 d) verb
 e) verb
 f) noun

Grammar and Structure

11. a) I am so tired in the mornings. I must / have to go to bed earlier.
 b) I must be at school before the bell rings at eight o'clock every morning.
 c) Niyi is flying in an aeroplane for the first time today. He must be excited!
 d) Taiwo kicked a ball through the neighbour's window. The neighbour must be very cross.
 e) You have to / must study hard for this test or you will fail.
 f) You must pack your socks away in the cupboard or the puppy will chew them.
 g) Farmers have to work hard all the time.
 h) Crops must have water.
 i) All children in Nigeria must / have to attend school.

- j) I must / have to do well at school if I want to go to college.

12. a) I have to be at school early each morning.
 b) My mother has to catch a taxi to go to work.
 c) My brothers and sisters have to walk to school.
 d) The teachers have to prepare their lessons before school.
 e) The pupils have to complete their homework the day before school.
 f) The soccer team has to train three times a week.
 g) My brother has to stay after school for soccer practice.
 h) The farmer has to be at work before the sun comes up.

Writing

13. Pupils can use 'Pupil's Self-Evaluation Checklist: Descriptive Essay', on page 6, to edit their own essays before they hand them in.

You can use 'Teacher's Rubric: Descriptive Essay', on page 10, to assess the essays.

Workbook (pp. 95 – 96)

1. a) have
 b) rear
 c) mare
 d) meaning
2. a) have to
 b) must
 c) have to
 d) have to
 e) must
 f) have to
 g) must
 h) must

3. Congratulations to a Cashew Nut Farmer
Farmer Dele Ola had a lucky day yesterday. He found N100 000 000 inside a sack while he packed nuts. He reported the money to the police in Benin. The police said that in Nigerian law, the farmer now owned the money.

Ola said that this made him the happiest man in Edo State. He planned to spend the money on a new roof for his house. He also wanted to buy his wife new clothes and he hoped to send his children to good schools. The happy farmer invited all his neighbours for a huge feast and he killed a cow and cooked seventeen chickens. It was a wonderful party and everyone stayed late, drank beer, danced happily and the children played with their friends.

Answers

Pupil's Book (pp. 251 – 252)

1. a) was
b) did
c) were caught
d) took (5)
2. a) was
b) arrived, started
c) were, saw (5)
3. a) get over
b) giving out
c) grow back
d) Hang on
e) Put on
f) give off (6)
4. a) The drum that the king played had magic powers.
b) The people who gathered around were amazed by what they saw.
c) The princess, who loved music, clapped her hands to the rhythm of the drum.
d) They live in a country where the sun always shines. (4)
5. a) She said that she would see if she could bake a cake that afternoon.
b) The children asked their mother why they could not visit their grandmother that afternoon.
c) The father cried that he was very lucky to have such wonderful children.
d) The excited boy wondered what presents he would get for his birthday.
e) The curious neighbour asked him/her where he/she was going so early in the morning. (5)
6. a) tomb, ancient
b) ascended
c) fractured
d) reigned (5)
7. a) This is the man who married my sister.
b) They have two children whose names are Eze and Nneka.
c) They go to the primary school which is across the road from their house.
d) The children have many friends who live in the neighbourhood.
e) Some of the friends have bicycles which they share with the children. (5)
8. a) must
b) must
c) must / have to
d) have to
e) have to / must (5)

[40]