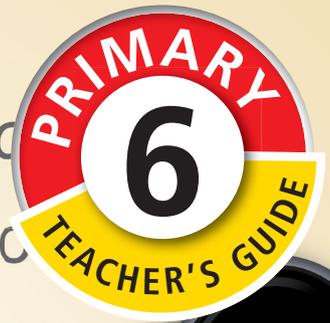


NEW

# Smart

## English



**Mobile** /məʊbaɪl/ adjective of  
move or be moved easily I bro  
ankle so I am not mobile.

**Mobile** /məʊbaɪl/ noun 1. a tel  
that you can carry everywhere  
I need to charge my mobil  
decoration made of obje  
that hang down The  
above the babies c



CURRENT  
**NERDC**  
Curriculum

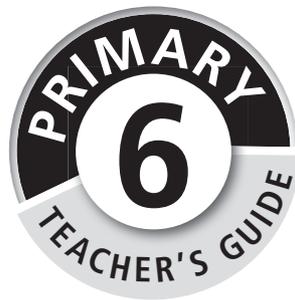


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**NEW**

# Smart

## English



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# INTRODUCTION

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

This *Smart English Primary 6* 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](http://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 effectively with people 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 6* 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 Self-Evaluation Checklists are supplied. They are:

- Pupil's Self-Evaluation Checklist: Reading Aloud
- Pupil's Self-Evaluation Checklist: Narrative Essay
- Pupil's Self-Evaluation Checklist: Descriptive Essay
- Pupil's Self-Evaluation 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

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

### Pupil's Self-Evaluation Checklist: Descriptive Essay

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

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

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

## Teacher’s Rubric: Reading Aloud Skills (15 marks)

| Criteria                         | Excellent   | Good  | Average   | Below Average   | Unsatisfactory  |
|----------------------------------|---|---|---|---|---|
| <b>Fluency and Pronunciation</b> | 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)             |
| <b>Projection and Audibility</b> | 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)                             |
| <b>Pace and Pauses</b>           | 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 criterion is given in the first column.

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

## Teacher's Rubric: Descriptive Essay (20 marks)

| Criteria  | Excellent  | Good   | Average  | Below Average  | Unsatisfactory  |
|---|--|--|--|--|---|
| <b>Structure (order of content)</b>               | 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)   |
| <b>Descriptive Techniques</b>                     | 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)  |
| <b>Language (including Grammatical Structure)</b> | 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) |
| <b>Spelling and Punctuation</b>                   | 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  |
|--|--|---|--|--|---|
| <b>Date Address Receiver's Address (if Formal)</b>         | 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)  |
| <b>Structure Heading (if Formal)</b>                       | 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)   |
| <b>Grammar and Punctuation</b>                             | 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) |
| <b>Opening and Closing Salutations Heading (if formal)</b> | 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. Listen to pupils say all the words in each row, and then choose the word that matches the sound in the word tile. Check that they pronounce the Short and Long 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

- a) C. thank
  - b) D. castle
  - c) D. lettuce
  - d) D. plumber
  - e) D. window
  - f) C. need
  - g) A. bomber
  - h) C. chalk
  - i) A. put
  - j) D. clue
  - k) A. police
  - l) B. earn
  - m) D. sound
  - n) C. cocoa
2. a) Any three of: happy, thank, that, having, thanks, grandparents  
b) Any two of: supper, coming, us  
c) Any two of: remembered, yes, well, yourselves

## Listening and Speaking

3. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation. Pupils must listen to the phrases and then practise saying them aloud.

## Reading and Comprehension

4. Pupils must read the Information Text.
5. a) Africa is home to more than a third of all the world's languages.  
b) There are up to 2,000 different languages spoken in Africa.  
c) The largest language group in Africa is Niger-Congo.  
d) Any two of the following: Swahili, Hausa, Yoruba, Amharic, Igbo, and Fula  
e) It is used in countries such as Tanzania, Kenya and Mozambique.  
f) Yes  
g) Mainly in Southern Africa  
h) Few  
i) The Arabic and the Latin scripts  
j) Clicks
6. a) Because it is a very large continent  
b) Because it is an island separated from Africa  
c) Answers will vary. Pupils should agree that records need to be kept of the language so it can be passed on to younger generations.  
d) Answers will vary.  
e) Answers will vary.  
f) One Proper Noun: Nigeria  
Three Common Nouns: languages, countries, world, continents  
One Punctuation Mark that shows surprise: continents!

## Vocabulary

7.

|            |  |
|------------|--|
| continent  | f) one of the five large land masses on the planet |
| language   | d) spoken or written system of communication       |
| inhabit    | a) to live in a place                              |
| coast      | i) the edge of the land where it meets the sea     |
| endangered | b) at risk of ceasing to exist soon                |
| ancient    | g) extremely old                                   |
| unique     | j) very special or unusual                         |
| symbols    | e) signs or shapes used to represent something     |
| contrast   | h) a large difference between people or things     |
| script     | c) a set of letters for writing a certain language |

8. a) Thirteen million  
 b) Seventy five  
 c) Between forty and seventy

## Grammar and Structure

9. a) They put their schoolbags behind the door.  
 b) They talk about their school day during dinner.  
 c) The bridge goes over the river.  
 d) We did our homework together at Shaheed's home because he has a computer.  
 e) The table is next to the chair.  
 f) You can relax after finishing your chores.  
 g) Before school, our family has breakfast together.  
 h) I chat to my friends on the way to school.

10. a) I came to your party.  
 b) I liked to eat dessert.  
 c) I was awake.  
 d) He fried the eggs.  
 e) They sang beautifully.  
 f) We started Primary 6.  
 g) We said good morning to our teacher.  
 h) She bought new clothes for church.
11. a) The teacher had given the children a lot of homework.  
 b) I had known her for a long time when she moved away.  
 c) She had wanted to read that book since she had seen it in the library.  
 d) I had eaten a lot of almonds, so I felt full.  
 e) We had lost our way for hours before we found the path.  
 f) I had slept for nine hours before I woke up.  
 g) We had revised some of the Vowel sounds, in order to refresh our memories.  
 h) We had seen our old friends from last year.

## Writing

12. On their own, pupils must write a Narrative Essay about something interesting or unusual that happened during the school holiday they have just had. Pupils must use the structure provided to assist them.

You can then use Teacher's Rubric: Narrative Essays, on page 9, to assess pupils' final Essays.

## Workbook (pp. 4–6)

1.
  - a) C. chat
  - b) D. arm
  - c) A. project
  - d) B. public
  - e) E. hill
  - f) D. meal
  - g) A. bottom
  - h) C. stalk
  - i) A. wool
  - j) E. stew
  - k) A. village
  - l) B. term
2.
  - a) He had come to my house to play.
  - b) Kemi had taken all the best sweets from the bowl.
  - c) My brother had wanted a bicycle for his birthday but didn't get it.
  - d) Even though Victor had worked hard on his project, he received a low mark.
  - e) We had enjoyed the camp, up until the time when it rained.
  - f) The driver had waited at the traffic lights until they turned green.
  - g) The driver knew the route well because he had driven it for many years.
  - h) I had finished my homework by 3 p.m.
3.
  - a) The old man spoke gently to his granddaughter.
  - b) Our teacher shouted at the top of her voice because she was so happy with our results.
  - c) He threw the ball to Dickson, who caught it above his head.
  - d) We ran as fast as we could until we caught up to them.
  - e) The bird flew to the top of the very tall tree.
  - f) The bus driver drove the pupils to school.
  - g) The pupils went to school every day from Monday to Friday.
  - h) I always sat at the front of the bus.
4. 

During our school lunch break, we go into the grounds so that we are outside in the fresh air. I like to sit under the tree in the shade. The leaves are above us. We always check the ground for insects before we sit down. If it is raining, however, we stay inside the classroom.
5.
  - a) "That is fantastic news!" he exclaimed.
  - b) "Are you in Grade 6 this year?" she asked me.
  - c) I replied, "Yes, I am in Grade 6."
  - d) "Can I please be excused?" she asked the teacher.
  - e) The teacher replied, "Why do you want to be excused?"
  - f) She answered, "I need to use the bathroom."
  - g) "Yes, you may," said the teacher.
  - h) "How are you?" he asked his friend.  
(Also accept Colons instead of Commas before Direct Speech begins.)

## Answers and Evaluation Tools

Pupil's Book (pp. 8–15)

### 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

2. a) B. here  
b) A. beard  
c) C. unfair  
d) D. square
3. a) here  
b) cheerful  
c) fair  
d) share

### Listening and Speaking

3. For Activities 4 and 5, use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
4. Pupils must listen to the words and then practise saying them aloud.
5. Pupils must listen to the sentences and then read them aloud.

## Reading and Comprehension

6. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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. Pupils must read the Information Text.
7. a) School bus transport  
b) Only school pupils  
c) The teachers know that the pupils who catch the school bus will arrive on time for class. In the afternoon we know the bus is ready to take the children home. Pupils will not have to wait outside the school grounds to be picked up.  
d) Parents save anxiety, time and money by allowing their children to catch the bus to school. Children are safer on the school bus. At public bus stops they might be harassed or mix with bad company. This way children are safe. It means parents do not have to worry so much. Sometimes parents are delayed at work and cannot pick the children up on time themselves.  
e) They enjoy being able to talk to friends and classmates before and after school.  
f) Yes  
g) No  
h) Tyres and brakes

8. a) Because they are driving school children  
 b) This is because the small bodies of children can be thrown around more easily if there is a collision.  
 c) Answers will vary.  
 d) • young  
 • careful  
 • especially  
 • child
11. conclusion – end  
 see – observe  
 upset – sad  
 polite – well mannered  
 enormous – big  
 lazy – idle  
 ask – enquire  
 cautious – careful  
 tiny – small  
 assist – help

## Vocabulary

9.

|             |   |
|-------------|---|
| public      | b) open to or shared by all people                            |
| responsible | j) dependable and reliable                                    |
| congested   | e) crowded, busy  |
| advantages  | a) things that make something easier or better                |
| annual      | c) once a year or over the period of a year                   |
| harassed    | g) bothered deliberately                                      |
| anxiety     | i) nervousness, mental unease                                 |
| collision   | f) accident where two objects or people knock into each other |
| transport   | h) a means of carrying people or things between places        |
| rates       | d) a fixed amount that is charged for a service               |

10. a) A bus driver should check the (breaks/brakes) regularly.  
 b) You might (break/brake) your arm or leg in an accident.  
 c) Children do not have to (wait/weight) for a public bus.  
 d) His (wait/weight) is 60 kilograms.  
 e) The bus takes them to school in the (morning/mourning).  
 f) The whole country was in (morning/mourning) when the national leader died.  
 g) Small children can be (throne/thrown) around easily in a collision.  
 h) The king sat on a (throne/thrown).

## Grammar and Structure

12. a) “Have you paid your bus fare?” asked the driver.  
 b) My mother said, “Hurry up! Here is the bus.”  
 c) I climbed on to the bus.  
 d) School buses are safer, cheaper, cleaner and more punctual than public buses.  
 e) The bus driver, who is a careful driver, checks that we are safe.  
 f) The bus picks us up near our home.  
 g) “Thank you, Mr. Driver” we called.  
 h) “Is everyone sitting down safely?” the driver asked.
13. a) The bus driver is smiling at us.  
 b) He watches carefully while we are climbing on to the bus.  
 c) I am sitting next to my friend.  
 d) She is attending the same school that I attend.  
 e) We are looking out of the window.  
 f) The driver indicates because he is changing lanes.  
 g) We talk to each other while the bus is going along the road.  
 h) My brother is running to the bus stop because he is late.

## Writing

12. Pupils must write a Descriptive Essay about ways in which you get from place to place. 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.
- The lists include the new vocabulary that pupils have learnt during this module.

You can then use Teacher's Rubric: Descriptive Essays on page 10, to assess pupils' final Essays.

## Workbook (pp. 7–9)

1. a) appear  
b) impair  
c) fear  
d) there
2. a) The driver should be careful when he turns the steering wheel.  
b) The parents waved goodbye as the school bus disappeared.  
c) “Here is the money for your bus fare,” said my mother.  
d) The driver has prepared the bus by clearing the windscreen and checking the oil.  
e) Do you have any idea of how to put on a spare wheel?
3. a) drivers  
b) transport  
c) children  
d) especially  
e) careful

4. a) am learning  
b) are changing  
c) is braking  
d) are stopping  
e) is hooting  
f) is driving  
g) are driving  
h) is checking

5. Pupils should draw lines linking:
  - dangerous and perilous
  - approach and come
  - destroy and ruin
  - neat and tidy
  - appreciate and enjoy
  - silent and quiet

6. a) week  
b) thrown  
c) needs, check  
d) pedal  
e) weather  
f) allowed  
g) aisle  
h) route

## Answers and Evaluation Tools

Pupil's Book (pp. 16–21)

### Phonics

- 1, 2 and 3. Listen to pupils say the words. Check that they pronounce the Short and Long 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
4. a) A. enough  
b) C. learn  
c) B. turtle  
d) D. worry  
e) C. fun

### Listening and Speaking

Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation for Activities 5, 6 and 7.

5. Pupils must listen to the words and then they must practise saying them aloud.
6. Pupils must listen to the sentences from a News Report. Then they must say the sentences aloud.
7. Pupils talk about the news using the guided suggestions.

## Reading and Comprehension

8. Pupils must read the Report of an incident. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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) Mr. Nwakwo, Raliat, a dog, a cat and Bimpe Dada  
b) Wednesday morning, just after 7 a.m.  
c) In the road outside the school gates  
d) A small, brown dog  
e) She is Mr. Nwakwo's granddaughter. The little girl stood patiently waiting to cross the road.  
f) First the dog noticed a cat on the other side of the road. Then the dog dashed across the road, weaving between cars, buses and taxis. After that, the little girl gave a cry and started to run after her pet. She sped right into the fast-moving traffic. Tyres squealed as drivers slammed on their vehicles' brakes. Bystanders screamed. The old man threw up his hands helplessly. In the end, the little girl miraculously made it across the road to her panting dog. Fortunately none of the cars had been speeding, therefore there were no accidents. Soon the little girl, her dog and the aged man were reunited.  
g) Any three of the following: cry, squealed, screamed, panting  
h) Just a few minutes

10. a) Happily, because no one was hurt  
 b) The dog  
 c) He can make sure they do not take the dog with them.  
 d) One Adverb – fortunately  
 One Conjunction – therefore  
 One Pronoun referring to cars – none  
 One Adjective referring to accidents – no  
 One three-word Verb meaning driving too fast – had been speeding  
 A Synonym for “collisions” – accidents

14. a) Tyres squealed and bystanders screamed, but the old man threw up his hands helplessly.  
 b) I smiled at the old man because I recognised him, as he is my neighbour.  
 c) The dog sat at his feet while they waited to cross the road, until the dog saw a cat.

## Vocabulary

11. a) luckily – miraculously, fortunately  
 b) ran – dashed, sped  
 c) small – tiny, little  
 d) elderly – old, aged  
 e) terrifying – frightening, terrible

## Grammar and Structure

12.

| Common Noun | Proper Noun | Abstract Noun | Collective Noun   |
|-------------|-------------|---------------|-------------------|
| goose       | Africa      | kindness      | a swarm of bees   |
| tree        | The Bible   | jealousy      | a suit of clothes |
| book        | Nigeria     | love          |                   |
| roof        | Dr. Bakare  | friendship    |                   |
| practice    | Udochi      |               |                   |
| playground  |             |               |                   |
| fruit       |             |               |                   |
| teacher     |             |               |                   |
| handbag     |             |               |                   |

13. a) The train had already left from the station.  
 b) If we run, we can still catch the train.  
 c) The nearest station is one kilometre away.  
 d) A train departs every twenty minutes.  
 e) It takes one hour to walk to the station.

## Writing

15. Pupils must write a report about an incident that happened in their friend’s life.

## Workbook (pp. 10–12)

1. a) A. rough  
 b) C. murder
2. a) My brother turns thirteen on Monday.  
 b) I had fun helping some girls learning to use a computer.  
 c) My mother told me not to be nervous, because the injection would not hurt too much.
3. sunburn; sunbird; unheard
4. a) The mountain seemed too high to climb.  
 b) We decide to wait for our friends.  
 c) The beach was crowded with people.  
 d) How long will it take us to drive to Lagos?
- 5.

| Common Noun | Abstract Noun | Proper Noun   | Collective Noun |
|-------------|---------------|---------------|-----------------|
| table       | anger         | Africa        | herd            |
| flower      | joy           | Ibadan        | swarm           |
| shark       | sadness       | Church Street | school          |

6. a) I arrived late because there was a traffic jam this morning.
- b) I arrived late, therefore I missed some of the first lesson.
- c) I arrived late, and so did other pupils who travelled on the same bus.
- d) Although we arrived late, our understanding teacher did not punish us.
- e) I am determined to do well, however long I need to study.
- f) I have improved my mark, but I would like to do even better.
- g) Add salt to the rice so that it tastes better.
- h) I enjoy dancing, while my sister enjoys playing team sports.

## 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 Short and Long 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

3. a) A. shark
- b) C. staff
- c) D. subtract
- d) D. handling
- e) B. part

### Listening and Speaking

4. Pupils must listen to their teacher say the words. The bold part of each word is stressed. Then the pupils must practise saying the words aloud, with the correct stress.
5. Pupils must listen to their teacher say the words. Pupils must decide which letter (or letters) is silent. Then they must say the words aloud.

## Reading and Comprehension

6. Organise your pupils into pairs and ask them to take turns to read the letter, using the Checklist to evaluate each other.
7.
  - a) Dr. M. Mayowa
  - b) Head Teacher
  - c) The Director, The Department of Parks and Recreation.
  - d) Because the writer's title is Doctor, it could be a man or a woman.
  - e) Complaint about the state of the local playground, specifically the pollution and bad elements that can be found in the playground in the local area near the school.
  - f) They can hurt small children.
  - g) The pools of stagnant water are unhygienic and can lead to drowning.
  - h) The swings and see-saw
  - i) The groups of young men loiter in the playground, smoking and drinking.
  - j) Their behaviour is completely inappropriate for a playground, and they are a bad influence on the children.
8.
  - a) Answers will vary. The young men could be banned or asked not to go to the playground or to change their behaviour. The broken swings and see-saw could be fixed. The pools of water could be removed. The broken bottles/glass could be removed.
  - b) So that he knows he has received it and cannot say that he did not
  - c)
    - I
    - pollution and bad elements
    - in
    - in
    - near

## Vocabulary

9.

|               |   |
|---------------|---|
| rectify       | i) correct or improve   |
| stagnant      | g) water that does not move   |
| unhygienic    | e) unclean, unhealthy behaviour   |
| influence     | h) effect on another person's behaviour                                     |
| inappropriate | a) unsuitable   |
| behaviour     | d) actions  |
| loiter        | f) stand around aimlessly   |
| structures    | c) things that have been made or built from parts                           |
| pollution     | b) rubbish or chemicals that can damage the environment or health of people |

## Grammar and Structure

10. Pupils must look at the table.

11. a) Mustapha fell off his bicycle and hurt himself.
  - b) The bicycle was wobbly because it had a puncture.
  - c) The girls play netball because they like to keep fit.
  - d) The woman is very old. She takes a long time to do her chores.
  - e) We are happy to be at home. It is our favourite place.
  - f) My father is sleeping. He has been working hard.
  - g) They are our neighbours. We often talk to them.
  - h) I am the oldest child in my family, so my parents expect me to help look after the younger children.
12. a) I completed my homework all by myself.
  - b) They are not allowed to play in the park by themselves. They must have an adult with them.
  - c) He kept the water for himself to drink later in the day.

- d) She explained herself in English.
- e) It is not safe for you to go out by yourself.
- f) My friends and I built a swing ourselves.

## Writing

For Activities 13 and 14, pupils must write a Formal Letter to complain about a problem in their area. They must use the letter on page 24 as a model for their letter and follow the steps provided for them.

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

## Workbook (pp. 13–15)

1. a) A. sharp  
b) E. faster  
c) D. blank  
d) A. saddle
2. a) I ate a jam sandwich for lunch.  
b) Nigeria's wildlife includes big cats and elephants.  
c) The film star looked smart in his fashionable suit.  
d) The teacher marked her essay and said it was by far the best.
3. Answers will vary.
4. a) Who left their bag lying in the kitchen?  
b) To whom should I address this letter?  
c) Which book is yours?  
d) Whose shoes are these?  
e) Who is the woman with the red hat?  
f) What song is that playing on the radio?  
g) Which piece of fruit would you like?  
h) What is the difference between the Internet and the World Wide Web?

5. a) He yelled at them to get their feet off the seats.  
b) They went down to the pool to keep themselves busy during the holiday.  
c) She picked up her shopping basket.  
d) They seemed to be enjoying themselves eating the flying insects.

5. **E:** 16 Biaduo Street,  
Ikoyi,  
Lagos.

**B:** 21st March, 2017.

**D:** The Manager,  
Riverside market,  
Ikoyi.

**F:** Dear Sir/Madam,

**H:** Complaint about rotting fish.

**I:** I would like to draw your attention to a problem at your market. I was there on 17th March. Some of the stallholders clean the fish, but then throw the left-overs onto the street. This smells very bad, and attracts flies, rats and other vermin. It creates an unpleasant atmosphere for the other stallholders and for customers.

**C:** Please reply with information about how you plan to address this issue.

**A:** Yours faithfully,

**G:** Mrs. A. Amusan.

## Answers and Evaluation Tools

Pupil's Book (pp. 29–36)

### Phonics

1 and 2. Listen to pupils say the words. Check that they pronounce the Short and Long 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

3. a) A. faster
- b) C. stocking
- c) B. cannot
- d) D. architect
- e) A. palm

### Listening and Speaking

4. Pupils must listen to the words and then say them aloud. They must stress the bold Syllables.
5. Pupils must have a class debate. Guidelines are provided for them to follow. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

## Reading and Comprehension

6. Pupils must read the Argumentative Article. 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) False. All citizens over the age of 18 can vote in an election.
- d) False. Elections are usually held every four or five years.
- e) False. Under military rule, the senior members of the army decide who will be the leader.
- f) True
- g) True
- h) False. Under military rule there is usually no Constitution.
- i) False. It costs money to hold an election.
- j) True
8. a) The writer believes that democracy is a better system of government than military rule.
- b) Any one of the following:
  - It is difficult to remove them from power.
  - They can make up laws that give them a lot of power and little responsibility.
  - Ordinary citizens have no choice about who will lead the country.
  - People cannot vote for or change the government.
  - Under military rule, human rights are not always protected by the government.
  - The military rulers can treat people in any way they want to.

- c) Any one of the following:
- Elections are expensive to hold.
  - Democracy can be time consuming and expensive.
  - Politicians earn salaries for making decisions.
  - Often these decisions are debated for long periods by government leaders.
- d) Answers will vary. Pupils must structure their answer like this:  
I prefer \_\_\_\_\_ because \_\_\_\_\_.
- e) though, and, so, therefore, if
- f) He went home an hour ago.
- g) We voted in the elections to choose the school prefects.
- h) We chose Kunte as the prefect for our class.
12. a) The Poem is recited by the girl.  
b) The class are given their homework by the teacher.  
c) The book is read aloud by the pupil.  
d) Our books are kept on the shelf by us.  
e) Yesterday the boy's friend was helped by him.  
f) The staff were addressed by the Head Teacher.  
g) The marks were written down by the teacher.  
h) The project was finished in time by Hammed.  
i) In the afternoon, sport will be played by the children.  
j) In the holidays, Jire's aunt will be visited by her.

## Vocabulary

9. a) Democracy  
b) Government  
c) Election  
d) Politician  
e) Military  
f) Voting  
g) Leaders  
h) Human rights  
i) Candidate  
j) Constitution  
k) Citizens  
l) Nominate

## Grammar and Structure

10.

| Column A | Column B |
|----------|----------|
| think    | thought  |
| run      | ran      |
| see      | saw      |
| fly      | flew     |
| give     | gave     |
| take     | took     |
| catch    | caught   |
| go       | went     |

11. a) Yesterday I drank water.  
b) Last week we dug a hole.  
c) The teacher saw the children talking.  
d) She sang in the choir last year.  
e) I gave the book back to you.

13. a) A democratic government is chosen by the voters.  
b) Elections are held every four or five years.  
c) Voting is done in private, because every vote is secret.  
d) The votes are counted by an independent organisation.  
e) In military rule, a country is ruled by the army.  
f) A military government is not elected by the voters.

## Writing

14. Pupils must write an Argumentative Essay on the topic: "Why I would be a very good politician". They must structure their Essay according to the guidelines provided for them. This is suitable for Peer Evaluation. 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.
- The lists include the new vocabulary that pupils have learnt during this module.

### Workbook (pp. 16–18)

- a) B. marble
  - b) E. hotter
  - c) A. target
  - d) B. copper
- /ɑː/ This afternoon I will work in the vegetable garden, planting and weeding.

/ɒ/ I think that democracy is the strongest and most fair political system.
- a) My granny and I still talk on the phone every weekend. The last time we talked was last Sunday.
  - b) I get to choose what to eat on my birthday. Last year I chose fish and chips.
  - c) Those pupils really speak too much, so the Head Teacher called them in and spoke sternly to them.
  - d) My teacher shouts really loudly so we can hear at the back of the class. I shouted to my friends yesterday.
  - e) I am waiting for the bus. Yesterday I waited for an hour.
  - f) I think I am catching a cold. My sister caught one last week.
  - g) Last night I heard an owl calling. Did you hear it?
  - h) I must buy new shoes this year. The pair I bought last year are too small now.
  - i) This week we will learn about the Active and Passive Voice. Last week we learnt about Pronouns.
  - j) Yesterday I tried to finish the Essay. I will try again today.
- a) The movie was watched by the pupils.
  - b) The goal was scored by the football player.
  - c) A song was performed by the choir at the festival.
  - d) The dog was shouted at by our old neighbour.
  - e) A speech was given by Kebe.
  - f) The new president was elected by the voters.
  - g) The votes were counted by election officials.
  - h) Posters of their candidates were put up by party members.
- Answers will vary.

## Answers and Evaluation Tools

Pupil's Book (pp. 37–44)

### Phonics

- 1 and 3. Listen to pupils say the words. Check that they pronounce the two sounds that the letters th make, 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
2. a) B. thought  
b) D. together  
c) D. marathon  
d) C. leather
4. Pupils read the sentences aloud, making sure they pronounce them correctly.

### Listening and Speaking

5. a) The Poem is about kindness, specifically the importance of showing kindness to others.  
b) Fruits  
c) Deeds  
d) A garden  
e) • Kind hearts are the gardens.  
Kind hearts are like gardens.  
• Kind thoughts are the roots.  
Kind thoughts are like roots.  
• Kind words are the flowers.  
Kind words are as beautiful as flowers.

- Kind deeds are the fruits.  
Kind deeds are as good as fruits.

### Reading and Comprehension

6. Pupils must read the Fable. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills.
7. Pupils must read the description of kindness.
8. a) A lion and a mouse  
b) The tiny mouse ran across the lion's face, waking him up.  
c) He promised the lion that if he let him go, he would be sure to repay his kindness.  
d) Hunters caught the lion and tied him to the ground with strong ropes.  
e) The mouse heard the Lion's roar, came and gnawed the rope with his teeth.  
f) Charity is an important form of kindness. This means helping people who are in need.  
g) Generosity and helpfulness especially toward the needy or suffering  
h) Feeding schemes are where they give meals to hungry people.  
i) Answers will vary.  
j) Answers will vary. One possible answer may be to help them carry their books to class.
9. a) The Lion and the Mouse  
b) The description of kindness  
c) Answers will vary. Possible answer: An act of kindness is a spontaneous gesture of goodwill towards someone or something.  
d) Answers will vary.  
e) Answers will vary.

- f) • Many charities have feeding schemes.
- Hungry
  - Charity

13. a) beautiful                      b) enjoyable  
 c) hungry                            d) lovely  
 e) harmful                          f) artistic  
 g) dangerous                      h) homeless  
 i) angry                                j) critical

## Vocabulary

10.

|            |   |
|------------|---|
| foraging   | c) looking for food   |
| exclaiming | f) saying in a surprised or excited way                       |
| repay      | b) to do something for someone who has done something for you |
| favour     | e) a good or kind deed  |
| gnawed     | h) chewed through   |
| possible   | d) can happen or can be done                                  |
| in return  | a) an act done to repay someone who did something             |
| annual     | g) every year   |

11. Good –excellent, fabulous, great  
 Bad – evil, negative, nasty  
 Sad – dejected, unhappy, forlorn  
 Happy –cheerful, joyous, delighted

## Grammar and Structure

12. a) I brush my teeth every morning.  
 b) The vegetable sellers stock their tables in the morning.  
 c) Very few pupils in primary school are taller than 1.6 metres.  
 d) Be gentle when you touch a newborn baby.  
 e) These are my books, those are yours.  
 f) The lion was kind to the mouse.  
 g) In our second year of primary school, we started to write paragraphs.  
 h) I don't like vultures because I think they have ugly heads.  
 i) Nigeria has the biggest population of all African countries.  
 j) When all your chores are done, you may visit your friend.  
 k) The average August temperature is 25 degrees.  
 l) I would like to buy that melon, please.

## Writing

14. Pupils must read the Introductory Paragraphs and Concluding Paragraphs. The Essay topic is “Kindness and Religion”. Then they must discuss what is good about each introduction or conclusion.
15. Pupils must write an Essay with the title: “Kindness and Religion”. Guidelines are provided for them to follow.

## Workbook (pp. 19–21)

1. a) B. think  
 b) D. than  
 c) D. athlete  
 d) C. feather
2. a) My brother likes his tea with three sugars when he is thirsty.  
 b) On Thursday there is another day of hot weather.
3. Answers will vary.
4. tall – tree  
 tasty – meal  
 quick – runner  
 Roman – Emperor  
 tiny – seed  
 Nigerian – Government  
 wooden – spoon  
 powerful – wind
5. a) impressive  
 b) distressing  
 c) victorious  
 d) grumpy  
 e) quick  
 f) factual  
 g) lazy  
 h) first-born

6. a) The book belongs to me. It is my book.  
b) We have a pet bird. This is its cage.  
c) My brother owns a car. That is his car.  
d) The dancers took their shoes off. Those are their shoes.  
e) My sister turned 16 yesterday. This is her birthday card.  
f) You left this book here. It is your book.  
g) We go to this school. It is our school.  
h) Nigerians, you should all look after the environment. It is your responsibility.  
i) My mother always makes my favourite food on my birthday.  
j) Is this your jersey?

## Answers and Evaluation Tools

Pupil's Book (pp. 45–52)

### Phonics

- 1, 3 and 4. Listen to pupils say the words. Check that they pronounce the /r/ and /l/ 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
2. a) B. leaving  
b) C. ripen  
c) D. clay  
d) A. crane  
e) C. read  
f) C. flown

### Listening and Speaking

5. Pupils take turns reading the different parts aloud in groups of three. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

### Reading and Comprehension

6. Pupils read the Information Text carefully, making sure that they understand it.

7. a) Cellular phones or cell phones  
b) Can be moved from one place to another. Mobile phones connect to a wireless communications network. This means that a person can talk on a mobile phone from almost anywhere there is a signal. They do not need cords and wires.  
c) Fixed wires  
d) Satellite technology  
e) People can use them to send text messages and to connect to the Internet.  
f) Yes  
g) People who live in remote places can communicate easily, even if there are no telephone wires in their area.  
h) More quickly  
i) Data and airtime cost money, and some people struggle to afford those expenses.  
j) Young people  
k) Some teachers complain that pupils have become too used to the sorts of abbreviations used in text messages. They say that pupils write "r" instead of "are", and "u" instead of "you", even in formal class exercises.  
l) No  
m) Businesses or governments who are about to discuss confidential information, often ask everyone to leave their mobile phones outside, so that no one can record the meeting.
8. a) Pupils must write a summary of the last paragraph. Answers will differ. Possible answer: Some teachers complain that pupils have become too used to the sorts of abbreviations used in text messages. Other teachers disagree, saying that pupils now write more than previous generations did, and that mobile phones have improved their writing skills.  
b) Answers will vary.

- c) Answers will vary. Pupils must give a reason for their opinion.
- d) “i” instead of “are”, and “u” instead of “you”
- e) Telephone
- g) • @ – at
  - lol – laugh(ing) out loud
  - C u there – see you there
  - 2day – today

- d) The dam is so full that it is almost overflowing.
- e) She bought a mango and ate it hungrily.
- f) Twenty years ago people never used mobile phones.
- g) You do not have to be near telephone wires now to make a call.
- h) Teachers complain that pupils often use text abbreviations in their writing.
- i) News spreads fast because of mobile phones.
- j) You can charge your phone over there at the plug point.
- k) I felt tired yesterday, but today I am better.
- l) I struggled to carry the extremely heavy load.

## Vocabulary

9.

|               |   |
|---------------|---|
| decades       | j) a period of ten years  |
| electronic    | d) using electricity and microchips to work                           |
| device        | i) a machine or a complicated tool                                    |
| communication | h) speaking or writing to other people in various ways                |
| text          | g) written message or words   |
| Internet      | c) the system that connects computer users to shared information      |
| critics       | f) people who disagree with something                                 |
| obsessed      | b) think about something too much                                     |
| signal        | a) a series of electrical waves that form a connection to a satellite |
| remote        | e) far away from other areas  |

- 12. a) Verb (Note: accept the answer Preposition if given, as it also tells us about the Preposition ‘above’)
- b) Adverb
- c) Adjective
- d) Adverb
- e) Verb
- f) Adverb

## Writing

- 13. Pupils must write a text message. Guidelines are provided for them to follow.
- 14. Pupils must write a reply to the text message to their friend.

## Grammar and Structure

10.

| Manner   | Place   | Time      | Degree    | Frequency |
|----------|---------|-----------|-----------|-----------|
| hungrily | nowhere | now       | hardly    | never     |
| fast     | there   | today     | extremely | always    |
| angrily  | here    | yesterday | almost    | often     |
|          | near    | soon      |           | seldom    |

- 11. a) I always study hard for the examinations.
- b) The teacher shouted angrily at the naughty pupil.
- c) We are going to visit our grandmother today.

## Workbook (pp. 22–23)

- 1. a) C. lesson
- b) B. refer
- c) D. double
- d) E. brick
- 2. a) buyer
- b) cover
- c) blanket
- d) telephone

3.

| Manner    | Place | Time  | Degree | Frequency |
|-----------|-------|-------|--------|-----------|
| quickly   | there | now   | almost | often     |
| carefully | close | later | very   | sometimes |

4. a) The boys spoke loudly.  
b) It is extremely hot today, so drink lots of water.  
c) I have never been outside Nigeria, but I hope to travel one day.  
d) Her birthday is next week, so she is almost 18 years old.  
e) There is too much noise, I cannot hear what he is saying.  
f) She trained hard to get fit to join the athletics team.  
g) We travelled far to get from Lagos to Kano.  
h) We had to wait in the queue for quite a long time.

5. a) loudly  
b) noisily  
c) deeply  
d) carefully  
e) extremely  
f) simply  
g) easily  
h) really

## Answers and Evaluation Tools

Pupil's Book (pp. 53–59)

### Phonics

- 1, 3 and 4. 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
2. a) C. zoo  
b) D. summer  
c) C. visitor  
d) D. chance
5. a) **/s/ sounds:**  
so and sew  
saw and sore  
sealing and ceiling  
stair and stare  
sight and site  
sell and cell  
serial and cereal  
scent, sent and cent  
**/z/ sounds:**  
days and daze  
maze and maize  
praise and prays

## Listening and Speaking

6. Pupils must listen to the sentences. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
7. Working with a partner, the pupils must discuss whether the medical facilities in their area are good, or whether they should be improved.

## Reading and Comprehension

8. Pupils must read the Article. You can ask pupils to read the Article aloud and use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills.
9. a) Modern medicine and improvements in medicine over time.  
b) Anaesthetics are chemicals used in nearly all surgery to deaden or numb the nerves and pain.  
c) The patients were given a piece of wood to bite on to stop them screaming from the pain.  
d) The x-ray allows doctors to see through flesh to the bone structure below.  
e) Doctors depended on being able to feel injuries such as broken bones.  
f) It has almost completely disappeared because children received the smallpox vaccine.  
g) Yes  
h) Asthma  
i) Alzheimer's disease  
j) No

10. a)

|            |  |
|------------|--|
| treatment  | c) medical care given to a sick or injured person  |
| prevention | a) stopping a person from getting a disease at all |
| cure       | b) making an ill or injured person healthy again   |

- b) Answers will vary. Pupils must start their sentence like this: Medicine helped \_\_\_\_\_ by treating \_\_\_\_\_.
- c) • probably  
• many, other  
• in the future

## Vocabulary

11.

|              |  |
|--------------|--|
| surgery      | d) operations in which a doctor cuts a patient's body                                  |
| amputation   | f) removing a patient's body part, such as a leg, arm or finger, for medical reasons   |
| anaesthetics | a) drugs that make a patient sleep deeply so that they do not feel the pain of surgery |
| disease      | b) an illness or serious medical condition   |
| vaccination  | c) an extremely small amount of a disease given to make people immune to the disease   |
| inventions   | e) new things or methods created by someone  |

12. a) It is easier to stop something happening in the first place, than to repair the damage after it has happened.
- b) Eating nutritious food will make you healthier.
- c) Someone who gets enough sleep and starts work early in the day will have a successful life.

- d) Only eat as much food as you need. Those who "live to eat" often eat too much, as they view food as something more in their life than just fuel. It can mean comfort, family, friends, happiness, lifestyle or stress release.
- e) Our health is the most valuable thing we possess.
- f) Health is taken for granted until it is gone.

## Grammar and Structure

13. a) We met at school.  
b) The train arrived on time.  
c) Pride comes before a fall.  
d) Look, I am behind you!  
e) I have finished with my homework.  
f) She is in her bedroom.  
g) The two countries are at war.  
h) Our English lesson is before the History lesson.  
i) The vase is on the table.  
j) I keep my football behind the door.  
k) April comes between March and May.  
l) The river flows under the bridge.  
m) Your eyebrows are above your eyes.  
n) Look through the window at the view.  
o) The clinic is open between 8 a.m. and 3 p.m.

## Writing

14. Pupils must write an Autobiography about themselves and their health. Guidelines are provided for the pupils to follow.

15. Allergies – A damaging immune response by the body to a substance, especially a particular food, pollen, fur, or dust, to which it has become hypersensitive  
Asthma – A common lung disorder in which inflammation causes swelling and narrowing of the airways, creating breathing difficulties that may range from mild to life threatening  
Bronchitis – Inflammation of the airways in the lungs

Cancer – A disease caused by an uncontrolled division of abnormal cells in a part of the body

Chickenpox – An infectious disease causing a mild fever and a rash of itchy, inflamed pimples which turn to blisters and form scabs if they are scratched

Diabetes – A disease that affects your body’s ability to produce or use insulin

Epilepsy – A condition in which a person has recurrent seizures or fits

Flu – An illness which is similar to a bad cold but more serious

### Workbook (pp. 24–26)

1. a) D. sleep  
b) B. mess  
c) C. zone  
d) A. daze
2. a) /s/ The nursing sister put a dressing on the injured cyclist.  
b) /s/ I swallowed some medicine for my sore throat.  
c) /z/ The patient says he has nausea and a raised temperature.  
d) /z/ I asked my parents if I could please visit my cousin on Thursday.
3. Answers will vary.
4. a) We ducked under the rope.  
b) We walked around the lake.  
c) I pulled the thread through the hole.  
d) They placed the plates inside the cupboard.  
e) I went to town with my sister.  
f) Put the bookmark between the pages of the book.  
g) Put a plaster on top of the cut on your finger.  
h) The sick man was treated in the clinic.

5. a) I placed my bag on my bed.  
b) I dragged the heavy branch behind me.  
c) The dentist looked inside my mouth.  
d) I would like to study first aid at weekends.  
e) When the exams are over, the teachers write the reports.  
f) The paramedic injected the painkiller into the patient.  
g) Use tweezers to pull out the splinter.  
h) He parked the car next to the house.

6.

|                |   |                |                 |                 |                |   |                |                |
|----------------|---|----------------|-----------------|-----------------|----------------|---|----------------|----------------|
|                |   |                |                 |                 |                |   | <sup>1</sup> d |                |
| <sup>2</sup> a |   |                | <sup>3</sup> b  |                 |                |   | u              |                |
| <sup>4</sup> t | o | g              | e               | t               | h              | e | r              |                |
|                |   |                | f               |                 |                |   | i              |                |
|                |   |                | o               |                 | <sup>5</sup> a |   | n              |                |
|                |   | <sup>6</sup> f | r               | o               | m              |   | g              |                |
| <sup>7</sup> b |   |                | e               |                 | o              |   |                | <sup>8</sup> t |
| e              |   |                |                 |                 | n              |   |                | o              |
| <sup>9</sup> t | h | r              | o               | <sup>10</sup> u | g              | h |                | w              |
| w              |   |                |                 | n               |                |   |                | a              |
| e              |   |                |                 | d               |                |   |                | r              |
| e              |   |                | <sup>11</sup> b | e               | h              | i | n              | d              |
| n              |   |                |                 | r               |                |   |                | s              |

7. there – their  
heal – heel  
saw – sore  
principal – principle  
roar – raw  
fowl – foul

## Answers and Evaluation Tools

Pupil's Book (pp. 60–67)

### Phonics

1, 2 and 3. Listen to pupils say the words. Check that they pronounce the /f/ and /tʃ/ 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

4. a) D. shoe  
b) A. washing  
c) C. chore  
d) D. watch  
e) C. mash

### Listening and Speaking

5. a) The butcher cut the meat across the bone into chops.  
b) He chops wood for the fire.  
c) Sit on the wooden chair.  
d) The official will chair the meeting.  
e) Your cheek becomes rounder when you smile.  
f) That pupil had the cheek to tell the teacher to be quiet!  
g) Are your plates made of metal or china?  
h) China is a large country in Asia.  
i) I found a beautiful shell on the beach.  
j) The army dropped a shell on the enemy building and blew it up.

- k) He works the night shift as a watchman at the church.  
l) Shift along the bench to make space for the others.  
m) Don't shoot your gun at anybody.  
n) The plant had a new green shoot growing out of the stem.  
o) My favourite television show is on at 7 p.m.  
p) Your teacher will show you what to do.

### Reading and Comprehension

6. Pupils must read the Narrative Story.
7. a) Mr. Ebuka, his wife, Efe and Uche  
b) In their house, sitting around the family table  
c) Because it happens after Mr. Ebuka came home from work  
d) No  
e) He thought that they were going to get a new puppy.  
f) That he had bought a new car  
g) They will visit France this holiday.  
h) By plane  
i) In Paris, France  
j) French
8. a) Happy. It is good news and exciting to go on holiday.  
b) Wealthy, because they can afford to go on holiday overseas  
c) Answers will vary.  
d) • Uche eagerly asked his father what his news was.  
• Mr. Ebuka laughed and smiled at his wife, asking her to try and guess.  
• Uche asked if they would get a new puppy.  
• Efe asked if he had bought a new car.

- e) • Mister
- usually
- immediately
- after

## Vocabulary

9.

|          |  |
|----------|--|
| chuckled | c) laughed quietly                                 |
| puzzled  | e) confused  |
| secret   | a) known to only one person or only a few people   |
| guess    | b) to try to work out an answer without being sure |
| famous   | d) well known                                      |

10.

| Countries | Languages  |
|-----------|------------|
| Portugal  | Portuguese |
| China     | Chinese    |
| Denmark   | Danish     |
| Spain     | Spanish    |
| Sweden    | Swedish    |
| Italy     | Italian    |
| Egypt     | Arabic     |
| Botswana  | Setswana   |

11. a) I am going to fly to France on a plane.
- b) I am going to sail across the ocean to Italy on a ship.
- c) I am going to ride to school on my bicycle.
- d) I am going to drive to the next village by car.
- e) I am going to travel to the next town on a seat in a train.

## Grammar and Structure

12. a) and – Co-ordinating
- b) but – Co-ordinating
- c) although – Subordinating
- d) but – Co-ordinating
- e) unless – Subordinating

- f) because – Subordinating
- g) so that – Subordinating
- h) therefore – Subordinating

13. a) He asked whether I was hungry.
- b) Folake finished the test early because she knew her work very well.
- c) It has been raining but I still want to go out.
- d) Kunle wore gumboots so his feet would not get wet.
- e) They decided to go on the hike although the weather was bad.
- f) You should remain seated while the plane is flying.
- g) Many Chinese people work in Nigeria, therefore I am learning to speak some Chinese.
- h) You may not travel to other countries unless you have a passport.

## Writing

14. Pupils must write a short Narrative Story about hearing exciting news. Guidelines are provided for pupils to follow. You can then use Teacher's Rubric: Narrative Essays, on page 9, to assess pupils' final Essays.

## Workbook (pp. 27–29)

1. a) D. shoes
  - b) E. mission
  - c) A. child
  - d) B. pitch
2. a) confess
  - b) chameleon
3. a) because
  - b) but
  - c) although
  - d) so
  - e) and
  - f) however
  - g) as
  - h) unless

4. a) We ate sweets and cake, but then we became sick because we had eaten too many sugary things.  
b) We swam in the water and lay in the sun, but then we were late getting home because we stayed there so long.
5. a) appendix  
b) watch  
c) rose  
d) note  
e) watch  
f) appendix  
g) rose  
h) note
6. a) French  
b) Spanish  
c) Igbo  
d) Setswana  
e) Chinese  
f) Arabic  
g) German  
h) Somali

## Answers and Evaluation Tools

Pupil's Book (pp. 68–74)

### Phonics

- 1, 2 and 3. Listen to pupils say the words. Check that they pronounce the Short and Long 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
4. a) C. meal  
b) B. swing  
c) D. indeed  
d) C. printer  
e) D. pill

### Listening and Speaking

Activities 5, 6, 7 and 8: Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

5. Pupils must read the Homophones. Pupils must discuss the meanings of the different words and they must look up any words that they do not know in a dictionary.
6. Pupils must listen to the Conversation. Then they must say it aloud with two partners. The pupils must say the words in bold with more stress than the other words. Self-Evaluation can also be used for this activity.

7. Pupils must talk about honesty. They must see if they agree with the statements and give reasons for their answers. Answers will vary.
8. Pupils must say the words correctly.

### Reading and Comprehension

9. Pupils must read the Article about the values of the Nigerian Constitution. Ask them to read aloud in pairs and then use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills.
10. a) False. The motto of Nigeria is "Unity and Faith, Peace and Progress".  
b) True  
c) False. The Constitution allows for people in need to have assistance.  
d) True  
e) False. The Constitution does protect the environment.  
f) True  
g) False. Primary school education is compulsory.  
h) True  
i) False. The government is allowed to provide free education.  
j) True
11. a) • Shelter  
• Adequate food  
• National minimum living wage  
• Old age care and pensions  
• Welfare  
b) Answers will vary. Pupils must start their answer like this: I think that the government is \_\_\_\_\_.  
c) Answers will vary. Pupils must start their answer like this: I think that the government is not \_\_\_\_\_.  
d) Answers will vary.

## Vocabulary

12.

|                     |                           |
|---------------------|---------------------------|
| discipline          | e) self-control           |
| integrity           | g) honesty                |
| dignity of labour   | a) working with pride     |
| social justice      | b) equality               |
| religious tolerance | c) accepting all faiths   |
| self-reliance       | d) independence           |
| patriotism          | f) loyalty to the country |

## Grammar and Structure

13. a) The Constitution has a section on education.
- b) All primary school pupils are supposed to go to school.
- c) Disabled people need special assistance.
- d) The elderly get financial assistance.
- e) The Constitution protects the environment.
- f) We should all try to be honest.
- g) A person who works earns a living wage.
- h) Food is a basic human right.
- i) I think that higher education should be free.
- j) My mother believes in human rights.

14. Answers will vary.

## Writing

15. Pupils must write an Information Notice to put up in a public place. Guidelines are provided for the pupils to follow. This is suitable for Peer Evaluation. 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.
  - The lists include the new vocabulary that pupils have learnt during this module.

## Workbook (pp. 30–31)

1. a) C. peel  
b) D. hill  
c) E. proceed  
d) A. cinema
2. a) We eat green vegetables and meat each week. (6)
- b) She wears clean jeans and neat shoes. (4)
- c) The chameleon hides deep in the leaves of the tree. (4)
- d) We will discuss the history of the Internet. (4)
- e) My shopping list includes spinach, milk and garlic. (5)
- f) The sixteen-year-old twin sisters are both slim with lovely skin. (5)
3. a) “What time are you leaving?” my mother asked.
- b) “You can’t go in there!” the supervisor shouted.
- c) “We won the game!” my team cheered.
- d) “Will you be back before I leave?” his sister asked.
- e) “How many spoons of sugar would you like in your tea?” my grandmother asked.
- f) “I’ve had enough of your nonsense!” yelled my father.
- g) “How many more times do I have to tell you to pick up your clothes!” (Also accept a question mark in question g), as it is both a rhetorical question and a reprimand.)
- h) “You are 14 years old, aren’t you?”

4. a) My school has more than 300 pupils.
- b) All the pupils are expected to wear a uniform.
- c) Every person needs clean water and food.
- d) Do the pupils get free education at this school?
- e) The constitution protects the rights of children.
- f) Voters choose who to vote for in an election.
- g) An employee works for a decent wage.
- h) Water is required by all people.
- i) I believe that health care should be free.
- j) The police protect the safety of all citizens.

## Answers and Evaluation Tools

Pupil's Book (pp. 75–82)

### Phonics

- 1, 2 and 3. Listen to pupils say the words. Check that they pronounce the Short and Long 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
4. a) B. gone  
b) D. more  
c) B. proper  
d) A. caught  
e) D. reward

### Listening and Speaking

Activities 5, 6 and 7: Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

5. Pupils must say the sentences aloud. They must stress the bold words or Syllables.
6. Pupils must listen to the Dialogue. Then they must say it aloud, with a partner. They must think about which Syllables to stress.
7. Pupils must listen to the sentences. Then they must read the sentences aloud.

## Reading and Comprehension

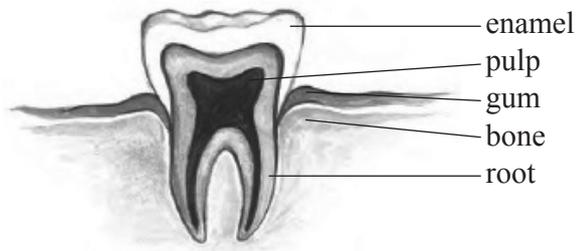
8. Pupils must read the Information Text explaining all about our teeth.
9. a) 20  
b) 28  
c) 32  
d) The last teeth grow at the age of 17 to 25 years, around the time children have matured and gained wisdom.  
e) Incisors  
f) Next to the incisors  
g) Incisors  
h) Molars  
i) It works as a barrier to protect the inside of the tooth.  
j) In the pulp in the centre of the tooth
10. a) Answers will vary. Pupils must write their answer like this: I once had a problem when my \_\_\_\_\_.  
b) • We have 32 permanent teeth  
• We have 32 permanent teeth.  
• I brush my teeth with a toothbrush.

### Vocabulary

11.

|           |  |
|-----------|--|
| permanent | e) for ever  |
| barrier   | a) a coating, fence, etc. that keeps things or people separate |
| nerve     | d) the sensitive part that feels pain                          |
| located   | b) placed or positioned  |
| anchors   | c) keeps something in place                                    |

12.



- d) Incisors are used for biting, aren't they?
- e) She has lovely, healthy teeth, doesn't she?
- f) We shouldn't drink too many fizzy drinks, should we?
- g) The dentist will examine your teeth, won't he?
- h) I could use a small stick instead of a toothbrush, couldn't I?

## Grammar and Structure

- 13. a) unkind
- b) midway
- c) co-operate
- d) non-fat
- e) co-pilot
- f) semicircle
- g) semifinal
- h) pronoun
- i) proportion
- j) non-fiction

- 14. a) sleepless
- b) wonderful
- c) skywards
- d) loyalty
- e) reasonable
- f) kindness
- g) heighten
- h) backwards

15.

| Column A               | Column B                 |
|------------------------|--------------------------|
| When will you be       | back at school?          |
| Who can help me find   | where the keys are?      |
| What will we do when   | we get home?             |
| How does one           | write a business letter? |
| Do you know the reason | why she left?            |

- 16. a) You don't have your wisdom teeth yet, do you?
- b) You haven't been to the dentist before, have you?
- c) We must brush our teeth every day, mustn't we?

- 17. a) Why/Where is your mouth sore?
- b) What time is your appointment?
- c) What is wrong with your tooth?
- d) How do you feel?
- e) Why/Where does your gum hurt?
- f) Which tooth is sore?
- g) How often do you visit the dentist?
- h) When did the pain start?
- i) Why/Where is your gum bleeding?
- j) Where is the dentist's room?
- k) Who would like to become a dentist?
- l) What do you use to clean your teeth?

## Writing

18. Pupils must imagine that they have been to the dentist yet they are still experiencing toothache. They must write a Formal Letter requesting another appointment. Guidelines are provided for the pupils to follow. You can use the Teacher's Rubric: Formal and Informal Letters, on page 10, for Formal Evaluation.

## Workbook (pp. 32–34)

- 1. a) A. frog
  - b) E. bore
  - c) B. collar
  - d) C. taught
- 2. a) It was not my fault that I lost my watch. (5)
  - b) I don't know what illness I have got, but I have a lot of spots and I am coughing and vomiting. (6)
  - c) The dog has a sore paw because it stood on a thorn on the floor. (4)
  - d) The story was so boring that I started to snore! (3)

3. Answers will vary. Accept all answers with the correct sounds.
4. a) undo  
b) unconscious  
c) misunderstood  
d) disrespect  
e) irresponsible  
f) mistrust  
g) semicolon  
h) illegal  
i) immature  
j) co-operate
5. a) reliable  
b) praising  
c) sadness  
d) useless  
e) enjoyable  
f) loyalty  
g) teacher  
h) education
6. a) What time does school start?  
b) Where is she going now?  
c) Why have you not cleaned your room?  
d) Will they arrive today or tomorrow?  
e) How did that plate get broken?  
f) Who is the fastest runner?  
g) When will the bus arrive?  
h) Can you do a handstand?
7. a) You live in that house, don't you?  
b) We have English homework, haven't we?  
c) You aren't 16 yet, are you?  
d) Cattle are domestic animals, aren't they?  
e) He is a talented actor, isn't he?  
f) That wasn't a difficult test, was it?  
g) She hasn't had chickenpox, has she?  
h) It will rain this afternoon, won't it?

## Answers and Evaluation Tools

### Pupil's Book (pp. 83–84)

1. allowed – aloud  
by – buy  
who's – whose  
week – weak  
bare – bear  
wonder – wander  
fair – fare  
waste – waist  
principal – principle (9)

2. Answers will vary. (4)

- 3.
- |        |            |            |
|--------|------------|------------|
| enough | sufficient | plenty     |
| famous | well-known | celebrated |
| help   | assistance | aid        |
| need   | want       | require    |
| weak   | feeble     | powerless  |
| quick  | swift      | fast       |
- (6)

- 4.
- | Common Noun | Proper Noun | Collective Noun | Abstract Noun |
|-------------|-------------|-----------------|---------------|
| table       | Lagos       | swarm           | enjoyment     |
| grass       | June        | flock           | unhappiness   |
| whale       | Jire        | group           | enthusiasm    |
- (12)

5. Answers will vary. The following are examples.
- aquarium / aquaculture / aquamarine / aquatic
  - bicycle, etc.
  - exit, etc.
  - multitude, etc.
  - postcard, etc. (5)
6. a) He is trying to improve his football skills.  
b) The coach is choosing the new team this week.  
c) I am studying English now. (3)
7. a) Your teeth are inside your mouth.  
b) The roots of the tree are under the ground.  
c) The pages of the book are between the cover. (3)
8. Answers will vary. Example:  
Foluke and her older brother Kunle still live at home. They go to a nearby school. The children both like to play team sports. Fuloke plays netball and Kunle plays football. Both children also enjoy interesting hobbies. They like to read books and play card games after school. (9)
9. We wear a school uniform. The boys have long grey pants. The girls can wear a skirt or pants. The skirts are grey. Each pupil wears a blue shirt. We can choose sandals or shoes. I tie my hair in braids, because it is neat. We look very smart! (10)

**Total: 60**

## Answers and Evaluation Tools

Pupil's Book (pp. 85–90)

### Phonics

1. a) C. pants  
b) D. star  
c) C. tongue  
d) B. chip  
e) D. peach  
f) C. boss  
g) A. more  
h) A. third  
i) C. lead  
j) D. pray  
k) C. pass  
l) B. zipper  
m) D. fetch  
n) A. wash  
o) D. fearful  
p) C. chair

### Listening and Speaking

2. Pupils must listen to the Dialogue and then read it out loud with a partner. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
3. Pupils must listen to the words. Then they must read them aloud. The bold part shows the pupils where to put the stress.

### Reading and Comprehension

4. Pupils must read the Information Text. Organise your pupils into pairs and ask them to take turns to read the text, using the Checklist to evaluate each other.

5. a) True  
b) False  
c) True  
d) False  
e) False  
f) False  
g) True  
h) False  
i) True  
j) False  
k) False  
l) True  
m) False
6. a) Fact  
b) Answers will vary  
c)
  - long ago
  - very
  - frightening
  - but, so

### Vocabulary

7. a) An egg is oval shaped.  
b) A car and a taxi had a collision when they knocked into each other.  
c) An eclipse happens when the Moon covers our sight of the Sun.  
d) If only part of the Sun is covered, this is called a partial eclipse.  
e) The Moon travels in an orbit around the Earth.  
f) Anything to do with the Moon is called lunar.

### Grammar and Structure

8. a) The happy crowd was greeted by Yemisi.  
b) The project was completed on time by the class.  
c) The book was read in a week by Bola.  
d) The violin was played beautifully by Muiyiwa.

- e) For breakfast, cereal is eaten by the family.
- f) The Earth was covered by the Moon's shadow.
9. a) They will take a decision soon.  
b) The clown performed the trick.  
c) Bello's father drove the truck.  
d) Malik told Kunmi of the plan.  
e) The girls cleaned the kitchen.  
f) People in the Northern Hemisphere observed a Solar Eclipse.
10. a) Efe swam in the river, but Hassan swam in the dam.  
b) People were scared of an Eclipse, because they did not understand what it was.  
c) The girls were happy to be home, although the home was cold.  
d) My father said I could go, unless I fail the test.  
e) Do you want to go to the football match or do you want to go to the pool?  
f) The Moon has no oxygen, therefore people cannot live there.
11. a) Although it was cold, I was sweating because I had jogged to school.  
b) When it is dark, I will be able to see the stars if there are no clouds.  
c) When astronauts travel to space, they carry oxygen because there is none in space.  
d) Unless you return your library book on time, you will pay a fine which increases daily.  
e) Science-fiction books and detective novels are popular, therefore they are taken out more than other library books.  
f) Unless I drink tea every morning, I get thirsty because I am dehydrated.

## Writing

12. Pupils must write a short Descriptive Essay titled "What I see in the Night Sky". Guidelines are provided for the pupils to follow. You can then use Teacher's Rubric: Descriptive Essays, on page 10, to assess pupils' final Essays.

## Workbook (pp. 35–37)

1. a) B. digging  
b) E. weakness  
c) C. floppy  
d) A. door  
e) A. heard  
f) C. cross  
g) B. hose  
h) D. reach  
i) A. fishing  
j) E. earring  
k) C. nightmare
2. a) The cup of tea was drunk by my grandmother.  
b) The ladder was climbed by the little girl.  
c) The textbook was picked up by Temitope.  
d) The pedestrian was knocked over by the driver.
3. a) The girl picked up the kitten.  
b) My sister turned on the lamp.  
c) My teacher drives the car.  
d) The player scored the goal.
4. a) because  
b) although  
c) as  
d) so  
e) but  
f) however  
g) even though  
h) unless
5. a) The children ran in the races **and** had fun, **although** it was raining.  
b) **Although** it was hot **and** the wind was blowing, we still went for a walk.  
OR: It was hot **and** the wind was blowing, **but** we still went for a walk.  
c) I had to stay at home **because** I had been naughty **and/so** my parents wanted to teach me a lesson.  
d) I want to study nursing **so** I can work in a hospital, **but** there is no money to pay for my studies.

## Answers and Evaluation Tools

Pupil's Book (pp. 91–97)

### Phonics

1 and 2. Listen to pupils say the words. Check that they pronounce the /f/ and /v/ 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

3. a) C. full  
b) A. often  
c) C. video  
d) C. weave

### Listening and Speaking

4. Pupils must listen to words and then practise saying them aloud, stressing the bold syllables and noticing the silent letters in each word.
5. design foreign dialogue tongue bomb  
plumber ascend muscle scissors science talk  
chalk yacht hymn autumn

### Reading and Comprehension

6. Pupils must read the Information Text. Organise your pupils into pairs and ask them to take turns to read the text, using the Checklist to evaluate each other.

7. a) A traditional marriage  
b) Yoruba  
c) Cousin  
d) Large pyramids of fresh fruit and baskets of nuts  
e) Guests of the bride  
f) The bride's sister  
g) A formal letter of acceptance  
h) A bag of sugar and a bag of rice. There were also more expensive items like a smart wristwatch and shoes. The gifts also included a beautiful gold engagement ring.  
i) Gold  
j) The ceremony ended with lots of talking, laughing and dancing.  
k)

| Male  | Female | Both genders |
|-------|--------|--------------|
| men   | women  | people       |
| boys  | girls  | children     |
| uncle | sister | sibling      |
| groom | bride  | couple       |

8. a) Answers will vary. Two suggested answers: There has to be an agreement by the two families. In many Nigerian weddings, the couples attempt to enjoy both the “Western” culture as well as their own culture by wearing the white dress for the ceremony and traditional Nigerian attire for the reception.  
b) Answers will vary.  
c) Answers will vary as not all the pupils may have attended a wedding. Pupils must write their answer like this: I went to the wedding ceremony of \_\_\_\_\_ and \_\_\_\_\_.  
d) • veiled, beautiful, respectful  
• future  
• parents-in-law  
• politely

## Vocabulary

9.

|            |   |
|------------|---|
| series     | b) several events that happen after each other            |
| pyramid    | a) a three- or four-sided solid shape pointed at the top  |
| ceremony   | g) event consisting of traditional activities and customs |
| proposal   | h) a request  |
| veil       | e) a head covering worn by women                          |
| escorted   | f) accompanied by others                                  |
| respectful | c) polite   |
| united     | d) joined together  |

10. best man, bride, bridesmaid, gifts, groom, present, proposal, pyramid, wedding, wife

## Grammar and Structure

11. sadness  
anger  
enthusiasm  
emotion  
hope  
joy  
excitement  
imagination  
creativity  
debate  
beauty  
misery  
description  
guilt  
danger

12. a) The death of the teacher was announced during the school assembly.  
b) Her wisdom was admired by many.  
c) Segun carried an umbrella as protection from the heat.  
d) Kemi received us with great friendliness and warmth.  
e) What is the height of the building?

- f) Sometimes luck is not enough and you need patience.  
g) The marriage took place in the groom's village.  
h) There is a strong tradition of festivals in Nigeria.

## Writing

13. Pupils must write a Descriptive Essay about a traditional marriage that they have witnessed. Pupils must follow the guidelines provided. You can then use Teacher's Rubric: Descriptive Essays, on page 10, to assess pupils' final Essays.

14. Mr. and Mrs. Olurotimi Bakare  
Mr. and Mrs. Niyi Oloyede  
request the pleasure of your company at the  
marriage of their daughter  
Bola Oloyede  
to  
Mr. Dijemi Sotade  
at St. David's Church, Lagos  
on Saturday, 19th July, 2019 at 11 a.m.  
The reception will follow at  
Royal Hotel, Main Road, Lagos. R.S.V.P.  
567 Garrow Road, Lagos.  
R.S.V.P.

Mr. and Mrs. Olurotimi Bakare are grateful  
to accept the  
invitation of Mr. and Mrs. Niyi Oloyede to  
attend the marriage  
of their daughter on the 19th July, 2019.

## Workbook (pp. 38–39)

1. a) D. ferry  
b) A. offer  
c) D. verse  
d) C. leave
2. a) /f/ The photograph showed the faces of the four friends. (Note that "of" does not have the /f/ sound. Also note that "photograph" has two /f/ sounds.)  
b) /v/ Every person who is over 18 is able to vote for whoever they think will be a valuable politician.

3.
  - a) leave
  - b) leaf
  - c) invested
  - d) infested
  - e) safe
  - f) save
  - g) staff
  - h) starve
  
4.
  - a) brave
  - b) adventurous
  - c) high
  - d) fit
  - e) wide
  - f) hungry
  - g) honest
  - h) admirable
  - i) respectful/respectable
  
5. truthful – dishonest  
rude – polite  
hard-working – idle  
ambitious – unmotivated  
nervous – confident  
legal – unlawful  
accidental – deliberate  
many – few

## Answers and Evaluation Tools

Pupil's Book (pp. 98–104)

### Phonics

- 1, 3 and 4. Listen to pupils say the words. Check that they pronounce the /t/ and /d/ 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them. Do this by reading minimal pairs, such as tie and dye, tuck and duck, plate and played.
2. a) D. type  
b) C. dare  
c) A. cattle  
d) C. produce

### Listening and Speaking

5. Pupils must listen to the words. Pupils must make sure that they pronounce the /t/ and /d/ sounds correctly. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
6. Pupils must listen to the words and read them aloud. Then the pupils must read the sentences.
7. Pupils must prepare a Spoken Report. Guidelines are provided for them to follow. Use the Teacher's Rubric on page 8 to assess pupils' Speeches.

## Reading and Comprehension

8. Pupils must read the Article about car accidents. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills.
9. a) Two  
b) Someone phoned emergency services.  
c) Quickly  
d) A large city  
e) A few years ago there were more than 17 deaths per day.  
f) They ignore traffic rules and regulations.  
g) Yes  
h) Yes, but there is still a lot of work to be done to keep drivers, passengers and pedestrians safe.
10. a) **Bad driver behaviour**
- Drive after taking alcohol or drugs
  - Ignore traffic rules and regulations
  - Do not understand road signs
  - Drive too fast
  - Drive with poor eyesight
- Vehicles**
- Vehicles in poor working order
  - Putting too many people in a car
  - Tyres that are poor quality
- b) Answers will vary. One possible answer might be to help educate other drivers.
- c) • carefully  
• moaning  
• figure  
• behind

## Vocabulary

11.

|             |  |
|-------------|--|
| vehicles    | c) cars, trucks and other forms of transport on land |
| victim      | d) someone who has suffered a painful experience     |
| wrench      | g) pull open with great force                        |
| pedestrian  | b) someone walking beside a road                     |
| emotional   | a) to do with feelings                               |
| campaign    | i) programme to educate people and raise awareness   |
| fatalities  | e) deaths resulting from accidents                   |
| frequently  | f) often   |
| regulations | h) rules or laws                                     |

## Grammar and Structure

12. salty, rainy, yearly, poisonous, mountainous, miraculous, famous, beautiful, glorious, dramatic, energetic, grassy, musical, helpful

13. a) The dark house had a ghostly atmosphere.  
 b) The children had a friendly manner.  
 c) The infectious disease made many people ill.  
 d) The police arrested the suspicious person.  
 e) We enjoyed eating the tasty food.  
 f) The contents are arranged in alphabetical order.  
 g) There was a horrendous / horrible accident.  
 h) Drivers need to be more careful.  
 i) Pedestrians must not be careless on the roads.  
 j) All road users need to be responsible on the road.
14. a) The car that was damaged in the accident was a new hatchback.  
 b) This is the intersection where the accident happened.  
 c) The driver who caused the accident was talking on his mobile phone.

- d) What the witnesses saw, will be used to prosecute the driver.  
 e) Using mobile phones while driving, which is illegal, is very dangerous.  
 f) The paramedics who assisted the injured passenger, treated her for broken ribs and bleeding.

15. a) We left the beach where we had been swimming.  
 b) The girl who was there described the accident.  
 c) What they learnt that day they would never forget.  
 d) The street where we live has many trees.  
 e) The subject which I like the most is Geography.  
 f) Fatima met the doctor who had saved her life.  
 g) What he said made the boy cry.  
 h) He phoned his uncle who had been injured.  
 i) Fizzy drinks, which many children love, are not healthy.

## Writing

16. Pupils must write a Narrative Essay about an accident that they saw. Pupils must use the guidelines provided. You can then use Teacher's Rubric: Narrative Essays, on page 9, to assess pupils' final Essays.

## Workbook (pp. 40–42)

1. a) E. train  
 b) D. dial  
 c) B. cattle  
 d) C. band
2. a) hide  
 b) height  
 c) inside  
 d) insight  
 e) complaint  
 f) complained  
 g) port  
 h) poured
3. a) laziness

- b) beautiful
- c) trustworthy
- d) angry
- e) famous
- f) attractive
- g) foolish
- h) comfortable
- i) metallic
- j) horrible

4. a) calm  
b) high  
c) quiet  
d) distant  
e) tasty  
f) wooden  
g) dangerous  
h) terrible

5. a) That is the building where we used to live.  
b) The boy who scored the most goals was given the prize.  
c) I will always remember what I saw that day.  
d) The village where we live is in the north.  
e) The food that I like the most is chicken.  
f) My teacher is the person who inspired me to study education.  
g) The new film, which was shown on television last week, is controversial.  
h) I don't like food that has been cooked with sugar.  
i) He cannot ride a bicycle, which surprises me.  
j) There is the man who lives next door.

## Answers and Evaluation Tools

Pupil's Book (pp. 105–111)

### Phonics

1 and 2. Listen to pupils say the words. Check that they pronounce the two Diphthong 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

3. a) C. home  
b) D. cocoa  
c) B. found  
d) D. thousand  
e) A. cold  
f) D. blow
4. a) flower  
b) flour  
c) knows  
d) nose  
e) grown  
f) groan  
g) our  
h) hour

### Listening and Speaking

5. Pupils must listen to the radio News Report then they must read it aloud. Use the Teacher's Rubric on page 8 to assess pupils' Speeches.

6. a) The economy  
b) In parliament in Abuja  
c) Education, health and agriculture  
d) Two  
e) Mount Dimlang  
f) Pupils must explain how they got lost. They must begin like this: They were behind the other hikers, and when it was dark they \_\_\_\_\_. Suggested answer: They were behind the other hikers, and when it was dark they lost sight of the path.  
g) Members of the police and volunteers  
h) They won.  
i) 2–1  
j) 27

### Reading and Comprehension

7. Pupils must read the News Article. 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 Lagos Voice  
b) 18 June 2017  
c) Yewande Ajanaku  
d) Ilupeju area in Lagos State  
e) Around 6 p.m. to 7 p.m.  
f) No, they do not think that the police helped them.  
g) That the young men were out to create as much destruction as possible. Another resident felt that the rampage was a show of force by one of the local gangs.  
h) One resident claimed that the police were afraid of the gangs.
9. a) Pupils must summarise the Article in three sentences. Answers will vary.  
b) He was scared of being identified by the young men.

- c) National news. It would be of interest to all people living in Nigeria but would not attract much international interest.
- d) He said that the previous night it had been like a war zone.

- j) I was sitting on a chair, watching the events.
- k) The gangs were running away when the police were arriving.
- l) The police were catching the criminal.

## Vocabulary

10.

|              |  |
|--------------|--|
| resident     | e) a person who lives in an area   |
| covered      | g) crouched down in fear   |
| hoodlums     | i) gangsters or people who engage in crime and violence                              |
| rampage      | a) violent and uncontrollable behaviour by a group of troublemakers, breaking things |
| anonymous    | c) keeping one's name and identity secret  |
| mayhem       | b) chaos, usually with noise and destruction   |
| smashing     | j) breaking by hitting extremely hard  |
| apprehending | h) arresting   |
| assessing    | d) working out the extent  |
| barred       | f) covered with bars or something solid  |

## Grammar and Structure

11. a) The residents were phoning the police while they watched the violence.
- b) The gangs were breaking windows.
- c) Probably two different gangs were fighting each other.
- d) I was studying journalism two years ago.
- e) My parents were supporting me while I studied.
- f) The woman was listening to the radio news when she heard about the violence.
- g) It was raining when I walked to school, so I got wet.
- h) Police said that they were monitoring the scene.
- i) The youths were taking things that did not belong to them.

## Writing

12. Pupils must write short Captions to accompany each of the photographs. Answers will vary. This is suitable for Peer Evaluation. Ask pupils to check their work in groups. They should check the Captions using these criteria:
- The spelling is correct.
  - The Captions include the new vocabulary that pupils have learnt during this module.
13. Pupils must write a News Article about something interesting and newsworthy. Answers will vary. Pupils can check each other's Articles, using the framework provided.

## Workbook (pp. 43–45)

1. a) C. hole  
b) B. show  
c) B. round  
d) A. founder
2. /aʊ/ Can you hear the loud sound of the owl hooting?  
/aʊ/ We climbed around the mountain and looked down below.  
/əʊ/ He drove along the road, avoiding the pothole in the ground.  
/əʊ/ Wow, the oak tree has grown to over two metres tall.
3. Pupils must make up their own sentences.
4. a) Honesty, Noun  
b) relaxing, Adjective  
c) gentleness, Noun  
d) weary, Adjective  
e) excited, Adjective  
f) scared, Adjective  
g) windy, Adjective  
h) thirst, Noun

5. a) The players were playing a match when the rain began.
- b) Within minutes, the rain was falling heavily.
- c) The players were slipping because the ground was so wet.
- d) They were struggling to see through the heavy rain.
- e) The referee was wondering whether to call off the match.
- f) While he was announcing the cancellation, there was a bolt of lightning!
- g) Luckily, the players were already running off the field, so no-one was hurt.
- h) While the players were sheltering in the hall, the rain stopped.

6. **Across**

1. photograph  
5. headline  
8. sport  
9. opinions  
10. paper

**Down**

2. read  
3. facts  
5. news  
6. editor  
7. ink

## Answers and Evaluation Tools

Pupil's Book (pp. 112–118)

### Phonics

- 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
- soil
  - zone
- /əʊ/ go, home  
/ɔɪ/ oil, employment

### Listening and Speaking

- Pupils must listen to the words and practise saying them aloud. The bold letters show the Syllables that they need to stress.
- "I am tired," said Bello.
  - "Can I have a glass of water?" asked Uju.
  - "I have been hurt!" shouted Niyi.
  - "I am hungry." said Emi.
- Kunmi begged for help.
  - Muneeb said he didn't want to go to the party.
  - Chika replied that they could swim the next/following day.

- Owulabi said that she would like to take two books.

### Reading and Comprehension

- Pupils must read the Article. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. Organise your pupils into pairs and ask them to take turns to read the text, using the Checklist to evaluate each other.
- True
  - False. Water is used in cooking.
  - True
  - False. Not all water is clean.
  - True
  - False. Cholera is spread by water.
  - True
  - False. Boiling water can kill any germs in the water.
  - True
  - False. Contaminated water is not only a problem in Nigeria.
- People cannot live without drinking water. We also use water for cooking raw food and keeping ourselves clean. We need water for growing food like crops and farming livestock.
  - Cholera, guinea-worm infection and diarrhoea
  - Answers will vary. Possible answers may include:
    - Boiling water can kill any germs in the water.
    - Water-purifying tablets kill germs in drinking water.
    - Water can be filtered through a clean cloth. This will get rid of dirt and some, but not all, germs.

- d) Answers will vary.
- e) • three Adjectives describing the water: safe, clean, drinking
- one Noun giving the number of people: million
- one Phrase saying where the people are: all over the world

## Vocabulary

10.

|              |  |
|--------------|--|
| contaminated | f) completely harmful or dirtied with poisons due to the influence or activities of people |
| polluted     | g) made impure, unclean, or dangerous for use through contact or addition; infected        |
| waterborne   | d) carried by water  |
| disease      | e) an illness or sickness  |
| fatal        | h) deadly  |
| vulnerable   | b) at risk   |
| remote       | c) far away  |
| tanker       | a) large vehicle that carries liquids in bulk  |

## Grammar and Structure

11. a) widen                      b) flatten  
 c) tighten                     d) sweeten  
 e) straighten                 f) deepen  
 g) ripen                        h) weaken
12. a) simplify                  b) solidify  
 c) purify                      d) falsify  
 e) beautify                    f) unify
13. a) The knife is bent. Can you straighten it?  
 b) The digger will widen and deepen the river.  
 c) I like to sweeten my tea with sugar.  
 d) Please straighten those lines in your drawing.

- e) If you hold the book like that you will weaken its spine.
  - f) The mother left the avocado to ripen in the fruit basket.
  - g) The council agreed to flatten the bumps in the road.
  - h) Kemi decided to tighten the ropes holding the tent up.
  - i) Purify the water in the tank.
  - j) Akin will simplify the equation accurately.
  - k) It is a crime to falsify information on a passport.
  - l) We need to unify the different groups in society.
14. a) She asked whether they had clean drinking water.  
 b) He replied that they did.  
 c) She said that she was very thirsty and asked if she could have a drink.  
 d) The health official said that they should not drink that water.  
 e) He explained that it had been polluted by an oil spill the previous day.  
 f) The notice read that they should beware because the water was polluted.  
 g) She exclaimed that they should look and that there were all kinds of rubbish in the water.  
 h) I said thank you for the glass of water.  
 i) My grandmother said that some countries did not get enough rain.

## Writing

15. Pupils must write an Expository Essay about ways to obtain clean, safe drinking water. They must give their Essay the title: "Strategies for safe water". Guidelines are provided for the pupils to follow.

## Workbook (pp. 46–48)

1. a) D. join  
b) D. show
  
2. a) The boy sings with a lovely clear voice,  
so his songs are played often on the  
radio.  
b) Africa has valuable resources deep under  
the soil such as gold, coal and oil.
  
3. a) harden  
b) strengthen  
c) loosen  
d) lengthen  
e) lighten  
f) quicken
  
4. a) harden  
b) quicken  
c) strengthen  
d) lengthen  
e) loosen  
f) lighten
  
5. a) boil  
b) rivers  
c) salt  
d) cholera  
e) filter  
f) purifying
  
6. a) She greeted her friend and asked her  
how she was feeling that day.  
b) Her friend replied that she was feeling  
much better. / Her friend thanked her and  
said that she was feeling much better.  
c) The teacher asked them to hand in their  
homework before the end of that day.  
d) She told the person to sit there on that  
chair.  
e) She said that she was going to the clinic  
the next/following day.  
f) He asked what the square root of 16 was.  
g) The pupil asked the teacher politely to  
explain the answer again.  
h) He exclaimed that it was very hot that  
day.

## Answers and Evaluation Tools

Pupil's Book (pp. 119–125)

### Phonics

1. Listen to pupils say the words. Check that they pronounce the two Diphthong 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

2. a) D. insure  
b) B. urine  
c) A. tune  
d) D, reduce  
e) C. pool
3. a) brochure, abuse  
b) sure, you  
c) urine, use

### Listening and Speaking

Activities 4 and 5. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

4. Pupils listen to the words, then practise saying each pair with the correct stress.
5. Pupils listen to the sentences, then they must take turns reading the sentences aloud with a partner. They must remember to stress the words in bold.

## Reading and Comprehension

6. Pupils must read the Information Text. Organise your pupils into pairs and ask them to take turns to read the text, using the Pupil's Checklist on page 6 to evaluate each other.
7. a) Any two of the following:
  - Antibiotics and vaccines help the body to resist infections.
  - Medicinal drugs can cure and prevent diseases.
  - They can save lives and enable people to be healthier and happier.
- b) The chemicals travel through your bloodstream to parts of your body, such as your brain.
- c) You can swallow, inhale, or inject drugs into your body.
- d) The brain
- e) Yes
- f) Because a proper pharmacist will give you the right drugs
- g) Drug dealers sometimes sell cheaper substances, pretending that they are something else, to make money.
- h) If overused, they can cause fever, hallucinations and numbness; users can become addicted.
- i) If taken when not needed, they can cause addiction.
- j) To treat HIV
- k) People who abuse drugs can become addicted to the drug so that they need it all the time. This can cause sickness and even be fatal.
- l) Cough and cold medicine
8. a) Teenagers and adults. Doctors will already know this and the text is too complicated for small children.

- b) To educate. It is a serious text and is not for entertainment purposes.
- c) Factual. Many facts are given.
- d) However, a drug is a problem when a person uses it in the wrong way.

## Vocabulary

9.

|             |  |
|-------------|--|
| medicinal   | d) used as a medicine or treatment   |
| abuse       | g) used in the wrong way, for example, to feel intoxicated or because of addiction |
| resist      | a) prevent something from happening, prevent infection                             |
| fatal       | h) deadly  |
| counterfeit | b) forged, made to look like the real thing  |
| pharmacist  | c) someone qualified to provide drugs  |
| painkillers | e) drugs that reduce pain  |
| severe      | f) intense, very bad   |

10. Pupils must use the words in sentences to show their meaning. Answers will vary.

## Grammar and Structure

- 11. a) Saheed is nowhere to be seen. We think he is lost somewhere.
- b) I am going to ask someone to help me. I cannot understand anything in this book.
- c) Last night Kunle saw something moving in the garden. Maybe it was a cat.
- d) Hello. Is anyone there?
- e) I always get to school on time. I am never late.
- f) Salie and Yewande usually watch football together. They support different teams.
- g) Feel free to ask me anything you need to know.
- h) It often rains in summer.

- 12. Pupils must use each of the words in a sentence to describe themselves. Answers will vary.
- 13. a) Eid and Easter are annual events.
- b) Every Monday the teachers have their weekly meeting.
- c) Take one tablet twice daily, in the morning and evening.
- d) Our school has an annual prize-giving every summer.
- e) The bell rings hourly to mark the start of a new lesson.
- f) Most workers are paid their salaries monthly.
- 14. a) The doctor said that she wanted to see me again at her clinic.
- b) In my family, we eat supper at about 6 p.m.
- c) He is a famous male football player.
- d) They have three children.
- e) I made some tea and drank it before school.

## Writing

15. Pupils must write an Expository Essay explaining why they will never take drugs. Pupils must follow the guidelines provided.

## Workbook (pp. 49–51)

- 1. a) B. pure
- b) E. tourism
- c) A. soon
- d) B. loose
- 2. a) Youth are expected to make mistakes because they are immature.
- b) There was a lot of light during the full moon.
- c) Eat fewer sweets in order to reduce your sugar levels.
- 3. Pupils write their own sentences.

4. a) Can anyone help with the computer?  
b) There is something inside my shoe, hurting my foot.  
c) No-one arrived at the show so the hall was completely empty.  
d) Somebody sent a message on my phone.  
e) Everyone is able to vote when they are 18.  
f) I liked that biscuit, can I have another?  
g) There is someone knocking at the door.  
h) Is there anything I can do to improve my marks?
5. a) often  
b) usually  
c) rarely  
d) always  
e) occasionally  
f) seldom  
g) repeatedly  
h) never
6. Accept any reasonable sentences, such as:  
a) It always gets really cold during winter.  
b) The temperature seldom drops to below 10 degrees.  
c) There is often rain during March.  
d) It never snows here.  
e) It is usually hot in summer.

## Answers and Evaluation Tools

Pupil's Book (pp. 126–131)

### Phonics

1 and 3, 4 and 5. Listen to pupils say the words. Check that they pronounce the /p/ and /b/ 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 that Activity 5 introduces silent letters.

2. a) D. pretend  
b) C. bitter  
c) A. replay  
d) C. netball

### Listening and Speaking

6. Pupils listen to the words and practise saying them aloud. They must stress the Syllable that is in bold.
7. Pupils listen to the sentences and read them aloud. The pupils must talk about how the sentences change when they are written in Indirect Speech.

### Reading and Comprehension

8. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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) 11  
b) Soccer  
c) Pitch  
d) 90 meters  
e) 45 meters  
f) Offensive players try to score goals.  
g) Defensive players  
h) The keeper is the only player allowed to use his hands in the rectangular penalty area.  
i) Midfielders must be the most physically fit players on the field because they are expected to run the most in a game.  
j) The forwards play closest to the other team's goal.  
k) Every four years  
l) The beautiful game
10. a) People who do not know a lot about football  
b) Answers will vary.  
c)
  - Their
  - them
  - or

### Vocabulary

11.

|             |   |
|-------------|---|
| length      | d) a measurement of how long something is   |
| width       | h) a measurement of how wide something is   |
| centre      | f) middle   |
| artificial  | a) manufactured by people, not natural  |
| rectangular | g) a shape with four straight sides, each pair of opposite sides with the same length |
| physically  | b) to do with your body   |
| create      | e) make   |
| supporters  | c) fans, admirers   |

12. Pupils must copy the diagram, using the following labels:  
 the goalkeeper area  
 the centre line  
 the goal nets  
 the length in metres  
 the width in metres.

## Grammar and Structure

13. strength – weakness  
 alive – dead  
 trust – distrust  
 forget – remember  
 joy – sorrow  
 everything – nothing  
 familiar – strange  
 war – peace  
 cheap – expensive
14. a) Girls also play football, although not as many as boys.  
 b) There is a national women’s football team, however, they do not earn as much as the male players do.  
 c) We should all play sport because it is fun and keeps us fit.  
 d) I injured my knee playing football last week, therefore I will not be playing football this week.  
 e) We will play a match tomorrow unless it rains.  
 f) My team has not won a match recently but I still support my team.  
 g) I play football and exercise every week.

## Writing

15. Pupils must write a News Report. Sentence openers are provided that the pupils must use. This is suitable for Peer Evaluation. Ask pupils to check their work in groups. They should check the lists using these criteria:
- The Report is written in an interesting style.
  - The spelling is correct.
  - The title and name have been included
  - The Report includes the new vocabulary that pupils have learnt during this module.

## Workbook (pp. 52–54)

1. a) B. replay  
 b) C. bride  
 c) D. represent  
 d) B. ramble
2. a) We walked at a slow pace around the base of the hill.  
 b) A heart is a simple symbol of love.  
 c) He used a thin rope as a belt around his robe.  
 d) Can I please have some money to buy myself a pie?  
 e) I have ample time, so I will amble slowly along the path.
3. a) unpack b) remember  
 c) build d) picture  
 e) important f) able
4. a) absent b) faded  
 c) separate d) noisy  
 e) polite f) hardworking  
 g) expensive h) famous
5. begin – end  
 late – early  
 stale – fresh  
 deep – shallow  
 interesting – boring  
 rough – gentle  
 join – separate  
 hero – coward
6. halt – stop  
 strange – unusual  
 correct – right  
 scared – afraid  
 look – see  
 hurt – harm  
 hopeful – optimistic  
 confident – self-assured  
 ambitious – aspiring  
 faithful – loyal
7. a) because b) as  
 c) when d) therefore  
 e) unless f) however  
 g) although h) but

## Answers and Evaluation Tools

Pupil's Book (pp. 132–139)

### Phonics

- 1, 3 and 4. Listen to pupils say the words. Check that they pronounce the three Consonant 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 that Activity 4 introduces silent letters.
2. a) D. history  
b) B. wool  
c) A. yellow  
d) D. perhaps  
e) C. queen  
f) B. union  
(Note: pupils might have difficulty identifying the answers in 2 e) and f), because the spelling is not standard.)

### Listening and Speaking

5. Read the questions out loud to pupils using the correct intonation. Pupils then read the questions for themselves.
6. Pupils must read the questions aloud to a partner using the correct Intonation.
7. Pupils must read the humorous Dialogue aloud with a partner. They must use the correct intonation. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

## Reading and Comprehension

8. Pupils must read two Information Texts. Check that pupils understand the information.
9. a) The yellow-billed shrike  
b) In tropical Africa. It frequents forests and other habitats with trees.  
c) The yellow-billed shrike is 18 cm long with a long tail and short wings. The yellow-billed shrike (*Corvinella corvina*) is a small bird in the shrike family.  
d) It makes it easy for them to perch on branches.  
e) On telephone wires  
f) Insects  
g) More than other countries  
h) In 2014 a new species of butterfly was discovered in Cross River State in Southeast Nigeria.  
i) It was named *Neurellipes rhoko*, after the Rhoko conservation area where it was found.  
j) They cross-pollinate plants. This is important for the reproduction of plants.
10. a) Non-fiction  
b) Answers will vary.  
c) Answers will vary.  
d) Pupils must write a summary of the Article on The Yellow-billed Shrike. Their summary should be about 60 words long. Pupils must follow the guidelines provided for them. Answers will vary.

## Vocabulary

11.

|           |  |
|-----------|--|
| mottled   | b) marked with areas of different colours                      |
| resident  | f) living or staying in a place                                |
| perch     | a) to sit on the edge of something, usually in a high position |
| frequents | c) often goes to a place                                       |
| habitat   | e) area where something lives                                  |
| structure | d) the way in which parts of a system are arranged             |
| prominent | g) noticeable  |

## Grammar and Structure

12. a) They spoke loudly.  
 b) Zainab is really smart.  
 c) My father kindly helped me with my homework.  
 d) She runs slowly.  
 e) Drink your juice quickly.  
 f) The room was completely dark.  
 g) The children play together nicely.  
 h) The scientist observed the bird closely.
13. a) We quickly had a meal.  
 b) The man played the violin beautifully.  
 c) I jumped high.  
 d) She gently stroked the donkeys.  
 e) He worked well.  
 f) Fatima danced happily.

14.

| Column 1 – Idiom                            | Column 2 – Meaning  |
|---|---------------------|
| My flu has left me as sick as a dog         | very ill            |
| I'm down in the dumps about the train crash | depressed; sad      |
| That noise is driving me up the wall        | annoying; maddening |
| I'm walking on air after our match victory  | very pleased; happy |

| Column 1 – Idiom                                     | Column 2 – Meaning           |
|--|------------------------------|
| The test was like a bolt from the blue               | a sudden surprise            |
| The dress cost an arm and a leg                      | very expensive               |
| He is having cold feet about taking part in the race | feeling uncertain or anxious |
| It's stormy and raining cats and dogs                | very hard rain               |
| Hold your horses until we get home                   | be patient                   |
| I'll give him my favourite pen when pigs fly         | never                        |
| We are just pulling your leg                         | teasing                      |
| The test was a piece of cake                         | very easy                    |

15. Answers will vary. Examples below:

- a) He is living under a cloud. He is living with the shame of doing something wrong.  
 b) He hit below the belt. He said something untrue and unfair about me.  
 c) She is such a ray of sunshine. She is a very happy person.  
 d) He made a joke to break the ice. He made a joke to get people talking to each other.  
 e) They are in the same boat. They both failed the exam so they are in the same position as each other.  
 f) My father gave me a slap on the wrist. My father told me off for my actions.  
 g) She is driving me around the bend. She is making feel very irritated with her constant chatter.  
 h) He is a night owl. He likes to stay up late at night.

## Writing

16. a) Pupils must choose something that they are interested in, such as a plant or animal and observe it closely. They write a Descriptive Essay, including a diagram. Pupils use the paragraph structure provided. You can then use Teacher's Rubric: Descriptive Essays, on page 10, to assess pupils' final Essays.

kindly – unkindly  
seldom – often  
close – far  
respectfully – rudely  
happily – sadly  
backwards – forwards  
always – never

## Workbook (pp. 55–57)

1. a) A. hive  
b) B. winter  
c) E. yawn
2. a) /h/ Her hair was held in a style high  
above her head.  
b) /w/ The working woman put her wages  
into her wallet each week.  
c) /j/ Yesterday the young boy drew a sun  
with a yellow crayon.
3. a) 2  
b) 7  
c) 5  
d) 6  
e) 1  
f) 3  
g) 8  
h) 4
4. a) slowly  
b) happily  
c) angrily  
d) quickly  
e) really  
f) nicely
5. a) angrily  
b) carefully  
c) loudly  
d) really  
e) foolishly  
f) proudly  
g) heavily  
h) patiently
6. carefully – dangerously

## Answers and Evaluation Tools

Pupil's Book (pp. 140–145)

### Phonics

- 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.  
Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
- D. tried
  - C. decide
  - C. word
  - C. deserve
  - D. world
- /ɜ:/ bird, fern, pearl, hurt, learn, attorney, furry, curse, church

/aɪ/ bride, fine, horizon, height, line, fried, island, pile, twilight

(Note: Draw pupils' attention to the various spellings of the same sound.)

### Listening and Speaking

- Pupils must listen to the Dialogue. Then they must say it aloud. Pupils must remember to use the correct stress and intonation. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
- Pupils must read the sentences putting stress on the words in bold.

## Reading and Comprehension

- Pupils must read the Conversation between friends. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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.
- Ada, Zeenat, Ngozi and Mustapha
  - She believes that they are not going to get the science project finished by Thursday.
  - Zeenat
  - Members of the group did not complete their share of the work.
  - He was sick that day.
  - Ngozi
  - Wednesday
  - Zeenat will type the notes neatly and Mustapha will read them to her. Ngozi will ask his father to print them and save them on a memory stick. Ada will do all the diagrams and labels at home.
- Yes
  - Answers will vary. Pupils must write one sentence like this: I was let down by someone who \_\_\_\_\_.
  - Ada apologised, and explained that she was sorry but those marks were important to her.

## Vocabulary

9.

|                |  |
|----------------|--|
| project        | c) a task of school work, often with research            |
| innocently     | f) without any blame                                     |
| diagrams       | a) pictures or illustrations showing how something works |
| quick-tempered | b) gets angry easily                                     |
| presentation   | d) showing a completed project to an audience            |
| grammar        | e) rules of language use                                 |

10. a) paste – stick

b) argue – disagree

c) important – essential

d) upset – annoyed

e) complete – finished

11. Answers will vary. Possible answers below:

a) cried – unhappiness

b) yelled – anger

c) snapped – anger

d) instructed – upset / worried / annoyed

12. Answers will vary. Possible answers below:

a) The man was very small with a large hat.

b) The clever monkey managed to escape its cruel owner.

c) The angry teacher shouted at the naughty children.

d) The weather was pleasant and warm.

e) She felt very pretty in her shiny / clean shoes.

## Grammar and Structure

13. a) As flat as a pancake

b) As round as a ball

c) As heavy as a rock

d) As light as a feather

e) As white as a sheet

f) As quiet as a mouse

g) As soft as butter

h) As brave as a lion

i) As playful as a kitten

j) As sharp as a razor

k) As cold as ice

l) Sleep like a log

m) As smooth as glass

n) As free as a bird

o) As strong as an ox

14. Answers will vary. Meanings for the metaphors below:

a) Sharp tongue – If you say that someone has a sharp tongue, you are critical of the fact that they say things which are unkind, though often clever.

b) Refrigerator – very cold

c) Music to the ears – welcome sound to someone; news that someone is pleased to hear

d) A disaster area – geographical area recently affected by a major disaster and officially declared as such

e) A night owl – a person who tends to stay up until late at night

f) Lake – a large area of water

g) Couch potato – a person who watches a lot of television and does not have an active life

## Writing

15. Pupils must write a Conversation between a group of friends who are arguing about the correct way to do something. Guidelines are provided for the pupils to follow. Pupils can use these guidelines to edit their Essays before they hand them in to you.

## Workbook (pp. 58–60)

1. a) E. five

b) C. define

c) C. burn

d) E. transfer

2. /aɪ/ light, refine, guide, height, thigh, style, hide, fine

/ɜ:/ alert, refer, girl, hurt, third, stir, heard, fern

3.
  - a) grief – sadness
  - b) choose – pick
  - c) odd – strange
  - d) afraid – scared
  - e) hurry – rush
  - f) stop – finish
  - g) peaceful – calm
  - h) tiny – small
  
4.
  - a) As strong as an ox
  - b) As light as a feather
  - c) As busy as a bee
  - d) As sick as a dog
  - e) To sleep like a log
  - f) To have eyes like a hawk
  
5.
  - a) She was very fast.
  - b) He was one of the strongest members of the team.
  - c) It was very hot.
  - d) She was slow.
  - e) My friend is very clever.
  - f) My mother is the person we all rely on.
  - g) You are wonderful, you have done something very well.
  - h) He has overcome many problems.

## Answers and Evaluation Tools

Pupil's Book (pp. 146–154)

### Phonics

1 and 3. Listen to pupils say the words. Check that they pronounce the three Consonant clusters 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) C. spruce
- b) A. stroke
- c) D. scroll

### Listening and Speaking

4. Pupils listen to the words and practise saying them stressing the Syllables in bold.
5. Pupils must have a class debate about whether young people of their age ought to see or read this information in the media. You can use the Teacher's Rubric on page 8 to assess pupils' debating skills. Make sure all pupils participate in their groups and encourage shy pupils to speak out loud.

### Reading and Comprehension

For Activities 6 and 7 organise your pupils into pairs and ask them to take turns to read the text, using the Checklist to evaluate each other.

6. Pupils read the Article.

7. a) C. the press
- b) B. information and news
- c) A. Newspapers have to be fair and report the truth.
- d) C. Newspapers write news about their own country and the rest of the world.
- e) C. Radios can be used to make telephone calls.
- f) A. news, entertainment and music
- g) B. Nigeria was the first country in all of Africa to have a television station.
- h) B. the film industry in Nigeria
- i) A. through computers and mobile phones
- j) C. You can find some media online.
8. a) Answers will vary.
- b) Answers will vary but pupils should agree that it is because people will rely on the information and that false or misleading reporting could have negative consequences.
- c)
  - usually
  - whereas
  - black-and-white

### Vocabulary

9.

| Column A        | Column B       |
|-----------------|----------------|
| facts           | information    |
| occurring       | happening      |
| internationally | the world      |
| duty            | responsibility |
| reasonably      | fair           |
| make sure       | check          |

## Grammar and Structure

10. a) In the future more people will use their phones to get the news.  
b) The film is opening this weekend.  
c) He might study media after school.  
d) I want to be an actor.  
e) I am going to the cinema tomorrow.  
f) The Article will be in the magazine's next issue.  
g) The actress might win an award for her starring role.  
h) We are going to watch television together this evening.
11. a) School starts next week.  
b) The bus arrives in 20 minutes.  
c) The news is on very soon.  
d) The exams happen at the end of the year.  
e) The article is appearing in the newspaper tomorrow.  
f) We are watching a film this weekend.  
g) I am studying later today.  
h) The television channel is showing the football match live next week.
12. a) Chidera asked that his book be passed to him.  
b) Efe asked what the time was.  
c) Nwanne exclaimed that she was going home in ten minutes.  
d) The dog's owner shouted at it to stop barking.  
e) Obi asked if they could meet that afternoon.
13. a) "I am very tired," said Bola.  
b) "I have won first prize!" yelled the boy.  
c) "It is five o'clock," Segun said to his friends.  
d) "Be quiet class!" said the teacher angrily.  
e) "I am hurt!" cried the small girl.

## Writing

14. Pupils must write a letter to a newspaper giving their opinion on the issue of a cigarette vendor near a primary school. You can use the Teacher's Rubric: Formal and Informal Letters, on page 10, for Formal Evaluation.

## Workbook (pp. 61–63)

1. a) D. spread  
b) A. straw  
c) D. scream
2. a) He sprinted down the street and scrambled over the wall to escape from the police.  
b) Spread a layer of plaster straight on the wall, then scrape off any extra plaster to get a smooth finish.  
c) The doctor will prescribe a strong painkiller to treat your sprained ankle.
3. a) My mother said that the rain had finally stopped.  
b) My teacher said that the project was due at the end of the term.  
c) Fatima asked what they needed to take with them on the outing.  
d) Adekambi shouted that he was so happy that they had won the chess tournament.  
e) My brother said that the food from that restaurant was really tasty.
4. a) Adah asked, "May I join you on your trip to Kano?"  
b) I said, "I have had enough dinner to eat."  
c) The bus driver shouted at the children, "Everyone must sit down in the bus!"  
d) The shopkeeper asked the girls, "Can I help you with anything?"  
e) Chidera told Obi, "It is time to leave so that we can get to the bus on time."
5. a) will  
b) hope  
c) might enrol  
d) to work  
e) am  
f) will be  
g) might  
h) are

## Answers and Evaluation Tools

Pupil's Book (pp. 155–162)

### Phonics

1 and 3. Listen to pupils say the words. Check that they pronounce the three Consonant clusters 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) D. splashed  
b) C. script  
c) B. shred

### Listening and Speaking

4. tree – knee  
sore – floor  
nurse – worse  
plaster – faster
5. Pupils must read about Dramas. They must read the Drama script aloud. Working in groups of four the pupils must decide who will act each part. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
6. a) By scratching across it to loosen the sting  
b) No  
c) No  
d) The gloves protect them against infection and HIV.  
e) Answers will vary.

## Reading and Comprehension

7. Pupils read the leaflet showing how to do basic first aid.
8. a) Run it under cold water.  
b) Do not put oil or butter on the burn. Do not pop the blister that develops.  
c) To a bleeding wound  
d) Give the person something sweet to eat or drink as soon as possible.  
e) Use something soft like clothing or cushions around the injury, to prevent more pain. If a bone is broken, use something hard, like a piece of wood, as a splint. Strap the arm or leg to the splint gently, to keep the limb still.  
f) On the right-hand side in a box  
g) At the bottom of the page
9. a) It means you should do it.  
b) It means you should not do it.  
c) First-aid Basics  
d) To show you that those are telephone numbers that you must dial using a telephone  
e) To highlight that you must not do something  
f) Answers will vary.  
g) Answers will vary.

## Vocabulary

10.

| Career    | Explanation   |
|-----------|---|
| Nurse     | e) Looks after people who are ill or injured, usually in a hospital or clinic |
| Paramedic | d) Helps people at accident scenes  |

| Career          | Explanation   |
|-----------------|---|
| First aider     | a) Gives emergency treatment for basic injuries or for sudden illness before medical help arrives |
| Doctor          | b) Person with a medical degree who treats people who are ill or hurt                             |
| Dentist         | h) Treats people's teeth  |
| Physiotherapist | c) Treats muscle stiffness, pain, and injuries by massage, heat treatment, and exercise           |
| Midwife         | f) Helps women give birth to babies   |
| Surgeon         | g) Performs operations on people in a hospital  |

## Grammar and Structure

11.

|           |                |                 |
|-----------|----------------|-----------------|
| fast      | faster         | fastest         |
| bright    | brighter       | brightest       |
| bad       | worse          | worst           |
| little    | less           | least           |
| much      | more           | most            |
| good      | better         | best            |
| happy     | happier        | happiest        |
| painful   | less painful   | least painful   |
| thankful  | more thankful  | most thankful   |
| early     | earlier        | earliest        |
| hot       | hotter         | hottest         |
| confident | less confident | least confident |
| slow      | slower         | slowest         |

12. a) First aid is one of the best skills to have.  
 b) A blister is less serious than a deep burn.  
 c) The bee sting was the most painful thing she had experienced.  
 d) Rahama was braver than other children.

- e) Use a bigger plaster to cover that long cut.  
 f) The paramedic was the quickest to arrive at the accident.  
 g) The ambulance took the patients with the worst injuries.  
 h) I feel better now.

## Writing

13. Pupils must write a Descriptive Essay about a time that they needed First Aid. They must describe what happened using the structure provided. You can then use Teacher's Rubric: Descriptive Essays, on page 10, to assess pupils' final Essays.

## Workbook (pp. 64–65)

1. a) C. splinter  
 b) D. sleep  
 c) E. shrink

2. a) sprint  
 b) clap  
 c) string

3.

|           |                |                |
|-----------|----------------|----------------|
| loud      | louder         | loudest        |
| sad       | sadder         | saddest        |
| confident | more confident | most confident |
| hard      | harder         | hardest        |
| soft      | softer         | softest        |
| sensitive | more sensitive | most sensitive |

4. a) shortest                      b) colder  
 c) youngest                      d) older  
 e) happier                        f) fastest  
 g) hotter                         h) hottest

5. a) higher  
 b) more conscientious  
 c) high  
 d) more clear  
 e) more expensive  
 f) largest  
 g) easier  
 h) quicker

1. yacht crumb thumb league palm know rhyme (7)

2. a) Did you pass your exam?  
b) Where are you going?  
c) It is not my fault!  
d) I strongly disagree.  
e) Jos is fairly good at swimming but Waka is very good. (5)

3. truth – lies  
absent – present  
dry – wet  
real – imaginary  
rare – common  
usual – unusual  
funny – serious  
failure – success  
borrow – lend  
awake – asleep  
clumsy – agile (10)

4. a) Is there somewhere we can go?  
b) There was no one waiting when we arrived.  
c) I have never been to America.  
d) I have looked everywhere for my pen, but I cannot find it.  
e) Do you have anything to say for yourself?  
f) There are sometimes thirty-one days in the month.  
g) Sometimes it is cool even though it is summer. (7)

5.

|                   |  |
|-------------------|--|
| Greek to me       | b) don't understand anything             |
| a loose cannon    | a) unpredictable                         |
| under the weather | d) unwell                                |
| storm in a teacup | e) a lot of fuss about nothing important |
| tickled pink      | c) very pleased                          |

(5)

6. Answers will vary. Examples:  
The boy was very excited to open his present.  
Segun was quite excited to be on holiday.  
Tutu was so angry to see the mess.  
Wole was fairly upset to see the mess.  
Segun was so excited to open his present.  
The teacher was quite angry to see the mess.  
The puppy was very happy to find the missing bone.  
Oluchi was very happy to be on holiday. (8)

7. a) A fashionable dress  
b) A circular table  
c) A triangular shape  
d) A troubled child  
e) A comfortable chair  
f) A muscular athlete  
g) A trustworthy friend  
h) A peaceful place (8)

8. a) As cool as a cucumber  
b) As sweet as sugar  
c) As hard as nails  
d) As deep as the ocean (4)

9. a) Oluchi asked Efe if she could come to her party the next/following day.  
b) The teacher commanded the class to sit down and be quiet.  
c) The mother asked her son what time he was leaving. (6)

10. a) “Bimbo, will you please help me with my homework?” asked Titi.  
b) “I have caught a fish!” shouted Wale.  
c) “Your cousin is sleeping,” whispered my aunt. (6)
11. a) I was walking to school when it started to rain.  
b) My cousins were planning to come to visit us.  
c) The sun was shining yesterday.  
d) The paramedics were trying to help the injured people after the accident. (4)
12. a) I am older now than last year.  
b) The patient felt better after receiving treatment.  
c) My school is much better than yours.  
d) It is compulsory to attend school regularly.  
e) I think that chicken is more delicious than fish. (5)

**Total: 65**



## Vocabulary

7.

|             |  |
|-------------|--|
| tasty       | d) delicious                                 |
| ingredients | g) different food items to be mixed together |
| announced   | a) said to someone else                      |
| combined    | f) mixed                                     |
| lopsided    | c) crooked                                   |
| exclaimed   | b) said in an excited way                    |
| vigorously  | e) energetically                             |

8. a) easy  
b) enough  
c) late  
d) excited  
e) correct  
f) carefully

## Grammar and Structure

9. a) Anger stops you from thinking clearly.  
b) Everyone was amazed at her beauty.  
c) May luck follow you.  
d) Our strength helps us through difficult times.  
e) Her jealousy turned her friends away from her.  
f) Laughter is an expression of joy.  
g) Foluso's thoughtfulness made her mother proud.  
h) The cake had a chocolate taste.
10. a) Foluso said that she needed to go home and bake a cake.  
b) Diran asked what kind of cake Foluso/ she was baking.  
c) She replied that she would be baking a chocolate cake.  
d) Diran wanted to know what Foluso's mother would have to say about it.  
e) Foluso said her mother did not know that she was baking a cake and that it was a surprise.  
f) Diran asked if she enjoyed eating cake.  
g) Foluso replied that she did because she had a very sweet tooth.

11. a) Anyone can find a recipe in a cookery book.  
b) Someone who worked at the library helped Foluso to find a book.  
c) Foluso wanted to do something nice for her mother.  
d) Foluso bought everything she needed at the shop.  
e) Everyone was coming to visit them later.  
f) Foluso offered tea to everybody.  
g) "Here is a slice of cake for you, and here is one for you."  
h) Many of the guests said the cake was the best they ever had.

## Writing

12. Pupils must write a Descriptive Essay titled "A meal or food that I really like to eat". They must use the structure provided. You can then use Teacher's Rubric: Descriptive Essays on page 10, to assess pupils' final Essays.

## Workbook (pp. 66–68)

1. Say the word in the box. Then underline the word with the same sound.
- a) D. fine  
b) C. even  
c) B. trick  
d) A. done  
e) E. towel  
f) D. washer  
g) C. high  
h) E hurt  
i) D. sprawl  
j) A. strike  
k) B. scramble  
l) C. splash  
m) D. shred
2. a) Efe collected a parcel from the post office and she signed for it.  
b) The cast gathered on the stage, where they received their costumes for the play.  
c) I spoke well, so I achieved a gold award.  
d) The tree grew taller until it fell over.  
e) My mother poured the tea and we all enjoyed it.

3.

| Independent Clause                             | Dependent Clause                                 |
|--|--|
| a) Efe collected a parcel from the post office | and she signed for it.                           |
| b) The cast gathered on the stage,             | where they received their costumes for the play. |
| c) I spoke well,                               | so I achieved a gold award.                      |
| d) The tree grew taller                        | until it fell over.                              |
| e) My mother poured the tea                    | and we all enjoyed it.                           |

4.

| Present tense | Past tense |
|---------------|------------|
| a) catch      | caught     |
| b) run        | ran        |
| c) throw      | threw      |
| d) watch      | watched    |
| e) listen     | listened   |
| f) sing       | sang       |
| g) study      | studied    |
| h) go         | went       |

5. a) Yesterday I chose what to wear when I went to the market.  
b) I folded the towels after I washed them.  
c) The players ran and stretched in their practice yesterday.  
d) This morning I drank tea and ate bread.  
e) I spent all my money when I bought a new uniform.

## Answers and Evaluation Tools

Pupil's Book (pp. 173–180)

### Phonics

- 1 to 4. Listen to pupils say the words. Check that they pronounce the three Consonant 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
5. a) D. moment                      b) A. sample  
c) B. know                          d) B. signpost  
e) B. bangle

### Listening and Speaking

6. Pupils must listen to the Accident Report. Then they must practise reading it to their partner.
7. Answers will vary. This activity is suitable for Peer Evaluation. Pupils can swap their answers to the listening comprehension and check each other's work, using the model answers below.  
Hello. This is Officer Kunle speaking. I am at the Ogun River on Ikorodu Road. A large truck has just lost a load of logs. It happened when a tyre burst. The engine is burning, so we urgently need a fire engine. A bus nearly crashed into it, but the driver stopped in time. We also need officers to help to clear the road.

## Reading and Comprehension

8. Pupils read the News Article. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the Pupil's Checklist: Reading Aloud on page 6.
9. a) T  
b) F. There were four people in the car, so three were passengers.  
c) F. First there was a small amount of smoke. The car only caught fire later.  
d) T  
e) F. She pulled the car off the road.  
f) T  
g) F. He sprayed foam from a fire extinguisher.  
h) T  
i) T  
j) F. Officer Okafor recommends not opening the bonnet to see why there are flames as this would make the fire worse by giving the flames oxygen.
10. a) No Smoke Without Fire!  
b) You cannot have fire without smoke. In this case, the smoke came out of the car engine first before it caught fire.  
c) A good or helpful person; someone who does a good deed and does not wish to be publicly thanked or acknowledged for their good deed  
d) Because it will make the fire worse by giving the flames more oxygen  
e) A tow company towed Mrs. Iyo's car away for repairs.  
f) The others were instructed by the man to stand back.

## Vocabulary

11. a) a lucky escape  
 b) bonnet  
 c) takes up the story  
 d) increased dramatically  
 e) boot
12. a) He has been stealing small amounts of money from his employer, but he is playing with fire because they will catch him soon.  
 b) The netball player scored three goals in the match. She is on fire!  
 c) I lost my money on the way to school. Then I was in trouble for being late, because I stopped to look for it. From the frying pan into the fire!  
 d) Those two friends are very close, they get along like a house on fire.  
 e) She has money to burn, as she has just bought a brand new luxury car.

## Grammar and Structure

- 13.
- |             |                  |                      |
|-------------|------------------|----------------------|
| fast        | faster           | the fastest          |
| happily     | more happily     | the most happily     |
| well        | better           | the best             |
| beautifully | more beautifully | the most beautifully |
| soft        | softer           | the softest          |
| high        | higher           | the highest          |
| low         | lower            | the lowest           |
14. a) She sang the loudest of the whole choir.  
 b) The bus driver drove more slowly than the man in the truck.  
 c) My friend has a goat that can jump higher than the best high jumper in Nigeria.  
 d) You worked the hardest in the class.  
 e) He bent down low, so he could row underneath the bridge in his boat.

- f) My friend Titi did better than I did in the Agege Spelling Competition.  
 g) This year I studied more carefully than last year.  
 h) The flames burnt more brightly than before after he opened the bonnet of the engine.  
 i) The rain fell more heavily during the night than it did yesterday.  
 j) The tow-truck drove faster than the other vehicles.  
 k) The small car was damaged more extensively than the truck was.  
 l) He burnt his hand badly.

## Writing

15. Pupils must complete the form. Answers will vary. Possible answer below:

### Report of Traffic Event

Date: 12 October 2018

Location: Benue State, Nigeria

Time: 3.32 p.m.

Traffic officials sent: Tow truck

### Description of event:

Mrs. Oyi telephoned at 3.32 p.m.

She reported that she was parked at the side of the road.

Her car engine had caught fire. The reason is not known yet.

A passing motorist stopped to assist them.

He used his fire extinguisher to put out the fire.

A tow truck was sent at 3.44 p.m. It arrived at the scene within a few minutes.

Traffic officials sent to assist: Officer Okafor and \_\_\_\_\_

Signed: \_\_\_\_\_

Position: Traffic Department Co-ordinator

## Workbook (pp. 69–71)

1. a) D. mimic  
 b) A. comb  
 c) C. known  
 d) B. assignment  
 e) B. bring

2. a) beam  
 b) comb  
 c) gain  
 d) rang  
 e) swim  
 f) numb  
 g) same  
 h) cunning

3.

|            |                 |                 |
|------------|-----------------|-----------------|
| high       | higher          | highest         |
| deep       | deeper          | deepest         |
| especially | more especially | most especially |
| fast       | faster          | fastest         |
| far        | further         | furthest        |
| incredibly | more incredibly | most incredibly |

4. a) hardest  
 b) quicker  
 c) slowly  
 d) more patiently  
 e) further  
 f) faster  
 g) for longer  
 h) hard

5. a) roughly  
 b) rapidly  
 c) more neatly  
 d) friendlier/more friendly; friendliest/  
 most friendly  
 e) loudly  
 f) sweetly

6.

|                                      |   |  |
|--------------------------------------|---|--|
| a) from the frying pan into the fire | h | to make a situation such as a disagreement worse               |
| b) on fire                           | d | wasting money, spending too much                               |
| c) playing with fire                 | f | a topic that is in the news at the moment                      |
| d) has money to burn                 | a | to go from one situation into another one that is more extreme |
| e) get along like a house on fire    | b | performing very well   |
| f) a hot topic                       | g | if there are rumours about something, maybe they are true      |
| g) no smoke without fire             | e | enjoy someone's company a lot                                  |
| h) to fan the flames of a situation  | c | behaving in a dangerous or risky way                           |

## Answers and Evaluation Tools

Pupil's Book (pp. 181–189)

### Phonics

- 1, 2 and 3. Listen to pupils say the words. Check that they pronounce the two short 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
4. a) A. map  
b) B. ankle  
c) D. assembly  
d) A. deceive

### Listening and Speaking

5. Pupils must prepare a Speech on one of the topics. They must present their Speech in class. Use the Teacher's Rubric on page 8 to assess pupils' Speeches.

### Reading and Comprehension

6. Pupils must read the Article. Organise your pupils into pairs and ask them to take turns to read the text, using the Checklist to evaluate each other.

7. a) A dancer and choreographer, as well as a dance instructor and a fitness coach. She is also the founder and owner of Imagneto Dance Company.  
b) As a teenager  
c) An aeronautic engineer  
d) A diploma in data processing  
e) Dance and work out  
f) Adewale Ayuba and Ruggedman  
g) In 2002, after dancing professionally for only two months, Kaffy was awarded a major contract: the job of choreographer for an MTN dance show.  
h) The Dance Workshop  
i) They were afraid that Kaffy's career would not give her security.  
j) Becoming a wife and a mother have been the most important things in the world for Kaffy. Her children and her husband give her so much joy.
8. a) • Seen by chance by someone who offered her the chance to perform  
• Danced in music videos  
• Offered a contract as a choreographer  
• Started her own company, The Dance Workshop  
b) Answers will vary. One possible answer may be to continue teaching others to dance.  
c) Answers will vary. Pupils must start their answer like this: I would like to be \_\_\_\_\_, because \_\_\_\_\_.  
d) • favourite  
• longest  
• non-stop

## Vocabulary

9.

|                 |  |
|-----------------|--|
| choreographer   | f) the person who plans a dance                |
| founder         | d) the person who started a company            |
| data processing | e) putting information into a computer         |
| awarded         | a) given                                       |
| conservative    | g) holding old-fashioned or traditional values |
| security        | c) safety from danger                          |
| accept          | b) understand and agree                        |

## Grammar and Structure

10. a) If the weather is bad, we will have to play indoors.  
 b) We can go to the movies if I save enough pocket money.  
 c) If it does not rain soon, I will have to walk to the river.  
 d) If a dog chases you, do not run.  
 e) The ice will melt if you do not put it in the freezer.  
 f) My parents will worry if I (will) become a dancer.  
 g) Dancers might injure their muscles if they do not warm up properly.  
 h) I would never have seen modern dancing if I had been born 100 years ago.  
 i) You can borrow my pencil sharpener if you give it back.  
 j) I will not wear a jersey if it is hot today.
11. a) Impossible  
 b) Possible  
 c) Definite
12. a) The teacher asked me what I would like to be when I leave school.  
 b) I replied that I would like to be an aeronautic engineer.  
 c) My teacher asked what qualifications I would need.

- d) I explained that I would need to study for a diploma or a degree.  
 e) She exclaimed that it sounded like a difficult career.  
 f) I agreed that it was, but said that I was fascinated by aeroplanes and technology.  
 g) Her friend asked how long she would have to study to become a teacher.  
 h) She explained that it would take four years.  
 i) He exclaimed that it was a long time to study.  
 j) She agreed, but explained that it would be worth it to follow the career of her dreams.

## Writing

13. Pupils must complete a timeline of their life. Pupils might have to ask their family for any information that they do not know. This is suitable for Peer Evaluation. Ask pupils to check their work in groups. They should check the timelines using example provided.
14. Pupils must write their own Autobiography. Guidelines are provided for them to follow.

## Workbook (pp. 72–74)

1. a) A. lap  
 b) C. action  
 c) D. attack  
 d) C. confident
2. a) amuse  
 b) glass
3. a) If you eat all your dinner, you may have some dessert.  
 You may have some dessert if you eat all your dinner.  
 b) If I train hard, I will make the team.  
 I will make the team if I train hard.  
 c) If it rains tomorrow, we won't play outside.  
 We won't play outside if it rains tomorrow.

- d) If my mother agrees, we will visit our friends.  
We will visit our friends if my mother agrees.
- e) If the team wins, we will celebrate.  
We will celebrate if the team wins.
- f) If I come first, I will get a medal.  
I will get a medal if I come first.
- g) If I get a dog, I will treat it well.  
I will treat a dog well if I get one.
- h) If poachers continue killing rhino, there will be none left.  
There will be no rhino left if poachers continue killing them.
4. a) "I made it to the top of the hill," said the hiker.  
b) "How many books have you read?" asked my teacher.  
c) The builder said, "I have enough bricks."  
d) Kaffy said. "I have loved dancing since I was a child."
5. a) Titi asked when it would stop raining.  
b) Mr. Eboka said that there were 150 pages in the book.  
c) Dele shouted that he had won the prize!  
d) She asked Kaffy what type of dance she found difficult.

## Answers and Evaluation Tools

Pupil's Book (pp. 190–196)

### Phonics

- Listen to pupils say the words. Check that they pronounce the two /th/ sounds and the Consonant Cluster 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
- C. threw
  - A. then
  - A. thousand
  - A. father
- /θ/ thanked, throwing, through, mathematics  
/ð/ they, feathers, then

### Listening and Speaking

- Pupils must listen to the Interview. Read it through clearly and slowly.
- Working in pairs, the pupils must act the Interview. One of them says the words of Bashir while the other one says the words of Mr. Ibronke. You can use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.

## Reading and Comprehension

- Pupils must read Bashir's Story. You can use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills.
- He got the job.
  - She was watering the plants in the vegetable garden.
  - She was worried about all the bills she had to pay.
  - Junior editor
  - A writer
  - Now they will be able to pay all the bills that they still owe for his college diploma.
  - Yes
  - The bills for his college diploma
- Excited
  - She was so happy about the good news that she flung her arms around Bashir's neck and gave him a big hug. He grabbed his mother around the waist and danced with her.
  - Answers will vary. Pupils must start their answer like this: When I earn money, I will (buy/give it/save) \_\_\_\_\_.
  - Bashir shouted excitedly to his mother that he had got the job.
  - Fiction
- Pupils must read the job advertisement.
- Part-time
  - Eight and a half hours
  - Sundays
  - Computer literacy
  - Well spoken
  - Honesty and punctuality
  - No
  - 20 May

11. Working in pairs, the pupils must role-play the interview. One of them is an applicant for the job while the other one is Mrs. Fayemi.

## Vocabulary

12.

|            |   |
|------------|---|
| junior     | e) having a low rank, the opposite of senior    |
| editor     | g) someone who checks writing, such as Articles |
| successful | a) achieving what you wanted to                 |
| certain    | c) sure, positive                               |
| flung      | b) threw  |
| bills      | d) accounts to be paid                          |
| dashed     | f) ran quickly                                  |

## Grammar and Structure

13. a) Wait for me at the bus stop.  
 b) I have to be at school at eight o'clock.  
 c) What are you carrying in that heavy suitcase?  
 d) Bashir waited in the reception room before his Interview.  
 e) The Interview took place in Mr. Ibrinke's office.  
 f) It must be exciting to fly in a helicopter.  
 g) I studied computer science at college.  
 h) I will meet you at the airport in Lagos.  
 i) I see there is someone at the gate.  
 j) I stayed in the classroom when it was raining.

## Writing

14. Pupils must look again at the job advertisement in Activity 9. Then they must write a Formal Letter applying for the position. The pupils must use the structure provided. You can use the Teacher's Rubric: Formal and Informal Letters, on page 10, for Formal Evaluation.

## Workbook (pp. 75–77)

1. a) B. rather  
 b) E. thought  
 c) D. three  
 d) B. threw
2. a) threw  
 c) throne  
 e) weather  
 g) father
3. a) at  
 c) in  
 e) at, in  
 g) in  
 i) at  
 k) at  
 m) in  
 o) in
- b) through  
 d) thrown  
 f) whether  
 h) farther
- b) in  
 d) at  
 f) at  
 h) in  
 j) in  
 l) in  
 n) at

4. Pupils to fill in the missing words from the box to complete this letter of application. (Pupils to fill in their own address and the date here.)

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(Pupils to write today's date here)

The Manager,  
 Nigerian News,  
 Ikeya,  
 Lagos.

Dear Sir,

Application for casual employment

I would like to apply for a job delivering newspapers. I am still at school, but I need to earn some money during the holidays. Do you perhaps have any jobs available during the holidays? I am including a letter of recommendation from my school teacher.

I would really appreciate your assistance.

Yours faithfully,

(Pupils to sign their own name here)

## Answers and Evaluation Tools

Pupil's Book (pp. 197–203)

### Phonics

- 1, 2 and 3. Listen to pupils say the words. Check that they pronounce the Consonant Clusters 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
4. a) D. swore  
b) B. twist  
c) C. swagger  
d) C. twine

### Listening and Speaking

5. Pupils must listen to the Speeches, then say them aloud. Use the Teacher's Rubric on page 8 to assess pupils' Speeches.

### Reading and Comprehension

6. Pupils must read the Valedictory Speech. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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) At the beginning  
b) Graduation ceremony  
c) A pupil  
d) The African-American writer Maya Angelou  
e) C. Things will happen to everybody, so try not to let those things affect you harmfully.  
f) Parents, teachers and their Head Teacher supported, guided and loved them. The speaker also thanks them for their encouragement, for believing that they can work harder, that they can be better and that they can always achieve more than they think they can. She thanks them for listening to them, for caring and for the discipline that they handed out when they needed it.  
g) Because there were times that they needed it  
h) They must say goodbye to the place where they grew up and learnt so much.  
i) Yes. "We will forever remember the life lessons you taught us and we hope to return here one day to share with you our achievements and successes."
8. a) • How many times is the Phrase "we have" repeated in paragraph 1? – Three times  
• How many sentences start with "Today" in paragraph 1? – Two  
• How many times is "we thank you" repeated in paragraph 4? – Five times  
• How many sentences start with "we" in paragraph 5? – Four  
b) Answers will vary.  
c) • have spent  
• will never forget  
• and  
• happy  
• wonderful old

## Vocabulary

9.

|               |                                      |
|---------------|--------------------------------------|
| graduation    | f) ceremony on passing examinations  |
| milestone     | e) landmark, important event in life |
| reduced       | a) ruined, weakened, cut down        |
| challenges    | b) obstacles                         |
| overcome      | h) beat, defeat, rise above          |
| encouragement | d) reassurance, moral support        |
| discipline    | c) control, restraint                |
| farewell      | g) valediction, goodbye              |

## Grammar and Structure

10. a) Today the Head Teacher will hand over our graduation certificates.  
 b) And these challenges could have made us give up.  
 c) They could have prevented us from moving on to new adventures.  
 d) We thank you for the discipline that you handed out when we needed it.  
 e) We must say goodbye to this place where we grew up.  
 f) But we have all made it to this important day.
11. a) Complete the form to apply for the job.  
 b) The job applicant showed his school report to back up his claim that he had excellent marks.  
 c) I am going to brush up on my public-speaking skills before I give the Speech.  
 d) I want to carry on my education after I leave school.  
 e) I can count on my mother to support me.  
 f) Cut down on sweets and oily food if you want to lose weight.  
 g) The school bus will drop off the pupils by 07:30 each morning.

- h) If you drop out of school before Form 6, you will not be able to study further.  
 i) Fill out the form in neat handwriting.  
 j) Use an atlas to find out where Nigeria is.  
 k) I get on very well with my friends.  
 l) Do not give up if you have challenges in your life.  
 m) Hurry up or else we will be late!  
 n) I look forward to relaxing at the weekend.  
 o) While the teacher explains, I write down important points.

## Writing

12. Pupils must imagine that they have been chosen to give a Valedictory Speech when they finish primary school. They must follow the guidelines in the box to write a short Speech. This is suitable for Peer Evaluation. Ask pupils to check their work in groups. They can use the guidelines to assess each other.

## Workbook (pp. 78–79)

1. a) B. twin  
 b) D. twist  
 c) D. swim  
 d) E. sweet
2. a) two  
 b) sword
3. a) You need to apply for a place at college before the closing date.  
 b) The police officer had witness statements to back up his claims about the crime.  
 c) You need to brush up on your knowledge of road signs before you do your driver's licence test.  
 d) The players want to carry on exercising until they are too tired.  
 e) The politician will count on her supporters to vote for her.  
 f) The police are trying to cut down on drivers who drink alcohol.  
 g) You can drop off your library books at the counter.

- h) He had to drop out of school to earn money to support his family.
- i) Always fill out official forms in ink, not pencil.
- j) You can find out the meaning of the word in a dictionary.
- k) Those friends get on very well, they never argue.
- l) The runner was too tired so he gave up before the end of the race.
- m) You need to hurry up to finish the test within the time limit.
- n) We always look forward to seeing our friends again at the start of a new school year.
- o) Did you write down any notes during the lesson today?

## Answers and Evaluation Tools

Pupil's Book (pp. 204–210)

### Phonics

1. Listen to pupils say the words. Check that they pronounce the Consonant Clusters 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

2. a) B. blink  
b) D. broken  
c) B. crunch  
d) C. clock
3. a) His skin was black and blue where he bruised himself.  
b) They clung tightly to the cliff they were climbing.  
c) Use the black or blue crayon to draw the storm clouds.  
d) The cars crashed when the brakes failed.  
e) Braille is a script that blind people read with their fingertips. (Some pupils will identify the /cr/ blend in “script”. Accept that answer as well.)

### Listening and Speaking

4. a) “Does Aremu play football?” Muyiwa asked. (Direct)  
Muyiwa asked whether Aremu played football. (Indirect)

- b) “Did Wole finish his project?” asked Rilwan. (Direct)  
Rilwan asked whether Wole finished his project. (Indirect)
- c) “Ngozi has replied to the invitation,” said Zainab. (Direct)  
Zainab said that Ngozi had replied to the invitation. (Indirect)

5. a) “I am tired,” said Bello.  
b) “Can I have a glass of water?” asked Uju.  
c) “I have been hurt!” shouted Niyi.  
d) “I am hungry,” said Emi.
6. a) Kunmi begged for help.  
b) Muneeb said that he did not want to go to the party.  
c) Chika replied that they could swim the next/following day.  
d) Owulabi said that she would like to take two books.

### Reading and Comprehension

7. Pupils must read the Narrative Story. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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) No one ever invited Ronke to play with them.  
b) Answers will vary. Pupils should agree that she would feel lonely and sad.  
c) It was unhealthy/fattening.

- d) Ronke got tired too quickly. It was no fun playing with someone who couldn't run fast and who had to sit down after only a few minutes of throwing a ball back and forth.
- e) Bimbo's mom had packed a sandwich of cheese and tomato on whole-grain bread.
- f) The school bus
- g) She walked home.
- h) To get fit
9. a) Pupils can answer yes or no. They must try to justify their answer.
- b) She will eat healthily and exercise.
- c) Answers will vary. Pupils must start their answer like this:  
I could stop \_\_\_\_\_. OR I could start \_\_\_\_\_.
- d) • I, I, she  
• them
- e) She has walked to school every day.
- f) We have lived in the same house our whole lives.
12. a) Ronke had felt unhealthy for a long time.
- b) She had eaten sugary food every day.
- c) She had tried to play with the other girls.
- d) She had run with them, but she could not last for long.
- e) Now, however, her mother had packed her a healthy lunch.
- f) She had improved her health within a week.
13. a) I have tried to become fitter.
- b) My brother has helped me.
- c) We have run together three times a week.
- d) My times have improved since we have been running.
- e) I have applied to be selected for the football team.
- f) We have dreamt of being football players!
- g) I have booked tickets for the concert.
- h) My parents have said that I can go.

## Vocabulary

10.

|                   |   |
|-------------------|---|
| left out          | d) not taking part with the others        |
| tasty treats      | h) snacks with a lot of flavour           |
| icing             | a) mixed sugar and butter on a cake       |
| creamy            | g) soft texture, like cream               |
| back and forth    | b) from one person to another, then again |
| glistened         | e) shone                                  |
| a number of times | c) more than once                         |
| well done         | f) congratulations                        |

## Grammar and Structure

11. a) I have decided that I want to be fitter and healthier.
- b) I have stopped eating sweets and drinking fizzy drinks.
- c) I have drunk lots of water today.
- d) I have only eaten healthy food this week.

14. a) She had learnt to swim when she was young.
- b) Her parents had taken her to the coast or the river.
- c) They had shown her how to float in the water.
- d) She had worn a bathing costume.
- e) She had swum very well from an early age.
- f) Then a swimming coach had taught her how to swim backstroke.
- g) At first she had worn a life vest, but later she was able to swim without one.
- h) Last year she had volunteered as a life guard at the local beach.

## Writing

15. Pupils must write an Expository Essay with the title: The advantages of playing sport.

## Workbook (pp. 80–82)

1.
  - a) C. bling
  - b) E. breathe
  - c) B. crack
  - d) E. clue
  
2.
  - a) brought
  - b) blew
  - c) blew
  - d) clung
  - e) Noun
  - f) Verb
  - g) /z/
  - h) /s/
  - i) /s/
  - j) crept
  - k) crane
  - l) broke
  - m) brake
  - n) Cross
  - o) cross
  - p) bring
  - q) blow
  
3.
  - a) I have been to a national park.
  - b) He has finished his homework.
  - c) My mother has qualified as a teacher.
  - d) Have you eaten your breakfast?
  - e) Has she seen the film?
  - f) We have brought lunch with us.
  
4.
  - a) had felt
  - b) had drunk
  - c) had taught
  - d) had written
  - e) had learned
  - f) had tried
  - g) had met
  - h) had fallen

## Answers and Evaluation Tools

Pupil's Book (pp. 211–218)

### Phonics

1. Listen to pupils say the words. Check that they pronounce the Consonant Clusters 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

2. a) fly  
b) Fry  
c) flames  
d) frame  
e) flee  
f) free
3. a) A. flare  
b) D. fresh
4. a) We saw the flames flare up after a lightning flash caused a fire.  
b) I frequently visit my friend on a Friday afternoon.

### Listening and Speaking

5. a) My head hurt and my nose was blocked when I had (flew/flu).  
b) The birds (flew/flu) in a flock.  
c) A (flea/flee) is tiny but its bite can be very itchy.

- d) The civilians had to (flea/flee) when the rebels invaded.  
e) His bad temper is his only (floor/flaw).  
f) Sweep the (floor/flaw) with the broom.
6. a) The aeroplane will fly from Lagos to Addis Ababa.  
b) There is a fly on the uncovered meat.  
c) Climb the flight of stairs.  
d) The flight by aeroplane lasted three hours.  
e) The food is not free, you have to pay for it.  
f) The prisoner will be free once he has served his sentence.
7. Pupils must listen to the sentences and questions and then say them aloud. The arrows guide the pupils' intonation.

### Reading and Comprehension

8. Pupils must read the text. You can make copies of the 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) The Yankari National Park  
b) The south-central part of Bauchi State  
c) A wildlife conservationist  
d) More than 50  
e) In a notebook  
f) Yes  
g) No  
h) Monkeys  
i) More than 350  
j) In the museum

10. a) Because she will see animals that she wants to learn more about. One day she would like to work as a wildlife conservationist.  
 b) Answers will vary.  
 c) She does not like it. Uju likes the idea of poachers being caught and their hunting gear and traps being taken from them!  
 d) • For the past few weeks  
 • about mammals  
 • so that she will be able to recognise them  
 • as they drive through the park
- h) I wish you would stop making so much noise.  
 i) I wish I could be / were a famous dancer!  
 j) I wish I could go / went to Yankari National Park.
13. a) I suppose my mother has had a bad day at work.  
 b) I suppose it is a good idea to eat healthily.  
 c) I suppose the dogs are barking because there is a stranger at the gate.  
 d) I suppose it rained all summer.  
 e) I suppose I will have to bake bread this weekend.  
 f) I suppose it was sore when you broke your arm.  
 g) I suppose I should have finished this work last week.  
 h) I suppose I will travel to other places when I am older.

## Vocabulary

11.

|                 |  |
|-----------------|--|
| chirping        | e) a short high-pitched sound, like a bird makes                           |
| poachers        | d) illegal hunters   |
| conservationist | g) a person who protects the environment                                   |
| definitely      | b) without a doubt   |
| populations     | h) a group of animals in one area  |
| national        | a) related to all of a country, not just one part                          |
| species         | f) a type or group of animals or plants                                    |
| museum          | c) a building where important objects of interest are stored and exhibited |

## Grammar and Structure

12. a) I wish I ate a slice of that cake.  
 b) I wish I had not eaten all those apples. I have a stomach ache now.  
 c) I wish we could go to France on holiday.  
 d) I wish I had enough money for an ice cream.  
 e) I wish we did not have to go to school today.  
 f) If only I knew what to do.  
 g) If only I had shiny new shoes to wear to the party.
14. a) Nigeria is a country located in West Africa.  
 b) Nigeria has three dominant tribes: the Igbo, the Hausa-Fulani and the Yoruba.  
 c) The Niger River is the largest river in West Africa.  
 d) The Nigerian film industry is known as Nollywood. It is the second-largest producer of movies in the world.  
 e) “Wow,” said Ada. “Nollywood produces more than 200 movies per week.”  
 f) Where can you find the world’s largest diversity of butterflies? In Nigeria of course!  
 g) The third mainland bridge connects Lagos Island to the mainland. It is the longest bridge in Africa.  
 h) Do you prefer watching films on television or at the cinema?  
 i) A documentary is a film that is true. It gives information about a real issue.  
 j) “What did you think of the science-fiction film Black Panther?” asked Ada.

## Writing

15. Pupils must write a Narrative Essay to describe how they will spend the coming school holiday. They may make up a story, or they can write about the plans their family has. Pupils must use the structure provided. You can then use Teacher's Rubric: Narrative Essays, on page 9, to assess pupils' final Essays.
5. a) I suppose our teacher is still marking the Essays.  
b) I suppose I should exercise every day.  
c) I suppose I will stay in this weekend to study.  
d) I suppose he will be disappointed at this bad news.

### Workbook (pp. 83–85)

1. a) B. flea  
b) D. frustrate
2. a) /f/ and /l/ A flag is a flat piece of fabric that flies at the top of a pole.  
b) /f/ and /r/ We have political freedom, but we are frustrated by problems such as fraud and corruption.  
c) /f/ and /l/ The floodwater flowed quickly, with lots of litter floating on the top.  
d) /f/ and /r/ The pupil frowned with frustration because he did not understand how to do the fractions.
3. a) flew  
b) fried  
c) friendship  
d) freedom  
e) froze  
f) flee  
g) frightening
4. a) could  
b) had, forgotten  
c) could  
d) had  
e) did, need  
f) had known  
g) were  
h) would  
i) paid  
j) would
6. a) I was supposed to have finished my homework already.  
b) He was supposed to have given a speech today.  
c) You are supposed to brush your teeth every day.  
d) We were supposed to have watched the fire more carefully.

## Answers and Evaluation Tools

Pupil's Book (pp. 219–226)

### 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
2. a) C. stale  
b) D. rate  
c) D. deprive  
d) B. confide

### Listening and Speaking

4. Pupils must role-play the Conversation between the salesperson and the customer. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
5. Pupils make up their own Role Plays. Allow time for the class to watch each group.

## Reading and Comprehension

6. Pupils must read the Article and then read the Poster. Encourage them to talk about the Poster. Organise your pupils into pairs and ask them to take turns to read the text, evaluating each other.
7. a) Nigeria's Consumer Protection Council (CPC)  
b) 1999  
c) A customer has bought a mobile phone that does not work any more. The customer wants it replaced.  
d) The seller says the customer damaged the phone by dropping it.  
e) The CPC intervened, getting the purchaser a full refund of the large amount of money.  
f) [cpc.gov.ng](http://cpc.gov.ng)  
g) No  
h) No  
i) Someone is buying stolen or illegal goods.  
j) Protect their password and personal information.  
k) Protect your own environment.  
l) They are littering and damaging the environment.  
m) Answers will vary. Pupils must start their answer like this: He is inspecting \_\_\_\_\_. Therefore he can insist \_\_\_\_\_.
8. a) They can listen to both the customer's and the seller's version of events. They can inspect the mobile phone.  
b) It protects their rights and helps them.  
c) Answers will vary. Pupils must begin like this: The CPC is the organisation that protects \_\_\_\_\_. It can instruct \_\_\_\_\_.  
d) Suggested answer: Each bank account holder has a responsibility to keep his password secret.

## Vocabulary

9.

|                 |   |
|-----------------|---|
| consumers       | f) people who use or buy something  |
| disputes        | d) disagreements  |
| legally binding | j) has to be followed, according to the law                               |
| cases           | a) examples of complaints   |
| refund          | i) money repaid to a customer   |
| intervened      | b) mediated to improve a situation  |
| faulty          | c) broken, not working properly   |
| appliances      | e) devices or machines designed to perform a specific task                |
| testimonials    | h) statements from someone giving facts                                   |
| campaign        | g) actions taken to make people aware or to encourage them to take action |

## Grammar and Structure

10. a) I strongly agree.  
 b) It is pretty hot in Nigeria.  
 c) Do you really mean it?  
 d) It is too windy.  
 e) It is quite calm here.  
 f) He is rather intelligent.  
 g) They are extremely noisy.  
 h) I so wanted to buy the dress.  
 i) Efe visits fairly often.  
 j) It is utterly amazing.  
 k) My aunt is a bit cross with my cousin.
11. a) Anansi (spoke) to the fisherman as he rubbed his bruises.  
 b) He (makes) the nets while Anansi (sings) a song.  
 c) This (is) the rotten net that I (tried) to sell.  
 d) Anansi (shouted) until he (was) out of breath.

- e) Whenever Anansi (goes) fishing, he (tries) to trick the fisherman.  
 f) The CPC (makes) decisions when a consumer (complains) to them.  
 g) If a product (is) faulty, it (should be replaced or repaired).  
 h) You (should) not (give) your bank password to anyone.

## Writing

Activities 12 and 13 go together.

12. Pupils must study the e-mail.
13. Pupils must copy the structure of the blank e-mail into their book. They must write an e-mail to the CPC asking them for advice about a consumer problem that they have. Pupils must choose one of the situations provided for them.

## Workbook (pp. 86–88)

1. C. cave  
 b) E. hate  
 c) D. provide  
 d) B. confine
2. fine – sign  
 preside – confide  
 sight – bite  
 climb – rhyme  
 bake – ache  
 place – base  
 contain – aeroplane  
 checkmate – lightweight
3. a) She was in so much pain that I felt very sorry for her.  
 b) His father is extremely strict.  
 c) The bag is too heavy to lift.  
 d) It's quite a nice day today.  
 e) Your marks have really improved this term.  
 f) The teacher was not at all sympathetic when they were late.  
 g) I am quite happy just to read a book at night.

- h) That exam was fairly difficult.
- i) I was completely furious when the boys teased the girl.
- j) He was so keen to join the football team.
4. a) He used to work at night while he was studying.
- b) He was living with his parents when he was a student.
- c) They had met while they were both students at university.
- d) They waited until they were qualified before they got engaged.
- e) They had been married for three years before they had their first child.
- f) I am hoping to follow in my mother's footsteps and become a teacher.
- g) Do not let anyone watch you while you type in your PIN at a bank machine.
- h) I will be waiting hopefully for the exam results to be published.
5. a) I thought that I had done well in my test because I had studied hard.
- b) I received excellent results throughout the year, so I was promoted to Primary 7.
- c) Although it was really hot, we still finished the tennis match.
- d) Because the class was making so much noise, we were not allowed out for a break.
- e) I was feeling ill, therefore I could not go to school today.
- f) You are entitled to a refund if you buy goods that are faulty.

## Answers and Evaluation Tools

Pupil's Book (pp. 227–233)

### Phonics

- 1, 3 and 4. Listen to pupils say the words. Check that they pronounce the two short 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. Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
2. a) D. crook                      b) A. helper  
c) D. sugar                        d) C. heavy

### Listening and Speaking

5. Pupils must try to think of how the speaker is feeling, and try to say the words so they show that feeling. Use Teacher's Rubric: Oracy Skills on page 7 to assess your pupils' pronunciation and intonation.
6. Answers will vary. Possible answer: "Hello, this is Mrs. Uju speaking. My son Ngozi is in Primary 6. Unfortunately he is sick and will not be able to attend school today."
7. a) His mother asked him what was going on that morning.  
b) She commanded that he must/should let her look at him.  
c) Ngozi protested that he was cold and shivering.

## Reading and Comprehension

8. Pupils read the Telephonic Dialogue and the Text Message Conversation. Use Teacher's Rubric: Reading Aloud on page 7 to assess your pupils' reading skills. You can also make copies of the 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) Best Beauty Salon  
b) Yes  
c) Mrs. Alofabi said the salon took a long time to answer the phone.  
d) Two o'clock  
e) Her contact number  
f) Answers will vary. Suggested answer: The salon needs a contact number in case something happens and the appointment needs to be rescheduled.  
g) 09:43  
h) 09:51  
i) With different colours
10. a) Her name and number appear in the message.  
b) Answers will vary. Suggested answer: She was busy doing something else.  
c) Yes  
d) The message is confirmed in writing and shows the time it was sent, so there can be no misunderstanding.  
e) There can be no misunderstanding or confusion about the time for the appointment at a later stage.

## Vocabulary

11.

|                |  |
|----------------|--|
| tugged         | g) pulled; dragged; yanked                   |
| apologise      | e) to say you are sorry; to express regret   |
| inconvenience  | f) not suitable to one's needs               |
| appointment    | a) an arrangement to meet someone            |
| suit           | c) be acceptable; be convenient              |
| opening        | d) a time when there is no other appointment |
| contact number | b) a person's telephone number               |

## Grammar and Structure

12. a) She played happily with the doll. It was her favourite toy.  
 b) When she reads a book, she could keep herself busy for hours.  
 c) When I look at myself in the mirror, I see how tall I have grown.  
 d) He is very strong. He can lift the desk all by himself.  
 e) They play football. They don't mind that the boys think it's funny. It keeps them healthy. One day the girls will beat them at their own game.
13. a) Who will go to the party with you?  
 b) When does the movie start?  
 c) What is the colour of her dress?  
 d) Which boy broke the window?  
 e) Whose shoes are lying on the floor?  
 f) What has happened?
14. a) The couple adopted a baby.  
 b) I was so thirsty that I drank a whole bottle of water.  
 c) The small girl cried when the bigger child bullied her.  
 d) We could not cross the river because it was flooded.  
 e) It rained so hard that even the geese took shelter.

- f) She spoke rudely because she thought the salon took a long time to answer their phone.  
 g) The employee kept calm because she knew it is important to be polite to customers.  
 h) She did not leave a contact number.  
 i) I told him it was the correct answer.  
 j) She sent a Text Message.

## Writing

15. Pupils write the replies to the Text Messages. Answers will vary. This is suitable for Peer Evaluation. Ask pupils to check their work in groups.

## Workbook (pp. 89–90)

1. a) D. shook  
 b) A. pulling  
 c) B. mend  
 d) E. bread
2. a) I was nervous because I was all by myself.  
 b) Did you eat all that bread yourself?  
 c) She completed the Essay herself, without any help.  
 d) We were in the classroom by ourselves, because the teacher was absent.  
 e) He bought himself a new T-shirt.  
 f) Newborn babies cannot feed themselves.
3. a) My father drives his own car to work.  
 b) She looks like her twin sister.  
 c) My family will visit our grandparents at their home.  
 d) An elephant uses its trunk to drink water.  
 e) My mother said that she was going to work.  
 f) The teacher marked our tests, then gave us the marks.  
 g) What is the biggest bird in the world?  
 h) What can I do to improve my marks?  
 i) Where is the library?  
 j) Whose book is this?

4. a) was  
b) said  
c) made  
d) went  
e) took  
f) knew  
g) found  
h) thought  
i) left  
j) began  
k) stood  
l) kept  
m) heard  
n) grew  
o) understood

## Answers and Evaluation Tools

Pupil's Book (pp. 234–241)

### Phonics

1. Listen to pupils say the words. Check that they pronounce the two long 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.

Also check that pupils can distinguish between the different sounds aurally, when they listen to them.

2. a) C. queue  
b) A. duty  
c) B. shore  
d) D. inform

### Listening and Speaking

3. a) The wind blew the leaves around.  
b) Our school uniform has a blue skirt.  
c) She threw the ball.  
d) Look through the window.  
e) The short form of the word influenza is flu.  
f) The bird flew back to its nest.  
g) The new year starts on the 1st January.  
h) I never knew my great-grandmother, because she died before I was born.  
i) A square has four sides.  
j) I had a banana for lunch.  
k) I get bored if I sit still too long.  
l) Put a piece of board over the box to keep it clean.

- m) The suspect appeared in court with his lawyer.
- n) I jumped up and caught the ball.
- o) Sweep the floor clean.
- p) If there is a flaw in the clothing, return it to the shop.

4. Pupils say the questions aloud, with stress on the bold words.
5. With a partner, the pupils read the questions putting stress on different words. They read each question twice and discuss the different meanings.

### Reading and Comprehension

6. Pupils must read the text. Organise your pupils into pairs and ask them to take turns to read the text, using the Pupil's Checklist: Reading Aloud on page 6 to evaluate each other.
7. a) True  
b) False. Cereal is a plant product.  
c) True  
d) False. Dogs will not die if they eat grass.  
e) False. Aspirin comes from plants.  
f) False. Traditional medicine uses plant material and some animal products.  
g) True  
h) False. Thatching is made of reeds.  
i) True  
j) False. Cooking oil comes from plants.  
k) True  
l) False. Plants are attractive, but we cannot live without them.

8. a) Answers will vary. Possible answers might include desks, chairs, pencils, clothes, etc.  
 b) food, spices, medicine, wood, paper, rubber, oil, clothing  
 c) It is said to warn someone to be careful how much money they spend, because there is only a limited amount.  
 d) • You  
 • probably  
 • made  
 • right

## Vocabulary

9.

|                |  |
|----------------|--|
| flavouring     | f) seasoning, such as pepper                               |
| obvious        | d) clear   |
| archaeologists | a) historians who study ancient objects, fossils and sites |
| diet           | h) the food that people or animals eat regularly           |
| laboratories   | b) workshops where things are made                         |
| thatching      | e) grasses or reeds used as roofing                        |
| edible         | c) can be eaten  |
| indispensable  | g) essential   |

## Grammar and Structure

10. a) semicolon                      b) unable  
 c) co-operate                      d) semi-finalist  
 e) undo                                f) co-pilot  
 g) midday                            h) untie  
 i) unknown                         j) midnight
11. a) eaten                              b) jobless  
 c) biggest                            d) upwards  
 e) smallest                            f) fatherless  
 g) walked                            h) tallest  
 i) westwards                        j) fallen

12. a) Does anyone know where I left my keys?  
 b) Who ate all the cake?  
 c) There is none left for me.  
 d) I rang the doorbell but nobody answered.  
 e) I asked Bambi and Ronke to go shopping with me but neither of them wants to go.  
 f) Others have tried to climb that mountain and have failed.  
 g) I just heard something rustle in the bushes!
13. a) It is always best to tell the truth.  
 b) Bukki is often late for school. The teachers are getting quite cross with her.  
 c) We usually have supper at six o'clock, just after my father gets home from work.  
 d) Sweets are bad for your teeth, so I seldom eat them.  
 e) If you exercise regularly, you will feel fit and healthy.  
 f) I sometimes stay up late to read my book, but not every night.  
 g) It hardly ever rains in the desert.

## Writing

14. a) Pupils read the following Introductory Paragraphs aloud to a friend, and look up any words that they do not understand.  
 b) Ways in which various things in Nigeria are different
15. Because they summarise the text and are short and to the point
16. Pupils must write an Expository Essay on the role of tradition in their own family. They must follow the structure provided.

## Workbook (pp. 91–93)

1.
  - a) C. cube
  - b) A. school
  - c) B. bore
  - d) D. torn
  
2.
  - a) unhappy
  - b) unreliable
  - c) misspell
  - d) disconnect
  - e) prehistoric
  - f) irregular
  - g) illegal
  - h) antibiotic
  
3.
  - a) amusement
  - b) dependable
  - c) adulthood
  - d) leadership
  - e) selfishness
  - f) happiness
  - g) appointment
  - h) reasonable
  - i) relationship
  - j) responsible
  
4.
  - a) some
  - b) another
  - c) Everyone
  - d) other
  - e) much
  
5.
  - a) always
  - b) usually
  - c) sometimes
  - d) seldom
  - e) regularly
  - f) often
  - g) never
  - h) hardly ever

## Answers and Evaluation Tools

Pupil's Book (pp. 242–250)

### Phonics

- Listen to pupils say the words. Check that they pronounce the /l/ and /r/ 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.  
Also check that pupils can distinguish between the different sounds aurally, when they listen to them.
- C. clever
  - D. cried
  - A. pull
  - D. eraser

### Listening and Speaking

- An elected leader will rule for five years.
  - Rule a line underneath the completed answers.
  - Your heart is on the left, not the right, of your chest.
  - Is your answer wrong or right?
  - Write a letter and post it in an envelope.
  - The word “sign” has a silent letter.
  - A candle gives a soft light.
  - The bag should be light enough to carry.
- Pupils must listen to the words and then say them aloud, stressing the bold Syllables. They must say all the /l/ and /r/ sounds correctly.

- Pupils read the Poem aloud, using their voice and expression to sound like a performer. They must make sure that they say the /l/ and the /r/ sounds correctly.

### Reading and Comprehension

- Pupils read the Article.
- Irewole Oni
  - A doctor
  - As a medical student at the University of Ibadan, he discovered that he couldn't stand the sight of blood.
  - Computer Science
  - He was worried about becoming a musician because some musicians do not lead healthy lifestyles.
  - He spoke to his pastor, Tolu Onabulu.
  - Wole did not study music at school. Instead, he learnt his craft from his father. His father believed in Wole's abilities and gave him difficult notes and folk songs to work on. When Wole was seven, he started playing percussion instruments in his father's church and at school. Later he trained as a classical pianist and replaced his father as the church organist.
  - Any two of the following:  
African Gospel Music Awards  
Crystal Awards  
Best International Music Producer Awards  
Nigeria Gospel Music Awards  
Hip Hop Awards  
MTV Africa Awards
  - “Kosobabire” for Gospel singer Folake Umosen, “Igwe” for the gospel music quadruplets, Midnight Crew
  - Yamaha

8. a) Different types  
 b) Oni writes, produces and plays music.  
 c) • Hit  
 • Four  
 • Because there are four of them  
 • An Abstract Noun

## Vocabulary

9.

|                 |  |
|-----------------|--|
| passionate      | d) believing strongly, with lots of emotion                      |
| lifestyles      | g) all the things a person does, including work and private life |
| courage         | a) bravery   |
| craft           | h) skill, talent   |
| percussion      | b) drums, instruments that sound by banging                      |
| instruments     | c) types of objects that create musical sounds                   |
| instrumentalist | i) person who plays a musical instrument                         |
| international   | f) worldwide   |
| endorsed        | e) financially and professionally supported by                   |

10. a) could not bear to see (paragraph 1) – he couldn't stand the sight of blood.  
 b) was confident that Oni had talent (paragraph 3) – believed in Wole's abilities  
 c) has not failed (paragraph 5) – has not looked back since  
 d) achieving international success and fame (paragraph 5) – big success

## Grammar and Structure

11. a) The boy who is wearing a suit, won the prize for best dressed.  
 b) The boy to whom you spoke this morning, is my son.  
 c) Fatima met the boy whom she would marry, at university.

- d) The tree that was well watered, bore lots of apples.  
 e) The singer whose song won many awards, has become very famous.  
 f) The boy who returned the wallet, was given a reward.  
 g) The song that won an award, was an international hit.  
 h) The girl who can sing very well, became a singer.  
 i) Trumpets, which are wind instruments, are difficult to play.  
 j) I enjoy listening to classical music, which is gentle and calming.

12. a) Sirius is the brightest star in the sky. What a glorious, starry night.  
 b) Cleopatra was known as a great beauty. The bride wore a beautiful headdress.  
 c) The horse senses danger ahead. Please drive carefully on that dangerous road.  
 d) Mom gave my little brother a comic to read. My friend has a comical laugh.  
 e) At night, a chill comes off the sea. Wear your jersey, as it is going to be chilly later on.  
 f) The family are proud of her success. She has been very successful.  
 g) There is a lot of happiness in that family. They are a very happy family.  
 h) It takes a lot of hard work and discipline to do well at school. I plan to be a disciplined pupil.  
 i) The soft mattress gives a lot of comfort. I like to sleep on a comfortable mattress.  
 j) English students get a lot of use from a dictionary. A dictionary is a useful book.

13.

| Verb     | Adjective   | Adverb        |
|----------|-------------|---------------|
| enjoy    | enjoyable   | enjoyably     |
| frighten | frightening | frighteningly |
| success  | successful  | successfully  |
| sleep    | sleepy      | sleepily      |

| Verb       | Adjective      | Adverb         |
|------------|----------------|----------------|
| anger      | angry          | angrily        |
| create     | creative       | creatively     |
| sadden     | saddened       | saddeningly    |
| understand | understandable | understandably |

14. a) We spent an enjoyable evening together.  
 b) The dog barked fiercely to frighten away the strangers.  
 c) The fortune teller's predictions were frighteningly accurate.  
 d) Wole Oni is a very successful musician. He has won many awards.  
 e) Mom put the sleepy baby to bed.  
 f) He yawned and rubbed his eyes sleepily.  
 g) They had an argument and said some angry words.  
 h) She turned away from the rude man and walked away saddened.  
 i) An artist loves to create interesting artworks.  
 j) You need to think creatively if you are going to solve that problem.  
 k) The street child looks so angry. I wish I could help.  
 l) The saddeningly lonely girl looked on as the other children played together.  
 m) Because we did something wrong, your anger is understandable.  
 n) Our neighbour was understandably angry when I broke her window.
15. a) She comes from a musical family.  
 b) The mother sang a gentle song to her baby.  
 c) Lots of traditional music is very rhythmic.  
 d) Soprano opera singers have very high voices.  
 e) Rap music uses a lot of rhyiming words.  
 f) That song has a pleasant, tuneful sound.  
 g) The band played energetic music.  
 h) I like traditional Nigerian music.

## Writing

16. Pupils must write a Biography of their favourite musician or musical group. They must look back at the Article in Activity 7 to get some ideas about how to write a Biography of a musician. Pupils must use the structure provided.

## Workbook (pp. 94–96)

1. a) E. lake  
 b) E. dial  
 c) C. ripe  
 d) C. endure
2. a) pilot                      pirate  
 b) glamour                 grammar  
 c) rocket                     locket  
 d) raw                         law  
 e) cruise                     clues
3. a) That is the boy who helped me.  
 b) That is the piece of our roof which blew off yesterday.  
 c) We will meet on the fields where we will be given lunch.  
 d) I told my uncle what I heard my cousin talking about.  
 e) The team climbed off the bus when they arrived at the stadium.
4. a) hungry                      b) wild  
 c) angrily                      d) round  
 e) quietly                      f) slowly, harsh
5. a) humility                     b) generosity  
 c) wisdom                      d) slowness  
 e) victory                      f) intelligence  
 g) loyalty                      h) innocence  
 i) noise                         j) misery

## Answers and Evaluation Tools

### Pupil's Book (pp. 251–252)

1. a) We wish we could go to Morocco.  
 b) I wish I could be helpful when my mom feels sick.  
 c) I wish I could study harder for my exam.  
 d) I wish I could be a famous artist.  
 e) She wishes she could know where her keys are. (5)
  
2. a) My shadow is short if it is early in the morning.  
 b) I will go for a walk if it is not too dark.  
 c) My dog gets cross if I don't take her out.  
 d) If it rains, I won't have to water the garden.  
 e) If the ball lands in the tall grass, it will be lost. (5)
  
3. a) I'm still hungry. May I have another sandwich?  
 b) It's true! Everyone says so!  
 c) So much has happened this week.  
 d) His left leg is longer than the other.  
 e) You need to get some rest. (5)
  
4. a) It looked as if it was going to rain, so we took our umbrellas.  
 b) He was nervous but he stepped out onto the stage anyway.  
 c) His mobile phone is broken because he dropped it.  
 d) You need to go to school, whether you like it or not.  
 e) Amphibians live on land and in the water. (5)
  
5. Answers will vary. (5)
  
6. a) Uche always arrives at school early. Efe arrives even earlier but Uju is always the earliest.  
 b) Boma is concentrating hard and works more quietly than Ezenwa.  
 c) Yewande got such a fright that she shrieked more loudly than you've ever heard!  
 d) That snail walks the slowest of all the snails.  
 e) We must not leave later than eight o'clock. (6)
  
7. a) The artist has many brushes in his studio.  
 b) All the babies are crying at the same time.  
 c) I love visiting big cities in other countries.  
 d) The leaves are falling from the trees.  
 e) These new shoes are hurting my feet. (5)
  
8. a) March, which is the third month of the year, is very hot.  
 b) The musician who is playing tonight, is Wole Oni.  
 c) The career that I am interested in, is nursing.  
 d) Our school is on the corner where the large tree is. (4)
  
9. You can then use Teacher's Rubric: Descriptive Essays / Narrative Essays, on page 9/10, to assess pupils' Essays. (15)

**Total: 55**