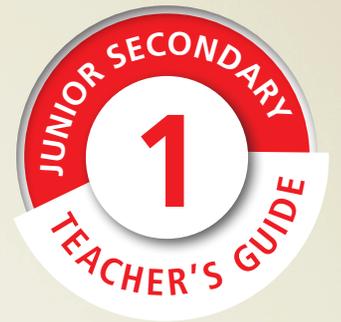


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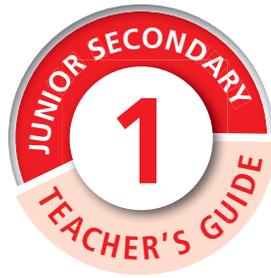
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Excellence

in English



Contributors/Reviewers:

A.O. Oluboyo

T. Oduseso



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Editor: Allison Lamb

Designer: Mellany Fick

Typesetter: Baseline Publishing Services

Illustrators: Rassie Erasmus, Heidi-Kate Greeff

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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 *Excellence in English Junior Secondary* course has been carefully developed by international and Nigerian educational experts, and offers the following components:

- A **Student's Book** written in accessible language to enable understanding and learning. The Student's Book is also available in digital format.
- A **Teacher's Guide**, providing answers for the activities in the Student's Book. The Teacher's Guide is only available in digital format.
- A **Workbook** with activities to consolidate important skills learnt in the Student's Book.

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

The purpose of the English Studies curriculum

The main objectives of the English Studies curriculum are to enable students to:

- Develop the basic language skills of speaking, listening, reading, comprehension, writing and grammar structure
- Enjoy a wide range of local and international texts written in English, including fiction, non-fiction and poetry
- Engage with their other school subjects more meaningfully
- Communicate with people effectively in everyday life
- Understand important national and international issues
- Feel proud to be a citizen of Nigeria.

Evaluation

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

- It measures the level of each student's acquisition of the performance objectives specified in the NERDC curriculum.
- It enables the teacher to monitor each student'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
- Summative evaluation

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 student's progress in classroom situations, for example while students are working in pairs and groups. A record book can be kept to record comments about each student 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, and grammar 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 student 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 student can be promoted to the next school level.

TERM 1

Module 1: Our families

Module 6: At the market

Module 2: Family values

Module 7: More about school

Module 3: School days

Module 8: A story with a moral

Module 4: Stories from our past

Module 9: Let there be peace

Module 5: Nigeria, land of lovely skies

Module 10: Revision



Reading and comprehension**Activity 4 (SB p. 2)**

Family relationships (Students' answers will vary.)

Activity 5 (SB p. 2)

- They tell us who is in Chinosomi's family and the attitude in Nigeria towards children. The last two paragraphs describe the role of elders and comment on the importance of values and principles.
- Information text. This is seen from the fact that there are paragraphs written in full sentences. It is not in columns, with sub-headings, which is the case with newspaper articles.
- The writer has used Standard English. It is not very formal. Paragraphs and full sentences are used. Direct speech is not used.

Activity 6 (SB p. 3)

- He is a doctor.
- He helps with the garden and keeps it tidy.
- His favourite dish is *amala* and *ewedu* with *gbegiiri* and a protein.

Activity 8 (SB p. 3)

- False. She worked as a teacher in the past, but does not do so any more.
- False. Only his maternal grandparents live with him.
- True
- True

Activity 9 (SB p. 4)

- B. teach the children how to read

Activity 10 (SB p. 5)

The students' answers will vary. They could include: being hardworking, taking care of children and raising them to be honest, fair and kind people; providing for children and other members of the family; being honest at home and at work; being fair to employees and paying them well; paying tax to assist with the country's upkeep; driving responsibly; taking care of the environment and showing respect for property e.g. public buildings such as libraries.

Activity 11 (SB p. 5)

Members of the extended family assist with farming and cooking. This means more crops can be produced and it is cheaper to share meals than for individuals (e.g. the elderly) to live on their own and cook for themselves. They therefore benefit, while assisting with chores and making the farming more productive. The parents are then able to focus more on their jobs and earn a better salary, which can help provide for the family's needs.

Elderly members of the extended family assist with giving advice and teaching the younger members about values. By telling stories (such as traditional folktales) to children, they help preserve the culture and traditions of the country.

Activity 12 (SB p. 5)

(Students' answers will vary.)

If the elderly are not well or are physically frail, the parents may spend a lot of time caring for the elderly and not have enough time to care for the children's needs adequately or give them attention.

There may be friction between the three generations because of changing views about lifestyle and values.

Activity 13 (SB p. 5)

When people do things together and have the opportunity to talk, for example during a meal, they get to know and understand each other better. Communication between the generations therefore improves. Telling stories, which children enjoy, is another way of creating bonds between the young and the old.

Activity 14 (SB p. 5)

Para. 1: I am the eldest of six children.

Para. 2: Children (in Nigeria) are highly valued.

Para. 3: She (my mother) is the home builder, and takes care of us by ensuring we are well kept in the way we dress, how we talk and address elders.

Para. 4: She also ensures the house is well organised by giving different responsibilities to different members of the family, like washing of plates, sweeping and mopping the floors, and cleaning the toilets.

Para. 5: My father is a doctor, and he supports our family financially by providing basic needs like shelter, food, clothing and education.

Para. 6: We live in the city of Ibadan, in a house with my maternal grandparents.

Para. 7: Some Nigerian families live in extended family systems that consist of the grandparents from both the maternal side and paternal side, uncles, aunts, cousins, nephews and nieces.

Para. 8: Most families in Nigeria cook together and eat together.

Para. 9: During leisure periods, especially in the evening, elders often tell stories and give advice to the younger generation.

Para. 10: The Nigerian family is seen as a legacy and the values passed down from the elders should be carried on for posterity.

Vocabulary

Activity 15 (SB p. 5)

Words	Synonyms
a) address	talk to
b) ensures	makes certain
c) lovely	beautiful
d) chores	duties
e) basic	fundamental
f) leisure	free time

Grammar structure

Activity 16 (SB p. 6)

a) Chidiebere is Chinosomi's brother.
proper noun proper noun common noun

b) The family live in a house in Ibadan.
common noun common noun proper noun
common noun abstract noun

c) The elders talk about important values and this helps create closeness.
collective noun common noun abstract noun

d) A large herd of elephants was drinking at the waterhole.
abstract noun abstract noun common noun

e) Friendship and love bring people much happiness.
abstract noun

f) The Nile River is the longest river in Africa.
proper noun proper noun common noun

g) The audience listened quietly to the music.
common noun common noun
common noun collective noun

h) The tourists were excited to see a large pride of lions on Saturday.
common noun proper noun

Activity 17 (SB p. 7)

- I am going to deal the pack of cards.
- Can I have another bunch of grapes, please?
- The gang of thieves used a cave as a hide-out.
- A troop of baboons has raided the crops again.
- The range of mountains looked beautiful with snow on it.

Activity 18 (SB p. 7)

Countable nouns	Uncountable nouns
a) pineapple	coffee
b) bucket, spade	sand
c) cows	water
d) cup	sugar, butter
e) pot	rice

Activity 19 (SB p. 8)

- The woman placed an arrangement of flowers on the bookshelf near the fireplace.
- The schoolteacher gave us homework every day and prepared us well for the examination.
- My classmate was selected to play in the match this weekend.
- My brother and sister-in-law spoke to the bridegroom after the wedding.
- I dropped some tomato sauce over the tablecloth when I picked up the glass of water.

Activity 20 (SB p. 9)

- Most families in Nigeria cook meals together.
(subject) (object)
- In the evening, the elders often tell stories.
(subject) (object)

- The chickens pecked the grain hungrily.
(subject) (object)
- After the examination, Nkem borrowed a book.
(subject) (object)
- The boys climb the mountain every year.
(subject) (object)
- During the night, strong wind scattered the leaves.
(subject) (object)
- A famous architect designed the new town hall.
(subject) (object)

Writing

Activity 21 (SB p. 9)

- narrative essay: Extract 2
- descriptive essay: Extract 1

Literature

Activity 22 (SB p. 11)

- It is a term to describe oral traditions and written works including poetry, drama, novels, autobiographies and short stories.
- Literature represents a language or a people, their culture and traditions; it introduces us to new experiences and different places and cultures. We enjoy poems, stories, and plays; literature allows us to share experiences and learn about others' ideas.
- Students' answers will vary. If students cannot list any examples, point them to the illustrations of book covers at the end of this module as some examples or remind them of the play and novel which they are reading at school.
- Students' answers will vary.

Reading and comprehension

Activity 4 (SB p. 13)

Students' answers will vary. They might comment that the father's facial expression looks annoyed because his eyebrows are lowered, while the mother's expression looks more open. However, she has her hands on her hips and her body language looks rather challenging.

Activity 5 (SB p. 13)

Possible answers: worried, sad, tense, disappointed

Activity 6 (SB p. 13)

- A drama (play). The characters' names are written on the left-hand side of the page, followed by a colon. The words spoken follow, without inverted commas (quotation marks).
- He says this comment because she will be leaving school the following year. He also believes that Science and Mathematics are subjects that are more suitable for boys to study.
- She went to work in order to pay for her five brothers' education.

Activity 7 (SB p. 13)

- Science and Mathematics
- Achmat and Abu

Activity 9 (SB p. 15)

- True
- False. She does not mention becoming a doctor. She just says that she loves the subjects Science and Mathematics.
- True
- False. Amara refers to Hamiedah's sisters.
- False. Hamiedah says, 'I am not sorry that I left school early.'

Activity 10 (SB p. 15)

- Umar believes that it is acceptable that girls leave school before they finish and that education is not a priority for girls (because of their responsibilities at home). He thinks that Science and Mathematics, especially, are more suitable for boys.

He does not see the purpose of school as being much broader than just a means to find a job and earn a salary, that it is also a way of increasing a person's understanding of the world, other cultures and history, as well as gaining knowledge about science and nature. Reason for these views: Haruna is probably seeing the world in the way in which he was raised. He is also protecting the position of men as dominant members of society.

Amara enjoys school, especially Science and Mathematics, for its own sake – because she loves it, not for the purpose of getting a good job one day. For her it is a very important part of her life. She is a very motivated student and enjoys the challenge and achievement which is connected to doing well in her projects and exams.

- Students' answers will vary.

Activity 11 (SB p. 15)

- Umar – for him, girls are there to help in the house and their dreams and goals are secondary to those of the boys. Their academic achievements are not important. He was probably raised in a family which held these views.

Hamiedah believed that her role when she was growing up was to assist the boys in her family, by working to pay for their education, and that her own education was not important. She emphasises material success and respect which accompanies it. Again, she was probably raised to think

that way and had probably inherited these values from her parents.

Amara is willing to help with the younger siblings, but also wants the opportunity to learn, to extend herself and to achieve at school. She does not like the fact that the boys seem more important than the girls in her family. She probably thinks like this because she is an intelligent, independent thinker and is not afraid to express her own need for affirmation in the family, and her desire to continue her studies.

- b) Amara gets satisfaction from studying. She says that she loves those subjects. She is excited about her science projects, which is why she talks about them so much.

For Hamiedah, she is happy for the males of the family to succeed as a result of her own efforts and sacrifice. She is not interested in achieving academically or in a career herself, but enjoys getting respect from others because she is the sister of three successful men.

It mentions specifically that Umar wanted a son to assist with his business and that he was happy when his two sons were born.

Activity 12 (SB p. 15)

Answers will vary. Students give their opinions.

One point which may be raised is that he favours the boys too much and does not treat his children fairly.

Vocabulary

Activity 13 (SB p. 16)

- a) Ngozi Kalu
- b) Nkem Eze
- c) She is his mother.
- d) Five
- e) Osita Kalu
- f) Isioma Kalu
- g) Three

Activity 14 (SB p. 17)

- a) aunt
- b) uncle
- c) cousin
- d) niece
- e) nephew

Grammar structure

Activity 15 (SB p. 18)

- a) Chinosomi, Osita, Chidiebere, Awele, Adaugo and Isimoma are siblings. They live with their parents in Ibadan.
- b) Children are highly valued in Nigeria. They are a symbol of wealth and success.
- c) Chinosomi is the eldest child. He helps to look after the younger children.
- d) Awele Kalu is Chinosomi Kalu's sister. She has five siblings.

Activity 16 (SB p. 18)

- a) If the hat belongs to you, it is yours.
- b) If the blanket belongs to us, it is ours.
- c) If the sweater belongs to me, it is mine.
- d) If the socks belong to her, they are hers.
- e) If the jackets belong to Joe, Awele and Adaugo, it is theirs.

Listening and speaking

Activity 2 (SB p. 21)

- He gave me sweet pears to eat with ice cream.
- My feet get sore when I climb the steep hill.
- I see the fleet sailed east over the deep sea last week.

Activity 3 (SB p. 21)

The words in the poem with the /i:/ sound are: three, geese, green, field and cease.

Reading and comprehension

Activity 5 (SB p. 22)

Paragraph	a) Topic sentence	b) Supporting details
1	The NERDC changed the curriculum in 2008.	Aimed to improve content, literacy, numeracy, communication, entrepreneurship and workload
2	All students now take 10 subjects.	List of subjects
3	Junior Secondary prepares students for jobs or Senior Secondary.	Entrepreneurial and communication skills Ready to enter Senior Secondary
4	Success is dependent on hard work.	Hard work is the best preparation for the future.

Vocabulary

Activity 6 (SB p. 23)

- Religion and National Values
- English Studies

- Mathematics
- Basic Science and Technology
- Cultural and Creative Arts
- Computer Studies

Activity 7 (SB p. 24)

Career	School subject
a) Musician or dress designer	C. Cultural and Creative Arts
b) Priest or pastor at a church	D. Religion and National Values
c) Writer of novels or plays	B. English
d) Businessman or shopkeeper	A. Mathematics
e) A chemist working at a pharmacy dispensing medicine	E. Basic Science and Technology

Grammar structure

Activity 8 (SB p. 25)

- The doctor will check the patient's temperature this evening. (action verb)
- I have forgotten how to do long division. (state verb)
- The thief grabbed the suitcase from the trolley. (action verb)
- She was a brilliant mathematician. (state verb)
- She can sing that top note. (action verb)
- I do love summer weather! (state verb)
- My cousin is taller than me. (state verb)

Activity 9 (SB p. 25)

- Chinosomi's mother takes care of the children
- His maternal grandparents help his mother run the house.
- I walk to school every day.
- They play soccer on Saturdays.
- He dances very well.

Activity 10 (SB p. 26)

- a) The dentist repaired the broken tooth. (transitive verb)
- b) The talented young musician plays the piano brilliantly. (transitive verb)
- c) He laughed loudly during the play. (intransitive verb)
- d) They travelled far and wide. (intransitive verb)
- e) The travel agent organised a tour of Japan very efficiently. (transitive verb)
- f) The tailor sewed a new jacket in a very short time. (transitive verb)

Literature

Activity 12 (SB p. 28)

- a) It is a type of literature which is different from poetry or drama. Prose is usually divided into chapters, each with its own title. Prose is structured into paragraphs and uses mostly full sentences and correct grammatical structure (apart from direct speech).
- b) (Any one)
 - Plot: The events of a story or play and how they develop towards the ending.
 - Characterisation: How the personalities of each of the characters are described through language or actions.
 - Style: The way in which the story is told, including the use of sentences structure, vocabulary and direct speech.

- c) Prose generally is written in full sentences in continuous paragraphs. Poetry is written as separate lines, each one starting against the margin. Poetry has rhythm and often uses rhyme. It also makes extensive use of figures of speech.

Activity 14 (SB p. 28)

- a) Chuka is anxiously waiting his mother's return from the market because he is hungry.
- b) Chuka observed people and things around him and showed a level of understanding that one would not expect from a child of his age. It says, 'He never ceases to observe things that happen around him.'
- c) Chuka was a deep thinker and understood things well. He is described as having the 'wisdom of an adult', and of being 'a precocious child, obedient and humble'. He is also observant ('He never ceases to observe things that happen around him.') Okonkwo is also observant and thoughtful. ('Soon again he became lost in thought.') He worries easily and has much on his mind. ('There is so much to think about.')

Listening and speaking

Activity 2 (SB p. 29)

B. win

Activity 3 (SB p. 29)

(The words with the relevant vowel sound have been underlined.)

As black as ink and isn't ink,

As white as milk and isn't milk,

As soft as silk but isn't silk,

And hops about like a filly-foal.

Activity 4 (SB p. 30)

Word with the short /ɪ/ sound	Matching word with a long /i:/sound
i) hit	heat
ii) sip	seep
iii) dim	deem
iv) kill	keel
v) wit	wheat
vi) sick	seek

Reading and comprehension

Activity 5 (SB p. 30)

- The man on the extreme left is watching the two slaves. He has a whip, so he is there to force the slaves to work. The man who is second from the left is whipping another man, who is crouching fearfully on the ground. He is presumably being punished for something. The two men on the right are working hard, hoeing the ground and cutting the sugar cane.
- The two men on the left use fear and the threat of force to ensure the people work hard. The relationship is based on fear.

- The two men on the right (and the one being whipped) are stripped to the waist because of the heat and tiring work. They are barefoot despite the ground being rough with sharp bits of cane underfoot. They are not wearing any hats to protect them from the sun.

The two men on the left are wearing hats to protect them from the sun, shirts and long boots, which are suitable for the rough and uneven ground.

Activity 6 (SB p. 30)

- Information text. It provides factual information and is written in paragraphs with sub-headings.
- serious and informative (it provides facts about an important subject)
 - about the past (it speaks about the way the shrine was used in the past and the trade in slaves from this area and beyond in past centuries)

Activity 7 (SB p. 31)

- Portugal, Holland, Britain
- 3,5 million people

Activity 9 (SB p. 32)

- The king governed Arochukwu, so it was a monarchy.
- It was used as a religious temple and also a supreme court to settle major cases.
- They had to walk through the 'Tunnel of Disappearance' to the place where they would receive judgement.
- They made money because instead of killing those found guilty, they secretly sold them to the slave traders.

Activity 10 (SB p. 32)

- False. The oracle's influence was throughout the Niger Delta region.
- False. A red substance was added to the water to colour it, to give the impression that blood had flowed into the river.
- True
- True
- True
- False. About a third of the slaves were from Nigeria.

Activity 11 (SB p. 33)

- Para. 1: Arochukwu is best known for the shrine of Ibini Ukpabi, an oracle often referred to as the 'Long Juju'.

Para. 2: Those found guilty were killed beside a river, called the Red River, which flowed close to the tunnel.

Para. 3: In the 16th and 17th centuries, though, the Long Juju Shrine was used to sell people into slavery.

Para. 4: From the 16th century (the 1500s) to the 19th century (1800s), between 10 and 12 million Africans were transported across the Atlantic Ocean to North and South America and the Caribbean.

Para. 5: In the period of the 16th to the 19th centuries, approximately 3,5 million people (about a third of the total of African slaves) were shipped from what is now Nigeria to the Americas.

Para. 6: The Long Juju Shrine is now a tourist attraction because it is an important part of Nigeria's history.
- Students' own answers. Ensure that they rephrase the sentences in their own words, preserving the main meaning and shortening them where possible.
- Arochukwu is a town in south-eastern Nigeria which used to be ruled by a king. The oracle, called Long Juju, had great influence in the Niger Delta.
 - The Red River was coloured with a red substance as a sign that it looked as if the accused had been killed.

- The priests secretly sold some of the people who were found to be guilty to slave traders, and pretended they had killed them.
- The slaves went to the Americas and Caribbean.
- Portugal, Holland and Britain were the main countries involved in the slave trade.

Vocabulary

Activity 12 (SB p. 33)

Words	Meanings
a) governed	synonym of 'ruled'
b) shrine	a place seen as holy because of its connection with a god or holy person
c) oracle	a priest acting as a go-between, to receive advice or judgement from a god
d) disputes	serious disagreements
e) judgement	decision about whether a person (or group) is guilty of a crime
f) guilty	found responsible of doing something wrong or breaking a law
g) innocent	antonym of 'guilty'
h) secretly	antonym of 'openly'
i) victims	people who suffer or are hurt by other people, events or illness
j) dominated	became the main or most powerful in a group or pair

Grammar structure

Activity 13 (SB p. 35)

- The Long Juju is a famous religious temple. (two adjectives: descriptive)
- Today the Long Juju Shrine is a popular place for tourists to visit. (one adjective: descriptive)
- It is an important part of the history of Nigeria. (one adjective: descriptive)

- d) Some victims had a mysterious disappearance. (two adjectives: indefinite; descriptive)
- e) Innocent people went back to their families. (two adjectives: descriptive; possessive)
- f) Which river was sometimes red in colour? (two adjectives: interrogative; descriptive)
- g) The old car travelled slowly on these dangerous roads. (three adjectives: descriptive; demonstrative; descriptive)
- h) Two talented artists are exhibiting paintings at that gallery. (three adjectives: adjective of quantity; descriptive; demonstrative)

Activity 14 (SB p. 35)

(Students' answers will vary.) Some example answers:

- a) beautiful, big
- b) my, our
- c) these

Literature

Activity 17 (SB p. 37)

- a) He wanted to be rich and happy again.
- b) Okonkwo thought he actually had to touch a real lion's teeth. The doctor laughs at Okonkwo's mistake because he had not understood what he (the doctor) had meant.
- c) It means to do something difficult and dangerous.
- d) He must get a man's head and use it to make a charm.
- e) No, he did not want to do this and the thought that he would have to commit murder sent 'shivers down his spine'.
- f) He was so shocked that he was 'speechless'.

Activity 18 (SB p. 37)

- a) poor, sudden, mysterious
- b) wealthy
- c) speechless

Listening and speaking

Activity 2 (SB p. 39)

- The men are well fed.
- She rested her head on a pillow on the bed.
- The nest was empty, as the hen had laid no eggs.
- Lend me the book when you get to the end.
- Please lend me that red sweater.

Activity 3 (SB p. 39)

- A. best
- B. said
- C. never
- B. reed
- D. beast
- A. seed

Reading and comprehension

Activity 4 (SB p. 40)

The answers should relate to the details in the illustration.

Activity 5 (SB p. 40)

- It is a poem. It is typical of a poem in that it has a definite, almost regular rhythm. The syllables in bold are the stressed (emphasised) syllables. However, there is no rhyme at the end of the lines.
This **land of lovely skies**, Nigeria,
Speaks to me wherever I **turn** my eyes.
The **red** earth **speaks** of **hundreds** of bare **feet**
Of **market women walking with** slow **gait**
- red, emerald (deep green), golden/gold, blue, grey

Activity 6 (SB p. 40)

- Young: children running to school; infants (not walking, but are being carried on foot); market women (mothers)
Older people: workers, e.g. farmer, miners, clerks
- The earth is used to build the walls of homes and to produce food.
- peaceful
- She loves Nigeria.

Vocabulary

Activity 7 (SB p. 41)

- 'of young and old'; 'ancient'; 'new born' (compound adjective)
- positive: 'lovely', 'serene'; negative: 'harsh'
- i) brilliant; ii) ancient; iii) emerald

Grammar structure

Activity 8 (SB p. 42)

Adjective	Comparative form	Superlative form
calm	a) calmer	calmest
proud	prouder	b) proudest
serene	more serene	c) most serene
impossible	d) more impossible	most impossible
helpful	more helpful	e) most helpful
brilliant	f) more brilliant	most brilliant
sweet	sweeter	g) sweetest

Activity 9 (SB p. 42)

- a) On the night of the play, the director was exhausted, but the actors were more exhausted.
- b) The music was loud but the applause was louder.
- c) The first act was tense, but the last act was more tense.
- d) The lead actor is funny, the lead actress is funnier, and the fool is the funniest.
- e) The supporting character is a challenging role, but the main actor is a more challenging role.

Literature

Activity 12 (SB p. 46)

- a) False. The actors are on the stage.
- b) True.
- c) True.
- d) False. Lighting is usually used to create mood and focus attention on the actors, or parts of the stage.
- e) True

Listening and speaking

Activity 2 (SB p. 47)

- Nancy thanked the man for the jam and candy.
- Dan sat with his hat and the lamp on his lap.
- Hand in hand, the man and Sam ran rapidly over the damp sand on the bank.
- Mandy sat on a mat near the campfire, cooking ham in a pan.

Activity 3 (SB p. 47)

- D. plan
- A. apple
- C. handle
- B. hedge
- C. bread

Reading and comprehension

Activity 4 (SB p. 48)

- The woman looks angry.

Activity 5 (SB p. 48)

- They are arguing about the cost of the meat she wishes to buy. Later she complains that the meat was rotten and he denies it.
- Drama. It gives mainly the dialogue between characters. The name of each character is written on the left, against the margin, followed by a colon and the words spoken, without quotation marks. Instructions are given in brackets, in italics.

Activity 6 (SB p. 48)

- Mrs. Ajayi is wanting to buy meat. The elderly meat seller is trying to sell some meat, even though he knows it is rotten.
- The market

Activity 8 (SB p. 50)

- Yes, he did because it says 'Pretending to be surprised'.
- It can become too old to be eaten and eventually become rotten. It can also become contaminated by being left in the sun or a hot place (such as a truck when being transported) for too long. To avoid contamination, meat should be eaten while it is still fresh and should be refrigerated as much as possible.

Vocabulary

Activity 10 (SB p. 51)

- I tried to convince him to go home, but he did not listen.
- The meat was left on the table in the sun and became contaminated.
- He confirmed that the meeting will still take place tomorrow.
- The shopkeeper had many customers coming to buy from him every week.
- The consumption of fruit and vegetables is important for the intake of vitamins.
- The driver claimed that the accident was the other driver's fault.
- The boxer decided to challenge the champion to another fight.

Grammar structure

Activity 11 (SB p. 52)

- a) It rains frequently in the summer months. (adverb of frequency)
 - b) One by one, they planted the seeds carefully in the ground, so that they would grow. (adverb of manner)
 - c) The cows in the dairy had very little milk, so we couldn't make cheese. (adverb of degree)
 - d) The workers harvested the plants yesterday, before it started to rain. (adverb of time)
 - e) They stored the grain here, so the rats would not eat it. (adverb of place)
- all the parts of the scene, including the entrance of Nazeem's hut. Although there are not many characters in this scene, the stage should not be small.
- c) The characters will all wear traditional clothes, with the women wearing traditional Muslim attire. If this was being acted out in class, you could bring clothing that could be wrapped over the clothes worn by the students.
 - d) Students' answers will vary. Items should be portable and be in keeping with the setting of a traditional compound.

Literature

Activity 15 (SB p. 55)

- a) Nazeem's compound
- b) Students' answers will vary. They must describe a stage that can accommodate

Activity 17 (SB p. 55)

- a) The best choices are: courage, determination, kindness, intelligence. Honesty and generosity also apply.
- b) Education can change lives **or** Education can help improve life (or something similar).

Listening and speaking

Activity 2 (SB p. 56)

- a) Father drove the car fast farther down the path.
- b) The sharks swim past in the dark.
- c) The drama students danced on the grass in the park.
- d) The art class started making glass stars in March.
- e) Margaret fell fast asleep after her bath.

Activity 3 (SB p. 56)

- a) party
- b) harmful
- c) chance
- d) aunty
- e) marvellous
- f) particle
- g) laugh
- h) rather

Activity 4 (SB p. 57)

/i:/ (green)	/ɪ/ (thin)	/e/ (red)	/æ/ (apple)	/ɑ:/ (car)
a) need	spinning	defend	happen	cargo
b) wheat	spilt	remember	janitor	cast
c) lead	tinny	February	ladder	last
d) scene	invitation	instead	flatter	jar

Reading and comprehension

Activity 5 (SB p. 57)

C. a made-up, simple story with a clear message

Activity 6 (SB p. 57)

- a) Leopard, his wife and Fish
- b) The conflict will probably be between Leopard and Fish about Leopard's wife.
- c) King Eyo was judge.
- d) In Calabar, away from the towns and villages, in the bush

Activity 8 (SB p. 58)

- a) Leopard was so angry with Fish that he felt he could even kill Fish. Because they had been friends for a long time, he felt it would be wiser to ask someone else to decide on his punishment.
- b) King Eyo thought the case was more serious because Fish had been a friend of Leopard for a long time and had then betrayed Leopard's trust in him.

Activity 9 (SB p. 58)

Fish must live in water from then onwards. He would die if he ever came onto land. If men or animals were able to catch him, they should kill and eat him as a punishment.

Vocabulary

Activity 10 (SB p. 58)

Phrases	Meanings
a) a low trick	a mean and dishonourable method of deceiving someone
b) a big palaver	a conference between two sides
c) stated his case	explained his complaint very firmly
d) give a defence	defend or explain his behaviour
e) taken advantage of	make unfair use of a person or situation for one's own benefit

Grammar structure

Activity 11 (SB p. 59)

- We study Geography on Tuesdays.
- School starts at eight o'clock.
- I will see you before school tomorrow.
- She will take dancing classes in the last term.
- He was exhausted after the tough climb yesterday.

Activity 12 (SB p. 60)

- He keeps his books in his desk drawers.
- We stood at the classroom door.
- The papers were piled on the floor.
- The missing note was found under a set of books.

Literature

Activity 16 (SB p. 64)

It is a fable because it includes mainly animals as the characters and had a moral at the end.

Activity 17 (SB p. 64)

- 'Many years ago, when King Eyo was ruler of Calabar, Fish used to live on land.'
- It is told by a narrator, who uses a third-person point of view, instead of a first-person point of view, to relate events. Any line that uses the third person e.g. 'he', 'she' or 'it'.
- It warns people about the dangers of being untrustworthy. Fish betrayed his friend's trust in him and behaved dishonourably. He was punished severely.

Listening and speaking

Activity 2 (SB p. 65)

- The logs were chopped in the forest.
- The boss left his office to make strong, hot coffee.
- She forgot to wash the dog.
- Tom lost his sock, and now has one odd sock.
- She saw a frog near the bog in the woods.
- The song was long and the music was wrong.
- Put this soft cloth in the cot with a bottle.
- The dog's collar cost a lot.

Activity 3 (SB p. 66)

- B. bother
- C. clog
- A. yacht
- B. jot
- C. swat

Reading and comprehension

Activity 4 (SB p. 66)

- Students describe an incident related to the illustration. Suggest that the story will provide the reason why rock rabbits do not have tails.
- It is part of a drama. The name of each character is written against the margin, followed by a colon and the words spoken. Other information about what the actors are doing is given in italics.
- These words are directions to the actor about what he should do, and are not spoken.
- Lion, Baboon, Donkey, Zebra, Rock Rabbit and Monkey. Only Lion has a tail.

Activity 6 (SB p. 69)

- False. Lion agreed to help them by giving them tails, as they needed them to swat at flies.
- True
- False. Baboon told Rock Rabbit, but he chose to sleep instead of going to the gathering.
- True
- True

Activity 7 (SB p. 70)

- It is a fable because all the characters are animals and there is a moral (message) at the end.
- If you are lazy and do not respond when you are given opportunities or are given a present, you may lose out on something important or valuable.

Activity 8 (SB p. 70)

Donkey: ungrateful. He wanted a longer tail.

Monkey: greedy. He took the tail that was meant for Rock Rabbit, because he wanted it in addition to his own tail.

Rock Rabbit: lazy. He preferred to sleep instead of obeying the instruction from their king (Lion) to go to the gathering.

Baboon: energetic. He went to all the animals to tell them to come to the gathering.

Lion: proud. He thought the other tails were not as wonderful as his.

Zebra: polite. He thanked Lion enthusiastically.

Vocabulary

Activity 9 (SB p. 70)

- The old man liked to doze every afternoon in the sun.
- The woman was known for her elegant style of dress.
- There will be an important gathering of all the school principals and teachers to discuss what can be done.
- The man was summoned to appear in court after the accident that involved reckless driving.
- The king treated his subjects well and ruled them fairly.
- The businessman has many financial burdens and other worries after buying the new hotel.
- He swats at the fly buzzing over the kitchen table.
- It is his prerogative to make the final decision.

Activity 10 (SB p. 71)

- cannot stand – e) cannot tolerate
- driven mad – a) made frustrated and very annoyed
- traffic jam – b) a huge number of vehicles causing long delays

Activity 11 (SB p. 71)

Verb	Adjective	Adverb	Noun
laze	lazy	lazily	a) <u>laziness</u>
–	elegant	b) <u>elegantly</u>	elegance
–	c) <u>politely</u>	politely	d) politeness
–	royal	e) <u>royally</u>	royalty
–	wonderful	f) <u>wonderfully</u>	wonder
–	grateful	g) <u>gratefully</u>	gratitude
enjoy	h) <u>enjoyable</u>	enjoyably	enjoyment
obey	obedient	i) <u>obediently</u>	j) <u>obedience</u>

Grammar structure

Activity 12 (SB p. 72)

- She washed the dishes and her brother dried them.
- He has finished all his chores in the house, so he went outside to play.
- It was a long way to town, but she went there on foot.
- She didn't finish her chores because she was tired.
- She was not allowed to go there unless her mother went with her.

Activity 13 (SB p. 72)

- When my mother asks me to do so, I go to the shop.
- Although their fathers told them to come indoors, the boys are riding their bicycles.
- Since it is very hot, we will not do athletics training today.
- Rather than meet at the shopping centre, we will play in the park.
- Because JSS1 is more difficult than Primary 6, we have much more homework now.

Activity 14 (SB p. 73)

- a) Although we told her not to go there, **she opened the door and went inside.**
- b) Unless you listen carefully, **you won't know what to do.**
- c) Since it is late, **you should go home by bus.**
- d) While she waited for the aeroplane, **she talked to her friend.**
- e) Because it was so expensive, **very few people bought it.**

Literature

Activity 17 (SB p. 74)

- a) irony
- b) simile
- c) metaphor
- d) simile
- e) metaphor

Listening and speaking

Activity 2 (SB p. 76)

- I saw the small horse next to the wall.
- The sore on the lion's paw was raw.
- Her daughter taught drawing in autumn in the hall.
- I like to walk across the lawn at dawn.
- She ate the pork and corn with a fork.

Activity 3 (SB p. 76)

/æ/	/ɑː/	/ɔː/
a) captain	army	yawn
b) battle	laughter	haul
c) manager	task	fall
d) jacket	market	forward
e) Saturday	grass	fought

Reading and comprehension

Activity 4 (SB p. 76)

- B. having a problem with another person or other people, often resulting in people becoming angry

Activity 5 (SB p. 76)

Students contribute answers about causes of arguments or fights. This could include: taking or disrespecting the property of others; insulting others or calling each other hurtful names; laughing at or mocking someone; cheating in school work or sport; playing roughly in games.

Discussing a problem without resorting to blows is important. Ask an adult e.g. a teacher or a parent to assist if necessary. An apology if one is in the wrong can go a long way.

Activity 6 (SB p. 76)

- C. Being punished for fighting

Activity 7 (SB p. 77)

Odili and Leo

Activity 9 (SB p. 78)

- False. Odili is angry because Leo stopped the game by picking up the ball. 'He just grabbed the ball in the middle of the game and ruined it for everyone.'
- False. The teacher wanted to hear both sides of the story. 'I want us to listen carefully to what each person is saying.'
- False. The teacher is pleased that the boys understand each other's point of view. 'Well done!'
- False. Odili listens to Leo's side of the story. 'Leo feels sad and angry because I hit him. He felt angry during the game because he thought I cheated.'
- True. 'Leo, you are going to explain what happened starting with the words "I feel..."'

Activity 10 (SB p. 79)

Odili cheated at the game, which made Leo angry and he wanted to stop playing, so he picked up the ball. Odili became angry because Leo's action spoiled the game, so he hit Leo.

Vocabulary

Activity 11 (SB p. 79)

Words	Meaning
a) empathy	understanding the thoughts of another person and feeling what he or she is experiencing
b) acceptance	taking something that is offered, or believing information, instead of refusing or denying it
c) positive	being confident and sure in a situation
d) compassion	a feeling of sympathy and sorrow for another person's suffering and trying to do something to help them
e) equality	the state of being equal, being the same, or being treated fairly or justly
f) respect (verb)	to value another person and show this in one's actions and manner
g) responsibility	a duty to take care of or deal with something or somebody

Activity 12 (SB p. 79)

D. abstract nouns

Activity 13 (SB p. 79)

- A positive attitude is needed when trying to resolve a conflict. You need to be confident that you can solve the problem.
- The teacher showed compassion towards the boys as he tried to help them.

- Leo showed acceptance when he listened to Odili's story and did not disagree.
- The teacher did not shout at the boys. He showed empathy and listened to their side of the story.
- The teacher treated both boys the same, with equality.

Grammar structure

Activity 14 (SB p. 80)

- The team shouted happily after they won the trophy.
- Leo explained how he picked up the ball peacefully.
- The teacher told the boys to listen carefully to each other.
- The man falsely accused his neighbour of stealing his cattle.
- Jackal sometime acts trickily in well-known fables.

Activity 15 (SB p. 81)

- Yesterday Odili and Leo were playing soccer outside.
(time) (place)
- Odili spoke angrily to Leo.
(manner)
- The boys almost got into a serious fight.
(degree)
- The boys both should have played fairly.
(manner)
- The team sometimes played roughly.
(time) (manner)

PAPER 1: Multiple choice

(50 marks)

Section I: Comprehension

(p. 82) (6 marks)

1. C. did not reduce the numbers of elephants poached, and in fact the number has increased
2. A. killing animals illegally on someone else's land or in protected areas, mostly to sell parts of the body e.g. the horns
3. D. 10 000 per year
4. B. but the evidence of elephant deaths does not support this
5. E. work with people in the ivory market, to persuade them not to buy and sell ivory
6. A. is increasing because it is mostly to China and people there are now willing to pay much more to get the ivory

Section II: Spoken English

(p. 84) (7 marks)

7. D. receive
8. A. hill
9. C. entry
10. C. exactly
11. B. arch
12. E. bond
13. B. bored

Section III: Vocabulary

development (p. 84) (15 marks)

14. D. contaminated
15. B. excavate
16. A. demolish

17. C. unconscious
18. D. dress rehearsal
19. A. aggressive
20. C. confessed
21. D.
22. B.
23. A.
24. D.
25. C.
26. B.
27. D.
28. C.

Section IV: Grammatical accuracy

(p. 86) (22 marks)

29. C. in
30. A. as
31. C. will
32. D. at
33. C. his
34. A. on
35. B. will be
36. D. mysteriously
37. C. happily
38. C. tallest
39. D. hers
40. B. more interesting
41. C. are looking forward
42. E. those
43. B. is training
44. D. Although
45. B. Whereas
46. D. final
47. B. It's
48. C. Whose
49. E. against
50. A. gratitude

TERM 2

Module 1: A famous Nigerian singer

Module 6: Child workers

Module 2: Saying it right

Module 7: Infectious diseases

Module 3: The library

Module 8: Getting information from texts

Module 4: Marriage

Module 9: Festivals

Module 5: Memories

Module 10: Revision



Listening and speaking

Activity 1 (SB p. 88)

Short vowel sounds	Long vowel sounds
/ɪ/ as in <u>it</u> , <u>fix</u> , <u>frill</u> , <u>sit</u>	
/e/ as in <u>bed</u> , <u>friend</u> , <u>rent</u> , <u>head</u>	/i:/ as in <u>bee</u> , <u>machine</u> , <u>people</u> , <u>cheese</u>
/æ/ as in <u>track</u> , <u>plait</u> , <u>hand</u> , <u>mat</u>	/ɑ:/ as in <u>heart</u> , <u>father</u> , <u>guard</u> , <u>are</u>
/ɒ/ as in <u>dog</u> , <u>watch</u> , <u>pot</u> , <u>clock</u>	/ɔ:/ as in <u>fall</u> , <u>soar</u> , <u>roar</u> , <u>walk</u>

Activity 2 (SB p. 88)

- laughter
- nice
- fatter
- many
- miner

Reading and comprehension

Activity 3 (SB p. 89)

It is an information article about a Nigerian musician.

Activity 4 (SB p. 89)

- True
- False. He has never won a Grammy Award, which is the top popular music award for musicians.

Activity 5 (SB p. 89)

- Femi and Fela Kuti
- Headies Hall of Fame Award

Activity 7 (SB p. 90)

- They are political activists who bring attention to political and social issues through their music.
- They speak about corruption, poverty and the inadequate living conditions of many people living in Nigeria. (Give two answers.)
- They are working to improve conditions and the situation in Nigeria, so their aim is to make a positive difference. Yes, it is a good name because they are a force for good and for positive change.
- He won a Headies Hall of Fame Award and is a presenter on Nigerian Idol.
- The USA
- Political activism refers to actions that are aimed at changing the political situation and conditions in a country, such as achieving a more equal, just and democratic society.
- Students' answers will vary. Give marks for reasoning.

Activity 8 (SB p. 90)

Main ideas:

- He (Femi Kuti) is the son of another famous Nigerian musician, Fela Kuti.
Supporting sentence: Both father and son are known not only for their music, but also for their political **activism**.
- Femi Kuti sings about issues like corruption, poverty and the poor living conditions of many Nigerians.
- Although Femi is very popular in Nigeria and internationally, he has never won a Grammy Award.
Supporting sentence: At home, though, Femi has won a Headies Hall Of Fame Award, and is a presenter on Nigerian Idol.
- In 2014, Femi Kuti signed with a new record label, called Chocolate City Music.

Vocabulary

Activity 9 (SB p. 90)

Phrases	Meanings
a) raise awareness of	draw attention to
b) poor living conditions	bad or unhealthy lifestyle caused by poverty
c) considered to be	thought, according to many people
d) signed with	thought to be, according to many people

Grammar structure

Activity 10 (SB p. 91)

Noun (abstract noun)	Verb	Adjective	Adverb
recognition	a) recognise	b) recognisable	recognisably
corruption	corrupt	c) corrupt	corruptly
d) competition	compete	competitive	e) competitively
f) attraction	attract	attractive	g) attractively
h) selection	select	i) selective	selectively
j) freedom	free	free	k) freely
wastefulness	l) waste	m) wasteful	wastefully
n) laziness	laze	lazy	o) lazily

Activity 11 (SB p. 91)

- Ikemdi is studying woodwork. He wants to be a carpenter when he finishes school.
- When I saw Nahum yesterday, I did not recognise him.
- Chinomso and Osita are excellent soccer players. The coach selected them for the team.
- My friend and I are rehearsing for a school concert. We are singing three songs.
- My sister's friends heard that she was sick. They visited her this morning.
- We took some lunch to the park and ate it near the lake.
- That dog belongs to me, not my neighbour. It is mine.
- You must remember to take all those books. They are yours.

Activity 12 (SB p. 92)

- Ayoka enjoys listening to music.
- He is a very talented musician.
- Amara and her sister live near here.
- The doctor checks his patients every morning.
- Adetokunbo and his friend always discuss Saturday's game on a Monday.
- My mother encourages us to study hard for our exams.
- I treasure my memory of that trip.
- You are my best friend!

Activity 13 (SB p. 92)

- a) The squirrel buried the acorns below the ground.
 - b) The dog ran over the bridge.
 - c) The injured giraffe walked around the game park for days.
 - d) The lioness hunted with her cubs.
 - e) The poacher took aim at the elephant.
 - f) The thief ran towards the old woman and grabbed her handbag.
- c) She ate an ice cream, while her brother ate a waffle.
While her brother ate a waffle, she ate an ice cream.
 - d) Simon laughed out loud when Jonathan told him a funny joke.
When Jonathan told him a funny joke, Simon laughed out loud.
 - e) We will not win the trophy unless we train every day.
Unless we train every day, we will not win the trophy.

Activity 14 (SB p. 92)

- a) They were late for the bus home because the concert ended late.
Because the concert ended late, they were late for the bus home.
- b) He was very nervous about the race, although he had trained very hard.
Although he had trained very hard, he was very nervous for the race.

Listening and speaking

Activity 2 (SB p. 94)

- Stirring sugar in tea will make it sweet.
- Malik chopped the wood to make a fire.
- I rested my head on a soft cushion.
- Tola will cook the yams for supper tonight.
- The butcher cut up the meat for us and wrapped it in paper.

Activity 3 (SB p. 95)

- D. put
- B. push
- A. look
- E. bush

Reading and comprehension

Activity 4 (SB p. 95)

It is a dialogue between two friends.

- B. a discussion about something of interest to both boys

Activity 5 (SB p. 95)

- Informal. Examples: 'Sure!' 'don't'

Activity 7 (SB p. 97)

- False. Hasan made some terrible mistakes in his conversation with Gowon.
- True
- False. If you are well, you say you are fine.
- True
- True

Activity 8 (SB p. 97)

- You should try use the correct word at the correct time and also use an expression (or idiom) correctly, so that people understand what you are saying.
 - You should try to say what you mean and mean what you say.

- Reading and speaking English whenever possible will improve his understanding of English.

Vocabulary

Activity 9 (SB p. 97)

It is important to use the right a) **expression** in order to b) **communicate** well with your listeners and readers. The wrong word or idiom may result in the c) **misinterpretation** of your comments. If you and your listener d) **understand** your words differently, this could cause chaos and e) **confusion**. A truly f) **successful** communicator knows the meaning of the words he uses and can therefore achieve g) **clarity** of expression.

Activity 10 (SB p. 98)

- | | |
|-------------------|------------------|
| a) advertisement | b) delivery |
| c) rehabilitation | d) disappearance |
| e) creation | f) decision |
| g) explosion | |

Activity 11 (SB p. 99)

- unsuccessful
- inexpressive
- unimportant
- misunderstand
- uncommunicative

Grammar structure

Activity 12 (SB p. 99)

- She laughed happily when she heard the story.
- They yawned wearily as they waited.
- She shouted loudly at the naughty children.
- He waited patiently for the ambulance to arrive.

Activity 13 (SB p. 100)

- a) The fishermen moved quietly into the water. (adverb of manner)
- b) The children frequently play games under the tree. (adverb of frequency)
- c) The mother sang softly to her sick child. (adverb of manner)
- d) They rarely visited their grandparents' house. (adverb of frequency)
- e) We studied hard for our final exams. (adverb of manner)

Activity 14 (SB p. 100)

- a) Who's eaten my lunch?
- b) This is the man whose suitcase got lost.
- c) You're not leaving class right now.
- d) That gift is yours.
- e) The teacher was beside herself with anger.
- f) He is determined to proceed with his speech.
- g) The winning team won complimentary tickets to the national football match.

Literature

Activity 18 (SB p. 102)

- a) The characters are a mother crab and her little son crab.
- b) They are animal characters.
- c) When the son asks his mother to show him, she can also only walk sideways.
- d) Yes. The moral of the lesson is: Do not tell others how to behave or what to do unless you can set a good example.

Activity 19 (SB p. 102)

- a) The setting is a beach, where crabs are usually found.
- b) The theme of the family is hypocrisy. (Don't pretend to be better than others and criticise them, when you are guilty of the same fault. See the moral which is discussed above in 18(d).

Listening and speaking

Activity 2 (SB p. 103)

- You must chew your food and not spill your soup.
- The youth group's routine is to meet on a Tuesday in this room.
- I need two new blue suits.
- You must not lose your new shoes.
- Is it true you will move to a new school soon?
- The fruit we grew got bruised, but made good juice.

Activity 3 (SB p. 104)

- D. blue
- B. cool
- A. due
- B. foot
- E. should

Reading and comprehension

Activity 4 (SB p. 104)

- It looks like an information article about the library. The layout and style of writing shows that it is not a newspaper article.
- Formal
- Autobiography, fiction and non-fiction

Activity 6 (SB p. 105)

- Garba went to the library to do research for his school project.
- B. circulation desk
- D. the Internet
- Mr. Mendebe is Garba's class teacher. Mr. Mendebe arranged for the books to be put aside for the whole class.

- If you find the Dewey Decimal number of a book (on the computer), then you will know where to look for it on the shelves.
- Garba needed to return the books to the library in two weeks' time.
- 'Plagiarise' means to copy information from a different source, word-for-word, and not change the information into your own words.
- It is dishonest to pretend something is written by you, when you have taken the words from another person's work. In addition, you will lose marks in a project if you plagiarise and might have to redo the project.
- D. relaxed

Activity 7 (SB p. 106)

- Students express their opinions.
- Students express their opinions.
- Garba will get good marks. He is putting a lot of time and effort into his work.

Vocabulary

Activity 8 (SB p. 106)

- I enjoy non-fiction books because they are factual.
- The librarian used a computer as it helped her to find the exact book I was looking for.
- Encyclopaedias and dictionaries are found in the reference section of the library.
- The headline for the newspaper article was so interesting, I decided to read the whole article.
- If you are enjoying a book, take note of the author so you can read another one of his or her books.
- Make sure you add a bibliography to the end of your project.

Activity 9 (SB p. 107)

- a) I have asked him to refund **my money, but he has not done so yet.**
- b) I want to recycle **these plastic bottles and used tin cans.**
- c) I need to recharge **my battery before I use my phone.**
- d) Can you remind **me of his name and surname?**
- e) The driver reversed **his car out of the driveway.**
- f) The young girl recited **the poem in front of a large audience.**
- g) The actors rehearsed for **two months before the play started.**
- h) They managed to revive **the patient after his heart stopped beating.**

Grammar structure

Activity 10 (SB p. 108)

- a) The librarian stamps the books.
- b) I read books in my bedroom at night.
- c) The helicopter flies across the sky.
- d) They plunge into the icy sea water.
- e) The runner rushes to the finish line.
- f) The farmer sows seed every spring.

Activity 11 (SB p. 108)

- a) The leaves rustle in the wind.
- b) The raindrops patter on the roof.
- c) The key falls off the key ring.
- d) The spectators applaud the winner.
- e) The bright star twinkles in the night sky.
- f) The businessman signs a new contract every year.
- g) The builders calculate all costs before they begin.
- h) The driver loads the truck early before the shop opens.

Literature

Activity 14 (SB p. 110)

- a) The poem is funny, because it describes the baby's noisy anger. 'But he starts a baby riot.'
- b) She wishes she could express her feelings as easily as her brother does.
- c) scream and extreme; down and frown; another and brother
- d) Quick
- e) Students' own answers.

Listening and speaking

Activity 2 (SB p. 111)

My mother and father live in the country and will need to come by public transport when they visit me in the city. My cousin, his young son and I will meet them on Monday morning. It is raining so hard at the moment, we are sure it might even flood. But we love my parents so much, nothing will stop us from fetching them at the station!

Activity 4 (SB p. 112)

- a) blood
- b) colour
- c) couple
- d) does
- e) button

Activity 5 (SB p. 112)

- a) B. enough
- b) E. touch
- c) C. move
- d) C. few

Reading and comprehension

Activity 6 (SB p. 112)

- a) Happy
- b) Young people and those who are recently married or about to marry
- c) It is mostly formal with some informal words or phrases used. For example, in the fourth paragraph, it says, 'They didn't seem...'. The contraction is more informal than the formal 'did not'. The last sentence of the paragraph ends with an exclamation mark. This adds informality to the sentence.
- d) The first meaning is relevant to these sentences.

Activity 7 (SB p. 114)

- a) Both couples were about the same age and had recently got married, which is why they were good friends.
- b) No, the couples were not the same in every way. One couple was a happy couple, while the other was a couple who argued with each other.
- c) The one couple felt embarrassed because they would often shout at each other and they thought their friends next door could probably hear them.
- d) They listened in on the conversations of the other couple, to try and learn their secret for happiness. Students will give their opinions about this.
- e) The advice was that they must realise that they were taught different things by their parents while they were growing up. As a result, they should expect to have different views on some subjects and each would think that his or her view was right. As a result, they should each remember to care for his or her partner and be willing to compromise on the small things in life.
- f) Yes it is, because it will result in understanding and respecting the other person.
- g) Students to give their own answer. Award marks for a well-reasoned answer.
- h) Students to give their own answer. Award marks for a well-reasoned answer.

Vocabulary

Activity 8 (SB p. 114)

- a) The one couple never heard shouting from the other house.
- b) The other couple always seemed to be happy.
- c) The one couple had learnt an important lesson.
- d) They tried hard to stop disagreeing so much.
- e) They decided to compromise on unimportant things in life.

Activity 9 (SB p. 115)

Words	Meanings
a) arguing	discussing angrily with another person or a group
b) embarrassed	shy or worried about what other people think of you
c) compromised	reached an agreement so that both sides are satisfied with the decision
d) admitted	told one or more people that you did something wrong
e) experience	an event or something which has happened to you
f) opinion	a point of view; something that you think or believe
g) valuable	worth a lot, in money terms or very special in other ways
h) trivial	having little value or importance

Activity 10 (SB p. 115)

- a) A ceremony where a marriage officially takes place and is celebrated

Activity 11 (SB p. 116)

Words	Meanings
a) engagement	a formal agreement to get married
b) fiancé	the man whom the lady intends to marry
c) fiancée	the lady whom the man intends to marry
d) wedding	a ceremony and reception take place
e) vows	solemn promises between husband and wife
f) bride	a woman at the time of her wedding
g) bridegroom	a man at the time of his wedding
h) marriage	the joining of a husband and wife
i) union	the joining of two people together
j) newlyweds	recently married people

Grammar structure

Activity 12 (SB p. 117)

- a) Many people attended my sister's wedding last year.
- b) I bought cowrie shells and made a beautiful necklace.
- c) The dressmaker sewed the dress yesterday.
- d) I thought it was a beautiful ceremony.
- e) There were many people at the ceremony.
- f) The groom slept on the way to the reception.
- g) We washed the car before the ceremony.
- h) The chef cooked a delicious meal for the reception.
- i) A photographer took photographs of the bridal couple and their families.
- j) I spoke to some of my cousins at the reception.
- k) We dreamt about the day for many months and at last it was here!

Activity 13 (SB p. 118)

- a) The horse galloped across the field.
- b) The small child toddled into the next room.
- c) The thief sneaked out of the room.
- d) The soldiers marched through the city.
- e) The injured soccer player limped from the field.
- f) The happy girl danced through the room.

Literature

Activity 15 (SB p. 119)

- a) Lyric poem: expresses intense feelings; romantic love is the theme
- b) The end of line 1 ('ago') rhymes with the end of line 3 ('know').
- c) Students express their opinions and give reasons for their answers.

Listening and speaking

Activity 2 (SB p. 120)

- We learn about speech sounds in English.
- We are in our second term at school.
- Joyce returns to school on Monday.
- Mr. Jonathon is a stern teacher.
- The man is head of the new law firm.
- I like to wear long skirts.
- Try not to hurt yourself.

Activity 3 (SB p. 121)

- B. earn
- E. world
- C. mercy
- C. blood
- A. public

Reading and comprehension

Activity 4 (SB p. 122)

- The picture shows that there were problems related to the harvest, which causes great anxiety and stress to the farmer.
- The weather was extremely bad that year and this affected the harvest of the yams. This was a painful experience to Okonkwo and the memory of it affected him for the rest of his life.
- blazing sun; scorched; smouldering. They create a tense mood.

Activity 6 (SB p. 123)

- Okonkwo
- A village with farmlands
- The earth burnt like hot coals... It was extremely hot. It creates a tense mood.
- No, they did not really sympathise, but only pretended to do so. They were mainly relieved (and happy) that they had not suffered a similar loss.

- The writer does not sympathise with the easy-going ones because he describes them as 'lazy'.
- 'the harvest was sad, like a funeral'. This simile creates a sad mood.

Vocabulary

Activity 7 (SB p. 124)

I had a brief visit of only one hour to the fields near the river yesterday. As I arrived, I saw the trees which had been uprooted and washed away by the recent floods. They are now lying near the bridge. I was shocked to see how the young plants have already been scorched by the hot sun.

Some farmers had shown some foresight, ahead of the drought, by building structures to provide shade for the young plants. I met a young farmer who is expecting to lose about half his crop this year. I sympathised with him about the changeable weather patterns we are now experiencing. It is a challenging time to be farming now!

Grammar structure

Activity 8 (SB p. 124)

There are various ways to combine the words and students' answers will vary. Below are some examples:

- I am working hard at school.
- We are talking to friends.
- They are making too much noise.
- He is running very slowly.
- She is sitting on the sofa.
- It is flying low in the sky.

Activity 9 (SB p. 125)

- I am expecting a visitor this morning.
- The train is travelling very slowly today.
- I am hoping to get home in time.

- d) It is your birthday. You are turning 13 today!
- e) We are flying to Australia for a conference next year.
- f) I am watching the African Cup of Nations on television right now.
- g) He is training for the tournament next season already.
- h) We are leaving at four o'clock tomorrow morning.
- i) I am trying to finish all my homework before we go out.
- j) They are playing all four teams in the contest next term.

Literature

Activity 10 (SB p. 128)

- a) Act II
- b) A house, at the kitchen table
- c) The sisters, Nneka and Uju
- d) They are wearing casual clothes. It is not school hours.
- e) Nneka is grateful to Uju and appreciates her kindness. She hugs her.
- f) She is worried and frustrated. It says she is 'frowning and sighing'.
- g) Students' answers will vary. Give marks for a reasoned response that refers back to the tips in the drama text.

Listening and speaking

Activity 2 (SB p. 130)

- Don't tamper with the stickers on the boxes in the cellar.
tamper – er, the – e, stickers – er, boxes – e, cellar – ar
- I wonder why he missed the lecture by the doctor.
wonder – er, lecture – ure, doctor – or
- He is famous as the writer of a number of thrillers.
writer – er, number – er, thrillers – ers
- I want an answer to my questions on the customer's account.
answer – er, customer's – er, account – a
- He used a ladder to hang the large picture above the cupboard.
ladder – er, picture – ure, above – a
- The sofa is dampier than usual after the rains this year.
sofa – a, dampier – er, after – er
- Did you understand the longer poem I wrote yesterday?
understand – er, longer – er, yesterday – er
- I need some paper to cover my book about the school tour.
paper – er, cover – er, about – a

Activity 4 (SB p. 130)

Beginning of the word	Middle of the word
CO- <u>lour</u> -ful	<u>ac</u> -COUN- <u>tant</u>
WON- <u>der</u> -ful	<u>a</u> -VOID- <u>ance</u>
MOT <u>Her</u> ly	com-MIT- <u>ment</u>
COM- <u>ba</u> - <u>tant</u>	Pro-FES- <u>sor</u>
SIM-i- <u>lar</u>	Dis-FIG- <u>ure</u>

Reading and comprehension

Activity 5 (SB p. 131)

- It is about children who are forced to work, and have extremely unhappy lives as a result.
- It is an information text which gives factual information and opinions about a serious subject. The language is formal and the text contains figures (numbers) and factual detail. The photograph shows it is a real subject and does in fact happen.
- Picking fruit, domestic work (in homes) and carrying stone for building
- A. To outline a serious problem

Activity 6 (SB p. 132)

- D. theatres
- Work in armed groups; work in criminal groups; sexual slavery
- The money they make goes to the adult.
- The author is critical of child labour and does not approve. Examples are 'victims', 'Did you stop to think about what you saw? Did you take a second look?', 'I ask you: how many of Nigeria's children are neither seen nor heard?'
- The author is addressing the readers, especially anyone who sees these child labourers.
- C. having a combination of subjective and objective language.
Subjective language (which includes people's opinions and often uses emotive language) includes examples such as: 'How many more children... to happen?' and 'Did you stop to think saw?'
Objective language is more factual and does not express an opinion e.g. 'Nigerian children work on farms... streets' and 'Some of the places... view.'

- g) ‘Did you stop... saw?’; ‘Did you take... look?’; ‘How many more... happen?’
- h) Students respond according to what they answered earlier. The author was largely successful because he provides factual evidence to show how large the problem is, as well as an emotional appeal to the reader to try and deal with the problem.

Activity 7 (SB p. 132)

- a) Main idea: 14 million Nigerian children between the ages of 7 and 14 are victims of child labour.
Supporting sentence: Of these, approximately 11 million go to school and work in the hours before and after school.
- b) Main idea: Nigerian children work on farms, in mines, in people’s homes, on building sites, and on our streets.
Supporting sentences: There they do mostly manual labour, like picking fruit or working as domestic servants. Many children act as beggars and hawkers, while adults collect the money they make.

Activity 8 (SB p. 132)

- a) Students speak about their own experiences.
- b) Students express their opinions. Answers can include the fact that families are poor and exploit their children, who do not have the ability to complain, in order to make money.
- c) Students express their opinions.
- d) It would be easier for the families of the missing children to find them if the children worked closer to home.
- e) Have tighter legislation, which is enforced with harsh penalties and punishments to the people employing these children.

Vocabulary

Activity 10 (SB p. 133)

Words and phrases	Meanings
a) labour	work
b) human trafficking	selling and/or smuggling people into other states or countries
c) manual labour	work that involves using your physical strength
d) domestic servant	person who does housework in someone else’s home
e) sexual slavery	the practice of forcing people to work as prostitutes for no pay
f) beggar	someone who asks people for money, usually on the street
g) hawker	someone who sells goods on the street

Grammar structure

Activity 11 (SB p. 134)

- a) I took two photographs of my friends when they visited me last week.
- b) We were walking home as it started to rain.
- c) I ainted a picture of the sunset over the lake.
- d) I bought all the provisions for the school trip to the Nature Reserve.
- e) The patient was lying in bed when the doctor arrived.
- f) While we were cooking, I told them the latest news.

Listening and speaking

Activity 1 (SB p. 135)

/æ/ – short vowel sound	/ɑː/ – long vowel sound
exactly, cap, battery, trap, back, canter	bath, aunt, cart, bark, partner, ask

Activity 2 (SB p. 135)

/ɒ/ – short vowel sound	/ɔː/ – long vowel sound
rod, frog, mop, dot, stop, box	yawn, born, taught, sport, boring, floor

Activity 3 (SB p. 136)

/ɒ/	/ɔː/	/æ/	/ɑː/
dog	cause	mash	heart
sod	dawn	pattern	bark
pod	snore	back	marsh

Reading and comprehension

Activity 5 (SB p. 137)

- It is about an outbreak of the serious disease, caused by the Ebola virus, in Nigeria and how the country responded to the crisis.
- It is an information article. The author provides facts and examples. There are photographs to show the event actually happened.
- True
 - True
 - False. The text said that Nigeria drew on ‘the expertise of both local and international agencies’.
- Patrick Sawyer
 - Eight people (seven after Sawyer)
 - October 20 2014

Activity 6 (SB p. 139)

- The risk of the virus spreading fast was very high because Lagos is a densely populated city.
- Practical training was given to health workers who were working with people who were affected by the virus. Protective equipment was given to healthcare centres.
- Sawyer had a fever, was vomiting and had diarrhoea.
- When the first case of Ebola was diagnosed in Lagos, Nigeria, in July 2014 many people around the world became very worried at the health risks that this involved.
- A. is a factual and objective account of the Ebola crisis
- C. mostly formal
- B. commend the Nigerian health system and other groups for handling the crisis so well
- Students express opinions e.g. It is likely that some facts have been omitted and so what is portrayed is a biased view of the event.
- There is only one clear example of a metaphor (‘set off alarm bells’ in paragraph 2). The reason that the writer has not used more is probably because he or she is trying to give a factual account without using colourful or descriptive language.

Activity 7 (SB p. 140)

- An emergency centre worked out who might have been in contact with the virus.
- Health workers were given protective equipment and practical training about how to prevent the spread of the virus.
- The media was educated about the disease so that inaccurate rumours did not spread.
- Announcements were made about those who were recovering from the disease so that panic about the illness could be reduced.

Vocabulary

Activity 8 (SB p. 140)

- Measles is a common childhood disease.
- The doctor's diagnosis of flu was a relief because I was worried that I had malaria.
- The outbreak of Ebola in West Africa took place in 2014.
- Twenty million people died worldwide in the flu epidemic of 1918.
- Muyiwa has had a fever for days, but I hope his temperature will drop soon.
- We were delighted at the news of the child's sudden recovery.
- The HI virus has spread worldwide since the 1980s.
- My friend Foluso often suffers from a lung infection.

Grammar structure

Activity 9 (SB p. 141)

- The child plays outside.
- The brothers like the new song.
- The car moves quickly down the road.
- The teacher speaks to the misbehaving class.
- The angry driver shouts at the loud class.
- Janice and Aysha take all their books to school.
- I drink a glass of water after the race.
- The heavy rain breaks most of the flowers in this flowerbed.

Activity 10 (SB p. 141)

- We ate ice-creams.
- They drove to the football game.
- I swam close to the shore.
- The ship sank in heavy seas.
- The dog barked at the people.
- She ran a race in this division.
- The boy fought with his friends sometimes.
- I swept the yard every morning.

Activity 11 (SB p. 141)

- They are laughing at the funny story.
- He is walking home.
- My mother is waiting for me after school.
- My brother is working on his project.
- It is raining more than usual.
- We are visiting our family in Lagos
- I am painting a picture of my sister.
- You are standing next to the road.

Literature

Activity 14 (SB p. 143)

- A myth is a story explaining how the world, or life on earth, the seasons and fire etc. began. It includes supernatural beings like gods, goddesses and heroes and animals. (Students provide own examples.)
- A legend is usually a story about famous people and heroes, their adventures and successes. Some of the information might be true, but the abilities and achievements of the heroes are usually exaggerated. The account might include magical elements. (Students provide own examples.)
- A myth is a story which often carries a lesson and helps to explain life. Myths do not include true, historical facts or refer to real people who existed, both of which are often done by legends. Legends are usually told to commemorate the lives and achievements of people regarded as great in a certain community or to remember important events that happened, such as a war.

Listening and speaking

Activity 1 (SB p. 144)

- a) The first syllable

Activity 2 (SB p. 144)

- a) I ate another tomato.
 b) Please pass me the salt again.
 c) She drew a picture of a banana.
 d) I will ask the doctor why I have a terrible headache.
 e) I didn't understand the lecture.

Activity 3 (SB p. 145)

/ʊ/	/u:/	/ʌ/	/ɜ:/	/ə/
put	rule	cup	work	beggar
bush	moon	button	surname	miracle
pull	shoes	come	mercy	balloon
could	school	tongue	Thursday	doctor
woman		monkey	were	number
				above

Reading and comprehension

Activity 6 (SB p. 148)

- a) Ten
 b) The nasal cavity
 c) The tongue
 d) The birthplaces of Nigeria's presidents
 e) The birthplace of each president is shown in a different colour on the map, so if there was more than one president born in one state, then it will have more than one colour.
 f) Niger (three)
 g) Katsina and Kano

- h) It shows the Presidents of Nigeria during different periods and forms of government.
 i) Nnamdi Azikiwe
 j) 1963
 k) Three
 l) 1963–1979 (13 years)
 m) The Third Republic (one year)

Activity 7 (SB p. 149)

- a) 1st paragraph: Before going on a long car journey, take your car for a full check-up to ensure it is in a suitable condition for the road.

2nd paragraph: A driver who is sleepy or who has drunk some alcohol is not a safe driver. OR The driver needs to be fit and alert at all times, and should not be suffering from tiredness or the effects of alcohol.

3rd paragraph: Take practical steps to decrease the risk of accident or injury to you and your passengers at all times.

- b) 1st paragraph: Things to be examined are lights and indicators, windscreen wipers, brakes, steering, exhaust pipes and tyres.
 2nd paragraph: The driver needs to be fit and alert at all times, and should not be suffering from tiredness or the effects of alcohol. OR A driver who is sleepy or who has drunk some alcohol is not a safe driver.
 3rd paragraph: Be aware that in dark or rainy conditions, driving is more dangerous; keep within the speed limit and don't take unnecessary risks.

Vocabulary

Activity 8 (SB p. 149)

- a) an irrelevant point
- b) a pile of non-fiction
- c) an illegible handwriting
- d) an impractical decision
- e) invisible signs
- f) disobey the teacher
- g) an impatient leader
- h) an inattentive class
- i) an illiterate audience
- j) irreplaceable possessions
- k) a disused pair of boots
- l) a non-stop journey

Activity 9 (SB p. 150)

- a) The task that our teacher has given us is illogical and I can't understand it.
- b) The boys are unhappy because they cannot play football at break time.
- c) The road was impassable after the heavy rain and the rockfalls.
- d) The train was rerouted to another train station as the train line was flooded.
- e) The scientist tried to disprove her competitor's theory as she wanted to win the prize.
- f) We were misinformed about the whereabouts of the escaped lion.
- g) I am already feeling the tension of pre-exam nerves!

Grammar structure

Activity 10 (SB p. 151)

- a) She will help him later. / She is going to help him later.
- b) He will meet them after his run. / He is going to meet them after his run.
- c) Her mother will send you the information once she gets it. / Her mother is going to send you the information once she gets it.
- d) Yewande will call us when she arrives in Lagos. / Yewande is going to call us when she arrives in Lagos.
- e) His sister will drive to Cameroon on Friday. / His sister is going to drive to Cameroon on Friday.

- f) My father will finish work by five o'clock. / My father is going to finish work by five.
- g) My friend and I will play in the park after school. / My friend and I are going to play in the park after school.
- h) They will sing in next week's concert. / They are going to sing in next week's concert.

Literature

Activity 12 (SB p. 152)

The Greek myth on how everything began

According to Greek myths, in the beginning, there was nothing but emptiness. Gaea, who represented the Earth, came and gave birth to Uranus, god of the heavens.

Gaea and Uranus had 12 children called Titans. Uranus was afraid that the Titans would take his power. The youngest Titan, Cronus, killed his father, and then tried to kill his own children. His youngest child, Zeus, overcame Cronus and helped the other children to escape. Zeus's brothers were the gods Poseidon and Hades, and his sisters were the goddesses Hera, Demeter, and Hestia.

Zeus was king of the gods. Hera was his queen. Zeus's children included the twins who were Artemis (the goddess of hunting) and the sun god Apollo. Zeus was also father of the three Fates, who controlled human life and decided when people should die.

In addition, Poseidon had his own kingdom, the sea. Sailors had to be careful not to offend him. If he was angered, he might start a storm.

Hades ruled the underworld, which is a place beneath Earth where the souls of the dead go. Hades kidnapped Persephone, the daughter of Demeter, the goddess of grain. Demeter was too busy searching for her child to look after the harvest, and people began to starve.

Zeus ordered Hades to let Persephone go, but she had eaten a little of Hades' food. Because of that, she had to spend part of every year in the underworld. When Persephone is with Hades, it is winter on earth and nothing grows. When she returns, spring arrives.

Activity 13 (SB p. 153)

- b) Students give own choice, with a reason for their choice.
- c) Gaea, Uranus, Cronus, Zeus, Poseidon, Hades, Hera, Demeter, Hestia, Artemis, Apollo, Fates, Persephone
- d) Olodumare, Olorun, Obatala, Orisha
- e) Answers will vary. The Greek myth has a lot more gods and goddesses mentioned. The story is more complicated.

Listening and speaking

Activity 1 (SB p. 154)

Short vowel sounds	
/ɪ/	mint, list, kill, minute
/e/	empty, many, friend, head
/æ/	camp, exactly, matter, attitude
/ɒ/	odd, cloth, modern, bottle
/ʊ/	cook, should, sugar, woman
/ʌ/	mother, tough, does, tongue
/ə/	lecture, better, summer, answer

Activity 2 (SB p. 154)

Long vowel sounds	
/i:/	east, deep, sweet, wheat
/ɑ:/	grant, army, grass, bath
/ɔ:/	horse, draw, wall, born
/u:/	youth, grew, shoe, Tuesday
/ɜ:/	bird, purse, search, service

Reading and comprehension

Activity 3 (SB p. 155)

It will be about the Eyo Festival, the costumes worn by those taking part and the route taken.

Activity 4 (SB p. 155)

- A. Lagos
- C. play

Activity 5 (SB p. 155)

- 20 February 1854
- Gbedu and Koranga drums

Activity 7 (SB p. 157)

- B. Saturday
- A. red, yellow, green, purple and black
- B. male participants
- C. motorbikes, bicycles, sandals, smoking and *suku*

Activity 8 (SB p. 158)

- True
- False. The Festival is still required if the Oba dies.
- True

Activity 9 (SB p. 158)

- The masquerades proceed to the Oba's Palace at Iga Idunganran, then move into the streets of Long Island, through Idumoto and Tinuba Square. They meet at Tafawa Balewa Square, where the crowds are waiting for them.
- Students give their own answers.
- Students give their own answers.

Activity 10 (SB p. 158)

- The first Eyo Festival took place to accompany the body of Oba Akintoye on 20 February 1854 to the burial site and commemorate his life.
- 150 years ago, the Festival occurred when a Lagos king or chief died and a new king was introduced.
- The Festival is now held mainly to attract tourists to Lagos Island and is also well supported by locals.

Vocabulary

Activity 11 (SB p. 158)

Words	Meanings
a) unique	only one of this type
b) cultural	relating to the traditions, customs and beliefs of a particular society
c) tourists	visitors to a town or country, coming to learn about the place or see something new
d) participants	people taking part in something
e) festival	a time when people celebrate a special event or occurrence
f) pretend	act as if something is true
g) veil	a covering made of cloth, to hide someone's face
h) robe	special cloak or long, loose piece of clothing, usually worn at a special ceremony
i) weird	strange or bizarre
j) allowed	permitted (when you let someone do something)
k) sandals	open shoes, with the toes uncovered

Grammar structure

Activity 12 (SB p. 159)

- Our parents taught us to behave ourselves in the company of adults.
- She held the door open for her grandmother.
- She understood what the man was saying to her about the festival.
- I wrote an essay for school about the importance of our festivals.
- My sister bought a new dress for the festival.
- Mother made a delicious supper.
- Father ran in an important race yesterday.
- The sun rose early this morning!
- He caught the ball before it bounced.
- The dogs fought over the bones.
- I forgot how to spell the word 'photosynthesis'.

Activity 13 (SB p. 159)

- I was reading an interesting novel for English.
- He was playing with the litter of puppies when one ran away.
- Father was talking to our neighbours about the new fence when their grandparents arrived.
- We were listening to the president's speech when the electricity went off.
- They were crying about the sad news when I came.
- We were standing in the street when the Eyo came past us.
- He was studying architecture last year.

Literature

Activity 15 (SB p. 162)

- The main characters in the Greek legend are Paris, Helen, the Greek Prince, the Greek soldiers and Trojan soldiers. In the Nigerian legend, the main character is Jaja.
- Answers will vary. Make sure the students give a reason for their answer.
- Students' answers will vary.
- Aphrodite rewarded Paris with a beautiful woman, Helen, after he decided that Aphrodite was the most beautiful of the three goddesses.
 - Athena, the goddess of wisdom, assisted the Greeks to build a large wooden horse. This enabled them to play a trick on the Trojans – to enter their city and destroy it.
- Paris (of Troy) stole the wife of another man, which caused the outbreak of a war between the Greeks and the Trojans. The war was the result of this dishonourable act, which is the first message. The Trojans were defeated by the deception of the Greeks. The second message is that one should not be too trusting, especially during wartime.
 - Jaja used clever methods to break trading agreements in order to become rich. The message is that dishonesty does not pay. It was because of his desire for wealth that he conducted his business in an illegal fashion. This shows that the desire for wealth can lead to one's downfall.

PAPER I: Multiple choice

(50 marks)

Section I: Comprehension

(p. 164) (6 marks)

1. C. and she was a popular teacher
2. A. helped her family expand their land and their trade of goods
3. D. had the opportunity to get married but decided not to
4. E. gentle
5. B. led an army against the British to fight for Ghana's freedom
6. C. had great ability and were respected in their times

Section II: Spoken English

(p. 166) (8 marks)

7. C. dark
8. B. tongs
9. D. draw
10. C. wood
11. B. cousin
12. A. soup
13. E. earth
14. A. wonder

Section III: Vocabulary

development (p. 166) (14 marks)

15. D. too
16. C. -ion
17. E. im-
18. B. melodious

19. D. infect
20. A. autobiography
21. C. alert
22. B. refresh
23. A. consumed
24. E. alcohol
25. D. practical
26. E. decrease
27. A. limit
28. D. unnecessary

Section IV: Grammatical

accuracy (SB p. 167) (22 marks)

29. E. felt
30. B. tremendously
31. E. of
32. C. by
33. A. come
34. B. find
35. C. in
36. A. a descriptive adjective
37. D. an adverb of manner
38. C. most successful
39. D. were standing
40. C. are attending
41. E. an adverb of frequency
42. B. taught
43. A. Unless
44. C. his
45. A. its
46. C. those
47. E. Who's
48. E. brought
49. D. an adverb of manner
50. A. will

TERM 3

Module 1: Air transport

Module 6: The job of teaching

Module 2: Let's go fishing

Module 7: Forests

Module 3: In the kitchen

Module 8: Drug abuse

Module 4: Medical conditions

Module 9: The busiest day of my life

Module 5: Good values

Module 10: Revision



Listening and speaking

Activity 2 (SB p. 170)

- Beware of the hare who is sitting there on the stairs.
- Clare, who goes everywhere in her wheelchair, has beautiful hair.
- I am unaware of the price of the airfare to Niger.
- The pair of millionaires shared a pear.
- He repaired the tear in the armchair.
- I put it there in the square.
- She had a spare hat for me to wear to the airport.
- I would not dare to go to the scary film without my parents.

Activity 3 (SB p. 171)

- Beware, hare, there, stairs
- Clare, everywhere, wheelchair, hair
- unaware, airfare, Niger
- pair, millionaires, shared, pear
- repaired, tear, armchair
- there, square
- spare, wear, airport
- dare, scary, parents

Reading and comprehension

Activity 4 (SB p. 171)

Answers will vary, but here is an example of a possible prediction sentence: The private luxury jets owned by some extremely wealthy Nigerians.

Activity 6 (SB p. 171)

- Bombardier Global Express XRS
- 16
- Four
- Aliko Dangote

Activity 8 (SB p. 172)

- True

- False. Many jets are not registered in Nigeria.
- False. They usually don't talk about these things so as not to attract attention.
- True
- True
- False. Both men own four jets.
- False. The owner used to be the governor of Abia State.

Activity 9 (SB p. 172)

Students express their own opinions.

Activity 10 (SB p. 173)

The luxury plane, Dassault Falcon 900 has a passenger area which includes a bathroom, mini-bar, a space where up to four people can have a business meeting and a large couch that can be turned into a bed.

Vocabulary

Activity 11 (SB p. 173)

- My friend's son hopes to get a job in an aviation factory.
- Isikwe looked at the schedule to see what time his flight leaves.
- The owner of the luxurious Falcon 900 showed us her jet proudly.
- The amount of luggage that a passenger can take on a plane is restricted to 23 kg.
- SkyLines is a very profitable commercial airline.

Grammar structure

Activity 12 (SB p. 174)

- Arik Air was started in 2002 by Sir Arumemi-Ikhide.
- New aircraft are being bought by the airline this year.
- Drinks were served to the passengers during the flight.
- New rules will be put in place to ensure the safety of passengers.

- e) The airline was awarded the Company of the Year 2019 award at the Leadership Annual Conference in Abuja.

Activity 13 (SB p. 174)

- Past simple tense
- Present continuous tense
- Past simple tense
- Future simple tense
- Past simple tense

Activity 14 (SB p. 174)

- Arik Air was started in 2002 by Sir Arumemi-Ikhide.
- Two private jets are owned by Aliko Dangote.
- The Gulfstream V was flown by the young pilot.
- Five new jets were bought by the airline.
- The passengers are served by the crew.

Writing

Activity 15 (SB p. 174)

Essay types	Descriptions
a) Narrative essay	tells a story or gives a description of a series of events
b) Descriptive essay	describes something or someone, especially in a detailed, interesting way that appeals to the reader's senses
c) Argumentative essay	tries to persuade the reader to agree with a particular opinion or way of thinking
d) Informative essay	informs the reader by explaining or discussing a specific topic or idea

Activity 16 (SB p. 175)

Informative essay

Activity 17 (SB p. 175)

Yes. It has a clear introduction and conclusion, with three body paragraphs.

Activity 18 (SB p. 175)

Each paragraph is structured correctly and logically, and together, the paragraphs form a logical, coherent essay. Each paragraph follows the rule of moving from general ideas to more specific ideas.

Literature

Activity 20 (SB p. 177)

Features	Definitions
a) Setting	the place where something is or where something happens in a story
b) Plot	the things that happen in a story
c) Characterisation	the way that people are described in a story
d) Style	the way that an author writes
e) Theme	the main subject or topic of a story

Listening and speaking

Activity 2 (SB p. 178)

- a) /ɪə/ sound: hear, clearly
/eɪ/ sound: today
- b) /ɪə/ sound: here, clearly
/eɪ/ sound: train
- c) /ɪə/ sound: year, ideas
- d) /ɪə/ sound: atmosphere, clear
/eɪ/ sound: rain
- e) /ɪə/ sound: engineer, career
- f) /ɪə/ sound: beard
/eɪ/ sound: grey
- g) /eɪ/ sound: explained, play, game

Activity 3 (SB p. 179)

/ɪə/ dipthong	/eɪ/ dipthong
hear	prey
weary	train
nearly	rain
year	face
real	lace
idea	trace
ear	play
clear	tray
deer	day
here	weigh
dear	break
fear	chain
weary	sail
cheer	laid
	brain

Reading and comprehension

Activity 4 (SB p. 179)

A fishing festival or competition in Nigeria

Activity 6 (SB pp. 179)

- a) True
- b) True
- c) False. They use both gourds and hand nets.
- d) False. It took four men to carry the fish.
- e) True
- f) False. They were expecting the competition to be bigger.

Activity 8 (SB p. 181)

- a) It happens every year.
- b) Matan Fadan River
- c) The order of the fishing competition is as follows: Fishermen carry their fishing equipment to the river. A gun shot signals the start of the competition. Then, fishermen race towards the water and leap into the river.
- d) They use the fact that it is a narrow river to drive the fish closer together and into the shallow river.
- e) Fishermen struggled to find spots on the river banks because there were too many competitors.
- f) Kebbi State has strengthened Sharia law (Islamic law) in the last few years, so women are not allowed to enter or attend the event.
- g) The author thinks it is a problem because he or she says, 'One solution to this ...'.
- h) The students should identify the key words that signal the reason for the competition not being moved, 'Reason being that the local economy is boosted by the festival in various ways' or to explain the reason in their own words.

- i) People visit the night market and the sporting events held at it, and so they pay for entertainment and food there.
- j) Students give their own opinion.

Activity 9 (SB p. 181)

The fishing festival is an event in which many men participate, although women are not allowed, and it is attended by high-level government officials. It brings in a lot of money for the area.

Vocabulary

Activity 10 (SB p. 182)

Terms	Definitions
a) angler	a person who fishes with a rod and a reel
b) bait	food that is used to attract fish to the hook or trap
c) cast	using a rod to throw line and bait into the water
d) catch-and-release	recreational fishing: catching a fish and letting it go
e) shore-fishing	to fish from the banks or beach; not from a boat

Activity 11 (SB p. 182)

- a) highlight
- b) stagger
- c) hoist
- d) scales
- e) struggled
- f) participate

Grammar structure

Activity 12 (SB p. 183)

- a) Madu and Ebo packed their fishing rods and food.
- b) Their mother made them the food.
- c) The boys carried their fishing equipment down to the river.
- d) Their father gave them the fishing equipment.
- e) The boys put bait on their hooks.
- f) Madu was the first one to catch a fish.
- g) Ebo drank water from the river.
- h) The brothers caught three fish.
- i) They cleaned and prepared their catch.
- j) The family ate fresh fish for dinner.

Literature

Activity 14 (SB p. 184)

- a) The large, stone eating hall
- b) The setting is a hall that only has a 'copper' at one end. The conditions are poor and desperate.
- c) They licked the bowls clean as they were given so little to eat and could not afford to waste any of it.
- d) Students' answers will vary. They can link back to the preamble, but preferably should extrapolate from the text only.
- e) Hunger and poverty
- f) Students' answers will vary, but they should agree that Dickens's own childhood experience of living on his own while the rest of his family was in debtors' prison had a huge impact on him. It is likely that for a time his life was similar to the one described in this extract.

Listening and speaking

Activity 4 (SB p. 187)

/ɔɪ/ sound	/aɪ/ sound
soil	time
soybeans	shine
royal	might
destroy	why
oil	try
annoying	kite
noise	bike
toy	child
boys	hiking
join	exercise
join (repeat)	might (repeat)
voice	

Reading and comprehension

Activity 5 (SB p. 187)

A successful business that produces quick meals

Activity 6 (SB p. 187)

- Information text
- Both past and present simple tense
- Non-fiction

Activity 8 (SB p. 189)

Purpose	Examples
cause and effect	consequently, so, resulted in, as a result, because
comparisons and contrasts, alternatives	even when, however
descriptions or explanations	such as, include, such, also
problems and solutions	another problem
sequence/ chronological order	after, since then, since

Activity 9 (SB p. 189)

- True
- False. It says they are 'continually expanding'.
- True
- False. They believe that technical skills are what are needed in the job market.

Activity 10 (SB p. 189)

- Nine
- They saw a need for quick, healthy meals and wanted to increase their earnings, so as to provide a bigger income for themselves, their mother and siblings.
- Its aim is 'to deliver fresh meals on time to workers at an acceptable profit margin that allows us to achieve sustainable growth.'
- They worked as cleaners, security guards and housekeepers.
- Youth often go into businesses because others are being successful in those businesses, and not because they are passionate about them.

Activity 11 (SB p. 190)

- They aim to deliver affordable, punctual and fresh meals which will allow satisfactory growth of the company.
- The company secured an investment of 20 million naira to fund their office renovation and new heavy-duty cooking equipment. In addition, they bought a new delivery van to improve efficiency.
- However, Titus and Tobias recommend that youth hoping to become entrepreneurs do not enter a business which does not inspire them, simply because others have succeeded in it.

Vocabulary

Activity 12 (SB p. 190)

- assistants
- fellow staff members
- tasty
- unemployed
- entrepreneur
- purchase

Activity 13 (SB p. 190)

Words	Meanings
a) catering	the job of providing food and drinks for people
b) sustainable	able to continue over a period of time
c) baking	the process of making bread, cakes etc.
d) mobile	be able to move or be moved easily
e) renovation	repairing and decorating a building that is old and in bad condition
f) unhygienic	not clean in a way that may cause disease
g) canteen	a restaurant in an office, factory or school

Words	Meanings
h) establish	to start a company or organisation
i) industrial	to do with or used in the industry (in this case, the food preparation industry)

Grammar structure

Activity 14 (SB p. 191)

- The/their siblings were supported by the twins.
- Speedmeals Mobile Kitchen was started by Titus and Tobias.
- An investment was sourced by the company.
- New equipment was bought by the brothers.
- New businesses were established by unemployed youths.

Activity 15 (SB p. 191)

- The twins
- Titus and Tobias
- The company
- The brothers
- Unemployed youths

Activity 16 (SB p. 191)

- The chef.
The chef used a sharp knife to chop the onions.
- Ada.
Ada rinsed the vegetables before she cooked them.
- My father.
My father cooked the meat.
- Isikwe.
Isikwe swallowed the last piece of cake in one mouthful.
- My grandmother.
My grandmother served a delicious meal for my birthday.

Literature

Activity 19 (SB p. 193)

- a) It builds suspense and creates a tense mood or sense of foreboding (fearful anticipation).
- b) No punctuation at all in first seven lines, and lines 9 to 14. Students should note two examples. Meaning is affected as they can choose how to 'construct' the sentences, i.e. make them longer or shorter, depending on how they interpret what the poet is saying.
- c) Yes, 'near' is an adverb, modifying the word 'swimming'.
- d) It means that some fish take risks and swim too close to the shark.
- e) Creates a pause, which increases the anxiety/anticipation/suspense in the moment.
- f) Fisherman
- g) Yes, the shark doesn't need flies and bait to achieve the same end result, i.e. catching fish. Meaning that the shark is more skilled than the fisherman (or not, but this appears to be the poet's opinion).

Listening and speaking

Activity 5 (SB p. 196)

/ʊə/ sound	/əʊ/ sound	/aʊ/ sound
sure	goat	cow
cure	both	brown
during	road	how
tourist	hope	clown
Europe	home	flower
furious	throat	drought
poor	toe	
endure	show	
insecurity	jokes	
moor	coast	
	boat	
	most	
	grow	

Reading and comprehension

Activity 6 (SB p. 197)

- horizontal
- immediately
- glandular fever
- three
- trolley

Activity 7 (SB p. 197)

- Students' drawings will vary but must contain all of the listed items and in their correct places.
- Students' answers will vary.
- 'at the head of': the place where the head is put; 'at the foot of': the place where the feet are put
- on the other, facing side; at 180 degrees
- in a line that is horizontal (not vertical)

- Teenagers and young adults
 - extremely: severely
tiredness: fatigue
high temperature: fever
signs: symptoms
transmittable: infectious
spit: saliva
- Students' answers will vary.

Activity 8 (SB p. 199)

- B. standing in front of the couch
- B. the cabinet next to the bed
- C. the couch and a trolley

Activity 9 (SB p. 199)

- to describe the sick bay

Vocabulary

Activity 10 (SB p. 199)

Words	Meanings
a) thermometer	instrument used to measure temperatures
b) stethoscope	instrument used to listen to the heart and lungs
c) sphygmo-manometer	instrument used to measure blood pressure
d) antihistamines	tablets that you take for allergic reactions
e) glandular	related to the glands
f) syringe	instrument with a needle used for injections

Activity 11 (SB p. 199)

(Pictures from left to right)

- a) thermometer
- b) stethoscope
- c) sphygmomanometer

Grammar structure

Activity 12 (SB p. 200)

- a) The nurse checked my temperature before lunch.
- b) The syringe lay on the table.
- c) The nurse stood beside the doctor.
- d) His heart was thumping in his chest.
- e) The doctor put his stethoscope under my shirt to hear my heart.

Activity 13 (SB p. 200)

- a) The nurse gave me a headache tablet.
- b) Most diseases respond to medication very well.
- c) Many children die from curable diseases all over the world.
- d) The World Health Organization monitors the Ebola virus every year.

Activity 14 (SB p. 201)

- a) the Ebola virus
- b) the virus
- c) the doctor
- d) something
- e) antibiotics

Activity 15 (SB p. 201)

- a) The Ebola virus killed many people.
- b) The virus attacked her throat.
- c) The doctor took Abeo's temperature
- d) I thought something had stung me.
- e) Antibiotics cannot treat a virus.

Literature

Activity 18 (SB p. 202)

- a) Not clearly stated
- b) The main moral lesson/message is that one must not pass on one's responsibilities to others. One cannot blame others for carrying out our responsibilities imperfectly.
- c) There is more than one moral lesson. Communication requires effective listening and speaking skills, not just speaking skills. Messages often become garbled if we have not listened carefully to what others are saying.
- d) The tone is matter of fact, i.e. unemotional. Students' answers will vary regarding why the author chose that tone. Give marks for well-reasoned answers.

Listening and speaking

Activity 4 (SB p. 205)

Voiced	Unvoiced
beach	peach
feed	feet
bug	buck
rise	rice
zoo	sue
vine	fine
down	town
bark	park
zip	sip
girl	curl
goat	coat
vat	fat

Reading and comprehension

Activity 5 (SB p. 205)

Problems related to cults on Nigerian campuses

Activity 6 (SB p. 205)

- The problems created by students joining cults and the attempts to solve this problem
- Causes and proposed solutions to the increase in cults at university and the violence associated with them
- Non-fiction

Activity 7 (SB p. 205)

- Arson, sexual harassment, rape, murder and armed robbery
- HIV/AIDS; hepatitis B
- Auchi Polytechnic
- Dr. Philipa Idogho
- Surajudeen Oyebo

Activity 9 (SB p. 206)

- Students' answers will vary. They should be able to identify that the piece attempts to be objective and is serious.
- Against. Students can choose one of many possible statements in the text.
- Accurate. Students should be able to cite the examples and interviews given in support of statements made.
- No, the author takes a clear stand against cultism.

Activity 10 (SB p. 207)

- False. Cults are discouraged because they cause disruptions on university campuses.
- True
- False. Cult members have to follow cult leaders' instructions without question.
- False. New cult members follow a process of orientation and initiation.
- False. Membership has a negative impact on students' lives and their academic success.
- True
- True
- Students' answers may vary. They are likely to say they agree with it.

Activity 11 (SB p. 208)

- The virus of both diseases can be passed through the mixing of blood from one person to the next.
- They have a need to 'belong' to a group and feel a sense of identity; they lack self-esteem; they are bored and are fascinated by the violence and bizarre rituals associated with cults.
- By having a strict policy, rigorously followed, of expelling those who are members of a cult and banning them from all universities in the country for a number of years.

- d) 'Sound' means 'strong' or 'firm'. Moral values refer to what you believe about what is important or not concerning your lifestyle. These beliefs will influence the way you live, the goals which you have and how you treat others.
- e) Students give their own opinions.

Activity 12 (SB p. 208)

- a) Cults insist that their members obey all their commands. (Answers may vary.)
- b) In addition, the heads of universities immediately expel any student if they discover that he or she is a member of a cult and this seriously affects their future careers. (Answers may vary.)

Vocabulary

Activity 13 (SB p. 208)

- a) peaceful
- b) chaos
- c) ritual
- d) impact
- e) rival
- f) banned

Activity 14 (SB p. 208)

- a) The rector of the university has the right to expel any students who break the rules.
- b) One of the rituals of a cult is the blood oath.
- c) Some universities have implemented rules to discourage cults on campus.
- d) Cult members may intimidate other students by threatening them.
- e) There was total chaos when the police arrived on the scene.
- f) Confraternities are secret student groups that have recently been involved in illegal activities.

Grammar structure

Activity 15 (SB p. 210)

Students use a word or phrase from each column of the substitution table to compose sentences in the passive voice. Note that their answers include the correct form of the verb 'to be'.

Activity 17 (SB p. 211)

- a) Cults were banned from many universities in the 1990s.
- b) Dress regulations were introduced by universities so that students returned to traditional values.
- c) Rules were broken by some students and they were expelled from college.
- d) The new students were taken around campus by the rector.
- e) The rules were written by the student representatives and were approved by the registrar.

Literature

Activity 22 (SB p. 213)

- a) Onomatopoeia; assonance
- b) Personification; alliteration
- c) Personification
- d) Alliteration
- e) Assonance; personification
- f) Hyperbole

Activity 24 (SB p. 214)

- a) i) 'My head is exhausted today/The petrol inside has run out.'
- ii) 'green field'; 'geese cease'
- iii) 'My brain wants to go out and play.'
- iv) 'grey geese graze ... gazing'
- b) The poet can no longer remember the answers.
- c) The rhythm is created by the use of both assonance and alliteration; it is soothing as there are repeated sounds that are also predictable.
- d) The tone is frustrated and miserable; the choice of words reflects this, for example 'fed up', 'run out', 'tight' and 'sad'.
- e) I look until the grey geese stop doing what they are doing.

Listening and speaking

Activity 1 (SB p. 216)

- C. bring
- B. match
- A. special
- A. chocolate
- B. measure
- D. jeans
- C. thanks
- C. breathe

Activity 2 (SB p. 216)

- The long, thin shark swam in the ocean.
/ð/ /ŋ//θ/ /ʃ/ /ʃ/
- I watch a special television show on
/tʃ/ /ʃ/ /z/ /ʃ/
Thursday evenings.
/θ/ /ŋ/
- I usually eat lunch with my father.
/ʃ/ /tʃ/ /θ/ /ð/
- My birthday is on the fifth of June.
/θ/ /ð/ /θ/ /dʒ/
- This morning I put a chicken in the fridge.
/ŋ/ /tʃ/ /dʒ/

Reading and comprehension

Activity 3 (SB p. 216)

Positive and constructive aspects of education within schools

Activity 4 (SB p. 216)

- A newspaper article
- It has a positive message. It explains that you can encourage students to work harder by using positive methods, such as praise, instead of corporal punishment.

Activity 5 (SB p. 216)

- 24 October 2019
- Slapping, spanking and kicking

- Mr. Okonkwo
- 15 years

Activity 6 (SB p. 217)

- Using physical force to punish someone
- Something which occurred in the past no longer happens
- Some children begin to use violence themselves. Others more easily become depressed, aggressive or start abusing substances. Other children lose a sense of self-worth (feeling ashamed of themselves) and become fearful and anxious.
- He praises his students.
- It focuses on unacceptable behavior.
- It is not as successful in achieving the aim of reducing bad or unacceptable behavior as positive methods are.
- Students' answers will vary. Give marks for well-reasoned opinions.
- Students' answers will vary. Give marks for well-reasoned opinions.

Activity 7 (SB p. 218)

- Para. 1: Class teachers in Nigeria are finding new ways of disciplining students in their classrooms now that they are no longer allowed to administer corporal punishment.
- Para. 2: In the past, teachers often resorted to physical punishment to control student behaviour.
- Para. 3: Teachers have found that reinforcing good behaviour is far more effective in controlling and engaging students.
- Para. 4: Nigerian teachers have realised that positive discipline is a more effective way to manage misbehaving students in the classroom, rather than using punishment.

Vocabulary

Activity 8 (SB p. 219)

- a) class teacher
- b) corporal
- c) depression
- d) administer
- e) aggressiveness
- f) punishment

Grammar structure

Activity 10 (SB p. 220)

- a) Teachers are frustrated, aren't they?
- b) School children don't respect authority, do they?
- c) Class teachers mustn't hit children, must they?
- d) Parents should discipline their children, shouldn't they?
- e) I never disobey my teachers, do I?

- f) Corporal punishment isn't necessary, is it?
- g) If we spare the rod, then we'll spoil the child, won't we?
- h) I couldn't be quieter in class if I tried, could I?

Writing

Activity 12 (SB p. 220)

- a) Argumentative essay. It is an essay that tries to persuade the reader to agree with a particular opinion or way of thinking.
- b) Narrative essay. It is an essay that tells a story or gives a description of a series of events.
- c) Informative essay. It is an essay that informs the reader by explaining or discussing a specific topic or idea.
- d) Descriptive essay. This describes something, especially in a detailed, interesting way.

Listening and speaking

Activity 1 (SB p. 222)

Words	Separate syllables	Number of syllables
a) cat	cat	one
b) catastrophe	ca-tas-tro-phe	four
c) delicious	de-lic-i-ous	three
d) entrepreneur	en-trep-ren-eur	four
e) catering	cat-er-ing	three
f) unhygienic	un-hy-gien-ic	four
g) establish	es-tab-lish	three
h) renovation	re-no-va-tion	four
i) canteen	can-teen	two
j) helper	help-er	two
k) Nigeria	Ni-ger-i-a	four
l) diagnosis	di-ag-no-sis	four
m) million	mill-i-on	three
n) area	a-re-a	three
o) populated	pop-u-lat-ed	four
p) virus	vir-us	two
q) world	world	one

Activity 2 (SB p. 223)

Nigeria	commercial
aviation	fishing
competition	available
organisation	industrial
opportunity	important

Reading and comprehension

Activity 4 (SB p. 224)

- Different places within Cross River State, including the river and national parks, and places on its borders
- Students' answers will vary but they should refer to the national parks as they are mentioned in the caption of the map.

Activity 5 (SB p. 224)

- Non-fiction
- That there are few Cross River gorillas left in the world
- To make people aware that these gorillas face the threat of extinction

Activity 6 (SB p. 225)

- Gorilla gorilla diehli*
- Less than 300
- Cameroon
- Global Forest Watch
- The crowned guenon and the grey-cheeked mangabey
- Cross River National Park; International Union for Conservation of Nature

Activity 7 (SB p. 225)

- Cross River National Park Oban division, Okangwo division, Oban Hills division
- Benue State, Ebonyi State, Abia State, Akwa Ibom State, Republic of Cameroon

Activity 9 (SB p. 226)

- False. The Cross River gorilla is critically endangered.
- False. Cross River gorillas live in small family groups.
- False. Cross River gorillas eat the fruit, leaves, stems and bark of plants and trees.
- True

- e) False. The future of the Cross River gorillas that live in the Cross River National Park is not secure; even inside the park, wildlife is threatened by forest loss and poaching.
- f) True
- g) False. The grey-cheeked mangabey is extinct.
- h) True

Activity 10 (SB p. 226)

Students' answers will vary. Note: the original title of the article was 'Critically endangered gorillas threatened by deforestation'.

Activity 11 (SB p. 226)

- a) • The habitat of the gorillas is threatened because people are cutting down many trees.
- Some gorillas are poached by people for food.
- b) Students' answers will vary.
- c) They could reduce poaching by policing the area better. They could discuss the problem of deforestation and what can be done about it.

Activity 12 (SB p. 227)

Para. 1: Cameroon is home to one of the most endangered animals in the world.

Para. 2: Cross River gorillas look similar to Western Lowland gorillas, but have small differences in their skulls and teeth size.

Para. 3: Researchers estimate that there are between 200 and 300 of these gorillas left.
OR

The International Union for Conservation of Nature (IUCN) lists the Cross River Gorilla on its Red List, which is a list of animals at risk of becoming extinct.

Para. 4: Traditionally, Cameroonians have protected the Cross River Gorilla.

Para. 5: Female Cross River gorillas give birth once every four to six years, which slows attempts to increase their numbers.

Para. 6: Another threat to these gorillas is the difficulty of law enforcement.

Para. 7: The Cross River National Park is working actively to conserve the gorillas.

Vocabulary

Activity 13 (SB p. 226)

Words	Meanings
a) endangered	an animal or plant species that may soon not exist because there are very few now alive
b) deforestation	the cutting down of trees in a large area or the destruction of forests by people
c) extinct	no longer existing
d) zoological	to do with the scientific study of animals
e) habitat	the natural environment in which an animal or plant usually lives
f) decade	a period of ten years
g) logging	the activity of cutting down trees in order to use their wood
h) poaching	catching or killing animals without permission on someone else's land
i) bushmeat	meat from African wild animals used as food by humans
j) conservationist	a person who works for the protection of plants, animals and natural areas

Grammar structure

Activity 14 (SB p. 228)

- a) Are gorillas endangered?
- b) Is their survival in question?
- c) Do they live in small family groups?
- d) Hasn't it become difficult for the apes in recent years?
- e) Isn't law enforcement weak?
- f) Hasn't Nigeria become one of the countries with the highest rate of deforestation in the world?

- g) Is wildlife threatened by forest loss and poaching?
- h) Hasn't hunting in the area led to the extinction of at least two ape species?

Activity 15 (SB p. 228)

Students' answers will vary.

- a) Some gorillas were sighted in the 1980s – when
- b) Fewer than 300 Cross River gorillas live in the wild – where
- c) The gorilla population is scattered over an area of about 12 000 square kilometres of forest – where
- d) The gorilla is protected by the law – how
- e) Poachers are able to escape across the border – where

- f) Female gorillas only give birth once every four or five years – when
- g) Cross River gorillas live in small family groups – how
- h) Life has become difficult for these apes in recent years – when

Literature

Activity 18 (SB p. 230)

- a) Simile: the tree; the wind
- b) Metaphor: my best friend; a peach
- c) Simile: some teachers; dragons
- d) Metaphor: the raindrops; a glass necklace
- e) Metaphor: the clouds; puffs of cotton wool
- f) Simile: I; old man

Listening and speaking

Activity 2 (SB p. 231)

- a) threat
- b) rank
- c) toddler
- d) throat
- e) skate
- f) flask
- g) schedule
- h) scheme
- i) play
- j) black
- k) eleventh
- l) aircraft
- m) think
- n) scholarship

Reading and comprehension

Activity 3 (SB p. 232)

- a) True
- b) False. School attendance dropped after Sharia law was imposed.
- c) False. This is hard to prove and is largely an opinion, but the text suggests that drug abuse increased after the introduction of Sharia law.

Activity 4 (SB p. 232)

The increase in drug abuse in Nigeria, particularly among the youth

Activity 5 (SB p. 232)

- a) Students' own answers
- b) Non-fiction
- c) The Internet

Activity 6 (SB p. 232)

- a) 178
- b) 31,3%
- c) Lagos

- d) The state commander of the NDLEA
- e) Cannabis, cocaine

Activity 8 (SB p. 233)

- a) D. many of the city residents moved away from the city after 178 people died in one day in a series of bomb blasts and shooting sprees
- b) C. many local factories and tanneries have closed down
- c) B. to escape from their own lives for a while
- d) A. will try anything to get high

Activity 9 (SB p. 234)

- a) It has changed from a thriving and prosperous area to a place where there is a high unemployment rate and serious social problems, such as drug and other substance abuse.
- b) About four times
- c) Possible answer: It is harder to treat addiction to these drugs because the effects are not as well-known.
- d) Students give their own opinions. Answers could include the idea that if young people find fulfillment and interest from participating in sport, and focus on training and getting a job, they are less likely to turn to drugs.
- e) Students give their own opinions. The last sentence means: The only way to solve the problem of the high rate of drug addiction is to reduce the social problems which lead to the drug abuse.

Activity 10 (SB p. 234)

Topic sentences

Para. 1: In 2000, however, when Boko Haram came on the scene and Sharia was introduced, many traders and non-Muslims moved away from the area.

Para. 2: Unemployment in Kano is high and many people turn to drugs to help them escape the harsh reality of their lives.

Para. 3: Amadu Graba, state commander of the National Drug Law Enforcement Agency (NDLEA), says that drug addiction is a very serious problem in Kano.

Para. 4: In addition to conventional drugs such as cannabis, methamphetamine and cocaine, drug users have begun abusing less conventional substances, including the fumes of liquids such as glue, petrol, nail polish and paint.

Para. 5: The NDLEA has teamed up with the Nigerian police, the department of state security, customs, immigration, and Hisbah (which enforces Islamic law) to fight drug abuse and the trafficking of drugs in Kano.

Para. 6: The only effective way of tackling the issue of drug addiction is to deal with the social problems that underlie it.

Main idea

Para. 1: When Boko Haram became active and Sharia law was introduced in 2000, many businessmen and non-Muslims moved away.

Para. 2: Because unemployment is high, many people take drugs to escape their problems.

Para. 3: The state commander of the National Drug Law Enforcement Agency (NDLEA) stated that drug addiction is serious in Kano.

Para. 4: People use both conventional and less common drugs.

Para. 5: The NDLEA is working with other organisations, government and police bodies to oppose the sale and use of drugs.

Para. 6: One has to solve the social problems leading to drug abuse first, if one wants to reduce drug addiction.

Vocabulary

Activity 11 (SB p. 234)

- a) prosperous
- b) unemployment rate

- c) poverty
- d) drug addiction
- e) abusing
- f) trafficking of drugs
- g) vocational training centres
- h) social strata

Grammar structure

Activity 12 (SB p. 236)

- a) The banana is eaten by Yetunde.
- b) Cannabis is smoked by children.
- c) Drug abuse is fought by the NDLEA.
- d) The television was switched on by Ndubuisi.
- e) A vocational training centre was built by the community.

Activity 13 (SB p. 236)

- a) unemployment
- b) the police

Activity 14 (SB p. 236)

- a) Morenike is wearing a red dress.
- b) The mother is feeding her baby.
- c) My mother cooks dinner every day.
- d) Ronke cleaned the house last week.
- e) I wrote the letter.

Activity 15 (SB p. 237)

- a) The children wrote the rules themselves.
- b) She made the decision for herself.
- c) I found the job myself.

Literature

Activity 19 (SB p. 238)

- a) Education is a river.
- b) Drug abuse is like a demon.
- c) The boys looked at the child who was a leaf in the gutter.
- d) He is a gorilla.
- e) Smoking is like a temptress.
- f) The sky was like a weeping child.
- g) His father was as wise and strong as a wizard.
- h) The town is an empty desert.

Listening and speaking

Activity 1 (SB p. 239)

doubt, hymn, debt, scent, wrinkle, condemn, gnat, school, chaos, soften, gnaw, bristle, wrong, plumber, wreck, reign, kneel, design, wriggle, limb, bomb, scene, receipt, wrap

Activity 2 (SB p. 239)

- I pulled a muscle in my calf when I climbed onto the roof.
- I knocked on the door of the science lab but there was no answer.
- I like Science because it teaches you about Chemistry.
- The name of the psychiatrist was on a sign.
- I knew the answer.

Reading and comprehension

Activity 3 (SB p. 240)

The text is about a girl celebrating her 15th birthday (see the balloons in the picture) with friends and family.

Activity 4 (SB p. 240)

- Four
- It will describe her 15th birthday and how she celebrated it.

Activity 5 (SB p. 240)

The busiest day of Ngozi's life was her birthday.

Activity 6 (SB p. 240)

- 15
- 100
- The writer, her mother and sisters
- Beef (cow)
- Saturday

Activity 7 (SB p. 240)

Students' answers will vary. The answer could be similar to the following: The story is about Ngozi's 15th birthday, which was the busiest day of her life. Her birthday was memorable and happy because her entire family and all her friends helped to make it a lovely day.

Activity 8 (SB p. 240)

- 'I was as hungry as a wolf.' (simile: I; wolf)
'The town was a sleeping dog.' (metaphor: town; sleeping dog)
- The sun. The sun is personified in the words 'touched lovingly by the golden light of the sun'. This suggests that the sun can feel human emotions, such as love, when it touched the town 'lovingly'.
- The tone is happy and lighthearted; students' reasons will vary.
- The author uses subjective, detailed, descriptive language and positive imagery to tell the story of the birthday. The mood is happy.
- Positive. Of course, a 15th birthday celebration is a special celebration in Nigeria.
- 'But' is a signal word. It signals an alternative explanation/opinion to the statement that preceded it.
- She woke up early because she was excited, and there was a lot to do.
- There are many possible facts that students can give, but here are three of the most important ones:
 - She had a big party for about a hundred of her friends and family.
 - There was a big feast with a roast cow as the main dish.
 - She danced for hours.
- Her birthday was on a Saturday./There is no school on Saturdays.
- It was a success: 'the happiest one' or 'just as memorable'.
- Descriptive
- Adjectives

Activity 9 (SB p. 242)

There are many possible answers for some of these questions. Here are some examples of answers. Check that students have given appropriate answers.

- busiest/fullest/happiest
- I/me/we
- fun/attention
- beautiful/golden/delicious
- my
- sun/bed/window
- more exquisite/happier
- Nigeria
- before/with

Activity 10 (SB p. 242)

- The purpose was to describe what an enjoyable and exciting day she had, shared by friends and family, and how special she felt.
- Para. 1: The writer awoke early, while most people were still asleep, because she had a lot of preparation to do.
Para. 2: It was her 15th birthday and about 100 guests were expected, so she and her family prepared a feast of beef and rice.
Para. 3: The guests were beautifully dressed and brought presents; they enjoyed the meal and the evening of dancing.
Para. 4: She was very tired, but happy, at the end of the party, which ended late.

Vocabulary

Activity 11 (SB p. 243)

- beautiful
- empty
- quiet
- excited
- big/large/huge
- delicious

Activity 12 (SB p. 243)

- entire
- exquisite
- exhausted
- big
- memorable

Grammar structure

Activity 13 (SB p. 243)

Common noun	Proper noun	Collective noun
a) island	Lagos Island	a group of islands
b) mountain	Mount Dimlang	a range of mountains
c) book	Robinson Crusoe	a library of books
d) person	Nneka Egbuna	a crowd of people
e) bird	Black Eagle	A flock of birds

Activity 14 (SB p. 244)

- My brother says that kindness is more important than success. (Common noun: brother; Abstract nouns: kindness, success)
- My greatest wish is for peace in Africa. (Abstract nouns: wish, peace, Proper noun: Africa)
- The woman looked at the baby with pride. (Common nouns: woman, baby; Abstract noun: pride)
- Kunle enjoys the beauty of nature. (Common noun: nature; Abstract noun: beauty, Proper noun: Kunle)
- This book says that love is greater than fear. (Common noun: book; Abstract nouns: love, fear)

Activity 15 (SB p. 245)

- She began to study a week before the exams.
- That cost you dearly, didn't it?
- The teacher became very angry when the children didn't listen to her yesterday.
- I meant to show you how to solve those fractions in our lesson last week.
- My mother woke up last Sunday to the sound of me making breakfast.

Activity 16 (SB p. 245)

Adjective	Comparative	Superlative
a) pretty	prettier	prettiest
b) beautiful	more beautiful	most beautiful
c) many	more	most
d) narrow	narrower	narrowest
e) generous	more generous	most generous
f) handsome	more handsome	most handsome
g) taller	taller	tallest
h) strange	stranger	strangest

Literature

Activity 18 (SB. 247)

Column 1	Column 2
a) What is the difference between a train and a tree?	One leaves its shed; the other sheds its leaves.
b) What colour is the wind?	Blew (blue)
c) Why can't a bicycle ... own?	Because it is too tired (tired).
d) What is black and white and red (read) all over?	A newspaper.
e) What parts of a river can you eat?	The sauce (source) and the currants (currents)
f) Where does a clock go when it is hungry?	Back four (for) seconds. (It goes to get a second helping.)
g) Why was the man stuck in debt?	Because he could not budge it (budget).
h) Why did the cat jump off the tree?	Because of its bark.

Activity 19 (SB. 247)

- The phrase 'money down the drain' usually refers to wasting money on a useless or unsuccessful project. In this case, the money indirectly went down the drain of the sink because it was spent on detergent which went down the plughole.
- The speaker means 'two years old', but could be understood as 'two people' (twins).
- To be 'stumped' means to be unable to answer a question. In cricket, it also means when the ball knocks the bails off the three stumps which form the wicket, thus causing the batsman to be dismissed.
- To be hoarse means to have a sore throat and therefore make a gruff noise with one's voice. Here it sounds as if it is saying that the pony is actually a horse.
- 'Means the world to her' is a way of saying that something is very precious and means a huge amount to one. This is a pun because the Geography teacher teaches about the Earth.

Activity 20 (SB. 247)

Column 1	Column 2
a) They let him go because he wasn't doing his job properly.	They fired him
b) He is economical with the truth.	He is lying.
c) He is a couch potato.	He is lazy.
d) He eats a lot, so he is well-covered.	He is fat.
e) She borrowed money from her mother without asking.	She stole money.

PAPER I: Multiple choice

(80 marks)

Section I: Comprehension

(p. 248) (10 marks)

Passage I

(5 marks)

1. C. in a small village
2. A. liked Pekun
3. C. sometimes easy
4. B. he had brothers and sisters
5. A. stay in the village

Passage II

(5 marks)

6. D. loyal
7. A. retire
8. C. It was lived in by another person.
9. E. was snow-filled
10. A. staff

Section II: Spoken English

(p. 250) (15 marks)

11. D. machine
12. C. blink
13. A. bear
14. B. stack
15. A. marsh
16. C. spot
17. E. dawn
18. A. that
19. E. routine
20. A. enough
21. B. Thursday
22. B. separate OR D. picture
23. A. sip
24. B. zip
25. C. pay

Section III: Vocabulary

development (p. 251) (25 marks)

26. D. safety
27. C. compliment
28. E. doctors
29. A. switches on
30. D. dis-
31. D. pollution
32. D. theatre
33. C. stepmother
34. E. standing
35. A. punctual
36. D. law
37. B. invented
38. D. spectators
39. A. keep company
40. C. not

(41. C. Games) are wonderful for (42. A. children) especially (43. E. games) they can play with other children. A lot of thought goes into the (44. D. making) of these toys. The (45. C. packaging) must also be well thought out as it needs to (46. A. attract) the children and their (47. D parents) into buying it. The games must be (48. C. appropriate) for the (49. D different) ages and be (50. B. fun) to play.

Section IV: Grammatical

accuracy (p. 253) (30 marks)

51. A. against
52. E. chlorophyll
53. A. hid
54. C. do you
55. D. terrified
56. E. very or D. too
57. E. ours
58. A. -ment
59. B. theirs
60. C. off
61. D. cleverer

62. C. despite
63. A. that
64. B. before
65. A. so
66. A. but
67. D. didn't we?
68. E. were
69. E. with or C. about
70. D. E. each other (for two people)
71. D. was (regarded as a singular subject with construction 'neither ... nor')
72. C. than
73. A. philosophical
74. E. thirsty
75. A. youngest
76. E. seeing
77. B. at
78. A. by
79. C. leaves
80. B. who

Practice examination

This section offers you an English Language Examination based on the guidelines of the National Examinations Council (NECO). It is based on the work you have done in Junior Secondary 1 this year. It is presented in a similar format to the Basic Education Certificate Examination (BECE) that you will write at the end of Junior Secondary 3. We hope this helps to prepare you well for you (BECE)!

Structure of the examination

The examination consists of two papers:

- Paper 1: Multiple choice (Section A: Comprehension, Section B: Vocabulary development, Section C: Grammatical accuracy, Section D: Spoken English).
- Paper 2: Essay

Helpful hints for while you are writing your examination

- Read the questions carefully so you know what is required.
- Think about the time you have to write your paper. Plan the amount of time you

will spend on each section. Make sure you leave enough time at the end for checking!

- Do not talk to any students while writing your examination.
- Use your examination question paper and your examination answer sheets only. Do not use any other books, paper, tablets, mobile phones etc.
- Stop writing when you are told to do so.
- When you have completed your examination, read through the questions and your answers carefully. Make changes if necessary.
- When you are satisfied with your work, hand in your answer sheets to your teacher, or the person who is invigilating the examination.

Paper I: Multiple choice

(50 marks)

SECTION A: Comprehension

(6 marks)

Read the passage 'Children drown in boating accident' and complete each sentence or answer in Questions 1–6 by choosing the most appropriate option, lettered A–E.

Children drown in boating accident

2 July 2015

LAGOS, Nigeria – The National Emergency Management Agency has announced that six children drowned yesterday. The boat in which they were travelling to school collided with a larger boat on the Lagos lagoon and **capsized**. Eight of the children on the boat as well as the captain of the boat were able to swim to safety. However, the six young children, who were not able to swim, did not survive. Their bodies have all been found.

Although the state government of Lagos has distributed thousands of life jackets in the last three years to help prevent accidents

of this nature, not one of the children was wearing a life jacket at the time. It is **compulsory** to wear life jackets at all times while on Lagos **waterways**, but many people do not bother.

The children's boat collided with a speedboat that had suddenly developed a technical problem. This problem prevented the captain from steering the boat properly and avoiding crashing into the smaller boat. He has been arrested by local authorities.

Many people in Nigeria travel to local markets, work and school by boat every day. In some cases, they have no choice.

This is because there is no other way to travel across the water that lies between them and their destination or there is no other form of transport available. Often, however, people travel by boat to avoid the terrible **traffic jams** that make road travel in Lagos so slow and **frustrating**. Authorities recently warned people who travel by boat on the waterways of Lagos to be extra careful during the rainy season and to ensure that everyone on the boat wears a life jacket. Boating accidents happen more often during the rainy season because the level of the ocean is higher and tidal waves occur regularly.



The rainy season sees an increase in the number of boating accidents.

1. How many children were on the boat when the accident took place?
 - A. six
 - B. eight
 - C. fourteen
 - D. fifteen
 - E. thousands
2. Where were the children going?
 - A. to the lagoon
 - B. to the market
 - C. to school
 - D. home
 - E. on holiday
3. What caused the accident?
 - A. The boat sprang a leak and sank.
 - B. The captain of the boat drove into a rock.
 - C. A rainstorm
 - D. The boat was hit by a larger boat and overturned.
 - E. The boat was overloaded.
4. Compulsory can best be defined as _____.
 - A. a good idea
 - B. recommended
 - C. voluntary
 - D. optional
 - E. required by law
5. Why do boating accidents happen more often during the rainy season?
 - A. The level of the ocean is higher and tidal waves occur regularly.
 - B. More people travel by boat during the rainy season.
 - C. The boats do not have windscreen wipers.
 - D. The water is colder.
 - E. The rain damages the boats.
6. This reading passage is taken from _____.
 - A. an advertisement
 - B. a novel
 - C. a newspaper
 - D. a play
 - E. an anthology

Section B: Vocabulary development (15 marks)

Complete each of the following sentences in Questions 7–13 with the most appropriate option, lettered A–E.

7. The drownings could have been _____ if the children were wearing life jackets.
 - A. distributed
 - B. intimidated
 - C. prevented
 - D. documented
 - E. extricated
8. They reached their _____ late because there was a traffic jam.
 - A. navigation
 - B. destination
 - C. consternation
 - D. explanation
 - E. direction

9. There was a loud crash when the two cars _____.
- A. collided
B. capsized
C. navigated
D. demolished
E. directed
10. It is _____ not to have life jackets for the passengers on the boat as the law states that you must.
- A. disrespectful
B. penalty
C. misguided
D. irresponsible
E. illegal
11. The large number of cars on the roads causes traffic _____.
- A. congestions
B. diffusion
C. confusion
D. consultation
E. dispersion
12. The _____ in the competition were competing for a cash prize.
- A. delegates
B. spectators
C. witnesses
D. participants
E. members
13. It is your _____ to make sure you complete your homework every day.
- A. encouragement
B. realisation
C. responsibility
D. irresponsibility
E. position

In the passage below, the numbered gaps indicate missing words. Against each number (14–21) in the list below the passage, five options are offered in columns, lettered A–E. Fill each numbered gap with the most appropriate of the options.

The company sourced an 14 of twenty million naira to allow them to complete the 15 of their office and to 16 new industrial cooking 17 such as heavy-duty ovens, industrial cooking pots, and a new 18 van to increase their 19. Since then, they have continued to grow and 20, and now have three offices and many employees, including 21 chefs.

No.	A	B	C	D	E
14.	understanding	investment	expense	amount	interest
15.	opportunity	interest	scaffold	renovation	demolition
16.	destroy	demand	clean	sell	purchase
17.	equipment	interests	opportunities	skills	tackle
18.	requirements	broken	delivery	collision	travel
19.	inefficiency	understanding	intelligence	requirements	efficiency
20.	decrease	prosper	sink	complete	overcome
21.	opportunity	hobby	untrained	professional	bad

Section C: Grammatical accuracy (22 marks)

*Complete each sentence or answer each question (22–43) by choosing the **most appropriate option**, lettered A–E.*

For Questions 22 to 25, replace the words in brackets with the correct **pronouns**.

22. He read the book to (**his mother**).
- A. him
B. she
C. her
D. you
E. them
23. My parents often help (**me and my brothers**) with our homework.
- A. us
B. them
C. we
D. you
E. they

24. The girl phoned (**her brother**).
- them
 - her
 - he
 - him
 - she
25. (**My family and I**) are going to visit my granny this weekend.
- Us
 - We
 - They
 - I
 - You

For Questions 26 to 28, choose the correct ending to complete the sentence.

26. He wrote a letter to explain _____.
- if he had come
 - why he had come
 - whether he will come
 - when he came
27. The farmers expect the harvest _____.
- to be good
 - was good
 - are going to be good
 - will be worse than last year
28. In the final concert, the singer _____.
- did good
 - did not perform good
 - was the worst of the two performers
 - did well

For Questions 29 to 32, choose the correct **preposition**.

29. We are going _____ the shop this afternoon.
- in
 - at
 - to
 - on
 - from
30. Simisola's baby was born _____ July.
- in
 - at
 - to
 - on
 - from
31. My brother is still _____ the market buying fruit.
- in

- at
 - to
 - on
 - from
32. Kunmi started school _____ 2015.
- in
 - at
 - to
 - on
 - from

For Questions 33 and 34, identify the **subject**.

33. Ebo cooked the stew on the fire.
- fire
 - stew
 - cooked
 - Ebo
 - on
34. The sisters washed the dishes in a small basin.
- the sisters
 - washed
 - the dishes
 - small
 - basin

For Questions 35 to 37, identify the **agent**.

35. The meat was cooked on the fire by my father.
- the meat
 - was cooked
 - on the fire
 - by
 - my father
36. The last piece of cake was swallowed in one mouthful by Isikwe.
- Isikwe
 - one mouthful
 - was swallowed
 - of cake
 - the last piece
37. A delicious meal was served by my grandmother for my birthday.
- was served
 - my birthday
 - my grandmother
 - delicious
 - meal

For Questions 38 and 39, choose the correct **tag**.

38. The boat capsized, _____
A. did it?
B. didn't it?
C. won't it?
D. will it?
E. isn't it?
39. They weren't wearing life jackets, _____
A. won't they?
B. were they?
C. are they?
D. aren't they?
E. weren't they?

For Questions 40 and 41, say what the **adverbial phrase** explains.

40. The boat floated **across the water**.
A. how
B. where
C. when
D. why
E. what
41. **After a few minutes**, the boat sank.
A. how
B. where
C. when
D. why
E. what

For Questions 42 and 43, identify the **part of speech**.

42. Since **earliest** times, people have lived in groups.
A. verb
B. noun
C. adjective
D. adverb
E. preposition
43. Rural settlements depend on natural resources such as **soil** and water.
A. verb
B. noun
C. adjective
D. adverb
E. preposition

Section D: Spoken English

(7 marks)

Choose from the options in Questions 44–50, lettered **A–E**, the one that contains the sound represented by the **given phonetic symbol**.

44. /ɪə/
A. pure
B. bear
C. clear
D. case
E. high
45. /eə/
A. stairs
B. near
C. sure
D. grace
E. alone
46. /ʊə/
A. hole
B. space
C. tourist
D. fly
E. there
47. /eɪ/
A. eight
B. coil
C. time
D. drone
E. house
48. /ɔɪ/
A. couch
B. oyster
C. high
D. sure
E. weird
49. /aʊ/
A. sigh
B. stone
C. toy
D. face
E. mouth
50. /əʊ/
A. couch
B. alone
C. joy
D. grace
E. disappear

Paper II: Essay (20 marks)

Answer **both** questions **one and two**. Your answer to each should be **about 200 words long**. You are free to use the hints below each question and/or any other ones you like.

Each question carries 10 marks.

1. Write an essay about the best school day you had this year.
You may make use of the following hints:
 - a) **Introduction:** Describe the day.
 - b) **Body:** Give reasons why it was your best day.
 - c) **Conclusion:** What could have made the day even better?
2. A friend from the village where your grandmother lives is moving to the city and is going to attend school with you. Write an informal letter to your friend explaining what he/she can expect. You may make use of the following hints:
 - a) **Introduction:** Express your excitement at having him/her at your school.
 - b) **Body:** Explain what he/she can expect at school (subjects, teachers, sports).
 - c) **Conclusion:** End your letter by wishing him/her all the best for the move to the city.

Practice examination answers

Paper I: Multiple choice

(50 marks)

Section A: Comprehension

(6 marks)

1. C. fourteen
2. C. to school
3. D. The boat was hit by a larger boat and overturned.
4. E. required by law.
5. A. The level of the ocean is higher and tidal waves occur regularly.
6. C. a newspaper

Section B: Vocabulary development

(15 marks)

7. C. prevented
8. B. destination
9. A. collided
10. E. illegal
11. A. congestion
12. D. participants
13. C. responsibility
14. B. investment
15. D. renovation
16. E. purchase
17. A. equipment
18. C. delivery
19. E. efficiency
20. B. prosper
21. D. professional

Section C: Grammatical accuracy

(22 marks)

22. C. her
23. A. us
24. D. him
25. B. We
26. B. why he had come
27. A. to be good

28. D. did well.
29. C. to
30. A. in
31. B. at
32. A. in
33. D. Ebo
34. A. the sisters
35. E. my father
36. A. Isikwe
37. C. my grandmother
38. B. didn't it?
39. B. were they?
40. B. where
41. C. when
42. C. adjective
43. B. noun

Section D: Spoken English

(7 marks)

44. C. clear
45. A. stairs
46. C. tourist
47. A. eight
48. B. oyster
49. E. mouth
50. B. alone

Paper II: Essay

(20 marks)

1. Use the rubric on page 79 of this Teacher's Guide for Narrative Essays to mark Question 1. Divide the rubric mark of 40 by 4 to get a total out of 10.
2. Use the rubric on page 80 of this Teacher's Guide for Formal and Informal Letters to mark Question 2. Divide the rubric mark of 40 by 4 to get a total out of 10.

Total marks: 70

Rubric: Narrative Essay (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Focus (relates to topic)	The content of the essay is directly related to, and includes an interesting or unusual interpretation of the topic. (5 marks)	The content of the essay relates directly to the topic. It attempts an interesting or unusual interpretation of the topic. (4 marks)	The content of the essays relates directly to the topic. (3 marks)	The content of the essay attempts to relate to the topic, but misinterprets the focus of the topic. (2 marks)	The content of the essay is unrelated to the topic. (0–1 marks)
Structure (order of content)	The essay uses clear Introduction, Body and Conclusion, and builds tension in the story by providing clues as to what happens 'next' or 'in the end'. (9–10 marks)	The essay is logically structured in order to build the Plot: Introduction, Body and Conclusion are all well related to one another. (7–8 marks)	The essay is logically structured; contains Introduction, Body and Conclusion. (4–6 marks)	Essay is poorly structured (for example, missing an Introduction or Conclusion). (2–3 marks)	The essay does not follow a clear structure. (0–1 marks)
Narrative techniques	The Setting and Main Characters are clearly described in the Introduction. The Characters show some kind of change/development in the Body of the story. The Plot is clear and developed throughout the essay. The Conclusion is interesting, the story ends in an unexpected way that makes good sense. (9–10 marks)	The Setting, Main Idea of the essay and Main Characters are clearly described in the Introduction. The Plot is clearly developed in the Body of the essay. The Conclusion is interesting. (7–8 marks)	The Setting, Main Idea and Main Characters are clearly described in the Introduction, but more details could have been included. The Plot is adequately developed in the Body. There is a Conclusion but it is not interesting. (4–6 marks)	The Setting, Main Idea and Characters are not clearly described in any part of the essay. The Plot is unclear. The essay lacks a proper Conclusion. (2–3 marks)	The Setting and Characters are not described. The Plot is unclear or non-existent. There is no Conclusion. (0–1 marks)
Language (including Grammatical Structure)	The essay uses clear Literal Language as well as a variety of Figures Of Speech (Similes, Metaphors etc.). Sentences are varied and their structure creates interest. Appropriate Dialogue is included. Grammar is above expectations for the grade, with excellent use of Adverbs and Adjectives. (9–10 marks)	The essay uses Literal Language and some Figures Of Speech. Sentences are correct and create some interest. Some Dialogue is included. Grammar is at grade level. (7–8 marks)	The essay uses mostly Literal Language. Sentences are correct but not varied in structure. Grammar is at the grade level, and may include few mistakes. (4–6 marks)	The essay uses Literal Language. Sentences may not be correct. Grammar is below grade level, and includes many mistakes. (2–3 marks)	Language use shows that student does not understand basic language rules, and has no ability to use Figurative Language. Grammar is mainly incorrect. (0–1 marks)
Spelling and Punctuation	No errors. (5 marks)	One or two errors. (4 marks)	Three or four errors. (3 marks)	More than five errors. (2 marks)	More than ten errors. (0–1 marks)

Rubric: Formal and Informal Letters (40 marks)

Criteria	Excellent	Good	Average	Below average	Unsatisfactory
Date Sender's address Receiver's Address (if Formal)	Correctly placed. All details are included and correct. (5 marks)	Correctly placed. All details are included. 1 mistake. (4 marks)	Correctly placed. Most details included. 1 or 2 mistakes. (3 marks)	Incorrect placement. Some details included. More than 2 mistakes. (2 marks)	No address or date. (0–1 marks)
Content	Content is interesting, relevant and entertaining or informative. (9–10 marks)	Content is interesting and relevant. (7–8 marks)	Content is relevant but not interesting. One or two inaccuracies. (4–6 marks)	Content is somewhat irrelevant and incomplete. More than two inaccuracies. (2–3 marks)	Incomplete, irrelevant or inaccurate information. (0–1 marks)
Structure	Logical paragraphs that are skilfully linked to one another. (9–10 marks)	Logical paragraphs that are linked to one another. (7–8 marks)	Some logic evident, but paragraphs not well linked. (4–6 marks)	Illogical paragraphs. No linkages between paragraphs. (2–3 marks)	No paragraphs. (0–1 marks)
Grammar and Punctuation	Appropriate Language. Excellent Vocabulary. No Punctuation or Grammatical Errors. (9–10 marks)	Appropriate Language. Good Vocabulary. One or two Punctuation or Grammatical Errors. (7–8 marks)	Mixture of appropriate and inappropriate Language. Limited Vocabulary. More than two Punctuation or Grammatical Errors. (4–6 marks)	Inappropriate Language that is unclear. Poor Vocabulary. More than 5 Punctuation or Grammatical Errors. (2–3 marks)	Language uses makes it difficult to understand. Very poor Vocabulary. More than 8 Punctuation or Grammatical Errors. (0–1 marks)
Opening and Closing Salutations Heading (if Formal)	Correct and appropriate. (5 marks)	Correct. (4 marks)	Either Opening, Closing or Heading is incorrect. (3 marks)	Both Opening and Closing show errors, Heading is missing or inappropriate. (2 marks)	Either Opening or Closing is missing, and has an error. Heading is missing. (0–1 marks)