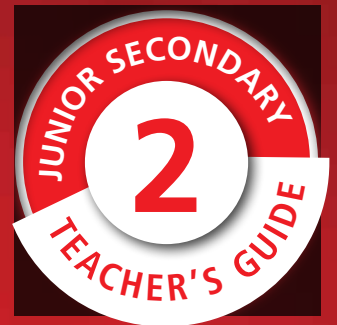


NEW

Excellence

in English



CURRENT
NERDC
Curriculum

FREE
DIGITAL

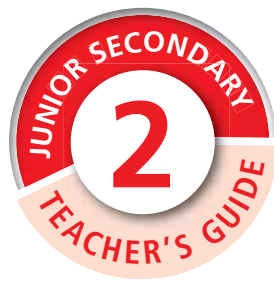


CAMBRIDGE
UNIVERSITY PRESS

NEW

Excellence

in English



Contributors/Reviewers:

E.O. Okonji

B. Fagbule



CAMBRIDGE
UNIVERSITY PRESS

CAMBRIDGE UNIVERSITY PRESS

Published by Cambridge University Press
University Printing House, Cambridge CB2 8BS, United Kingdom

Distributed in Nigeria by Cambridge University Press Nigeria Ltd
252E Muri Okunola Street, Victoria Island, Lagos State, Nigeria

Cambridge University Press is part of the University of Cambridge.

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

www.cambridge.org

Information on this title: www.cambridge.org/9781108789684

© Cambridge University Press 2020

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

First published 2016

New edition published 2020

20 19 18 17 16 15 14 13 12 11 10 9 8 7 6 5 4 3 2 1

ISBN 978-1-108-78968-4 Paperback

Editor: Jenny Neethling

Designer: Mellany Fick

Typesetter: Jenny Wheeldon

Illustrators: Rassie Erasmus, Geoff Walton

Cover image by: Vladimirovic/GettyImages

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

If you want to know more about this book or any other Cambridge University Press publication, phone us at +234 703 844 5052 or send an e-mail to cup.ng@cambridge.org

Contents

Introduction	1
Term 1	3
Module 1 My holiday	4
Module 2 Interesting places in Nigeria	6
Module 3 A visit to a hospital	8
Module 4 Festivals	10
Module 5 Homes	12
Module 6 Sport	14
Module 7 Science news	16
Module 8 Folk tales	18
Module 9 Being healthy	20
Module 10 Revision	22
Term 2	23
Module 1 First aid	24
Module 2 School bullies	27
Module 3 Music	29
Module 4 Technology	31
Module 5 Advertising	33
Module 6 Entrepreneurs	35
Module 7 Birthdays	37
Module 8 Friendships	39
Module 9 Moving to the city	41
Module 10 Revision	44
Term 3	46
Module 1 HIV	47
Module 2 Mining in Nigeria	50
Module 3 Values	52
Module 4 Living in a new place	54
Module 5 Why we have laws	56
Module 6 Protecting our planet	58
Module 7 Peacekeepers	60
Module 8 A story about money	63
Module 9 Relationships	65
Module 10 Revision	67
Vocabulary, grammar and spoken English practice activities	69

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). Therefore, it is 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: My holiday

Module 6: Sport

Module 2: Interesting places in Nigeria

Module 7: Science news

Module 3: A visit to a hospital

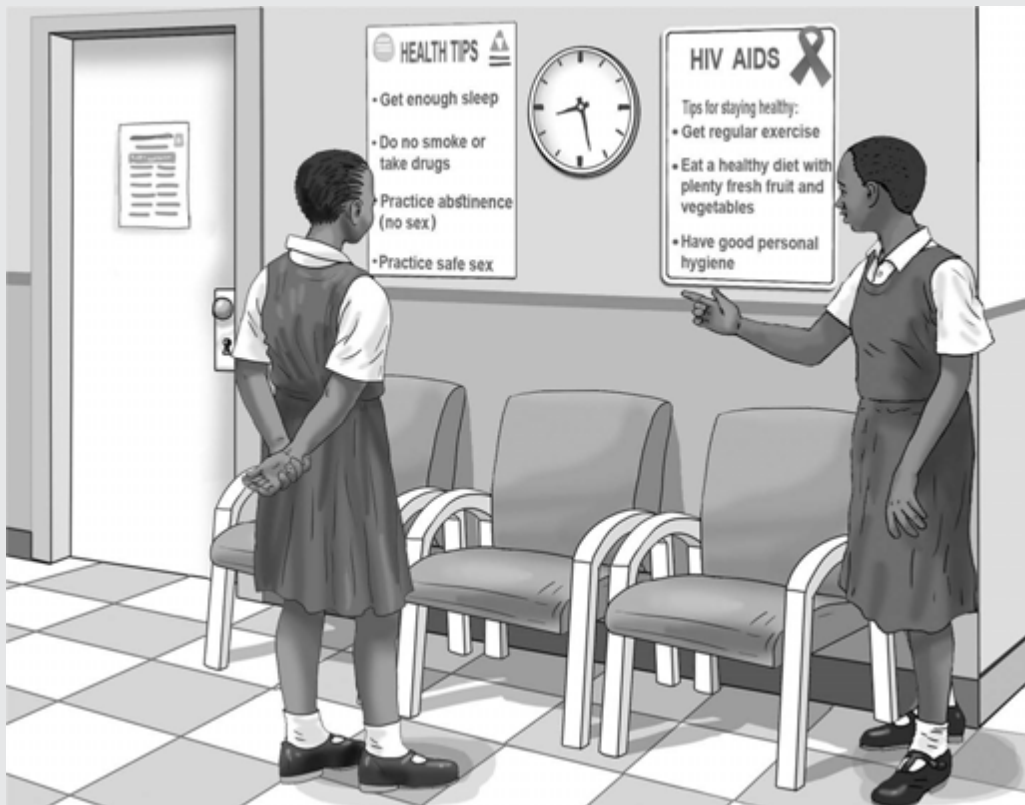
Module 8: Folk tales

Module 4: Festivals

Module 9: Being healthy

Module 5: Homes

Module 10: Revision



Reading and comprehension

Activity 9 (SB p. 5)

- Students' answers will vary. Students should reference the title and the illustrations in their answers.
- C. a story
- Apples, grapes, oranges, bananas
- Students find the words in bold in the story. They try to work out the meaning of the words by reading them in the sentences in which they appear. Then they check the meaning of the words in the glossary at the back of the Student's Book.

Activity 10 (SB p. 6)

- False
- False
- False
- True
- True

Activity 11 (SB p. 7)

- Fact
- Opinion
- Opinion
- Fact
- Opinion

Summary

Activity 12 (SB p. 7)

Paragraph 1: These holidays, our parents insisted that we visit our grandparents in Osun State.

Paragraph 2: Despite my unwillingness, I enjoyed the scenery on the long drive.

Paragraph 3: Upon our arrival, our grandmother welcomed us with soup.

Paragraph 4: Our grandfather showed us the farm and we helped to plant seeds.

Paragraph 5: Later, we found and cooked delicious snails.

Paragraph 6: For the rest of the holiday, we played and listened to our grandmother's stories.

Paragraph 7: By the end of the holiday, I didn't want to return to Lagos.

Vocabulary development

Activity 14 (SB p. 7)

- The department store advertises its annual sale on large billboards.
- We faced several challenges at school this term.
- My siblings and I cooked a special meal for our parents on their wedding anniversary.
- The workers are picking fruit in the orchards.
- From our apartment, we get a good view of the cityscape with all its tall buildings.
- I got a big fright when I saw the snake slithering away from the path as I walked past.
- In the countryside at night, there are not many lights.
- If you cultivate good eating habits, you should not get fat.
- The school leavers were all successful in passing their exams.
- You should persevere to achieve your goals.

Grammar

Activity 15 (SB p. 8)

- farm: common noun
- Osun State: proper noun
- billboards: common noun
- challenges: abstract noun
- grandparents: common noun
- peace: abstract noun
- Lagos: proper noun
- fruit: common noun

Activity 17 (SB p. 9)

a) fleet	ships
b) troop	soldiers
c) swarm	bees
d) gaggle	geese
e) posy	flowers
f) school	fish
g) pride	lions
h) herd	cows

Literature

Activity 19 (SB p. 11)

- a) Simile
- b) Onomatopoeia
- c) Metaphor
- d) Personification
- e) Assonance
- f) Alliteration

Listening and speaking

Activity 3 (SB p. 13)

Short vowel	Long vowel
a) cull	call
shot	b) short
c) rot	root
had	d) hard
fist	e) first
f) chip	cheap
g) tin	turn
Tim	h) term
hit	i) heat
j) sieve	serve

Reading and comprehension

Activity 4 (SB p. 14)

- b) Mostly facts
 c) Nigeria; states and capital cities
 d) i) Bauchi State: Bauchi
 Anambra State: Yola
 Imo State: Owerri
 ii) Benin, Cameroon, Chad
 iii) Gulf of Guinea
 f) False

Activity 5 (SB p. 16)

- a) Students' answers will vary. Examples:
- Yankari National Park is a wildlife reserve. The best months to visit Yankari National Park are in the dry season, i.e. November to May.
 - Ogbunike Caves are in a tropical rainforest. It is in Anambra State, which is in south-eastern Nigeria.

- Mabri Cultural Centre is an art and craft museum. In addition to an amphitheatre it has many sculptures.
 - Abuja National Mosque is in Abuja, the capital city of Nigeria. It contains a library and conference room.
- b) A. inform the reader about places to visit in Nigeria.
- c) i) True
 ii) False
 iii) False
 iv) False

Summary

Activity 6 (SB p. 17)

Name of place	Location	Type of place	Points of interest
Yankari National Park	Bauchi State (north-eastern Nigeria)	Wildlife reserve	Many different animals to observe; Best months to visit: November to May (dry season)
Ogbunike Caves	Anambra State (south-eastern Nigeria)	Tropical rainforest	Ten long tunnels; Streams and pools; Used by savles to avoid capture
Mbari Cultural Centre	Imo State (south-eastern Nigeria)	Art and craft museum	Mbari House and Kitchen; Amphitheatre; Sculptures
Abuja National Mosque	Abuja	Mosque	Library; Conference room; Architecture

Vocabulary development

Activity 7 (SB p. 17)

- a) The factory worker is treated like a slave.
- b) We found a seat in the amphitheatre to watch the dancers.
- c) The hut is situated on the side of the hill with a view of the waterfall.
- d) This building is a good example of Nigeria's traditional style of architecture.
- e) The children observed their teacher as she showed them how to fill in the form.
- f) The worshippers visited the shrine to pray.
- g) To avoid being captured, they hid in the forest.
- h) During the festival, there were many interesting cultural events.

Grammar

Activity 8 (SB p. 18)

- a) The teacher drove the car to the village.
- b) She drove carefully.
- c) He hit the ball very far.

- d) The students eat lunch at one o'clock.
- e) They always eat before they play sport.
- f) The storyteller tells stories.
- g) My aunt cooked soup for supper.
- h) The tourists are watching the elephants drinking at the river.
- i) Akin and Chibike worship in the mosque every Friday.
- j) Last week, they arrived late.

Activity 9 (SB p. 19)

- a) T
- b) I
- c) T
- d) T
- e) I
- f) T
- g) T
- h) T
- i) I
- j) I

Listening and speaking

Activity 2 (SB p. 22)

- Steer clear of the wild deer in this area.
- I hear the sea when I stand on the pier.
- The medication cleared the ear infection.
- Never fear we are near the end of the year!
- My dear friend over here is in good cheer.
- Tear out the picture of the man with the beard.

Activity 4 (SB p. 22)

- That book is very rare. Therefore, you must beware not to damage it.
- It is very unfair that the bear is kept locked up in there.
- I had a nightmare that I had to repair their scarecrow.
- In this area there is a fairly good dairy.
- I am aware that you should not share a hairbrush with anyone.
- Have you seen a fairy anywhere?

Activity 5 (SB p. 22)

- The school is closed because of the (severe) weather. /ɪə/
- After her accident, my sister was in a (wheelchair) for weeks. /eə/
- Being a doctor is a rewarding (career). /ɪə/
- She (appears) to care very much about her patients. /ɪə/
- He donated money to animal (welfare). /eə/
- Chiku does a lot of (volunteer) work. /ɪə/
- We (shared) the money equally. /eə/
- They made the trip in a small (aircraft). /eə/
- The (fierce) dog barked loudly at the gate. /ɪə/
- Have you ever watched that television (series)? /ɪə/

Reading and comprehension

Activity 6 (SB p. 23)

- B. dialogue
- ER – emergency room

Activity 7 (SB p. 24)

- B. before school
- A. empathetic
- C. Adia went in the ambulance, arrived at the ER and had an X-ray.
- B. put Adia in an ambulance and took her to hospital.
- C. matter-of-fact.
- A. never been to hospital before.

Activity 8 (SB p. 25)

speeding

Activity 9 (SB p. 25)

- The word ‘laughing’ is in italics because it tells us the tone of the statement.
- Adia has adopted a humorous attitude towards her situation.
- Students’ own answers

Vocabulary development

Activity 11 (SB p. 25)

a) X-ray	a picture taken of the inside of a part of a person’s body
b) paramedic	a person trained to give people emergency medical care
c) stretcher	a flat platform with handles, used to carry people who are injured
d) doctor	a person who is qualified to treat people who are ill

e) plaster cast	a hardened covering that is put around part of someone's body, to protect them while a broken bone repairs itself
f) diagnose	to recognise and name a patient's medical problem
g) emergency room	the part of a hospital where people go when they need treatment quickly
h) ambulance	a special vehicle used to take sick or injured people to hospital
i) examine	to look at a person carefully to discover whether there is a medical problem
j) fracture	when something, such as a bone in the body, cracks or breaks

Summary

Activity 12 (SB p. 26)

The following is the correct order of the statements:

- a) Adia was hit by a speeding car.
- e) Adia was badly hurt.
- h) A witness to the accident called an ambulance.
- c) The paramedics arrived and examined Adia to find out if she was hurt.
- b) The paramedics put Adia on a stretcher and took her in an ambulance to the emergency room at the hospital.
- g) Adia's leg was X-rayed.
- j) The doctor diagnosed that the leg was fractured.
- i) A plaster cast was put on Adia's leg to help it heal.
- d) Adia's friend Faraa tried to walk with Adia's crutches and realised it was very difficult.
- f) Adia had to walk with crutches for six weeks while her leg healed.

Grammar

Activity 13 (SB p. 27)

- a) Anah's cat climbs the bush.
- b) Juba paints a birthday card.
- c) Children love parties.
- d) The fox killed the chicken.
- e) Peter washed the dishes.
- f) The nurse cares for the patients.
- g) We planted trees in the park.
- h) The witness called an ambulance.

Activity 14 (SB p. 27)

- a) The bush is climbed by Anah's cat.
- b) A birthday card is painted by Juba.
- c) Parties are loved by children.
- d) The chicken was killed by the fox.
- e) the dishes were washed by Peter.
- f) The patients are cared for by the nurse.
- g) Trees were planted in the park by us.
- h) An ambulance was called by a witness.

Literature

Activity 17 (SB p. 29)

- a) The animals in this folk tale can speak.
- b) The winds
- c) Boastful and arrogant individuals might experience a negative consequence when they act out their boastfulness or arrogance.

Listening and speaking

Activity 3 (SB p. 31)

- meat
- chose
- lower
- release
- streak
- mean
- trouble
- beehive

Activity 4 (SB p. 31)

- The noisy holiday makers enjoyed watching a very entertaining play.
- When it rains, the employees are annoyed because they must stay inside with their neighbours.
- Can you point out the moistest piece of cake?
- Maybe the annoying artist will paint a portrait of the cowboy today.
- The teenagers avoid the spray of the fountain as they play.
- Please explain why the boys are late for their appointment. I am waiting for them.
- Should we boil the plantain or cook it in oil?
- The gardener put poison on the soil to destroy the snails.

Reading and comprehension

Activity 6 (SB p. 32)

False

Activity 9 (SB p. 33)

- False
- True
- False
- False
- True

Activity 10 (SB p. 33)

- The Eyo dancers' costumes are white and they have lacy nets with which they cover their faces.
- An *opambata* is a long staff (stick) that is made from the palm tree.
- The *opambata* is used to lightly tap spectators or to slap disrespectful spectators who wear shoes.
- An Eyo dancer might hit you with an *opambata* if you are wearing shoes.

Activity 11 (SB p. 33)

- B. serious.
- B. inform and educate about the festival.

Summary

Activity 12 (SB p. 34)

- The theme (topic) of the passage is the Eyo Festival on Lagos Island.
- The passage describes the Eyo dancers, who represent deities. It also mentions the spectators.
- The festival does not take place on any set date. It lasts for a week.
- The festival takes place in the streets of Lagos Island.
- The festival aims to tell a historical story. It celebrates the deities that come back to Earth to guide a deceased king home, and to welcome a new king.

Vocabulary development

Activity 13 (SB p. 34)

- The blue lines on the map represent rivers.
- They treated his order with disrespect and disobeyed it.
- The school pupils contributed their time to cleaning the street after the parade.
- My cousin has a unique talent for dance.

- e) My sister was the most excited spectator at the soccer match.
- f) The traditional roles of men and women are starting to change.
- g) In the painting, the yellow lines symbolise the sun's rays.
- h) He is an orphan. Both of his parents are deceased.
- i) After the exams, the school leavers will rejoice that they are on holiday.
- j) The cruel man used a staff to hit the barking dog.

Grammar

Activity 14 (SB p. 35)

- a) The police closed the main roads before the Eyo Festival began. **past**
- b) The Eyo dancers practised their dances. **past**
- c) Ife will remove her shoes to avoid upsetting the Eyo dancer. **future**
- d) The king loves the Eyo Festival. **present**
- e) My sister enjoyed the Eyo Festival. **past**
- f) I will practise the dance for the Eyo Festival. **future**
- g) Faraa is going to arrive late for the festival. **future**

Activity 15 (SB p. 35)

- a) They always (**dress**) very beautifully. (simple present)
- b) However, yesterday they (**dressed**) very untidily. (simple past)
- c) They (**will try**) to look neater next time. (simple future with 'will')
- d) We (**are going to perform**) a dance on Saturday. (simple future with 'going to')
- e) Last week we (**practised**) our dance in the afternoon. (simple past)
- f) He (**enjoys**) dancing and playing drums. (simple present)
- g) I (**will join**) the band next year. (simple future with 'will')
- h) They (**are going to watch**) the procession go through the streets. (simple future with 'going to')

Literature

Activity 17 (SB p. 36)

- a) People gathered in the street like bees.
- b) Alliteration

Listening and speaking

Activity 3 (SB p. 38)

Words with the /aʊ/ sound	Words with the /aɪ/ sound
sound	buy
now	sky
shout	tight
house	item
shower	height
round	bicycle

Activity 4 (SB p. 38)

- The tray fell off the table and onto the **ground**. /aʊ/
- Your grandfather is sleeping, so you need to be as quiet as a **mouse**. /aʊ/
- Ow!** That hurt! /aʊ/
- The harvesting machine is **binding** the hay into bales. /aɪ/
- His hands were **bound** with rope. /aʊ/
- In the race will run once **round** the track. /aʊ/
- The cook reached for the jar on the **high** shelf. /aɪ/
- Can you help me **find** my keys, please? /aɪ/

Activity 5 (SB p. 38)

Word	Meaning
a) apartment	many units designed for living within one building, they may be one room or a group of rooms
b) boarding house	a house where a person can pay to rent a room
c) townhouse	a house in a row of houses joined by a common side wall

Word	Meaning
e) shanty/shack	informal housing made of simple materials in low economic areas
f) hut	a small dwelling made of natural materials such as mud, grass or logs, usually found in rural areas
g) mansion	a very large and luxurious home
h) residence	building at a university with rooms for students

Vocabulary development

Activity 7 (SB p. 39)

- Iyabo rented a small apartment in a high-rise building in Lagos.
- Oluchi stayed in a women's boarding house when she went to university.
- The farm workers built their own hut from mud and straw.
- Our neighbours knock on the shared wall of our townhouse.
- The shanty/shack were built from corrugated metal and blew over in the storm.
- The Kalu family are very wealthy and live in a mansion in the suburbs.

Reading comprehension

Activity 8 (SB p. 39)

D. story.

Activity 11 (SB p. 41)

- B.** she looks forward to a more exciting life.
- D.** a very large city with over ten million people.
- C.** apartment.
- B.** he was tricked and given the wrong apartment.
- A.** to warn people what can happen when renting an apartment in Lagos.

Summary

Activity 12 (SB p. 42)

Paragraph 2: It took Arria's family longer than expected to move to Lagos as it was difficult to find affordable accommodation.

Paragraph 4: Arria's father borrowed money for a down payment on an apartment.

Paragraph 5: Arria's father found an apartment and they moved the following week.

Paragraph 9: Arria was shocked to discover that the floor of their new apartment was covered in water.

Grammar

Activity 13 (SB p. 43)

Last week, I wanted to visit Arria on her grandparent's farm in the countryside, but I found out they were moving to Lagos. Her father was working on the farm, but he is starting a new job in Lagos. Arria's family lived with her grandparents, uncle and aunt and their children on the farm. Now they are staying in an apartment in Lagos. Arria's uncle Ibrahim is still working on the farm. The children, Arria's cousins have their own bedrooms now. Before Arria's family left, they were sharing rooms. They miss their cousins, but they are enjoying their new rooms.

Activity 14 (SB p. 43)

were moving: **past continuous tense**

was working: **past continuous tense**

is starting: **present continuous tense**

are staying: **present continuous tense**

is working: **present continuous tense**

are enjoying: **present continuous tense**

Activity 15 (SB p. 43)

were moving: **past continuous tense**

was working: **past continuous tense**

is starting: **present continuous tense**

are staying: **present continuous tense**

is working: **present continuous tense**

are enjoying: **present continuous tense**

Activity 16 (SB p. 43)

- I **am singing** hymns in church.
- The mosque **is calling** for evening prayers.
- The candle **is burning** in the temple.
- Arria **is meeting** her new friends at the café.
- He **is writing** a letter to the landlord.
- Arria and her sister **are packing** their suitcases.

Activity 17 (SB p. 43)

- I **was singing** hymns in church.
- The mosque **was calling** for evening prayers.
- The candle **was burning** in the temple.
- Arria **was meeting** her new friends at the café.
- He **was writing** a letter to the landlord.
- Arria and her sister **were packing** their suitcases.

Listening and speaking

Activity 5 (SB p. 47)

/əʊ/	/ʊə/
Although	during
grown	tournament
show	endure

Reading and comprehension

Activity 7 (SB p. 48)

- C. interview.
- C. developing Nigeria's good young football players.

Activity 10 (SB p. 49)

- Onigbinde thinks that the current state of football in Nigeria is unsatisfactory because there is inadequate focus on the development of local talent.
- B.** critical
- Onigbinde is against focusing on the recruitment of foreign players as he believes if Nigeria continues to do so, it will not develop its local talent.
- According to Onigbinde, the first and most important step is to teach players how to play.
- False. He does not necessarily think it does not help, but it is not the only approach he recommends, and he argues that development of young players is more important.

Summary

Activity 12 (SB p. 50)

Firstly, Onigbinde believes that Nigeria must focus on developing local football players. Secondly, he believes Nigerian teams must stop relying on foreign players to make up for the absence of local training and development

programmes. Thirdly, each ward must develop a local team and use these grassroots teams to identify the top players who can then form a zonal team.

Vocabulary development

Activity 13 (SB p. 50)

Word	Meaning
a) amateur	people who play sports without receiving payment, i.e. a non-professional
b) captain	the leader of a team
c) coach	a person who trains an athlete or a sports team
d) athlete	anyone who trains for and competes in a sport
e) compete	to participate in a contest or a competition
f) beat	to defeat a player in a game or sports competition
g) contest	a game or event in which people compete to win
h) half-time	the break or interval between the first and second halves of a sports game
i) draw	to finish a contest or game with the same score
j) arena	a flat area for sports events surrounded by seats for spectators
k) fan	a person who supports a particular sports team or player

Activity 14 (SB p. 50)

- The athletes met on the track for the races.
- We competed against contestants from around the country.
- When an injury ended his playing career, he decided to become a coach.

- d) Although they were one player short, they still beat their opponents and won the match.
 - e) Despite playing extra time, the football match ended in a goal-less draw.
 - f) The player's fans cheered every time he kicked the ball.
 - g) My sister plays tennis as an amateur, but I think she is good enough to turn professional.
 - h) After winning the race, the team took a lap of honour around the arena.
- d) By the end of winter last year, I **had played** in every match my team competed in.
 - e) If I **had drunk** more water, I wouldn't be so thirsty.
 - f) I felt very tired after I **had practised** all afternoon.
 - g) The spectators sat in the stands around the pitch even after the match **had finished**.
 - h) We walked home together after we **had played** the match.

Grammar

Activity 15 (SB p. 51)

- a) I **have practised** shooting penalty goals.
- b) My favourite team **has won** the tournament.
- c) We **have seen** the movie about Pele.
- d) The fans **have dressed up** in their team's colours.
- e) You **have sat** in the same place as you always do.
- f) The ball **has bounded** over the wall.
- g) The spectators **have cheered** loudly throughout the match.
- h) My sister **has lost** her voice.

Activity 16 (SB p. 52)

- a) Yesterday we **had won** the basketball tournament, by the time my grandparents arrived to watch.
- b) I **had gone to** basketball practice on Monday afternoon, before I went home to do my homework.
- c) Nigerian spectators **had loved** the sport of boxing for many years.

Activity 17 (SB p. 52)

- b) They played very well. They won the match.
- c) I wanted to get there on time. The bus had already left.
- d) We ran a marathon in the morning. We stayed long at the party.
- e) The match started. The rain began.
- f) The goal keeper trained well. He saved all the penalties.
- g) He scored three goals. He tripped and broke his ankle.
- h) They changed their clothes. They left home.

Literature

Activity 19 (SB p. 54)

- a) **B.** her boys are badly behaved and need firmer discipline.
- b) **A.** the boys are growing up and need more freedom.
- c) **C.** inappropriately flirtatious.
- d) **A.** greedy.

Listening and speaking

Activity 4 (SB p. 57)

- The cowboy put a rope around the horse's neck.
- I heard a loud beeping noise when I pressed the wrong key on the keyboard.
- The patient is wearing a robe over her pyjamas.
- He is wearing a brown pair of shoes.
- The pain was too much to bear.
- The children were peeping around the corner to see when their grandparents arrived.

Reading and comprehension

Activity 7 (SB p. 60)

- The aircraft is solar powered whereas most aircraft use fossil fuels, such as diesel.
- Main sentences:
 - Paragraph 1: On 3 July 2015, pilots Bertrand Piccard and Andre Borschberg broke the world record for flying an airplane for the longest distance without any fuel.
 - Paragraph 2: They flew halfway around the world; from Japan to Hawaii.
 - Paragraph 3: Piccard and Borschberg intend to fly all the way around the world using only solar power in their *Solar Impulse 2*.
 - Paragraph 4: They will continue their journey once these repairs are completed.
 - Paragraph 5: The two pilots' **primary** intention is not to break world records but rather to show that it is possible to use solar energy to fly airplanes.
 - Paragraph 6: Scientists hope that all airplanes of the future will use solar energy.
- (Any five)
 - The pilots' names are Bertrand Piccard and Andre Borschberg.
 - They broke a world record on 3 July 2015.

- The world record they broke was for flying the longest distance without any fuel.
 - They flew for 118 hours.
 - Their aircraft is called *Solar Impulse 2*.
 - They flew over the Pacific Ocean.
 - They flew from Japan to Hawaii.
 - Their aircraft is powered by solar energy that is produced by solar panels.
 - The solar-powered batteries were damaged.
 - Fuel that is currently used in aircraft causes pollution.
- B.** fly around the without fuel to prove that it is possible to power an aircraft with energy from the sun.
 - B.** It is something that Borschberg has wanted to do for a long time and now he is busy fulfilling this wish.
 - Students' answers will vary. Sentences must start with 'I think that ...' **Examples:**
I think that solar-powered airplanes are a good way to reduce air pollution.
I think that solar-powered airplanes are innovative and should be used by major airlines.

Summary

Activity 8 (SB p. 60)

- Two pilots have broken the world record for flying halfway around the world without fuel
- Their airplane, which is called *Solar Impulse 2*, is powered by solar energy from solar panels on the aircraft.
- They planned to fly all the way around the world but had to stop because of damaged solar batteries. They will continue their journey once the batteries are repaired or replaced.
- The pilots want to show that it is possible to use renewable energy to power airplanes.
- Scientists hope that airplanes of the future will use renewable energy.

Vocabulary development

Activity 9 (SB p. 61)

- Many changes in the climate are due to **pollution** of the atmosphere.
- Many power stations burn coal to create **energy**.
- Machines cannot **replace** people in this work.
- They are cutting down the trees to use the wood as **fuel**.
- He mixed up some plaster to **repair** the wall.
- The **pilot** landed the plane safely.

Activity 10 (SB p. 61)

Word	Meaning
a) journalist	a person who writes and reports the news
b) celebrities	people who are famous; usually an actor, singer or sports star; the plural of this word is celebrities
c) tabloids	newspapers and magazines that focus on celebrity news
d) anchor	a person who reads the news on TV
e) coverage	the attention given to a story by the media
f) media	mass communication by television, radio, newspapers, the internet and magazines

Activity 11 (SB p. 61)

The journalist is always looking for stories about celebrities. Actors, actresses and sports stars are often bothered by tabloids for photographs and stories about their personal lives. These get published in the tabloid newspapers and magazines. Sometimes the news anchor tells celebrity stories on TV. Stories about famous people receive a lot of coverage in the media.

Grammar

Activity 12 (SB p. 62)

- Gerda did not wash her hair today **because** she washed it yesterday.
- Grandma likes honey in her tea, **but** Grandma also likes sugar.
- You can travel to town by bus **or** you can travel by train.
- I love eating curry **and** I love eating mangoes.
- I poured it carefully **although** I still managed to spill some.
- It is raining today, **but** the children are playing outside.
- She asked the teacher for help **because** she did not understand the assignment.
- He did not study hard for the test, **yet** he got a good mark.
- The playground was littered with rubbish, **so** the teacher told the learners to pick it up.
- She attended the function **although** she was ill.

Literature

Activity 14 (SB p. 63)

Example answers:

- The prescribed story I am reading at school is an example of a novel because it has over 50 000 words.
- Apart from short stories, the quickest book to read is a novellette because it has less than 20 000 words.
- The stories I write are novellas because they have 20 000–50 000 words.

Activity 17 (SB p. 64)

- Chitter chattering
- knitting natty nests; cries the boastful he
- Students' answers will vary.

Listening and speaking

Activity 2 (SB p. 65)

- The plumber will unblock the smelly drain.
- You need a racquet and ball to play tennis.
- The white dove flew down from the tree to eat the seeds.
- Hold on tight and don't let go.
- The dentist will check my teeth to make sure I don't need any fillings.
- There was a terrible accident outside our school yesterday.
- Is the tide going out or coming in?
- The train was jammed with passengers.

Reading and comprehension

Activity 3 (SB p. 66)

- as fierce as a lion
 - as gentle as a lamb

Activity 4 (SB p. 67)

- No. The witchdoctor was amazed that she had managed to tame the lion as she did.
- The woman gave the lion a lamb each morning.
- The lion grew to trust the woman.
- ' "How is it that you have been so clever?" asked the witchdoctor in amazement.'
- The witchdoctor tells the woman that if she treats her husband in the way she treated the lion, then she will be able to get her husband to love her again.
- The message is that it is more effective to use persuasion than to use force.
- It is true that persuasion can be more effective than force when trying to solve problems in a relationship.
- The writer's intention is to provide guidance about how to solve problems in relationships.

Vocabulary development

Activity 5 (SB p. 68)

Word from the story	Synonym
a) upset	troubled
b) happy	content
c) anxiously	nervously
d) triumphantly	victoriously
e) approaching	walking towards
f) attentive	thoughtful

Activity 6 (SB p. 68)

- We were very happy to get the good news.
- The approaching car's headlights were on.
- My sister gets very upset when things go wrong.
- The hotel staff are friendly and attentive.
- Jane is anxious about her mother's poor health.
- My grandfather's voice was triumphant when I told him his team had won the tournament.

Grammar

Activity 7 (SB p. 69)

- She should go to the doctor.
- Can your baby sister tie her own shoelaces?
- You must wash your hands before you work with food.
- They have to get good marks to be able to attend that school.
- Children should respect their elders.
- The climbers could not find the route to the top of the mountain.
- Would you like a cooldrink?
- We ought to finish school early today if we finish all our work.
- Please may I borrow your pencil?
- Will you close the window, please?

Activity 8 (SB p. 70)

- a) She should go to the doctor. **necessity**
- b) Can your baby sister tie her own shoelaces? **ability**
- c) You must wash your hands before you work with food. **necessity**
- d) They have to get good marks to be able to attend that school. **necessity**
- e) Children should respect their elders. **obligation**
- f) The climbers could not find the route to the top of the mountain. **ability**
- g) Would you like a cooldrink? **request**
- h) We ought to finish school early today if we finish all our work. **possibility**
- i) Please may I borrow your pencil? **permission**
- j) Will you close the window, please? **request**

Activity 9 (SB p. 70)

Students' answers will vary. **Examples:**

- a) Will you help me with my homework, please?
- b) Please, may I borrow that book?
- c) Could you tell me the time, please?
- d) Would you please give me directions to ...?

Literature

Activity 11 (SB p. 71)

- c) The theme is kindness and how the best way to teach people to be caring is to treat them with kindness and respect too.
- d) C. If you want people to behave kindly, you must treat them kindly.

Listening and speaking

Activity 1 (SB p. 73)

/k/ sound	/g/ sound
cup	jogging
clock	anger
chocolate	gulp
bookcase	guests
milk	August
electric	alligator
bake	telegram
back	again
chaos	girl
class	dog
sickness	bag

Activity 2 (SB p. 73)

- Please strike a match to light the cooking fire.
- We'll bake biscuits and cupcakes for the birthday party.
- Auntie baked bread but it was as heavy as a brick!
- The lonely king gazed out over his kingdom.
- The picture was at a slight angle.
- He is the cleverest boy in the class.
- She dropped her cooldrink and the glass broke.
- He fell and sprained his ankle.

Reading and comprehension

Activity 3 (SB p. 73)

- a clinic
- dialogue

Activity 4 (SB p. 73)

concerned: worried

caught: contracted

diseased: infected

startling: surprising

spreading quickly: spreading like wildfire

participating in: engaged in

Activity 6 (SB p. 76)

- Three ways in which HIV can be contracted: sexual intercourse with an infected person; from an infected mother to her child at birth; and through sharing needles, syringes or blades with an infected person.
- (Any two) coughing, sneezing, touching a person or thing
- to donate blood: to voluntarily have one's blood drawn so it can be used in transfusions.
 - to have a blood transfusion: the injection of blood that was drawn from a healthy person into another person
 - to share a needle with somebody: to inject oneself with the same needle that someone else used previously to inject themselves

Activity 7 (SB p. 76)

- True
- False
- True
- False
- False
- True

Vocabulary development

Activity 9 (SB p. 76)

- The medication that he is taking makes him drowsy.
- There are many different strains of flu virus.
- The tourist took the precaution of locking his passport in the safe.
- The burglaries were committed by an opportunist who just happened to see that the door was unlocked.

- e) As a child she contracted polio and was crippled for life.
- f) Change the dressing regularly to prevent infection.

Grammar

Activity 10 (SB p. 77)

- a) Direct speech
- b) Indirect speech
- c) Indirect speech
- d) Direct speech
- e) Direct speech
- f) Indirect speech

Activity 11 (SB p. 78)

- a) Nwamaka said that the interesting thing about HIV is that it can't be spread by coughing or sneezing or touching somebody or something.
- b) Ijeoma said that it is unlike the common cold or flu.
- c) Ijeoma asked Nwamaka if they should be worried about AIDS.
- d) Nwamaka said that it is surprising.
- e) Ijeoma said that she didn't want to guess how many of them are engaged in sexual activity, and that it is dangerous.
- f) Nwamaka said that young people like them must be informed so they can look after themselves.

PAPER I: Multiple choice

(55 marks)

Section I: Comprehension

(SB p. 79) (5 marks)

1. A. Everything you hear is sound and people respond to sounds in different ways.
2. C. Sound is created through vibration.
3. B. Everything that vibrates creates sound.
4. E. The rumbling of a bus is a sound you can hear.
5. C. Everything that vibrates creates sound.

Section II: Spoken English

(SB p. 80) (20 marks)

6. E. /Δ/
7. E. /I/
8. E. /e/
9. B. /v/
10. D. /ə/
11. B. need
12. D. worse
13. E. arch
14. A. yawn
15. C. fruit
16. D. neighbour
17. B. voice
18. E. flower
19. C. episode
20. D. myself
21. B. sleeping
22. A. heart
23. D. noodle
24. D. clang
25. E. grown

Section III: Vocabulary development

(SB p. 81) (15 marks)

26. C. siblings
27. B. captured
28. D. cultivates
29. B. situated
30. A. paramedics
31. E. stretchers
32. B. emergency room
33. A. spectators
34. C. festive
35. D. symbolise
36. E. mansion
37. B. athletes
38. E. sound
39. B. vibration
40. C. larynx

Section IV: Grammar

(SB p. 83) (15 marks)

41. B. common
42. A. proper
43. D. collective
44. C. abstract
45. C. is
46. D. fell
47. B. was
48. D. Everything you are hearing is a sound.
49. B. I was hearing a strange noise.
50. C. because
51. D. although
52. B. unless
53. B. Olanna said that she loves the sound of the violin.
54. E. 'Traffic is noise pollution!' exclaimed Faraa.

TERM 2

Module 1: First aid

Module 6: Entrepreneurs

Module 2: School bullies

Module 7: Birthdays

Module 3: Music

Module 8: Friendships

Module 4: Technology

Module 9: Moving to the city

Module 5: Advertising

Module 10: Revision



Listening and speaking

Activity 1 (SB p. 85)

- yes/no question
- statement
- command
- wh- question
- yes/no question
- wh- question

Reading comprehension

Activity 3 (SB p. 86)

- A. information text
- Mostly facts as it is an information text.

Activity 5 (SB p. 88)

- True
- False. Once a person has received first aid, further treatment might be needed.
- False. The first thing you should do is provide first aid to the injured or ill person.
- True

Activity 6 (SB p. 88)

- People need first-aid treatment when they become ill or are injured before they can get to a hospital or clinic for treatment.
- (Any three)
at home, at school, at office, in the street, at the market or shops
- Someone who is trained in first aid can:
 - decide if it is necessary to call an ambulance or take the person to a hospital;
 - control bleeding wounds;
 - help someone who has broken bones or a head or neck injury;
 - help someone who is experiencing a heart attack, stroke or shortness of breath; and
 - help someone suffering from heat exhaustion or hypothermia.

- Students' answers will vary. Students should reference the meanings of 'first' and 'aid', and the immediacy and type of care provided by means of first aid.
- Students' answers will vary. Yes. Teachers may need to provide first aid to students who suddenly become ill or are injured at school before an ambulance can arrive or before the student can be taken to hospital.
- Students should list the types of care that are listed in c) above.
- Universal symbols are easily understandable by all regardless of the languages they are able to read, speak and write.
- inform; stimulate; thought

Summary

Activity 7 (SB p. 88)

- First aid is the care provided to ill or injured people before medical care arrives.
- Sometimes first aid is all the care that is required, and sometimes the ill or injured person needs further medical care.
- First-aid skills equip first aiders to help ill or injured people in all types of environments where medical care is not immediately available.
- All homes, offices, schools and workplaces should have basic first-aid kits.
- First-aid courses equip first aiders to deal with illnesses and injuries of various levels of severity.
- First-aid training equips first aiders with the knowledge they need to identify the problem and communicate the kind of help needed.
- Basic first aid can save someone's life.

Vocabulary development

Activity 8 (SB p. 89)

Column A	Column B
a) a matter of life or death	living or dying
b) injured	hurt
c) further treatment	more medical care
d) basic level	first step
e) control bleeding	stop the blood
f) hypothermia	extreme cold
g) prepare	get ready

Activity 9 (SB p. 89)

b)

i) bandages of different sizes	for a minor bleeding wound
ii) tweezers	used to remove thorns/splinters
iii) ice pack	to try to lessen the swelling
iv) thermometer	to take someone's temperature in case of a fever
v) aloe gel	apply to a burn wound
vi) adhesive first-aid tape	used to stick non-stick gauze down
vii) non-stick gauze	used to cover a wound that will probably need stitches
viii) calamine lotion	helps soothe a bee or wasp sting
ix) anti-inflammatory gel	used after an ice pack to lessen swelling
x) antiseptic cream	apply to a cut or sore that could become infected

Grammar

Activity 10 (SB p. 91)

- Direct speech
- Indirect speech
- Direct speech
- Direct speech
- Indirect speech
- Direct speech

Activity 11 (SB p. 91)

- The coach shouted that someone should call the first aid helpers as his striker was down.
- Bako answered that he was coming as fast as he could.
- Number 10 asked sadly if his arm was broken.
- Chukwuma said that he hoped not as he wanted the school to win the match.
- Gowon said that it was so unlucky that the accident happened then.
- Gambari asked if they really thought it was an accident.

Activity 12 (SB p. 91)

- 'Does It hurt when I touch your elbow?' Bako asked the striker.
- 'It hurts!' screamed the striker with pain.
- 'You will be out of action until next month,' said the doctor to the striker.
- 'I wish I hadn't missed practice yesterday,' said Chukwuma.
- 'Are your parents here?' the coach asked the injured player.
- 'His parents are not at the match today,' answered Gowon.

Activity 13 (SB p. 92)

c)

Putting a leg in a splint	Dealing with a bleeding head wound
<ol style="list-style-type: none"><li data-bbox="253 275 808 340">3. Use a board or thick cardboard to place along the broken section of arm.<li data-bbox="253 347 808 444">2. If possible, move the leg carefully to straighten it and use a bandage to strap it to the board or thick cardboard to limit movement.<li data-bbox="253 450 808 485">1. Gently strap the cardboard in place using tape.	<ol style="list-style-type: none"><li data-bbox="837 275 1312 310">2. Use non-adhesive gauze on the wound.<li data-bbox="837 316 1349 381">4. Put the gauze over the wound and put pressure on it to try and stop the bleeding.<li data-bbox="837 388 1377 450">3. After a few minutes, use a clean strip of non-adhesive gauze to strap around the head.<li data-bbox="837 457 1263 485">1. Strap it securely with first aid tape.

Reading and comprehension

Activity 6 (SB p. 97)

- Sunkanmi
- Sunkanmi did not want to go to school because at school he was bullied by Akande and Akande's friends.
- No. 'He would have to think of new excuses to stay at home!'
- The phrase means that Sunkanmi felt anxious. It is figurative language.
- The closer Sunkanmi got to school, the more he realised that he would again be bullied that day.
- Sunkanmi was bullied verbally, i.e. Akande used taunting and negative comments to bully Sunkanmi.
- C. This has the figurative meaning that Akande started bullying Sunkanmi as soon as he saw him.
- Akande is being compared with a predator that will kill their prey by biting them in the throat.
- Students' answers will vary. Possible options: anxious, angry, frightened, inadequate, unhappy.
- Sunkanmi confronted Akande and his gang openly and honestly.
- It may work sometimes, but not necessarily all the time. Some bullies are not deterred by means of open confrontations and challenges. Some bullies require someone in authority to act to stop their bullying.

Summary

Activity 7 (SB p. 97)

- Sunkanmi tried to find an excuse for not going to school.
 - Sunkanmi walked to school.
 - Sunkanmi hoped Akande might not be at school that day.
- Sunkanmi saw Akande and his gang waiting at the school gate.
 - As soon as they saw Sunkanmi, Akande and his followers started to taunt him and push him around.
 - In the school grounds, Akande and his gang continued to insult Sunkanmi.
 - At break time Akande confronted Sunkanmi.
 - With the other students in the playground watching, Sunkanmi stood up to Akande and told him to leave him alone.
 - Akande was so surprised that he did not have anything to say.
 - The other students were supportive of Sunkanmi because he had stood up to the bully Akande.

Vocabulary development

Activity 8 (SB p. 98)

- Your angry tirade has not impressed us at all.
- The buses run all day but are less frequent at midday.
- Our teacher gave us verbal instructions – there was nothing in writing.
- When I won the race, my brother muttered that he thought I had cheated.
- If you continue taunting the dog, I will not be surprised if he bites you.
- Her mother confronted her about coming home so late from the party.

Activity 9 (SB p. 98)

- If a school bully hurts someone, they can be charged by the police.
 - It is a crime to break into a house and steal.
 - The judge said 'guilty' and sentenced him to time in prison.

Grammar

Activity 10 (SB p. 99)

Sunkanmi climbed **onto** the bus. Would Akande throw empty packets **at** him? No, Akande was sitting **across** the aisle ... with a shy smile **on** his face! Sunkanmi's heart pounded **within** his chest and a warm feeling spread **through** him. Akande would bully him no more.

Activity 11 (SB p. 99)

- a) They have been best friends since they met each other. **time**
- b) The children ran into the park. **direction**
- c) The road runs along the coast. **place**
- d) He speaks in a low voice. **manner**
- e) They will be away until Friday. **time**
- f) Her grandparents live near the mosque. **place**
- g) Climb over the wall and fetch the ball.
direction
- h) We will go on foot because we do not have a car. **manner**

Activity 12 (SB p. 100)

- a) When the sun moves **behind** the clouds, it gets chilly.
- b) We have break time **between** Maths and Biology.
- c) I love falling asleep and slipping **into** dreamland.
- d) The child looked **at** the pictures in the book.
- e) My father travels to work **by** train.
- f) The bully frowned and spoke to me **with** anger.
- g) The hall is used **for** dance classes and meetings.
- h) Please be here **by** three o'clock so we can leave **on** time.

Listening and speaking

Activity 1 (SB p. 102)

- computer
- holiday
- giraffe
- helicopter
- education
- exam
- repetition
- newspapers

Activity 2 (SB p. 102)

- In science class we **conduct** tests to see whether substances can **conduct** electricity.
- If they **insult** me by not accepting my invitation, I will be angry.
- The contract is **invalid** because it is not signed.
- It is an **insult** that she did not accept my invitation.
- Before we could **object** she opened the **present** that was not actually meant for her.
- Does this sentence have a direct **object**?
- Do not treat me like an **object** just because you are stronger than me.
- May I **present** you with the award for most improved student?

Reading and comprehension

Activity 3 (SB p. 102)

- C. Nigerian singers.

Activity 6 (SB p. 104)

- False. Timaya is 9 years older than Iyanya.
- True
- False. Timaya moved to Lagos when he was 14.

- False. Timaya studied Banking and Finance after he completed secondary school.
- False. Before going solo as a singer, Timaya was a back-up singer for a band.
- False. Timaya is known as the town crier of Bayelsa, but he is not employed in this capacity.
- False. Iyanya was the choir master of the children's choir at his church.
- True
- True
- False. Iyanya's father was a forester.
- True
- False. Iyanya's first album was a failure.

Activity 7 (SB p. 104)

Students' answers will vary. Possible reasons:

- To avoid being associated with family members or to avoid being confused as being an artist who has the same surname.
- To associate oneself with another artist/person with the same name.
- To avoid discrimination on the basis of ethnicity.
- Because the stage name is easier to remember or say.

Activity 8 (SB p. 104)

Timaya did not complete his studies at Rivers State College of Arts and Science because his performance on tests and examinations were too poor for him to be able to continue.

Activity 9 (SB p. 104)

'The reason for my current fame is that I didn't give up after I failed the first time,' said Iyanya.

Summary

Activity 10 (SB p. 105)

	Timaya	Iyanya
Real name	Enetimi Alfred Odom	Iyanya Onoyam Mbuk
Date of birth	29 November 1977	31 October 1986
Place he grew up	Port Harcourt, Rivers State	Calabar, Cross River State
Mother's profession	trader	headmistress
Father's profession	banker	forester
Schooling he completed	Secondary School	University
Stage name	Timaya, Egberi Papa 1, Mr. Timaya	Iyanya
Date singing career took off	2006	2008
First album	<i>True Story</i>	<i>My Story</i>
Name of a major hit	'Dem Mama'	'Kukere'

Vocabulary development

Activity 11 (SB p. 105)

- complete
- received
- fame
- moved
- determination
- giving up

Activity 12 (SB p. 105)

- Your persistence in achieving your goal is admirable.
- That international corporation relocated its headquarters from Lagos to Abuja.
- My uncle surprised us all by quitting his job and moving to the jungle.
- I will come and play football when I finish my homework.
- After he appeared on the reality television show, his renown increased.
- My sister obtained the award for best student in her class last year.

Grammar

Activity 14 (SB p. 106)

Sport is an important part of our national culture. I played cricket at school. We fielded, batted and caught. Once I threw the ball so hard it hit my teammate on the head. The doctor stitched the cut and told him to lay down for two days. After that I thought I would rather play football. At least the ball is softer!

Activity 15 (SB p. 107)

- She **ran** fast.
- They **lived** here.
- You **climbed** trees well.
- It **rained** all day.
- We **laughed** loudly.
- I **slept** tightly.
- He **forgot** his book.
- The sun **shone** brightly.
- The customers **bought** fruit at the market.
- I **held** the child's hand to cross the road.

Listening and speaking

Activity 2 (SB p. 109)

- Where would we be without technology? ↑
- Did you type in the correct password? ↑
- I cannot remember my password. ↓
- Do not leave your tablet where someone can steal it. ↓
- Unfortunately, I did not receive your message. ↓

Reading and comprehension

Activity 4 (SB p. 110)

- False

Activity 6 (SB p. 111)

- cellphones, computers and tablets
- newspapers; telephones
- B.** Everyone has a right to his or her personal preferences.
- Maka thinks that the use of cellphones has caused people to speak to one another in person less often.
- Students' answers will vary.
- catch up.
- Students' answers will vary.

Summary

Activity 7 (SB p. 112)

Advantages of modern technology	Disadvantages of modern technology
<ul style="list-style-type: none"> Easier to stay in touch with family and friends Maintain relationships with people who live at a distance from one another An efficient way to communicate about tasks that must be completed 	<ul style="list-style-type: none"> Results in people speaking to one another less often when together Overinvolvement in technology results in people appearing rude while in company Can lead to an unhealthy dependence on technology, e.g. nomophobia

Vocabulary development

Activity 9 (SB p. 112)

- A tablet computer can be taken anywhere as it is portable.
- A type of telephone that can be used anywhere is called a cellphone.
- WhatsApp is an app that you use on your cellphone for sending messages and making voice calls.
- The word email is short for electronic mail.
- A computer that is connected to the internet is online.
- Facebook, Instagram and Twitter are examples of social networking sites.
- www.gotoschool.po.ac is an example of an address for a website.
- The internet is used to connect many computers all over the world, together, at the same time!

Grammar

Activity 10 (SB p. 113)

- a) **Mother told me to clean the house.**
- b) Toben told me to send a text message.
- c) Onyedi told me to help Jire's brother.
- d) Tambara told me to wash my hands.
- e) Omolola told me to open the door.
- f) Uchechi told me to sit over there.

Activity 11 (SB p. 113)

- a) **Bako told me not to sing.**
- b) Chichima told me not to meet Zeenat at the motor park.
- c) Anuli told me not to check my emails.
- d) Mobo told me not to shut the windows.
- e) Chuku told me not to study for the test.
- f) Binta told me not to ask about her sister.

Writing

Activity 12 (SB p. 115)

a)

Positives	Negatives
<ul style="list-style-type: none">• Cellphones help parents to stay in touch with their children and know they are safe.• People can stay in touch easier with a quick SMS.• People no longer need to remember all the important telephone numbers as they can store them in their cellphones.• Cellphones help people call for assistance a lot quicker in an emergency.	<ul style="list-style-type: none">• Cellphones are causing people to stop talking to each other.• People no longer know how to communicate effectively with others.• Cellphones cost a lot of money to run.• People no longer pay attention to spelling and grammar as SMS have ruined their ability to do so.• Cellphone usage by a driver can easily cause accidents as it distracts the driver.

Listening and speaking

Activity 2 (SB p. 117)

- Better beef, better burgers
- Two, four, six, eight ... I bank with AFFILIATE.
- We have all the time in the world.
- We build your future with you.
- Rise and shine every morning with Sunrise TV.
- We make it fresh. Every time.
- At Thompson's Bowling the fun never stops rolling.

Activity 3 (SB p. 117)

- Repeated words
- Use of rhyme
- Stress on important words or syllables
- Stress on important words or syllables
- Stress on important words or syllables
- Stress on important words or syllables
- Stress on important words or syllables

Reading and comprehension

Activity 4 (SB p. 117)

A. It is an information text about advertising.

Activity 5 (SB p. 119)

- Advertisements are made to persuade consumers to buy goods and/or services.
- C. persuasive
- We can find advertisements on the internet, television and radio, in newspapers and magazines, on billboards and posters.
- People use advertising for their products or services to draw or capture the attention of the people to whom they want to sell their products and/or services. Advertising also persuades potential consumers that they need the product or service that is being advertised.

- Advertising on television uses different techniques that are provided by the medium. Unlike magazines, which use advertising copy, bold words, picture and colour to draw the target market's attention, television advertising uses techniques such as lyrics and sound to capture viewers' attention.
- False

Activity 7 (SB p. 120)

- B. students
- C. both
- C. online
- C. scan, copy, repeat
- C. study
- A. eat, sleep, walk
- Students' answers will vary.
- Hold the machine over your written notes.
 - Press a button to copy the notes.
 - Select a voice to read the notes.
 - Wear earphones in your ears.
 - Play the recorded notes wherever you are.
- Persuasive language
- Students' answers will vary.

Summary

Activity 8 (SB p. 121)

Students' answers will vary. Main points that should be included:

Advertising captures the attention of its target audience to persuade potential customers to buy products or services. Advertisements inform new and existing customers about products or services. Advertising appears in different types of media, such as television, radio, magazines and newspapers. Each type of media uses different techniques, such as sound and songs in television and radio advertisements and bolded words, pictures and colour in magazines and newspapers.

Vocabulary development

Activity 9 (SB p. 121)

Word	Meaning
a) target market	the group of people an advertisement is trying to persuade to do something or buy something
b) slogan	a short phrase that will catch people's attention
c) product	the object that is being sold
d) consumer	the person who will actually use the product
e) brand	the special name of a particular product
f) copy	all the words written or spoken in the advertisement
g) marketing	the job of planning how to encourage people to buy a product
h) service	a business activity that people pay an individual to perform

Grammar

Activity 10 (SB p. 123)

- She asked them to come and watch the netball match.
- She asked me to add two sugars to the tea.
- He asked her to pick up the pencil under the desk.
- Coach asked the students to practise after school.
- Mother asked me to make my bed.
- Oluchi asked Adeaze to send her a message to her know how she was.
- Grandmother asked the child to visit her when he had a chance.
- Femi asked his brother to lend him the book.

Writing

Activity 11 (SB p. 123)

Positives of herbal medicine	Negatives of herbal medicine
<p>Herbal medicines are made from natural products, so they seem to be healthier.</p> <p>Most people think that herbal medicines are safer because they have fewer side effects.</p> <p>Some believe that herbal medicines are stronger and have a more lasting effect because they heal the body and do not just kill the disease.</p> <p>You can buy herbal medicine more easily because you do not have to go to a chemist or hospital for them.</p> <p>Some bacteria have adapted to orthodox medicines such as antibiotics, so the treatment does not always work.</p>	<p>Herbal medication takes longer to work than orthodox medicine.</p> <p>Orthodox medicine is expensive but herbal medicine, in its smart packaging, can also be expensive.</p> <p>Sometimes, herbal medicine tastes horrible while orthodox medicine is easier to take.</p> <p>Not all herbal medicines have been tested as much as orthodox medicines, so we do not always know if they work.</p>

Literature

Activity 13 (SB p. 124)

- Metaphor
- Simile
- Simile
- Personification
- Personification
- Metaphor
- Personification
- Simile

Listening and speaking

Activity 2 (SB p. 125)

Words with /f/ sound	Words with /v/ sound
furnish, life, Friday, gift, afraid, February, feast, often, hoof, defend, deafness	lively, November, vest, varnish, given, oven, avoid, hover, devote, devil, vanity

Activity 3 (SB p. 126)

- | | |
|-------------------------|-------------------------|
| a) leaf – leaves | b) fan – van |
| c) view – few | d) fault – vault |
| e) veil – fail | f) fast – vast |
| g) vine – fine | h) safe – saves |

Reading and comprehension

Activity 5 (SB p. 127)

- a) In the past, people completed their schooling and possibly tertiary education, and were then employed by either businesses or government institutions.
- b) Definition of entrepreneurs: people who start their own businesses. Student's answers will vary. Make sure they have understood the word correctly.
- c) False
- d) Starting a business has the following benefits: a) It provides the entrepreneur with an income; b) It creates jobs for others; and c) It strengthens the economy.
- e) **D.** They have all started their own businesses.
- f) **C.** both products and services.
- g) Michael Eze believes that the most important thing to do when running a company is to put the customer first.
- h) co-founder
- i) Toyosi Okonkwo would rather be the owner of the business than an employee of the business.
- j) **D.** the ability to think about or plan the future with imagination
- k) **B.** made her feel that she wanted to start her own business and that she could do so successfully.
- l) Students' answers will vary.

Summary

Activity 6 (SB p. 128)

Name of entrepreneur	Name of company	Role in the company	What the company does	Approach to or advice about starting or running a business
Micheal Eze	SOLO Phone	Co-founder and Director	Manufactures smartphones and provides mobile services.	Always prioritise customers. Innovation that enables you to serve customers better is very important.
Toyosi Okonkwo	Clean Yard Services Limited	Managing partner	Cleaning business	Entrepreneurs must have a clear vision. They must educate themselves about finance and management by reading or attending courses.
Ifeoma Akintola	Not provided	Public relations	Promotes clients and their companies or products	Entrepreneurs should not take on more work than they can handle. Entrepreneurs who disappoint their clients will not succeed in the long term.

Vocabulary development

Activity 7 (SB p. 129)

Word	Meaning
a) tertiary	at university or college level
b) retirement	the time at which you leave your job and stop working, usually because you are old
c) economy	the system by which a country produces and uses goods and money
d) founder	someone who starts an organisation or company
e) director	an important manager in an organisation or company
f) consumer	someone who buys or uses goods or services
g) innovation	a new idea or method that is being tried for the first time
h) partner	someone who owns a business with another person
i) finance	the money that a person, company or country has
j) management	the process of dealing with or controlling things or people

Activity 8 (SB p. 129)

- His parents provided the finance for him to buy his first machines.
- Recent innovations in computer technology have changed how we do business.
- Many consumers make purchases on the internet.
- My grandfather continued working well beyond the normal age of retirement.
- An increase in tourism will help the city's economy.
- Business improved under the management of new owners.
- They are partners in the real estate business.
- My aunt is well known as the founder of that business, but now she is no longer involved.

Grammar

Activity 9 (SB p. 130)

- Watch as they **dance** with rhythm.
- It **makes** me happy.
- I **cry**.
- He **jumps** high.
- We **walk** heartily.
- You **study** hard.
- The parents **teach** the students.
- She **buys** food for the family.
- They **visit** their cousins.
- The children **start** school early.

Activity 10 (SB p. 131)

- I want to be an entrepreneur **because** I like to work for myself.
- It's exciting to start your own company **although** you have to work hard.
- Ibekwe takes out a bank loan **so that** he can start a small factory.
- Michael saw a need amongst consumers for mobile services; **therefore** he started SOLO Phone.
- He was late **hence** he was not in time to make his presentation to the selection panel.
- He wanted to demonstrate his new product to the selection panel **in order to** generate business for his company.
- You won't make a profit **unless** you work hard.
- Our monthly sales figures depend on **whether** we reach our sales targets.
- Sales were down last month **despite** the product being widely advertised.

Literature

Activity 12 (SB p. 132)

- The mining company **retrenched** the workers.
 - No **alcohol** is allowed on school grounds.
 - It is no fun to be **unemployed**.
 - Ife is **overweight/unusually large**.
- Oh no! Did you only win a million?
 - Lewa really needs to study – 92% is so bad!
- at 1000 miles an hour
 - die of hunger
 - die of embarrassment

Listening and speaking

Activity 3 (SB p. 134)

- Although my grandfather and grandmother live together, my theory is that they would both be happier by themselves.
- On the third Thursday of the month their brother got a thick thorn in his thumb and they thought that they should take him to the doctor.
- Thanks for the water that you thoughtfully bought me. I am thirsty and my throat is sore.

Activity 4 (SB p. 134)

/θ/	/ð/	/t/	/d/	/f/	/v/
thin	then	train	slide	finger	sleeve
nothing	breathe	slight	drape	face	thrive
thread	slither	tick	dread		driver
both	father	tread			
	there				

Reading and comprehension

Activity 7 (SB p. 136)

- The author's sister is having a birthday soon.
- Fourteen years old
- The author found it rude that her sister provided a list of the gifts she wanted to receive for her birthday.
- Her grandmother
- 'We are all different and it is not a good thing to think my sister is a horrible person or rude just because I would not have done the same thing.'
- B.** The author was less troubled by worrying thoughts than she had been before.
- Figurative language
- The author needed to buy a birthday gift and prepare a poem.
- So similar that the two people are almost identical to one another.

- The author states that the fact that she and her sister are not identical is a positive thing.
- The author and her sister are twins.
- our; day
- Fifteen years old

Summary

Activity 8 (SB p. 137)

Title: **The day before the big day**

This story is about the writer and her sister.

Tomorrow is her sister's birthday.

First she asks her grandmother for advice.

Then she goes to the market and buys her sister a gift.

When she gets home she writes a poem.

Finally it is time for bed.

The writer cannot wait for the party the next day.

Vocabulary development

Activity 9 (SB p. 138)

Verb	Synonyms
a) ate	consumed, snacked, devoured
b) find	discover, unearth, uncover
c) give	provide, supply, hand over
d) like	treasure, love, adore
e) open	unwrap, undo, untie
f) dance	romp, cavort, frolic
g) jump	skip, hop, frolic
h) laugh	chuckle, giggle, chortle
i) sing	croon, chant, warble
j) drink	sip, drain, gulp down

Activity 10 (SB p. 138)

- I love to **unwrap/untie** my gifts quietly in my bedroom.

- b) My parents will **hand over** a present to my sister tomorrow.
- c) We all had a good **chuckle/giggle/chortle** at my party!
- d) They **consumed/devoured** all the food on the party table.
- e) They can **sip** only juice at my party.
- f) We had to **discover** the treasure for the treasure hunt as it was hidden around the house.
- g) I **love/adore/treasure** my new, red bicycle!
- h) My grandparents watched the children **skip/hop/frolic** happily.

Grammar

Activity 11 (SB p. 139)

- a) Modele ran home to **Jasper Road**.
- b) Foluke flew to **Cameroon** for work.
- c) My father works for a company called **Father and Sons**.
- d) **Did you ask Simisola for the Time magazine?**
- e) **No, Bimpe is not angry with you.**
- f) **I attend King Shaka Junior Secondary School.**

Activity 12 (SB p. 139)

- a) Which way will I walk to get to town, Adaiobi?
- b) My mother bought dresses in pink, green and orange materials.
- c) Write down the following places: Nigeria, Cameroon, Egypt, Sudan.
- d) **Stop!** I need to catch that bus.
- e) However, Raliat refused to attend the extra classes.
- f) Please come home, Efe; Obi is waiting for you.

Activity 13 (SB p. 139)

- a) Chibuka said, 'Can I come for supper?'
- b) Dubem replied, 'Of course, but don't be late.'
- c) Chibuka asked, 'What time should I arrive?'
- d) Dubem said, 'Come around at seven o'clock.'
- e) Chibuka said, 'Sure, I will do so. Can I bring anything with me?'
- f) Dubem said, 'No, just yourself!'

Literature

Activity 15 (SB p. 141)

- a) The moral of the story is that lies will eventually be discovered and will harm the individual who lies.
- b) A sailor, a dolphin and a monkey
- c) In an ocean
- d) Students' answers will vary.
- e) A sailor and a monkey were shipwrecked, and the monkey was saved by a dolphin. The monkey lied to the dolphin and when the dolphin discovered the lie, it let the monkey drown.
- f) The climax (the moment of highest tension in the story) is when the monkey tells the second lie and the dolphin realises that the monkey is a liar (as opposed to the moment of resolution in which the dolphin allows the monkey to drown).

Listening and speaking

Activity 2 (SB p. 142)

/s/ sound	/z/ sound
price	a) prize
b) dice	dies
dose	c) doze
ice	d) eyes
e) fussy	fuzzy
race	f) raise

Activity 3 (SB p. 143)

/s/ sound	/z/ sound
Boats	rivers
sail	seas
Ships	clouds
seas	skies
across	these
skies	

Activity 4 (SB p. 143)

/s/ sound	/z/ sound
see, sweet, soul, stars, greatest, honest, answer, sign, grass	Friends, stars, always, refreshes, is, words, meanings

Reading and comprehension

Activity 7 (SB p. 145)

- Calabar is crowded, noisy, full of traffic, has big buildings and many interesting places to visit. Olu's village has fewer inhabitants, is surrounded by open spaces, and has a river nearby.
- Olu missed his friends and family.
- Olu's uncle showed his kindness by taking Olu to visit interesting places in the city

when he first arrived, then by introducing him to other children, and, finally, by taking him to the beach before he left to go back to the village.

- The phrase is meant figuratively; it means that from then on Olu's experience of being in Calabar changed.
- No: 'For the first time in his life, Olu saw the ocean!'
- False
- Olu learnt how to play games on a big-screen TV.
- Olu taught his friends how to make fishing rods and shell necklaces.
- Students' answers will vary.
- B.** Olu makes new friends in the city
- Students' reasons will vary.
- 'I will miss the sea so much,' he told his uncle.

Summary

Activity 8 (SB p. 146)

Paragraph 2: Olu was lonely without his family and friends.

Paragraph 3: Olu's uncle noticed that he was lonely and so introduced him to some children.

Paragraph 4: Olu became friends with the children.

Paragraph 5: Olu and his new friends played many games together.

Paragraph 6: Olu told his new friends about his simple way of life in the village and they thought it sounded boring.

Paragraph 7: Olu thought that he was never bored at home; he simply did different things with his time.

Paragraph 8: Olu went to the beach for the first time and was in awe of the ocean.

Paragraph 9: Olu entered the water tentatively and soon realised that the water was not deep close to the shore, unlike the river at home.

Paragraph 10: Olu spent a lot of time at the beach and taught his friends how to make fishing rods and shell necklaces.

Paragraph 11: When Olu had to return home, he asked to visit the beach one last time.

Paragraph 12: Olu was sad as he would miss the sea.

Paragraph 13: Olu travelled back to the village with some seawater in a bottle that would remind him of the sea and make him miss it a little bit less.

Vocabulary development

Activity 9 (SB p. 147)

- a) She watched the water trickle slowly into the bucket.
- b) If you make too much noise at your party, you are likely to upset your neighbours.
- c) I love to dance and swirl around.
- d) We met our friends at the stadium to watch the hockey match together.
- e) Thread the needle and sew on the button.
- f) When my best friend left to live in another town, I felt lonely.
- g) After the heavy rain, the river was full and the waterfall plunged over the edge of the cliff.
- h) Ladies and gentlemen, I would like to introduce our guest speaker.

Activity 10 (SB p. 147)

- a) easy – **difficult**
- b) seldom – **often**
- c) same – **different**
- d) hot – **cold**
- e) huge – **small**
- f) hard – **soft**
- g) large – **small**
- h) hard – **soft**
- i) colder – **warmer**
- j) confident – **afraid**
- k) after – **before**
- l) noisily – **quietly**
- m) full – **empty**
- n) forget – **remember**

Grammar

Activity 11 (SB p. 148)

- b) My dear friend, Adedeji, joined the army. Now, he is called Sgt. Keita. Between you and me, I think he misses home, his dog, his parents, and his friends. We send him food parcels with treats from home, such as chinchin, puff-puff, and coconut candy.

Activity 12 (SB p. 148)

- a) The speaker is suggesting that they eat their grandfather.
- b) The speaker is suggesting to Grandpa that they eat now.

Listening and speaking

Activity 3 (SB p. 151)

- The sheep rushed into the marsh.
- Shawn the illusionist gives shows in the shopping mall.
- In my leisure time I enjoy watching action television series set in Asia.
- Shagari initially showed confusion about how to solve the equation.
- She came to the conclusion that her shiny patent leather shoes are her most precious possession.
- The fishermen were under pressure to make provision for the sharks that were catching their fish.
- The shooting star brushed across the horizon in a short visual display.
- After the invasion it took little persuasion for us to rush home to share the delicious refreshments.

Activity 4 (SB p. 151)

- It is important for everyone to have a basic education.
- She showed a lot of patience with her little brother when she helped him with his homework.
- We must measure all the ingredients before we start to bake the cake.
- Last Friday we did not wear our school uniform because we were allowed to go to school in casual clothing.
- The mother wiped her baby's nose with a tissue.
- Have you made a decision about where you will spend your holiday?
- You need special training to do this job.
- My sister's wedding was a lovely occasion for both families.
- The teacher has a great vision of what she can help her students achieve.

- When their car broke down, they spent an anxious night waiting for help.

Reading and comprehension

Activity 5 (SB p. 151)

- The passage is an example of an **informal** letter.
- Rayowa wrote the letter.
 - The writer lives in Lagos.
 - The letter was written on 25 May 2016.
 - Zoputa is the receiver of the letter.
 - The letter provides details about Rayowa's life in Lagos: about her family's new apartment and lifestyle.

Activity 7 (SB p. 153)

- Rayowa has moved to Lagos and misses her friend. She writes to her to tell her that she misses her and to tell her about her new life.
- Rayowa now lives in Lagos; Zoputa still lives in a village.
- B.** noisy
- Rayowa no longer has to share her bedroom with her sister.
- True. 'little'**
- Rayowa's family does not live on the ground floor of the apartment building and do not have access to any land in which they could grow their own vegetables.
- Rayowa's family buys vegetables at the market, which is a fifteen-minute walk away from their apartment.
- False. 'walk'**
- C.** persuasive
- goods, wares, products, produce
- Rayowa feels nervous about starting school the next week. She is nervous because there are more students at the new school than there were at her school in the village. She is also concerned about whether or not the students and teacher will be likeable.

- l) Students' answers will vary, but should address the main ideas in Rayowa's letter, i.e. life in the city; the apartment; the market; her new school; missing her friend.

Summary

Activity 8 (SB p. 154)

- a) Main ideas:

Paragraph 1: Rayowa apologised for not writing a letter sooner.

Paragraph 2: Rayowa didn't like the city when she first arrived.

Paragraph 3: Rayowa and her family now live in a flat.

Paragraph 4: Rayowa and her family can no longer grow their own vegetables.

Paragraph 5: The market offers a wide variety of goods.

Paragraph 6: Rayowa is anxious about attending a new school.

Paragraph 7: Rayowa misses her family and friends in the village.

- b) Supporting ideas (Students' answers will vary. Optional supporting ideas included below.)

Paragraph 1: Rayowa stated that life in the city was very busy. Rayowa struggled to find time to write a letter.

Paragraph 2: The bus driver rushed them off the bus when they arrived. Rayowa didn't like the noise in the city. Rayowa found the pushing and shoving by the other passengers overwhelming and unpleasant. Rayowa wanted to return to the village so she could be with her best friend.

Paragraph 3: The flat is small. The flat is close to the bus terminus. Rayowa no longer has to share a bedroom with her little sister.

Paragraph 4: The family do not have access to land as they do not live on the ground floor of the building. Rayowa's family buy their vegetables at the market. The market is a fifteen-minute walk from the flat. The city streets are busy and therefore difficult to navigate.

Paragraph 5: The sellers at the market are very persuasive. The sellers are friendly and engaging.

Paragraph 6: Rayowa's new school will have many more students than her school in the village. Rayowa hopes that the students and teacher will be likeable. She looks forward to learning new things.

Paragraph 7: Rayowa misses her grandmother's kindness. Rayowa especially misses her best friends. Rayowa hopes that Zoputa will reply to her letter soon.

Activity 9 (SB p. 154)

- a) The text is about Rayowa who has moved to Lagos from a village and is struggling to adjust to her new life in the city.
- b) Rayowa writes a letter to her best friend, Zoputa. In it, she describes the city streets and the market.

Vocabulary development

Activity 10 (SB p. 154)

- a) and b)

	Word from text	Synonym	Antonym
i)	shouting	yelling	whispering
ii)	annoying	bothersome	agreeable
iii)	nervous	uneasy	relaxed
iv)	small	slight	great
v)	first	initial	last
vi)	currently	presently	previously
vii)	challenging	difficult	easy
viii)	quickly	hastily	sluggishly
ix)	reply	response	demand
x)	fetched	collected	delivered

Grammar

Activity 11 (SB p. 156)

- a) Tell me: which road is the shortest route?
- b) Your fishing box should contain: spare line, hooks, sinkers and bait.
- c) Which road is the most pleasant drive?
- d) I like to fish in rivers; my father prefers the sea.

- e) I'll tell you one thing: there's nothing like fresh fish!
 - f) The doctor explained: the broken bone will heal in six weeks.
 - g) Winter is the rainy season; in summer it is dry.
 - h) She had a long list of stationery to buy: pens, pencils, paper, paints, glue and a sharpener.
 - i) Prof Omutso said: 'You should read at least one novel a term'.
 - j) After we arrived home, we ate our lunch.
- f) There was an accident at the twenty-year-old building.
 - g) How do you think he would react if I ...
 - h) Didn't Danladi tell you that the book he found was yours?
 - i) I think there's going to be a storm.
 - j) We're going to see her at Fara's house.

Activity 12 (SB p. 156)

- a) Africa's longest river is the Nile.
- b) It's unlikely that the sun will reach the end of its life in our lifetime.
- c) The children's lunch was delicious; however the adults' ...
- d) The well-known actor has released a new movie.
- e) I think (in fact, I'm sure) that there were three children in the car.

Activity 13 (SB p. 156)

- a) Write and tell me how you are.
- b) We love cooking, cats and riding our bikes.
- c) Tanimu is not good at spelling; his sister is.
- d) The politician said: 'We will build new roads.'
- e) 'I hate getting caught in the rain,' said Uwani.
- f) The teacher asked the students why they hadn't completed their homework.
- g) The dog gulped down **its** food hungrily.
- h) The liver's function is to filter **our** blood.
- i) The **box's** lids were missing.
- j) Children have the right (and responsibility) to speak out.

PAPER I: Multiple choice

(70 marks)

Section I: Comprehension

(SB p. 161) (5 marks)

1. **E.** gases, such as carbon dioxide and methane, that trap heat in the atmosphere of the Earth
2. **D.** Human activities, such as burning oil and coal, produce a build-up of greenhouse gases
3. **C.** Some animal and plant species may cease to exist if the climate of their environment changes too much
4. **B.** a measure of a person's impact on the environment, i.e. the amount of carbon dioxide the person is responsible for creating
5. **D.** Protect and plant trees

Section II: Spoken English

(SB p. 162) (25 marks)

6. **D.** This is a **wh-** question that ends with falling intonation.
7. **A.** This is a statement that ends with falling intonation.
8. **B.** This is a command that ends with falling intonation.
9. **E.** This is a **wh-** question that ends with falling intonation.
10. **C.** This is a **yes/no** question that ends with rising intonation.
11. **D.** swaying
12. **C.** To **feed** the **hungry Town**.
13. **E.** the effort and hard work of the women through all the steps of growing and caring for the crops.
14. **D.** regular
15. **B.** 3 and 13
16. **A.** safe
17. **D.** oven

18. **B.** with
19. **C.** these
20. **A.** dancing
21. **A.** graze
22. **B.** machine
23. **C.** seizure
24. **C.** phantom
25. **A.** lose
26. **B.** youth
27. **E.** sunshine
28. **E.** fussy
29. **D.** stuff
30. **C.** pleasure

Section III: Vocabulary development

(SB p. 165) (10 marks)

31. **D.** injury
32. **C.** recent
33. **A.** thermometer
34. **B.** confront
35. **D.** hypothermia
36. **E.** consumer
37. **A.** persistent
38. **B.** swirl
39. **B.** innovative
40. **E.** entrepreneur

Section IV: Grammar

(SB p. 166) (30 marks)

41. **B.** Ditta said that she wanted to cycle to the veld.
42. **D.** Cousin Chinwe shouted that he would fall off.
43. **A.** Ditta said, 'My bicycle needs oil.'
44. **E.** Cousin Chinwe said, 'I have an oil can at home.'
45. **D.** Bola told me not to shout out.
46. **C.** Rilwan told me not to tell him what happened in the story.

47. **B.** Simisola told me to wipe my dirty feet.
48. **E.** She asked me to do the homework with her.
49. **A.** He asked Omobola to buy bread at the shops.
50. **D.** The teacher asked her to pick up the pencil under the desk.
51. **E.** under
52. **C.** across
53. **C.** off
54. **B.** on
55. **B.** at
56. **D.** ate
57. **C.** is
58. **A.** was
59. **E.** rode
60. **A.** climbed
61. **B.** In the display, Modele can see: flowers, trees, fruit and vegetables.
62. **D.** Chuku did a project on Nelson Mandela who was the President of South Africa.
63. **E.** My father bought Chibuka the latest CD by Dr Sid.
64. **A.** Chinwe rode her bicycle; Bello walked.
65. **D.** Are you going to Ali Baogun Street today?
66. **B.** You haven't got a chance of catching the bus if you don't leave immediately.
67. **A.** A young girl (whom I had never seen before) stole my shoes.
68. **C.** Dubem asked, 'Can I come back to visit you on Wednesday?'
69. **C.** Dubem said, 'Absolutely! I look forward to seeing you then.'
70. **E.** My cousin, who lives in Lagos, celebrated his twenty-first birthday yesterday.

TERM 3

Module 1: HIV

Module 6: Protecting our planet

Module 2: Mining in Nigeria

Module 7: Peacekeepers

Module 3: Values

Module 8: A story about money

Module 4: Living in a new place

Module 9: Relationships

Module 5: Why we have laws

Module 10: Revision



Listening and speaking

Activity 2 (SB p. 173)

a)

/m/ sound	/n/ sound	/ŋ/ sound
Many	Many	Kingdom
Kingdom	Maiden	rustling
Maiden	know	bustling
whom	name	jostling
may	Annabel	pitching
name	and	hustling
me	no	pattering
seemed	Than	clattering
merry	wooden	clapping
Small	hands	tongues
farm-yard	in	chattering
came	when	scattering
	children	running
	running	

- e) Chinasa kept her HIV status secret because she was ashamed and because she was able to do so because she initially didn't have symptoms. She told her family once she developed symptoms.
- f) Any two of the following: Chinasa's friends and family i) shunned her by not visiting her or greeting her; ii) did not allow her to touch anyone; iii) refused to eat any food that she had prepared.
- g) They became hostile and refused to spend time with her. They were possibly fearful of contracting HIV by associating with her. They were possibly judgmental of her lifestyle and thought that was the reason why she had contracted HIV.
- h) Chinasa was supported by a support group and attended group counselling sessions. She felt comforted by speaking with people who had the same diagnosis and was able to draw on them for support.
- i) Chinasa has a positive attitude towards life. She states that she intends living her life to the full and is not resentful.

Reading and comprehension

Activity 4 (SB p. 174)

- a) A dialogue is a i) conversation between people. Each person's speech is on a new ii) line. Each time a different person speaks, we write their name followed by a iii) colon.
- b) Students' answers will vary but should reference the caption.

Activity 6 (SB p. 175)

- a) Chinasa went to the doctor because she was too ill to get out of bed for a number of days.
- b) The doctor tested her for hepatitis. The test result was positive.
- c) Chinasa was worried that she might be HIV-positive and didn't want to face that possibility.
- d) Chinasa felt ashamed when she discovered she was HIV-positive. She burnt the record of the test result so that no one else could discover her HIV status.

Summary

Activity 7 (SB p. 176)

At first, when her doctor advised her to get tested, Chinasa did not want to take the HIV test because she did not want to face the truth that she might be HIV-positive. However, after about a year, she could no longer live with the uncertainty and she had the test. When she got the positive result, she felt shocked and ashamed. Because of this she kept her status a secret. After a few months, when she could no longer hide the fact that she was ill, she eventually told her partner and her family that she was HIV-positive. Her family reacted to the news very unsympathetically, which was very

difficult for Chinasa. To help her cope, Chinasa joined a support group and had counselling. As a result, she felt supported and comforted to know that there were others who understood how she felt. Finally, she has come to terms with her situation and tries to live life to the full.

Vocabulary development

Activity 8 (SB p. 176)

A	B
a) HIV-positive	status
b) HIV	test
c) positive	result
d) infected	with HIV
e) physical	symptoms
f) support	group

Activity 9 (SB p. 177)

Words	Synonym from the interview
a) brave	courageous
b) ill	sick
c) embarrassed and guilty	ashamed
d) unfriendly	hostile
e) consenting	agreeing
f) very tired	exhausted

Activity 10 (SB p. 177)

Words	Antonym from the interview
a) compulsory	voluntary
b) negative	positive
c) everybody	nobody
d) forgiving	resentful
e) approached	avoided
f) elderly	young

Grammar

Activity 11 (SB p. 178)

- Although Mrs Oluwole woke her daughter up at 5 o'clock, she was still late for school.
- I often make delicious meals, whereas my sister, who can't cook, refuses to make dinner.
- Fola enjoys going to school and always does her homework, but her brother hates school and does as little work as possible.
- We know how to cure malaria if the patient sees a doctor in good time, but there is no cure for HIV/AIDS.
- Although we don't see each other often, we are very good friends.
- The new stadium will be amazing, but it will be very expensive to build.
- Although people say the climb is dangerous, I think it's quite safe if you are careful.
- My mother cooked dinner for Kadada, but she had no appetite and couldn't eat much.

Activity 12 (SB p. 178)

- Malaria is a serious disease in many countries, **but** the majority of people who die from malaria live in sub-Saharan Africa.
- Many people think malaria is caused by a virus or bacteria, **whereas** it is actually caused by a parasite that is spread through infected mosquitoes.
- Although** all mosquitoes do not transmit malaria, it is sensible to sleep under a mosquito net.
- Although** mosquitoes are tiny insects, they have been called the most dangerous animals in the world.
- The early symptoms of malaria are high fever, fatigue and body aches, **whereas** the symptoms of cholera are diarrhoea and vomiting.
- You can't get malaria directly from another person who has malaria, **whereas** you can get it if you have a transfusion of blood from a person who has malaria.
- Only female mosquitoes need blood, **but** many people think the male mosquitoes are the ones that bite.

- h) **Although** malaria can cause severe illness and death, these can normally be avoided if the disease is properly treated.

Literature

Activity 14 (SB p. 180)

- a) the way that an author writes: **style**
- b) the place where something is or where something happens in a book: **setting**
- c) the things that happen in a story: **plot**
- d) the main subject or topic of a book: **theme**
- e) the way that people are described in a book: **characterisation**
- f) the person who tells the story – this can be one of the characters or an outside person who describes the action: **narrator**

Activity 15 (SB p. 180)

Figure of speech	Explanation
a) alliteration	the repetition of a vowel sound in several words in a line of text
b) assonance	the repetition of the same consonant at the beginning of several words in a line of text or poetry
c) metaphor	one thing is compared directly to another unlike thing
d) personification	something that is not human is given human characteristics
e) simile	two unlike things are compared using 'like' or 'as'
f) onomatopoeia	a word sounds like the noise that it represents

Activity 16 (SB p. 180)

- a) 'She sells seashells' is an example of **assonance**.
- b) 'The gorilla has a chest like a barrel' is an example of a **simile**.
- c) 'The onions hissed and sizzled in the pan' is an example of **onomatopoeia**.
- d) 'The gorilla thumped his barrel chest and glared at us angrily' is an example of a **metaphor**.
- e) 'Peter Piper picked a peck of pickled peppers' is an example of **alliteration**.
- f) 'The flowers danced in the breeze' is an example of **personification**.

Listening and speaking

Activity 3 (SB p. 182)

Oluchi is a teacher. Her father is the manager of a coal mine. In January, Oluchi watched her father switch on a new electrical generating plant that uses coal from his mine. There were journalists there who took pictures for the newspaper. In June, her children arranged a party for her birthday. There was such a lot of food to eat. There was chicken with spicy jollof rice, with lots of chillies. The chief cook made a chocolate cake decorated with cherries and cream that looked like sparkling gems. What a joyous occasion it was!

Activity 4 (SB p. 182)

- With its rivers and waterfalls, it is an area of great natural beauty.
- Which channel on television do you like to watch?
- My brother and sister are preparing food in the kitchen.
- The driver slowed down because the traffic light had turned from green to orange.
- The explorer's journey covered over 1 000 kilometres.
- He was easily tricked. I don't think he is a very good judge of character.
- A cheetah runs very fast in short bursts.
- It is dangerous to run with scissors.
- We often do map work in geography.
- I am going to the library to exchange this book for one I have not read.

Reading and comprehension

Activity 5 (SB p. 182)

- B. illegal gold mining in Nigeria.

Activity 7 (SB p. 184)

- True
- False. Coal is used to generate electricity. (However, coal is used indirectly in the

construction industry as electricity is used in the construction industry.)

- True
- True
- False. Both the mining and quarrying industries damage the environment.
- True
- True
- False. Small-time miners say that they earn ten times more from mining than they can earn from farming.
- False. Children who suffered disabilities, such as blindness and paralysis, could not be cured by doctors.
- False. The government says that the solution is to provide small-time miners with better mining equipment and modern mining methods.

Summary

Activity 8 (SB p. 184)

Advantages	Disadvantages
a) They supply raw materials needed to construct roads and buildings.	e) They cause damage to the environment.
b) They supply resources used in manufacturing products such as cars and computers.	c) Mining is a dangerous industry.
d) Trading of raw materials with other countries brings vital foreign exchange into the country.	g) Many materials produced or used in mining are poisonous.
f) They create employment, and are a source of income for families and communities.	h) Due to the dangers associated with mining, people's health is threatened and it causes the death of some people.

Activity 9 (SB p. 185)

Paragraph 5: The work is dangerous, not least of all because miners use their hands and thereby expose themselves to toxic substances.

Paragraph 6: Miners can suffer lead and mercury poisoning, which can cause disability or death.

Paragraph 7: The cost to families of working in contaminated areas includes loss of life.

Vocabulary development

Activity 10 (SB p. 185)

- The source of a river is usually high up in the mountains.
- When other countries buy goods from Nigeria, foreign exchange flows into the country.
- Gold is found in rock known as ore.
- Coal is called a non-renewable resource because there is a limited amount; when we have removed all of the coal from the earth through mining, there won't be any left.
- Quarrying is the process of digging large amounts of stone or sand out of a huge hole or quarry.
- Iron ore is the most important raw material for making steel.
- Diamond mining is very dangerous. Workers face the risk of death and injury every time they go underground.
- The oil industry is the biggest contributor to Nigeria's economy.

Activity 11 (SB p. 186)

Word	Meaning
a) benefit	something that helps you or gives you an advantage
b) essential	very important and necessary
c) generate	to produce
d) construction	the work of building houses, offices, bridges, roads, etc.
e) vital	very important and necessary
f) regulated	controlled
g) abandoned	to stop doing something before it is finished

Word	Meaning
h) infertility	not being able to have babies
i) disability	an illness, injury or condition that makes it difficult or impossible for a person to do things that other people do
j) blindness	not being able to see
k) paralysis	being unable to move all or part of your body because of injury or illness
l) contaminated	dirtied or polluted

Grammar

Activity 12 (SB p. 187)

- Despite** doing his homework, Ikeade was punished because it was full of mistakes.
- In spite of** the bad weather, Danjuma had a wonderful day at the beach.
- Although** I was absolutely exhausted, I slept badly last night.
- My father was excited on Saturday because his team had won their match, **whereas** his friend was unhappy because his team had lost.
- Bolanile didn't have enough money to buy a ticket, **despite** saving for months.
- Although** he wore gloves, the miner suffered from mercury poisoning.
- The mining is illegal, **but** the miners will not stop because that need money.
- The child is happy **in spite of** being blind.
- In spite of** regulated gold mining stopping in the 1960s, small-time illegal mining still occurs.
- Whereas** legal mines have safety measures in place, illegal mines have no safety controls.

Literature

Activity 15 (SB p. 189)

Extract A: Narrative prose

Extract B: Descriptive prose

Listening and speaking

Activity 2 (SB p. 191)

- Yesterday we heard the hero yelling to the helpers to hurry.
- Your hamburger is cold; why don't you reheat it?
- Harry painted the wheel white and yellow with a huge brush.
- I hate this hot, uncomfortable uniform that we usually have to wear.
- Whose home is high on the hill beyond your village?
- The sweet young child drew a halo around the queen's head with a yellow crayon.
- Who was the handsome man who asked me 'How are you?'
- Wafor happily sails his yacht somewhere beyond West Africa.

Activity 4 (SB p. 191)

- Yesterday we heard the hero yelling to the helpers to hurry.
- Your hamburger is cold; why don't you reheat it?
- Harry painted the wheel white and yellow with a huge brush.
- I hate this hot, uncomfortable uniform that we usually have to wear.
- Whose home is high on the hill beyond your village?
- The sweet young child drew a halo around the queen's head with a yellow crayon.
- Who was the handsome man who asked me 'How are you?'
- Wafor happily sails his yacht somewhere beyond West Africa.

Activity 6 (SB p. 191)

- Yesterday we heard the hero yelling to the helpers to hurry.
- Your hamburger is cold; why don't you reheat it?

- Harry painted the wheel white and yellow with a huge brush.
- I hate this hot, uncomfortable uniform that we usually have to wear.
- Whose home is high on the hill beyond your village?
- The sweet young child drew a halo around the queen's head with a yellow crayon.
- Who was the handsome man who asked me 'How are you?'
- Wafor happily sails his yacht somewhere beyond West Africa.

Reading and comprehension

Activity 8 (SB p. 193)

- In a small hole in a forest
- Proud
- The king cobra spent his days eating, sleeping and digesting the food he had eaten.
- The king cobra's pride grew as his body grew bigger.
- The king cobra decided he needed a new home that matched how magnificent he was.
- Proud
- He noticed an anthill. He was appalled as he thought it was messy.
- The ants were not afraid and did not obey the king cobra's order as they were able to defend themselves against him.
- The king cobra returned to the small hole in which he had lived at the beginning of the story.
- The meaning of 'pride before a fall': if one has too much pride or is arrogant this can cause one to make mistakes that will eventually cause one to fail.

Summary

Activity 9 (SB p. 193)

- A king cobra lived in a small hole in the rainforest and caught small animals for food.

- Over time, he grew to be a large, impressive-looking snake.
- The cobra found the tallest tree in the forest and decided to make his home there.
- The cobra noticed an anthill near the tree, and he was upset that it was so near his home.
- The cobra ordered the ants to destroy the anthill and move away from the tree.
- The ants ignored the cobra's order.
- This made the cobra very angry and used his tail to break the anthill hill.
- The ants came running out of the anthill and climbed on the cobra, biting him all over his body.
- This caused the cobra great pain, and he was desperate to get the ants off him.
- Eventually the ants let the cobra escape and he crawled away to a small hole.

Vocabulary development

Activity 10 (SB p. 194)

Word	Meaning
a) status	the position you have in relation to other people
b) ugly	unpleasant to look at
c) dare	to be brave enough to behave in a particular way
d) defend	to protect someone or something from being attacked, especially by fighting
e) disobey	to not do what you are told by someone in a position of authority
f) excruciating	extremely painful
g) magnificent	very good or very beautiful
h) pride	a feeling of satisfaction at your achievements
i) pincers	claws that ants use to carry loads and defend themselves
j) palace	a large house that is the home of a king or queen

Word	Meaning
k) mercy	kindness that makes you forgive someone, usually someone that you have authority or power over
l) afraid	frightened

Activity 11 (SB p. 195)

- At the moment, Titilola has three brothers. (**present tense**)
- Last year, before Adekunle was born, Titilola had only two brothers. (**past tense**)
- Chika always has the most interesting story to tell. (**present tense**)
- I had so much homework last night that there was no time for anything else. (**past tense**)
- Adaobi and Uju had flu last week so they didn't come to school. (**past tense**)
- Oluseyi and I have the same mother, but different fathers. (**present tense**)
- You have a beautiful new dress on today. (**present tense**)
- Uwakaego has many friends who are in her class at school. (**present tense**)

Activity 12 (SB p. 195)

- Bimbola **has listened** to music.
- We **had cooked** a delicious stew for supper.
- Yetunde **has heard** the voice of her mother.
- Obi and Ifeyinwa **had worked** hard today.
- Habib **has sat** on the chair all day.
- Uwakaego and her friend **had been happy**.
- Titilola and his brothers **have stayed** with their grandmother.
- Adaobi and Uju **had returned** to school after their illness.

Listening and speaking

Activity 2 (SB p. 199)

Word with /l/ sound	Word with /r/ sound
alive	arrive
a) fly	fry
collect	b) correct
c) light	right
d) long	wrong
glass	e) grass
lane	f) rain
g) leader	reader
load	h) road
i) lay	pray
lighter	j) writer
glow	k) grow
l) clash	crash
glamour	m) patter, clatter, spatter

Reading and comprehension

Activity 5 (SB p. 201)

- Ralindu/Lin
- The story is not autobiographical. It is a fictional story. The name of the narrator is not the same as that of the author.
- Nigeria
- B.** Philadelphia, USA
- A.** three years
- B.** for a longer time than her
- 'I looked at the house and I understood why Father did not want to send for us right after he finished his **residency**, why he chose to work for three years, a regular job at the hospital as well as **moonlighting**.'

- Ralindu
- Lin
- Students' answers will vary. Probable reason: the narrator wants to blend into American society and be thought as American, rather than as a foreigner.
- Her mother pretends not to know for whom they are asking.
- The narrator states that she is 'from Philadelphia' rather than 'from Nigeria'. This is upsetting for the narrator's mother as her mother believes that one's cultural/ancestral heritage is important and something of which to be proud.
- A.** 'hospital'
- The narrator was impressed and grateful. Awed.
- No. She still speaks about America positively and compares it favourably with Nigeria.

Summary

Activity 6 (SB p. 202)

Life in America	Life in Nigeria
not very concerned with a person's family history	very concerned with a person's family history
accent is different from how most people speak	accent is similar to most people
big double-storey house	simple, single-storey house
a lawn outside	no lawn; possibly a concrete or sandy yard
a marble fireplace	no fireplace
wooden floors	cement floors

Vocabulary development

Activity 7 (SB p. 202)

- a) He spoke with a slight accent that made me realise he was not from the same town as me.
- b) Our family can trace our lineage back many generations.
- c) My grandmother gripped the banister tightly as she climbed the stairs.
- d) I did not intend to tell anyone my secret, but I told my friend.
- e) The exterior of the building looked very untidy, but the interior was surprisingly neat.
- f) When my parents married they visited my father's ancestral home.
- g) Tanimu watched the waterfall in awed silence.
- h) You'll lose your job if your employer finds out you have been moonlighting.

Grammar

Activity 8 (SB p. 203)

- a) **We** will visit our grandmother in the holidays.
- b) Her friends baked **her** a delicious cake for her birthday.
- c) It is **they** who will suffer the most.
- d) **He** forgot to finish his homework.
- e) My sister and **I** always play together.
- f) **They** have a park next to their house.
- g) Please will you do this for **me**?
- h) **She** was the winner of the race.
- i) You must give the books to **us**.
- j) Will **they** take a taxi or a bus to school?

Activity 9 (SB p. 203)

- a) Subject
- b) Object
- c) Subject
- d) Subject
- e) Subject
- f) Subject
- g) Object
- h) Subject
- i) Object
- j) Subject

Listening and speaking

Activity 1 (SB p. 206)

- b) cold fruit please stream bulb
bleeding pray flask crawl help
brother practice thank retreat
frightened tourist wildlife protect
truth result entry

Activity 2 (SB p. 206)

One-consonant beginning	Two-consonant beginning
share	stare
begin	skill
physics	creature
thoughtful	pronounce
	bring
	float
	great
	fruit

Activity 3 (SB p. 207)

One-consonant ending	Two-consonant ending
full	physics
stack	spend
nine	desk
	dust
	socks
	plans
	shift
	field
	bring

One-consonant ending	Two-consonant ending
	sand
	bump
	think

Reading and comprehension

Activity 6 (SB p. 208)

- False. The soccer match was not a premier league fixture, but rather a match by non-league teams that aimed to highlight the prevalence of crime in Nigeria.
- False. One team was made up of journalists and the other team was made up of actors and musicians.
- False. The journalists were crime reporters.
- True
- False. Kayode Aderanti encouraged spectators to provide information that could lead to the successful prosecution of criminals.
- True
- False. The team of crime reporters won the match.
- True
- False. The teenager in Illinois vandalised tombstones by pushing them over.
- True

Activity 7 (SB p. 209)

B. Weapons and equipment used to kill and injure people

Activity 8 (SB p. 209)

C. Something that you hope to achieve

Activity 9 (SB p. 209)

Students' answers will vary.

Summary

Activity 11 (SB p. 209)

Paragraph 1	A 'Kick Against Crime' football match was held recently in Lagos between a team of crime journalists and a team of performers.
Paragraph 2	The match was held to raise awareness that everyone is responsible for preventing crime.
Paragraph 3	People should work together to fight crime by sharing information that will help authorities act against criminals.
Paragraph 4	The players wanted to share the message that being a criminal has negative consequences.

Vocabulary development

Activity 13 (SB p. 210)

- responsibility**: something that it is your job or duty to deal with
- contribute**: to do something in order to help achieve something
- addressed**: spoke to
- piracy**: the act of illegally copying a computer program, music or a film and selling it

- eventually**: in the end; finally
- vandalising**: intentionally damaging property that belongs to another person

Grammar

Activity 14 (SB p. 211)

- He excused **himself** and left the room.
- I have not decided what to do yet **myself**.
- She bought **herself** a pair of earrings.
- The magic jug refilled **itself** when it was empty.
- Ibrahim is old enough to make the decision **himself**.
- You should take care of **yourself**.
- We told **ourselves** to work hard.
- They cleaned the classroom **themselves**.

Activity 15 (SB p. 212)

- I heard the noise myself.
- She is too young to go herself.
- The girls baked the cake themselves.
- Father and I washed the car ourselves.
- Okoro copies his friend's work instead of doing it himself.
- The hyena defended itself when the lion attacked it.
- Why don't you make a card yourself?
- Please collect the books yourselves.

Listening and speaking

Activity 2 (SB p. 214)

One-consonant beginning	Two-consonant beginning	Three-consonant beginning
share	stare	splendid
begin	fruit	string
tempt	bring	scream
socks	float	
field	skill	
physics	great	
thoughtful	creature	
sand	pronounce	
bump	spend	
pumps	twelfth	
full		
think		
first		
tenth		
nine		
desk		

One-consonant ending	Two-consonant ending	Three-consonant ending
share	end	pumps
begin	socks	first
thoughtful	field	twelfth
full	physics	tempt
nine	sand	
stare	bump	

One-consonant ending	Two-consonant ending	Three-consonant ending
fruit	think	
float	tenth	
skill	desk	
great	bring	
creature	spend	
pronounce	string	
splendid		
scream		

Reading and comprehension

Activity 3 (SB p. 215)

- a) This is a **factual text** about sea turtles.

Activity 5 (SB p. 215)

- | | |
|----------|----------|
| a) False | b) True |
| c) False | d) False |
| e) True | f) True |
| g) False | h) True |
| i) True | j) False |

Activity 6 (SB p. 216)

Students' answers will vary. They should reference this extract from the text: 'That makes the turtles feel full so they stop eating and slowly starve to death.'

Activity 7 (SB p. 216)

- Reduce: to make something smaller / less than it was previously
- Reuse: to use something more than once
- Recycle: to use waste products for another purpose

Summary

Activity 8 (SB p. 216)

Turtles are sea creatures that need to come up for air to breathe and lay their eggs on beaches. Worldwide, the number of sea turtles is being reduced by the impact of fishing, humans who kill them for food and ornaments, and 4 x 4 vehicles that destroy their nests on beaches. Turtles are killed by plastic bags in two ways: they mistake them for jellyfish and eat them and get entangled in them and drown. Humans can protect turtles by reducing the amount of plastic they use, and by reusing and recycling plastic products.

Vocabulary development

Activity 9 (SB p. 216)

- Grandmother cooked a tasty curry for lunch.
- The students picked up litter along the riverbank.
- If you don't eat, you will starve to death.
- That was a cruel thing to do to your brother.
- The fish flapped its tail as it became entangled in the net.
- The passenger asked the driver to reduce his speed.
- There was a ball floating in the swimming pool.
- The child wore a life jacket so that he would not drown if he fell in the water.

Grammar

Activity 10 (SB p. 217)

- My book is in **my** school bag. **possessive adjective**
- The yellow pencil case is **mine**. **possessive pronoun**
- The cellphone that is ringing is **yours**. **possessive pronoun**
- I hope you did not forget **your** pen again. **possessive adjective**
- The girls missed **their** bus. **possessive adjective**
- The hungry dog ate **its** food. **possessive pronoun**

Activity 11 (SB p. 217)

- No, that's not **mine**. **My** bag is blue.
- What do you like to do in **your** spare time?
- The shark caught **its** prey.
- I don't think that sandwich is mine. I think it is **hers**.
- That car belongs to my neighbours, right? Yes, it is **theirs**.
- I don't like **his** cheeky attitude.
- That's not my problem. It's **yours**.
- My class said good morning to **our** teacher.
- Your apple is green, while **my** apple is red.
- She looks very similar to **her** sister.

Activity 12 (SB p. 218)

- Is this my book or is it **yours**?
- We live in that house; it is **ours**.
- 'Whose homework is this?' 'Miss, it's **mine**.'
- The soccer boots are **his**.
- The highest marks are hers, so she will get the first prize.
- The learners had finished school, so the rest of the day was **theirs** to spend having fun.
- This is your pencil case, but that pencil is **mine**.
- Here is my lunch box. Where is **yours**?

Literature

Activity 15 (SB p. 219)

- The poet is addressing Earth.
- The poet compares the *Forgotten one* to family members.
- The poet thinks that people do not think about the *Forgotten one* because they are selfish. People think about making money.
- This is a reference to the earth/soil in which humans will be buried when they die.
- B.** assonance
- B.** personification.
- B.** The poem is sad because the poet is grieving for what we have done to the Earth.
- The poet's purpose is to highlight the damage that humans do to the Earth.

Listening and speaking

Activity 2 (SB p. 222)

Short monophthong	Long monophthong	Diphthong
bin	burn	bone
cat	cart	kite
den	darn	down
fill	fall	fail
men	mean	moan
lid	lead	loud

Activities 4 and 5 (SB p. 223)

/p/	happen trap
/b/	baby job
/t/	tight button
/d/	daylight ladder
/k/	break clockwork
/g/	giggle ghost
/tʃ/	church nature
/dʒ/	paging judge
/f/	coffee rough
/v/	view heavy
/θ/	author thoughtful
/ð/	other smooth
/s/	sister cease
/z/	roses
/ʃ/	national shape
/z/	zero vision pleasure
/h/	ahead whole

/m/	mammal more
/n/	funny nonsense
/ŋ/	ringing
/l/	lightly label
/r/	arrange right
/j/	yellow beyond
/w/	when queen

Activity 6 (SB p. 223)

Nasal consonants: /m/: mother, /n/: never and /ŋ/: ring

Students' example words will vary.

Reading and comprehension

Activity 8 (SB p. 223)

- Nenadu didn't eat breakfast as she woke up late and had no time to do so.
- All the other students were already in class.
- The principal caught Nenadu arriving late for school.
- Nenadu was given extra work as a punishment for coming to school late.
- Nenadu wasn't worried when she heard a cellphone ringing as she doesn't own a cellphone and so knew it couldn't be hers.
- The teacher punished Nenadu by taking the cellphone away (confiscating it).
- Nenadu couldn't concentrate properly on her geography test as she was feeling ill.
- Nenadu wasn't paying attention to where she was going and tripped over a schoolbag that she didn't see.
- Students' answers will vary.

Summary

Activity 9 (SB p. 225)

Cause	Effect
Nenadu woke up late.	She was in a rush to get ready for school.
a) Nenadu missed the bus.	She had to walk the whole way to school.
She arrived at school after it had started and the principal caught her walking in late.	b) The principal gave her punishment for being late.
She got to class late.	c) Her teacher was angry that she was late for his class.
d) A cellphone rang.	She realised that the ringing phone was in her school bag. It was her father's phone that she had somehow picked up by mistake.
Pupils aren't allowed phones at school.	e) Her teacher confiscated the phone.
Nenadu had missed breakfast.	f) She was very hungry.
g) Nenadu had forgotten to pack her lunch.	One of her friends gave her something to eat.
h) The fish that she ate was off.	She felt sick after she ate it and could not concentrate while she wrote a geography test.
i) Nenadu tripped over a bag on the stairs.	She fell and broke her arm and had to go to the clinic.
Nenadu was exhausted after the terrible day.	j) She went home and went straight to bed.

Vocabulary development

Activity 10 (SB p. 226)

Word	Meaning
a) playground	an outdoor area provided for children to play in
b) principal	the head of a school
c) punishment	to cause someone who has done something wrong or committed a crime to suffer
d) diligently	in a way that is careful and uses a lot of effort
e) studious	spending a lot of time studying or reading
f) embarrassment	a feeling of self-consciousness, shame, or awkwardness
g) confiscate	to take someone's property when you have the right to do so
h) miserable	very unhappy
i) cramps	a painful feeling in a part of your body
j) clinic	a place where people go for medical care

Activity 11 (SB p. 227)

- a) Gambari only heard about the library today.
adverb of time
- b) Bunmi sometimes visits the mobile library in the village. **adverb of frequency**
- c) The mobile library is coming to the village tomorrow. **adverb of time**
- d) Ben looks hungrily at the food on the table. **adverb of manner**
- e) Can you see the bird over there? **adverb of place**
- f) I feel too tired to stay awake. **adverb of degree**
- g) The audience applauded loudly after the play. **adverb of manner**
- h) The actor walked nervously onto the stage. **adverb of manner**
- i) The play was quite interesting. **adverb of degree**
- j) I watch that programme regularly. **adverb of frequency**

Activity 12 (SB p. 228)

- a) What on earth are you doing over there?
Come here as quickly as you can!
- b) Boma and I don't have anywhere to go this afternoon, so we are going to play basketball.
- c) There is nowhere for us to swim because the river has dried up.

- d) Aliyu went somewhere this afternoon. He will be back in time for supper.
- e) Everywhere she goes, Adaobi sings happily.
- f) Every day, my mother waits for my little sister by the gate of the school because she is worried about her getting into trouble if she walks home from school on her own.
- g) The teacher is waiting for us outside the classroom on the field.
- h) We walked backwards and forwards for hours, but we couldn't find the ring that she had dropped.

Activity 13 (SB p. 228)

- a) You must hold on **tightly** so that you do not fall.
- b) The boy screamed **loudly** when he saw the snake.
- c) Enofe overslept and **nearly** missed the taxi to school.
- d) Work must be checked **thoroughly** before handing it in for marking.
- e) Kambili walked **carefully** to avoid stepping in the mud.
- f) She smiled **happily** when she saw her friend.
- g) The thunder clapped **noisily**.
- h) It will **probably** rain tomorrow.
- i) We shook hands **politely**.
- j) I completed the test **successfully**, so I achieved a good mark.

Listening and speaking

Activity 1 (SB p. 231)

- Where do you live? ↓
- How did you get here? ↑
- Rain is predicted for tomorrow. ↓
- Can you help me with my homework? ↑
- We're very late. ↓
- He is in the army, isn't he? ↑
- She gave gifts to her mother, father, sister and brother. ↓
- What is your friend's name? ↑

Reading and comprehension

Activity 4 (SB p. 232)

- A. nothing
- C. was male with sparkly gold wings and a wand.
- D. the wealthiest man in the world.
- A. granted Midas his wish, even though he thought that it would not bring Midas happiness.
- D. everything he touched turned to gold.
- B. how stupid and greedy he was.

Activity 5 (SB p. 233)

Students' answers will vary.

Activity 6 (SB p. 233)

Students' answers will vary. The message of the story is that wealth does not guarantee happiness; rather, greed can cause misery.

Summary

Activity 7 (SB p. 233)

a) King Midas was counting his money	when a magical fairy appeared.
b) The fairy told King Midas	that he would grant him one wish.
c) The fairy warned	to think carefully about what he wished for.
d) King Midas made a wish	for everything that he touched to be turned to gold.
e) Everything that the king touched	turned to gold.
f) The king's daughter hugged her father and	she became a golden statue.
g) The king realised	that he had made a foolish mistake.

Vocabulary development

Activity 8 (SB p. 234)

b)

Word from text	Antonym
i) nowhere	everywhere
ii) old	young
iii) poorest	richest
iv) nothing	everything
v) hated	loved
vi) ugly	beautiful

Activity 9 (SB p. 234)

- a) coins
- b) daughter
- c) fairy
- d) wand
- e) stool
- f) statue

Grammar

Activity 10 (SB p. 235)

- a) **un**important, **un**lucky, **un**usual
- b) **pre**pare, **pre**vent, **pre**vious
- c) **dis**honest, **dis**like, **dis**appear
- d) **de**press, **de**code, **de**scend
- e) **im**moral, **im**perfect, **im**possible
- f) **re**open, **re**cycle, **re**do

- g) **in**active, **in**correct, **in**visible
- h) **mis**conduct, **mis**understand, **mis**print
- i) **trans**atlantic, **trans**plant, **trans**form
- j) **sub**title, **sub**conscious, **sub**division

Activity 11 (SB p. 236)

- a) **end**less, **tire**less, **fear**less
- b) **sad**ness, **happi**ness, **kind**ness
- c) **strong**er, **tall**er, **long**er
- d) **treat**ment, **amuse**ment, **argu**ment
- e) **beauti**ful, **hope**ful, **forget**ful
- f) **short**est, **fatt**est, **narrow**est
- g) **annual**, **historical**, **regional**
- h) **believ**able, **drink**able, **revers**ible
- i) **competi**tive, **creat**ive, **support**ive
- j) **apprentice**ship, **partners**hip, **sponsor**ship

Listening and speaking

Activity 1 (SB p. 237)

- The emphasis is on who must go to the classroom, i.e. it is the students who must go.
- The emphasis is on where the students must go, i.e. they must go to the classroom.
- The emphasis is on who bought the red screwdriver, i.e. it is Miriam who bought the screwdriver.
- The emphasis is on the colour of the screwdriver, i.e. the screwdriver is red.
- The emphasis is on the recipient of the gift, i.e. the recipient of the gift is her father.
- The emphasis is on who was told, i.e. We were told.
- The emphasis is on the desirability of the means of travel, i.e. traveling by train is best.
- The emphasis is on the destination, i.e. there.

Activity 2 (SB p. 238)

- country
- outside
- television
- African
- Nigeria
- religion
- sunset
- government
- before

Reading and comprehension

Activity 4 (SB p. 239)

- Emmy's house
- A send-off party is a celebration that takes place when someone leaves an organisation and/or leaves their current location to travel to and live and/or work in another place.

- Emmy is Amaka's husband/Amaka is Emmy's wife. Emmy says: 'I have already found a new wife for myself.'
- Emmy accuses Amaka of spending his money at the send-off party.
- Amaka is shocked because she is not guilty of the behaviour that Emmy accuses her of.
- Emmy slaps Amaka and this shows us that he is abusive and disrespectful towards women.
- Amaka means that those who celebrate or affirm the tragedy that befalls others will be damaged by this attitude.
- She is very upset and is crying. The stage directions include the words: 'Crying', 'cry' and 'cries'.

Vocabulary development

Activity 5 (SB p. 240)

Word	Meaning
a) authority	as if in control, as though someone knows something
b) lavished	to spend generously
c) gibbering	talking fast in a way that is difficult to understand
d) millionaire	a very rich person
e) utter	to say something
f) slap	to hit or strike with the palm of the hand
g) downfall	a person's loss of power or status
h) colleague	a person who works together with you

Grammar

Activity 6 (SB p. 241)

Sentence	Tag
a) Kolawole loves ice cream,	doesn't he?
b) They weren't late for school,	were they?
c) It is a beautiful day,	isn't it?
d) Most people think that money is important,	don't they?
e) Adewumi isn't wearing a yellow dress,	is she?
f) We are working hard,	aren't we?
g) Serifat doesn't drink alcohol,	does he?
h) They have gone to Lagos,	haven't they?
i) She'll be arriving soon,	won't she?
j) You aren't waiting for me,	are you?

Activity 7 (SB p. 241)

- Summer is the hottest time of year, isn't it?
- Primary school isn't harder than secondary school, is it?
- Ndubuisi is watching TV, isn't he?
- Mohammed and I aren't reading the same book, are we?
- Amarachi and Uju don't go swimming, do you?
- You and your parents live in the same house, don't you?
- There's a school next door to your house, isn't there?
- You weren't at home this morning, were you?
- They ate a lot of cake, didn't they?
- We must book our tickets soon, mustn't we?

Activity 8 (SB p. 241)

Students' answers will vary.

Writing

Activity 9 (SB p. 242)

Type of essay	Factual, made up or personal?	Written from the point-of-view of:	Aim
a) descriptive	factual, made-up or personal	the writer or one of the characters	to give more detail so that the reader has a 'picture' of the characters, locations and situations
b) narrative	made up or personal	the writer	to develop the action of the plot or story
c) argumentative	factual	to convince the reader of a point of view	to persuade the reader to agree with the writer's point of view
d) expository	factual	neutral and objective	to give information in support of an idea

PAPER I: Multiple choice

(100 marks)

Section I: Comprehension

(SB p. 243) (6 marks)

1. **D.** polio still occurred in Nigeria and two other countries in the world
2. **A.** there should be no recorded cases for an entire year
3. **E.** by all of the above
4. **C.** A very small percentage of
5. **D.** Polio can be prevented, but it cannot be cured.
6. **B.** they believed that the vaccine was not safe.

Section II: Spoken English

(SB p. 245) (24 marks)

7. **E.** cut
8. **C.** lesson
9. **C.** aunt
10. **D.** travel
11. **B.** hard
12. **D.** burger
13. **E.** sneeze
14. **A.** port
15. **C.** through
16. **D.** female
17. **B.** annoying
18. **E.** proud
19. **C.** coach
20. **D.** buy
21. **D.** /j/
22. **B.** /tʃ/
23. **E.** /ð/
24. **C.** /k/
25. **B.** /f/
26. **D.** /ŋ/
27. **A.** /w/
28. **E.** /z/
29. **D.** /θ/
30. **E.** /dʒ/

Section III: Vocabulary development

(SB p. 246) (20 marks)

31. **D.** furious
32. **B.** tranquil
33. **A.** false
34. **C.** love
35. **B.** untidy
36. **D.** resource
37. **E.** vaccination
38. **C.** authority
39. **C.** cure
40. **A.** symptoms
41. **B.** ore
42. **E.** excruciating
43. **D.** mercy
44. **A.** exterior
45. **C.** intend
46. **E.** resolution
47. **B.** mediator
48. **A.** entangled
49. **C.** reduce
50. **D.** confiscate

Section IV: Grammar

(SB p. 248) (30 marks)

51. **B.** Although
52. **C.** whereas
53. **A.** although
54. **B.** In spite of
55. **D.** Despite
56. **C.** had
57. **D.** have
58. **B.** has
59. **E.** He
60. **B.** they
61. **C.** his
62. **A.** mine
63. **D.** ourselves
64. **E.** her

- 65. **D.** himself
- 66. **A.** its
- 67. **B.** your
- 68. **B.** near
- 69. **A.** late
- 70. **B.** yesterday
- 71. **C.** beautifully
- 72. **D.** im-

- 73. **B.** -less
- 74. **C.** sub-
- 75. **E.** -ness
- 76. **A.** un-
- 77. **D.** doesn't he?
- 78. **C.** do they?
- 79. **B.** isn't it?
- 80. **A.** have we?

Vocabulary, grammar and spoken English practice activities

TERM 3

Vocabulary practice (SB p. 251)

- B. dentist
 - B. negatives
 - B. Commander-in-chief
 - E. thermometer
 - C. honoured
 - C. elect
 - C. contractor
 - E. update
 - E. married
 - D. refined
 - B. judge
 - A. advertisement
 - E. therapy
 - D. punctual
 - C. handcuffed
- One of the reasons for **a) cutting** down forest is to **b) increase** land for farming. However, the **c) soil** in rain forests is usually poor, so the new farms do not improve the **d) food** supply very much. On the other hand, plants which might **e) provide** new kinds of food are destroyed by fire, sometimes before **f) agronomists** have been able to give them names. Remember rice, cocoa and maize were all first **g) discovered** in the rain forest. Rain forests give us medicines as well as food. A quarter of the medicines in a dispensary contain something which has come from **h) rain** forest plants or trees. Because of these **i) plants**, we can hope to find **j) cures** for some of the worst diseases of our time.

	A	B	C	D	E
a)	burning	cutting	marching	pulling	putting
b)	acquire	decrease	improve	increase	insure
c)	clay	grass	land	soil	tree
d)	crop	food	forest	plant	shrub
e)	precede	prevent	project	protect	provide
f)	agriculturalists	agronomists	foresters	geologists	scientists
g)	cultivated	discovered	produced	seen	submerged
h)	desert	rain	temperate	tropical	wild
i)	crops	foods	herbs	leaves	plants
j)	assistants	complications	cures	signs	symptoms

Grammatical accuracy (SB p. 253)

- B. across
 - A. abide
 - E. to
 - E. torn
 - B. by
 - B. on
 - B. new white school
 - A. his
 - B. rained
 - A. each other
 - D. or
 - A. off
 - C. given
 - A. swam
 - D. than
 - B. has
 - D. showed
 - D. much
 - A. Which
 - D. was
 - D. ones
 - E. took
 - E. seeing
 - E. wasn't

4. a) **D.** The teacher beat the boy.
b) **A.** a few
c) **A.** er
d) **A.** ir
e) **E.** While
f) **B.** could

Spoken English (SB p. 255)

5. a) **D.** mobile
b) **E.** jealous
c) **C.** neck
d) **C.** grass

- e) **A.** cake
f) **D.** water
g) **B.** broad
h) **B.** physical
i) **C.** trousers
j) **A.** cup
k) **D.** gold
l) **D.** house
m) **B.** cell
n) **B.** game
o) **A.** bird