NEW

Smart English

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Smart
English

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

This *Smart English Primary 1* course has been carefully developed by international and Nigerian educational experts and offers the following components:

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

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

The Purpose of the English Studies Curriculum

The main objectives of the English Studies Curriculum are to enable pupils to:

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

Evaluation

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

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

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

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

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

diphthongs, Reading fluency has improved this term.
- Formal Evaluation can be done during the term as follows: Teachers can evaluate Oral activities done in the classroom and take in and mark Essays, Comprehensions, Grammar and Structure Exercises. The Revision Module at the end of each term can be used as a test.

* Peer-Evaluation: This can be done in the classroom in the form of group or pair work. Once an activity or exercise is completed, the partner or other members of the group can give constructive feedback.

* Self-Evaluation: This is similar to Peer-Evaluation except that the pupil works individually to reflect on his or her work.

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

This Smart English Primary 1 course offers teachers clear guidelines for both Formative and Summative Evaluation in the following way:

* The Pupil’s Book supplies:
  - Activities and Exercises that develop and meet all the Teaching Objectives of the NERDC Curriculum.
  - A Revision Test at the end of each Term, with marks supplied.

* The Teacher’s Guide supplies:
  - Evaluation Tools that the teacher can adapt to his or her needs, to evaluate the Teaching Objectives in the NERDC Curriculum. They are provided below. To make these Evaluation Tools easy to use, we have given permission for them to be photocopied.

Evaluation Tools: Teacher’s Rubrics and Pupil’s Self-Evaluation Checklists

The Evaluation Tools are organised as follows:
A. A Class Record Sheet
B. Four Rubrics for evaluating Speaking, Reading, Handwriting and Writing
C. A Rubric for evaluating Groupwork
D. Three Self-Evaluation Checklists
Evaluation Tools

A. Class Record Sheet

The teacher can compile a sheet with the names of the pupils and different tasks. Tick the tasks as the pupils achieve each task. They can also write the dates of the evaluation. For example:

|---------------|----------------------------------------|--------------------------|---------------------|---------------------------|---------------------|

B. Rubrics For Evaluating Different Skills

Rubric 1: Evaluating Speaking

The teacher can draw up a rubric such as the example below to evaluate Speaking skills, varying the criteria as necessary.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achievement Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not achieved 0–25%</td>
</tr>
<tr>
<td></td>
<td>Moderate 26–49%</td>
</tr>
<tr>
<td></td>
<td>Good 50–75%</td>
</tr>
<tr>
<td></td>
<td>Excellent 76–100%</td>
</tr>
<tr>
<td>Content (4 marks)</td>
<td>Unable to say sequence of events, describe a picture or answer questions</td>
</tr>
<tr>
<td></td>
<td>Describes some pictures and answers some questions</td>
</tr>
<tr>
<td></td>
<td>Describes pictures and events in sequence; gives important details; answers questions</td>
</tr>
<tr>
<td></td>
<td>Describes pictures and events in sequence and in great detail; answers all questions confidently</td>
</tr>
<tr>
<td>Grammar And Structure (4 marks)</td>
<td>Uses a few words only</td>
</tr>
<tr>
<td></td>
<td>Uses words, not sentences; not aware of Verb Tenses</td>
</tr>
<tr>
<td></td>
<td>Uses basic sentence structures and Verb Tenses correctly</td>
</tr>
<tr>
<td></td>
<td>Uses a wide range of structures correctly and with confidence</td>
</tr>
<tr>
<td>Vocabulary (2 marks)</td>
<td>Knows only a few words</td>
</tr>
<tr>
<td></td>
<td>Uses basic taught vocabulary</td>
</tr>
<tr>
<td></td>
<td>Uses good vocabulary</td>
</tr>
<tr>
<td></td>
<td>Uses a wide range of vocabulary correctly</td>
</tr>
</tbody>
</table>

[Total: 10 marks]
### Rubric 2: Evaluating Reading

The teacher can draw up a rubric such as the example below to evaluate Reading skills, varying the criteria as necessary.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achievement Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not achieved 0–25%</td>
</tr>
<tr>
<td></td>
<td>Moderate 26–49%</td>
</tr>
<tr>
<td></td>
<td>Good 50–75%</td>
</tr>
<tr>
<td></td>
<td>Excellent 75–100%</td>
</tr>
<tr>
<td>Recognises common words (2 marks)</td>
<td>Recognises a few words</td>
</tr>
<tr>
<td></td>
<td>Recognises about half of the words</td>
</tr>
<tr>
<td></td>
<td>Recognises most words</td>
</tr>
<tr>
<td></td>
<td>Recognises all words</td>
</tr>
<tr>
<td>Uses phonics to work out (decode)</td>
<td>Mixes up sounds; unable to decode</td>
</tr>
<tr>
<td>new words (2 marks)</td>
<td>Decodes some two-letter and three-letter words</td>
</tr>
<tr>
<td></td>
<td>Decodes most three-letter words</td>
</tr>
<tr>
<td></td>
<td>Decodes three-letter words and some other words confidently</td>
</tr>
<tr>
<td>Comprehension (4 marks)</td>
<td>Cannot answer questions</td>
</tr>
<tr>
<td></td>
<td>Answers a few oral questions with help</td>
</tr>
<tr>
<td></td>
<td>Answers most oral questions</td>
</tr>
<tr>
<td></td>
<td>Answers all oral questions and some written questions</td>
</tr>
<tr>
<td>Pronunciation (2 marks)</td>
<td>Difficult to understand</td>
</tr>
<tr>
<td></td>
<td>Some words clear; some intonation correct</td>
</tr>
<tr>
<td></td>
<td>Clear and fairly good intonation</td>
</tr>
<tr>
<td></td>
<td>Clear, with correct intonation and expression</td>
</tr>
</tbody>
</table>

[Total: 10 marks]

### Rubric 3: Evaluating Handwriting

The teacher can draw up a rubric such as the example below to evaluate Handwriting skills, varying the criteria as necessary.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achievement Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not achieved 0–25%</td>
</tr>
<tr>
<td></td>
<td>Moderate 26–49%</td>
</tr>
<tr>
<td></td>
<td>Good 50–75%</td>
</tr>
<tr>
<td></td>
<td>Excellent 76–100%</td>
</tr>
<tr>
<td>Holds pencil correctly (2 marks)</td>
<td>Struggles with pencil grip</td>
</tr>
<tr>
<td></td>
<td>Sometimes holds pencil correctly</td>
</tr>
<tr>
<td></td>
<td>Mostly manages to hold pencil correctly</td>
</tr>
<tr>
<td></td>
<td>Always holds pencil correctly</td>
</tr>
<tr>
<td>Follows arrows correctly to write</td>
<td>Does not follow arrows</td>
</tr>
<tr>
<td>letters (2 marks)</td>
<td>Can sometimes follow arrows</td>
</tr>
<tr>
<td></td>
<td>Mostly follows arrows</td>
</tr>
<tr>
<td></td>
<td>Follows all arrows</td>
</tr>
<tr>
<td>Completes letters correctly (4 marks)</td>
<td>Cannot complete letters</td>
</tr>
<tr>
<td></td>
<td>Completes a few letters correctly</td>
</tr>
<tr>
<td></td>
<td>Completes most letters correctly</td>
</tr>
<tr>
<td></td>
<td>Always completes letters correctly</td>
</tr>
<tr>
<td>Can name written letters (2 marks)</td>
<td>Not at all</td>
</tr>
<tr>
<td></td>
<td>Can name some letters correctly</td>
</tr>
<tr>
<td></td>
<td>Mostly names letters correctly</td>
</tr>
<tr>
<td></td>
<td>Always names letters correctly</td>
</tr>
</tbody>
</table>

[Total: 10 marks]
Rubric 4: Evaluating Writing

The teacher can draw up a rubric such as the example below to evaluate Writing skills, varying the criteria as necessary.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achievement Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not achieved 0–25%</td>
</tr>
<tr>
<td></td>
<td>Moderate 26–49%</td>
</tr>
<tr>
<td></td>
<td>Good 50–75%</td>
</tr>
<tr>
<td></td>
<td>Excellent 76–100%</td>
</tr>
<tr>
<td>Labels drawings correctly (2 marks)</td>
<td>Struggles to label a drawing correctly</td>
</tr>
<tr>
<td></td>
<td>Sometimes labels drawings correctly</td>
</tr>
<tr>
<td></td>
<td>Mostly labels drawings correctly</td>
</tr>
<tr>
<td></td>
<td>Always labels drawings correctly</td>
</tr>
<tr>
<td>Writes words correctly (2 marks)</td>
<td>Struggles to write words correctly</td>
</tr>
<tr>
<td></td>
<td>Writes some words correctly</td>
</tr>
<tr>
<td></td>
<td>Mostly writes words correctly</td>
</tr>
<tr>
<td></td>
<td>Always writes words correctly</td>
</tr>
<tr>
<td>Writes sentences correctly (2 marks)</td>
<td>Struggles to write sentences correctly</td>
</tr>
<tr>
<td></td>
<td>Writes some sentences correctly</td>
</tr>
<tr>
<td></td>
<td>Mostly writes sentences correctly</td>
</tr>
<tr>
<td></td>
<td>Always writes sentences correctly</td>
</tr>
<tr>
<td>Writes a paragraph (2 marks)</td>
<td>Struggles to write a paragraph correctly</td>
</tr>
<tr>
<td></td>
<td>Writes some part of a paragraph correctly</td>
</tr>
<tr>
<td></td>
<td>Mostly writes a paragraph correctly</td>
</tr>
<tr>
<td></td>
<td>Always writes a paragraph correctly</td>
</tr>
<tr>
<td>Writes a simple story from pictures (2 marks)</td>
<td>Struggles to write a simple story from pictures</td>
</tr>
<tr>
<td></td>
<td>Writes some parts of a simple story from pictures</td>
</tr>
<tr>
<td></td>
<td>Mostly writes a simple story from pictures</td>
</tr>
<tr>
<td></td>
<td>Always writes a simple story from pictures</td>
</tr>
</tbody>
</table>

[Total: 10 marks]
C. Rubric For Evaluating Groupwork

The teacher can draw up a rubric such as the example below to evaluate the way pupils work together in groups.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Achievement Levels</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Not achieved 0–25%</td>
</tr>
<tr>
<td></td>
<td>Moderate 26–49%</td>
</tr>
<tr>
<td></td>
<td>Good 50–75%</td>
</tr>
<tr>
<td></td>
<td>Excellent 76–100%</td>
</tr>
<tr>
<td>Participation</td>
<td>Group members did not interact or listen to each other</td>
</tr>
<tr>
<td>(2 marks)</td>
<td>Some interaction, but not everyone participated</td>
</tr>
<tr>
<td></td>
<td>Each group member participated in some way</td>
</tr>
<tr>
<td></td>
<td>Each group member played a role; tasks allocated to each</td>
</tr>
<tr>
<td>Completion</td>
<td>Did not follow instructions</td>
</tr>
<tr>
<td>(3 marks)</td>
<td>Tried to follow instructions, but did not understand</td>
</tr>
<tr>
<td></td>
<td>Good presentation; most instructions completed</td>
</tr>
<tr>
<td></td>
<td>Excellent presentation; all instructions followed</td>
</tr>
<tr>
<td>Content</td>
<td>Irrelevant content</td>
</tr>
<tr>
<td>(5 marks)</td>
<td>Some of the content interesting and appropriate</td>
</tr>
<tr>
<td></td>
<td>Interesting and relevant content</td>
</tr>
<tr>
<td></td>
<td>Original, very interesting and relevant content</td>
</tr>
</tbody>
</table>

D. Checklists For Self-Evaluation

Self-Evaluation 1

Teachers can give pupils faces to colour in to reflect their achievement.
**Self-Evaluation 2**

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>I can do it.</td>
</tr>
<tr>
<td>2</td>
<td>I can do some.</td>
</tr>
<tr>
<td>1</td>
<td>I need help.</td>
</tr>
</tbody>
</table>

**Self-Evaluation 3**

Teachers can create a table of tasks such as the ones below. They draw simple line drawings of the objects described in columns 2 and 3 where necessary. Pupils must write the two words then award themselves three stars, two stars or one star.

<table>
<thead>
<tr>
<th>I can say</th>
<th>[picture of dog]</th>
<th>[picture of ball]</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I can write</td>
<td>a</td>
<td>c</td>
<td>d</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can say</td>
<td>[picture of house]</td>
<td>[picture of tree]</td>
<td></td>
</tr>
<tr>
<td>I can write</td>
<td>g</td>
<td>d</td>
<td></td>
</tr>
</tbody>
</table>
Answers and Evaluation Tools

Pupil’s Book (pp. 4 – 7)

Phonics
3. cat, sat, mat, rat, at, catch

Listening and Speaking
4. Observe the pupils. Help those who struggle to repeat the greetings. Give them extra practice in small groups, pairs or individually.

Reading and Comprehension
7. a) Smart English Primary Pupil’s Book 1
   b) Letters of the alphabet (ABC)
   c) Information about the book

Vocabulary
8. a) Title
   b) Back cover
   c) Front cover

Grammar and Structure
9. a) mat
   b) girl
   c) bed
   d) box
   e) rat

Writing
10. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting.

Workbook (pp. 4 – 5)
1. ant, axe, apple

2. a) The ant sat in the jam.
   b) Look at the fat rat behind the tap.
   c) The van got stuck in the sand.
   d) He put the pan on the mat.
   e) The man is sad.
   f) He has a red band on his hat.

3. a. I use the axe to chop wood.
   b. I like to eat red apples.
   c. My cat catches rats.
   d. My cap is in the van.
   e. The man wears a hat.

4. a. I sit on a mat.
   b. I turn off the tap.
   c. I switch on the fan.
   d. I feed the dog.
   e. I chop with the axe.
Who am I?

Answers and Evaluation Tools

Pupil’s Book (pp. 8 – 11)

Phonics

2. Seventeen men went to bed.

3. ten, men, went, bed, then, seven

Listening and Speaking

4. Observe the pupils. Give those who struggle extra practise in pairs or individually.

Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The boy’s name is Fela.
   b) He is seven years old.
   c) Efe is six years old.
   d) The children go to New Horizons Primary School.
   e) They are in Primary One.

Vocabulary

8. a) boy
   b) seven
   c) girl
   d) six

Grammar and Structure

9. a) Ayi
   b) Tinu
   c) Primary One
   d) Golden Era Primary School
   e) Mr. Obi

Writing

10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing.

Workbook (pp. 6 – 7)

1. egg, elephant, envelope, eraser

2. a) I like to eat an egg.
   b) The hen laid an egg.
   c) I put the letter in an envelope.
   d) I see a jet flying past.
   e) I have ten toes.
   f) I met a new friend.
   g) My leg is sore.

3. a) My name is Efe.
   b) I am in Primary 1.
   c) I am seven years old.
   d) I like to read.
   e) I like to play games.

4.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>January</td>
<td>Ayi</td>
</tr>
<tr>
<td>Efe</td>
<td>June</td>
</tr>
<tr>
<td>Fela</td>
<td>Tinu</td>
</tr>
<tr>
<td>Friday</td>
<td>April</td>
</tr>
</tbody>
</table>

5. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing.
Module 3: In the classroom

Answers and Evaluation Tools

Pupil’s Book (pp. 12 – 15)

Phonics
2. a) sit, it
   b) pin, in, tin
   c) is, his
   d) bit, it
   e) win, in

3. a) sit it
   b) pin in tin
   c) is his
   d) bit it
   e) win in

Listening and Speaking
5. Observe the pupils. Give those who struggle extra practise in pairs or individually.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The boy’s name is Ola.
    b) He sits at his table.
    c) There is a lunch box in his bag.
    d) He has two books.
    e) He has a pencil, a ruler, an eraser and a pen. (Name any three.)

Vocabulary
8. a) This is a pen.
    b) This is a chair.
    c) This is a lunch box.
    d) This is a table.

Grammar and Structure
9. a) He is six.
    b) She is in Primary One.
    c) He has a book.
    d) She has a bag.
    e) He has a pen.

Writing
10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing.
11. bag, pen, six

Workbook (pp. 8 – 9)
1. Six little insects in the pink ink

2. a) I see ink on the lid.
    b) There are no pink fish.
    c) The pan is in the bin.
    d) I see a fish and a tin.
    e) I have a big bag.
    f) She had six pins in her hand.

3. a) The pen is next to my book.
    b) My book fell onto the floor.
    c) I have a sandwich in my lunch box.
    d) I sit on a chair when I work.
    e) I lost my new eraser.

4. a) He wants to get his book.
    b) He is late.
    c) He will run fast.
    d) She calls a friend.
    e) She wants to play.
    f) She is happy.
    g) She is waiting for the children.
    h) She is a friendly teacher.
    i) She is a kind teacher.
MODULE 4

Objects at home

Answers and Evaluation Tools

Pupil’s Book (pp. 16 – 20)

Phonics

2. a) hot
   b) log
   c) fox
   d) cot
   e) hop

3. a) pot hot
   b) dog log
   c) box fox
   d) not cot
   e) top hop

Listening and Speaking

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) Mr. Obi has a knife.
    b) He cuts with it.
    c) Salina and Mrs. Obi have a spoon.
    d) Bobo has a fork.
    e) He eats his food with it.

Vocabulary

8. a) cut
    b) stir
   c) sugar
   d) eat

Grammar and Structure

9. a) Sam has a spoon. He eats with it.
    b) What is this? It is a bin.
    c) Ayi and Olu are boys. They are seven.
    d) Mrs. Eze has a pot. She cooks in it.
    e) What are these? They are pans.

Writing

10. a) box
    b) cup
    c) can
    d) bin
    e) egg

Workbook (pp. 10 – 11)

1. pot ox okra ostrich

2. a) We grow our own okra.
    b) An ostrich is a big bird.
    c) The pot is round.
    d) An ox has horns.

3. mop, job, lot, hot, dog, not, pot

4. a) He cuts with a knife.
    b) I stir the food with a spoon.
    c) I put sugar in her tea.
    d) I drink from a cup.
    e) I put milk in the fridge to keep cold.

5. a) Mrs. Eze uses a spoon. She stirs the pot with it.
    b) Ayi cuts with a knife. He is careful with it.
    c) Olu stirs his tea with a spoon. He likes tea.
    d) Aisha and Salina clean up. They wash the plates.
    e) Mr. Obi has a fork. He eats with it.
What colour is it?

Answers and Evaluation

Tools

Pupil’s Book (pp. 21 – 25)

Phonics

2. a) fun
   b) up
   c) luck
   d) but
   e) one

3. a) three
   b) three
   c) two
   d) two
   e) one

Listening and Speaking

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The boy likes blue.
    b) The mother likes pink.
    c) The father likes green.
    d) The sister likes orange.
    e) The house is pink, green, orange and blue.

Vocabulary

8. a) red
    b) cup
    c) pen

Grammar and Structure

9. a) I
   b) we
   c) she
   d) it
   e) they

Writing

10. a) can, man, fan
    b) pen, hen, ten
    c) sit, bit, fit

11. fan, hen, ten, can

Workbook (pp. 12 – 13)

1. bus, umbrella, under the table, cup, jug, nut

2. a) The nut is in the cup.
    b) I use the umbrella in the sun.
    c) The duck can run.
    d) The bun is up on the table.
    e) I have fun in the mud.

3. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing.

4.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>white</td>
<td>black</td>
<td>white</td>
<td>spoon</td>
</tr>
<tr>
<td>yellow</td>
<td>orange</td>
<td>umbrella</td>
<td>yellow</td>
</tr>
<tr>
<td>brown</td>
<td>knife</td>
<td>brown</td>
<td>they</td>
</tr>
<tr>
<td>purple</td>
<td>purple</td>
<td>blue</td>
<td>green</td>
</tr>
<tr>
<td>orange</td>
<td>pink</td>
<td>orange</td>
<td>black</td>
</tr>
</tbody>
</table>
5. a) The dog ran away. It got lost.
b) Fela has nuts. He likes to eat them.
c) My mother has a pink umbrella. She used it today.
d) The jug fell. It broke.
e) We saw three ducks. They were running.

6. 

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a) fun</td>
<td>sun</td>
<td>hot</td>
</tr>
<tr>
<td>b) rub</td>
<td>mat</td>
<td>tub</td>
</tr>
<tr>
<td>c) hut</td>
<td>but</td>
<td>cat</td>
</tr>
<tr>
<td>d) red</td>
<td>blue</td>
<td>bed</td>
</tr>
<tr>
<td>e) gum</td>
<td>hum</td>
<td>class</td>
</tr>
<tr>
<td>f) pink</td>
<td>wink</td>
<td>yellow</td>
</tr>
<tr>
<td>g) up</td>
<td>cup</td>
<td>blue</td>
</tr>
</tbody>
</table>
Module 6: Let us count!

Answers and Evaluation
Tools
Pupil’s Book (pp. 26 – 30)

Phonics
3. Words that start with /m/
   
   my
   mum
   makes
   meals
   me
   may
   make
   much
   more
   money
   mess
   milk

   Words that start with /n/
   
   no
   not
   need
   nuts
   never
   knew
   Nalani

Vocabulary
8. a) an
   b) book
   c) red
   d) two

Grammar and Structure
9. a) one pen, two pens
10. a) boy
    b) rats
    c) house
    d) pens

Writing
11. a) pot, hot, not
    b) sun, fun, bun
    c) mat, cat, fat
12. pot, sun, cat, mat

Workbook (pp. 14 – 15)
1. moon, nine, nail, neck, mat, mask, net, nut
2. a) The man is short.
    b) The mug is next to the jug.
    c) The mat is on the floor.
    d) Naledi eats nuts.
    e) I need money to pay for things.

3. a) I have two books.
    b) He has one pencil.
    c) They have nine crayons.
    d) I eat four sweets.
    e) She has one blue dress.
    f) I see six yellow flowers.
4. mat, mud, mug, nut, net, no
5. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing.

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The girl’s name is Nalani.
    b) She has pink chalk.
    c) She is writing on the board.
    d) The chalk breaks.
    e) The teacher shares the chalk.
Answers and Evaluation Tools
Pupil’s Book (pp. 31 – 35)

Phonics
3.

<table>
<thead>
<tr>
<th>1 syllable</th>
<th>2 syllables</th>
<th>More than 2 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>mat</td>
<td>hello</td>
<td>Abisola</td>
</tr>
<tr>
<td>nut</td>
<td>morning</td>
<td>grandfather</td>
</tr>
<tr>
<td>pan</td>
<td>mother</td>
<td>hospital</td>
</tr>
<tr>
<td>red</td>
<td>pupil</td>
<td>Nigeria</td>
</tr>
</tbody>
</table>

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The boy’s name is Ayi.
    b) He is in the classroom.
    c) She asks him to sit down in his chair.
    d) She asks him to stand up.
    e) She asks him to close the door.

Vocabulary
8. a) Sit down
    b) Close
    c) Thank you
    d) Down

Grammar and Structure
9. a) Sit on the chair.
    b) Open the door.
    c) Close the book.
    d) Read a story.
    e) Write your name.

Writing
10. a) bat
    b) cap
    c) fan
    d) hat
    e) pot

Workbook (pp. 16 – 17)
1. banana, pencil, book, box, bottle, pot, bag, bed, pan
2. a) bat
    b) box
    c) pan
    d) peg
    e) bed
    f) bag
    g) pig
    h) pot

3. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing.

4. a) Good morning boys and girls.
    b) Please sit down.
    c) Please stand up.
    d) Open your books.
    e) Close your books.

5. a) I can see you.
    b) She can open the door.
    c) I can read my book.
    d) He can write his name.
    e) Please close the door.
Module 8: Please and thank you

Answers and Evaluation

Tools

Pupil’s Book (pp. 36 – 40)

Phonics

3. Words that start with /t/  
   Words that start with /d/  
<table>
<thead>
<tr>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ten</td>
<td>den</td>
</tr>
<tr>
<td>tin</td>
<td>din</td>
</tr>
</tbody>
</table>

4. too, you

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) They are at school.
    b) Mrs. Eze asks Ada to pick up the book and give it to her.
    c) The boy’s name is Bobo.
    d) Mr. Obi asks Bobo to bring him his book and put it on the table.
    e) Both teachers say thank you afterwards.

Vocabulary

9. a) Please give me your ruler.
    b) Please put the cup on the table.
    c) Please bring your bag with you.
    d) Please pick up the pencils.

Grammar and Structure

10. a) The boy sits on a chair.
     b) The teacher writes with a pen.
     c) The dog drinks the water.
     d) Fela sees the house.
     e) The baby eats with a spoon.

Writing

11. a) bed
    b) hen
    c) ant
    d) cat
    e) mug

Workbook (pp. 18 – 19)

1. duck, drum, dress

2. tap, toy, dress, telephone, dog, tree

3. 1 one
    2 two
    3 three
    4 four
    5 five

4. A Verb is a word that names an action.
   A Noun is a word that names a person, animal, place or thing.

5. a) I put the book on the table.
    b) He picks up the pen and the bag.
    c) Please give me the cup and the spoon.
Answers and Evaluation Tools
Pupil’s Book (pp. 41 – 45)

Phonics
3. Words that start with /k/ | Words that start with /g/
can | girl
cap | got
tkey | goat
give | give
green | green
go | get
g

Words that end with /k/ | Words that end with /g/
lock | mug
dog |

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
7. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

8. a) Ibrahim has two brothers.
    b) Their names are Nazeem and Yunis.
    c) He has two sisters.
    d) Their names are Fatima and Aisha.
    e) The children are playing.

Vocabulary
9. a) mother – father
    b) brother – sister
    c) aunt – uncle
    d) grandfather – grandmother

Grammar and Structure
10. a) The pencil belongs to my sister. The pencil is hers.
    b) The rubber belongs to my brother. The rubber is his.
    c) The goat belongs to my grandparents. The goat is theirs.
    d) This hat belongs to me. It is mine.
    e) These books belong to us. They are ours.

Writing
11. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

Workbook (pp. 20 – 21)
1. key, jug, kite, king, apple, kick, bus, cap
2. b, h, c, a, d, g, f, e
3. mother 2
   grandfather 3
   sister 2
   father 2
   aunt 1
   uncle 2
   grandmother 3
   brother 2
4. (Pictures from left to right, top to bottom)
   He is a man.
   This is her skirt.
   She is a woman.
   This is his cap.
Answers and Evaluation Tools

Phonics
Observe your pupils. Help those who struggle in small groups, pairs or individually.

Listening and Speaking
Observe your pupils. Help those who struggle in small groups, pairs or individually.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) Mrs. Eze has three dogs.
    b) One duck is brown and one is white.
    c) She has three ducklings.
    d) The hens and the rooster are brown and red.
    e) Mrs. Eze has four chicks.

Vocabulary
8. a) A dog **barks**.
    b) A cow **moos**.
    c) A duck **quacks**.
    d) A goat **bleats**.
    e) A rooster **crows**.

Grammar and Structure
9. a) She has two **hens**.
    b) He has four **dogs**.
    c) We have a **goat**.
    d) Mrs. Eze has one **duck**.
    e) The three **chicks** are yellow.

Writing
10. a) dog
    b) fan
    c) hat
    d) cap
    e) box

Workbook (pp. 22 – 23)
1. a) van
    b) vase
    c) vest
    d) five
    e) fish
    f) frog

2. pan, man, van, can, fan
    met, vet, net, pet, bet

3. a) A **goat** bleats.
    b) A **rooster** crows.
    c) A **dog** barks.
    d) A **cow** moos.
    e) A **duck** quacks.

4. a) I have two **goats**. They **bleat**.
    b) I have five **roosters**. They **crow**.
    c) I have ten **ducks**. They **quack**.
    d) I have one **cow**. It **moos**.

5. a) The **goat** is eating grass.
    b) The **cow** gives us milk.
    c) I see three **ducks** walking to the water.
    d) I can hear the rooster **crow**.
    e) I can hear the dog **bark**.
Wild animals

Answers and Evaluation Tools
Pupil's Book (pp. 51 – 54)

Phonics
Observe your pupils. Help those who struggle in small groups, pairs or individually.

Listening and Speaking
4. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The name of this animal is an elephant.
b) It is brown and grey.
c) It can hear very well.
d) It has a long trunk to eat leaves from the trees.
e) Elephants live in a National Park or in the wild.

Vocabulary
8. a) A lion *roars*.
b) A snake *hisses*.
c) An elephant *trumpets*.
d) A bird *tweets*.
e) A hyena *laughs*.

Grammar and Structure
9. a) I see a bird.
b) *An* elephant is big.
c) He is eating an apple.
d) She has a cat.
e) Please give me an orange.

Writing
10. a) vet, met, pet
    b) mug, hug, bug
    c) sip, zip, tip

11. vet, cup/mug, zip, bug

Workbook (pp. 24 – 25)
1. skirt, spoon, socks, snail, sun, tap
tap does not belong (tt starts with a /t/)
2. vest, umbrella, vase, zip, zigzag, sun, under, van
3. sun, zebra, spoon, zip, skirt, socks
4. |
<table>
<thead>
<tr>
<th>Farm animals</th>
<th>Wild animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>cow</td>
<td>elephant</td>
</tr>
<tr>
<td>dog</td>
<td>lion</td>
</tr>
<tr>
<td>goat</td>
<td>leopard</td>
</tr>
<tr>
<td>sheep</td>
<td>monkey</td>
</tr>
<tr>
<td>duck</td>
<td>hyena</td>
</tr>
</tbody>
</table>
5. a) One elephant Many *elephants*
b) One hyena Many *hyenas*
c) One lion Many *lions*
d) One bird Many *birds*
e) One leopard Many *leopards*
f) One snake Many *snakes*
g) One zebra Many *zebras*
6. I saw an elephant and a zebra at a water hole.
Answers
Pupil’s Book (pp. 55 – 57)

1. a) f
   b) b
   c) a
   d) d
   e) g
   (5 × 1 = 5 marks)

2. a) van
   b) bet
   c) got
   d) sit
   e) fun
   (5 × 1 = 5 marks)

3. | Words that start with /m/ | Words that start with /k/ |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>man</td>
<td>cup</td>
</tr>
<tr>
<td>men</td>
<td>cap</td>
</tr>
<tr>
<td>Words that end with /t/</td>
<td>Words that end with /g/</td>
</tr>
<tr>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>pet</td>
<td>dog</td>
</tr>
<tr>
<td>bit</td>
<td>mug</td>
</tr>
<tr>
<td>nut</td>
<td>big</td>
</tr>
</tbody>
</table>
   (10 × 1 = 10 marks)

4. a) pot
   b) hen
   c) cap
   d) bat
   e) bed
   (5 × 1 = 5 marks)

5. a) This is a girl.
    b) He is a boy.
    c) It is a cow.
    d) This is a fork.
    e) An elephant is big.
    (5 × 1 = 5 marks)

6. a) He is a boy.
    b) She is seven years old.
    c) The pen belongs to Fela. It is his.
    d) They are in Primary One.
    e) The cow belongs to my grandparents. It is theirs.
    (5 × 1 = 5 marks)

7. a) box
    b) hat
    c) fan
    d) cat
    e) nut
    (5 × 1 = 5 marks)

8. Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj
   (10 × 1 = 10 marks)

Total: 50 marks
Module 1

Review of Term 1

Answers and Evaluation Tools

Pupil’s Book (pp. 58 – 60)

Phonics

1. a) van
   b) mug
   c) zip
   d) tap
   e) pan
   f) bin

2. cat, mat, fat, rat

Listening and Speaking

3. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

4. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

5. a) Ayi’s teacher is called Mrs. Chukwu.
   b) Ayi is in Primary One.
   c) Ayi has one brother.
   d) His sister is four years old.
   e) Ayi likes drawing.

Vocabulary

6. a) two
   b) pen
   c) boy
   d) pencil
   e) girl

Grammar and Structure

7.

<table>
<thead>
<tr>
<th>Person</th>
<th>Animal</th>
<th>Place</th>
<th>Thing</th>
</tr>
</thead>
<tbody>
<tr>
<td>sister</td>
<td>duck</td>
<td>house</td>
<td>chair</td>
</tr>
<tr>
<td>teacher</td>
<td>frog</td>
<td>school</td>
<td>knife</td>
</tr>
</tbody>
</table>

Writing

8. a) car
   b) door
   c) bag
   d) bin
   e) book

Workbook (pp. 26 – 27)

1. The following pictures must be circled: gate, nut, zip, spoon, vest, frog

2. a) The toy belongs to the boy.
   b) The cat sits on the hat.
   c) The pan is in the van.
   d) The pot is hot.
   e) The pin is under the tin.
   f) The cap is on my lap.

3.

<table>
<thead>
<tr>
<th>Person</th>
<th>Colour</th>
<th>Number</th>
<th>Animal</th>
</tr>
</thead>
<tbody>
<tr>
<td>father</td>
<td>green</td>
<td>three</td>
<td>goat</td>
</tr>
<tr>
<td>grandmother</td>
<td>blue</td>
<td>five</td>
<td>lion</td>
</tr>
<tr>
<td>brother</td>
<td>white</td>
<td>one</td>
<td>frog</td>
</tr>
</tbody>
</table>

4. a) Fela has a cat. His cat is black.
   b) Efe is six years old. She is older than her brother.
   c) The lions are drinking. They need water.
   d) The spoon is on the table. It is blue.
   e) There are three apples. They are red.
   f) Mr. Obi has a book. He puts it on the desk.
5. a) I see a rat.
b) I eat an orange.
c) You see an elephant.
d) I eat an egg.
e) I see a blue pen.
MODULE 2

More counting

Answers and Evaluation Tools

Pupil’s Book (pp. 61 – 66)

Phonics

2. row – go, line – fine

3.

<table>
<thead>
<tr>
<th>1 syllable</th>
<th>2 syllables</th>
<th>More than 2 syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>green</td>
<td>happy</td>
<td>beginning</td>
</tr>
<tr>
<td>nine</td>
<td>mango</td>
<td>grandmother</td>
</tr>
<tr>
<td>run</td>
<td>picture</td>
<td>Onkonkwo</td>
</tr>
<tr>
<td>tea</td>
<td>sister</td>
<td>syllable</td>
</tr>
</tbody>
</table>

d) seven
e) nine

Grammar and Structure

9. a) There is one girl.
b) There are six books.
c) There are ten balls.
d) There are eight jugs.
e) There is one red pencil.

Writing

10. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 28 – 30)

1. a) rat
   b) run
   c) radio
   d) rake
   e) rooster
   f) rainbow

2. a) lamp
   b) lid
   c) lock
   d) leaf
   e) ladder
   f) lips

3. seven, nine, eight, ten, six

4. a) There are nine lamps.
b) There is one rainbow.
c) There are six locks.
d) There is one rake.

5. a) I see a long ladder.
b) You will not see a red rat.
c) He has a big book.
d) You have a pink pencil.
e) The goat was not green.
6. a) cat  
b) dog  
c) fish  
d) goat  

7. a) pens  
b) rainbows  
c) lamps  
d) jugs  
e) ladders  
f) rakes
**MODULE 3**

**Clothes we wear**

**Answers and Evaluation Tools**

Pupil’s Book (pp. 67 – 71)

**Phonics**

2. blue, new, you, two

**Listening and Speaking**

4. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

**Reading and Comprehension**

5. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

6. a) The family’s clothes are hanging on the line.
   b) Mother’s blouse is red.
   c) Afolukemi’s dress is yellow (and red).
   d) They are Olufemi’s white shirts.
   e) Olufemi’s socks are green.

**Vocabulary**

7. | Colours | Clothes |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>red</td>
<td>blouse</td>
</tr>
<tr>
<td>black</td>
<td>dress</td>
</tr>
<tr>
<td>green</td>
<td>shirt</td>
</tr>
<tr>
<td>white</td>
<td>shorts</td>
</tr>
<tr>
<td>yellow</td>
<td>socks</td>
</tr>
</tbody>
</table>

**Grammar and Structure**

8. a) That is my skirt.
   b) Those are his shoes.
   c) That is Mother’s dress.
   d) Those are Father’s shorts.
   e) Those are her socks.

**Writing**

9. a) wet, yet, let
   b) yam, dam, ham
   c) win, pin, tin

11. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

**Workbook (pp. 31 – 33)**

1. a) window
   b) jam
   c) worm
   d) watch

2. Circle these words:

<table>
<thead>
<tr>
<th></th>
<th>d</th>
<th>s</th>
<th>h</th>
<th>i</th>
<th>r</th>
<th>t</th>
<th>s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>r</td>
<td></td>
<td>h</td>
<td></td>
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4. a) shoes
   b) shirts
   c) socks
   d) sandals
   e) jerseys
   f) blouses
5. a) red bed
   b) shoe moo
   c) sock rock
   d) wheel peel
   e) yam jam

6. a) That is my jersey.
   b) Those are your shoes.
   c) Those are her socks.
   d) That is his hat.
   e) Those are his vests.
   f) That is his jacket.
   g) That is her skirt.
MODULE 4  His hat, her hat

Answers and Evaluation Tools
Pupil’s Book (pp. 72 – 76)

Phonics
3. a) Have some jam.
   b) He has a jug.
   c) Here is a jar of honey.
   d) I hear a jet.
   e) He just has a hoe.

Listening and Speaking
4. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
5. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.
6. a) Mr. Lawal is wearing traditional clothes.
    b) His hat is orange, white and blue.
    c) Mrs. Koleosho is a woman.
    d) She is wearing a headscarf on her head.
    e) Her earrings are red.
    f) (Pupil’s own answer e.g. Traditional clothes are ones that show your culture.)

Vocabulary
7. a) hat
    b) shirt
    c) headscarf
    d) earrings
    e) shawl
    f) dress

Grammar and Structure
8. a) The green hat belongs to the boy. It is his.
    b) The yellow dress belongs to Mrs. Eze. The yellow dress is hers.
    c) The jacket belongs to Mr. Obi. The jacket is his.
    d) The brown shorts belong to my brother. The brown shorts are his.
    e) The earrings belong to my mother. The earrings are hers.

Writing
9. a) man
    b) mat
    c) net
    d) nut
    e) pan
    f) pot

10. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 34 – 36)
1. a) a jug of juice
    b) a long ladder
    c) a red radio
    d) a jar of jam
    e) a kettle in the kitchen
    f) a blue ball

2. a) hen
    b) jug
    c) jersey
    d) hand
    e) hat
    f) jam
3. a) She wears her jersey.
b) He uses a hoe.
c) I like sweet jam.
d) I see a big jet.
e) The milk is in the jug.
f) I live in a house.

4. a) **He** is a man.
b) **She** is a woman.
c) The cap is **his**.
d) The skirt is **hers**.

5. a) Mrs. Eze stirs the pot. She is making food.
b) I wear a cap. My cap is blue.
c) The boy fell. He hurt his leg.
d) The lion is a wild animal. It does not live on a farm.
e) I like tea. I drink it with sugar.
f) The girl has a bag. The bag is hers.

6. a) I put **jam** on my bread.
b) My **lip** is sore.
c) I hear a **jet** fly past.
d) My **cat** has four legs.
e) I sleep on a **bed**.
Answers and Evaluation Tools
Pupil’s Book (pp. 77 – 81)

Phonics
2. slop, mop, flop, clop
3. a) home work
   b) school book
   c) rain bow
   d) butter fly
   e) rain coat

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) Adaku is helping his mother in the garden.
   b) They pick okra first.
   c) They pick tomatoes last.
   d) They pick carrots and yams.
   e) They make a vegetable stew.

Vocabulary
8. a) green
    b) tomatoes
    c) pencil
    d) apple
    e) bed

Grammar and Structure
9. a) horses
    b) dresses
    c) mangoes
    d) pencils
    e) fish
    f) goats

10. a) I like beans.
    b) We pick red tomatoes.
    c) These are okra.
    d) She picks some carrots.
    e) These are potatoes.

Writing
11. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

12. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 37 – 39)
1. a) ran, man, fan, can, pan, van
    b) bag, nag, rag, wag, tag, sag

2. a) I clap my hands.
    b) I slip on the floor.
    c) We sit still in class.
    d) The birds flap their wings to fly.
    e) The car is slow in the traffic.

3. Ada is helping her mother cook.
   First she cuts carrots.
   Then she cuts yams.
   After that she cuts pumpkin.
   Last she stirs the pot with a spoon.
4. a) I **peel** the long **carrot**.
   
b) I **cut** the big **yam**.
   
c) I **chop** the orange **pumpkin**.
   
d) I **stir** the **pot**.
   
e) I **sit** on the **chair**.
   
f) I **eat** the **food**.

5. a) **carrots**
   
b) **boxes**
   
c) **potatoes**
   
d) **shoes**
   
e) **vegetables**
   
f) **tomatoes**

6. a **carrot**
   
an **apple**
   
a **bean**
   
an **egg**
   
a **potato**
   
a **tomato**

7. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.
**Answers and Evaluation**

**Tools**

Pupil’s Book (pp. 82 – 85)

**Phonics**

3.  

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<th>pr-</th>
<th>br-</th>
<th>cr-</th>
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<td>pram</td>
<td>bring</td>
<td>cry</td>
</tr>
<tr>
<td>trick</td>
<td>dress</td>
<td>pretty</td>
<td>brick</td>
<td>cream</td>
</tr>
</tbody>
</table>

**Listening and Speaking**

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

**Reading and Comprehension**

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) You need six lemons.  
b) You need a litre of water.  
c) You must squeeze the juice out of the lemons first.  
d) You must pour the juice into the water, add the sugar and mix the water, juice and sugar with a spoon.  
e) You must taste the juice and add more sugar or lemon juice, if necessary.

**Vocabulary**

8. a) cup  
b) water  
c) squeeze  
d) mix  
e) taste

**Grammar and Structure**

9. a) Drink the water.  
b) Squeeze the oranges.  
c) Mix the juice.  
d) Taste the pawpaw.  
e) Add some mangoes.

**Writing**

10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

11. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

**Workbook (pp. 40 – 42)**

1. trick, try, tray  
dress, drum, drop  
bring, brick, brag  
clay, clip, class

2. a) I drink from a cup.  
b) I like to eat oranges.  
c) Mangoes are sweet.  
d) I drink juice.  
e) Mangoes and pawpaws are fruit.

3. First squeeze the juice out of the lemons. Then add the juice to the water. Then add sugar to the lemon water. Mix it all together. Drink the juice.

4. a) Please cut the pawpaw for me.  
b) I can squeeze an orange.  
c) I drink mango juice.  
d) I eat bananas.  
e) I see five guavas on the plate.
5. a) There **are** two bananas on the shelf.
   b) There **are** nine oranges in the bag.
   c) There **is** a big pawpaw in the kitchen.
   d) Bananas and oranges **are** my favourite fruit.
   e) My sister **is** sick.

6. a) orange
   b) beans
   c) banana
   d) pumpkin
Module 7

At the market

Answers and Evaluation Tools
Pupil’s Book (pp. 86 – 90)

Phonics
1. ng
2. song, along, dong, gong
3. a) black board
   b) class room
   c) play ground
   d) bed room
   e) bath room

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The woman bakes bread and cakes.
   b) They use nets to catch fish.
   c) The man sells mangoes and guavas (or oranges and pawpaws).
   d) They use sewing machines to make clothes.
   e) They sell their clothes at the market.

Vocabulary
8. a) cake
   b) boat
   c) sewing machine
   d) bread
   e) net
   f) fruit

Grammar and Structure
9. a) I buy bread at the market.
   b) He sells mangoes and pawpaws.
   c) She likes beans.
   d) They make vegetable stew.
   e) You use a net to catch fish.

Writing
10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

11. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 43 – 45)
1. sing song long ring rang bang rang king wing king

2. bang
   king
   long
   swing
   string
   spring
   bring
   wing

3. Pupil’s own sentence using one __ng word.

4. toothbrush
   butterfly
   raindrop
   doormat
   handbag
   rainbow
5. 

<table>
<thead>
<tr>
<th>Fruit or vegetable</th>
<th>Bakery</th>
<th>Clothes</th>
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<tbody>
<tr>
<td>mango</td>
<td>bread</td>
<td>dress</td>
</tr>
<tr>
<td>pawpaw</td>
<td>cakes</td>
<td>skirt</td>
</tr>
<tr>
<td>guavas</td>
<td></td>
<td>shirt</td>
</tr>
<tr>
<td>yam</td>
<td></td>
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</tr>
</tbody>
</table>

6. a) I use a **sewing machine** to sew a dress.
b) I bake my bread in an **oven**.
c) I sell fruit like **bananas** and **oranges**.
d) I catch fish with a **net**.

7. a) I **buy** bread. She **buys** bread.
b) I **make** soup. She **makes** soup.
c) I **peel** a banana. He **peels** a banana.
d) You **read** a book. She **reads** a book.
e) They **eat** supper. He **eats** supper.
MODULE 8 Big and small

Answers and Evaluation Tools
Pupil’s Book (pp. 91 – 94)

Phonics

3. | Words that start with /ʃ/ | Words that end with /ʃ/ |
   | she | fish |
   | shines | dish |
   | shoes | hush |
   | ships | wish |

Grammar and Structure

9. a) The cat is fat.
   b) A mouse is small.
   c) My ruler is long.
   d) The river is wide.
   e) Her sister is tall.

Writing

10. a) ship, shop, shin
    b) fish, dish, wish
    c) rush, hush, lush

11. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 46 – 48)

1. a) big
    b) small
    c) big
    d) small
    e) short
    f) long

2. a) a thin dog
    b) a fat man

3. a) shop, chop, shoe, plate
    b) mango, fish, shoe, potato
    c) ship, ash, dish, sister
    d) wish, brother, fresh, crash

4. a) church
    b) sheep
    c) shoe
    d) child
    e) wish
    f) fish

Vocabulary

8. a) short
    b) small
    c) long
    d) strong
    e) fat
    f) wide

Listening and Speaking

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) A giraffe is tall.
    b) A monkey and a worm are short.
    c) A mouse is weak.
    d) long
    e) (Pupil’s own answer e.g. An elephant is strong, because it is big.)
5. cat, elephant, giraffe, lion, monkey, mouse, snake, worm

6. 
   a) a blue kite  
   b) a sunny day  
   c) a long rope  
   d) a short pipe  
   e) a fat man  
   f) a thin dog  
   g) a narrow road  
   h) a round pan

7. 
   a) The shark is big.  
   b) The brush is red.  
   c) The sheep has wool.  
   d) I bought a shirt at the shop.  
   e) Please rush to show me the ship.
MODULE 9  Where is it?

Answers and Evaluation Tools
Pupil’s Book (pp. 95 – 99)

Phonics
2.  

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<td>much</td>
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<tr>
<td>chick</td>
<td>lunch</td>
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<tr>
<td>child</td>
<td>such</td>
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<td></td>
<td>rich</td>
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3. a) pan
   b) cup
   c) hand
   d) tent
   e) bend

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) Bobo is outside first.
    b) He is next to a goat.
    c) He likes to walk on the wall.
    d) Bobo is sleeping in bed.
    e) He is sleeping under a blanket.

Vocabulary
8. a) blanket
    b) wall
    c) play
    d) walk
    e) garden

9. a) They like to play outside.
    b) The children are in the garden.
    c) My brother has a toy car.
    d) I sleep under a blanket.
    e) We walk to school.
    f) Do not write on the wall.

Grammar and Structure
10. a) What is your name?
    b) How old are you?
    c) Where do you live?
    d) When is your birthday?
    e) Why are you sad?

Writing
11. a) chip, chop, chap
    b) much, such
    c) lunch, bunch

12. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 49 – 51)

a) I sit on a chair.
b) He will chop the wood.
c) I will choose the red apple.
d) My chest is sore.
e) I go to church on Sunday.
2. a) chair  
   b) cheese  
   c) chip  
   d) chop  
   e) chin  
   f) chest  

   a) bunch  
   b) lunch  
   c) such  
   d) much  
   e) teach  
   f) march  

3. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

4. a) on  
   b) in  
   c) in  
   d) on  

5. a) Bobo is on the wall.  
   b) Bobo is near the goat.  

6. a) The hen is on the roof.  
   b) The hen is in the pot.  
   c) The hen is on the dog.  
   d) The hen is in the dish of water.  

7. a) Is the hen on the roof?  
   b) Are you under the blanket?  
   c) Why is the hen on the dog?  
   d) Where is Bobo?
**Answers and Evaluation**

**Tools**

Pupil’s Book (pp. 100 – 104)

### Phonics

2. **Words that start with /θ/**

3. **Words that end with /θ/**

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<td>third</td>
<td>path</td>
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<tr>
<td>think</td>
<td>cloth</td>
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3. a) sand
   b) slip
   c) lucky
   d) small
   e) chicken

### Listening and Speaking

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

### Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) There is a large guava tree at Grandmother’s place.
   b) She rakes the soil and helps her to dig up cassava.
   c) They love to eat guavas, cassava and vegetable stew.
   d) She sits on her grandmother’s lap on the veranda.
   e) (Pupil’s own answer e.g. It is warm in the kitchen, because it is inside. It is cool on the veranda, because it is outside.)

### Vocabulary

8. a) big
   b) small
   c) hot
   d) cold

### Grammar and Structure

9. a) I love stories!
   b) What are you picking?
   c) We eat the fruit.
   d) I hate cold stew!
   e) It is too warm in here.

### Writing

10. a) fat
    b) tall
    c) long
    d) thin

11. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

### Workbook (pp. 52 – 54)

1. pan, pen
   moon, mop
   ox, ostrich
   insect, ink
   spoon, snail

2. **Thank** you for the apple.
   They found the **thief**.
   I **think** my **throat** is sore.
   I see a **moth** in the **bath**.
   We are both **telling** the **truth**.
3. a) thief
   b) thumb
   c) think
   d) throw
   e) thin
   f) thank
   g) bath
   h) moth
   i) with
   j) cloth
   k) path
   l) tooth

4. a) warm, hot
   b) little, small
   c) happy, glad
   d) house, home
   e) wet, damp
   f) right, correct
   g) fast, quick

5. a) She is near the tree.
   b) She loves her grandmother.
   c) There are leaves in the garden.

6. a) Where is the chicken?
   b) Oh no, I’ve lost my book!
   c) Have you seen my book?
   d) Here it is!
Feelings

Answers and Evaluation Tools
Pupil’s Book (pp. 105 – 109)

Phonics

4. a) bring
   b) swing
   c) brush
   d) want
   e) clap

Listening and Speaking

6. Observe the pupils. Help those who have difficulties in small groups, pairs or individually.

Reading and Comprehension

7. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

8. a) Nalani is in bed.
    b) Jide is in the kitchen.
    c) Mr. Ogun wants to get some medicine.
    d) She wants a hug, because she is sad.
    e) (Pupil’s own answer e.g. I want a hug when I am sad.)

Vocabulary

9. a) I am sad. Please give me a hug.
    b) You must have medicine when you are sick.
    c) My mother told me to cheer up when I was sad.
    d) He was sick, but now he is better.
    e) We sit on the bench to eat our food.

Grammar and Structure

10. a) I am sad.
    b) You are sick.
    c) They are hungry.
    d) He is tired.
    e) We are happy.
    f) She is angry.

Writing

11. a) These are nuts.
    b) Those are mugs.
    c) They are pots.
    d) There are two pens.
    e) These are oranges.

12. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 55 – 57)

1. a) Are those your books?
    b) That is my bag.
    c) They live over there.
    d) They took their food home.
    e) These are my shoes.

2. thing, swing, bring, ring, sing
clap, cloud, clip, clumsy, class
black, blue, blast, blanket, blink
plant, plug, play, plate, plastic

3. I give the dog water to drink. He is thirsty.
The plate fell off the table. It broke.
I love to eat bananas. They are sweet.
I love my grandmother. She is kind to me.
I drink tea from a mug. I like tea.
The ball was behind the door. I could not find it.
4. These words are underlined:

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5. a) I am happy.
   b) You are my sister.
   c) He is a clever boy.
   d) She is in bed.
   e) They are both sick.
   f) We are going to the market.
Answers and Assessment
Tools
Pupil’s Book (pp. 110 – 112)

1. a) rat  
b) lion  
c) jug  
d) table  
e) mat  
f) ox  
g) pan  
h) sun  

(8 × 1 = 8 marks)

2. a) cup  
b) hen  
c) cat  
d) sun  
e) rat  
f) socks  

(6 × 1 = 6 marks)

3. a) The goat is **on** the chair.  
b) The pen is **in** the bag.  
c) The mouse is **under** the table.  
d) The dog is **outside** the kennel.  

(4 × 2 = 8 marks)

4. a) This is my grandmother.  
b) That is a big carrot.  
c) He is a fat man.  
d) There are two pencils.  

(4 × 2 = 8 marks)

5. man, bed, pick, hot, mug  

(5 × 1 = 5 marks)

6. I am in Primary One.  

(5 × 1 = 5 marks)

**Total: 40 marks**
Module 1: Review of Term 2

Answers and Evaluation Tools

Pupil’s Book (pp. 113 – 115)

Phonics

1. a) The fat rat is on the mat.
   b) Ellie the elephant is on a red bed.
   c) The big fish is in the tin.
   d) There is a lot of okra in the pot.

Listening and Speaking

2. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension

4. a) The story is about a red hen and a black cat.
   b) The bad black cat wants to eat the red hen.
   c) The red hen chases the bad black cat. No, red hen! The farmer is angry.
   d) The brown mouse wants to eat the red hen’s food.
   e) The black cat chases the brown mouse.
   f) Yes, black cat! The farmer is happy now.

Grammar and Structure

5. a) The mouse eats the food.
   b) I am happy.
   c) We chase the hens.
   d) He wants some food.
   e) Father is angry.

Writing

6. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 58 – 60)

1. a) pot
   b) jug
   c) cow
   d) pan
   e) mat
   f) bed

2. a) a fat rat
   b) elephant on a bed
   c) okra in a pot
   d) fish in a tin

3. a) blue
   b) five
   c) hot
   d) yellow
   e) shop
   f) trip

4. a) This is a small ruler.
   b) She is my grandmother.
   c) There are six pencils in the bag.
   d) The pot has three legs.

5. a) There are ten birds.
   b) There are three lions.

6. a) I see a lion and an elephant.
   b) She put an egg on a plate.
   c) I have an apple and an orange for lunch.
   d) I see an insect next to a moth.
   e) I use an umbrella when it rains.

7. a) The cat sits on the roof.
   b) The dogs jump into the van.
   c) The lion sleeps under a tree.
   d) The hen lays eggs.
Shapes and sounds

Answers and Evaluation Tools
Pupil’s Book (pp. 116 – 121)

Phonics
3.

<table>
<thead>
<tr>
<th>Words with /æ/</th>
<th>Words with /eɪ/</th>
</tr>
</thead>
<tbody>
<tr>
<td>can</td>
<td>bake</td>
</tr>
<tr>
<td>fat</td>
<td>train</td>
</tr>
<tr>
<td>man</td>
<td>play</td>
</tr>
<tr>
<td>mat</td>
<td>today</td>
</tr>
<tr>
<td>cat</td>
<td>rain</td>
</tr>
<tr>
<td>sat</td>
<td>make</td>
</tr>
<tr>
<td>pan</td>
<td></td>
</tr>
</tbody>
</table>

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.
7. a) The gong goes ding dong.
    b) The boys are playing the drums.
    c) The fire makes a crackling sound.
    d) The dog is barking.
    e) The aeroplane roars.

Vocabulary
8. a) A bird can fly. There is a fly on the food.
    b) The children play outside. We watch a play about animals.
    c) A dog can bark. There is bark on a tree.
    d) They beat the drums. He beat me in the race.
    e) We use a rake in the garden. Please rake the leaves.

Grammar and Structure
9. a) beating
    b) helping
    c) reading
    d) going
    e) barking
10. a) They are beating the drums.
    b) She is helping her mother.
    c) We are reading a story.
    d) It is barking outside.
    e) The children are going to school.

Writing
11. a) Please give me the book.
    b) The fire is outside.
    c) There are three green triangles.
    d) That is a blue square.
    e) The birds are singing.
12. circle, square, star, triangle, rectangle
13. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.
Workbook (pp. 61 – 63)

1. nail, eight, pray, play

2. (Pupil’s own answers e.g. see table below)

<table>
<thead>
<tr>
<th>ai</th>
<th>ay</th>
<th>a-e</th>
<th>ei</th>
</tr>
</thead>
<tbody>
<tr>
<td>nail</td>
<td>pray</td>
<td>cake</td>
<td>eight</td>
</tr>
<tr>
<td>snail</td>
<td>play</td>
<td>snake</td>
<td>veil</td>
</tr>
<tr>
<td>train</td>
<td>clay</td>
<td>make</td>
<td>weigh</td>
</tr>
<tr>
<td>rain</td>
<td>today</td>
<td>bake</td>
<td>weight</td>
</tr>
<tr>
<td>paint</td>
<td>Tuesday</td>
<td>late</td>
<td>vein</td>
</tr>
</tbody>
</table>

3. It is a circle.
   It is a triangle.
   It is a rectangle.
   It is a star.
   It is a square.

4. a) ding dong
    b) boom boom
    c) woof woof
    d) tweet tweet

5. a) working
    b) playing
    c) eating
    d) running
    e) jumping
    f) singing
What are they doing?

Answers and Evaluation
Tools
Pupil’s Book (pp. 122 – 126)

Phonics
2. see, three, tree, me
    peel, meal
3. Words with /e/ | Words with /iː/
   bed           | greet
   eleven        | honey
   pen           | seat
   red           | we

Vocabulary
8. a) I brush my teeth once a day. You use a toothbrush to clean your teeth.
    b) You must drink lots of water. Please may I have a drink?
    c) We wash our hands before we eat. Put your dirty clothes in the wash.
    d) Do not splash me with water! There is a splash of water on the floor.
    e) He likes to comb his hair twice a day. Many people use a comb for their hair.

Grammar and Structure
9. a) We are eating our food.
    b) They are praying.
    c) Grandfather is digging in the garden.
    d) I am sweeping the yard.
    e) She is drinking cold water.

Writing
10. a) He is eating.
    b) She is jumping.
    c) She is sleeping.
    d) He is digging.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) It is morning.
    b) Olu is brushing his teeth.
    c) He is using a toothbrush and toothpaste to brush his teeth.
    d) He brushes his teeth twice a day.
    e) (Pupil’s own answer e.g. I brush my teeth twice a day.)
    f) Ada is using soap and warm water to wash her face.
    g) (Pupil’s own answer e.g. I wash my face twice a day.)

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Workbook (pp. 64 – 66)
1. a) I see a green leaf on the tree.
    b) The key is with the beans.
    c) I like to eat cheese.
    d) A sheep bleats.
    e) Where I sleep is clean and neat.
2. a) The meat at the market is cheap.  
   b) A monkey stole the cream.  
   c) I saw a bee on my seat.  
   d) My feet are clean.  
   e) I see a peach seed.

3. a) I saw a bird. I saw the wood.  
    b) I ring the bell. I wear a ring.  
    d) I watch the football. I wear a watch on my arm.  
    e) I play with a bat and ball. A bat flew over my head last night.

4. a) We are painting the wall.  
    b) They are milking the cows.  
    c) She is washing the clothes.  
    d) He is sweeping the yard.

5. a) bin, pin, fin, thin, tin, sin, win  
    b) dip, sip, hip, nip, lip, rip, tip

6. a) I bought six eggs and two pawpaws.  
    b) Some of the tomatoes are ripe.  
    c) Two cats were sitting in the sun.  
    d) We had mashed potatoes for supper.  
    e) Three insects are walking on the wood.
**Module 4**

**Days of the week**

**Answers and Evaluation Tools**

**Pupil's Book (pp. 127 – 131)**

**Phonics**

2. a) I feel **fine** while I lie down.
   b) **Dry** your eyes and try not to **cry**.
   c) That bright light is mine.
   d) The sign tells us not to cross the line.
   e) An aeroplane flies by high up in the sky.
   f) A cat has **nine** lives.
   g) **Why** did you make a **fire**?

3. a) bit, bite
   b) sit, site
   c) fin, fine
   d) pin, pine
   e) lit, light

**Listening and Speaking**

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

**Reading and Comprehension**

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) The children go to church on Sunday.
   b) They read and write at school.
   c) Fela skips and jumps with a rope outside.
   d) Their friends go to mosque on Friday.
   e) Efe goes to the market on Saturday.
   f) (Pupil’s own answer e.g. On Sunday I go to church.)

**Vocabulary**

8. a) church – a place where Christians worship
    b) skip – to jump over something on one foot or both feet
    c) rope – a long thing which you can tie up or jump over
    d) bucket – a thing in which you carry water
    e) mosque – a place where Muslims worship

**Grammar and Structure**

9. | Simple present tense | Present continuous tense |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I play</td>
<td>I am playing</td>
</tr>
<tr>
<td>you play</td>
<td>you are playing</td>
</tr>
<tr>
<td>he/she/it plays</td>
<td>he/she/it is playing</td>
</tr>
<tr>
<td>we play</td>
<td>we are playing</td>
</tr>
<tr>
<td>you play</td>
<td>you are playing</td>
</tr>
<tr>
<td>they play</td>
<td>they are playing</td>
</tr>
</tbody>
</table>

**Writing**

10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

**Workbook (pp. 67 – 69)**

1. a) I see **five** blocks of **ice**.
   b) I will **try** to **smile**.
   c) They must not **fight** on the **slide**.
   d) I **like** to **fly** my **kite**.
   e) I can see your **light** at **night**.
2. 

<table>
<thead>
<tr>
<th>fly</th>
<th>might</th>
<th>sigh</th>
<th>veil</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
<td>tie</td>
<td>clay</td>
<td>sight</td>
</tr>
<tr>
<td>light</td>
<td>pot</td>
<td>try</td>
<td>my</td>
</tr>
<tr>
<td>pine</td>
<td>fine</td>
<td>fry</td>
<td>tree</td>
</tr>
<tr>
<td>bite</td>
<td>fight</td>
<td>eggs</td>
<td>lie</td>
</tr>
</tbody>
</table>

3. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

4. a) bite  
   b) hide  
   c) pipe  
   d) ride  
   e) ripe

5. a) My grandfather smokes a pipe.  
   b) My sister tries to hide my toy away.  
   c) The peach is ripe.  
   d) My brother can ride his new bike.  
   e) I can bite into this red apple.

6. The following words must be circled:

```
ride  
light  
mine  
tryfly  
hide
```

7. a) On Sunday I go to church.  
   b) On Monday I go to school.  
   c) On Tuesday I play football.  
   d) On Wednesday I play with my friend.  
   e) On Thursday I read my book.  
   f) On Friday my friend goes to mosque.  
   g) On Saturday I go shopping with my mother.

8. Pupil’s own answers e.g.  
   a) Today is Wednesday.  
   b) Tomorrow is Thursday.  
   c) Yesterday was Friday.
Answers and Evaluation Tools
Pupil’s Book (pp. 132 – 135)

Phonics
2. a) Oh, no, Don’t, go
   b) show, poles, home
   c) mole, hole, snow
   d) blows, boat, floats
   e) grown, coat

3. | Words with /ɒ/       | Words with /əʊ/       |
   | chop                | blow               |
   | old                | clothes            |
   | on                 | moan               |
   | socks              | so                |
   | wash               | won’t             |

Listening and Speaking
4. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
5. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

6. a) Adaku is washing her clothes on Monday.
   b) Nnakeme is playing football on Tuesday.
   c) Anguli’s mother is going out on Thursday.
   d) Her family is not busy on Saturday.
   e) She is reading her book.

Writing
7. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

Workbook (pp. 70 – 72)
1. a) The dog left the bone in the boat.
    b) The owner took the loaf of bread home.
    c) The boys scored a narrow goal.
    d) I use soap to wash my elbow.
    e) The foam went up his nose.

2. boat, goal, moan, float
   slow, grow, throw, blow
   bone, hole, joke, woke, nose
   close, stone, stove, smoke, throne

3. | Wednesday | Wensday | Saturday | Wednesday |
   | Thursday  | Thursda | Tuesday  | Thursday  |
   | Tuesday   | Teusda  | Tuesday  | Tuesday  |
   | Saturday  | Sunday  | Saturday | Sunny    |

4. a) They are washing their hands
    b) They are praying.
    c) They are playing at school.
    d) They are eating their food.

5. a) I am cooking.
    b) You are playing.
    c) He is kicking the ball.
    d) She is eating her food.
    e) They are washing the dishes.
    f) He is digging in the soil.
Answers and Evaluation

Tools

Pupil’s Book (pp. 136 – 139)

Phonics

2. use, chew, food, shoes, two, you, do

3.

<table>
<thead>
<tr>
<th>Words with /ʌ/</th>
<th>Words with /ʊ/</th>
<th>Words with /uː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
<td>foot</td>
<td>group</td>
</tr>
<tr>
<td>must</td>
<td>look</td>
<td>new</td>
</tr>
<tr>
<td>one</td>
<td>put</td>
<td>too</td>
</tr>
</tbody>
</table>

c) bad
d) give
e) enemy

Writing

9. a) This is my **neck**.
b) This is my **knee**.
c) This is my **finger**.
d) These are my **feet**.
e) These are my **toes**.
f) This is my **hand**. / These are my **fingers**.

Workbook (pp. 73 – 75)

1.

<table>
<thead>
<tr>
<th>Sounds like book /ʊ/</th>
<th>Sounds like moon /uː/</th>
</tr>
</thead>
<tbody>
<tr>
<td>hook</td>
<td>food</td>
</tr>
<tr>
<td>took</td>
<td>stool</td>
</tr>
<tr>
<td>look</td>
<td>broom</td>
</tr>
</tbody>
</table>

2. a) My shirt is **blue**.
b) I have **glue** on my **shoe**.
c) I eat my **food** at **noon**.
d) Give me a **clue** to find the answer.
e) It is **cool** in my **room**.

3. The following words should be underlined (anti-clockwise from left):
shoulder, finger, stomach, toe, neck, chest, elbow, knee

4. The following parts of the body should be labelled (anti-clockwise from left):
head, chest, hand, foot, leg, arm, neck

5. a) **leg**
b) nose
c) mouth
d) **finger**
What did you do yesterday?

Answers and Evaluation Tools
Pupil’s Book (pp. 140 – 144)

Phonics
2. a) mouse, house
   b) bow, down
   c) shouts, crowd
   d) cow, mouth
   e) loud, now

3. Words with /au/  | Words with /au/
   blow          | flour
   flow          | flower
   glow          | hour
   mow           | power
   show          | shower

Vocabulary
8. a) scrubbed – cleaned something by rubbing
    b) rinsed – washed something in clean water
    c) tackled – tried to get the ball from someone
    d) scored – got points in a game
    e) passed – walked near something

9. a) He likes playing football.
    b) They are listening to a story.
    c) We are growing tomatoes at home.
    d) I talked to my teacher about it.
    e) Fatima baked a cake yesterday.

Listening and Speaking
5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) Tinu walked home from school yesterday.
    b) He passed the river on his way.
    c) They scrubbed the clothes with soap and they rinsed them in the water.
    d) The boys ran and kicked the ball. / They tackled each other. / Some of them scored goals. (Name any two.)
    e) Tinu did not stop, because he was hungry and he had lots of homework to do.

Grammar and Structure
10. a) played
    b) rinsed
    c) stopped
    d) kicked
    e) pinned

11. a) Father washed his car yesterday.
    b) Last week we cleaned the windows.
    c) My sister cooked supper last night.
    d) Fama loved reading the book last term.
    e) I hated going on an aeroplane last year.

Writing
12. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.
Workbook (pp. 76 – 78)

1. a) I put the lemon into my mouth. It was sour!
   b) The clown had a brown flower.
   c) I bought a gown in town.
   d) We found a house without a shower.

2. a) brow
   b) now
   c) cow
   d) allow
   e) owl
   f) loud
   g) mouse
   h) ground
   i) house
   j) mouth

3. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

4. I cooked the food.
   I washed the pots.
   You fixed the toy.
   He cleaned the bin.
   She listened to a story.
   They walked slowly.
   We cleaned the bin.
   They played football.

5. a) houses
   b) cows
   c) blouses
   d) stones
   e) snakes
   f) lions

6. a) Yesterday I went to the market with Ayi.
   b) Today I am going to school.
   c) Tomorrow I am playing football.
   d) Can I read my new book now?
   e) I like to eat peaches and pawpaws.
**Answers and Evaluation Tools**

**Pupil’s Book (pp. 145 – 149)**

**Phonics**

2. | Words with /ɒ/ | Words with /əʊ/ | Words with /ɔɪ/ |
   | what, box | old, go, phone, holding, spoke | noise, toys, choice, boy, voice |

**Listening and Speaking**

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

**Reading and Comprehension**

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) Binte and Fela went to the market on Saturday.  
   b) They bought two tins of milk and a litre of oil first.  
   c) They bought eight eggs.  
   d) They bought a kilogram of fish.  
   e) A bag of rice was too heavy and a bucket of rice was too expensive.

**Vocabulary**

8. a) A bag of yam flour is very heavy.  
   b) She bought two kilograms of catfish.  
   c) Please may I have five litres of oil?  
   d) He picked up the bucket of nuts.  
   e) I want four tins of milk.  
   f) Mother bought six pieces of cocoyam.

**Grammar and Structure**

9. a) Yesterday we went to the market.  
   b) He bought a bag of yam flour.  
   c) She made a meat stew last night.  
   d) We wrote in our new books on Tuesday.  
   e) The man took the children’s money.  
   f) They ate rice and vegetables yesterday.

**Writing**

11. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

**Workbook (pp. 79 – 81)**

1. boy, toy, joy, enjoy, annoy  
boil, oil, soil, coin, toilet, point

2. | avoid | keep away from |
   | noise | a loud unpleasant sound |
   | joy | happiness |
   | toy | something to play with |
   | annoy | make someone a little bit cross |
   | boil | very, very hot |

4. Binte and Fela went shopping.  
First they bought two tins of milk.  
Then they bought three packets of beans.  
Lastly they bought a packet of rice.
5. a) We went to the market.
b) He bought rice.
c) She saw ripe peaches.
d) We left at three o’clock.
e) She made us tea.
f) I took a shopping bag with me.

6. a) Get me out of here!
b) Where are you?
c) I’m in the cupboard.
d) What are you doing there?
e) I’m hiding away from you!
MODULE 9
Transport

Answers and Evaluation Tools
Pupil’s Book (pp. 150 – 151)

Phonics
2. a) pat – part
   b) cat – cart
   c) bat – bath
   d) had – hard
   e) hat – heart

Listening and Speaking
6. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
7. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.
8. a) The graph shows how the children in Primary One at New Horizons Primary School come to school.
   b) Ten children walk to school.
   c) No, there are less children that come to school by bus than by taxi.
   d) Two more children come to school by car than by bicycle.
   e) The fewest number of children come to school by bicycle.

Vocabulary
9. a) Our teacher comes to school in a car.
   b) Many of the children come to school by taxi.
   c) Some people go to work by bus.
   d) On Saturday they go to market on/by foot.
   e) We go to church in our mother’s car.

Grammar and Structure
10. a) This morning we walked to school.
    b) They are going to work on the train.
    c) Yesterday he went to the shop in his car.
    d) Every day they come home by bus.
    e) Twice a year she goes to Kenya in an aeroplane.

Writing
11. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.
12. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

Workbook (pp. 82 – 84)
1. star, far, car, bar, jar, tar
   start, smart, cart, dark, scarf, shark
2. ask
   mask
   bath
   path
   father
   fast
   last
   pass
   class
   glass
   past
   plant
3. | ar   | a    |
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>star</td>
<td>bath</td>
</tr>
<tr>
<td>shark</td>
<td>glass</td>
</tr>
<tr>
<td>scarf</td>
<td>plant</td>
</tr>
<tr>
<td>jar</td>
<td>fast</td>
</tr>
<tr>
<td>dark</td>
<td>past</td>
</tr>
</tbody>
</table>

4. a) I can drive a car.
   b) I like your scarf.
   c) I want to ask you a question.
   d) At night it is dark.
   e) The glass in the window broke.

5. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

6. a) I cycle to school on a bicycle.
   b) We take a taxi to go to the market.
   c) The bus can transport many people.
   d) The train runs on rails.
   e) I fly in an aeroplane.
   f) An aeroplane will get me to my destination quickly.

7. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.
### Answers and Evaluation

#### Tools

**Pupil’s Book (pp. 155 – 159)**

#### Phonics

2. a) first, third  
   b) words  
   c) worst, hurt  
   d) heard, term  
   e) stir, turn

3. **Words with /ɪ/**  
   **Words with /ɜː/**  
   | bid   | bird  |  
   | fin   | fern  |  
   | hid   | heard |  
   | hit   | hurt  |  
   | tin   | turn  |

#### Listening and Speaking

5. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

#### Reading and Comprehension

6. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

7. a) You must turn left.  
   b) You will see the playground on your right.  
   c) You pass the toilets on your left.  
   d) The computer room is next to the library.  
   e) (Pupil’s own answer e.g. You must walk along the passage.)

#### Vocabulary

8. a) Master  
    b) Mistress  
    c) Doctor  
    d) Reverend  
    e) Naira

#### Grammar and Structure

9. a) We **went** to the library yesterday.  
    b) They **are working** in the computer room.  
    c) He **plays** football in the playground.  
    d) I **am walking** to the office.  
    e) She **showed** her parents the new classrooms.

#### Writing

10. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

11. Use Teacher’s Rubric 3: Evaluating Handwriting on page 7 to assess your pupil’s handwriting skills.

#### Workbook (pp. 85 – 87)

1. bird, dirt, first, shirt, skirt, stir  
   burn, curl, church, nurse, hurt, turn  
   herd, fern, verb, term, ever, her

2. a. I saw a **bird** on the **church**.  
    b. The **nurse** will not **hurt** you.  
    c. You have **dirt** all over your **shirt**.  
    d. It is your **turn** to **stir** the pot.  
    e. The **fern** leaf has a **curl**.
The tortoise and the dog

Answers and Evaluation

Tools
Pupil’s Book (pp. 160 – 163)

Phonics
2. a) The dog has a thorn in his paw.
   b) I thought I saw him.
   c) She was born in the war.
   d) There is a port in the north.
   e) They were caught by the law.

Listening and Speaking
3. Use Teacher’s Rubric 1: Evaluating Speaking on page 6 to assess your pupil’s speaking skills.

Reading and Comprehension
4. Use Teacher’s Rubric 2: Evaluating Reading on page 7 to assess your pupil’s reading skills.

5. a) Tortoise and Dog lived on a farm.
    b) Dog found a basket of yams.
    c) Tortoise was greedy.
    d) The farmer shouted at Tortoise, because Tortoise was stealing his yams.
    e) (Pupil’s own answer e.g. You must not be greedy, because you must share with others.)

Vocabulary
6. a) plus +
   b) minus –
   c) equals =
   d) multiplied by x
   e) divided by ÷
   f) and &

Grammar and Structure
7. a) “I am hungry,” said Tortoise.
    b) “Please help me,” I said.
    c) The teacher asked, “Where are your books?”
    d) The farmer shouted, “Do not steal my yams!”
    e) “We must share,” said my friend.

Writing
8. Use Teacher’s Rubric 4: Evaluating Writing on page 8 to assess your pupil’s writing skills.

Workbook (pp. 88 – 90)
1. raw, draw, claw, paw, jaw, straw
   born, fork, torch, short, north, thorn

2. a) The animal’s claw is short.
    b) The town is in the north.
    c) I found a thorn in the straw.
    d) I poke the raw meat with a fork.
    e) I can draw a torch.

3. Order of pictures from left to right, top to bottom:
   4, 5, 1, 3, 2, 6

4. 15 fifteen
   14 fourteen
   20 twenty
   17 seventeen
   19 nineteen
   16 sixteen
   18 eighteen

5. a) tortoises
    b) dogs
    c) yams
    d) farmers
    e) paws
    f) thorns
6. a) Yesterday the dog played with the tortoise.
   b) Today the tortoise and the dog ate the yams.
   c) Tomorrow they will not eat yams.
   d) Do you like yams?
   e) I like to eat yams.
Answers and Assessment Tools

Pupil’s Book (pp. 164 – 166)

1. a) pan    b) ten    c) bit    d) dog    e) hut    f) group   g) on    h) ant    i) pin    j) ask
(10 × 1 = 10 marks)

2. a) circle  b) brushing  c) Thursday d) head  e) hands  f) washed  g) rice  h) litre  i) aeroplane  j) go up
(10 × 1 = 10 marks)

3. a) Dog said, “Let’s have a race.” b) He shouted, “I will win!” c) Dog said, “I will have a rest.” d) “Where is Tortoise?” asked Dog. e) Tortoise shouted, “I won!”
(5 × 1 = 5 marks)

4. a) Dr. b) Mr. c) Rev. d) ₦ e) Mrs.
(5 × 1 = 5 marks)

5. a) Yesterday we went to the market. b) The children played outside yesterday. c) Every afternoon she did her homework. d) The teacher spoke about it last week. e) He rode his bicycle to school every day.
(5 × 1 = 5 marks)

6. a) & b) = c) × d) + e) –
(5 × 1 = 5 marks)

Total: 50 marks
### Answers
**Workbook (pp. 91 – 96)**

<table>
<thead>
<tr>
<th>Phonic Alphabet</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><code>/æ/</code> sound</td>
<td>black, ant, thanks, man, have, ankle, Africa</td>
</tr>
<tr>
<td>Letter: a</td>
<td></td>
</tr>
<tr>
<td><code>/e/</code> sound</td>
<td>egg, yes, send, when, elbow, yellow, said, head, bread, friend</td>
</tr>
<tr>
<td>Letters: e ai ea ie</td>
<td></td>
</tr>
<tr>
<td><code>/i/</code> sound</td>
<td>insect, swim, fish, music, pretty, English, woman, busy, build</td>
</tr>
<tr>
<td>Letters: i e o u ui</td>
<td></td>
</tr>
<tr>
<td><code>/ɔ/</code> sound</td>
<td>ox, box, orange, sock, wash, watch, want</td>
</tr>
<tr>
<td>Letters: o a</td>
<td></td>
</tr>
<tr>
<td><code>/ʌ/</code> sound</td>
<td>umbrella, bus, drum, thumb, money, young, country</td>
</tr>
<tr>
<td>Letters: oo u ou</td>
<td></td>
</tr>
<tr>
<td><code>/ʊ/</code> sound</td>
<td>book, cook, foot, put, full, should</td>
</tr>
<tr>
<td>Letters: oo u ou</td>
<td></td>
</tr>
<tr>
<td><code>/ə/</code> sound</td>
<td>spider, teacher, father, paper, banana, umbrella, woman, famous, colour</td>
</tr>
<tr>
<td>Letters: er a ou</td>
<td></td>
</tr>
<tr>
<td><code>/ɑː/</code> sound</td>
<td>father, glass, star, party, car, laugh, heart</td>
</tr>
<tr>
<td>Letters: a ar au ear</td>
<td></td>
</tr>
<tr>
<td><code>/ɔː/</code> sound</td>
<td>fork, sport, horse, walk, talk, draw, jaw, small, water, four, thought</td>
</tr>
<tr>
<td>Letters: or al aw a ou</td>
<td></td>
</tr>
<tr>
<td><code>/iː/</code> sound</td>
<td>bee, teeth, sheep, leaf, eat, me, people, shield, peace, key</td>
</tr>
<tr>
<td>Letters: ee ea e eo ie ey</td>
<td></td>
</tr>
<tr>
<td><code>/uː/</code> sound</td>
<td>food, school, cool, rule, you, juice, fruit, flew, chew</td>
</tr>
<tr>
<td>Letters: oo u ou ui ew</td>
<td></td>
</tr>
<tr>
<td><code>/æː/</code> sound</td>
<td>bird, girl, shirt, first, term, her, verb, word, world, learn, earth, nurse</td>
</tr>
<tr>
<td>Letters: ir er or ear ur</td>
<td></td>
</tr>
<tr>
<td><code>/æː/</code> sound</td>
<td>ear, idea, year, tears, cheer, here</td>
</tr>
<tr>
<td>Letters: ea ee ere</td>
<td></td>
</tr>
<tr>
<td><code>/eɪ/</code> sound</td>
<td>chair, hair, stair, care, square, there</td>
</tr>
<tr>
<td>Letters: air are ere</td>
<td></td>
</tr>
<tr>
<td><code>/ɔɪ/</code> sound</td>
<td>poor, tourist, sure, cure</td>
</tr>
<tr>
<td>Letters: oor ou ore</td>
<td></td>
</tr>
<tr>
<td><code>/eɪ/</code> sound</td>
<td>name, chase, rain, train, plane, day, break, great, eight, grey, they</td>
</tr>
<tr>
<td>Letters: a ai ay ea ei ey</td>
<td></td>
</tr>
<tr>
<td><code>/ɜː/</code> sound</td>
<td>soil, noise, toilet, voice, boy, toy</td>
</tr>
<tr>
<td>Letters: oi oy</td>
<td></td>
</tr>
</tbody>
</table>
## Phonetic Alphabet Sounds

<table>
<thead>
<tr>
<th>phoneme</th>
<th>sound</th>
<th>letters</th>
<th>examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/aɪ/</td>
<td>sound</td>
<td>i y ie</td>
<td>wide, child, climb, light, night, shy, my, lie, tie</td>
</tr>
<tr>
<td>/əʊ/</td>
<td>sound</td>
<td>o oa ow</td>
<td>old, stone, no, joke, goat, soap, coat, road, bow, slow</td>
</tr>
<tr>
<td>/aʊ/</td>
<td>sound</td>
<td>ou ow</td>
<td>mouse, out, cloud, mouth, cow, flower, crown, brown</td>
</tr>
<tr>
<td>/p/</td>
<td>sound</td>
<td>p pp</td>
<td>pencil, pig, paper, cup, mop, top, apple, happy, pepper</td>
</tr>
<tr>
<td>/b/</td>
<td>sound</td>
<td>b bb</td>
<td>brick, ball, block, bottle, black, bubble, rubber</td>
</tr>
<tr>
<td>/t/</td>
<td>sound</td>
<td>t tt</td>
<td>tin, table, train, tool, meat, knot, litter, letter, kettle</td>
</tr>
<tr>
<td>/d/</td>
<td>sound</td>
<td>d dd ed</td>
<td>duck, dog, donkey, day, drink, food, card, add, middle, odd, played, tired</td>
</tr>
<tr>
<td>/k/</td>
<td>sound</td>
<td>c k ck ch</td>
<td>cut, cat, cash, carrot, kettle, key, book, kick, sick, school, chemist, Christmas</td>
</tr>
<tr>
<td>/g/</td>
<td>sound</td>
<td>g gg</td>
<td>gate, girl, green, goat, flag, bag, angry, bigger, egg</td>
</tr>
<tr>
<td>/f/</td>
<td>sound</td>
<td>f ph gh ff</td>
<td>five, food, frog, Friday, farm, wife, gift, photo, elephant, laugh, rough, staff, off</td>
</tr>
<tr>
<td>/v/</td>
<td>sound</td>
<td>van</td>
<td>van, vegetables, village, stove, dove, cover, love</td>
</tr>
<tr>
<td>/θ/</td>
<td>sound</td>
<td>sh</td>
<td>sheep, shark, shoe, ship, shirt, wish, fish, dish, cash</td>
</tr>
<tr>
<td>/ʒ/</td>
<td>sound</td>
<td>s</td>
<td>pleasure, measure, treasure</td>
</tr>
<tr>
<td>/h/</td>
<td>sound</td>
<td>h</td>
<td>hot, home, hill, house, hand, hello, head, happy, help</td>
</tr>
<tr>
<td>/m/</td>
<td>sound</td>
<td>m mm mb</td>
<td>map, money, milk, music, meat, game, monkey, mouth, farm, summer, hammer, thumb, comb, bomb</td>
</tr>
<tr>
<td>Sound</td>
<td>Letters</td>
<td>Examples</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>---------</td>
<td>----------</td>
<td></td>
</tr>
<tr>
<td>/n/ sound</td>
<td>n nn kn</td>
<td>no, nose, new, not, thin, bin, tin, nurse, nest, needle, name, spin, winning, dinner, knife, knot, knee</td>
<td></td>
</tr>
<tr>
<td>/ŋ/ sound</td>
<td>ng</td>
<td>wrong, thing, song, strong, sleeping, fishing, morning, hang</td>
<td></td>
</tr>
<tr>
<td>/tʃ/ sound</td>
<td>ch tch</td>
<td>March, much, chop, chase, chicken, cheese, church, match, catch, fetch, watch</td>
<td></td>
</tr>
<tr>
<td>/dʒ/ sound</td>
<td>j g dge</td>
<td>June, joy, juice, jacket, jump, joke, giant, giraffe, bridge, fridge, judge</td>
<td></td>
</tr>
<tr>
<td>/r/ sound</td>
<td>r rr wr</td>
<td>ring, rice, red, right, run, train, road, bread, hurry, curry, sorry, carrot, wrong, write, wrist</td>
<td></td>
</tr>
<tr>
<td>/j/ sound</td>
<td>y</td>
<td>yellow, you, yes, yam, young, year, yawn, yesterday</td>
<td></td>
</tr>
<tr>
<td>/w/ sound</td>
<td>w wh</td>
<td>wash, wind, wipe, water, swing, wall, walk, world, window, whale, wheel, white, where, when</td>
<td></td>
</tr>
<tr>
<td>/l/ sound</td>
<td>l ll</td>
<td>lift, life, love, live, look, lazy, leaf, loud, little, still, fill, tell, bell, spell, follow</td>
<td></td>
</tr>
</tbody>
</table>