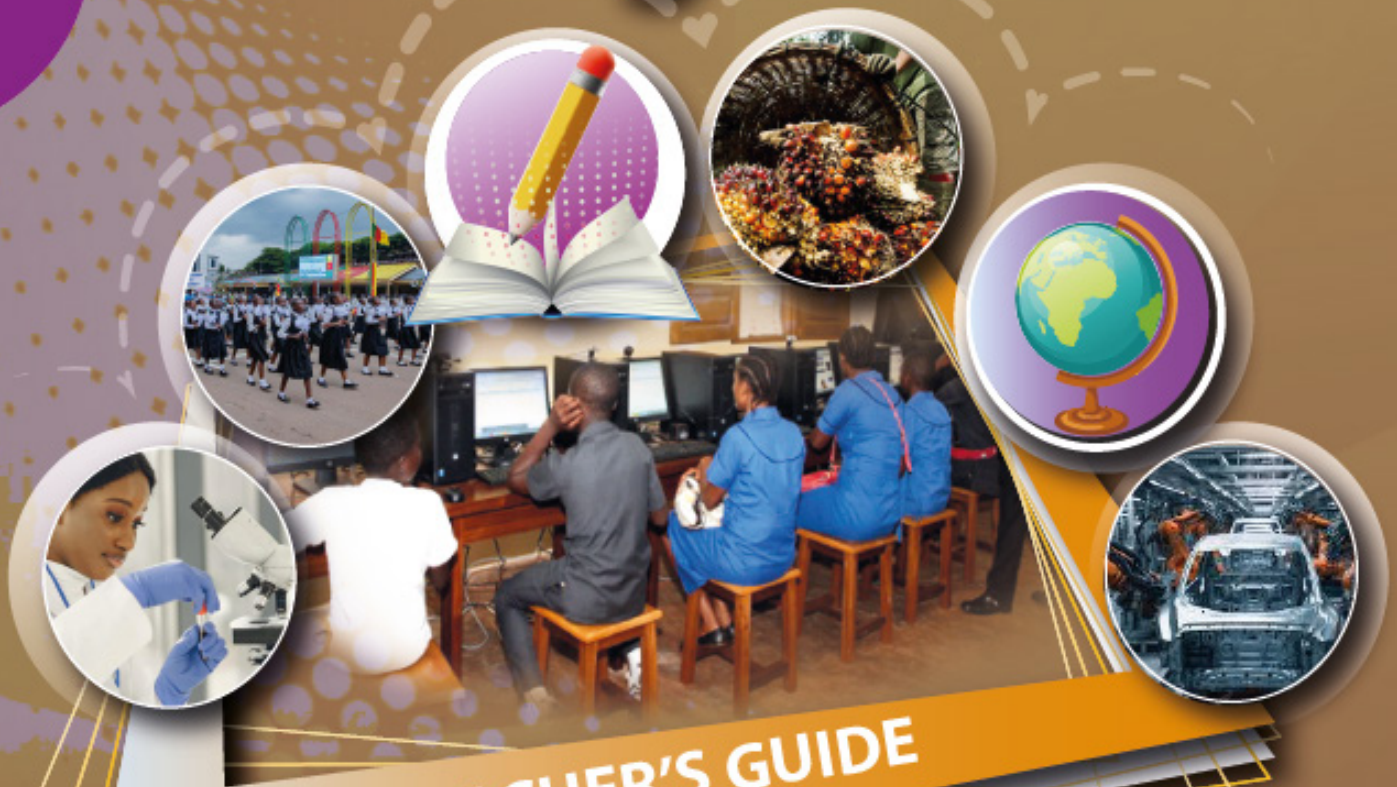


INNOVATIVE English



TEACHER'S GUIDE

3

Rubie Y. Jator-Bangsi
Raphael Tegha Ketcha, PhD
Mary Beri Shey, PhD
Gabriel Abongban Tangang
Ita Frinwie Tamenang-Ndifon
Eric Nfor Ali

Editor-in-chief: Séraphin ASSONGUO SONWAH
Cover page designer: Jean Paul KOCHERÉ DIFOFA
Designer: Liliane NGOUEGNI DZOUA
Illustrations: The Authors

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P.O. Box 2853 Yaounde - Cameroon
Email : mondouxeditions2014@gmail.com / fonoeric@gmail.com
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PREAMBLE

The prime goals of the Competency-Based Approach (CBA) in language learning/teaching are to help learners develop and demonstrate their mastery of a topic, build a culture of equity and inclusivity, as well as prepare the learners for the use of language to function and integrate themselves in real-life situations and society as a whole. Thus, it aims at empowering learners with language competences to cope / do things in real life. It is within this context that the *Innovative English Student's Book 3* has been designed; to provide pronunciation, vocabulary and grammar resources in order to build language competences as listening, speaking, reading and writing for use in real-life.

UNDERSTANDING THE STRUCTURE OF *INNOVATIVE ENGLISH STUDENT'S BOOK 3*

Despite many innovations, the structure of *Innovative English Student's Book 3* is quite easy to grasp. For every module, the book has a preview, followed by objectives and learning outcomes. Each module ends with a checklist and a review. Each module also begins with captivating and thought-provoking pictures, with carefully crafted tags intended to put to work learners' critical thinking. After the module's preview, opening pictures, objectives and learning outcomes, there are five real-life situations. The appellation, "real-life situation" is far preferred because the book is designed to empower learners use language in their real-life/ day-to-day activities rather than just master and memorise language structures within the confines of a classroom.

In every module, Real-life Situations 1, 2, 3 and 4 deal with different topical and language issues as prescribed by the syllabus. The last, Real-life Situation 5, is named, "Workshop, Projects and Integration". The workshop component is designed to recapitulate and further practise language structures learned in the first four real-life situations of a module, the projects aspect engage learners in mostly take-home research activities whereas integration provides them with sample contexts for the merging of all or most of the language skills. More especially, integration provides sample practical real-life contexts where learners can use the structures learned in class.

The *Innovative English Student's Book 3* is fashioned to give learners and teachers different alternatives for classroom lessons. Every real-life situation starts with pictures and has the four language competences (skills) styled categories of action and three resources (subskills) branded essential knowledge. Besides, every real-life situation has seven divisions, from A to G. The A and B divisions are for listening and speaking while C, D, E, F and G are consistently for reading, vocabulary, pronunciation, grammar and writing, respectively. The alternation between listening and speaking for A and B depends on which is more task-related to the pictures introducing a real-life situation. Given the linguistic completeness of every real-life situation (which contains all the categories of action and essential knowledge), teachers will find it easy to prepare their lessons from the unlimited array of varied teaching resources available in each real-life situation.

The teacher is thus advised to create a balance in their weekly lessons; making sure that all categories of actions (listening, speaking, reading and writing) and essential knowledge aspects (vocabulary, pronunciation and grammar) are somewhat equitably represented. They should strive to create a balance not only in their weekly but in their monthly and sequential/terminal loads, thereby giving room for a kind of equitable integration of resources and competences. The real essence of providing everything in each real-life situation is that learners will not be deficient in any at any one time. Hence, the teacher should endeavour to use a balanced approach such that by the end of the module, learners are not wanting in any language competence or resource. Pronunciation lessons, for

example, are purposefully made available and systematically, from simple to less simple, in every real-life situation and module. Thus, the teacher is advised to handle pronunciation systematically and consistently, following the pattern in the course book. Besides, *Innovative English Student's Book 3* comprises five modules laid down in the syllabus and at the end of each module is a checklist and a review.

The checklist which consistently comes at the end of every Real-life Situation 5 is tactfully designed after the tradition of MCQs, for learners to do an auto evaluation of their competences and resources treated in a module. This, they can do by simply placing a tick in the confluence box between competences/ resources and the desired grade. Each checklist is framed to have three major columns and eight rows. The first row contains the headings whereas the rest contain measurable items (competences and/ or resources) that are for evaluation. The first of the three columns is for numbering, the second for competences/ resources and the third for grading. The third column which is dubbed “evaluation” is subdivided into four and contain four grading scales; averagely, well, very well and excellently. The grading scale is put in the adjective form to agree with the measurable verbs they modify under resources/ competences. Very interestingly, we adopted, in our course book, the use of the phrase “I can” plus a measurable main verb to better suit auto evaluation and also evaluate the learning outcomes set before the module. Besides, the use of “I can” does not make a learner to directly evaluate their teacher. Yet, a teacher is indirectly evaluated through their learners’ performances. For example if a learner says, “I can listen to news averagely”, it is implied that the teacher taught averagely.

ADVICE AND HINTS ON TEACHING METHODOLOGY

As stated above, this book contains seven items in each real-life situation. These are A) Listening/ Speaking, B) Speaking/ Listening, C) Reading, D) Vocabulary, E) Pronunciation, F) Grammar and G) Writing.

A) Teaching Listening

Listening is naturally the first skill in the process of learning a language. This explains why it is handled mostly in the A) part and sometimes in the B) part of *Innovative English Student's Book 3*. Listening in this book contains a variety of materials; listening texts, poems, news, announcements, talks, debates, songs and round-table discussions, just to name a few. In the student’s books, each listening lesson is tackled in three stages; pre-listening activities, actual listening activities and post-listening activities. Pre-listening is introduced by the phrase, “before you listen”, actual listening is under task whereas post-listening is done under the caption, “pause, ponder and respond”. In teaching listening, the teacher should ensure that learners minimise their talk and do more of listening. All the listening passages, poems, texts are provided in this guide. The teacher should follow the instructions given or modify them if they deem it necessary when teaching listening. Besides, the teacher can use one or more of the following strategies to teach listening:

- picture matching
- prepared listening texts
- music/ song lyrics
- spelling or dictation
- news items
- questioning
- critical thinking/ reflexive listening
- tape-recorded materials

B) Teaching Speaking

Naturally, after listening comes speaking in the process of language learning/teaching. This also explains why speaking mostly occupies the B) section in the real-life situations of *Innovative English Student's Book 3*. Like the case with listening, speaking is done in three levels; pre-speaking, speaking and post-speaking. Like listening, pre-speaking is introduced with the phrase, “before you speak”, speaking and post-speaking are presented under the caption, *task*. With the rich array of speaking tasks provided in the series, the teacher can use any of the following strategies to teach speaking:

- picture matching/ critical thinking
- role play
- brainstorming
- storytelling
- interviews
- round-table discussions
- information gaps
- debates
- news reading

C) Teaching Reading

Reading is tackled under C) of every real-life situation in *Innovative English Student's Book 3*. Therein, a variety of reading passages are explored, namely, texts from internet sources, stories, newspaper articles, extracts from novels, poems and dialogues etc. Like any other competence in the *Innovative English Student's Book* series, reading is classically handled in three stages – pre-reading, reading and post-reading. The pre-reading is introduced with the “Before you read phrase”, the actual reading is presented under the title, task, and post-reading is presented under the caption, “pause, ponder and respond”. A teacher of the series has the possibility of teaching reading using one or several of the following techniques:

- pre-reading activities: Activities such as brainstorming or picture discussions.
- pre-teaching or post-teaching of contextual vocabulary to enhance the understanding of the text.
- conversational reading can be used, especially if the reading is a dialogue.
- turns reading: This is when students take turns to read different or the same portion of a passage.
- choral reading: When the entire class reads at the same time. This could be to help slow readers catch up with others.
- emphatic reading: When different students read the same content repeatedly.
- variation in reading texts. Teacher should expose students to different types of texts.
- use of visual aids.
- skimming
- scanning
- predictability, using clues and pictures.

D) Teaching Vocabulary

There is no gainsaying the point that teaching vocabulary is a very crucial thing to do as it directly connects with all other skills and subskills. In the *Innovative English Student's Book* series, spelling rules, syllabification, contextual vocabulary, synonymy, antonymy, lexical fields, idiomatic expressions, literary devices, numbers, hyponymy, spelling drills and dictation, just to name a few, are richly explored in the vocabulary section of the student's book. While bearing in mind the necessity of eclectic teaching, the teacher can, amongst others, opt for one or more of the following strategies of teaching vocabulary:

- use of visual aids
- dramatizing
- roleplay
- picture matching

- use of word cards/ flash cards
- vocabulary games
- word matching
- exposing students severally to the same word
- words in syntagmatic relation; synonyms, antonyms etc
- lexical fields
- spelling drills
- dictation

E) Teaching Pronunciation

In the Competency Based Approach, pronunciation or speech work is an essential knowledge needed to build learners' competences, particularly the speaking and listening competences. It is vital to understand the manner in which pronunciation is handled in *Innovative English Student's Book 3* in order to teach it effectively. In this series, pronunciation is handled in every real-life situation in every module. In the first four modules, individual sounds, as prescribed by the syllabus, are handled with focus on their orthographic renderings, an aspect to help learners easily identify the written representation of a sound. In real-life situation 5 of every module, the individual sounds practised in real-life situations 1, 2,3 and 4 are now juxtaposed to echo their phonemic differences. It is for this reason that minimal pairs are used to illustrate and emphasize the differences between the sounds, mostly through pronunciation exercises.

Teaching pronunciation, therefore, ought to be student-centred while the teacher plays the role of a facilitator and pace-setter. The teacher can decide to use the deductive or inductive method to teach pronunciation. The teacher can use any of the following techniques:

- **Phonics activities**

Phonics is a way of teaching pronunciation by correlating sounds with letters of the alphabet. Here, the teacher helps students to easily identify the occurrence of sounds in written texts or sentences. This will go a long way to help learners identify sounds and easily distinguish one from another and sounds from letters. This is particularly good with English because there is a myriad of inconsistencies between its pronunciation writing system.

- **Use of phonemic contrasts**

The use of phoneme contrasts helps to distinguish phonetic features and meanings between phonemes. This is very necessary in real-life situations where minimal pairs are tackled.

- **Phoneme isolation**

The teacher can encourage students to isolate sounds that are the focus of the lesson from words and sentences. Then they should encourage the students to pronounce and write the sounds.

- **Pronunciation Games**

Pronunciation games are other interesting ways to teach pronunciation. Some of the games can be minimal pairs game, homophone games, rhyming games and sound banking. With the minimal pairs games the teacher should split the class into teams, give a sound, ask a team to give a word with the sound while the other team gives another word that can form a minimal pair with the first. The teacher has to systematically rotate the teams that names the first word and that which say the second word to form a minimal pair. At the end of each exercise, one or two teams should be knocked out and another round starts with a new set of exercises. The teacher can as well work with the students to play the homophone

game. The game is like the first except in that students use homophones in the place of minimal pairs. As for sound banking, the teacher gives a sound and team members keep providing examples of words until one team runs out of examples. The team that does not run out of examples is then awarded points. Apart from these, many more games can be employed to teach pronunciation provided that the class will be lively and the game will enhance the students' participation and understanding.

- **Shadowing**

Concerning shadowing, the teacher pronounces a word and the students repeat as he/she has pronounced it. Shadowing is necessary for the input variety needed for pronunciation, RP.

- **Use of Tongue Twisters**

The use of tongue twisters has proven to be an effective way of teaching pronunciation. It allows students to practise the pronunciation of a particular sound in a continuous way and in the different possible orthographies of a word, as the case is with *Innovative English Student's Book 3*. In real-life situations where the teacher wishes to focus on practising a sound, tongue twisters can be used.

- **Homophones**

The teaching of homophones can also be effective as it helps learners to be able to identify problem areas in English, notably, words that are pronounced the same though spelled differently.

- **Use of rhyme and rhythm.** The use of rhyme and rhythm is particularly profitable when teaching suprasegmental features as stress and intonation, also handled in the series.

F) Teaching Grammar

Innovative English Student's Book 3 has covered a range of grammar issues. Being one of the essential knowledge aspects in the book, the teacher should use appropriate strategies to teach grammar. These include the following:

- **Inductive Teaching**

The inductive method of teaching grammar is such that the teacher starts with examples of a grammatical concept and allows students to discover the concepts or rules using the examples and prompts from the teacher. This is a very effective way of teaching grammar as it fully puts to work the critical thinking of learners. The teacher can use visual aids, dramatisation etc. just to help learners discover concepts and rules.

- **Deductive Teaching**

Deductive teaching of grammar focuses on instructions before practice. The deductive method starts with the presentation of a structure or a rule, followed by the explanation. This method of teaching grammar is such that the teacher gives instructions or explanations first before practice. Always moves from example to generalisation. Grammar is made effective and productive. Thus, the teacher gives students in-depth explanation of grammar concepts before allowing them to practise such. The grammar lessons in the *Innovative English student series* is such that deductive teaching can be employed with ease.

- **Interactive Teaching**

This method of grammar encourages learners to interact with one another during their lessons. The teacher can incorporate aspects like games, narration, group work, teamwork etc. during a grammar lesson, to encourage interactivity amongst learners.

- **Diagramming**

The teacher can use illustrative drawings explain some grammar concepts and to state grammar rules. This helps to drastically reduce literature which may inundate and suppress a grammar focus.

- **Direct Method**

The Direct Method, though an ancient method, is still a very useful one if rightly employed. In teaching English as a Second or Foreign Language, the teacher should avoid using another language to explain grammar structures. The teacher can demonstrate, dramatize, and use visual aids to explain grammar structures.

- **Teaching Grammar through Writing**

Learning grammar through writing is another way the teacher of *Innovative English Book 3* can teach grammar. This is, of course, CBA friendly as grammar is learned while doing a practical real-life writing. Through this way of teaching, learners are given a task of free or guided writing and their grammar lapses are discovered. The teacher then focuses on the grammar aspects in order to cure the lapses. The teacher of grammar can equally give a writing task, after explaining certain grammar concepts, for students to further practise the grammar.

- **Songs**

Songs can be used to practise grammar structures. In this case, teachers should carefully select songs that have the structures of their focus.

- **Drilling**

Choral drills are recommended to orally practise grammar structures.

- **Use of visual aids**

The good use of visual aids will definitely enhance understanding and bring fun to the classroom. A teacher should carefully select and use games that will not end generate chaos rather than the desired results.

- **Dramatisation**

Whatever the teaching technique and / or method employed, in teaching grammar, the teacher should

- teach grammar in context
- systematically teach from simple to complex structures and not the other way round.
- focus and use different methods in areas where learners seem to have difficulties
- build up their subject matter
- inculcate useful fun during grammar lessons.
- prioritise students' talking in the classroom
- teach grammar to build learners' competences rather than just for teaching sake
- progressively integrate grammar structures in practice.

G) Teaching Writing

Being a key skill to develop, the teaching of writing should be done using different strategies that will simplify things and yet help learners grab the most. The *Innovative English Student's Book 3* has given the latitude for students to write and punctuate sentences, write and develop paragraphs, write brief descriptions of locations/persons, advantages and disadvantages, slogans, dos and don'ts, brief narratives, shopping lists, informal letters and brief accounts of school and home activities etc. In the same pattern with other competences, writing is presented in three stages in each real-life situation. They are pre-writing, introduced by the phrase, before you write, writing and post-writing handled under the heading *task*. The teacher should consider the following when teaching writing:

- move from micro to macro: from word to phrases, from phrases to clauses, from clauses to sentences, from sentences to paragraphs and from paragraphs to texts.
- help learners identify and develop different forms of writing.
- help learners appropriately punctuate their writing.

- encourage students to proofread and edit their writing that of others.
- help students follow instructions, particularly for guided and directed writing.
- encourage group/teamwork to build ideas before writing.

To this end, teachers are advised to employ the most suitable methods and techniques of teaching that will match the CBA, classroom and socio-cultural contexts. But whatever the case may be, *Innovative English Student's Book 3* is designed to suit less teacher talk and maximise student talk and participation in class. When this is applied by the teacher, the result will be student-centredness. The book is fashioned in such a way that the role of the teacher is one of a facilitator rather than a classroom dictator. Thus, teachers are encouraged to use prompts and varied techniques to elicit ideas from learners. The teacher is also advised to be eclectic in their approach, methods and techniques to break monotony, boredom and also because no single method or technique can suit every lesson.

DIGITALISING LESSONS

The world, as a global village has gone digital and we cannot ignore digitalising teaching in our context. The teacher is therefore called upon to make a conscious effort to digitalise the lessons where possible. For this to be done effectively, the teacher should not take it for granted that the learners can effectively use digital tools in learning some language competences and essential knowledge. Besides, the advantage of digitalisation language teaching is better explanation, the possibility to bring together different aspects of the world which has become a global village. Thus, to bridge the gap, learners should be drilled/empowered on how a tool is used before implementation. The caution here is that this should be done in a way that the class will not be transformed into a computer class.

Teachers and learners should also be schooled on the importance of digitalising a lesson so as to get them participate actively in the process:

- Digital learning provides a more holistic approach to education.
- The teacher is a guide as he /she leads and directs learners to also access freely, readily and up-to-date knowledge available in various fields of learning. The teacher must caution learners on how to be objective when searching for information on the internet.
- Video and audio contents can be integrated in the lesson for better understanding.
- Digital learning helps learners to foster ownership over their education. What the teacher has not said, or they have forgotten, they can easily research it.
- The digital environment makes it easier for students to be followed-up or evaluated.
- The virtual space can enable learners who have access to the internet, to chat with classmates about difficulties, assignments, homework or get help from the teacher when faced with challenges.

REALITIES IN THE FIELD

In our context, very few schools are well equipped to have a full digital lesson. Many schools are equipped to make use of hybrid lessons. These lessons blend traditional face-to-face instruction with the flexibility of online learning.

PROPOSAL FOR DIGITALISATION

- 1) **Introduction:** using either a projector, laptop or the phone, the teacher can share an item for

ice-breaker, lead-in, warm-up or summary of last lesson to awaken the learners for the lesson. It is more effective when it appeals to their five senses. For example, lead-in pictures for module 1, Family and social life, can be projected for the learners to see and share their opinions before the lesson proper.

- 2) **Presentation:** at the information stage, the main points could be projected for better visibility while the teacher discusses with learners. Supporting points can be added for documentation. If using only the laptop, the rest of the discussion can be developed on the board. For instance, for module 2, Real-life situation 1, the main point for the grammar lesson (tips on plurals) can be projected, while the teacher and the learners interact on the formation and use of the plurals.
- **For discovery,** the teacher can expose students to areas where they can discover real-life situation related to what they are learning at the time. Pictures/items can be presented in two groups of singular and plural, for learners to construct sentences conforming to the numbers in each group.
- **For research,** the teacher can guide students to sources where they can find more knowledge on the lesson. The teacher can give the learners links for further research on the things not well understood in the classroom research.

3. Practice phase

- Guided practice: the teacher can expose students to an integration task and then guides them when necessary. Variety of tasks can be forwarded to their contact for further practice at their convenience.

For free practice or further application activity, the teacher can give an integration activity or a problem situation for the students to solve. They can work in groups, pairs or individually. Room could be given for them to comment on the platform on the works for others. The goal should be commenting to improve.

4. Lesson Review

Consolidation

The teacher can summarise the lesson and attend to learners' concerns. The teacher can also ask the learners to summarise as a method of revision through the net where possible. Learners should express their concerns on the platform, for teachers to respond to at their convenience.

5. **Evaluation:** Manual or online evaluation tools like quizzes can be used to evaluate learners. It can be auto-corrected or the teacher can input for further improvement.

6. **Remediation:** this can be done one-on-one or as a class depending on the level of errors or misunderstanding. The teacher can work with the learner(s) online at their convenience.

7. **Homework/projects:** It can be done and shared in a forum where possible for evaluation. It would also enable group learning. Corrections can also be online.

**A SUGGESTED CBA-RLS / DIGITALISATION LESSON PLAN
TEMPLATE FOR THE *INNOVATIVE ENGLISH SERIES***

In order to maximise the pedagogic benefits of using the *Innovative English* series, we recommend the use of a contextually adapted lesson plan template, particularly suitable for this current course book and the present context of the Competence-Based Approach of teaching.

Name of School:

Name of Teacher:

Class:.....

Enrolment:.....

Age Range

Period:

Duration:.....

Date:.....

Module (Number and Title):

Real-life Situation (Number and Title):.....

Category of Action/Essential Knowledge:.....

Topic:

Expected Outcomes:

Previous Knowledge of competences/Resources:.....

.....

Teaching Aids/Digital materials:.....

Bibliographic Sources: 1).....

2)

etc.

Stages	Time	Matter	Digitalisation	Intermediary Pedagogic Objectives	Teacher's Activity	Learners' Activity
1. Introduction	(04 mins)	Preview (warm up/ revision of previous work/ brainstorming etc).	Insert the digital material to be presented (video, audio, picture, table etc.)	By the end of this stage, learners' attention should be captured/ they should articulate what they previously learned.	Engages learners' critical thinking by asking prompt questions, orally.	Use critical thinking and answer questions, orally.
2. Presentation	(07 mins)	Discovery of language structure/ issue/ problem for action		By the end of this stage, learners should clearly discover and restate the focus language structure/ issue/ problem.	Presents language structure or problem and writes on the board or uses a projector, pictures or other gadgets.	Cooperate with teacher by looking at, and describing what they see on the board, in the pictures, projector screen etc.
3. Guided Practice	(09 mins)	Group / team work, pair work, to seek answers (s) to the language issues		By the end of this stage, learners should practise, in groups/pairs/ teams etc., the focus language structures.	Puts learners in groups, restates instructions, elicits and guides learners to orally repeat language structures and rules.	Learners work in teams, repeat after teacher and work to imitate language structures and rules.
4. Free Practice	(06 mins)	Groups/teams/ pairs etc. merge to further practice language structure(s) in the entire class.		By the end of this stage, learners should present, structures offhand and formulate the rules.	Emphasizes and rule(s).	Produce more structures, justify them and articulate the rules.
5. Evaluation	(08 mins)	Applying rule and formulating new structures of like nature.		By the end of this stage, learners should generate more structures following rule(s).	Guides learners to employ rule(s) and generate more structures.	Use what they already know to come up with more structures.
6. Consolidation	(07 mins)	More team work encouraged		By the end of this stage, learners should apply rule(s) to generate yet more structures.	Gives different exercises (written and oral) to different groups to verify if objectives have been attained.	Carry out activities in their groups as per teachers' instructions.
7. Review	(04 mins)	Synopsis of actions/ Project		By the end of this stage, learners should recapitulate the language issues.	Asks questions to elicit a summary of the lesson, gives a take-home project on the lesson.	Answer questions and build the summary, listen and write down the take-home project.

- Roll call
- Filling in of logbook.

MODULE

1

FAMILY AND SOCIAL LIFE

The teacher should engage learners' critical thinking with regard to the pictures. He/she should guide learners to see the importance of family and social life. Students should be directed to closely look at picture A-D, the persons therein, what they are doing and relate them to their daily lives. The teacher could call up students to read out the preview, objectives and expected outcomes while he/she explains and the students write them down.

Preview

This module presents the learner with diverse opportunities through real life situations related to family and social life, to interact orally and solve problems for family members and friends. They are also presented with passages to build up listening and reading competences and also to use these as stimulus material for other tasks. Steps towards developing the writing competence are also provided. The real-life situations presented here are: discipline at home and at school, leading a good family life, dealing with teenage problems, meal time and table manners, and work and play at school.

Elements of grammar and vocabulary items are also examined in the context of family and social life. Practice exercises and systematic evaluation exercises are provided to consolidate the acquired resources and competences.

Objectives

The objective of this module is to open up the minds of the learners to the fact that the family is the basic unit of the society and to build in them the spirit of family cohesion which inevitably leads to healthy societies.

Expected outcomes

At the end of the module, the learners should:

- share ideas, and listen to ideas on respect and self-discipline, rules and regulations for good livelihood, and possible sanctions to defaulters.
- read text on discipline and self-valorisation.
- write text linked to discipline and its rules.
- use the past continuous tense and modals verbs and other grammatical structures correctly.
- acquire some spelling skills and elements of speech sounds.

REAL-LIFE SITUATION 1

DISCIPLINE AT HOME AND IN SCHOOL

A) Category of Action: **Speaking**



Pre-speaking

Before speaking, learners should ponder over different attitudes that show discipline at home and in school.

Task

Learners should be given the necessary stimulus to carefully look at the pictures and do the required tasks.

- a) They should identify the people in the pictures and say what they are doing.
- b) Let them discuss how they could advise their younger siblings to show respect to the elderly,
- c) Discuss what could possibly happen to those who do not respect the elderly, and
- d) Suggest what types of punishment could be given to those who fail to show respect to one another; it could be isolation etc.

B) Category of Action: **Listening**



Pre-listening

The teacher should give learners time to brood over different groups of persons (different demographics; race, tribe, age etc) and suggest the things that can influence the behaviour of such children.

Task

Discuss the pre-listening exercise with the learners.

Instruct the students to provide answers to the questions that follow.

Read out this passage to the students and let them perform the task below it. You may equally select some students to read the passage aloud while the others listen. There are two tasks to be performed at the end of this reading.

PASSAGE 1

As you listen to this story, assume that you are Maimouna and that you will answer the questions in her place.

Maimouna was a humble hard working girl who lost her parent at the tender age of two. She was taken care of by several members of her mother's family. First of all, she grew up with her aunt while in the nursery school. Her aunt was such a loving to this little orphan. Unfortunately for the kid, her aunt got married when she was stepping into primary school but her aunt could not take her along. She was the obliged to do her primary school while living with his uncle, a cousin to her mother. Maimouna suffered in the hands of his wife. She became jealous of the love showered on this kid by her husband since she did not have a child. After her six years in primary school, she was sent back to the village where she continued her secondary education while living with the grandmother.

One thing that was unique about her stay in these three home was that there were always morning chores even for the youngest child. In the respective homes, she would fetch water from the stream, cook food for the restaurant and clean the house before going to school. This instead built her up as she became a very talented young girl in the management of her home. Everyone admired her as she started cooking band selling food at the school canteen to supplement her school fees and to provide her school need.

There used to be family meetings in those homes but she saw these only as a way to bully her out of the freedom to use the various entertainment facilities that existed in the home. For example, in her uncle's home, her aunt, the uncle's wife, would summon a stand-up meeting to remind them about the things they were not supposed to have access to like the television set, the house phone and others. No one was expected to comment on her instructions but Maimouna understood her so well because these meetings only came up when she used any of these things without the permission of her aunt's younger sister. Life after school for Maimouna was thus made up of continuous work on the farm and the handling of chores like washing dishes, cooking, washing of clothes and many others. She nevertheless performed these with a cheerful heart and this permitted her to study when the least chance offered itself. She completed high school with very good results and was offered a university scholarship by the Senator of the area where she lived with her grandmother.

Possible answers

- With whom did you grow up? I grew up with -----
 - i. my aunt.
 - ii. my uncle.
 - iii. my grand mother.
- What activities did you carry out in the mornings ? In the mornings we
 - i. fetch water at the stream.
 - ii. cook food for the restaurant.
 - iii. clean the house.
- Have you ever held any family meeting ? We held meetings and during the meetings, our aunt scolded at us and gave us instructions without allowing any of us to say a word or give an explanation.
- How do your afternoons look like? After school,
 - i. We go to the farm.
 - ii. We join our parents to sell at the restaurant.

PASSAGE 2

Responsible upbringing

Respect for elders starts from childhood. If the child is not brought up in an environment of mutual respect, they will not be able to acquire this virtue. Since babies learn by imitation, it is evident that they can only imitate what they perceive through sounds and physical gestures. These are gradually registered into the baby's mind and they tend to use these lessons when the age of speech production is attained.

It does same when the bones and muscles are strong enough for any useful and intentional action to be taken. This causes us to understand that a child grows up as a copy of the environment in which he is brought up. This environment consists of the parents, the siblings, the house maids, the neighbours and visitors, and any other persons this child comes into contact with. The aspect of the audio-visual material the child is exposed to should not be underestimated.

If a child grows up in a home where the mother disrespects the father or vice versa, where there is disrespect among the people in the home and the neighbourhood, the chances for this child to follow in those footsteps are very high. This makes the task of character building in children a very complex one. The parents are therefore expected to strictly guide the growing child towards an environment with good moral values. Some very important moral values that we ignore are those things that bring people together. Some of these things include greetings, sharing the little we have, taking care of other people's needs, supporting one another, learning to give up our seat to elders who come into a gathering after us, and many other values. When these are absent in a child, respect for others will not be part of their everyday reflexes.

Some parents have argued that children should be allowed to grow up with the changing societal trends, and at adulthood, they will choose what is good for them. This liberalistic thinking exposes the young adult to the very difficult task of fighting to change deep rooted instinctive attitudes cultivated over the years. The best way out will be the proverbial advice to train the child in the way he should go, so that when he is old, he will not depart from it. Let us learn to strike the iron when it is hot and make our homes and communities places of love and respect. This can only be built by people who understand the value of self-discipline.

PAUSE, PONDER AND RESPOND

Task 1

Teacher asks students to perform the task provided.

- Parents, siblings, house maids, neighbours, etc.
- They will make personal choices which will be difficult to change at old age.
- Do the right things at the right time.

Task 2

Teacher reads out the passage to students slowly and at the end of each paragraph, gives them a minute to answer questions related to that paragraph.

Paragraph one

- 1- C) He imitates all he sees and hears.
- 2- D) When he can speak and act consciously.
- 3- A) Everybody or thing the baby interacts with.

Paragraph two

- 4- C) The fact that the child is influenced by everything he interacts with.
- 5- D) The spirit of sharing, caring, support and selflessness.

Paragraph three

- 6- A) Old habits are difficult to change.
- 7- B) A proverb



Lead students to share their experiences and benefits they received because of self discipline.

Let the students read the passage “The importance of Self Discipline” in their course books and perform the tasks that follow.

PAUSE, PONDER AND RESPOND

- 1- **State four reasons why self-discipline is important.**
 - It permits you to work toward achieving your goal.
 - It permits you to stick to your goals.
 - It permits you to manifest self-control.
 - It helps you not to give up
- 2- **Give five things that you must do to succeed with self-discipline.**
 - Know your strengths and weaknesses.
 - Identify your motivation.
 - Recognise your downfalls.
 - Stay positive.
 - Get support.
- 3- **In your groups, propose other things that you can do to maintain self-discipline.**
 - Accept their proposals since it is opinion based.

Task: Free thinking time; let them discuss in groups and share with the class.

Accept the answers they provide and modify where necessary. The answers here are personal opinion and may only require justification.

Possible proposals

4- Things students must do.

- I must obey school authorities.
- I must come early to school.
- I must attend all classes.
- I must write all my tests and exams.
- I must put on the correct uniform.

5- Things they must not do.

- I must not disobey hierarchy.
- I must not come late.
- I must not steal.
- I must not fight.
- I must not leave school before closing time.

6- Rewards in school

- Books
- Pens
- Snacks
- Airtime

7- Punishments in school

- Work in the school farm
- Clean classrooms
- Clear the school field
- Whipping with a cane
- Dismissal

8- whipping with the cane

D) Essential Knowledge: Vocabulary

Some Spelling Rules

Guide the learners to complete the tasks provided by discussing the tips in the student's book.

Have you ever thought of this?

Check out for an English word that has no vowel sound.

Here are some basic spelling rules that you should know.

- Every word or syllable has at least one vowel sound.
Man, happiness,
 Add es after s, z, sh, ch, or x e.g brushes, churches.

Exercise 1.1: Let the learners complete the table in their course books following the example given making sure they underline all the vowel sounds.

Answers

Monosyllabic words	Two syllables	Three syllables
<u>Ma</u> n	<u>Ma</u> nly	<u>Ma</u> nline <u>ss</u>
<u>Go</u> d	<u>Go</u> dly	<u>Go</u> dline <u>ss</u>
<u>Mi</u> ght	<u>Mi</u> ghty	<u>Mi</u> ghtily
<u>Ho</u> pe	<u>Ho</u> peful	<u>Ho</u> pefully
<u>Pe</u> ace	<u>Pe</u> aceful	<u>Pe</u> acefully
<u>Tim</u> e	<u>Tim</u> ely	<u>Tim</u> eline <u>ss</u>

Exercise 1.2: Complete the table in this section with your learners, following the examples given.

Answers

	C		G		/k/	
	/k/	/s/	/ dʒ/	/g/	K	Ck
Example	<u>C</u> lip	<u>C</u> ity	<u>G</u> em	<u>G</u> ame	Pork <u>k</u>	Duck <u>ck</u>
1	Clap	Census	Gentle	Gate	Fork	Lock
2	Clock	Censure	Generous	Got	Cork	Cock
3	Cat	Cent	Genuine	Garment	Bark	Mock
4	Cup	Circus	German	Gallon	Park	Pack

5	Cap	Cymbal	Genesis	Good	Hark	Hack
---	-----	--------	---------	------	------	------

E) Essential Knowledge: Pronunciation



Study and repeat this sound with your learners. This sound is called a diphthongs because it is produced with a double articulation of the tongue. They are two sounds put together in each case.

Work with the students to master the effective use of the /ai/ sound and its various orthographies as presented in the student's book.

Exercise 1.3: Answers

- | | | | |
|----------|----------|-----------|-----------|
| 1. /aɪ/ | 5. /aɪ/ | 9. /aɪ/ | 13. /aɪk/ |
| 2. /aɪm/ | 6. /aɪn/ | 10. /aɪd/ | 14. /aɪn/ |
| 3. /aɪm/ | 7. /aɪm/ | 11. /aɪl/ | 15. /aɪz/ |
| 4. /aɪv/ | 8. /aɪp/ | 12. /aɪf/ | |

F) Essential Knowledge: Grammar

The Past Continuous Tense:

Read the conversation in the student's book and discuss it with your learners.

- They are in the past continuous tense.

Use this as a springboard to exploit the material presented in the course book with your learners. Also use material from other sources to beef up these exercises.

Exercise 1.4: Guide the learners as they complete the table in their books following the formula established.

Answers

	Subject	"To be" in the simple past tense	+verb	+ing	Complement
E.g.	They	were	eat	ing	when their father collapsed.
E.g.	She	was	fight	ing	when the police arrived.

Exercise 1.5: Lead the students to discuss in pairs and write down rules and regulations for the good functioning of their school.

Example

- Take permission before you leave the class.
- Put up your hand if you want to answer a question.

G) Category of Action: Writing



Directed Writing:

Before they write, let the learners discuss the code of conduct of the school.

Let this be done by the learners under your guidance.

Task

- Article i) Respect of time: Classes start everyday at 8 o'clock in the morning.
- Article ii) Dressing code: All students must come to class in the correct uniform.
- Article iii) Noise: All noise makers shall be punished
- Article iv) Assignments: Students who fail to do assignments shall not sit in class.
- Article v) Copying notes: Students who do not copy notes will not write class tests.
- Article vi) Respect for others: all acts of disrespect shall be punished.
- Article vii) In relation to food: No eating of food in the classroom.

You may add other article as you are inspired.

The DOs and the DON'Ts of school discipline

The table below is an attempt to build up some points for successful school rules and regulations.

Complete the table following the examples given. Work with the students to complete the table. There are no rigid answers in this exercise. Your environment will best condition the regulations to be provided. You may add other domains if you like.

Domain	Dos	DON'Ts
TIME	Come to school at 7:30am.	Do not enter the class after the teacher.
Out fit	Come to school in the prescribed uniform.	Do not bring assorted clothes to school.
Needs	Come only with didactic material.	Do not bring harmful objects.
Feeding	Eat your food at the dining shed.	Do not eat in class.
Finances	All payments should be done at the bursary.	No unauthorised financial dealings are allowed among students
Study	All reading out of class should be done in the library	No one should be caught reading on the school yard
Friendship	All friendship should focus on studies	No unhealthy friendship is allowed.
Examinations	All registered students have a right to seat for all examinations	No written examinations shall be administered out of the classroom
Clubs	All students are free to join clubs of their choice	No clubs shall function without the consent of the school administration.

REAL-LIFE SITUATION 2

LEADING A GOOD FAMILY LIFE

A) Category of Action: **Speaking**



Pre-speaking

Before the speaking task, the teacher should prompt the learners to ponder over their relationship with family member.

Task

Guide students to work in groups and share their experiences about how they care for family members; they could be younger or older family members, those who are sick or those who are physically challenged. Let them share their experiences with the rest of the class.

B) Category of Action: **Listening**



Pre-listening

Learners should be given some time, while the teacher gives them prompt questions, to reflect over the given questions.

- They should be guided to discuss the types of tasks they are given at home.
- Learners should also say whether or not there are specific household chores for boys and girls.
- They should also say whether younger children like of nursery school do have chores too.
- Lastly, they should say whether or not they receive any direct reward from their parents. At

this juncture, the teacher should make learners understand that reward is far from payments; could be appreciation, some gifts etc.

Task

Read out this passage to the students and guide them to perform the tasks that follow.

You shall first read it to them once at normal pace. They should not look at the questions and should not write anything at this point. After the first reading, allow them three minutes to read through the questions. Discuss the first question with them, then read the passage this time slowly and in sections. At the end of each section, give them two minutes to answer the questions for that section.

Listening passage

SECTION A

In some families, children are expected to help out around the house, and they do so without complaining. In other families, parents have lowered their expectations, and children have lowered their performances. Researchers see this trend particularly in western lands, where children tend to be

consumers rather than contributors. Today, children are left alone to play video games, surf the Internet, and watch television. Very little is expected of them.

Doing one's chores is very important, not only for the upkeep of the home but for the child's development. This, notwithstanding, some parents are reluctant to assign chores to their child, especially when their child's week is already crammed with home-work and after-school activities. Chores contribute to a child's maturity. Children who do household tasks are likely to be more successful at school. A child develops confidence, self-discipline, and strength of character when he is allowed to help around the house.

SECTION B

Chores prepare children to serve others. Some have observed that children who are expected to help out at home are more likely to take on community service as adults. This is hardly surprising, since chores train them to put others' needs above their own. On the other hand, when nothing is expected of them, children learn that they are here to be served, and they grow up with a distorted view of what life will require of them in the way of responsibility and hard work.

Chores promote family unity. Through their efforts at home, children come to realise not only that they are a valued part of the family but also that they have a responsibility towards it. This lesson can be lost when parents place a higher priority on after-school activities than on chores. Ask yourself, "of what benefit is it if my child forges connections with a football team but loses his connection with the family team?" Some people say that parents should assign chores when children are three years old. Others recommend two years or even younger. The point is, very young children love to work alongside their parents and imitate them.

SECTION C

Assign age-appropriate chores, for example, a three-year-old might pick up toys, clean up spills, or sort laundry. Older children can clean the house, wash the car, and even prepare a meal.

If you work with your child's ability, you might be surprised at how enthusiastic and efficient that child can be in handling chores. It may be difficult to place a priority on chores when your child faces a daily mountain of homework. However, eliminating chores for the sake of high grades "is a sign of misplaced priorities," says the book *The Price of Privilege*. As stated earlier, handling chores helps children become better students and the lessons learned prepare them for the time when they will have a family of their own.

Parents must focus on the objective rather than the result. It may take your child longer to complete a task than you would wish. You may also notice that the quality of the work could be better. When that happens, resist the urge to take over the task. Your objective is not to have the chore performed with adult-like precision but to help your child learn responsibility and discover the joy that work can bring.

(Culled from Awake No.3 2017)

PAUSE, PONDER AND RESPOND

1 → C) **acceptance** 2 → B) **much is not expected of them** 3 → A) **playing video games, surfing the internet and watching television** 4 → D) **will probably be more successful at school** 5 → A) **selfless**
6 → C) **Cough** 7 → D) **household tasks** 8 → C) **arranging laundry**
9 → B) **Help children learn responsibility and discover the joy that work brings**

10 → D) Professionalism.

C)

Category of Action: Reading



Pre-reading

Before reading, the teacher should guide the students in their discussion of the pre-reading questions

Possible answers (Note that the answers they will give may vary but should be accepted if judged correct.)

- Someone between the ages of thirteen and nineteen
- Puberty, indecision, peer pressure, mood swings etc.
- Some pay a lot of attention while others simply consider their mood swings as headiness.
- Rapid increase in body size among girls and boys become overprotective of their interest.
- Their parents.

Task : Guide the learners to read the passage on Teens and growth and perform the task that follows.

PAUSE, PONDER AND RESPOND

1. Biological changes, peer pressure, rejection, misconceptions, etc.
2. Give a listening ear to your teenage children, be patient with them, let them do physical exercises, etc.
3. Accept the problems they raise provided they are relevant to the context.
4. Let each problem presented by the learners be accompanied by a possible solution.

D) Essential Knowledge: Vocabulary

Exercise 1.6: The following words have been used in the reading passage on “Teeth and growth” let the students read the passage again and give their meanings or synonyms as used in that context.

- Puberty- *The biological transition between childhood and adolescence.*
- First period- *The first menstrual flow witnessed by a maturing girl.*
- Peer pressure- *The sense of belonging exerted on one by his age group.*
- Devastating- *Disappointing frustrations*
- Extracurricular activities- *Activities not directly linked to the programme of study but which contribute to psychological and mental upbringing within the school setup.*

E) Essential knowledge: Pronunciation



The /aɪ/ Sound Continued

Use the resources in the student's book to drill them on the usages of this sound.

Exercise 1.7: Write down the spellings represented by the sound in square brackets below.

Answers

- | | | |
|----------------|----------|-----------------|
| 1. Fry | 5. Cried | 9. Shyness |
| 2. Sigh | 6. Rely | 10. Tide |
| 3. White | 7. Deny | 11. Nigh |
| 4. Neither | 8. Pie | 12. Guy |

F) Essential Knowledge: Grammar

Modal Verbs

Exercise 1.8 : Follow the example given and guide the learners to provide more of such sentences.

	Subject	Modal	Base form of the verb	Object or complement (optional)
Ex.	My father	can	Drive	a trailer.
Ex.	Bih	could not	eat.	fried rice

Modal of Permission

Exercise 1.9: Follow the example given and guide the learners to provide more of such sentences.

	Subject	Modal	Base form of the verb	Object or complement (optional)
Ex.	They	can	Come	to the club.
Ex.	Parents	May not	Visit	the boarding house.

G) Category of Action: Writing



Pre-writing

Brainstorm with learners on how to select relevant material from a text or a list of element. Use any other resource at your disposal.

Directed Writing

Writing a talk:

Use the information given in the student's book to provide a pectoral format of a talk.

Task : Using the passage titled "teens and growth" as stimulus material, perform the task below.

Answer

Guide them to identify the task, the role, the format, the audience and the relevant material.

REAL-LIFE SITUATION 3

MEAL TIME AND TABLE MANNERS

A) Category of Action: **Speaking**



Pre-speaking

Let learners explore the pictures in their books before starting discussions.

Teacher should facilitate this oral discussion with the students. Students answers should not be stereotypes as they come from different socio-cultural backgrounds.

Task

Some possible answers

- Corn fufu and huckleberry, bitter leaves and plantains, fried rice, etc.
- Yes, by observing one's parents repeatedly as they prepare and assisting them to do so.
- They do not have cholesterol and it gives much energy to the body while the body is not loaded with unnecessary fat.
- We serve in clay pots and wooden bowls.

Create groups of five students for example, and ask them to carry out the task. There will be no specific answer, rather try to appreciate the creativity of the learners.

B) Category of Action: **Listening**



Pre-listening

Setting the table

There are various ways of setting the table in various cultural setting around the world. The example below is only one of the many that do exist. No matter how the table is set, one important reason why people eat, is to stay healthy. In this light, some meals are also medicinal.

- What type of traditional meals do you have in your area and how are they served?
- What type of food is also used as medicine in your area?

Task Read out this passage to your students and let them answer the questions that follow.

Listening passage : Herbs as food and medicine

Some herbs are credited with a lot of health benefits although people simply eat them as their everyday meals. It is very common to find a herbalist prescribe to you some very common vegetable as treatment for a dreaded health challenge like cancer. Some of these herbs are used as sedatives to reduce the excruciating pain in cancer patients. Some of these are consumed as herbal tea. The best way to prepare herbal tea is to introduce it into boiling water and allow it to boil for a considerable length of

time to permit all its medicinal qualities to be sapped out. These decoctions are usually very effective because they permit the chemical substance in the herbs to be completely extracted. It is also good to note that the preparation process of these herbs differs depending on the purpose of its preparation. When you prepare herbs for food, the process will not be the same as when you are preparing them for medicinal purposes.

Most medicinal herbs are better taken on an empty stomach to boost its effectiveness. This is done because some of the chemical in these herbs are allergic to the substances in other food substances. Such mixtures may rather make them toxic or they may lose their curative power. For this reason, herbs are taken some minutes before any other food is introduced into the system; that is generally before breakfast. Never let your guard down when these instructions are given by a herbalist or a nutritionist as disrespecting them may let you down.

Arguments have come up on the use of herbs as medicine. Some people have simply dismissed the idea, saying that herbs can never treat any illness while others give more credit to herb than conventional drugs. There are even schools of thought that claim that herbs instead bring complications in our system, nevertheless, the most acceptable way of using herbs as medicine is not to use them alongside other drugs.

Herbs usually prompt a healing crisis in our body as one may go home with the feeling that his health is getting worse, sometimes one may develop acute diarrhoea but the reality is that the herbs are washing away the unwanted chemicals from the body. Pathologists who are able to distinguish types of diseases from their symptoms can easily diagnose if such reactions are positive or negative on the human system.

PAUSE, PONDER AND RESPOND

1 → A) 2 → A) 3 → B) 4 → B) 5 → C) 6 → A) 7 → C)
8 → D) 9 → A) 10 → C)

C) Category of Action: **Reading**



Pre-reading

Guide students to discuss table etiquette as it is practiced in their various localities. Follow the learners as they read the passage on “table etiquette” silently. Lead them to perform the task that follows it.

PAUSE, PONDER AND RESPOND

The answers to this task will be generated by the discussions you will have with your learners. The objective of this task is to permit learners identify and discuss the various ways meal time is handled in various cultures around the world. Guide them to provide the answers drawing inspiration from the passage and the society in which they live.

D) Essential Knowledge: **Vocabulary**

Exercise 1.10

Answers

- i. Give the meanings in context of the words in bold used in the passage.

- Etiquette: A set of norms to be followed when eating at table.
 - Cutlery: the things you use to facilitate eating at table. E.g. spoons, forks etc.
 - Utensils: The material we use to facilitate cooking.
 - Hostess : A lady who received guest at a public ceremony or at a hotel.
- ii. List the things that are used at home in relation to meals. Follow the guide given below.

• **Kitchen furniture**

1. Shelves
2. Tables
3. Chopping boards
4. Cookers
5. Gas tanks

• **Kitchen utensils**

1. Pots
2. Fry pans
3. Chopping knives

• **Dining room furniture**

1. Tables
2. Chairs
3. Cupboards

• **Cutlery**

1. Plates
2. Spoons
3. Forks
4. cups
5. knives

E) Essential Knowledge: Pronunciation



Drill the learners on the use of this sound as presented in the students book.

Exercise 1.11 : Answers

Ask the students to provide ten more /aʊ/ words, five with <ou> and five with <ow> spellings, and practise the pronunciation with them.

E.g. 1. Found, 2. fowl

F) Essential Knowledge: Grammar

The active and the passive voice

Follow the guidelines given in the student's book and lead the learners to exploit and use the active and the passive voices appropriately.

Let them write out sentences in the active voice and convert them to the passive voice.

E.g. 1. John ate all the food. (the active voice) 2. All the food was eaten by John. (the passive voice)

G) Category of Action: Writing



Pre-writing

Lead the learners to share their success story by describing the various stages of the process that let to their success.

Task

Describing a process:

Task: Work with the learners and use the guidelines in the student's book to describe the process of preparing and serving any vegetable of their choice.

REAL-LIFE SITUATION 4

WORK AND PLAY IN SCHOOL

A) Category of Action: **Speaking**



Pre-speaking

- Discuss the questions in the student's book with your learners
- Guide them to discuss these questions in their groups and write down their answers. Note that the activities to be highlighted will have to reflect the reality of the study environment of the learners and the pictures provided in the student's books.

Task

Possible names of clubs can be Drama, language, music, science, health club, etc.

For question three to five, let them share answers with the rest of the class as you shall orientate them.

B) Category of Action: **Listening**



Pre-listening

Let the learner share their club experience with the class stating what they like or dislike.

Task : Present this excerpt from a theatre performance either by reading, audio feed or video projection. Use the most appropriate means at your disposal.

Listening passage

NFOR: Mojoko, to which club do you belong?

MOJOKO: I do not belong to any.

NFOR: I hope you know that if you do not belong to one, you will not have access to the study room.

MOJOKO: Why?

NFOR: They have all been labelled and handed over to the various club coordinators.

MOJOKO: How does that disturb access to the rooms?

NFOR: You must present a club membership ticket to be allowed into the rooms.

MOJOKO: That is what I hate! It is another ploy for the administrators to make money. How much are we to pay for the card?

NFOR: That is where you got it all wrong. We are not expected to pay a dime. All you need to do is to go to the multimedia centre, log in with your password and choose a club. The master in charge will use your information from the system and produce one for you.

MOJOKO: This is strange! So which is your own club?

NFOR: The martial arts club

MOJOKO: There you go! So you are planning to brutalise people around the campus, aren't you?

NFOR: Mojoko, wake up! You are still too backward in your reasoning. Look at the fame that Ngranou has brought to the whole nation. Is that equivalent to brutality? You can make a living from the skills you learn in the clubs here in school.

MOJOKO: Yes, insult me as you wish. I don't blame you, I only blame my ignorance. So which club should I join?

NFOR: I know you like food. Join the home craft club. You will learn how to cook, how to arrange furniture in a home, and many other things. This will be very good for you and you can also open up a restaurant.

MOJOKO: That is great! I would like to run a restaurant, but the other aspect of a housewife can wait. When you shall win your first English boxing game against Ngranou, you will give me part of the money to open my restaurant. Hahaha!

NFOR: I claim it with all my heart.

MOJOKO: Let me go and register straight away.

PAUSE, PONDER AND RESPOND

Assign the tasks in the student's book to the learners to perform in groups. The tasks could include, but are not limited to those provided.

C)

Category of Action: Reading



Pre-reading

Lead the students to read the passage provided by asking them to share the difficulties they witness in their various clubs. The passage is titled "The importance of clubs in academic growth".

PAUSE, PONDER AND RESPOND

1. List four positive consequences of belonging to a club.

- Learners discover their hidden talents.
- Students tend to discuss freely and seek to understand things which they might not have done during a regular class session.
- Students cultivate a different view of, and approach to life.
- Club activities help to shape the interests and leadership skills of its members.
- It also leads them to develop their social

skills and they integrate better into the wider society.

2. What are some of the clubs that exist in schools?

- Journalism club
- Drama club
- Cookery club
- Dance club
- Science club
- Cyber club
- Sporting clubs

3. If you were the clubs coordinator, what would you do to make all students join clubs in school?

- These are personal strategies based on the positive effects of club activities on the lives of the learners.

D)

Essential Knowledge: Vocabulary

Using the dictionary and the internet to do research.

Let the learners pick out new or difficult words from the passage they just read and check out their meanings in the dictionary. Also let them find out if the dictionary meanings tie exactly with the contextual meanings.

They can also be assigned to find out the meanings and pronunciations of those words on the internet when they get back home.

E.g. – Showcase, nurture, etc.

Exercise 1.12 : Let them write out sentences using the new words sorted out from the passage.

E) Essential Knowledge: Pronunciation



The /ai/ and the /au/ sounds contrasted

Go through the drill with your learners and let them master the differences. They should then perform the task provided.

Exercise 1.13

- | | | | |
|--------|---------|--------|----------|
| 1. Sin | 3. Limb | 5. Hid | 7. A bid |
| 2. Bow | 4. Brim | 6. Row | |

F) Essential Knowledge: Grammar

Second And Third Conditionals

How to use conditionals in English:

Explore the resources provided in the student's book to lead them to use the conditionals appropriately. Let the activities be learner centred. Do not lecture but guide.

Exercise 1.14: Complete the table below with the students following the example provided.

	If	Simple past	Would / could	Verb
Ex.	If	I was invited	I would	support the project
Ex	If	they were dismissed	they would	leave the town.

G) Category of Action: Writing



Pre-writing

Before they write, let them share experiences they have gone through while writing fiction. This could have been in composition writing or other stories.

Creative Writing

Present the movie excerpt you read above (between Nfor and Mojoko) to them and let them pay attention to the story line. Let them discuss it with their classmates and in groups, and write down a continuation in the form of a narrative, then convert it into a dialogue in their books. New characters can be introduced where necessary.

The work should be performed as theatre in the class.

REAL-LIFE SITUATION 5

WORKSHOP, PROJECTS AND INTEGRATION

WORKSHOP

Ai) PRONUNCIATION

Exercise 1.15 : write down the sound represented by the letters in bold.

Answers

- | | | | |
|-------------------|-------------------|-------------------|-------------------|
| 1. /a ib / | 6. /a i / | 11. /i: / | 16. /a u / |
| 2. /a iz / | 7. /a i / | 12. /a i / | 17. /a i / |
| 3. /a i / | 8. /a u / | 13. /a u / | 18. /a u / |
| 4. /a i / | 9. /a i / | 14. /a i / | 19. /a i / |
| 5. /a i / | 10. /a i / | 15. /a u / | 20. /a i / |

Exercise 1.16: let the students complete the missing letters in column B to form contrastive sets of words with column A

Answers

COLUMN A /ai/	COLUMN B /au/
Side	Sound
Lied	Loud
Fined	Found
High	How
Nigh	Now
Buy	Bow
File	Fowl
Bile	Bowel

Follow the examples given and guide the learners to complete the table.

Aii) GRAMMAR

Exercise 1.17: put the following sentences in the passive voice.

Answers

- The food was served in a dirty dish.
- Their father was cared for when he was sick.
- The vegetables were sold.
- The boy was influenced negatively.
- The meat was shared.

Exercise 1.18: Give two sentences each for the types of sentences indicated below.

Answers

- I was **planting** vegetables when my trainer visited me.

2. Was I planting vegetables when my trainer visited me?
3. I wasn't planting vegetables when my trainer visited me.

Aiii) VOCABULARY

Exercise 1.19: Some utensils and furniture found in the kitchen.

Answers

- Tables
- Shelves
- Pots
- Knives
- Microwave
- Stools
- Charcoal pots
- Kerosene stove etc

B. PROJECTS

Bi) Describe how your favourite meal is prepared and served. Guide the learners to accomplish this task by providing further instructions at each stage.

Bii) At your free study time, carry out the following project

Find out from various people in and out of your school which club they belong or belonged to and how these clubs are affecting or have affected their study life. Write out the names of the clubs, and in each case write down the responses you have received from those you interviewed.

E.g. 1. Health club- how to administer first aid during an accident.

2. Journalism club- how to face the camera and articulate fluently without fear.

C. INTEGRATION

You are the most educated child in your family and everyone depends on you for the right information on family care, diet and table manners, choice of study options at school and many others. So, you have been asked to give a proposal in the following areas of life for the benefit of your younger sibling who is living with impairment.

- Choose an impairment you are familiar with.
- Propose a diet for them.
- Say how they should be treated at home and at school.
- Prescribe the clubs to which they can be permitted to conveniently adhere.

Use modal verbs or the conditional form to provide the reason for your choices.

REVIEW

In this module we have presented real life situations to the learners which include: discipline at home and at school, leading a good family life, dealing with teenage problems, meal time and table manners, and work and play at school. We have also opened up opportunities for them to use some grammatical structures, speech sounds and vocabulary related to family life. Some speaking, reading and writing exercises have been provided to permit them to consolidate the resources acquired. At the end of the module some revision exercises are provided.

MODULE

2

THE WORLD OF BUSINESS

The teacher should engage learners' critical thinking with regard to the pictures. He/she should guide learners to see the importance of hard work in business. Students should be directed to closely look at picture A-D, the persons therein, what they are doing and relate them to their daily lives. The teacher could call up students to read out the preview, objectives and expected outcomes while he/she explains and the students write them down.

Preview

This module comprises five Real-life situations. Real-life Situation 1 is entitled, "Trade and Professions", Real-life Situation 2 is "Growing and Marketing Cash Crops", Real-life Situation 3 bears the title "Managing Time and Money", Real-life Situation 4 is entitled "Means of Transportation" and Real-life Situation 5 is captioned "Workshop, Projects and Integration". The real-life situations integrate the language skills and employ the CBA for children to learn business and money while learning and practising structures in the English language. Real-life situation 1, for example, exposes learners to different professions, while igniting the flame of choice in them. Real-life situation 2 permits students to use language appropriately to discuss agriculture and business. Real-life situation 3 presents the children with the most appropriate valuable assets in business – time and connects it with money. Real-life situation 4 gives room for learners to evaluate the importance of infrastructural development to business and money. The last Real-life situation is styled to furnish more exercises for all issues treated in the first four Real-life situations of the module to enable learner recapitulate all that has been learned in the module.

Objectives

The objectives of this work is to integrate the four language skills plus the three language systems while permitting users of the book to handle key issues on the world of business. The module's focus is to let learners merge the listening, speaking, reading and writing categories of action as well as the three facets of essential knowledge (grammar, vocabulary, pronunciation) to engage in real-life situations as trade and professions, growing and marketing of cash crops, means of transportation and managing time and money.

Expected Outcomes

By the end of this module, learners should be able to

- substantially discuss business and money while using the four language skills
- integrate pronunciation, grammar and vocabulary to discuss business and money
- improve on their vocabulary, especially, as business abbreviations and jargons are concerned
- acquire basic knowledge on writing different business letters, emails, etc.
- adequately revise grammatical structures, vocabulary, pronunciation and writing forms common in the business world.

REAL-LIFE SITUATION 1

TRADES AND PROFESSIONS

A)

Category of Action: **Listening**



Pre-listening

Before listening, the teacher should engage students to discuss what they have heard people talk about trade and professions, the type of professions they know, the professions they admire most whether they prefer doing business or just working in an office. Sample answers as follows:

- I have heard people talk about types of professions, how to choose a profession, the dangers of practising certain professions etc. I have heard some people prefer trade that can yield them more money while others have preferred being employed to work in an office, stating that trade is too risky and uncertain. What have you heard people discuss about trade and professions?
- I like engineering, medicine, teaching, entrepreneurship etc.
- I admire being a pilot, engineer, doctor and I abhor secretarial duties etc.
- I prefer doing my own business than being employed to sit in an office because I will be limited sitting in someone's office than doing my own business. What do you prefer; working under someone in an office or doing your business?

Task

Instructions

The teacher should read out a passage on business and professions three times. During the first reading of the passage, the teacher should instruct the students to listen and not write anything. He/she should now allow students look at the questions before doing the second reading while the students do not write yet. The students can now write after listening the second time. Towards the end before submission of work, the teacher does the third and last reading for the students to go through their answers.

Listening Text: Business and Professions

Finding the ideal job for you can be an important step to build a career. Some people like to work as professionals whereas others like to be active in business. Business can be defined as an economic activity involving the production and sale of goods and services in order to earn a profit whereas profession has to do with activities which require special knowledge and skill to be applied by individuals in their occupation. People who do business are known as businessmen/ businesswomen whereas those who practise different professions are referred to as professionals. Those engaged in a profession are known as professionals and earn their income in the form of professional fee. Whether a businessman/ businesswoman or a professional, these are all economic activities workers undertake in order to better their living conditions and that of their family.

Many professionals get to be employed to work in offices. Some work as accountants, office heads, tax collectors, medics, pilots and sailors etc. Those who work as accountants help businesses make critical financial decisions by collecting, tracking, and correcting the company's finances. They are

responsible for financial audits, reconciling bank statements, and ensuring financial records are accurate throughout the year. Those who work as office heads, also known as executive officers, maintain office services by organising office operations and procedures, preparing payroll, controlling correspondence, designing filing systems, reviewing and approving supply requisitions, and assigning and monitoring clerical functions. The taxmen, or tax collectors, workers in the department of taxation register and collect taxes.

These are just a few of the myriad of jobs that exist in the world. But remember that all jobs fall into three broad categories; learning jobs, earning/ paid jobs and creative jobs.

PAUSE, PONDER AND RESPOND

- 1) Business is an economic activity involving the production and sale of goods and services in order to earn a profit.
- 2) Profession refers to activities that require special knowledge and skill to be applied by individuals in their occupation. Office work is
- 3) An accountant is one who helps businesses to make critical financial decisions by collecting, tracking and correcting the company's finances.
- 4) The major work of an office head is to organise office operations and procedures, preparing payroll, controlling correspondence, designing filing systems etc.
- 5) People who collect taxes are called tax collectors or taxmen/ taxwomen.
- 6) The three main categories are learning jobs, paid jobs and creative jobs.
- 7) Any of the three categories is ok provided that learners give justified answers.

B)

Category of Action: Speaking



Pre-speaking

Before engaging students in speaking, the teacher should give them time and use prompt questions to lead students imagine what they would do if they were called up to help their close relatives count huge sums of money after December sales.

Bi) Saying Huge Sums of Money

- 1) 1005000frs = one million and five thousand francs
- 2) 10.000.000frs = ten million francs
- 3) 689.455.000frs = six hundred and eighty-nine million four hundred and fifty-five thousand francs.
- 4) 900.000.000.000frs = nine hundred billion francs
- 5) 995.050.000frs = nine hundred and ninety-five million and fifty thousand francs.

Bii) Talking about what you will want to be in future

The teacher should guide students discuss any three professions they like. It could be bankers, drivers, mechanical engineering, counselling etc.

C)**Category of Action: Reading****Pre-reading**

Before reading, students should discuss the given questions. They should think of someone who failed to become what he/she had planned to be. They should also find out and discuss the possible causes of such a failure. For example, it could be because the person dreamt and worked contrary to his/her dreams, the person was lazy or did not like school.

Learners should discuss the two pre-reading questions above.

Task

Read the following poem and answer the questions below.

PAUSE, PONDER AND RESPOND

- 1) Failed Dreams/ She said She'd Be etc.
- 2) Pilot, lawyer, actor, journalist.
- 3) The person is a failure because he/she makes wrong choices, sleeps in class, lives like a harlot/ lives a wayward life and is not serious at school.
- 4)
 - a) Spent her time in pubs= spent her time in bars and beer parlours.
 - b) slept in class like cubs = slept in class like babies.
 - c) reverse vector = opposite direct
 - d) like real mist = like air / water
- 5) In not more than four lines, state three main lessons you learned from the poem.
 - Not to go to clubs/bars and wrong places
 - To study hard and be serious in school
 - To make realistic dreams and work towards them

D) Essential Knowledge: Vocabulary

Do you know that the business world has standard abbreviations used in business dealings? Attempt a matching of the following acronyms to their meanings. Write your answers in column C.

Exercise 2.1

Column A (acronyms)	Column B (Meaning)	Column C (Acronym and Meaning)
1. CEO	a. Chief Financial Officer	1g. CEO = Chief Executive Officer
2. CFO	b. Chief Marketing Officer	2a. CFO = Chief Financial Officer
3. CDO	c. Chief Operating Officer	3i. CDO = Chief Data Officer
4. CIO	d. Certified Public Accountant	4.f CIO = Chief Information Officer

5. CMO	e. Chief Security Officer	5.b CMO = Chief Marketing Officer
6. COO	f. Chief Information Officer	6.c COO = Chief Operating Officer
7. CPA	g. Chief Executive Officer	7.d CPA= Certified Public Accountant
8. CSO	h. Chief Analytics Officer	8.e CSO = Chief Security Officer
9. CAO	i. Chief Data Officer	9.h CAO = Chief Analytics Officer
10. CTO	j. General Manager	10.i CTO = Chief Technology Officer
11. PM	k. Project Manager	11.k PM = Project Manager
12. GM	l. Chief Technology Officer	12.j. GM = General Manager
13. BOD	m. Board of Directors	13.m BOD= Board of Directors

Exercise 2.2

Now close your books and complete the spaces in the sentences below with the full meanings of the acronyms in brackets.

Answers

- | | |
|--|-----------------------------|
| 1. General Manager | 6. Chief Data Officer |
| 2. Chief Security Officer | 7. Project Manager |
| 3. Project Manager (PM), Chief Executive Officer | 8. Board of Directors |
| 4. Chief Operating Officer | 9. Chief Technology Officer |
| 5. Chief Data Officer, Certified Public Accountant | |

E) Essential Knowledge: Pronunciation



Exercise 2.3 : For every set of words below, only one has the /k/ sound. Identify the word and write it down.

- | | |
|-----------|------------|
| 1. carry | 5. accent |
| 2. create | 6. cork |
| 3. scale | 7. sparkle |
| 4. tact | 8. country |

F) Essential Knowledge: Grammar

Exercise 2.4 : Complete the following table to form the comparative and superlative forms of the adjectives therein.

S/N	Adjective	Comparative Form	Superlative Form
1	Rich	Richer	Richest
2	Hard	Harder	Hardest
3	Cheap	Cheaper	Cheapest
4	fat	Fatter	Fattest

5	Sad	Sadder	Saddest
6	Wet	Wetter	Wettest
7	Silly	Sillier/ more silly	Silliest/ most silly
8	Dry	Drier	Driest
7	Simple	simpler	Simplest
8	Happy	Happier	Happiest
9	Silly	Sillier	Silliest
10	Pretty	Prettier	Prettiest
11	Wonderful	more wonderful	most wonderful
13	Famous	more famous	most famous
14	Modern	more modern	most modern
15	Popular	more popular	most popular

Exercise 2.5 : Complete each of the following sentences with the most appropriate form of the adjectives in brackets.

- | | | |
|---------------------|-----------------------|-------------|
| 1) fastest-growing | 5) more flexible | high-minded |
| 2) more alluring | 6) more guaranteed | |
| 3) most challenging | 7) most fastidious | |
| 4) more competent | 8) most pompous, most | |

9) Category of Action: Writing



Pre-writing

Students should be given some time to think and share ideas on a situation where they had to fill in a form requiring amounts but they are confused about where to put a hyphen.

Task : Write, in words, the following amounts of money.

- 1005000frs = one million and five thousand francs.
- 10.000.000frs = ten million francs
- 689.455.000 = six hundred and eighty-nine million four hundred and fifty-five thousand francs
- £900.000.000.000 = nine hundred billion pounds
- \$75000 = seventy-five thousand dollars
- 995050.000frs = nine hundred and ninety-five million and fifty thousand francs.

REAL-LIFE SITUATION 2

GROWING AND MARKETING CASH CROPS

A) Category of Action: **Listening**



Pre-listening

Before reading, the teacher should lead learners discuss pre-listening questions. For example, the major cash crops around their localities could be cocoa, coffee, cotton, rice, rubber etc. Yes, I have been involved in cash crop farming. The major cash crops in my area are cocoa and bananas. I know that cocoa grows in the tropics. It takes about three years to start bearing fruit. Its fruit have oval shapes and are yellow when ripe. Cocoa cultivation needs a lot of care to avoid pests from attacking it.

Task

Instructions

The teacher should read out an anonymous passage on cocoa cultivation three times. During the first reading of the passage, the teacher should instruct the students to listen and not write anything. He/she should now allow students look at the questions before doing the second reading while the students do not write yet. The students can now write after listening the second time. Towards the end before submission of work, the teacher does the third and last reading for the students to go through their answers.

Listening passage: Cocoa Cultivation

The cocoa plant is one of the most difficult crops to cultivate as it only produces fruit within the latitudes of the Tropic of Capricorn and the Tropic of Cancer (with a bit of margin on either side). From 100 flowers on the cocoa tree, only about 10 to 15 actually remain on the plant. The trees grow naturally in shady conditions such as dense forests. Cultivation is difficult due to the fragile nature of the flowers. In order to protect the flowers from the strong winds, planters put up protective barriers, sometimes using banana plants, acacia trees or other shade-giving plants.

Apart from a natural movement of the cocoa culture in Mexico, Venezuela, Ecuador and Brazil, the cocoa trade brought a proliferation of plantations to the Caribbean islands, the Ivory Coast, Ghana, Nigeria, Cameroon, Gabon, Java, Sumatra, Ceylon and Indonesia.

After trees are planted, the grower must wait 5-10 years for a tree to reach maturity and produce its first fruit. The cocoa pod is actually a huge berry that sprouts directly from the side of the tree. These pods are typically melon-shaped, 5 to 12 inches long and 3 to 5 inches wide. The average cocoa pod contains 30 to 40 seeds and it takes 20 to 25 pods to get 2 pounds of cocoa. The golden-red to purple fruit pods turn brown at maturity. It is at this time that they are split open and the insides scooped out.

PAUSE, PONDER AND RESPOND

- 1) Any of the following two reasons
 - Cocoa flowers are very fragile
 - Cocoa cultivation is possible only within the Tropic of Capricorn and the Tropic of Cancer
 - It takes 5 to 10 years for a cocoa tree to bear fruit
- 2)
 - To protect the cocoa flowers from strong winds, farmers plant protective crops like bananas and acacia trees.
- 3) Mexico, Venezuela, Ecuador and Brazil, Caribbean, the Ivory Coast, Ghana, Nigeria, Cameroon, Gabon, Java, Sumatra, Ceylon and Indonesia. The first is in North America, the next four are in South America, the following five are in Africa and the last four are in Asia. Any six with two from each continent are ok.
- 4) The average duration for a cocoa plant to bear is 5 – 10 years. / 5 years or any between 5 and 10 is acceptable.
- 5) Learners' answers should be within the following range of answers:
 - A cocoa pod is like a big berry that sprouts by the side of the tree.
 - The cocoa pod is melon-shaped.
 - 5-10 inches long and 3-5 inches wide.
 - Cocoa pod is gold red when young and turns brown when mature.
- 6) Provide a word for each of the following expressions used in the passage.
 - a. Scooped out: remove
 - b. Inches wide = width
 - c. Strong winds = tempests / tornado/ storm etc.

The teacher will judge what other answers are contextually correct.

B) Category of Action: **Speaking**



Pre-speaking

Before the speaking task, the teacher should prompt the students to ponder over the meaning of agricultural competition.

Cash Crop Cultivation Competition

The teacher should group students for the discussion and constitute a jury from students. The learners should now follow the given guides to do their discussions.

- The cash crop, cultivated in Cameroon, which we choose to expose on is oil palms.
- The favourite soils for oil palms is tropical forest soil.
- The crop will be cultivated in Mbanga, Littoral Region – Cameroon.
- Concerning the planting phase of oil palms, we have to first of all nurse the seeds or buy nursed plants. The trees have to be planted in holes of about 60cm depth and should be spaced in a triangular way to give room for growing.
- The tree takes three to five year to grow to fruition.
- During harvesting, we have to trim each tree by cutting off the branches before meeting the cones. When the stalk of the cone is free, we cut it and let the cone to fall off.

- The cones are stored in a place for them to get very ripe so that they fall off once shaken.

C) Category of Action: Reading



Pre-reading

Before reading, the teacher should use student-centred techniques to pre-teach the given vocabulary items: winnowing, fermentation, exports, cocoa bean, cocoa pod. The teacher should not give the answers but should allow learners do a brainstorming discussion about them.

PAUSE, PONDER AND RESPOND

- 1) It is cultivated far away from the West.
 - Harvesting and cleaning; the pods are harvested, broken and all contents removed.
 - Fermentation; the seeds are left to ferment in order to give flavour.
 - Drying; the seeds are dried to remove much of its bitterness.
- 2) List and briefly describe any four stages of industrial processing of cocoa beans for chocolate manufacturing.
 - Roasting
 - Winnowing
 - Nibs grinding
 - Alkalization
 - Liquor pressing
 - Cocoa grinding
 - Cocoa butter extraction
 - Batching (combining of cocoa liquor, sugar and sweetener)
- 3) There are four stages involved in actual chocolate production. They are
 - Batching
 - particle reduction
 - *conching*
 - standardization.
- 4) The teacher will judge which answer is correct. However, the answer should really reflect local cocoa production such as drying, roasting, grinding, squeezing of cocoa seeds and adding of sweeteners.
- 5) Explain the meaning, in context, of the following words/ expressions:
 - a. bean = cocoa seed
 - b. cocoa pods = Cocoa fruit
 - c. chocolate paste = thick and moist chocolate
 - d. chocolate stick = hardened chocolate

D) Essential Knowledge: Vocabulary

Exercise 2.6 : Complete the following table, according to /k/ graphemes, with other words of your choice. Do not use any word from the table above.

Answers

- 1) buying from foreign countries
- 2) cultivation of crops primarily for commerce
- 3) small-scale production
- 4) hulling
- 5) crop rotation
- 6) wheat
- 7) domestication

E) Essential Knowledge: Pronunciation



Exercise 2.7 : Neatly circle at every level the definition or word, from the brackets below, that is the opposite of each underlined word.

Answers

<ch>	<ck>	<qu>
chronic	back/ Jack/ crack	squint
chronology/ chronogram	barrack	squeeze
chlamydia	sick/ clock/ back	squire
chromosome/ chrome	shackle	Quinta
synchronize	blockage/ buckle	quick
psychology/ dichotomy	hack	Quinta
bronchus	neck/black/duck	quench

F) Essential Knowledge: Grammar

Exercise 2.8 : Rewrite the following sentences in reported speech.

Answers

1. The Minister said that they thanked the Head of States.
2. The pastor warned that the church was not a nightclub.
3. Amadou insisted that they must go there the following year.
4. The GM announced that the next/ following day would be the best day for the company.
5. The worker remorsefully said that they had been sitting there all day.
6. The PM announced that people would come to terms with that program.
7. Amougou said that they might go home early the following week.
8. They said that those were their friends right there.

G) Category of Action: Writing



Pre-writing

Before the writing activity, learners should be put in groups and prompted to discuss different types of cash crops; where and how they are cultivated, harvested and processed.

Task

The teacher should determine the answer which should be in respect of expository writing mechanics.

REAL-LIFE SITUATION 3

MANAGING TIME AND MONEY

A) Category of Action: **Listening**



Pre-listening

Before listening, the teacher should prompt his students to express their thoughts about the relationship between time and money and which they consider to be more important. For example, yes, there is a strong relationship between time and money. One's use of time can determine the amount of money they have. How we use our time can determine what money we will have. On the one hand, money is more important than time because it can buy time gadgets and facilities like cars that can be used to maximise time. On the other hand, time is more important because it can produce money.

Task

The teacher should read out on time and money three times. During the first reading of the passage, the teacher should instruct the students to listen and not write anything. He/she should now allow students look at the questions before doing the second reading while the students do not write yet. The students can now write after listening the second time. Towards the end before submission of work, the teacher does the third and last reading for the students to go through their answers.

Listening passage: Time and Money

Time and money are very related concepts in the world of business and finance. This is because businessmen, bankers and other such professionals want to get the most out of the time they put into a project or business. In fact, several businessmen believe that time is another important asset for entrepreneurship, any production or business scheme. So, they think it should be given the same status as land, labour, capital and profit. Many entrepreneurs argue that they pay their workers according to the hours the workers put in their companies. Therefore, to them, they cannot afford to have any sort of deficit by paying people for hours they (the entrepreneurs) did not get optimum production or profits from. Another category of entrepreneurs argue that their wealth is counted in hours. By this, they mean that if they can make a profit of say 1000000frs an hour, then the day for them is worth 2400000frs and nothing less. Yet, another category of entrepreneurs even believe that time is more valuable than money; they are of the opinion that time is seated on money and not money on time. Thus, their argument is that time determines the money one can have because man can have more money but cannot have more time as time is more limited, by far, than money. Whatever the belief or argument, stakeholders in the business world generally believe that time is money and money is time.

PAUSE, PONDER AND RESPOND

- 1) d Time is money
- 2) Give any three thoughts about money mentioned in this passage?
 - Time is money
 - Time is more than money
 - Time is a factor of production like land, capital, labour
 - Land is the unit of measurement of wealth
- 3) Give a synonym for each of the following words as used in the passage above.
 - a. Entrepreneur = businessman
 - b. Asset = property
 - c. Companies = enterprise
 - d. Optimum = maximum/ highest
- 4) *Believe* is a verb whereas *belief* is a noun.
- 5) Any well-constructed opinion about money will do. For example, time is the father of money. Time cannot be separated from money.

B) Category of Action: **Speaking**



Pre-speaking

Before speaking, students should be given some time to think over the given questions. The teacher should use lead questions to direct their thoughts.

Task

Students look at the pictures introducing the current real-life situation and discuss, in groups, the questions:

Answers

1. Time is connected to money. Time is more than money. Time is money.
2. Dollars and francs CFA
3. Pounds, Yen, Yuan, Euro, Peso, Canadian dollar etc

C) Category of Action: **Reading**



Pre-reading

Before speaking, the teacher should elicit students to discuss, in groups, picture. Pictures A and D show time on money, meaning that time is more than money. Pictures B and C show the different banknotes of the Central African Francs. Based on what the pictures show, time is connected to money, time is more than money and time is money. Both dollars and francs CFA exist in different banknotes and coins. There are different currencies used in different countries; pounds are used in the UK, the Yen in Japan, Euro in the eurozone, Canadian dollar in Canada.

PAUSE, PONDER AND RESPOND

- 1) *Time is money* means that time is very useful to make money. Other opinions are acceptable.
- 2) Time is greater than money because it determines how much money someone can have.
- 3) This is because some people use their time correctly whereas others misuse it.
- 4) The three enemies of time if done in excess are sleep, eating and watching TV.
- 5) This requires an open answer. The teacher will determine what is correct.

D) Essential Knowledge: Vocabulary

Money-Related and Business Vocabulary

The teacher uses flashcards to teach vocabulary on business and money. Write down the word that corresponds to each definition read out by your teacher.

Exercise 2.9 :

The teacher can use flashcards to teach this vocabulary exercise.

Answers

- | | |
|--------------------|-----------------|
| 1) E-money | 5) Banknote |
| 2) Mobile money | 6) Coin |
| 3) Cheque | 7) Legal tender |
| 4) Trade by barter | |

E) Essential Knowledge: Pronunciation



The /g/ Sound

Exercise 2.10 : Provide a list of ten more words with /g/ and practise the pronunciation.

Great, glory, again, grip, given, target, pig, digging, mug, hug etc.

F) Essential Knowledge: Grammar

Expressing Future Through the Simple Present Tense

Take a look at the following sentences that express events in the future.

- 1) The President travels to France tonight.
- 2) The flight takes off at 10pm tomorrow.
- 3) It is the Blessed Family that sings tomorrow
- 4) The meeting which is at the conference hall starts at 9am after tomorrow

GRAMMAR TIPS

Note that the sentences above are formed in the simple present tense and that the tense can be used to express future events/actions or happenings when used with adverbs that point to the future.

RULE: Simple Present Tense + Future adverbial

Exercise 2.11 : Complete the following sentences with the most appropriate form of the verbs in brackets.

Answers

- | | |
|-------------|--------------|
| 1) Displays | 5) Has |
| 2) Preaches | 6) Begins |
| 3) Clashes | 7) Takes off |
| 4) Arrives | 8) Has |

G) Category of Action: Writing



Pre-writing

Before writing, learners should be given time for them to think and discuss any captivating statement about time and money. Statement like “time is money” and “time can buy money” should be sample answers.

Task

The teacher should check for short and meaningful slogans. Examples are as follows:

1. Time is the father of money.
2. Time can buy money.
3. Money can buy a watch but cannot buy time.
4. Money can be recovered but time cannot.
5. To save time is to save money.
6. Time never has a second chance but money has.
7. What you do with your time will determine how much money you put in your bag.
8. If you want to catch money, watch your time.
9. Money can get finished but time cannot.
10. Money is money and time is time.

REAL-LIFE SITUATION 4

MEANS OF TRANSPORTATION

A) Category of Action: **Listening**



Pre-listening

Before listening, learners should share about their first journey. For example, my first journey was during a third term holiday, from Bawuru to Yaounde. I travelled to spend the third term holiday with my cousins in Yaounde. The journey was difficult from Bawuru to Bamenda because of the bad state of the road. But from Bamenda to Yaounde, we travelled by night and I slept off only and found myself in Yaounde.

Task

The teacher should read out a passage on a first travel experience three times. During the first reading of the passage, the teacher should instruct the students to listen and not write anything. He/she should now allow students look at the questions before doing the second reading while the students do not write yet. The students can now write after listening the second time. Towards the end before submission of work, the teacher does the third and last reading for the students to go through their answers.

Listening passage: My First Travel Experience

I was born and raised in Yaounde where my father worked as a soldier and my mother ran a small shop around our house. Every summer holiday, our cousins would travel from Bamenda and Buea to be with us. We would play, assist my mother to sell in the shop and help do work in the house. I used to envy them because they always told me stories about Bamenda, Buea and other towns and villages near these regional headquarters.

After some time, my cousins wanted us to come and visit them too. We were very excited to tell our parents. Our parents said that there was no problem travelling but that we had to first travel to Buea during Christmas holiday before going to Bamenda the next summer holiday. From that day, my younger siblings and I began planning our journey until December fast arrived unnoticed.

My father took us to a travel agency at Mvan and booked many places in the bus for us. He handed us to one of our aunts, who had come from Limbe, to travel with us to Buea. When the bus took off, we thought that all the trees by the bushes were running very fast. We were surprised, we asked our aunt and she told us that the trees did not move; she said it was rather the car that moved. The car went through Douala where my aunt bought us many nice things. We ate, drank and slept off only to find ourselves in Buea.

PAUSE, PONDER AND RESPOND

- 1) d. In Yaounde
- 2) a for Christmas holiday
- 3) d. her cousins' travel experiences
- 4) c. That trees were seemingly moving
- 5) The teacher should watch for a well justified answer that could be yes or no.

B) Category of Action: **Speaking**



Pre-speaking

Before speaking, learners should be guided to look at picture A-F and imagine what means of transportation the pictures stand for.

The teacher should form groups or direct the students form groups and he/she should ensure that children discuss in groups about their travel experiences. The students should share travel experiences like travelling by bus, train, by sea or by air. They should share their feelings, whether they enjoyed the journey or not.

C) Category of Action: **Reading**



Pre-reading

Before the reading task, students should pre-discuss the given vocabulary items; transportation, uplifting, industrialisation, consumers, nooks and crannies.

PAUSE, PONDER AND RESPOND

- 1) According to the author of this passage, transportation is the means to carry people and goods from one place to another.
- 2) As mentioned in this passage, the three major disadvantages of poor transport network to the world of business are
 - Difficulties to carry goods to consumers
 - Market would be limited in local areas
 - Production would be limited to meet local needs only
 - The economy of each country would remain underdeveloped
- 3) The meaning of expressions as used in the passage are as follows
 - a) nook and crannies = everywhere
 - b) uplifting the economic, social, political and cultural fields = fostering/ enhancing/ facilitating/ promoting the economic, social, political and cultural fields
 - c) perishable goods = goods that can easily get bad
 - d) mass production = production in large quantities
- 4) List, as explained in the passage, any six things a good transport system would do to the world of business.

A good transport system

 - facilitates the physical supply of products,
 - encourages specialisation,
 - helps mobility of labour and capital,
 - helps to stabilise price,

- creates social and cultural utility,
 - promotes foreign trade and encourages mass production.
 - Helps to take good, including perishable ones, to the market
 - Helps to expand old markets and create new ones
- 5) The two main aspects of business a good transport network would boost are the agricultural sector and industrialisation (or the industrial sector).
- 6) Learners should briefly discuss the relevance/importance of land, sea and air transport to business.

D) Essential Knowledge: Vocabulary

Exercise 2.12 : Match the following words in the first column to their definitions in the second column.
Answers

1g 3a 5h 7b 9d
 2e 4f 6j 8c 10i

E) Essential Knowledge: Pronunciation



Exercise 2.13: Provide the missing words in the following table to form contrastive sets of words with /k/ and /g/.

Answers

Words with /k/	Words with /g/
Hack	hag
Sack	sag
Cold	gold
Clean	glean
Cave	gave
Crane	grain
crumble	grumble

Exercise 2.14 : Write down the sound represented by the letter(s) in bold, in the following words.

Answers

1. /k/ 3. /k/ 5. /k/ 7. /g/
 2. /k/ 4. /k/ 6. /g/

F) Essential Knowledge: Grammar

Exercise 2.15 : Tick the letter by the future perfect tense that completes the following sentences.

Answers

- 1) A 3) C 5) B
 2) D 4) D

G) Category of Action: Writing



Pre-writing

Students should be arranged in groups to discuss the given pre-writing questions. They should discuss the characteristics and effects of poor transport network.

Task

Here students are expected to do a descriptive writing in at most 120 words and in three paragraphs. The teacher determines the correct answer, making sure that learners write in strict respect of rules for descriptive writing. The write-up should have three or four paragraphs; paragraph 1 being the introduction, paragraph 2 (and 3) being the body and the last paragraph should be the conclusion. The writing should show vivid picture of the subject of description.

REAL-LIFE SITUATION 5

WORKSHOP, PROJECTS AND INTEGRATION

A) WORKSHOP

Ai) PRONUNCIATION

Exercise 2.16 : Write down the sound, in the spaces provided below, of the underlined portions of the following words.

- | | | | |
|---------|--------|---------|---------|
| 1) /sk/ | 3) /s/ | 5) /k/ | 7) /st/ |
| 2) /s/ | 4) /s/ | 6) /zm/ | 8) /s/ |

Exercise 2.17 :

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. /k/ | 2. /k/ | 3. /k/ | 4. /k/ | 5. /g/ |
|--------|--------|--------|--------|--------|

Exercise 2.18 : Write down, in the spaces below, the sound(s) represented by the underlined portions of the following verbs.

- | | | | |
|--------|--------|---------|---------|
| 1. t/ | 3. /d/ | 5. /t/ | 7. /ɪd/ |
| 2. /d/ | 4. /d/ | 6. /ɪd/ | 8. /t/ |

Aii) GRAMMAR

Exercise 2.19 : Complete the following sentences with the most appropriate form of the adjectives in brackets.

- 1) more congested 2) the most blessed 3) more important, more preferred 4) maddest 5) steadier 6) the worthiest 7) the most costly/ the costliest 8) more anxious 9) most resentful 10) the worst .

Exercise 2.20 : Complete the following sentences with the right forms of verbs in brackets to form the most appropriate tenses.

- 1) will have cleaned 2) scanned/scans 3) passes 4) will have fed 5) crushes/crushed

Aiii) VOCABULARY

Exercise 2.21 : Complete the spaces in the passage below with the full meanings of the acronyms in brackets.

General Manager, Chief Technology officer, Chief Marketing Officer (CMO), Chief Analytics Officer (CAO), Chief Executive Officer (CEO), Chief Operations Officer (COO), Chief Security Officer (CSO), Project Manager (PM), Board of Directors (BOD). Chief Data Officer (CDO)

Exercise 2.22 : Write down the most appropriate word that captures the meaning of the phrase in brackets.

- | | | |
|--------------------------|------------------|------------|
| 1) exporting | 4) winnowing | 7) cereals |
| 2) subsidies, subsistent | 5) crop rotation | |
| 3) mechanised farming | 6) Ranching | |

Exercise 2.23 : Complete the following sentences with the most appropriate word from the list below.

- | | |
|----------------------------------|-----------------|
| 1) coins | 4) mobile money |
| 2) banknote | 5) e-money |
| 3) legal tender, trade by barter | 6) cheque |

Exercise 2.24 : Form meaningful sentences with the transport-related words below.

- 1) Double-decker bus: A double-decker bus is difficult to find in Cameroon.
- 2) Minibus: There are several minibuses on the Yaounde – Soa road.
- 3) Tow Truck: A tow truck always pulls cars that break down.
- 4) Coach: My mother travelled to Yaounde in a comfortable coach.
- 5) Dump truck: Most garbage is transported through dump trucks.
- 6) Excavator: An excavator dug the tree away.
- 7) Bulldozer: A bulldozer can break the rocks along the road.
- 8) Airship: We travel to the USA in an airship.
- 9) Drone: A drone is remote-controlled.
- 10) Tanker: A tanker transports fuel and oil from one locality to another.

B) PROJECT

Exercise 2.24

Write, in words, the following amounts of money.

- | | |
|---|--|
| 1) one million and fifteen thousand francs | thousand francs |
| 2) forty-four million francs | 7) One million and nine thousand francs |
| 3) seven hundred and ninety-nine million four hundred and fifty-five thousand | 8) Fifteen million francs |
| 4) Eight hundred billion pounds | 9) Seven hundred and seventy-seven million four hundred and fifty-five thousand francs |
| 5) Fifteen thousand dollars | 10) Nine hundred and nine billion francs |
| 6) Two hundred and twenty-five million and fifty | |

C) INTEGRATION

In A supermarket In a Grocery Store

C

- | | | |
|-----------------|--------------|---------------|
| 1. Potato | 5. Carrots | 9. Tomato |
| 2. Plantain | 6. Onion | 10. Aubergine |
| 3. Green pepper | 7. Apples | |
| 4. Green beans | 8. Cucumbers | |

CHECKLIST

The teacher should direct learners to place a tick or mark an x against the option that best suits their situation.

MODULE

3

ENVIRONMENT, HEALTH AND WELL-BEING

The teacher should engage learners' critical thinking with regard to the pictures. He/she should guide learners to see the importance of health and well being. Students should be directed to closely look at picture A-D, the persons and objects therein, what they are doing and relate them to their context. The teacher could call up students to read out the preview, objectives and expected outcomes while he/she explains and the students write them down.

Preview

This module focuses on ideas, points and activities on the clean environment. It will discuss a range of real-life situations that highlight positive environmental activities and those that discourage negative environmental activities. Health concerns and tips for general well-being will also be handled. On the one hand, real-life situations that put human life and well-being in danger will be discussed and discouraged. On the other hand, common practices that guarantee good health will be highlighted. Measures to be taken for harmonious and safe living will be discussed as well.

Students should be made to brainstorm on the opening pictures, relating them to the title of the module. Time should be accorded them to go through the preview, objectives and expected outcomes with the teacher.

Objectives

This module aims at giving opportunities for learners to practise language skills in talking about environmental issues. It will also enable them to make critical, valid and logical judgements about some environmental practices. It will help learners to practise what they have learnt through some exercises, and build positive attitudes in the learners.

Expected Outcomes

At the end of this module learners are expected to

- use language efficiently and fluently to talk about their environment and health
- act competently in real life situations concerning their environment, health and well-being.
- think critically as regards activities that endanger the cleanliness of the environment or put their health or that of the people of the community at risk.
- use language accurately to make rational judgements in solving life's problems
- apply language skills acquired competently to develop behavioural strategies and skills for social adaptation.

REAL-LIFE SITUATION 1

HEALTH EDUCATION

The importance of health education cannot be over emphasised. The teacher should exploit all the rubrics in this real-life to ensure a mastery of health education by the learners.

A) Category of Action: **Listening**



Pre-listening

The pre-listening activity should be done with the teacher guiding the learners.

Task : A group of learners can be drilled to act out the panel discussions while the others listen to them.

➡ Control measures should be put in place by the teacher to make sure that everyone understands the points raised by the different panellists.

Listening passage

First Panalist: The Importance of Healthy Sleep habits. Many of us do not understand the importance of sleep to health. Our bodies are not machines. Many of us are very busy during the day whether physically or mentally that we need deep and quality sleep not only to relax the body but also to repair it. During sleep the body fixes damaged tissues, processes and eliminates toxins, releases and restores hormones essential for growth and appetite control. When sleep is cut short, the body does not have time to complete this process. When you deprive the body from sleep you run the risk of impaired cognitive function – that is, you would not be able to think clearly. For those who drive, they run the risk of accidents. It could also render some people very sensitive and emotional.

Second Panalist: Nutrition and Health

Yes, we have heard the important role sleep plays on our health. Good health is a combination of many things. The things we eat play a very strong role in our health. Unfortunately, many of us make our nutritional choices based on convenience, taste and price and not on health implications. Unhealthy eating habits lead to weight gain and exposes one to diet – related diseases. So, we should always watch out for the things we eat.

Panalist 3: Exercise and Health

Exercise goes along with healthy sleep hygiene and good nutrition to guarantee excellent health. Many of you will agree with me that the students who do physical exercises, or are involved in sports are more alert in class, participate in the lessons actively and perform better in the exams. The point I am making here is about physical activity and academic success. More important is the fact that physical activity reduces stress and anxiety in learners. It is also an immunity booster. Though it might not prevent infections, it helps to minimise the effect when the immune system is boosted. Thus, it expedites recovery and lowers the likelihood of infecting others you come in contact with.

Panelist 1: Conclusion:

Healthy behaviour from our three talks focuses on the conclusion that sufficient sleep, proper nutrition and regular exercise help the body function at its best, both physically and mentally. When you deprive yourself of sleep, you are less likely to function at your best. Exercise regularly, avoid energy drinks and sugary foods, stay awake during the day so as to have sound sleep in the night.

Thank you for your keen attention and hope these talks are eye openers to all of us. Continue to share your views, worries and challenges on this topic in your groups.

PAUSE, PONDER AND RESPOND

- i) Room should be given to learners to share their individual views
- ii) Learners should take turns to present the re-
- al-life instances when they were victims.
- iii) More discussions should be carried on the areas identified by learners

B) Category of Action: Speaking



Pre-speaking

The students should be guided as they perform the pre-speaking activity.

- i) Discussions on Tips for Deep Sleep
- ii) Learners should take turns in their groups to share the things they do to have deep sleep.
- iii) Comparison could be at group level or general class level.

Tips for Deep Sleep

Learners should go through the tips silently as control measures to their own activities and attitudes towards deep sleep.

B ii) Counselling should be done as role play

C) Category of Action: Reading



Pre-reading

The learners should talk about the challenges they face on daily bases before reading the text. Students can take turns to read the different slots of the reading passage.

PAUSE, PONDER AND RESPOND

- 1) A good night's sleep keeps one healthy and strong
- 2) Acne is a skin problem that usually starts during teenage years. When you pick or squeeze pimples the inflammation gets worse.
- 3) They go into substance abuse or self-harming behaviours
- 4) You can listen to him/her and be more friendly and loving towards him/her
- 5) Eating disorders can harm the heart, digestive systems, bones, teeth and mouth

D) Essential Knowledge: Vocabulary

Compound Words

Learners should be drilled on the different compound words with example.

Exercise 3.1 : Answers

1. dining room 2. everywhere 3. mother-in-law 4. cannot 5. ice cream

E) Essential Knowledge: Pronunciation



The /t/ Sound

Learners should practise and master the different spelling of /t/ sound. Learners should pronounce the words after the teacher.

Exercise 3.2 : Provide the missing words in the following table to form contrastive sets of words with /k/ and /g/.

Answers

1 → c = dining room 3 → b = mother – in – law 5 → d = ice cream

2 → e = everywhere 4 → a = cannot

F) Essential Knowledge: Grammar

Prepositions

- 1) Follow a step-by-step drill of prepositions as presented, emphasis should be laid on mastering sentence pattern of prepositions of direction and preposition of purpose
- 2) Prepositional phrase should be well explained and learners given room to come up with their own examples

Exercise 3.3: Filling the gap with appropriate prepositions

1) on 2) for 3) in 4) at 5) to

G) Category of Action: Writing



Pre-writing

Learners should start by discussing the paragraphs they have written before and the number of sentences that made up the paragraph.

Drill on what a paragraph is and steps in developing one.

Task: Through creative exercises, use should be made of the things learned about sound sleep.

REAL-LIFE SITUATION 2

Environmental Pollution

The students should be allowed to brainstorm on the pictures at the beginning of this real-life situation and come up with the different kinds of pollutions presented in each activity carried out.

A) Category of Action: **Listening**



Pre-listening

Students should be guided to share with their benchmates their opinions and experiences about debates. The learners should share their opinions about debates before listening.

task : The teacher calls up two students to read out the debate a couple of time before exposing the questions for them to answer.

Listening passage

Group A	Group B
Debaters for the motion	Debaters against the motion
<p>First speaker: For the motion</p> <p>Good morning dear classmates. We all know that pollution is a major threat to health in our society. I stand here today to call on all of us to critically examine ourselves to see who-or what is responsible for this. Without belabouring the point, if this is critically done, we are left with only one answer-man is at the centre of many types of pollution in our society. Whether it is air water, or soil, man is to be blamed. Man is the one who litters, uses chemicals on the soil, and uses non bio-degradable substances that cause health hazards to all. Man should be called to order to take important steps to save the environment and preserve lives.</p>	<p>First speaker against the motion</p> <p>Dear listeners, contrary to what our friend on the opposite side has said about man being responsible for pollution and environmental hazards, we on this other side of the debate think that nature is to be blamed for there are so many things that happen and pollute the environment that are beyond the control of man. Take for example an eruption of a mountain. This is not caused by man. The gases emitted and the lava and ashes cause a lot of environmental hazards. Floods also are natural occurrences and sometimes account for a lot of environmental pollution. We cannot ignore the role of tsunami in causing environmental hazards</p>

The learners should play out the debate and the viewers asked to evaluate performance, paying particular attention to

1. Language
2. Points raised
3. Logical arguments
4. Presentation
5. Attitude

B)

Category of Action: **Speaking**



Pre-speaking

Learners should be referred back to the debate they have just listened to. They should then share with their group members.

The learners should be made to sit in groups and brainstorm and raise up more points for the debate.

C)

Category of Action: **Reading**



Pre-reading

The pre-reading activity should be performed with the teacher guiding the learners.

- Time should be allocated for proper reading
- The teacher should determine manner of reading (silently, aloud or as a group?)

PAUSE, PONDER AND RESPOND

- | | |
|---|---|
| 1) Pa Ojong is the village harmer | 5) Similarities and differences should be highlighted |
| 2) He gave birth to ten children | |
| 3) Manyi Rebecca died in a car accident | 6) Air, water, land pollution |
| 4) The twins felt guilty because she was coming to see them | |

D)

Essential Knowledge: **Vocabulary**

Meaning of Words

The learners should be drilled on dictionary and contextual meanings

Exercise 3.4 : Answers

Pollution. Pollution is the introduction of harmful materials into the environment.

Transcription : [pə'lu:ʃn]

Part of speech : Noun

Disaster. A disaster is a serious problem occurring over a period of time that causes widespread human, material, economic and environmental loss.

Transcription : [dɪ'zɑ:stə(r)]

Part of speech : Noun

Hazards. Hazards are dangerous phenomena, substances, human activities or conditions

Transcription : ['hæz.ədz]

Part of speech : Noun

E) Essential Knowledge: Pronunciation



The /d/ sound

The learners should be drilled in the pronunciation of the words listed

Exercise 3.5: The learners should therefore come up with fifteen different words for each word.

F) Essential Knowledge: Grammar

The linking words should be explained to learners through practical examples

☞ They should be given time to come up with their own sentences to confirm that this grammar concept is well understood.

Exercise 3.6: on linking words

1) because

2) in the meantime

3) in case

4) as well as

5) even though

G) Category of Action: Writing



Pre-writing

Before engaging the lesson, the learners should discuss the meaning of “argument”.

The teacher should drill the learners on how to write an argumentative essay.

Task : Write an argumentative essay on “pollution in our cities is the cause of so many deaths”

The learners should bring out the points for and against the motion in a plan before developing it.

REAL-LIFE SITUATION 3

MANAGING WASTE AND NATURAL DISASTERS

The learners should brainstorm on how the waste, seen in the pictures can be managed.

A) Category of Action: **Listening**



Pre-listening

The learners should perform the pre-listening activity before engaging the listening process

The learners should listen attentively to the CEO of this waste management firm and then decide whether they will or will not give the contract to him. The reasons for your decision should be well stated.

Listening passage

Good morning dear jury members. I am the CEO of reliable Waste Management firm that applied to clean your city. I am here to let you know that if you give us this opportunity you would never regret your decision. First, I want to assure you that we are up-to-date with our waste disposal and recycling policy. We are experts in reducing the amount of toxins ending up in the atmosphere from untreated waste. We all know that when this is done, it reduces damage to the earth, prevents valuable space from being wasted and logically leaves the inhabitants of the environment comfortable.

Our prices are affordable without compromising quality services. When it comes to value for money, our firm comes out on top. We have been in business for more than thirty years and know exactly what we are talking about. We have some of the best equipment for waste disposal and recycling. There is just no way or reason why we should do substandard job with you. Our workers are not only trained but also benefit from an in-service refresher course that makes them highly performant.

While counting on your sense of good judgement, we want to assure you that it will be a win-win venture if this offer is given to us.

Thanks for your keen attention.

B) Category of Action: **Speaking**



Pre-speaking

Before the discussion, the learners should perform the pre-speaking activity. Learners should discuss, in pairs, the different functions of the six professionals fire-fighter listed.

PAUSE, PONDER AND RESPOND

Task 1: This task should be well explained to the learners and room given to them to creatively present the selected activity in picture me.

Task 2: A round table or a panel discussion should be held for learners to play out the different roles in self-presentation by highlighting who they are.

C)

Category of Action: Reading



A Waste Management Company

Pre-reading

The learners should be given time to answer the questions before reading the passage

- 1) A waste management company sorts out waste, treats it, dispose of what is to be disposed of and recycle what can be recycled.
- 2) Waste management is important as it keeps the environment clean and curbs health disasters that emanate from waste not managed.

☞The Learners read the passage

PAUSE, PONDER AND RESPOND

The contextual meanings of the words

- 1) Dispose = thrown away
- 2) Piling = dumping
- 3) Landfill = dumping ground
- 4) Compliant = obey rules
- 5) Sustainability = maintained at a certain rate or level

D) Essential Knowledge: Vocabulary

Idiomatic Expressions About Waste Management

the learners should be drilled on **Idiomatic Expressions About Waste Management**

Exercise 3.7 : Answers

- 1) just a drop of water in the ocean – very insignificant
- 2) hot potato = topical and difficult
- 3) voice in the wilderness – ignored voice,
- 4) sands of time – passing time
- 5) a tip of the iceberg = a small part of ...

E) Essential Knowledge: Pronunciation



/t/ & /d/ sounds

Learners should practise pronouncing the listed words with their teacher.

Exercise 3.8

1) /t/ 2) /d/ 3) /d/ 4) /t/ 5) /d/ 6) /d/ 7) /t/ 8) /t/ 9) /d/ 10) /t/ 11) /d/
12) /d/

F) Essential Knowledge: Grammar

CONJUNCTIONS: CORRELATING CONJUNCTION

It should be practically explained and learners given room to come up with their own examples to show that they have understood.

Exercise 3.9

- 1) either – or
- 2) neither – nor
- 3) neither – nor
- 4) neither – nor
- 5) whether – or

G) Category of Action: Writing



Pre-writing

Students should be made to say whether they have reported something that happened to them. They should say what it was and to whom they reported.

The different steps of writing a report should be well explained and traced.

Task 1: The material from the passage should be slanted for a news report

Task 2: The group report on research around the neighbourhood should carry the research findings of everyone

REAL-LIFE SITUATION 4

TOURISM

Learners should identify and name the tourist sites in the pictures.

A)

Category of Action: **Listening**



Pre-listening

Before listening to the poem, the learners should discuss the different locations in the pictures. The poem should be dramatically recited

PAUSE, PONDER AND RESPOND

- 1) The importance of visiting tourist sites
- 2) Angrier towards being locked up and a longing to be healed by visiting the tourist sites
- 3) He has a burning desire to visit the sites and be healed
- 4) Toxic waste from pollution
- 5) The mountain, plateau, beaches, sand dunes are medicine because they offer oxygen and a fresh relaxing atmosphere

B)

Category of Action: **Speaking**



Pre-speaking

Before Speaking the learners should accorded time to ponder over the relationship between travel and tourism.

Answers

The learners should re-exact the dialogue

- 1) They should then express their tourist desires in like manner
- 2) The things to be listed and activities to be carried out will be conditioned by the tourist site chosen

C)

Category of Action: **Reading**



Pre-reading

The learners should perform the pre-reading activity . It opens their minds to what they are going to

read about .

Task : The learners should read either silently or aloud

PAUSE, PONDER AND RESPOND

- 1) Tourism is the act of going out to other places or other lands to visit attractive manmade or natural sites for healing, relaxation etc.
- 2) Cameroon has a bit of all what is found in Africa and in great quantities
- 3) The sites mentioned in the text are: the botanical/zoological gardens, chiefdoms or fardoms, Mandara mount, crater lake, water falls etc.
- 4) Get the individual opinion of the learners
- 5) Individual opinion

D) Essential Knowledge: Vocabulary

Tourist Attractions

The learners should identify and name the tourist attractions they know.

Exercise 3.10 : Answers

- 1) Foubam palace
- 2) Mankon palace
- 3) Waza park
- 4) National museum
- 5) Lake oku
- 6) River sanaga
- 7) Mount Cameroon
- 8) Mvogbeti zoo
- 9) Down beach
- 10) Ngondo festival

E) Essential Knowledge: Pronunciation



Drilled on how to pronounce the past tense inflection in the words listed

Exercise 3.11

- 1) /d/ 2) /t/ 3) /id/ 4) /id/ 5) /t/ 6) /t/ 7) /d/ 8) /id/ 9) /d/ 10) /d/ 11) /id/
12) /t/ 13) /t/ /id/

F) Essential Knowledge: Grammar

Adverbs of frequency should be well explained and practised

ii) The different sentence patterns should be explained and analysed with learners. They should form their own examples

Exercise 3.12

- 1) Frequently/habitually
- 2) Hardly, rarely
- 3) Never/hardly

After going through the table, learners should each identify at least ten tourist sites in their country.

g) Category of Action: Writing



Pre-writing

The learners should be guided in the pre-writing activity.

The descriptive essay should be well explained to the learners.

☞ The tips on writing one should be well handled

Task: The descriptive essay should be written individually

Evaluation

- 1) The drawing exercise should be made competitive
- 2) The set up should give the impression that you are visiting at the site

REAL-LIFE SITUATION 5

WORKSHOP, PROJECTS AND INTEGRATION

A. WORKSHOP

A i) Pronunciation

Exercise 3.13

1) /t/ 2) /d/ 3) /t/ 4) /d/ 5) /d/ 6) /d/ 7) /t/ 8) /t/ 9) /id/ 10) /d/ 11) /t/ 12) /id/ 13) /d/ 14) /t/ 15) /t/

Exercise 3.14

Complete the following table to form contrastive sets of words or minimal pairs.

Words with /t/	Words with /d/
Sheet	she'd
Wheat	weed
Beat	bead
Heat	heed
Wait	weighed
Mate	maid
Heart	hard

Students should come up with five more examples to show that they master minimal pairs.

A ii) Grammar

Exercise 3.15 : Fill in the right preposition in blanks.

- 1) across
- 2) with
- 3) from
- 4) during
- 5) instead of

Exercise 3.16 : Fill in the blanks with the appropriate preposition that will make the sentence read smoothly.

1. near / next to
2. for
3. through
4. amongst
5. unless

A iii) Vocabulary

Exercise 3.17 : Match words in column A to those in column B to form appropriate compound words.

- | | |
|----------------|----------------|
| 1) armchair | 6) bodyguard |
| 2) bedroom | 7) call box |
| 3) firefighter | 8) babysitter |
| 4) inbox | 9) text book |
| 5) bushfire | 10) toothpaste |

Exercise 3.18 : Complete the vocabulary wheel by supplying words related to pollution.

- 1) Water, land, noise, environmental, etc.

Exercise 3.19 :

A. The following words have been used repeatedly in this lesson I. What are their meanings in the context of this lesson:

1. Healthy sleep - Having enough sleep
2. Eating habits - The way you think and how you eat food
3. Boosted immunity - Having a good immune system
4. Sleep disorders - Not having enough sleep
5. Acne-self-care - Treatment tips for acne
6. Substance abuse - Self-harming behaviour

B) PROJECTS

1 – 2, The projects can be done individually or collectively.

C) INTEGRATION

C i) The learners should be well motivated to bring out their best creative selves.

- Reduces toxins
- Prevents valuable space from being wasted
- It reduces damage to the earth
- Leaves inhabitants comfortable

C ii) Learners should revise structure of short notes and discussions on the different topics

1. Healthy sleep

During sleep, your body works to support healthy brain function and maintain your physical health.

2. Nutrition

Better nutrition improves child and maternal health. It accounts for safer pregnancy and childbirth. It lowers risk of communicable diseases such as diabetes, and cardiovascular disease. It improves general well - being and ability to recover from illness and injury.

3. Regular exercise can improve your brain, manage your weight ,reduce the risk of diseases

Strengthen bones and muscles and make you active.

4. Positive healthy behaviour can reduce risk of falling sick, it extends longevity by protecting you from serious health problem, such as obesity, AIDS and diabetes.

CHECKLIST

Do a remedial lesson where understanding is low.

MODULE

4

CITIZENSHIP AND HUMAN RIGHTS

The teacher should engage learners' critical thinking with regard to the pictures. He/she should guide learners to see the importance of knowing your right and duties. Students should be directed to closely look at picture A-D, the persons and objects therein, what they are doing and relate them to their context. The teacher could call up students to read out the preview, objectives and expected outcomes while he/she explains and the students write them down.

Preview

This module addresses a wide range of real-life situations that require the learners to use oral and written language to discover the exciting challenges of living in a multicultural society. Learners need to develop sufficient language proficiency in order to deal with four related life situations which are as follows:

- Partaking in human rights activities,
- Dealing with the vulnerable: children and women,
- Major Historical events and personalities, and
- Arts, and festivals.

Each of the real-life situations is captured through the four categories of action which are listening, speaking, reading and writing. The essential knowledge used to grasp the content is presented through the language systems including grammar and vocabulary and, and the subsystem of pronunciation which are all punctuated with practice and revision exercises.

Objective

The objectives of this module are to enable the learners to communicate effectively and with confidence on aspects of the topics; and help them to better understand aspects of the topic that occur in other subjects in the curriculum.

Expected Outcomes

By the end of this module, the learners should be able to :

- Assume their roles as members of a family and community ;
- Make informed choices and
- Adopt tolerant attitudes and behaviours towards people from other cultures.

REAL-LIFE SITUATION 1

PARTAKING IN HUMANITARIAN ACTIVITIES

A) Category of Action: **Listening**



Pre-listening

Teacher begins by discussing the pre-listening questions with the learners. He/she then proceeds to reading the passage at least twice for the learners to listen before answering the questions.

Proposed answers to the pre-listening questions

1. Yes / No. Some humanitarian activities can include rescuing victims of a fire disaster, road accident or flood; assisting in community work, etc.
2. Yes / No. Examples are NGOs, Associations like that in charge of Internally Displaced Persons (IDPs), etc.

A) Teacher reads the poster, and students listen to it and answer the questions that follow.

Listening passage

- 1) **Answer to the while-listening question :** *Doctors Without Borders* is a humanitarian association that provides medical assistance to the needy.

What is Doctors Without Borders (Médecins Sans Frontières) ?

Doctors Without Borders is a humanitarian association that provides independent and impartial medical humanitarian assistance to the people who need it. It cares for people affected by conflicts, disease outbreaks, natural and human-made disasters, and exclusion from health care in more than seventy countries around the world.

The principles that guide MSF

The association is guided by certain principles : universal medical ethics, transparency and accountability, independence, impartiality and neutrality ; and commitment to diversity, equity and inclusion.

The work they do

- When emergencies occur, their teams are always the first to arrive and the last to leave.

- They are responding to the health impacts of climate change and environmental degradation.
- They are responding globally to the covid-19 pandemic and to the severe disruptions this pandemic has had on other essential health services in Europe and the United States.
- They help in issues of global migration and refugee crises like the Lake Chad crisis and the migration crisis in the Americas and the Mediterranean.

How you can help them

They are an international movement supported by more than 7 million private donors worldwide. You can support them through fundraising, from athletic and community events and sporting tournaments to online video game streaming. You can dedicate your birthday, wedding or any celebration to the MSF lifesaving work around the world. You can engage your colleges or employees by holding a fundraiser at your place of work. You can also mobilise your community to help through silent auctions and concerts.

PAUSE, PONDER AND RESPOND

1. Any two of the following: universal medical ethics, transparency and accountability, independence, impartiality and neutrality, and commitment to diversity, equity and inclusion.
2. C) They are responding to the effects of the covid-19 pandemic in Africa.
3. B) 7 million
4. True
5. Organise fundraising through staging of plays or concerts, etc.

B)

Category of Action: **Speaking**



Pre-speaking

Learners should think and share their understanding of humanitarian volunteerism. They should also say whether or not they like it.

Task : Teacher chooses different pairs of students to read the dialogue aloud.

PAUSE, PONDER AND RESPOND

1. The volunteer goes to the volunteer's office to seek information concerning travelling abroad.
2. Volunteering is helping others all around the world.
3. Advantages of volunteering abroad include any two of the following :
 - It gives you the chance to meet new people

- You experience different cultures
- You have the opportunity to give people support and encouragement
- Volunteering abroad can be a plus on your CV.

4. The steps to becoming a volunteer are as follows :

- a) Choose a cause and destination.
- b) Choose the countries you're willing to travel to.
- c) Choose potential programmes that meet your goals.
- d) Create a volunteer resume.
- e) Determine how often you can volunteer.
- f) Research volunteer opportunities in your community.
- g) Get all the relevant details for the volunteer position.

5. Yes / No. The reasons are subjective.

C) Category of Action: Reading



Pre-reading

Teacher begins by discussing the pre-reading questions with the learners. He/she then gives the learners enough time to read the passage before answering the questions.

Proposed answers to the pre-reading task : Some humanitarian group or associations are the Red Cross Movement, Doctors Without Borders, Mercy Ships, etc.

PAUSE, PONDER AND RESPOND

1. The Red Cross Movement is an international humanitarian movement with approximately 97 million volunteers.
2. The headquarters of the Red Cross Movement is Geneva.
3. The purpose of the Red Cross Movement is to bring assistance without discrimination to the wounded in the battlefield, and prevent and alleviate human suffering wherever it may be found.
4. Duties of members of the Red Cross are as follows :
 - help victims of disasters
 - provide care and comfort to injured service members and veterans

- teach others life-saving skills

- provide all possible first aid in an accident

5. It is beneficial to join the Red Cross Movement because you become the member of a large community, and you can benefit from discounts in certain Red Cross shops, etc.

6. Yes (No) : You help others and also reap benefits.

D) Essential Knowledge: Vocabulary

The teacher can begin by asking the learners to count from one to ten, and by saying their various positions in class at the end of the first term. This will enable them to grasp the concept of cardinal and ordinal numbers.

Answers to Exercise 4.1

- | | | |
|---------------|------------------------------|-------------------------------|
| 1. Twenty-one | 5. Seventieth | and forty-nine. |
| 2. Sixty-four | 6. Two thousand and eleven | 9. Twentieth |
| 3. Forty-six | 7. Thirty-third | 10. Six hundred and ninetieth |
| 4. 119 | 8. One thousand, one hundred | |

E) Essential Knowledge: Pronunciation



The teacher can begin by writing some words containing the sound and drilling them on their pronunciations. He/she can also make learners see that the sound is a diphthong (a combination of two vowel sounds) or contrast it with other diphthongs.

Answers to Exercise 4.2

- | | | |
|----------|----------|----------|
| 1. "ue" | 4. "ure" | 7. "ua" |
| 2. "ure" | 5. "ua" | 8. "ure" |
| 3. "u" | 6. "ua" | |

F) Essential Knowledge: Grammar

The teacher can begin by writing a few short sentences on the board and working with the learners to identify the subjects, verbs and objects/complements. He/she then proceeds to distinguishing the different types depending on their different components or parts.

Answers to Exercise 4.3

1. The children are hungry.
2. We need to help them.
3. An article is a piece of writing.
4. You can provide shelter.
5. I hate wars.
6. Volunteers work all over the world.

9) Category of Action: Writing



Pre-writing

The teacher should guide students to discuss the different types of information that can be put in an article. E.g. the title, names of author.

Task : The following ideas can guide the learners :

- **Identify the task type :** Writing an article

Purpose of article : State clearly some of the disadvantages of travelling for adventure, and convince young graduates of your community of the need to opt for humanitarian volunteering

- **Examples of titles :** Volunteering : a Rich and Exciting Experience

The risks of travelling for adventure

- **Work limit :** 150 words

- **Number of paragraphs :** 2 : The first paragraph can focus on the disadvantages of travelling for adventure while the second can focus on the benefits of volunteering.

REAL-LIFE SITUATION 2

DEALING WITH THE VULNERABLE : WOMEN AND CHILDREN

A) Category of Action: **Speaking**



Pre-speaking

Brainstorming : Students look at the pictures and say what they represent.

Suggested answers

Picture A is a child who has been kidnapped.

Picture B is an act of female circumcision.

Picture C is a woman who is crying, probably because she is overburdened.

Pair work : In pairs, students discuss the plight of either children or women, and report to the rest of the class.

- For example, some children are abandoned to themselves and they roam the streets.

- Some women are harassed and abused sexually while others undergo terrible widowhood rights.

Group work :

Teacher puts students in groups and guides them to discuss about the acts / practices and report to the class.

B) Category of Action: **Listening**



Pre-listening

Teacher begins by discussing the pre-listening questions with the learners. He/she then proceeds to reading the passage at least twice for the learners to listen before answering the questions.

- **Answers to pre-listening questions :**

1. Child trafficking is the theft and illegal sale of children.

2. Yes / No. Students who have witnessed cases of child trafficking recount their experiences to the rest

of the class.

Task : *Teacher reads the following story to students who listen to it and answer the questions.*

Listening passage:

My name is Jayson. While I was working in the construction of the Philippines, my uncle received a phone call from a woman asking for someone that could work for her. My uncle recommended me and gave the phone to me. The woman seemed very nice and professional towards her employees in the Philippines. I already knew her since I had worked at her house before, which is why I trusted her and took the offer.

After she had left the Philippines, she paid a recruiter to work with me to arrange for the visa. The recruiter told me what to say and do. He said that I would come to the US on a P-1 visa for athletes and that it would be easy to get a legal work visa once I arrive there. I believed his lies.

When I got to the US, I was met by the same woman I'd been introduced to while working in construction. She slowly showed her true colours and became my trafficker. I did not really speak English nor understand my rights, so I did everything that my trafficker told me to do. First, she took my passport for safe keeping. Then she said I owed her \$12000, and that I would have to work for her for 10 years. I was only allowed to work for her and not anyone else. She said that because she had been the one who brought me to the US, she owned me. I started working for her in an elderly care facility. I met Angela who had been brought to the US before me, so I knew my trafficker had done this to other workers.

At first, Angela and I did not trust each other, but we soon learned that we had been told the same lies and threats by our trafficker. At the care facility, Angela and I worked 24 hours on 24, and 7 days a week with no day off. We basically worked all day and all night. I got very little sleep since I had to sleep on the floor next to my elderly patients, who had very serious illnesses. In addition to caring for the patients, I also worked on construction and gardening at the facility.

I was paid only \$4000 a month, and my trafficker told me that the rest of my promised salary went towards paying off my debt for my visa. I was not allowed to leave the facility at night or talk with any neighbours or family members of clients. When officials came to the facility, our trafficker made Angela and me hide from them. I was afraid all the time because she told us that the police could arrest us. If we went out and the police asked questions, she would deny that we worked for her. I was scared every day since I did not have any papers or where to sleep if she threw me out.

I was stuck for nine months without seeing my family—It was a horrible feeling. A neighbour noticed that Angela and I did not have any days off. She reported to the police and, later, Angela spoke with them. Finally, I left in the middle of the night and the FBI helped me get support from a services agent who picked me up and placed me in a shelter for men. If I had been given the right information, I would never have come to California. I would have been safe if I knew that I would not be charged a fee for my visa if I came to work in California. I also would have been safe if I had been provided a contract about my work, and any money I would owe in my own language, Tagalog.

I did not get any information before getting to California. I had no way to be safe. I'm sharing my story with Freedom United and the Coalition to Abolish Slavery and Trafficking (CAST) to help spread awareness about labour trafficking and the fraudulent practices of foreign labour recruiters who bring workers to California.

PAUSE, PONDER AND RESPOND

1. C) Philippines
2. B) His uncle
3. False
4. A) He had worked for her before.
5. C) She paid all his monthly salary.
6. B) They were allowed to leave the facility at night.
7. D) 9 months
8. When did Jayson escape from the care facility ?
A) He left in the middle of the night.
9. D) To help create awareness about labour trafficking.
10. B) Our uncles are not good people.

C)

Category of Action: Reading



Pre-reading

Teacher begins by discussing the pre-reading question with the learners. He/she then gives the learners enough time to read the passage before answering the questions.

Answers to pre-reading questions :

- Female circumcision is the cutting off of the clitoris of a woman.
- Yes / No.
- Bad / happy depending on individuals.
- We can stop female circumcision through sensitisation or legislation.

PAUSE, PONDER AND RESPOND

1. Through testimonies on radio, television and other media
2. The Northern part of Cameroon and parts of the South-West Region
3. They say it deprives young girls of sexual urge, thereby rendering them less sexually promiscuous.
4. - The rights of victims are violated.
 - Victims are treated like animals without feelings.
 - Victims lose self esteem.
 - Victims may be contaminated.
5. Through radio programmes and through conferences.
6. Early marriage, violence against women, widowhood rites, sexual discrimination, and sexual harassment
7. Yes / No depending on the arguments advanced.

D) Essential Knowledge: Vocabulary

Literary Devices

The teacher can begin this lesson by writing out a literary device, say a metaphor, on the board. For example : “Bessem is the apple of Awoudou’s eye”. He/she then explains the metaphor to the learners and gives its importances which is to make language more attractive and meaningful.

The teacher can bring in and discuss more literary devices.

Answers to Exercise 4.4

1. B) alliteration
2. A) onomatopoeia
3. B) simile
4. C) flashback
5. C) personification

E) Essential Knowledge: Pronunciation



The teacher can begin by drawing learners’ attention to the fact that the diphthong is a combination of two sounds. He/she can bring in words with the two monophthongs to show them individually before introducing words that combine the two sounds into diphthongs.

Answers to Exercise 4.5

Words with <oi>	Words with <oy>
Boil	Deploy
Avoid	Envoy
Soil	Joy
Noise	Oyster
Point	Voyage

F) Essential Knowledge: Grammar

Wh-Questions

The teacher can introduce the grammar item by asking the learners to ask their classmates some short questions from which the teacher selects the good ones with ‘wh’ and writes them on the board. He/she can proceed by guiding the learners to differentiate the ‘wh’ questions from other types that they might have given, and make an inventory of the various ‘wh’ question words.

Answers to Exercise 4.6

- | | | | |
|------|------------|-----|---------------------------|
| What | Where, why | Who | How much, how much / what |
| How | Who | Why | Why, What |

G) Category of Action: Writing



Pre-writing

The teacher should ask one or two students to tell/recount short stories/events and let other students attempt summarising them.

Task

- Identify the writing type : Summary

Learners use the summary skills in the Student's Book to carry out the task.

REAL-LIFE SITUATION 3

TAKING PART IN SPORTS/ PHYSICAL EDUCATION

A) Category of Action: **Speaking**



Pre-speaking

- **Brainstorming** : *Teacher appoints students to say what they know about the different historical personalities.*
- **Pair speaking**

Teacher gives students a few minutes to study the table before making sentences following the example given.

Example : *(Student A calls the name of the personality and B makes a sentence).*

A : Martin Paul Samba

B : Martin Paul Samba, who was a Cameroonian military officer and who lived from 1875 to 1914, was a favourite of the German colonial masters.

- **Task** : *Students make similar sentences about other famous historical personalities they know.*

B) Category of action: **Listening**



Pre-listening task : Students tell the class about any famous Cameroonian nationalists they know.

- Some Cameroonian nationalists are Douala Manga Bell, Um Nyobe, John Ngu Foncha, Endelley, etc.
- **Listen to the following biography of a famous Cameroonian nationalist and answer the questions below it.**

Listening passage: Rudolf Duala Manga Bell

Today, I would like to talk about one of the heroes of Cameroon history, Rudolf Duala Manga Bell, who stood against the Germans in the 1910s in Kamerun. His courage and strong determination earned him the right of martyr and hero in the history of the Douala people, and thus of Cameroon. He was known as the Tèt'ékombó (king of kings in the Duala language).

Rudolf Duala Manga Bell was born in 1872, and studied in Cameroontown (modern-day Douala).

He was the first son of King Manga Ndumbe Bell, of the Douala people. After completing his primary and part of his secondary education in Cameroon, he went to study at the Lycée of Aalen in Bonn (Germany). He later went on to study law at the university there.

Manga Bell married Emily Engome Dayas, the daughter of an English trader, and a Douala woman after his return home in 1896. He also became a civil servant. On 2nd September 1908, he succeeded his father as Paramount Chief of the Bell dynasty (founded since 1792) which encompassed the Bonamandone, Bonapriso, Bonadoumbe, and all owners and inhabitants of the Plateau Joss in Douala.

In those days, Douala was composed of several tribes : Bakole, Bakweri, Bamboko, Isubu (or Isuwu), Limba (or Malimba), Mungo, and Wovea. Among those chiefs, some of them, including the famous King Akwa, signed the famous Germano-Douala treaty on 2nd July 1884, which placed Cameroon under German protection. Cameroontown thus became Kamerunstadt.

In 1910, the German Governor of Cameroon, Theodor Seitz, approved an urbanisation project for the city of Douala (Kamerunstadt had been renamed Douala) set to turn it into one of the largest ports of Africa. The project outlined a plan to relocate the Douala people inland from the Wouri River to allow European-only settlement of the area. Neighbourhoods such as Neu Bell, Neu Akwa and Neu Deido were to be created for the indigenous people ; these new allotments were going to be separated from the 'European city' by a barrier 1km wide ! The expropriations affected most of the Douala clans, who were angered, and formed a united front behind Manga Bell, who immediately told the Germans that the treaty signed in 1884 did not stipulate the expulsion of the locals from their lands, and that this separation constituted a form of apartheid. Manga Bell then enlisted the help of Hellmut Von Gerlach, a German journalist. Gerlach managed to secure a suspension order from the Reichstag Budget Commission in March, but the order was overturned when colonial secretary, Wilhelm Solf, convinced elements of the press, politicians and others to rally behind the expropriation. As a form of resistance, Manga Bell sent Adolf Ngoso Din to Germany in secret to hire a lawyer for the Doualas and pursue the matter in court.

Manga Bell then turned to other Europeans and African ethnic groups for support. His envoys reached Bali, Balong, Dschang, Fouban, Ngoundere, Yabassi, and Yaounde. He rallied with other chiefs of Cameroon to counter the colonial plans. Sultan Mbombo Njoya of Fouban rejected the plan and informed the Germans through the Basel Mission that Manga Bell was planning a pan-Kamerun rebellion.

During the mutiny, the Germans arrested the Douala leader and Ngoso Din on 10th May 1914, accusing them of high treason . Their trial was held in a rush on 2nd August 1914 when World War I had just begun. On 8th August 1914, Rudolf Duala Manga Bell and Ngoso Din were hanged.

PAUSE, PONDER AND RESPOND

1. C) king of kings
2. B) Cameroontown
3. A) 1872 Bonamandone, Bonapriso, Bonadoumbe
4. D) an English trader
5. B) Bonamandone, Bonapriso, and Bonadoumbe
6. C) Theodor Seitz
7. B) expropriation of the indigenes from their lands
8. D) To secure a suspension order from the Reichstag Budget Commission
9. D) Mbombo Njoya
10. D) All of the above



Pre-reading

Teacher discusses the pre-reading questions with the learners before giving them time to read the passage and answer the questions below it.

Answers to pre-reading questions

1. Martin Luther King Jr was a famous black American freedom fighter.
2. He was famous because of his speech in which he challenged the American authorities and incited the blacks to fight for their freedom.

PAUSE, PONDER AND RESPOND

1. D) free slaves in America
2. B) one hundred years
3. Any two of the following words : dramatise (paragraph 3), tranquillising (paragraph 6), colour (paragraph 5 and last paragraph)
4. The main guarantee of the American Constitution is the unalienable Rights” of “Life, Liberty and the pursuit of Happiness
5. B) there is still injustice in the American society
6. Any four aspects of racial discrimination including the following :
 - They face police brutality.
 - They cannot gain lodging in the motels of highways and the hotels of the cities.
 - The Negro’s basic mobility is from a smaller ghetto to a larger one.
 - Their children are stripped of their self-hood and robbed of their dignity by signs stating : “For Whites Only.
 - They cannot vote.
7. The American dream that all men should enjoy equal rights and opportunities.”
8. Luther King Jr’s dream is to see all blacks free and treated with justice. (No racial segregation)
9. No. The American dream is not a reality because blacks suffer a lot of discrimination.
10. Yes. The American dream is a reality today because there has been a black president (Barack Obama).

The teacher can begin by giving a word like ‘fruit’ and asking the learners to give its various types. He/ she then tells the learners that each of the types of fruit is a hyponym or subclass of fruit. After defining ‘hyponym’, the teacher should discuss more examples with the learners and give them exercises to practice.

Answers to Exercise 4.7 : Five hyponyms for each of the following words :

- | | |
|--|--|
| 1. Animal : cat, dog, elephant, hippopotamus, chimpanzee etc. | rack Obama, Margaret Thatcher, Elisabeth II, Idi Amin Dada, |
| 2. Cameroonian historical figures : John Ngu Foncha, Martin Paul Samba, Amadou Ahidjo, Paul Assale, Ibrahim Mbombo Njoya, etc. | 4. Fruit : pineapple, pawpaw, lemon, orange, pear, guava, etc. |
| 3. World historical figures : Nelson Mandela, Ba- | 5. Cameroon : Bamenda, Buea, Douala, Adama-wa, Centre, Yaounde, etc. |

Eii) a)

1.j 2.b 3.a 4. d 5. h 6. b 7. c 8. e 9. g 10.i

b) Students make sentences with any five of the words.

Example : My dream is to become an activist so that I can fight for the rights of citizens.

E) Essential Knowledge: Pronunciation



The teacher can begin by recalling the previous lessons on the two sounds. He/she then puts up a table with each column containing a set of words with the targeted sounds. He/she continues with a pronunciation drill in which the pronunciations of the sounds are contrasted.

The teacher can ask the learners to produce their own words contrasting the two sounds.

Answers to Exercise 4.8

1. /ʊə/ 2. /ɔɪ/ 3. /ɔɪ/ 4. /ʊə/ 5. /ɔɪ/ 6. /ʊə/

F) Essential Knowledge: Grammar

Reported Speech

The teacher can begin by calling up pairs of students. In each pair, one student says something and the other student reports it. The teacher then explains that what the first speaker in each pair utters is direct speech while the other is indirect or reported speech. This will gradually lead the students to identify the rules of transformation and reporting.

Answers to Exercise 4.9

Nelson Mandela said that during **his** lifetime, **he had dedicated himself to that** struggle of the African people. **He had fought** against white domination, and **he had fought** against black domination. **He had cherished** the ideal of a democratic and free society in which all persons **lived** together in harmony and with equal opportunities. It **was** an ideal which **he hoped** to live for and to achieve. But if needs **were**, it **was** an ideal for which **he was prepared** to die.”

G) Category of Action: Writing



Pre-writing

The students should be allowed to think and discuss if they have made a list before and they should share what list they made.

Task 1 : Students make a list of 10 historical personalities from Cameroon and around the world. They may use numbers, bullets, or dashes (do it in point form).

Task 2 : Students make a list of 10 historical events from Cameroon and around the world. They may include the following :

- The Commonwealth Heads of States summits,
- The first World War,
- The second World War,
- The Russian-Ukraine War, etc.

REAL-LIFE SITUATION 4

ARTS AND FESTIVALS

A) Category of Action: **Listening**



Pre-listening

Teacher begins by discussing the pre-listening questions with the learners. He/she then proceeds to reading the passage at least twice for the learners to listen before answering the questions.

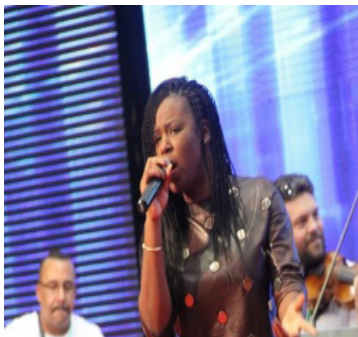
- **Answers to the pre-listening questions:**

1. Slows, Zouk, Makossa, Mangabo, etc
2. Bob Marley, P-Square, Petit Pays, Dina Bell, etc.
3. Any choice

- **Now, listen to some young people talk about their favourite musicians**

a) **Match the following pictures to each of the descriptions below.**

A



B



C



D



E



F

Listening passage

1. My favourite musician is Locko. Born in 1992, Charles Arthur Locko is a young Afrobeat artist of Cameroonian origin. He started his music career by heading a school choir. Then he started doing covers of popular music on YouTube. He dropped his official video clip in 2014, and in January 2015, he signed with BIG DREAMS entertainment and HEART Angels.

He has won many awards, including the following : Best vocal and Best Afropop singer, Best new comer Afrimma Awards, Best New Act KR Awards, Challenges Vacances national winner and others.

His releases include the following : ‘Lomdie’ (2015), ‘Supporter’ (2018), ‘Thank you Lord’ (2018), ‘Let Go’ (2019), and ‘Fall in Love’ (2021).

2. My best musician is Kiss Daniel. Oluwatobiloba Daniel Anidugbe is the real name of the Nigerian artist, entertainer and songwriter, Kiss Daniel. He was born on 1st May 1994 in Ogun State, Nigeria. He started his music career upon graduation from university in 2013.

His single, ‘Woju,’ won the Hottest Single Award in 2014, and gained him widespread recognition. He sang with Tiwa Savage and Davido, and released many albums, with one of his popular songs being ‘Mama.’

3. I enjoy the music of Salatiel best. Salatiel Livenja Bessong was born on 26th December 1987 in Tiko into a devoted Christian family, his father being a pastor. He started his music career after Advanced Level by creating ‘Sala Band,’ a group where he was the lead singer and drummer, though his greatest passion was song writing. He directed church choirs while in Yaounde, and moved to University of Buea where he directed the music choir called ‘Breakthrough Voices’. He first visited the music studio in 2008 with the choir and released the album ‘Lord, I’m Sorry.’ He later decided to go professional and became an apprentice producer and did his first beat, ‘La nouvelle leçon,’ in 2008. He created the group ‘Da Thrill’ in 2010 with whom he toured Cameroon and performed with artists like Meiwai and others.

Salatiel has produced about 100 albums and more than 3000 songs for more than 300 artists. He won the ‘MTN Make the Music Award’ with his single, ‘Fap Kolo’ in 2014. His Afropop album is entitled ‘I am Salatiel,’ featuring Cameroonian and international big names.

4. There’s no other musician I like than Dj Arafat. Ange Didier Houon, with the artistic name, Dj Arafat, was born on 26 January 1986 at Yopougon in Cocody, Cote D’Ivoire. He was an Ivorian DJ and singer who made music in the ‘Coupé-Décalé genre. Some of his major hits were ‘Jonathan,’ ‘Dosabado,’ ‘Kpango,’ and ‘Enfant Beni.’ He was popular in French-speaking African countries and won the Best Artist of the Year in ‘Coupé-Décélé’ Award in 2016 and 2017. Unfortunately, he died in a motor-cycle accident on 12 August 2019 at the age of 33.

His other artistic names were Arafat Muana, Yorobo 5500, Sao Tao le dictateur, Zeus d’Afrique, Termistocle, Influenmento, among others.

5. I adore Charlotte’s music. Charlotte Dipanda, just 35, seems like she has been around forever. At 17, she accompanied the guitarist, Jeannot Hens, in ‘Ndando,’ an acoustic classic that received a lot of airplay. While performing in Yaounde, she was spotted by Congolese soul legend, Lokua Kanza. This encounter eased her movement to France, where she provided backup vocals for Manu Dibango, Axelle Red, and many others.

She released ‘Mispa’ in 2008 to critical acclaim, and has gone on to release other albums like ‘Dube

L'am' (2011), 'Un jour dans ma vie' (2017), 'Garde du cœur' (2022), 'Sista' and 'Elle n'a pas vu'. She's the undisputed queen of her generation and looks set for a legendary status.

6. The best name on the Bikutsi Showbiz scene is Adèle Ruffine Ngono, known by her stage name as Lady Ponce, who is a Cameroonian singer and songwriter. She is also known as 'La Reine de Bikutsi' (The Queen of Bikutsi). Lady Ponce received the title of 'Knight of Order of Valour' in 2016 and won many Canal d'Or Awards.

Ngono was born in Mbalmayo in 1999. She later moved to Yaounde where she joined the local choir at 'Chapelle d'Essos'. She performed in cabarets at Camp Sonel and La Cascade. She released her first album in 2007 entitled 'Le ventre et le bas ventre,' which consisted of six songs. Her other albums include 'Confession' (2009) 'La loi du Talion' (2011) and 'Bombe atomique' (2012).

From July 2016, Ngono went international, performing in Maryland (USA), Geneva and Toronto.

a) Answers

1) B 2) D 3) C 4) F 5) A 6) E

PAUSE, PONDER AND RESPOND

- | | |
|----------------------------|---------------------------|
| 1. C) 1992 | 5. B) Charlotte Dipanda |
| 2. A) Oluwatobiloba Daniel | 6. B) Ivoirian |
| 3. C) Four | 7. B) motorcycle accident |
| 4. D) Salatiel | 8. C) Charlotte Dipanda |

c) Take turns to sing / stage your best music in class.

This can be organised as a class musical concert.

B) Category of Action: Speaking



a) Students take turns to describe the pictures.

b) Class discussion

1. Yes / No (Students name any festivals they have taken part in in their area)
2. They describe what takes place during such festivals.

C) Category of Action: Reading



Pre-reading

Students should discuss the brand of music they like, name some musicians they know, especially from Cameroon and tell their neighbours their favourite musicians.

Teacher gives students time to read what Cameroonians celebrate, and answer the questions that follow it.

PAUSE, PONDER AND RESPOND

1. C) The African Arts and Culture, the Nguon, the Ngondo and the Carnival.
2. A) Once a year
3. B) In Njombe
4. D) The Ngondo
5. A) 600 years
6. A) Fishing
7. Yes / No. (It depends on the justification given by the student, but generally, festivals are important.)

D) Essential Knowledge: Vocabulary

Read the words in the pictures below.

Teacher begins by guiding the learners to read the words in the pictures and answering the preliminary questions. After that, the teacher proceeds to the definition and types of homophones.

1. The words which sound the same are **Plane** and **Plane**.
2. Yes, they have the same spelling.
3. No, they do not have the same meaning. The first one refers to *lines* while the second refers to *a means of transport*.

Answers to Exercise 4.10

1. Roles 2. Reigh 3. Its 4. Flu 5. Troupe 6. Whole 7. Your 8. Dye 9. Cite 10. sews

E) Essential Knowledge: Pronunciation



The teacher can begin by recalling the previous lessons on the two sounds. He/she then puts up a table with each column containing a set of words with the targeted sounds. He/she continues with a pronunciation drill in which the pronunciations of the sounds are contrasted.

The teacher can ask the learners to produce their own words contrasting the two sounds.

Answers to Exercise 4.11

Boy /ɔɪ/, toy /ɔɪ/, joy /ɔɪ/, sigh /aɪ/, tie /aɪ/, high /aɪ/, buy /aɪ/, soy /ɔɪ/, ploy /ɔɪ/, cry /aɪ/, dry /aɪ/, comply /aɪ/, fly /aɪ/.

F) Essential Knowledge: Grammar

Active and Passive Voice

The teacher can begin by writing some sentences in the active voice and working with the learners to identify the subject, verb and object. Where there is an object, it is possible to transform the sentence into the passive voice.

Working with the students, the teacher transforms the active sentences into the passive and identify the different changes. This continues until the students are able to come up with their own sentences and transform them into the passive and active voice.

Answers to Exercise 4.12

1. Good music is sung by her.
2. A musical concert was organised by us.
3. A new band is being bought by them
4. The competition has been won by Pépé Calé.
5. Will the base drum be played by you ?
6. Has any new album been released yet by them ?

Answers to Exercise 4.13

1. They invited us to the concert.
2. They had attended the festival before the heavy down pour.
3. They will form a new troupe.
4. We are singing a new song.
5. Children like dancing.

G) Category of Action: Writing



Pre-writing

Students should brainstorm and discuss the types of reports they know.

Task

- The task is a formal report. Therefore, the format should be respected as follows :
 - The address of the reporter (Director of Cultural Affairs...)
 - The date
 - The receiver's address (Minister of Arts and Culture)
 - The title (Report of the Limbe Arts and Culture Festival)
 - The body, and
 - The close/ending (Yours Faithfully, Ayuk)
- The stimulus material is provided. So, the students have to select relevant material from it.
- The report should be in two paragraphs of not more than 150 words.

REAL-LIFE SITUATION 5

WORKSHOP, PROJECTS AND INTEGRATION

A) WORKSHOP

Ai) PRONUNCIATION

Answers to Exercise 4.14

1) oi 2) ure 3) cu 4) oi 5) oi 6) ure 7) ue 8) ua 9) oi 10) ua 11) oi 12) oi

Answers to Exercise 4.15

1) spoil 2) employ 3) /destroy 4) coin 5) loiter 6) boy

Answers to Exercise 4.16

1) /ʊə/ 2) /ɔɪ/ 3) /ɔɪ/ 4) /ɔɪ/ 5) /ʊə/ 6) /ʊə/

Answers to Exercise 4.17

1) /ɔɪ/ 2) /aɪ/ 3) /aɪ/ 4) /aɪ/ 5) /ɔɪ/ 6) /aɪ/

Aii) VOCABULARY

Answers to Exercise 4.18

- | | |
|---|--|
| 1. 1,001 : One thousand and one | 7. One thousand, nine hundred and ninety-six : 1,996 |
| 2. 10,511 : Ten thousand, five hundred and eleven | 8. 49th : Forty-ninth |
| 90th : Ninetieth | 9. Ten thousand and one : 10,001 |
| 4. Six thousand, four hundred and eleven : 6,411 | 10. 90th : Ninetieth |
| 5. 71st : Seventy-first | |
| 6. 92nd : Ninety-second | |

Answers to Exercise 4.19

1) Simile 2) Onomatopoeia 3) Alliteration 4) Allusion 5) Personification 6) metaphor

Aiii) GRAMMAR

Answers to Exercise 4.20

1. (Many people) are suffering.
2. (We) should help the needy.
3. (Philanthropists) give ((freely)).
4. (Mercy Ships) is a humanitarian organisation.
5. (Geneva) is the headquarters of the Red Cross.
6. (The Chantal Biya Foundation) was founded ((in 1994)).

Answers to Exercise 4.21

1. **Where** do we keep orphans ? In an orphanage.
2. **Why** do people treat others as if they were slaves ?
3. **What** is the right age for a girl child to get married ?
4. **How** old is the youngest child in your family ?
5. **How** far is your village from Yaounde ?
6. **Why** do we send children to school ?
7. **How** often should we help the needy ?
8. **What** can we do to stop female genital mutilation ?
9. **When** is the next International Women's Day ?
10. **How** many handicapped children are in your school ?

Answers to Exercise 4.22

Martin Luther said that even though they faced the difficulties of that day and the following/next day, he still had a dream. It was a dream deeply rooted in the American dream.

He had a dream that one day the nation would rise up and live out the true meaning of its creed : “We hold these truths to be self-evident, that all men are created equal.”

He had a dream that one day the red hills of Georgia, the sons of former slaves and the sons of former slave owners would be able to sit down together at the table of brotherhood.

He had a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, would be transformed into an oasis of freedom and justice.

He had a dream that his four little children would one day live in a nation where they would not be judged by the color of their skin but by the content of their character....

Answers to Exercise 4.23

1. Live performances are liked by many people.
2. A new play was written by the dramatist.
3. A new album is being released by Mr. Leo next year.
4. Music is very well planned by a good disc-jockey.
5. The programme has been read by the MC.
6. The choruses will be sung by the congregation.
7. When is the next Nguon festival to be organised by them ?
8. The artists were not sensitised by the manager.
9. Omelettes cannot be fried by you without breaking eggs.
10. The choristers were applauded by us.

B. PROJECTS

Bi) Students plan to carry out a humanitarian activity in school. They form a team with a leader and write out what they intend to do and present it to the English teacher.

The teacher guides the students. The activity may include any of the following:

- The planting of flowers
- The cleaning of school surroundings
- Ensuring drainage around the school

Bii) The teacher guides the students to organise an artistic event which they will present in class or in school.

- It could be a musical performance where each person or a group of students sing the music of their favourite artist to entertain the rest of the students.
- It could also be a performance to be practised for the end of year ceremony in the school.

C. INTEGRATION

Ci) Students write a composition about a Cameroonian nationalist of their choice, paying attention to his or her origin and role played in nation building. They should also say whether or not they admire him or her, and why.

Cii) Students write a composition about their favourite artist.

CHECKLIST/FEEDBACK

The teacher guides the students to evaluate themselves using the following rubrics of the module :

Tick the corresponding box

N°	Item	Level of understanding		
		Excellent	Good	Poor
1	Partaking in humanitarian activities			

2	Dealing with the vulnerable : women and children			
3	Major historical events and personalities			
4	Arts and festivals			
5	Workshops, Projects and Integration			
6	Listening			
7	Speaking			
8	Reading			
9	Writing			
10	Grammar			
11	Vocabulary			
12	Pronunciation			

REVIEW

This module set out to address a wide range of real-life situations that require the learners to use oral and written language to discover the exciting challenges of living in a multicultural society. The following real-life situations have been treated in the module:

- Partaking in human rights activities,
- Dealing with the vulnerable: children and women,
- Major Historical events and personalities, and
- Arts, and festivals.

Also, the four categories of action (listening, speaking, reading and writing) have been treated extensively through a wide range of actions and activities. The essential knowledge (grammar, vocabulary and pronunciation) needed to communicate the actions and activities have been handled with a lot of attention.

Practice and revision exercises have been given to enable the learners to verify the acquisition of knowledge. The answers to the various exercises have been provided.

MODULE

5

MEDIA, INFORMATION AND COMMUNICATION TECHNOLOGIES, SCIENCE AND TECHNOLOGY

The teacher should engage learners' critical thinking with regard to the pictures. He/she should guide learners to see the benefits of modern technology and how to use it. Students should be directed to closely look at picture A-E, the persons and objects therein, what they are doing and relate them to their context. The teacher could call up students to read out the preview, objectives and expected outcomes while he/she explains and the students write them down.

Preview

This module exposes the learners to the role of media, information and communication technology in our lives. Generally, the module enables the learners to make a choice between what is good for their consumption and what is not good, especially in this millennium, where information is let bare on the media. The linguistic skills and competences acquired, will help learners communicate effectively in respect to real life situations involved in this module.

The preview pictures should be used to kindle the learners' interest and introduce them to what they will be dealing with in the module regarding the real-life situations. The objectives and expected outcomes should be studied by both students and teachers and use them as guides as they perform the activities in the module.

Objectives

In this module, learners are expected to obtain and give basic information, instructions and opinions either orally or in writing on the role of the media, information and communication technology in all aspects of life in the 21st century. Learners shall also be exposed to vocabulary connected to media, communication and technology, which would permit them talk and write about the media, information and technology contextually. The linguistic skills acquired in this module will help them speak and write correctly on the role of the media, information and communication technology. Generally, the module enables the learners to make a choice between what is good for their consumption and what is not good, especially in this millennium, where information is let bare on the media. The linguistic skills and competences acquired, will help learners communicate effectively in respect to real life situations involved in this module.

Expected Outcomes

By the end of the module, learners should:

- speak and listen to a variety of texts and documentaries on the media, information and communication technology such as using the radio, television and videos for communication purpose, using the telephone and computer and space exploration;
- read a variety of texts on the media, information and communication technology such as using the radio, television and videos for communication purpose, using the telephone and computer and space exploration;
- acquire a variety of vocabulary connected to the media, information and communication technology such as words connected to the internet collocations, words connected to TV and radio, syllabification, dictionary work, words connected to space exploration and lexical field;
- acquire grammar and linguistic competences, which would permit them talk about and give opinions on the media, information and communication technology such as qualifies, apostrophes, sentences

structure, relative and demonstrative pronouns, interjections;

• acquaint themselves with the correct pronunciation of specific sounds such as /ð/ and /θ/, /m/, /n/, /ŋ/ and different orthographies /n/ and /ŋ/ contrasted.

REAL-LIFE SITUATION 1

USING THE TELEPHONE, COMPUTER AND THE INTERNET

The learners should be introduced to the world of the media through the telephone, computer and internet. The teacher should caution the students on the use of the media in today's society. They should be made to understand that the media might have come to make life much better but it has its negative sides that should be emphasised.

A) Category of Action: **Speaking**



Pre-speaking

Before the speaking task, the teacher should guide the learners in their discussion about the invention of the telephone and its uses. They should also talk about the computer and its uses.

Answers

1. A telephone is a telecommunication device that allows two or more people to communicate when they are far apart.
2. The learners give varied response to this question by indicating when they used the telephone for the first time and what they discussed.
3. The telephone can be used to communicate with someone. It can be used to help customers with purchases. It can be used to do research.
4. We can use the computer to type documents and send emails.

Task : Two learners should read the dialogue while others follow up attentively. After reading, they should discuss answers to the questions that follow.

PAUSE, PONDER AND RESPOND

1. She used her father's computer.
2. Yes. The internet would have given her the information she needed for her home work
3. Yes/ no. I used it to send an email.
4. The internet is a source of information.

**Pre-listening**

The teacher should guide the learners to perform the pre-listening activities. Learners should say what they have used the telephone to do and how people used to communicate before the coming of the telephone.

Discussion Questions**Answers**

1. We can call someone, send messages, and advertise our products online.
2. People used to write letters, or send messages through third parties.

NB: The teacher will present the following talk a couple of times for learners to listen. He or she will expose the questions to them after reading and gives them a few minutes to study the questions. Then, he/she reads again before they answer the questions. The teacher should guide them to perform the while listening activity which requires them to identify the changes brought today by the telephone.

Listening passage: The Telephone**Ladies and Gentlemen**

The telephone has changed the way people interact, go about businesses and live their lives. To be without a telephone is to be cut off from the world. Before the invention of the telephone, people had to wait for third parties to send messages and write letters. It might take days, weeks, months or years to transmit messages or get feedback.

But today, it's just a matter of seconds or minutes for you to contact your relatives and transmit your message. Life has become easier for everyone. Sometimes we had to travail long distances to deliver messages. The telephone has created jobs for telephone operators and call box operators. People are able to make money without displacing themselves from their rooms. Businessmen operating in different countries communicate easily through the telephones.

You can give instructions in a company from a distance, thus, keeping constantly in touch with workers. Companies send out flyers with their phone numbers printed on them, for their customers to contact them directly.

Before the telephone, it took time to get news of relatives who travelled far. Today, you can keep your relatives, friends, colleagues and business partners updated on many things, when you are away from them.

You can just sit at home and order for anything to be brought to you; you just need to have the contact of the company and be ready to pay.

The smart nature of mobile telephone gives us access to browse. You can get to the internet through the phone. You just need to type the web link and there you go.

Telephones also help the legal system to track criminals through the tracking system. Today, it is very easy to track those involved in illegal activities, which is made possible by the telephones.

PAUSE, PONDER AND RESPOND

1. This implies that someone without a telephone is limited in communication. He/she cannot communicate with people who are far away very easily.
2. By writing and posting letters.
3. One can get in contact with somebody within seconds.
4. Call box operation, online business operators, financial transactions (mobile money transactions),
5. One can create websites and advertise products and customers will pass their commands online. (Students will come up with many other ways of making money through the phone.
6. You just go to Google and search what you need.

C)

Category of Action: Reading



Pre-reading

The learners should be made to have an idea of what the internet is. Make them see the importance of the internet and some of the negative effects of the internet. They should discuss answers to discussion questions with their bench mates and teacher.

Answers

1. It is an international computer network that provides information and communication facilities, where users can access from any computer or telephone.
2. Students' answer depending on how often they use the internet.
3. Yes. The internet helps me to browse and to communicate.
4. There are things I do not like about the internet. For instance, one can learn bad things from the internet. There is also cyber criminality facilitated by the internet.

PAUSE, PONDER AND RESPOND

1. Going through many books can be time consuming because you take time to find the books you need by going to different libraries.
2. We use the internet to browse through different websites to supplement our class work.
3. Watching violent videos affect our lives negatively. Children imitate some of the actions they watch on videos and become delinquent in the society.
4. Bing, Google and Yahoo.
5. Criminals use the internet to contact their victims and defraud them of huge sums of money.
6. They have revealed that the internet is good but we are the ones using it wrongly.

D) Essential Knowledge: Vocabulary

Di) Collocation

The teacher should brainstorm on the topic by writing down some sentences with collocation but leaving out part of the collocation for learners to identify the missing parts of the collocations. E.g. My friend was not _____ attention in class. The student should identify the missing word that

collocates with attention.

Exercise 5.1: Choose the appropriate collocation from the list below to complete the sentences.

Answers

- | | |
|---------------------|---------------------|
| 1. Whispered softly | 4. Do our home work |
| 2. Burst into tears | 5. Do research |
| 3. An internet key | 6. Make a call |

Dii) Words Connected to the Internet

Exercise 5.2: Study the following words that are connected to the internet, copy and write down their meanings.

Answers

1. Search: To look for a web page or topic on the web using a search engine like Google.
2. Database: A system of data and information held in a computer.
3. Address: A string of letters and numbers that identifies the location of a website /web page. E.g. https://www.example.com. We also have email address. This is the destination for email messages. E.g. user@example.com. Can I have your email address?
4. Application: In computing, it is a software programme that runs a particular operation. Have you downloaded the new data base application?
5. Downloads: Copy files from your computer or any other devices. E.g. download games and documents.
6. Chat: Engage in online conversation using text messages.
7. Browser: An application on the computer, small phone and other devices connecting to the internet and navigating between website.
8. Users ID: A unique identifies or user-name used for logging on to a website.
9. Network: A number of interconnected internet computers used for sharing of files and information.
10. Website: a web page under a single domain on the same topic and managed by a single organization.

E) Essential Knowledge: Pronunciation



The /ð/ and /θ/ sounds contrasted.

The teacher should pronounce these sounds clearly for learners to listen and repeat. They should pronounce and distinguish them in words. They should use some of the words to construct sentences.

Exercise 5.3: Provide a list of twenty words with /ð/and /θ/

Answers

/ð/ there, their, father, brother, weather, rhythm, rather, gather, thus, within.

/θ/ mouth, health, thief, something, thirsty, theatre, theory, thaw, thread, three.

F) Essential Knowledge: Grammar

Fi) Qualifiers

A brainstorming activity should involve some sentences with qualifier asking learners to indicate the role they play in the sentences. The teacher should introduce learners to qualifiers and guide them use them in context. The learners should master the different situations when qualifiers can be used.

Exercise 5.4: Identify the qualifiers in the sentences below.

Answers

1. Somehow
2. Usually
3. Most
4. Actually
5. Likely

Fii) Punctuation

The apostrophe

As a brainstorming activity, the teacher should construct a sentence without respecting the apostrophe and ask the learners what is wrong with the sentence. The teacher emphasises all the instances in which the apostrophe can be used.

Exercise 5.5: Rewrite the following sentences properly using the apostrophe where necessary.

Answers

1. Who's the class' head boy?
2. That book doesn't belong to you. It's mine.
3. In two days' time, we will be in Bamenda.
4. This is Mr. Lilibroad's phone.
5. It's such a bright day.
6. I didn't see you in school.
7. My mother's earpiece has been stolen.

G) Category of Action: Writing



Pre-writing

Learners should be prompted to say what they know about the expository essay.

The Expository Essay

The learners should perform the pre-writing activity. The teacher should bear in mind that the learners are only being introduced to the expository essay at this level. The teacher should explain the purpose of an expository essay and work with learners to come up with a plan of an expository essay before asking them to perform the task.

The learners will choose one of the following websites and write an expository essay on it.

Task: In three paragraphs, write an essay on the use of any one of the following.

- Whatsapp
- Facebook
- Instagram

REAL-LIFE SITUATION 2

USING THE RADIO, TELEVISION, AND VIDEOS FOR INFORMATION AND TECHNOLOGY

The teacher should talk about the use of the radio, television and videos with students. Create awareness on the appropriate use of these communication channels. The learners should be guided to realise the implications of wrong use of information in today's context. Learners should master the importance of the radio and television in promoting communication and facilitating human interaction.

A) Category of Action: **Speaking**



Pre-speaking

Before the speaking task, the pre-speaking activity should be performed by the students, while the teacher guides them. The teacher should give learners time to study the pictures and respond to discussion questions on the pictures. Learners should talk about ICT tools and their importance. They should connect ICT tools to digital education.

Task

Discussion Questions

Answers

1. Television, radio, computer, telephone, piano.
2. We use the radio to play music and to listen to news. We use a speaker to produce sounds and to sing for listeners. We use the television to watch news and to follow educative programmes.
3. Digital education is the effective use of digital tools and technologies during teaching and learning.
4. Computers, lab tops, tablets, printers etc.
5. Yes/no. It is learning conducted via an electronic media, especially the internet. To take part in it, one needs a computer, tablet or cellular phones connected to the internet. Emails live lectures, and videos are some of the mediums that enable us to give our views on particular topics and discussed them.

B) Category of Action: **Listening**



Pre-listening

The teacher should discuss what music is with the students. They should identify the ICT tools that can be used to play music. Learners should be made to understand that they can also sing music.

Discussion Questions

Answers

1. Sounds arranged in a way that is pleasing to the listener.
2. Radio and computer
3. Trace TV or any other choice from students.
4. Hip hop, Njang etc.

NB: The teacher will guide a student to sing the following song by Heat Waves for the rest of the class to listen and answer questions. The student can sing a couple of times for the rest to fully get the song so as to answer questions correctly. They should perform the while listening activity which requires them to identify what went wrong with Sonia when she was at the university.

Listening passage

SONIA

Sonia was a cool girl, she was a pretty girl,
 Oh yes I remember, she was a calm calm girl,
 So nice and humble,
 So Goldy very very bright bright girl.
 She went to the University!!!!
 And what happened???
 Oh nooo!!
 Oh Sonia, Sonia, she got
 Changed and this was overnight.
 Began sleeping out every night,
 It served her right she was HIV positive.

Mes soeurs protegez vous car le
 SIDA est la'
 Oh le SIDA tue
 Fidelite' abstinence ou preservatif,
 SONIA on ne vie pas deux fois, oh Sonia.
 SONIA Sonia da mboma (rich tycoon) go kill you.

(Heat Waves)

PAUSE, PONDER AND RESPOND

1. Wayward Girl
2. Sonia
3. By having unprotected sex with many men.
4. She is promiscuous and disrespectful. I don't like her because she is a bad example to other girls.
5. I have learnt to take my studies seriously
6. " I wanna go" by Jay Boy. The theme is *disillusionment*.
7. The students will give the summary of the song of their choice.

C)**Category of Action: Reading****Pre-reading**

The teacher should guide the learners to perform the pre-reading activities. The student should master the functions of the television beyond the ordinary functions of helping in broadcasting news, advertisement and music.

Discussion Questions**Answers**

1. Yes, I do.
2. Big/small screen
3. The answer depends on the students.
4. The students indicate their favourite channel and describe it. It could CRTV, Equinox, etc.
5. The big screen can help us listen to music and can also be used to charge phones.

PAUSE, PONDER AND RESPOND

1. D, 2. D, 3. B, 4. D, 5. C, 6. A
7. You can plug your phone into the USB port at the back of your television to charge your phone.
8. Through the television, we can learn how to prepare some meals through kitchen programmes. We can also the television to distract ourselves when we feel stress out.

D)**Essential Knowledge: Vocabulary****Di) Words Connected to television, radio and their meanings**

The teacher should introduce the learners to these words and their meanings and ask them to connect the words to their meanings. They should also use some of the words to construct sentences.

Exercise 5.6 : Study columns A and B below, select appropriate definitions from column B and write them against their corresponding words found in column A.

Answers

- | | | | | |
|------|------|------|------|-------|
| 1. F | 3. C | 5. I | 7. A | 9. E |
| 2. D | 4. G | 6. H | 8. B | 10. J |

Dii) Syllabification

The learners should be made to understand that syllabification is about word division into smaller parts which are known as syllables. Emphasise that syllabification helps in speaking and pronunciation. The teacher should guide the learners to pronounce words in respect to syllabification.

Exercise 5.7 : Indicate the number of syllables for each of the following words.

Answers

Connectors (3), information (4), discrimination (5), incomprehensible (6), irrefutably (7).

E) Essential Knowledge: Pronunciation



The /m/ and /n/ sounds contrasted.

The teacher should pronounce the sounds and ask learners to repeat. The learners should pronounce the examples clearly showing the distinction between the two sounds.

Exercise 5.8: Select contrastive pairs from the following list of words.

Answers

/n/ boon turn barn warn ton ran phone

/m/ boom term balm warm tom ram foam

F) Essential Knowledge: Grammar

Sentence Structure

The teacher should emphasise the different parts of a sentence with examples and guide learners to practice in their books.

Exercise 5.9: Indicate the structure of the sentences below

Answers

1. S V C

3. S V O

5. S V O O

2. S V C

4. S V A

Exercise 5.10: Use the following structures to construct sentences.

Answers

1. They bought the pens.

3. She visited the village.

2. We are happy.

4. The notables gave them palm wine.

G) Category of Action: Writing



Pre-writing

The teacher should lead the learners into discussing their experiences about writing a short poem. The teacher should say whether or not they have written anything before, what it was and what motivated them.

Writing a song

Task: Write a song using the computer

The teacher should work with the learners to perform the pre-writing activity. The learners should be taught how to compose a song. They should be guided to write songs using the computer. It could be done either in school or at home using the computer. The teacher could guide them in groups using his/her own computer or the available computers in school.

REAL-LIFE SITUATION 3

PROFESSIONS THAT RELATE TO SCIENCE AND TECHNOLOGY

The teacher should work with the learners to come out with the meaning of profession. He/she should guide the learners to identify professions that are connected to science and technology. The world depends on science and technology so, the teacher should encourage the learners to become familiar with professions related to science and technology.

A) Category of Action: **Speaking**



Pre-speaking

Before the speaking task, the teacher should guide learners to talk about professions related to science and technology. They should also talk about the subjects they need to study to be able to get into professions that are related to science and technology.

Discussion Questions

Learners should write their answers and present them to the class.

Answers

1. The learners will give answers depending on their experiences
2. A profession is a paid occupation that involves training and a formal qualification.
3. Engineering, Medical Science, Zoologist, Software Engineer, Forensic Science Technician.
4. Biologist, Physiologist, Agronomist, Pilot.

Task : The teacher should organise learners in groups of three per group to repeat the conversation and respond to the questions that follow.

PAUSE, PONDER AND RESPOND

1. Biology and Geography
2. He uses scientific techniques in criminal and civil law.
3. I will like to become a pilot. I need to study Mathematics and Geography. (NB: Students will give varied answers)

B) Category of Action: **Listening**



Pre-listening

The teacher should guide the learners to discuss answers to pre-listening questions. The pre-reading activity should be geared towards opening their minds to what they will listen to in the listening material. Learners should be asked to say what agriculture is and its importance. They should name some innovations in the field of agriculture.

Answers

1. The practice of farming including the cultivation of the soil for growing of crops or rearing of animals.
2. Agritech is agricultural technology.
3. It provides food, supports livelihood and builds strong economies.
4. Farm automation, precision farming, bee vectoring and water management.

The teacher will present a documentary on Agritech (Agricultural Technology). He/she will present the documentary a couple of times for learners to listen. The questions shall be exposed to the learners after reading and they shall be given a few minute to study them. Then, he/she reads again before they answer the questions. The teacher should guide the learners to perform the while listening activity which requires them to find out the different ways in which agricultural technology has brought hope to the people.

Listening passage : Agritech

Agritech is the use of technology in agriculture to increase the yields. Agritech is a more promising space for new jobs and growth. Agritech is a response to climate change and increase in population. Innovations in the field of agriculture have helped to bring hope to the people. The millions of people around the world need food and employment. The agritech sector does not only bring an increase in agricultural product but also an increase in job opportunities. New agricultural technologies allow agricultural industries to thrive. Agritech includes the use of the internet and artificial intelligence. Agro-based countries like Cameroon and other African countries have not been left out in the race to embrace new technologies in agriculture. People interested in innovations in agriculture are also exposed to other job opportunities including becoming agronomists. Agronomists link farming with technology. They improve, control quality and improve agricultural productivity through scientific methods.

Agritech is a sector where you can make tangible progress and impact around the world. You could be a scientist helping to create diseases resistant seeds and crops or one who can create seasonal and climate change resistant plants. You can also be an agritech software engineer who works to improve farming processes and its associated tools and technology. Engineering in agriculture deals with improving the farming processes and its associate tools and technology. This is a profession for people with analytical thinking, who can use technology to build products and services that touch the lives of billions of people. Software agritech engineers are also expected to attend meetings on product development and new features that need to be built. To become a professional engineer in software agritech, you need a four-year degree in agricultural engineering.

PAUSE, PONDER AND RESPOND

1. D
2. C
3. C
4. C
5. A
6. Agritech has the advantages: it improves yields, it makes cultivation and harvest easier, etc.

G)

Category of Action: Reading



Pre-reading

The pre-reading activities should help learners identify professions related to science and technology. They should talk about the professions they like and why. After reading, the teacher should make sure they respond to while reading task as well as deal on the post-reading exercise.

Answers

1. Zoologist, Network Security and Astrology.
2. Software Engineering. It requires commitment and can pay off. (NB: Student will give varied answers)

PAUSE, PONDER AND RESPOND

1. Computer Science.
2. Animal health and wildlife conservation.
3. Physician, therapists and parents.
4. They sensitise the public, educate and take care of patients.
5. It is a system that allows for safe movement of data between people and platforms, preventing hackers from penetrating and disrupting data.

D) Essential Knowledge: Vocabulary

Di) Dictionary Work

The words are connected to science and technology. The teacher should guide the learners to find their meanings and use them to construct sentences.

Exercise 5.11: Find the meanings of the following words and use them to construct sentences.

Answers

1. **Hardware:** A computer machinery and equipment including memory cabling, power supply, peripheral devices and circuit board.
2. **Software:** Instructions that tells a computer what to do. It comprises the entire set of programmes, procedures and routines associated with the operation of a computer system.
3. **Algorithm:** A procedure for solving mathematical problem in a finite number of steps.
4. **Ecosystem:** A community of organisms living together and interacting with their physical environment.
5. **Physician:** A medical doctor who usually focuses on non-surgical treatments of patients.
6. **Data Modeling:** The process of creating a data representation of either a whole information system or parts of it to communicate connections between data points and structures.
7. **Agritech:** The use of technology in agriculture to increase yields.

Dii) Word Clines

Word clines are sequence of words whose meanings exist along a continuum. The teacher should introduce learners to several examples for them to master what words clines are.

Exercise 5.12: Use word cline to write the subjects you study in school beginning from the easiest to the most difficult.

Answers

Subject: History, Civics, Citizenship. (Learners will give their answers from their individual experiences)

Exercise 5.13: Design a flash card for sad cline.

The teacher should guide the learners to design flash cards with sad cline.

Answers

Sad: disturbed, miserable, worried, broken, depressed.

E) Essential Knowledge: Pronunciation



The /ŋ/ Sound

The teacher should pronounce the /ŋ/ sound for learners to repeat. He / she should emphasise the different spellings that represent the /ŋ/ sound. The learners should use some of the examples in sentences.

Exercise 5.14: Write down the spelling of the sound in the square brackets of the words below.

- | | | |
|-----------|----------------|------------------|
| 1. Monk | 6. Bunker | 11. Tranquilizer |
| 2. Junk | 7. Vanquish | 12. Wince |
| 3. Donkey | 8. Sing | 13. Drink |
| 4. Larynx | 9. Anxiousness | 14. String |
| 5. Anchor | 10. Angle | |

F) Essential Knowledge: Grammar

Fi) Relative Pronouns

A brainstorming activity should involve some sentences with relative pronouns asking learners to indicate the role they play in the sentences. The teacher should guide learners to identify relative pronouns, emphasises their uses and guide them to use them in sentences within a context.

Exercise 5.15: Complete the sentences below with the correct relative pronouns.

Answers

1. who
2. which/that
3. that/which
4. whose
5. whom

Fii) Demonstrative Pronouns

The teacher should guide learners to identify demonstrative pronouns, emphasises their uses and guide them to use them in sentences within a context.

Exercise 5.16: Copy and complete the dialogue below with the appropriate demonstrative pronouns.

Answers

these, those, this, that

G) Category of Action: Writing



Pre-writing

The students should be prompted to discuss sketching a writing plan.

Task

The teacher should instruct and guide the learners to perform the pre-writing activity. The teacher should teach and emphasise how a plan is drawn before giving them the task.

Task: Draw a plan on the following topic

“Merits and demerits of scientific innovations in agriculture”

Plan

Merits

- It increases yields
- It facilitate working , planting and harvesting
- Farmers can market their produce easily

Demerits

- Too much use of fertiliser destroy the soil
- Some improve seeds are not very healthy
- Some genetically modified crops could be harmful

REAL-LIFE SITUATION 4

SCIENTIFIC DISCOVERIES

The teacher should take the learners to the world of scientific discoveries and inventions. The teacher should pay attention to recent inventions and discoveries and encourage learners to be interested in inventions.

A) Category of Action: **Speaking**



Pre-speaking

Before the speaking task, the learners should provide answers to the pre-speaking questions.

Mark Zuckerberg : facebook

Bill Gates : Microsoft

Arthur Zang : cardiopad

Task : The teacher should guide the learners to practise the dialogue with their friends. Then discuss answers to the questions that follow. In the course of their discussion, the teacher should draw their attention to recent inventions and their importance.

PAUSE, PONDER AND RESPOND

1. Martin Cooper
2. Bruno Berge
3. It is a heart signal over a wireless network used for heart examinations.
4. It uses only liquid.
5. To attract and bind contaminants from contaminate water.
6. A young planet whirling around a petulant red

dwarf star is changing in unpredictable ways orbit-by-orbit. It is so close to its parent star that it experiences a consistent, torrential blast of energy, which evaporates its hydrogen atmosphere-causing it to puff off the planet.

B) Category of Action: **Listening**



Pre-listening

The teacher should guide the learners in the pre-listening activities. This will enable them show their knowledge of what they are going to listen to and to open their minds to what they should be expecting. Learners should demonstrate their knowledge of who an astronaut is and how many they know.

Answers

- An astronaut is a person trained to serve as a commander or crew member aboard a spacecraft.

- Yes, I have seen an astronaut before. On television. (However, some learners might say they have never seen)
- Neil Armstrong and Christ Hadfield.

The teacher reads the following text a couple of times for learners to listen. He or she exposes the questions to them after reading and gives them a few minutes to study the questions, then he/she reads again before they answer the questions. The learners should perform the while reading activity which requires them to find out what Christ Hadfield did with the photos he took from space.

Listening passage: Christ Hadfield's Space Exploration Experience

My final space mission lasted five months, from December 2012 to May 2013, yet I was never tired of looking out through the windows. I don't think any astronaut ever has, or will. Any chance we had, we float over to see what's changed since we last went around the earth. There is always something new to see because the planet itself is rotating, so each orbit takes us over different parts of the world. Every crossing of the pacific, every landfall brings different weather and vegetation and lightning, and as the seasons change, sunlight, snow and new plant life create new patterns the world over.

During 2597 orbits of our planet, I took about 45,000 photographs. At first, my approach was just to take as many photos as possible. As time went on, I began to think of myself as a hunter, silently staking certain shots. Over time, my ability to understand what I was seeing improved. I started to look forward to certain places and lighting conditions, in a way you love to hear a favourite piece of music. My ability to photograph what I was seeing also improved. I started to figure out how to compose a shot in a way that draws attention to particular features and textures.

Like many astronauts, I felt compelled to try to communicate what I was learning. So, from orbit, I began posting photos on Twitter, and other social media sites. The immediacy of the reactions and interactions and the collective sense of wonder, made me feel more connected to our planet and to other people.

Then I returned from space and started organising my photos. I printed out a few to show my family, and was struck by how different they looked on paper—so much sharper and more detailed than they had on screen of my laptop.

Like many people, I want to understand our world better. Seeing it from a different angle really helps. Every landscape, whether man-made or wholly natural, has a back story. Going to space forced me to figure some of them out and doing that has changed the way I perceive the world. Being able to perceive the narrative line behind our planets' shapes shadows and colours is a bit like having a sixth sense

Through astronaut photography, not just mine but the millions of images archived and untold number yet to come, all of us can be explorers, continuing to poke into the world's hidden corners and turn over its mysteries. There are still plenty of those; most of the earth has been mapped out, but to many of us, it remains largely unknown, though it's the only home we ever have. You are here—we are here, for life,

let's get to know the place a little better.

(Culled from Christ Hadfield's *You Are Here*)

PAUSE, PONDER AND RESPOND

1. B
2. C
3. B
4. C
5. A
6. C
7. From orbit, he began posting photos on Twitter, and other social media sites.
8. He said there is always something new to see because the planet itself is rotating.

C)

Category of Action: Reading



Pre-reading

The teacher guides the learners to perform the pre-reading task. The task opens their minds and gives them an idea as to what the content might be. The learners should read with a purpose. The post reading task should involve some critical thinking questions formulate by the teacher.

Discussion Questions

1. It is the use of astronomy and space technology to explore outer space.
2. Russia (Soviet Union)
3. Gravitational waves from colossal Black Holes found using cosmic clocks. (Learners could give other recent discoveries)

PAUSE, PONDER AND RESPOND

1. B
2. B
3. C
4. D
5. B
6. A
7. National Aeronautics Space Administration.
8. They have oceans that can harbour humans.

D) Essential Knowledge: Vocabulary

Di) Words and Meanings

Exercise 5.17: The teacher should guide learners to study the words and their meanings and ask them to construct sentences with those words.

Dii) Lexical Field

Lexical field denotes a segment of reality symbolised by a set of related words.

Exercise 5.18: List five possible members of the following.

Answers

1. **Body parts:** head, neck, chest, arms, and legs.

2. **Fruits:** mangoes, oranges, pear, pineapple and paw paw.

E) Essential Knowledge: Pronunciation



The /n/ and /ŋ/ Contrasted

The teacher should pronounce the sounds and ask learners to repeat. The learners should practice the pronunciation of words with the sounds to show that they have mastered the distinction. The learners should use the sounds in constructing sentences.

Exercise 5.19: Write the sounds represented by the bold portions of the words below.

Answers

1. /ŋ/ 2. /n/ 3. /ŋ/ 4. /ŋ/ 5. /ŋ/ 6. /ŋ/ 7. /ŋ/

E) Essential Knowledge: Grammar

Interjections

A brainstorming activity should involve some sentences with relative pronouns asking learners to indicate the role they play in the sentences. Interjections are short exclamations used to express emotions. The teacher should emphasise that different exclamations express different emotions.

Exercise 5.20: Choose the appropriate interjections from the list below to complete the sentences.

Answers

- | | |
|------------|-------------|
| 1. Ouch! | 4. Ah! |
| 2. Yippee! | 5. Alas! |
| 3. Bravo! | 6. Dear me! |

G) Category of Action: Writing



Pre-writing

The teacher should guide the learners to perform the pre-writing activity, which would help them to perform the task with ease. The students should briefly share with one another how their last birthday celebration looks like.

Task

The learners should follow the guidelines on how to describe an event and use it to perform the task. In about 250 words, describe a scientific event.

REAL-LIFE SITUATION 5

WORKSHOP, PROJECTS AND INTEGRATION

A. WORKSHOP

Ai) Pronunciation

Exercise 5. 21: Write /m/, /θ/, /ð/, /n/ or /ŋ/ that corresponds to the bold portions of the words below.

- | | | | | |
|------|-------|-------|-------|-------|
| 1. θ | 6. ŋ | 11. θ | 16. ð | 21. n |
| 2. ð | 7. ð | 12. n | 17. m | 22. ð |
| 3. ŋ | 8. θ | 13. ð | 18. θ | 23. θ |
| 4. m | 9. ŋ | 14. n | 19. ŋ | 24. θ |
| 5. θ | 10. θ | 15. θ | 20. ð | 25. ŋ |

Aii) Grammar

Exercise 5.22: Choose the correct demonstrative pronoun from the brackets to complete the sentences below.

Answers

- | | |
|----------|----------------|
| 1. This | 3. This |
| 2. Those | 4. This/ those |

Exercise 5.23: Use the correct relative pronouns to fill the blanks in the sentences below.

Answers

- | | |
|---------|----------------|
| 1. Who | 3. Whose |
| 2. Whom | 4. That/ which |

Exercise 5. 24: Identify the structure of the following sentences.

Answers

- | | | |
|----------|------------|----------|
| 1. S V C | 3. S V A | 5. S V O |
| 2. S V A | 4. S V O O | |

Exercise 5. 25: Choose the appropriate qualifiers from the brackets to complete the sentences below.

Answers

- | | | |
|--------------|-----------|-----------|
| 1. Extremely | 3. Very | 5. Always |
| 2. Very | 4. Hardly | |

Exercise 5. 26: Construct sentences with the following.

Answers

- | | |
|--|--|
| 1. Ouch! I sprained my leg. | 4. Hurray! We made it. |
| 2. Alas! I lost my dad. | 5. Wow! That is such a marvelous discovery. |
| 3. Dear me! How do I bear the loss? | |

Aiii) Vocabulary

Exercise 5.27: We have listened to and read about the telephone and the internet, use the following

collocations to construct sentences.

Answers

1. They **commit crimes** every day. criminals.
2. I will **keep in touch** with you while away. 4. He called from a **telephone booth**.
3. The police use the **tracking system** to track

Exercise 5. 28: Add five more words to the following which are connected to professions.

Answers

1. Computer engineering
2. agronomist
3. Chemist
4. Physician
5. Environmental science.

Exercise 5. 29: a) List four possible members for each of the following.

Answers

1. **Disease:** Hepatitis, Malaria, HIV, Typhoid.
2. **Flower:** Rose, African Lily, Cactus, Christ thorns.

b) Provide four words for happy cline.

Answers

Happy: Joyful, excited, pleased, glad.

B. PROJECTS

Bi) List some innovations in agriculture. (The learners can provide their own answers different from the ones below)

Answer

Automated irrigation, genetically modified crops, animal tracking collars.

Bii) List two Cameroonian inventors and their inventions.

Answer

Arthur zang: The Cadiopad,

Anomah Ngu: Vanivax

C. INTEGRATION

Music

Ci) Chant the following music by **Jay Boy** and answer the questions that follow.

Answers

1. Survival
2. Jay Boy
3. Radio, television, computer.
4. Listen to music, news and announcements.
5. Pilot, doctors.
6. Well-equipped laboratories have improved human health and advancement in medicine has

increased life expectancy. The world is a global village due to evolution in communication.

Cii) Find out the latest discovery on Space Exploration.

Answer

The latest discovery is the most distant active super-massive black hole with the James Webb Space Telescope. (The learners can also provide different answers because new discoveries come up as time goes on.

CHECKLIST

The checklist as an assessment tool is a pictorial reminder for the learners to evaluate themselves based on their performance in each activity on the module and to demonstrate their level of understanding of the listed items. The checklist will therefore help the teacher to evaluate the effectiveness of some activities and to investigate why the lesson was not fruitful. The learners will indicate probably with a tick against the level of excellence in each item. The checklist should be used by the teacher to boost confidence in the students.

Review

The instructions and answers provided in this module are to facilitate the teacher's work. However, some answers require students' opinion and critical thinking, which the teacher should take into consideration.

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