



TEACHER'S BOOK

ANGLAIS

6^e

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A word to the teacher

Anglais 6^{ème} teacher's guide offers elaborate and explicit teaching strategies designed to facilitate the teaching-learning process for trained, untrained, experienced and novice teachers. The guide presents lessons in context with a variety of collaborative pre-, while- and post-lesson activities that enable all sets of teachers to plan and teach lessons with confidence and with a difference.

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I. **Anglais 6^{ème} at a glance**

Anglais 6^{ème} is a well - resourced English Language course book for first-year students in the francophone subsystem of education in Cameroon. It provides adequate material for real-life-based teaching and learning, following the revised programmes of study of English to Francophones in the first cycle of General Secondary Education.

II. **The thinking behind Anglais 6^{ème}**

1. Overview

Anglais 6^{ème} has been designed with a learning-by-doing methodology which allows students to build knowledge in a collaborative way through exposure to and manipulation of language contents. The end goal is to get the learner immersed in the language which ultimately becomes part of his/her everyday life. Specifically, the book blends the communicative approach and the Competence-Based Approach. **Anglais 6^{ème}** equally embeds a problem-solving method that sources from, and is rooted in the major observations and scientific findings about the challenges faced by English as a Foreign Language (EFL) learners. As such, the book gives pride of place to communication, adequacy (use of phrases and collocations) and context-based language use. Similarly, well-structured listening, speaking, reading and writing tasks allow learners to show mastery of comprehensive grammar, vocabulary and speech work handled throughout.

2. Topics and content

Each topic throughout the book gives learners an excellent grounding in the four macro-skills, otherwise referred to as **Categories of Actions** (CoAs), through visual and real-life-based relevant language to maintain interest, facilitate learning and ensure progress.

The book is organised into five different **Domains of Life** (DoLs). Each DoL encompasses a **Module of learning** which is broken down into four **Real-life Situations** (RLS):

*Domain of Life 1: **Family and Social Life***

- » Meeting people
- » My family
- » At a family reunion
- » At school

*Domain of Life 2: **Economic Life and Occupations***

- » Money matters
- » In the (super)market
- » Doing shopping
- » My dream job

*Domain of Life 3: **Environment, well-being and health***

- » Time and seasons
- » Treating diseases
- » Enjoying life in a health/environment club
- » It is yummy!

*Domain of Life 4: **Citizenship and Human Rights***

- » The child and the society
- » Children of the world
- » National symbols
- » It is a public holiday

*Domain of Life 5: **Media and Communication***

- » Here is the news
- » Sports and entertainment
- » Keeping in touch
- » Using the computer

The internal structure of each **DoL** includes **Categories of Action** (CoA) and **Essential knowledge** (grammar, vocabulary and speech work). However, its sequencing doesn't follow a fixed order. The gradation of contents obeys the criterion of effectiveness. Each DoL ends with a series of well-designed and well-structured consolidation exercises and integration activities that help the learners gauge their progress.

3. Approach to grammar

Learners are encouraged to take an active part in co-constructing knowledge. Prior to summarising each grammar item, a context-based example is provided along with guide questions. Brainstorming on these guide questions allows learners to observe and identify, guess and analyse, and interpret various grammatical aspects. **Take note** and **Remember** boxes alert learners on potential tricks. Each grammar lesson is followed by a series of practice activities and consolidation tasks (post-lesson activity).

4. Approach to vocabulary

An extensive and varied vocabulary is vital to communicative success in any language learning venture. In this series therefore, language is presented in context with particular attention paid to prefabricated chunks, idioms and established collocations in **Standard British English** (SBE). These are integrated through levelled, well-designed and topic-based tasks that match and meet **learners' language needs**.

In a bid to encourage learner autonomy and facilitate vocabulary tasks completion in and out of the class, **Anglais 6^{ème}** includes at the end of each DOL a bilingual glossary which translates high-frequency words and phrases into French, the learner's *L2*. This contributes a great deal to breaking linguistic barriers, thus making learning effective and fun.

In most lessons, vocabulary tasks are designed alongside speaking. This gives the learner a unique opportunity to simulate real-life situations in which the new lexis might be required, hence learning by doing.

5. Approach to Speaking

The **Anglais 6^{ème}** series aims to bridge the gap reported in the literature between ultimate learners' writing and speaking competence. It therefore suggests well-structured speaking tasks that include mini-dialogues, storytelling, and experience sharing. In order to make these tasks work effectively, they are not only meshed with vocabulary, grammar, reading and listening but are also graded carefully in terms of difficulty. In fact, effective teaching of the *Anglais* course revolves around a pertinent conduct of speaking tasks which offer the student an opportunity to communicate in a realistic way: much of the practice of grammar and vocabulary is through oral activities. Also, most post-reading and listening tasks provide a unique opportunity for follow-up discussions. In addition to the tasks, **Anglais 6^{ème}** suggests more comprehensive speaking exercises in the form of integration activities.

6. Approach to Listening

The *Anglais 6^{ème}* series lays strong emphasis on listening. In each RLS, the student is exposed to varied listening materials in the form of short extracts, dialogues, stories and reports. The series integrates a revised methodology in the teaching of listening lessons. As with reading, the student is expected, after completion of the pre-lesson task(s), to study the instructions (e.g.: a cloze passage to be filled with correct information) prior to listening to the audio file downloadable at www.afrikaeducation.com. Typically, the teacher will have to read two times: the first time, the student completes the task and the second time, he/she checks his/her answers. The post-listening activity comes up at the end of each listening lesson as scaffolding. It enables learners to apply the knowledge acquired during the lesson in completing other useful tasks in real life situations in writing or in speaking.

7. Approach to Reading

Anglais 6^{ème} contains a wide range of reading material in the Student's book including factual texts, dialogues, stories, menus, and emails. These texts encompass a good number of vocabulary, grammar and speech work resources developed in greater detail in the further sections.

The *Anglais 6^{ème}* series introduces a somewhat *different* approach to conducting reading lessons. The end goal being one of getting learners to pick out relevant information, teachers are encouraged to dwell less on choral reading. Here, teachers are advised to focus on getting students to carefully study comprehension instructions and questions prior to any reading of the passage per se.

8. Approach to Writing

Writing is made systematic in the *Anglais 6^{ème}* series. Through graded and well-designed tasks, the teacher will drill students in how to unscramble linguistic items of various natures. By doing this, in a collaborative way, students easily compose short sentences and paragraphs that relate their real-life experiences.

9. Approach to Speech work

Pronunciation is central in the *Anglais 6^{ème}* series. Emphasis is on stress, intonation, minimal pairs, and connected speech. The teacher will equally lean on tongue twisters to enhance students' fluency in speech. A range of activities are suggested to help the student make out the target in each lesson.

10. Assessments of learning outcomes and integration activities

Recycling is a key feature in the *Anglais 6^{ème}* series. New linguistic items are recycled through various consolidation exercises at the end of each DoL. These combine grammar, vocabulary, listening, speaking, reading and writing tasks related to the RLS studied.

III. Teaching tips

1. Helping students with pronunciation

- » Give priority to pronunciation... but be realistic: integrate pronunciation whenever possible. Do not wait for the Speech work lesson before you do so;
- » drill: choral then individual repetition is a good start in helping students with pronunciation;
- » pay particular attention to words with irregular spelling: remember there is no one-to-one mapping between spelling and pronunciation;
- » teaching the phonemic alphabet could be an effective start;
- » focus consistently on word and sentence stress: this is a key aspect of English pronunciation. If students face challenges with these, intentionally exaggerate stresses to help them notice. You could also clap or click your fingers on stressed syllable;
- » Make students aware of intonation.

2. Working with lexical phrases

- » Make students aware of established phrases and collocations;
- » feed in phrases on a 'little but often' basis: do not overload students. Ensure your lexical input is useful;
- » introduce phrases in context;
- » reinforce and recycle phrases as much as you can: getting students to make wall posters could be useful to this effect.

3. Making the most of the 'high frequency words' list

- » Show students the list of high frequency words at the beginning of the course: see bilingual glossary at the end of each DoL;
- » use it where appropriate in grammar lessons;
- » draw students' attention to information about collocation.

IV. Making tasks work

- » make the task suit your class;
- » personalise it;
- » set and state the final objective clearly before the students start preparing;
- » give students time to think and plan;
- » insist on having students do tasks in English: do not be too rigid about this, though;
- » let the students do the talking;
- » make the most of Take note and Remember sections;
- » give your feedback at the end and make it positive.

V. Responding to learners' individual language needs

- » encourage students to use what they already know;
- » have strategies for dealing with questions you can't answer: avoid providing wrong answers to students' questions. Do not hesitate to promise to find out for the next lesson;
- » provide remediation when necessary: draw students' attention to frequently-made mistakes; do not overdo though: keep it positive.

Family and social life

→ REAL LIFE SITUATION 1

MEETING PEOPLE

READING AND WRITING PAGE 10

Aim: Introduce oneself to make new acquaintances

▶ Pre-lesson activity

Teacher	Students
Asks students to study the pictures and say who they see, where the people are and what they are doing.	Provide short and simple answers.
Uses the prompts to get answers from students. Monitors and gives corrective feedback.	Provide answers, take down notes.

▶ While-lesson activity

Teacher	Students
Instructs students to study the instruction and the questions as they read them aloud.	Listen to the teacher, study the questions and take down key words or phrases.
Reads the dialogue and instructs students to read silently and provide answers to questions. Elicits answers from students and gives corrective feedback.	Listen and provide answers to the questions as required. Take down the correction.

▶ Post-lesson activity

Teacher	Students
Dishes out instructions about task Three p.11 and explains the tasks to be completed. Reads the dialogue and appoints pairs of students to provide answers. Monitors and gives corrective feedback. Appoints pairs of students to role play the dialogue in the front of the class after reading the completed dialogue aloud.	Listen and take down notes. Complete the required tasks. Give answers and take down the correction. Listen and role play the dialogue.

ANSWER GUIDE

▶ One

- » I have 2, 3, 4.... friends/class-mates at school.
- » Yes, I do. / No, I don't.

▶ Two

1. False
2. False
3. True
4. True
5. False

▶ Three

- » How are you
- » And you
- » What is your name
- » do you live with
- » Le savoir private college

SPEAKING AND VOCABULARY PAGE 12

Aim: Use accurate words and expressions to exchange basic information about oneself (name, age, residence, health condition...)

▶ Pre-lesson activity

With textbooks closed, ask students to tell the class their name and age.

▶ While-lesson activity

Teacher	Students
Gets students to scan the dialogue between Megne and Ismael on page 10 and fill in the table with phrases (questions and answers) used to ask about one's health, name, age, residence...	Scan the dialogue, copy down the table and fill it in with accurate information.
Instructs students to scan the dialogue once again and identify phrases used for greeting, leave-taking and expressing joy when you meet someone. Assigns students to fill in the tables in task One (A and B) with more phrases about meeting people. Monitors and gives corrective feedback.	Do as instructed. Listen, perform the task, give answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Pairs up students and instructs them to prepare and stage short dialogues in which they meet new acquaintances. Monitors the activity and gives corrective feedback.	Prepare and stage dialogues in which people meet. Take down the correction.

ANSWER GUIDE

▶ One A

	<u>Question</u>	<u>Answer</u>
Health	How are you?	I am fine.
Name	What's your name?	My name is...
Age	How old are you?	I am...years old.
Residence	Where do you live?	I live at/in...

▶ One B

Greeting	Hello/Hi/Good morning
Leave-taking	Bye bye, Goodbye
Joy of meeting someone	Nice to meet you.

▶ Two

Depends on students' creativity and ability to perform their dialogues.

WRITING PAGE 12

Aim: Write capital and small letters of the English alphabet

▶ Pre-lesson activity

With textbooks closed, ask students to write capital letters of vowels and consonants on a typing sheet, use a pair of scissors to cut each letter and paste on the desk. Find students who did the best and paste their cuttings on the classroom wall.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Draws lines on the board and asks students to do same in their copy books. Copies capital vowels and consonants on a line on the board.	Draw the lines and do as instructed.

▶ Post-lesson activity

<u>Teacher</u>	<u>Students</u>
Sings the alphabet song: with vowel sounds first and then with the whole alphabet.	Listen and sing with the teacher. Sing with a partner and then with the class.

LISTENING AND WRITING PAGE 12

Aim: Read a dialogue for general and specific information about two friends who meet and answer a set of questions

▶ Pre-lesson activity

With textbooks closed, ask students to tell the class about the number of friends they have at school, their names, what they do together. Find out who has many friends and who has few. As they give their answers, put their names on the board and their answers as well.

▶ **While-lesson activity**

Teacher	Students
Explains the instructions of the task.	Listen and take notes.
Reads the dialogue or plays the audio file, gets students to listen attentively and to fill in the gaps.	Listen attentively and do as instructed.
Reads the dialogue or plays the audio file for the second time and asks students to check their answers.	Check their answers as they listen to the teacher again.
Appoints students to provide their answers orally and then in writing on the board.	Give oral and written answers.
Monitors and gives corrective feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Pairs up students and assigns them to come up with some scrambled phrases related to meeting people.	Work in pairs and do as instructed.
The partner should unscramble the phrases. Instructs students to swap roles.	Swap roles. Give answers and take down the correction.
Monitors and gives corrective feedback.	

ANSWER GUIDE

- » sixième
- » students'
- » nice to meet
- » pleasure
- » too

GRAMMAR 1 PAGE 13

Aim: Use the simple present of "to be" to talk about self and others

▶ **Pre-lesson activity**

Get students to open their books on page 13 and read sentences 1-3 in One silently. Then get them to copy the corpus on the board and read it aloud after you.

Teacher	Students
Have students pay attention to the verbs in bold in the sentences and give their infinitive forms.	Do as instructed.
Asks students to identify the tense of these verbs.	Identify the tense of the verbs.
Asks students to account for the various forms taken by the verb "to be" in this tense.	Attempt different answers.

Validates students' answers and helps them formulate rules. Pairs students up; instructs them to use the correct forms of the verb "to be" to complete a dialogue in Two. Gets the class' feedback to students' answers. Also gives corrective feedback.	Take notes from the rules formulated on the board.
	Pair up; copy and complete the dialogue in their exercise books.
	Give answers to the activity and also take corrective feedback from the teacher.

▶ **Post-lesson activity**

Pair up students and ask them to stage the conjugation of the verb "to be" and make sure they accompany their speech with actions that match each utterance. Appoints different students in turn.

ANSWER GUIDE

▶ **One**

- » "to be"
- » The present simple tense
- » We use the different forms corresponding to the different persons.

▶ **Two**

- » is
- » am
- » are
- » 'm
- » are
- » 'm
- » am

LISTENING AND SPEAKING PAGE 13

Aim: Role play a dialogue on meeting a friend

▶ **Pre-lesson activity**

Pair up students and instruct them to ask and answer questions about name, age and dwelling place.

<u>Teacher</u>	<u>Students</u>
Reads the dialogue aloud or plays the audio file and appoints pairs of students to also read aloud.	Do as instructed.
Monitors students' role-play and provides corrective feedback in their reading style.	Listen carefully and correct their reading style.
Instructs students to pay attention to words in italics and to replace them with their own information.	Read the dialogue and supply their own information in their pairs.
Instructs students to role play the dialogue from their desks. Listens, monitors and appoints pairs to role play in the front of the class.	Role play their dialogue as required.

▶ **Post-lesson activity**

Instructs students to copy the dialogue they have come up with and to ask two questions whose answers can be found in the passage.

Aim: Use the simple present of “to do” to talk about daily routines

▶ **Pre-lesson activity**

Ask students to list the activities they do every day or regularly, and the persons they do these things with. Then, direct them to open their books on page 14.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the short passage on page 14 taking note of the verbs in bold.	Read the passage and take note of the verbs in bold.
Asks students to give the infinitive form of the verbs in bold.	Give the infinitive form of the verbs in bold.
Asks students to account for the various forms taken by “to do” in this passage.	Attempt various explanations for these forms.
Validates students’ answers and helps formulate rules for conjugating “to do” in the simple present tense. Instructs students to complete the sentences in Two, p.14 with correct answers from the options in the brackets. NB: This can be solo or pair work. Gets the class’ feedback to students’ answers. Also gives corrective feedback.	Take note of the rules formulated on the board. Do as instructed and perform the task. Propose their answers to the activity and also take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

- » The structures in bold take different forms and endings.
- » The tense of “to do” is the simple present.
- » Two forms: the affirmative and the negative forms.

▶ **Two**

- a. do
- b. does
- c. don’t do
- d. do...do
- e. do

→ REAL LIFE SITUATION 2

MY FAMILY

SPEAKING AND VOCABULARY PAGE 15

Aim: Exchange information about one's family using suitable words to name members of a nuclear family

▶ Pre-lesson activity

Teacher	Students
Asks students to share as much information about their family as they can (where they live, whom they live with, the number of people in their house...)	Tell their peers about their family following the teacher's guidelines.
Guides students in discussing the major types of family.	Study the picture in One and determine the type of family it illustrates.

▶ While-lesson activity

Teacher	Students
Gets students to study the table in Two A and copy it down. Does the first reading of the dialogue.	Study the table, copy it down and listen.
Monitors students as they practise the dialogue and fill in the table with correct information.	Practise the dialogue aloud and use correct information to fill in the table.
Asks students to match family member phrases in Four with their definitions and to complete the dialogue in Five with appropriate phrases.	Do as instructed.

▶ Post-lesson activity

Teacher	Students
Assigns students to fill in the table in Two A with their own information then introduce their family to the class.	Copy down the table and fill it in with information from their family, then introduce their family to the class.

ANSWER GUIDE

▶ One

- » The people in the picture are members of a family.
- » True

▶ Two A

Relation to Clement	Name	Age
younger brother	Paul	5
mother	Soppo	34
sister	Jane	3
father	Pende	37

▶ Two B

- » Soppo is the **mother** of Clement./Soppo is Clement's **mother**.
- » Pende is the **father** of Clement./ Pende is Clement's **father**.
- » Jane is the sister of Clement./Jane is Clement's sister.

▶ Four

Family members	Descriptions
mother	head of the family when the father is away
husband	male spouse
brother	male sibling
father	head of the family
wife	female spouse
sister	female sibling
son	male child
daughter	female child

▶ Three

- » Depends on students' family information.

▶ Five

- » brother
- » twins
- » brother
- » stepmother
- » wife

READING AND WRITING PAGE 17

Aim: Identify members of a nuclear family

▶ Pre-lesson activity

Teacher	Students
Conducts a picture interpretation with students by asking them what the picture portrays and who the people in it are.	Interpret the picture and provide short answers.
Uses the prompts in One to elicit answers from students about their own families.	Share information about their family following the prompts.
Listens, monitors and gives corrective feedback.	Give answers and take down the correction.

▶ While-lesson activity

Teacher	Students
Instructs students to study the questions and take note of key words in each. Reads the instructions and the questions aloud and explains each instruction.	Study the instructions, the questions and take notes as they listen to the teacher.
Reads the passage aloud and instructs students to read silently and provide answers as required. Appoints students to give their answers and copy them on the board. Monitors and gives corrective feedback.	Listen, read silently and write down their answers. Give answers and take down corrective feedback.

▶ Post-lesson activity

Teacher	Students
Instructs students to use their own information to replace Mendoua's information, then read their passage to the class.	Listen and do as instructed.

ANSWER GUIDE

▶ One

- » 3, 4, 6...people (answer may vary)
- » nuclear/extended (answer may vary)
- » Mballa, Hasmatou, Ngoun-goure (answer may vary)

▶ Two A

- a. False
- b. False

▶ Two B

- a. There are 6 people in Mendoua's family.
- b. Mendoua lives in a nuclear family.
- c. At school, Mendoua studies and plays.

GRAMMAR: PAGE 17

Aim: Use the simple present of "to have" to express possession/ownership

▶ Pre-lesson activity

Ask students to tell how many brothers/sisters they have.
Ask them to say how many brothers/sisters their siblings have.
Then, instruct them to open their books on page 17.

▶ While-lesson activity

Teacher	Students
Instructs students to read the sentences on p. 17 taking note of the verbs in bold.	Read the passage and take note of the verbs in bold.
Asks students to give the infinitive form of the verbs in bold.	Give the infinitive form of the verbs in bold.
Asks students to account for the various forms taken by "to have" in this passage.	Attempt various explanations for these forms.
Validates students' answers and helps formulate rules for conjugating "to have" in the simple present tense. Instructs students to complete the sentences in Two, page 18 with correct answers from the options in the brackets. NB: This should be pair work. Gets the class' feedback to students' answers. Also gives corrective feedback.	Take note of the rules formulated on the board. Do as instructed and complete the task. Propose their answers to the task and also take corrective feedback from the teacher.

▶ **Post-lesson activity**

Group students and instruct them to prepare and stage the conjugation of “to have” and select the best pair that will present it to the front of the class.

ANSWER GUIDE

▶ **One**

- » The infinitive form is “to have”
- » The tense is the simple present.
- » Use “have” with “I, you, we, they”, and use “has” with “he, she, it”.

▶ **Two A**

- a. have
- b. has
- c. have
- d. don't have
- e. have

SPEECH WORK: PAGE 18

Aim: Say the English alphabet correctly

▶ **Pre-lesson activity**

Ask students to say what we call the symbols we use to write words. Then, ask them to name the system or set of these symbols in English. Finally, instruct students to go to page 18 of the book.

▶ **While-lesson activity**

Teacher	Students
Directs students to the task in One of p. 18 and models the pronunciation of the English alphabet or plays the audio file.	Say letters of the alphabet after listening to the teacher or audio file.
Draws students' attention to often confused letters. Says them again, aloud.	Say these confusables after the teacher.
Appoints individual students to say letters of the alphabet aloud in class.	Appointed students say letters of the alphabet aloud.
Gives corrective feedback.	Say letters of the alphabet and take corrective feedback from the teacher.

▶ **Post-lesson activity**

Ask students to write capital letters of their choice. Make sure that when a student appoints another one in class, he or she reads that letter aloud and another student checks the pronunciation.

WRITING PAGE 18

Aim: Rearrange words to obtain meaningful questions and statements

▶ **Pre-lesson activity**

With textbooks closed, get students to ask questions to find out about somebody's age, name, number of friends. Do not write their answers on the board. Write any scrambled words on the board and ask students to unscramble them. Do the same with two or more scrambled phrases or questions.

▶ While-lesson activity

Teacher	Students
Explains how to go about the task and reads the scrambled questions.	Listen and take note of the explanations.
Asks students to copy down the scrambled questions in their notebook.	Listen and copy down the scrambled questions.
Asks students to unscramble the questions. Does some examples with them and monitors them as they work.	Follow and unscramble the questions.
Checks students' answers and gives feedback.	Give answers and take down the correction.
Recalls some basic rules about the structure of Wh-question.	Listen and take down notes.
Reads the unscrambled sentences in Two and tells students to pay attention to punctuation signs.	
Writes some unscrambled statements on the board and elicits answers from students. Writes correct answers on the board.	Work to find answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Pairs up students and asks them to come up with a dialogue where they can use the questions and answers they provided in the tasks in One and Two. Let them role play the dialogue in class.	Listen and do as instructed.

ANSWER GUIDE

▶ One

- What is your name?
- How old are you?
- How many siblings do you have?
- Who is this?
- Who is that?

▶ Two

- My name is Akam.
- I'm 11 years old.
- I have two siblings.
- This is my mother.
- That's my uncle.

LISTENING PAGE 19

Aim: Listen to a short dialogue and fill in a table with specific information about members of the nuclear family

▶ Pre-lesson activity

With textbooks closed, ask students to name different family relationships. Do not write their answers on the board.

▶ **While-lesson activity**

<u>Teacher</u>	<u>Students</u>
Gets students to copy down the table and tells them they are going to listen to a dialogue and fill in the table with missing information.	Listen and copy down the table.
Reads the dialogue or plays the audio file.	Listen and fill in the table.
Reads the script or plays the audio file for the second time.	Listen and check their answers.
Listens to answers from students and gives feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

<u>Teacher</u>	<u>Students</u>
Pairs up and asks them to exchange information about their nuclear families. Assigns them to share their information with the class.	Listen and do as instructed.

ANSWER GUIDE

	<u>Nuclear family members</u>	<u>Number</u>
Asse	parents, siblings	4
Fadi	father, mother, siblings	5

→ REAL LIFE SITUATION 3

AT A FAMILY REUNION

SPEAKING AND VOCABULARY PAGE 15

Aim: Use accurate words and expressions to name members of an extended family during a family reunion

▶ Pre-lesson activity

Refer students to the task in One. Have them study the pictures that illustrate a family reunion or occasion. Monitor them as they provide oral answers to the prompts. Using this as reference, get them to say how often they attend extended family reunions, whom they meet and what they do.

▶ While-lesson activity

Teacher	Students
Reads the dialogue aloud and appoints pairs of students to read the dialogue. Monitors and gives corrective feedback.	Follow the reading and read after the teacher.
Assigns students to scan the dialogue to find names of members of an extended family and give oral answers	Scan the passage. Identify phrases/ names of members of an extended family.
Pairs up or groups students and gets them to find more phrases that refer to members of an extended family (Three).	Use their dictionaries to look up other extended family relationships.
Elucidates the "family members quiz" and monitors students as they solve these quizzes (Four).	Brainstorm and suggest answers to quizzes based on family relationships.
Introduces the notion of relationship chart between generations in a family and assigns students to use phrases from previous tasks to fill in the table appropriately (Six).	Do as instructed.

▶ Post-lesson activity

Introduce the notion of family tree. Drill students in how to draw their family trees.

ANSWER GUIDE

▶ One A

- » There are 12 people in the picture.
- » They are grandparents.
- » True

▶ One B

- » They are sharing a meal. Or They are eating together.
- » The occasion may be end-of-year festivities...

▶ Two

- Answers vary depending on individual experience. Here monitor students' answers and validate any answer that is coherent and logical.

▶ Three

Members of an extended family include grandparents, uncles and aunts, cousins, nieces and nephews and grandchildren.

▶ Four

- | | | |
|-------------|-------------------|----------|
| a. brother | c. grandfather | e. uncle |
| b. grandson | d. brother-in-law | f. twins |

► Five

- Monitor students as they come up with their own quiz about family relations. Any logical and coherent answer will do.

► Six

Grandparents	Grandfather
Parents	Father, mother
Children	Nephew, twins, daughter, niece, cousin
Grandchildren	Grandson

READING PAGE 22

Aim: Name members of an extended family

► Pre-lesson activity

Teacher	Students
Uses prompts in One to elicit answers from students. Monitors and gives corrective feedback as they answer.	Listen and give oral answers.

► While-lesson activity

Teacher	Students
Instructs students to listen to and interpret the questions and instructions as he or she reads.	Listen and do as instructed.
Instructs students to read the passage silently in pairs and to provide written answers as they read. Monitors and appoints students to give oral answers and report the correct answers on the board after getting corrective feedback.	Read and do as instructed. Give answers and take down the correction.

► Post-lesson activity

Teacher	Students
Instructs students to draw a table with members of the nuclear and extended families from the passage and to present to the class.	Draw the table and do as instructed.

ANSWER GUIDE

► One

- » Grandmother
- » Yes, she does. She is my niece.
- » He is my cousin.

► Two A

1. Niece
2. Cousin

► Two B

1. True
2. False
3. False
4. False

Aim: Use the possessive "'s", as an equivalent to the "of-genitive" to express ownership

▶ Pre-lesson activity

Ask students to say how they usually express ownership. Then, direct them to page 23 of the book.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Instructs students to read the sentences on page 23 taking note of the structures in bold.	Read the sentences and take note of the structures in bold.
Asks students what differences they notice between these structures.	Say the structural differences.
Asks students what the structures in the sentences express.	Attempt various answers.
Validates students' answers and helps formulate rules for using the "s-genitive", showing them this is an equivalent to the "of-genitive".	Take note of the rules formulated on the board.
Instructs students to change the sentences with the "of-genitive" in Two, p. 23 to the "s-genitive". NB: This can be solo or pair work.	Do as instructed and complete the task.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

▶ Post-lesson activity

Get students to work in groups and copy down instances "of-possessive" cases from the passage on page 22. You may also provide the following sentence structures (The son of Mr Kang) and ask them to work out the corresponding sentence with the possessive case (Mr Kang's son.)

ANSWER GUIDE

▶ One A

- a. Habiba's grandfather made a speech at the family reunion.
- b. This is Alougou's brother.
- c. Children's food has been served.
- d. At Easter, parents always tell children about Jesus' love for mankind.
- e. My cousins' house is so beautiful.

VOCABULARY PAGE 23

Aim: Use numbers to talk about family members

▶ Pre-lesson activity

Get students to study the two pictures in One and say the number of people they see. Further assign them the number of children, parents, grandparents, etc.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the cloze passage and fill in the gaps with numbers from the pre-lesson activity. Monitors and appoints students to give oral and written answers, provides corrective feedback.	Read and do as instructed. Give answers and take down the correction.
Reads the figures in Two aloud and drills students in accurate pronunciation in solo and in chorus.	Say the figures aloud.
Instructs students to copy down and fill in the table in Two. Appoints students to provide oral answers and then written answers on the board.	Copy the table and fill it in. Provide answers as required.

▶ **Post-lesson activity**

Instruct students to draw a picture of their extended family on an A4 size sheet of paper as shown in one of the pictures on page 23 and describe it using the passage from the same page. Appoint students to give an oral description of their extended family to the class.

ANSWER GUIDE

▶ **One**

There are 9 people in the Ndongo family. There are 3 men and 3 women. In the Belo family, there are 12 members. In this photo, 3 children and 6 adults are standing. 2 grandparents are sitting.

▶ **Two**

12=twelve	14=fourteen	18=eighteen
2=two	13=thirteen	40=forty
18=eighteen	48=forty-eight	30=thirty
50=fifty	3=three	15=fifteen

GRAMMAR 2 PAGE 24

Aim: Use cardinal and ordinal numbers to count and rank items respectively

▶ **Pre-lesson activity**

Get students to interpret the picture in One and say how many people they see. Appoint one student to tell the class how many people there are in his or her nuclear family. Then, appoint another one to read the date on the board. Finally, direct students to page 24 of the Student's book.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the sentence on page 24 taking note of the words in bold.	Read the sentence and take note of the words in bold.
Asks students to say what the words in bold express.	Say what the words in bold express.

Asks students what the differences between these numerals are.	Attempt various explanations for these numerals.
Validates students' answers and helps formulate rules for using cardinal and ordinal numbers.	Take note of the rules formulated on the board.
Instructs students to complete the dialogue in Two, p. 25 with appropriate numerals from the tiles. NB: This should be pair work.	Do as instructed and complete the task.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

▶ **Post-lesson activity**

Group students and ask them to use their dictionary to come up with the 7 days of the week and the 12 months of the year. Select two groups and let one group show a card bearing a month, get members of the other group to guess the ordinal number corresponding to the month they see. Each time a member says the ordinal number, another group member spells it and presents to the class.

ANSWER GUIDE

▶ **One**

- » They express numbers.
- » Twenty-two helps count things and thirty-first helps rank things.
- » They are numerals (cardinal and ordinal).

▶ **Two**

- » first
- » ten
- » third
- » five
- » twelfth

SPEECH WORK 1 PAGE 25

Aim: Contrast some common vowel sounds in family-related words

▶ **Pre-lesson activity**

Remind students that in writing we use letters of the alphabet to form words. These letters are consonants and vowels. Then, ask them if we use letters as well when we speak or hear a word. Finally, tell them that sounds in words can also be consonants or vowels, and direct them to page 25.

▶ **While-lesson activity**

Teacher	Students
Models reading of the words in One or plays the audio file.	Read the words after the teacher.
Asks students how many vowel sounds they can identify while saying these words aloud.	Say which vowels they can identify.
Pronounces these vowels accurately and provides instances where they occur.	Pronounce after the teacher.
Appoints individual students to pronounce vowels in words written on the board, and gives corrective feedback.	Appointed students read the words on the board, rendering the target vowel sounds properly.

▶ Post-lesson activity

Teacher	Students
Gets the class to say tongue twisters with target vowels in them. Then, gets individual students to do the same, getting faster as they read.	Read the tongue twisters, first in chorus, then in solo.
Gives corrective feedback or plays the audio file.	Take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » Two sounds: /ɪ/, and /ɑ/.
- » Yes, they are. One is long while the other is short.
- » Brother, part, pad, port...

▶ Two

Audio available at www.afrikaeducation.com

WRITING 1 PAGE 26

Aim: Unscramble letters to obtain words then words to obtain sentences about the nuclear family

▶ Pre-lesson activity

With textbooks closed, ask students to name different members of a nuclear family. Do not write their answers on the board.

▶ While-lesson activity

Teacher	Students
Asks students to copy down the scrambled letters in One and to arrange them.	Copy the letters and arrange them to obtain correct words.
Listens to students' answers and gives feedback. Instructs them to write their answers on the board.	Give answers and write them on the board.
Instructs students to copy down the scrambled words in Two and arrange them into meaningful sentences. Monitors students as they work.	Listen, copy and do as instructed.
Asks students to give their answers and appoints individual students to write answers on the board.	Give oral answers then write them on the board and take down the correction.

▶ Post-lesson activity

Teacher	Students
Asks students to come up with similar sentences about their nuclear families.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ One

- » mother
- » brother
- » father
- » siblings

▶ Two

- a. I have a small family.
- b. There are four people in my family.
- c. I have one brother.
- d. I love my parents.
- e. They are so caring.

Aim: Use the indefinite and the definite articles to talk about family members

▶ Pre-lesson activity

Ask students to say what structure they use to single out/name an item when using language. Given that many might indicate they use the cardinal numeral "one", therefore direct them to page 26 in the book.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Instructs students to read sentences 1-3 on page 26, taking note of the words in bold.	Read the sentences and take note of the words in bold.
Asks students to say what the words in bold express.	Say what the words in bold express.
Asks students what the difference between these words is.	Attempt various explanations for the use of these words.
Validates students' answers and helps formulate rules for using the indefinite and definite articles.	Take note of the rules formulated on the board.
Instructs students to complete sentences a-e in Two, p. 27 with appropriate articles from the list. Also gets students to change nouns used with articles from the singular to plural forms and vice versa in Three, p. 27. NB: This should be pair work.	Do as instructed and perform the tasks.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » They do not express the same thing.
- » They indicate an idea of number.
- » We call them determiners.

▶ Two

- a.** a
- b.** The
- c.** an
- d.** the
- e.** the

▶ Three

- a.** Men ...children...
- b.** Daughters...male parents...sons...female parents
- c.** A father...a mother...a family.
- d.** A peer...a person

SPEECH WORK 2 PAGE 27

Aim: Render strong and weak forms of the indefinite and definite articles

▶ **Pre-lesson activity**

Remind students that we don't speak the same way all the time; we can render strong and weak forms of the words we say or pronounce.

▶ **While-lesson activity**

Teacher	Students
Models reading of the articles in bold in sentences 1-2 in One, p. 27 or plays the audio file (teacher renders the strong forms while reading slowly and weak ones while reading fast).	Read the articles after the teacher.
Asks students what they notice about sound quality in the two readings.	Say which differences they notice in both slow and fast speech.
Draws students' attention to the notions of strong and weak forms of vowel sounds. Then, models the reading of the said words afresh.	Pronounce after the teacher.
Appoints individual students to pronounce the words written on the board, and gives corrective feedback.	Appointed students read the words on the board, rendering the target vowel sounds appropriately.
Gets the class to read sentences 1-3 in Two with target vowels in them. Then, gets individual students to do the same, getting faster as they read.	Students read the sentences getting faster and faster, first in chorus, then in solo.
Gives corrective feedback.	Take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

- » The pronunciation differs when read in isolation and in sentences.
- » When in isolation, we pronounce strong forms. But when in sentences, we pronounce weak forms.

LISTENING PAGE 28

Aim: Listen to a dialogue and fill in a table with specific information about the extended family

▶ **Pre-lesson activity**

With textbooks closed, ask students to name different members of an extended family. Do not write their answers on the board.

▶ **While-lesson activity**

Teacher	Students
Gets students to reproduce the table in One in their notebooks and makes them repeat each word after him/her.	Reproduce the table and repeat after the teacher.
Reads the dialogue or plays the audio file for the first time and tells students to complete the table as they listen.	Listen carefully and fill in the table.
Reads or plays the audio file for the second time and gets students to check their answers as they listen.	Listen, and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report the correct answers on the board.	Give answers orally, write answers on the board and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Instructs students to select words from the task in One and come up with a sentence that captures all members of their extended family.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ **One**

Extended family members	Mark with (✓)
fathers	
grandfather	✓
grandmothers	
uncles	✓
aunts	✓
cousins	✓
sisters	
brothers	
nieces	✓

▶ **Two**

» Members of the extended family are grandparents, uncles, aunts, cousins, nieces....

WRITING 2 PAGE 28

Aim: Complete sentences with the suitable family relationship after studying a family tree

▶ **Pre-lesson activity**

With textbooks closed, ask students to name different members of a nuclear and an extended family. Appoint students to write their correct answers on the board.

▶ **While-lesson activity**

Teacher	Students
Instructs students to copy down sentences a-e in Two in their notebooks.	Copy down the sentences.
Reads the words in the box in One and gets students to read them in pairs.	Listen to the teacher and read in pairs.
Instructs students to complete the sentences with the right words from the box. Monitors students as they complete the task.	Listen, and do as instructed.
Listens to students' answers and gives feedback; then appoints students to write answers on the board.	Give answers and write them on the board. Take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Asks students to draw their own family tree and come up with sentences similar to sentences a-e in Two.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ **Two**

- a.** Habiba is Rasifatou's grandmother.
- b.** Yaouba is Oumoul's brother.
- c.** Salma is Marafa's aunt.
- d.** Ousman is Rasifatou's uncle.
- e.** Habiba and Abdoulaye are Marafa's grandparents.

→ REAL LIFE SITUATION 4

AT SCHOOL

LISTENING AND VOCABULARY PAGE 30

Aim: Describe one's school by naming places and school staff accurately

▶ Pre-lesson activity

Ask students to list some places in their school and some of the things they use in the classroom.

▶ While-lesson activity

Teacher	Students
Reads items from the tiles aloud and instructs students to repeat after him or her.	Listen and repeat after the teacher.
Assigns students to write against each number the corresponding item or place from the tiles.	Complete the task as instructed.
Monitors the activity, appoints students to share answers and gives corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

- » Instruct students to use their dictionaries and list other classroom objects that are missing in the pictures.
- » Drill students in making statements about school staff and their workplaces, and ask them whether they are true or false.

e.g.: A school nurse treats ill students in a classroom.

ANSWER GUIDE

▶ One

1. surveillance camera
2. duster
3. record of work book
4. loudspeakers
5. playground
6. attendance sheet/book
7. chalkboard
8. national anthem
9. desk
10. flag

READING AND VOCABULARY PAGE 31

Aim: Name things and places related to the school environment

▶ Pre-lesson activity

Teacher	Students
Elicits answers from students using the prompts in One, p. 31.	Provide short oral answers.

▶ **While-lesson activity**

Teacher	Students
Gets students to listen to the instructions and questions, then to interpret them.	Listen carefully and interpret the questions and instructions.
Reads the passage aloud. Gets students to read the passage silently and answer questions as instructed. Monitors the activity, appoints students to give oral and written answers, gives corrective feedback.	Listen carefully. Read silently and answer as instructed. Give answers and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Instructs students to choose any two sentences from the passage and transform them using their own information. Then appoints some students to write their answers on the board. Monitors the completion of the tasks in Three and Four. Appoints students to give answers.	Select the sentences and do as instructed. Match words with pictures and fill in gaps. Share their answers and take down the correction.

ANSWER GUIDE

▶ **One**

- » The name of my school is GHS, GBHS, GBSS, GSS... or GTSS, GTHS, or any other school.
- » It is a government school/It is a private school.
- » It is a day school/It is a boarding school.

▶ **Two A**

1. Ngangwa goes to school in GBHS Tibati.
2. There are 27 classrooms in GBHS Tibati.
3. The Discipline Mistress' office is situated on the 2nd floor.

▶ **Two B**

1. False
2. False

▶ **Three A**

- | | | |
|-----------------------|----------------|-------------------|
| 1. laboratory | 5. infirmary | 9. canteen |
| 2. classroom | 6. gymnasium | 10. toilets |
| 3. Principal's office | 7. secretariat | 11. computer room |
| 4. music room | 8. schoolyard | 12. staffroom |

▶ **Three B**

- | | | |
|---------------|--------------|------------|
| 1. canteen | 3. staffroom | 5. toilets |
| 2. laboratory | 4. infirmary | |

▶ **Four**

Places	People
Infirmary	nurse
Principal's office	Principal
Bursary	bursar
Secretariat	secretary
Staffroom	teachers

VOCABULARY PAGE 33

Aim: Talk about school subjects and things using correct phrases

▶ **Pre-lesson activity**

Get students to practise the dialogue in One between Kassa and Ngoune and identify their favourite subjects. Further ask them which subjects they are good at and the ones they still need to improve on (Two).

▶ **While-lesson activity**

Teacher	Students
Pairs up students and asks them to provide oral answers to the questions in Three.	Study the timetable and do as instructed.
Asks students to complete the statements in Four with names of school subjects from Three.	Study the statements in Four and complete them with correct names of school subjects.
Pairs up students; assigns them to study the school items in the pictures in Five and match them with corresponding labels.	Match school items with corresponding labels in the tiles.
Elucidates the instructions of the task in Six.	Study the descriptions in task Six and guess the school things described.

ANSWER GUIDE

▶ **One**

- a. On Monday before break, they have English and Citizenship.
- b. They have English on Monday and Thursday.
- c. On Thursday, they have Math from 10:30 to 12:20.

▶ **Two**

- a. English
- b. Biology and Chemistry
- c. History
- d. Religion
- e. Computer science

▶ **Three**

- | | | |
|---------------------|-------------------|--------------------|
| 1. textbook | 5. calculator | 9. school bag |
| 2. duster | 6. ballpoint pen | 10. student's desk |
| 3. pencil | 7. chalk | 11. ruler |
| 4. pencil sharpener | 8. teacher's desk | 12. exercise book |

▶ **Four**

- | | | |
|-------------------|------------------|---------------|
| 1. chalkboard | 3. exercise book | 5. calculator |
| 2. student's desk | 4. chalk | |

GRAMMAR 1 PAGE 35

Aim: Use personal pronouns to talk about what people do at school

▶ **Pre-lesson activity**

Ask students what the subject or object of a sentence is. Then, find out from them what words can replace the noun which plays the role of a subject or object in a sentence. Afterwards, direct students to task One on page 35.

▶ **While-lesson activity**

<u>Teacher</u>	<u>Students</u>
Instructs students to read sentences 1-3 on p. 35, taking note of the words in bold.	Read the sentences and take note of the words in bold.
Asks students what/who the words in bold represent.	Say what/who the words in bold represent.
Asks students what the difference between these words is.	Distinguish between subject and object pronouns.
Validates students' answers and helps formulate rules for using subject and object pronouns.	Take note of the rules formulated on the board.
Assigns students to complete sentences a-f in Two, p. 36 with appropriate pronouns from the tiles. NB: This should be pair work.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

- » They represent nouns.
- » No, they play different roles.
- » We call such words pronouns.

▶ **Two**

- | | | |
|--------|---------|----------|
| 1. She | 5. him | 9. them |
| 2. He | 6. I | 10. them |
| 3. It | 7. it | |
| 4. You | 8. they | |

WRITING 1 PAGE 36

Aim: Rearrange letters to form words about the school environment

▶ **Pre-lesson activity**

With textbooks closed, ask students to name some school subjects and items or places we find at school. Do not write their answers on the board.

▶ **While-lesson activity**

<u>Teacher</u>	<u>Students</u>
Instructs students to copy down and arrange the scrambled letters in One.	Do as instructed.
Listens to students' answers and gives feedback. Gets students to write their answers on the board.	Give answers and write them on the board.
Assigns students to label each picture in Two with the words that they found in One.	Listen, and do as instructed.
Monitors students as they work, elicits their answers and provides corrective feedback.	Give answers and take down the correction

► **Post-lesson activity**

Teacher	Students
Pairs up students and instructs them to draw more pictures (things, people, places) related to the school environment and label them.	Listen to the instructions and do as required.

ANSWER GUIDE

► **One**

- » textbook
- » flag
- » playground
- » Science
- » Mathematics

► **Two**

1. flag
2. playground
3. Mathematics

4. Science
5. textbook

GRAMMAR 2 PAGE 37

Aim: Use possessive adjectives and possessive pronouns to express ownership of school things

► **Pre-lesson activity**

Ask students to remind the class which structures we use to express ownership/possession in English. Then, direct them to page 37 in the book to introduce them to possessive adjectives and pronouns.

► **While-lesson activity**

Teacher	Students
Instructs students to read sentences 1-3 in One, p. 37 taking note of the words in bold.	Read the sentences and take note of the words in bold.
Asks students what the words in bold stand for and what they express.	Say what the words in bold stand for and express.
Asks students what the difference between these words is.	Attempt various explanations for the use of these words.
Validates students' answers and helps formulate rules for using possessive adjectives and possessive pronouns.	Take note of the rules formulated on the board.
Instructs students to complete sentences a-f in Two, p. 38, with appropriate possessives from the brackets. NB: This should be pair work. May propose other activities depending on students' needs.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

▶ **Post-lesson activity**

Organise and stage the “Whose (name of classroom item) is this?”. In this activity, students must work in pairs. One asks the question with the name of the item and the other gives the answer following the pattern: “It’s mine / his / theirs / ours...”

ANSWER GUIDE

▶ **One**

- » They express ownership.
- » Some take “s”, others do not.
- » We call them possessive adjectives and possessive pronouns.

▶ **Two**

- a. mine
- b. our
- c. mine
- d. hers
- e. our
- f. their

SPEECH WORK PAGE 38

Aim: Render common sequences of letters in different environments

▶ **Pre-lesson activity**

Remind students that when we speak we use sounds and that in speaking, these sounds are represented by letters or combinations of letters. However, there is no one-to-one correspondence between letters and sounds: the same letter or combination of letters can be pronounced differently in different environments. Afterwards, direct students to page 38.

▶ **While-lesson activity**

Teacher	Students
Models the pronunciation of interdental sounds, /ð/ and /θ/ or plays the audio file (the first is produced by inserting the tip of the tongue between the teeth and exerting little pressure, while in the rendition of the second, the amount of pressure exerted on the tip of the tongue is greater)	Pronounce the interdental sounds after the teacher.
Models the pronunciation of the sequences “ch” and “ph” or plays the audio file.	Pronounce the words with these sequences after the teacher.
Writes words with target sequences on the board and appoints individual students to pronounce them. Gives corrective feedback.	Appointed students read the words on the board, rendering the target consonant sounds appropriately.
Gets the class to read the words sets a-e with target sequences in them and spot the words with the odd pronunciation.	Do as instructed.
Gives corrective feedback.	Take corrective feedback from the teacher.

ANSWER GUIDE

- » **M**other
- » **T**heory
- » **S**hepherd
- » **S**chool
- » **C**halkboard

LISTENING PAGE 38

Aim: Listen to a passage and fill in a table with specific information about school subjects, day of the week and period of the day

▶ Pre-lesson activity

With textbooks closed, get students to study their current time table and give the English names for the different subjects they study (One).

▶ While-lesson activity

Teacher	Students
Instructs students to reproduce the table in Two in their notebook.	Reproduce the table.
Tells students they are going to listen to a passage to fill in a table as they listen. Reads the passage or plays the audio file for the first time.	Listen carefully and fill in the table.
Reads plays the audio file for the second time and tells students to check their answers as they listen.	Listen and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to write the correct answers on the board.	Give answers orally, write answers on the board and take down the correction.

▶ Post-lesson activity

Teacher	Students
Groups students and assigns them to make meaningful sentences that express ideas about the organisation of their timetables. Appoints group secretaries to write the correct sentences on the board.	Listen to the instructions and do as required. Write answers on the board and take down the correction.

ANSWER GUIDE

▶ One

- » We have French, Math, Biology and Physical Education. Answers may vary.
- » We have English on Tuesday and Thursday. Answers may vary.

▶ Two

Subjects	Days of the week	Period of the day
English	Monday	in the afternoon
Technology	Tuesday	does not apply
Mathematics	Wednesday	in the evening
Engineering	Thursday	in the afternoon
Science	Friday	in the morning

Aim: Rearrange jumbled words to obtain meaningful sentences

▶ **Pre-lesson activity**

With textbooks closed, instruct students to write down short sentences about what they do at school and read them loud. Write down some of their sentences on the board.

▶ **While-lesson activity**

Teacher	Students
Assigns students to copy down and arrange the jumbled words in Two.	Copy the words and arrange them to obtain correct sentences.
Checks students' answers as they perform the task in groups.	Work in groups.
Asks students to read out their sentences and write them on the board.	Read and write their answers on the board. Take down the correction.
Drills students in the structure of a simple sentence by identifying the subject, verb and object.	Participate and take down notes.

▶ **Post-lesson activity**

Teacher	Students
Gets students to work in pairs. One student gives jumbled words and the other one puts them in the correct order to obtain meaningful sentences.	Listen and do as instructed.

ANSWER GUIDE

▶ **One**

- a. a)- I love science. (**I**- subject; **love**- verb; **science**-object)
- b. b)- John loves Mathematics. (**John**-subject; **love**-verb; **Mathematics**-object)
- c. c)- All students love ICT. (**All students**- subject; **love**-verb; **ICT**-object)

▶ **Two**

- a. Students play in the playground.
- b. Teachers write on the blackboard.
- c. It is break time.
- d. We sing the national anthem.
- e. We study Mathematics.

Domain
of life

2

ECONOMIC LIFE AND OCCUPATIONS

→ REAL LIFE SITUATION 1

MONEY MATTERS

SPEAKING AND VOCABULARY PAGE 48

Prior to this lesson, ask students to come along with any bills - electricity, water, internet - they can get.

Aim: Identify and use adequate terms to label coins, notes, bills and amounts

▶ Pre-lesson activity

With books closed, show students some money (paper and metal). Ask them what it is and what they use it for (One). Ask students about the prices of common goods they buy at their school canteen.

▶ While-lesson activity

Teacher	Students
Pairs up students and monitors the completion of the tasks in Two A and B.	Study the pictures and match them with labels in the tiles (A); then link each label with its definition (B).
Instructs students to provide answers to a few guide questions based on their reading of the bills they brought from home or of the template in the Student's Book (Three).	Read the bill and share answers to the guide questions with the class.
Assigns students to attempt reading the digits in Four aloud and match them with corresponding phrases.	Match amounts with their fully-spelled forms.

▶ Post-lesson activity

Teacher	Students
Pairs up students; assigns each partner in a pair to exchange information from their homes with each other and share their peer's answers with the class (see guide questions in Three)	Further share information about the type of metre (light, water) they use at home, the average amount of their electricity bills and the payment method they often use to settle these bills.

ANSWER GUIDE

▶ One

- » I see money.
- » Bank note and coin
- » We can use it for buying things and paying for services.

▶ Two A

1. Price tag
2. Coin
3. Banknote
4. Currency
5. Receipt
6. Bill

▶ Two B

Word/phrase	Descriptions
bill	written statement of the money owed for goods or services
banknote	paper money
coin	metal money
price tag	sticker that indicates the price of an item
receipt	written document that testifies to a payment

▶ Three

1. The customer's name is Joel Mbeukam.
2. His address is PO Box:-/699778823.

Identification of the following:

- » bill number: 20231966
 - » Old index: 15218
 - » New index: 15305
 - » Reading date: 22/11/2018
 - » Date of bill generation: 28/11/2018
 - » Customer's unpaid bill: 0
 - » Amount to pay for the month: 4, 350
 - » Due date for payment: 10/12/2018
3. They use a prepaid metre. Answer may vary.
 4. They prefer mobile payment. Answer may vary.

▶ Four (let students match using arrows)

Column A	Column B
100	one hundred
170	one hundred and seventy
758	seven hundred and fifty-eight
1,000	one thousand
1,150	one thousand one hundred and fifty
5,275	five thousand two hundred and seventy-five
7,000	seven thousand
10,100	ten thousand and one hundred

READING PAGE 51

Aim: Identify banknotes, coins, bills and amounts

▶ Pre-lesson activity

Teacher	Students
Asks students to discuss in pairs the various methods of payment they use when they go shopping.	Discuss in pairs and share with the class.

▶ **While-lesson activity**

Teacher	Students
Gets students to study and interpret the questions and instructions on p.51 by keeping the key words or phrases in each.	Do as instructed.
Does a model reading of the passage and gets students to follow and take notes of the reading style.	Listen carefully.
Instructs students to do a silent reading of the passage and write down their answers.	Read silently and provide written answers.
Monitors the activity, appoints students to give oral and written answers. Gives corrective feedback.	Provide answers and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Instructs students to do a survey in class to find out the different bills parents pay, where and how they pay them and how much each bill is (in average). At the end, each student draws a table to summarise their data and gives a short talk on his or her findings.	Listen to the instructions, carry out the survey and share their findings.

ANSWER GUIDE

▶ **A**

1. True
2. False

▶ **B**

1. Banknotes
2. Banknotes and coins

▶ **C**

1. Fish, rice plantain and meat.
2. Coin is metal money and note is paper money.

GRAMMAR PAGE 51

Aim: Use "have got" to express ownership

▶ **Pre-lesson activity**

Remind students that in using language we often express ownership/possession. To this effect, we employ different grammatical structures previously seen. Get students to recall these structures. Then, direct them to page 51 in the book.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read sentences 1-4 in One on p. 51, taking note of the structures in bold.	Read the sentences and take note of the structures in bold.
Asks students what the structures in bold express and how they are formed.	Say what the structures in bold express and how they are formed.
Asks students to explain the different forms in these structures. Draws students' attention to the fact that "have got"= "have" in expressing ownership.	Attempt various explanations for the different forms in these structures.

Validates students' answers and helps formulate rules for expressing ownership with "have got".	Take note of the rules formulated on the board.
Instructs students to match sentences a-e in Two, p. 52 with appropriate forms of "have got". NB: This should be pair work. Instructs students to complete the table in Three by transforming the sentences obtained in Two accordingly.	Complete the tasks as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and also take corrective feedback from the teacher.

▶ **Post-lesson activity**

Pair up students and instruct them to discuss the things they have got or have not got on their desks or in their bags etc. Make it in such a way that they practise as a dialogue and act it in the front of the class. Make sure they practise using the first person singular and the third person as well. They should use the questions **"What have you/have you not got? And What has he or she/has he or she not got?"**

ANSWER GUIDE

▶ **One**

- » They express ownership.
- » Use the simple present of "to have" + "got".

▶ **Two**

- a.** has got **b.** have got **c.** have got **d.** has got **e.** has got

▶ **Three**

Affirmative form	Negative form	Interrogative form
1. Bola has got three 50-Franc coins.	Bola has not got three 50-Franc coins.	Has Bola got three 50-Franc coins?
2. Alima and Edoa have got two 500-Franc banknotes.	Alima and Edoa have not got two 500-Franc banknotes.	Have Alima and Edoa got two 500-Franc banknotes?
3. Aissatou and her brother have got five 500-Franc notes each.	Aissatou and her brother have not got five 500-Franc notes each.	Have Aissatou and her brother got five 500-Franc notes each?
4. Mrs Ngono has got a 10,000-Franc banknote.	Mrs Ngono has not got a 10,000-Franc banknote.	Has Mrs Ngono got a 10,000 -banknote?
5. Mbede has got four 100-Franc coins.	Mbede has not got four 100-Franc coins.	Has Mbede got four 100-Franc coins?

SPEECH WORK: PAGE 52

Aim: Render the diphthongs in "coin", "note" and "thousand"

▶ **Pre-lesson activity**

Remind students that the vowels we produce when speaking belong to different categories: monophthongs, diphthongs and triphthongs. Explain that diphthongs are vowel sounds with two sound qualities (two vowels in one). Then, direct them to page 52 in the book.

ANSWER GUIDE

» Coins » Bill » Receipt » Money » Cash

LISTENING PAGE 53

Aim: Listen to short descriptions and match them with the right illustrations

▶ Pre-lesson activity

With textbooks closed, ask students to state the types of money they use to buy things.

▶ While-lesson activity

Teacher	Students
Gets students to reproduce pictures 1-4 in their notebooks.	Reproduce the illustrations.
Tells students they are going to listen to four short descriptions and match them with the corresponding illustrations.	Listen carefully.
Reads or plays the audio file for the first time and instructs students to perform the required task as they listen.	Listen, and match the description with the right illustration.
Reads or plays the audio file for the second time and asks students to give their answers.	Listen again, check their answers and take down the correction.

ANSWER GUIDE

» 1) D 2) B 3) A 4) C

WRITING 2 PAGE 54

Aim: Design and fill in a bill at a restaurant

▶ Pre-lesson activity

With textbooks closed, get students to list some of the foods they can eat in a restaurant and their prices. Allow some students who have correct answers to write them on the board.

▶ While-lesson activity

Teacher	Students
Reads the menu and explains words on the left column.	Listen and take down notes.
Groups students and appoints a waiter or waitress and customers. Gets the waiter/waitress to collect orders and select a secretary to design a bill.	Work in groups. Design the bill and fill it in.
Gets students to read out their bills and selects a student to write their answer on the board.	Read and write their answers on the board. Take down the correction.

▶ Post-lesson activity

Teacher	Students
Pairs up students. One student places his order and another one fills in the bill. Instructs students to swap roles. Let them share the menu selected by their partners with the class.	Listen and do as instructed.

→ REAL LIFE SITUATION 2

IN THE (SUPER)MARKET

SPEAKING AND VOCABULARY PAGE 56

Aim: Describe shoppers' activities at a supermarket labelling each section, tool and service appropriately

▶ Pre-lesson activity

With textbooks closed, let students tell the class where they or their parents and relatives usually go shopping; whether or not they ever go shopping in a supermarket; what difference they have noticed between going shopping in a supermarket and in an open-air market.

▶ While-lesson activity

Teacher	Students
Assigns students to use the phrases in the tiles in One A to describe common actions in a supermarket and name a few supermarket tools, services and facilities (One B).	Study the pictures and guess what they depict using the phrases in the tiles; match words with corresponding pictures.
Elucidates the descriptions in One C to facilitate their matching with corresponding pictures.	Listen and match the phrases in One B with their descriptions in One C.
Groups students and gets them to label supermarket sections/aisles and products therein (Two).	Use suggested phrases to name sections of a supermarket and a few products sold in each section.

ANSWER GUIDE

▶ One A

1. Looking for goods
2. Using an escalator
3. Pushing a trolley
4. Inquiring from a trader

▶ One B

1. Automated Teller Machine (ATM)
2. Trolley
3. Counter
4. Elevator or lift (for British English)
5. Escalator

▶ One C

Words	Descriptions
Escalator	moving staircase for transporting people between floors
Elevator or lift	device that transports people vertically from one floor to another
Trolley	shopping cart
Counter	table on which the cashier counts money
ATM	electronic machine that allows users to cash out and transfer money

▶ Two A

1. Bakery
2. Dairy products
3. Snacks
4. Meat and poultry
5. Fish and seafood
6. Greengrocer
7. Drinks and beverages
8. Tinned and canned food

▶ **Two B**

Product	Supermarket section
milk	dairy products
bread	bakery
vegetables	greengrocer
biscuits	snacks
sardines	fish and seafood

READING PAGE 59

Aim: Ask for locations inside a (super)market

▶ **Pre-lesson activity**

Elicit answers from students by asking them to locate items and people around them. Compile a list of prepositions of place and put it on the board.

▶ **While-lesson activity**

Teacher	Students
Pairs up students and instructs them to discuss and interpret the questions and instructions on p.59.	Read, discuss and interpret in pairs, then take down notes.
Reads the questions aloud and then the text.	Listen carefully to the model reading.
Instructs students to read the questions again and the text, then provide written answers.	Do as instructed.
Monitors, nominates students to give oral answers and report correct answers on the board. Gives corrective feedback.	Give answers and take the correction.

▶ **Post-lesson activity**

Pair up students and instruct each pair to write down different directions they can use in the classroom. Stage the "Simon says" game using the various directions. A student may stand at a location in the class and his or her peer asks him or her to move to another location with eyes closed.

ANSWER GUIDE

▶ **One A**

1. False 2. True

▶ **One B**

1. Go **straight...** 3. The cake shop is **next to...**
 2. Walk **along...**

GRAMMAR 1 PAGE 60

Aim: Use phrases to give or ask directions in a (super)market

▶ **Pre-lesson activity**

Ask students what they would do if they found themselves in a (super)market and did not know how to get to the various areas or shelves. With many answering they would ask for directions, ask them what words they would use to do this. Then, direct them to page 60 in the book.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the dialogue in One, p. 60, taking note of the structures in bold.	Read the dialogue and take note of the structures in bold.
Gets students to account for how the structures in bold are formed and what they express.	Say how the structures in bold are formed and what they express.
Gets students to account for the use of these structures.	Attempt various explanations for the use of these structures.
Validates students' answers and helps formulate rules for using directional phrases.	Take note of the rules formulated on the board.
Instructs students to use the phrases in the brackets to complete sentences giving directions in Two. NB: This should be pair work. Teacher may give other tasks.	Perform the task following the instructions.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and also take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One A**

» They help give directions.

» We call them directional phrases.

▶ **One B**

- a. at the end
- b. on your left
- c. next to

- d. upstairs
- e. right at the entrance

LISTENING PAGE 61

Aim: Listen to a passage and underline the right location or preposition of place

▶ **Pre-lesson activity**

Instruct students to work in pairs and locate different items around them. Give them some model sentences (One).

▶ **While-lesson activity**

Teacher	Students
Instructs students to study and copy down sentences a-e in Two.	Study the sentences and copy them down.
Reads the passage or plays the audio file and instructs students to underline the correct answers as they listen.	Listen carefully and underline the correct answers.
Reads or plays the audio file for the second time and gets students to check their answers as they listen.	Listen, and check their answers.
Elicits students' oral answers and moves around to check spellings. Appoints students to write the correct answers on the board and provides corrective feedback.	Provide oral and written answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Groups students and gets them to make similar sentences in relation to the school canteen or market.	Listen to the instructions and do as required. Write answers on the board and take down the correction.

ANSWER GUIDE

▶ One

Will vary depending on where students are and what is found around them.

▶ Two

- | | |
|-------------|----------|
| a. main | d. walk |
| b. left | e. left |
| c. opposite | f. right |

WRITING PAGE 61

Aim: Make complete sentences on giving directions in a market

▶ Pre-lesson activity

With textbooks closed, ask students to list some common places where they can buy specific food items in a market. Find out from students what words can be used to locate these places.

▶ While-lesson activity

Teacher	Students
Reads the list of prepositions and places on p.61 and tells students to pay attention to their meaning as he or she explains.	Listen and take down notes.
Gets students to study the picture and to identify different places on the list.	Do as instructed.
Instructs students to make sentences following the model answer and to write their correct sentences on the board.	Read and write their answers on the board. Take down the correction.

▶ Post-lesson activity

Teacher	Students
Assigns students to draw one of the busiest streets in their neighbourhood and to locate specific buildings or places.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ One

- a. The bus stop is **opposite** the cold store.
- b. The tomato stall is **next to** the butcher's.
- c. The butcher's is **behind** cabbages.
- d. The grocery store is **behind** the tomato stall and the butcher's.
- e. The cold store is **in front of** the hotel.

Aim: Use demonstratives to point at things in the (super)market

▶ **Pre-lesson activity**

Tell students to imagine they go to the (super)market and see items they would like to purchase. When talking to the trader, they will have to point at the items using some specific language. Which words will they use to do so? After students' tentative answers, direct them to page 62 of the book.

▶ **While-lesson activity**

<u>Teacher</u>	<u>Students</u>
Instructs students to study the pictures and read the sentences in One, page 62 taking note of the words in bold.	Study the pictures and read the sentences, taking note of the structures in bold.
Have them say what the structures in bold are used for and what they are called.	Say what the structures in bold are used for and say what they are called.
Asks students to account for the different forms these words take.	Attempt various explanations for the different forms these words take.
Validates students' answers and helps formulate rules for using demonstratives.	Take note of the rules formulated on the board.
Instructs students to match the pictures in Two with the corresponding sentences. NB: This should be pair work. Teacher may give other tasks.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and also take corrective feedback from the teacher.

▶ **Post-lesson activity**

Drill students in the use of **this** and **that** to locate things and their owners. Make them use patterns like: That sportswear is Manga's. / That pair of socks is Zobo's. / This football jersey is Ngah's.

ANSWER GUIDE

▶ **One**

- » They help point at things using language.
- » We call them demonstratives.

▶ **Two**

- | | | |
|------|------|------|
| 1. d | 3. b | 5. f |
| 2. c | 4. e | 6. 1 |

→ REAL LIFE SITUATION 3

DOING SHOPPING

SPEAKING AND VOCABULARY PAGE 64

Aim: Share shopping experiences with peers indicating the items usually purchased, their quantities and prices

▶ Pre-lesson activity

Get Students to share their (parents') shopping habits with their partner then with the class - where they usually go shopping and which items they purchase.

▶ While-lesson activity

Teacher	Students
Does a model reading of the passage and gets students to read the dialogue as a trader and a customer then to provide oral answers to the questions that follow.	Practise the dialogue and give short oral answers to comprehension questions.
Pairs up students; monitors the picture reading in Two (A and B).	Study the picture to find out names of foodstuffs and say their quantities and prices. Then, match names of foodstuffs with corresponding pictures on p. 65.
Elucidates the phrases in the tiles in Three and assigns students to complete the dialogue using appropriate expressions.	Study and complete the dialogue about shopping with appropriate phrases from the tiles.

▶ Post-lesson activity

Get students to work in small groups and role play trader and customer scenes as they run errands for Christmas with their parents (task Four).

ANSWER GUIDE

▶ One

1. The dialogue takes place in the market.
2. A trader is someone who sells.
3. The trader sells plantain.

▶ Two A

Foodstuff	Price
a bunch of banana	899
persimmons	299
sweet d'andou and bartlett	100
fresh green	150
sweet asian pear	499
sweet keitts mango	299
avocado	99
fresh oats	695
oragon fruit	1199
lemons	3900

▶ **Two B**

- | | | |
|----------------------|--------------------|---------------------|
| 1. slice of meat | 5. glass of juice | 9. bar of chocolate |
| 2. jar of mayonnaise | 6. tin of sardines | 10. box of cereal |
| 3. bunch of banana | 7. loaf of bread | |
| 4. cone of ice-cream | 8. cans of juice | |

▶ **Three**

- » how much » expensive » afford » amount

▶ **Four**

- » Will depend on students' ability to prepare and act a marketplace scene under the teacher's supervision.

READING PAGE 66

Aim: Use buying and selling techniques (bargaining)

▶ **Pre-lesson activity**

Pair up students and instruct them to discuss and share their shopping experience with the class. Use the follow-up questions from the task in One page 66.

▶ **While-lesson activity**

Teacher	Students
Reads questions in Two and instructs students to interpret them and keep the key phrases of each.	Listen, interpret and take down notes.
Does a model reading of the text. Then, instructs students to read silently and write down their answers.	Listen carefully and do as instructed.
Appoints students to give oral answers, gives corrective feedback and selects students to write answers on the board.	Give oral and written answers, then take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Instructs students to read the passage again in pairs and complete the task in One C p. 66.	Work in pairs and complete the task.

ANSWER GUIDE

▶ **One**

1. I usually buy rice, fish, cooking oil, snacks and some cosmetics (answer may vary).
2. My pair of trainers (answer may vary).

▶ **Two A**

1. These foodstuffs are: fish, meat and oil.
2. The prices are:
 - » Oil 4,500/L
 - » Meat 3,000/kg
 - » Fish 5,000/kg
3. The customer wants 2 kg of meat.

▶ **Two B**

1. False
2. True

▶ Two C

Question	Information requested
<i>Where can I get foodstuffs and cereals?</i>	Place
<i>What else do you want?</i>	More items
<i>How much will these cost?</i>	Price
<i>How many kilogrammes...?</i>	Quantity (countable)
<i>How much oil...?</i>	Amount (uncountable)

GRAMMAR 1 PAGE 67

Aim: Use countable and uncountable nouns to name items on a shopping list

▶ Pre-lesson activity

Tell students to imagine that they are going shopping. Have them draw up a shopping list in which they include the items they need to buy (items and quantities/amount). Then, pick two or three students to read their shopping list to the class. Afterwards, direct them to page 67.

▶ While-lesson activity

Teacher	Students
Instructs students to read the dialogue in One, p. 67 taking note of the nouns in bold.	Read the dialogue, taking note of the nouns in bold.
Asks students to say what they notice in the way the nouns in bold are written.	Say what they notice in the way the nouns in bold are written.
Asks students to say why some nouns take "s" and others do not, then gets to match the nouns in bold in the dialogue with corresponding pictures.	Attempt various explanations for the different forms these nouns take and match nouns with pictures.
Validates students' answers and helps formulate rules for using countable and uncountable nouns.	Take note of the rules formulated on the board.
Assigns students to complete the tasks in Two and Three.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the tasks and also take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » Some nouns are in the singular while others are in the plural.
- » Countable and uncountable things

- | | | |
|------------------|------------------|-----------|
| 1. cabbages | 7. oranges | 13. beans |
| 2. okra | 8. mango | 14. meat |
| 3. eggplant | 9. pineapples | 15. sugar |
| 4. tomatoes | 10. bananas | 16. rice |
| 5. bitter leaves | 11. strawberries | |
| 6. onions | 12. watermelon | |

▶ Two

- a. Countable foodstuffs: oranges, mangoes, watermelons, strawberries, tomatoes, bananas, pineapples, onions, cabbages, eggplants.
- b. Uncountable foodstuffs: meat, rice, beans, sugar, okra.

▶ Three

Tomato, pineapple, orange, mango, banana, watermelon, strawberry, eggplant, cabbage, bitter leaf, onion.

SPEECH WORK PAGE 68

Aim: Render the different pronunciations of the "s" plural marker

▶ Pre-lesson activity

Remind students that the same letter or combination of letters can have different pronunciations in different environments. This is the case with the "s" plural marker. Direct students to page 68.

▶ While-lesson activity

Teacher	Students
Reads sentences 1-3 in One or plays the audio file and instructs students to take note of the pronunciation of "s".	Listen to the sentences and do as instructed.
Asks students how many sounds they perceive when the teacher pronounces "s".	Identify the various sounds.
Spells out rules for pronouncing the "s" plural marker. Then, appoints students to read sets of words he or she writes on the board to elicit these sounds.	Appointed students read the words on the board, rendering the target pronunciations of "s".
Gets the class to read sets a-d in Two with target renditions of "s" in them, and spot the words with the odd renditions.	Read the sets and spot the words with the odd sounds.
Gives corrective feedback.	Take corrective feedback from the teacher.

▶ Post-lesson activity

Instruct students to use their dictionary and come up with their own list of words that follow the same pattern as those in Two.

ANSWER GUIDE

▶ One

- » The "s" plural marker is pronounced differently.
- » The pronunciation of "s" changes depending on where "s" is found (the phonetic environment where it occurs).

▶ Two

- a. spaces
- b. sets
- c. buys
- d. races

GRAMMAR 2 PAGE 69

Aim: Use modals for requests and permissions

▶ Pre-lesson activity

Tell students that when someone lives in society, they interact with people daily. Thus, they may want the people they interact with to do things for them or grant them things. To this effect, they use specific language structures. Then, find out from students which ones they use. Afterwards, direct them to page 69.

▶ **While-lesson activity**

Teacher	Students
Gets students to study and copy down the questions in One.	Study the questions and copy them down.
Reads the dialogue or plays the audio file and asks students to indicate the person who asked each question (Two).	Listen carefully and perform the required task.
Reads or plays the audio file for the second time and instructs students to check their answers as they listen.	Listen, and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report the correct answers on the board.	Give answers orally, write answers on the board and take down the correction.
Assigns students to study the statements in Three.	Listen and study the statements.
Gets students to write T or F against each statement as they listen to the dialogue again.	Listen and perform the tasks.
Asks students to give their answers and give feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Pairs up students and gets them to use the phrases in Two to make and role play a dialogue in the front of the class. Monitors students' work.	Listen to the instructions and do as required, role play the dialogue.

ANSWER GUIDE

▶ **One**

- » When I go shopping, I buy clothes, jewels, foods and drinks and many others...
- » I sometimes pay in cash or use mobile payment services.
- » We call it the receipt.

▶ **Two**

- » (SA)
- » (C)
- » (SA)
- » (SA)
- » (C)

▶ **Three**

- a. False
- b. False
- c. True
- d. False
- e. False

WRITING PAGE 70

Aim: Rearrange jumbled words to make meaningful sentences

▶ **Pre-lesson activity**

With textbooks closed, get students to make some statements about things that traders and customers do in the market.

▶ **While-lesson activity**

Teacher	Students
Gets students to copy down and unscramble the words in One to obtain meaningful sentences.	Listen, and do as instructed.
Reads the short note in Two and explains it. Instructs students to make more meaningful sentences, then gives feedback.	Listen and take down notes. Do as instructed. Give their answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Instructs students to study the pictures in Three and say what they can see. Drills students in making meaningful sentences from the pictures.	Listen and do as instructed.
Gets students to study and unscramble the words in Four to make meaningful sentences.	

ANSWER GUIDE

▶ One

- a. a)- I am a trader.
- b. b)- John sells in the market.
- c. c)- Mary is my customer.

▶ Two

- a. a)- My mother is a shop assistant.
- b. b)- We go to the bakery every week end.

▶ Three

1. A customer is paying his bill at the counter.
2. A shopping mall
3. An escalator in a shopping centre
4. A trolley with foodstuffs in a supermarket

▶ Four

- a. The customer settles the bill.
- b. The cashier collects cash.
- c. The customer pays the bill in cash.
- d. Visitors take the escalator to the first floor.
- e. We buy foodstuffs and drinks from the mall.
- f. Keep your shopping cart close.
- g. The trolley is full.
- h. Use a trolley to carry items.

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→ REAL LIFE SITUATION 4

MY DREAM JOB (S)

SPEAKING AND VOCABULARY PAGE 72

Aim: Describe common jobs

▶ Pre-lesson activity

With books closed, get students to tell the class about their parents' jobs and occupations (One). Then, play "People in my Town" from <https://youtu.be/JBXauplJHr8> and get students to sing along using the lyrics on page 72 (Two).

▶ While-lesson activity

Teacher	Students
Pairs up students and assigns them to find names and descriptions of jobs in the lyrics of "People in my Town".	Scan the lyrics of "People in my Town" and fill in the table in Three with correct information.
Assigns students to identify the jobs in the pictures in Four to match them with the workplaces in Five.	Study the pictures and do as the teacher instructs.

▶ Post-lesson activity

Review common jobs and provide examples of tools that carpenters for instance use, and ask students to do the same with other common jobs.

ANSWER GUIDE

▶ One

- » My father is a teacher and my mother is a nurse.
- » My future job is businessperson/businessman/businesswoman.
- » I want to create jobs for youths.

▶ Two

Log to <https://youtu.be/JBXauplJHr8>, follow the tune and sing along with your students.

▶ Three

Job/occupation	Description
Barber	Cuts people's hair
Pilot	Flies planes
Mechanic	Changes car tyres
Firefighter/man	Puts out fires in buildings

▶ Four

- | | |
|----------------|--------------|
| 1. pilot | 6. mason |
| 2. teacher | 7. carpenter |
| 3. barber | 8. nurse |
| 4. lawyer | 9. farmer |
| 5. firefighter | 10. mechanic |

▶ Five

Workplace	Job	Tools
barber's shop	barber	hair clipper, comb
farm	farmer	water can, ploughing machine
garage	mechanic	wrench, pliers
classroom	teacher	textbook, chalk
courtroom	lawyer	penal code, (forensic) evidence
hospital	nurse	medical gloves, syringe
workshop	carpenter	saw, hammer
construction site	mason	trowel, scaffolding

LISTENING PAGE 74

Aim: Listen to a dialogue about school subjects and related jobs, and tick the correct answer

▶ **Pre-lesson activity**

Instruct students to work in pairs and get their partners to list their dream jobs. Appoint a student to share his/her partners' answers with the class (One).

▶ **While-lesson activity**

Teacher	Students
Gets students to study statements a-c in Two.	Study and copy the statements down.
Reads the dialogue or plays the audio file for the first time and assigns students to tick the correct answer.	Listen carefully and perform the required tasks.
Reads or plays the audio file for the second time and gets students to check their answers as they listen.	Listen, and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report the correct answers on the board.	Give answers orally, write answers on the board and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Pairs up students and asks them to discuss their dream jobs. Allow them to swap roles as well.	Listen and do as instructed, role play the dialogue.

ANSWER GUIDE

▶ **One**

» Depends on the jobs students will list.

▶ **Two**

a. STEM subjects are:

Science✓
Technology✓
Mathematics✓
Engineering✓
Mechanics

b. Careers that match STEM subjects are:

Computer Science✓
Education
Information Technology✓

Civil Engineering✓
Transport

c. A student who is good at STEM subjects can become:

a bus driver
a pilot✓
a mechanic
an application developer✓
a medical doctor✓
a cyber-security expert✓

▶ **Three**

- Depends on students' ability to choose STEM-related careers and discuss their choices.

Aim: Find out about common jobs and professions

▶ Pre-lesson activity

Pair up students and instruct them to discuss the two questions in One. Then, have them exchange information and share with the class.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Reads the questions in Two and instructs students to interpret them and keep short phrases that summarise each question.	Listen and do as instructed.
Reads the passage aloud.	Listen carefully to the model reading.
Instructs students to read silently and write down their answers. Appoints students to give answers, monitors and gives corrective feedback.	Read silently and write down their answers. Give oral and written answers and corrective feedback from the teacher.

▶ Post-lesson activity

Instruct students to use their answers to the questions in Two B and write a short paragraph about their father's or mother's job.

ANSWER GUIDE

▶ One

- » Five common jobs: teacher, musician (singer), comedian, medical doctor, banker.
- » A teacher teaches; a musician sings; a comedian entertains audiences; a medical doctor treats patients and a banker manages/takes care of people's finances.

▶ Two A

- 1. False
- 2. False

▶ Two B

- 1. Mrs Nyambani is a teacher.
- 2. Before going to school, she plans her lessons.
- 3. She needs communication and advanced technology skills.

GRAMMAR PAGE 75

Aim: Express likes and dislikes

▶ Pre-lesson activity

Find out from students which things they love or don't love doing, and get the latter to express them in various ways. Once this is done, direct them to page 75.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Instructs students to read sentences 1-3 in One, p. 75 taking note of the words in bold.	Read the sentences taking note of the nouns in bold.
Asks students to say what they think the words in bold express.	Say what they think the words in bold express.
Validates students' answers and gives other phrases used to express likes/dislikes.	Take note of the rules formulated on the board.

Instructs students to study pictures and express likes/dislikes following the example in Two. NB: This should be pair work. Teacher may give other tasks.	Do as instructed and perform the task.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

▶ **Post-lesson activity**

Pair up students. Have each member of the pair draw a table with subjects he or she likes or dislikes. After this, let them exchange tables and make short sentences to say what their partner likes or dislikes. Make sure they use the pattern likes/enjoys/hates/fond of/dislikes + V-ing.

ANSWER GUIDE

▶ **One**

- » These verbs express **likes** and **dislikes**.
- » Yes, there is: love and **like** are positive while **hate** is negative.

▶ **Two A**

1. Ashiri likes working on the farm. He does not like reading books.
2. Mbessa enjoys working in an office. She hates selling in the market.
3. Mouhamad can't stand working as a soldier. He loves/likes being a teacher.
4. My parents hate travelling by plane. They are fond of travelling by car.
5. The cat is fond of licking its body and sleeping. It can't stand touching water.

WRITING PAGE 77

Aim: Write against pictures the corresponding jobs and fill in statements with the right words

▶ **Pre-lesson activity**

With textbooks closed, ask students to name common jobs and corresponding workplaces.

▶ **While-lesson activity**

Teacher	Students
Instructs students to study the pictures in One and label each with the corresponding job. Listens to their answers and gives feedback.	Listen, study and do as instructed. Listen and take the down correction.
Gets students to study the table of most common jobs in Cameroon in Two and fill in passages a and b .	Do as instructed.
Elicits students' answers and gives corrective feedback.	Listen and give answers, then take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Instructs students to make paragraphs (about their dream jobs) similar to those in a and b in Three. Lets each student complete the paragraph with his or her personal information.	Listen and do as instructed.
Gets students to read out their paragraphs and gives feedback.	Read their paragraphs and effect changes.

ANSWER GUIDE

▶ One

1. teacher
2. driver

3. farmer
4. nurse/medical doctor

5. hairdresser/barber
6. student

▶ Two

Same as in One

▶ Three

- a. braid - hair - mirror - pair of scissors
- b. vegetables, fruits and cash crops - diploma - technical or vocational school



Domain
of life

3

Environment, well-being and health

➔ REAL LIFE SITUATION 1

TIME AND SEASONS

SPEAKING AND VOCABULARY PAGE 86

Aim: Use suitable words and expressions to describe seasons and to say the time

▶ Pre-lesson activity

Introduce the notion of 'seasons' and ask students to identify the seasons in their regions: what they are called, in which months people experience them, which specific activities people do during each season (One A)

▶ While-lesson activity

Teacher	Students
Explains the characteristics of seasons in the tiles in One B and monitors students as they match them with appropriate pictures.	Study the illustrations of and describe the dry and rainy seasons using the phrases in the tiles.
Pairs up students and allows them to use their dictionaries to further describe the rainy and dry seasons (Two).	Determine the months during which people experience each season, describe the weather conditions that characterise each season, the health hazards people are exposed to and the precautions to be taken to stay safe.
Instructs students to study the statements in Three and find out opposites of the underlined words.	Study the statements and give the antonyms of the underlined words.
Assigns students to study the day-night chart in Four and guides them on how to read the time (Five and Six).	Study the day-night chart in Four and fill in the table.
	Match the time-reading expressions in the tiles in Five with the corresponding clocks; then try saying the time on the clocks in Six.

▶ Post-lesson activity

Get students to make statements that describe their weekly school schedule. Instruct them to use the prompt below.

e.g.: We have English on Monday morning from _____ to _____.

Aim: Describe weather conditions

▶ Pre-lesson activity

Instruct students to discuss the questions in One and to share their answers with the class.

▶ While-lesson activity

Teacher	Students
Reads the questions in Two (A and B) and instructs students to take note of the main idea in each question.	Listen and do as instructed.
Does a model reading of the passage aloud.	Listen carefully.
Instructs students to read silently and to provide written answers to the questions in Two. Appoints students to answer orally, provides corrective feedback and selects students to write correct answers on the board.	Read silently and provide written answers. Give answers and take down the correction.

ANSWER GUIDE

▶ One

- » The weather is hot and sunny in the dry season. It is cold, rainy and windy in the rainy season.
- » The dry season is uncomfortable because of dust and heat. The rainy season causes a lot of mud and sometimes flash floods due to heavy rain. (Answer may vary)

▶ Two A

1. False
2. True
3. False

▶ Two B

1. Nguenda's road to school in the dry season is dusty.
2. When it rains, Nguenda gets to school late and misses lessons.

GRAMMAR PAGE 89

Aim: Use the simple past of "to be" and "to have" to talk about the weather, people's clothing and time

▶ Pre-lesson activity

Tell students to describe the weather of the day and that of the day before. Then, get them to discuss people's clothing in relation to weather conditions.

▶ While-lesson activity

Teacher	Students
Instructs students to read the sentences in One taking note of the verbs in bold.	Read the sentences, taking note of the verbs in bold.
Asks students to give the infinitive forms of these verbs.	Give the infinitive forms of the verbs.
Asks students the tense of the verbs in bold and gets them to justify their answers.	Attempt various answers and justifications.

LISTENING PAGE 91

Aim: Listen to a passage and fill in sentences with specific information

▶ **Pre-lesson activity**

Get students to list some activities that people do during different seasons of the year. Ask them to name some of the crops that farmers or people grow in their environment (One).

▶ **While-lesson activity**

Teacher	Students
Gets students to study and copy down sentences 1-5 in Two.	Study the sentences and copy them down.
Reads the passage or plays the audio file and assigns students to fill in the sentences.	Listen carefully and perform the required tasks.
Reads or plays the audio file for the second time and lets students check their answers as they listen.	Listen, and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report their answers to the class and gives corrective feedback.	Give oral and written answers and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Pairs up students and assigns them to write sentences that describe activities people do in their locality/region as per season.	Listen and do as instructed.

ANSWER GUIDE

▶ **One**

- » In the dry season, farmers harvest corn and other cereals. They also burn farms so they may clean the weed and then prepare the soil. During the rainy season, they sow and plant.
- » The rainy season is appropriate for growing crops.

▶ **Two**

1. dry
2. rain
3. full of commuters
4. will be planting
5. rainy season

→ REAL LIFE SITUATION 2

TREATING DISEASES

LISTENING PAGE 92

Aim: Listen to a dialogue about treating diseases and complete related tasks

▶ Pre-lesson activity

Get students to discuss the questions in One. Then, have them list some common diseases in their community and say how they treat them.

▶ While-lesson activity

Teacher	Students
Gets students to study and copy down sentences 1-3 in Two A.	Study the sentences and copy them down.
Reads the passage or plays the audio file and asks students to answer True or False as they listen.	Listen carefully and perform the required tasks.
Has students study and copy down statements 4-6 in Two B.	Study and copy down the statements.
Reads the passage or plays the audio file again and assigns students to complete the statements with correct information.	Listen carefully and perform the required tasks.
Listens to students' oral answers and moves round to check spellings. Appoints students to report the correct answers on the board.	Give oral answers, write answers on the board and take down the correction.

▶ Post-lesson activity

Instruct students to complete the task in Three. Pair up students and monitor the completion of the task.

ANSWER GUIDE

▶ One

- » I go to the hospital.
- » I meet a medical doctor or a nurse.
- » He/she gives me a prescription.

▶ Two A

1. False
2. True
3. True

▶ Two B

1. Take two **tablets** in the morning and one **spoonful** of syrup.
2. **Sleep** under a mosquito bed net to avoid malaria.
3. Self-medication will make your body **drug**-resistant.

READING PAGE 92

Aim: Identify symptoms of diseases and appropriate treatments

▶ Pre-lesson activity

Instruct pairs of students to discuss the questions in One and exchange information, then share with the class.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the questions and keep the general idea in each.	Read the questions silently and take down notes.
Gets students to listen carefully as he or she does a model reading of the passage.	Listen carefully.
Assigns students to read the passage silently and provide written answers.	Read the passage silently and provide written answers in their exercise books.
Monitors the activity, appoints students to give oral answers, gives corrective feedback and selects students to write the correct answers on the board.	Give answers and take down the correction.

▶ **Post-lesson activity**

Instruct students to share their own experience about the last time they went in for a medical check-up or simply the last time they went to hospital.

ANSWER GUIDE

▶ **One**

- » I last fell sick last week/two days ago/in November...
- » I was suffering from typhoid/malaria...
- » The symptoms were: fever, sweating, tiredness and headaches.
- » Answers may vary.

▶ **Two A**

1. True
2. False

▶ **Two B**

1. Symptoms of malaria are: feeling weak, headaches, loss of appetite, high temperature, muscle aches, abundant sweating.
2. The two tests that the doctor carries out are: a malaria test and a widdal agglutination test.

▶ **Two C**

1. The patient is suffering from typhoid.
2. Typhoid is contracted from contaminated food and water.

GRAMMAR 1 PAGE 93

Aim: Use interrogative/question words to ask questions about one's health

▶ **Pre-lesson activity**

Have students say which question they would ask if they want to know about someone's health condition. Thereafter, direct them to page 93 in the book.

Teacher	Students
Instructs students to read sentences 1-2 in One taking note of the words in bold.	Read the sentences taking note of the words in bold.
Asks students to say what the words in bold help express and what they are called.	Say what the words in bold express and what they are called.
Validates students' answers and helps formulate rules for using question words.	Take note of the rules formulated on the board.
Instructs students to complete questions 1-5 in Two with question words studied in One. Teacher may give other tasks.	Do as instructed.

Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.
--	--

▶ Pre-lesson activity

Pair up students and ask them to list two common diseases. Make them prepare questions about each of the diseases and let them share their answers with the class.

ANSWER GUIDE

▶ One

- » They are interrogative sentences.
- » We call them interrogative adjectives.
- » We use them to form/ask questions.

▶ Two

1. where
2. how
3. when

4. how
5. why

SPEECH WORK 1: PAGE 94

Aim: Contrast and use rising and falling intonation

▶ Pre-lesson activity

Tell the class that a person's tone (pitch of the voice) varies as they speak; it sometimes rises and sometimes falls. This affects the message being conveyed. Direct students to page 94.

▶ While-lesson activity

Teacher	Students
Does a model reading of questions 1-2 in One and instructs learners to take note of intonation.	Listen and take notes of how intonation varies across question.
Asks students what they notice.	Say the difference in intonation they notice.
Spells out intonation modes found in Yes/No-questions and Wh-questions.	Take note of teacher's explanations.
Gets the class to read questions a-e in Two and place an arrow indicating rising or falling intonation at the end of each question.	Read the questions and do as instructed.
Gives corrective feedback.	Take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » I notice a rise and fall in intonation at the end of these questions.

▶ Two

- a. How often do you brush your teeth a day? (falling)
- b. Do you have modern toilets in your house? (rising)
- c. Is it healthy to eat without washing your hands? (rising)
- d. Does your mother sometimes take you to the hospital? (rising)
- e. What are the symptoms of malaria? (falling)

Aim: Ask for and give information about health conditions, diseases, hygiene and sanitation

▶ Pre-lesson activity

Ask students what diseases they usually suffer from, where they go to and which specialist they meet whenever they feel ill.

▶ While-lesson activity

Teacher	Students
Gets pairs of students to read the dialogue in One and has the class provide oral answers to the questions that follow. This comes after the teacher must have done a model reading.	Practise the dialogue with peers and scan it to provide answers to the comprehension questions.
Monitors students as they fill in the table in One B.	Work in small groups and discuss the causes, symptoms and prevention of common diseases.
Assigns and guides students as they describe the human body (Two A and B).	Match parts of the body in the pictures with their names in the tiles; sing 'My Body' song and play 'Simon Says'.
Asks students to identify and say what medical tools are used for (Three and Four)	Name medical tools and complete statements about their uses.

▶ Post-lesson activity

Guide students to role play a scenario at the hospital.

ANSWER GUIDE

▶ One A

1. Mbeng is feeling weak.
2. The symptoms of his disease are: headache, joint ache, high temperature.
3. He's suffering from malaria.
4. False
5. True

▶ One B

Disease	Cause	Symptoms	Treatment	Prevention
Malaria	mosquito bite	-fever - headache - tiredness - heavy sweating	- Artefan - Artesunate	- keeping the surroundings clean - sleeping under a mosquito bed net
Cholera	contaminated food and water	- running stomach - fever - headache	- Doxycycline - Azithromycin - Ciprofloxacin	- wash hands after using toilets - avoid contaminated food and water
Stomach ache	contaminated food	aching bowels	- Doxycycline - Azithromycin	- avoid uncontaminated food - trim your nails

▶ **Two A**

1. shoulder
2. arm

3. leg
4. eye

5. nose

▶ **Two B**

- » This task will be performed in class by the teacher and his/her students. Teacher will organise it in the best way possible.

▶ **Two C**

The rule of Simon says: teacher instructs students by saying Simon says, and students only do what Simon says. When teacher instructs students to do something without using the name "Simon", students do not act out. Students who act when they are not supposed to are disqualified.

▶ **Three**

1. scissors
2. compression bandage
3. syringe
4. microscope
5. wheelchair

6. gloves
7. blood pressure monitor
8. surgical mask
9. plaster

▶ **Four**

1. wheelchair
2. surgical masks and gloves
3. scissors; compression bandages
4. microscope, blood pressure monitor and syringe

GRAMMAR 2 PAGE 97

Aim: Use imperatives to give instructions, prohibitions...

▶ **Pre-lesson activity**

Ask students what they do when they want their younger ones at home to do things (their house chores for instance). After they might have answered that they give them instructions/orders, direct them to page 97 in the book.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read sentences 1-3 in One taking note of the words in bold.	Read the sentences, taking note of the words in bold.
Asks students to say what they think these sentences express and what they are called. Asks students the tense of the verbs in these sentences.	Say what the sentences express and what they are called. Attempt various answers.
Validates students' answers and helps formulate rules for using imperative sentences.	Take note of the rules formulated on the board.
Instructs students to use the prompts in Two to form imperative sentences.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

▶ **Post-lesson activity**

Group students and help them come up with some safety rules within the school milieu, i.e. things they are allowed or not allowed to do at school. Have them use imperatives.

ANSWER GUIDE

▶ **One**

- » They express orders.
- » The imperative
- » We call them imperative sentences.

▶ **Two**

- a. Never smoke cigarette; it's harmful.
- b. Do not hesitate to go to the hospital when you are sick.
- c. Always follow the doctor's instructions when taking a treatment.
- d. Eat less sugar and exercise a lot to stay healthy.
- e. Look left and right before you cross the road.

SPEECH WORK 2 PAGE 98

Aim: Pronounce the schwa sound /ə/ in different environments

▶ **Pre-lesson activity**

Tell the class that as we speak, we pronounce vowels of different sound qualities; some are strong while others are weak. Direct students to page 98.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the words in One after listening to the audio file. Has them take note of the pronunciation of the letter or sequence of letters in bold.	Read after the teacher.
Asks students what they notice.	Say what they notice (the letters or sequences in bold are all rendered /ə/).
Writes words with schwa on the board for students to read in chorus, then in solo. Helps the class notice /ə/ is the weakest vowel sound in English, and can be represented by a variety of letters and combinations of letters.	Read the words on the board. Students take note of teacher's explanations.
Gets the class to read sets a-d in Two rendering schwa correctly and getting faster as they read.	Read the sets as instructed.
Gives corrective feedback.	Take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

I notice the occurrence of the /ə/ sound.

▶ **Two**

Students read under teacher's control or listen to the audio file.

Aim: Fill in a cloze passage with the right words

▶ Pre-lesson activity

With textbooks closed, ask students to list various ways malaria is treated in their community.

▶ While-lesson activity

Teacher	Students
Gets students to study the paragraph with missing words in One. Then, assigns them to read the passage "Malaria treatment" and complete the cloze summary with correct words.	Study the cloze summary and do as instructed.
Asks students to give their answers. Validates students' answers.	Propose different answers. Then, take the correction.
Assigns students to study the table in Two and complete the sentence and the paragraph in Three with the missing information.	Do as instructed.
Gets students to give their answers. Appoints some to write the correct answers on the board.	Give answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Assigns students to choose any other common disease and find out about its treatment. Gets them to make meaningful sentences using the information gathered.	Do as instructed.

ANSWER GUIDE

▶ One

- » antimalarial
- » hospitals and pharmacies
- » artemether
- » symptoms

▶ Two

The table indicates how to take ARTEFAN 80/120.

▶ Three

- | | | |
|-------------|-------------|--------------|
| » 3 days | » 6 tablets | » 4 tablets |
| » 2 tablets | » 8 tablets | » 24 tablets |

→ REAL LIFE SITUATION 3

ENJOYING LIFE IN A HEALTH/ ENVIRONMENT CLUB

SPEAKING AND VOCABULARY PAGE 101

Aim: Talk about safety measures, hygiene and sanitation

▶ Pre-lesson activity

Get students to tell the class whether they, or any persons they know, have been victims of road accidents.

▶ While-lesson activity

- » Assign students to work in groups and retell the story in One A after putting the pictures in the correct order.
- » Still in groups, get students match the safety measures in the tiles in One B with the situations in the table.

▶ Post-lesson activity

- » Group students and get them to brainstorm on some hygiene tips that they can learn in a Health or Environment Club (Two-A).
- » Further ask students to name the tools and areas that match with each action verb describing a hygiene tip (Two-B).

ANSWER GUIDE

▶ One A

- » picture 7 is 1
- » picture 5 is 2
- » picture 3 is 3
- » picture 4 is 4
- » picture 1 is 5
- » picture 8 is 6
- » picture 2 is 7
- » picture 6 is 8

▶ One B

Situation	Safety precautions
when crossing the road	look left and right
on a motorbike	wear a helmet
on a bus	fasten your seatbelt
when handling electricity	make sure your hands are dry
in case of a car accident	secure the setting
if a victim is not breathing	practise mouth-to-mouth resuscitation

▶ Two A

1. brushing teeth
2. ironing clothes
3. bathing
4. washing clothes
5. tidying up
6. washing hands after using the toilets
7. cutting nails

▶ Two B

Tip	Area	Tools
sweep	floor	broom, spade
dust	furniture	rag
mop	floor	mop, bucket
weed	backyard	cutlass/machete, spade
garden	garden	rake, hedge shears

Aim: State hygiene rules and their importance

▶ Pre-lesson activity

Ask students to list some of the hygiene rules they apply and say why they apply them. Instruct students to discuss the picture in One in pairs and share their findings with the class.

▶ While-lesson activity

Teacher	Students
Instructs students to read the statements after each flyer in Two and then reads each description.	Read the statements, listen to the teacher read and take down notes.
Gets students to read each flyer in pairs and complete the statements.	Do as instructed.
Elicits students' answers and gives corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Get individual students to come to the front of the class and act out any one of the hygiene and sanitation tips that they have written while completing the statements in Two (Three).

ANSWER GUIDE

▶ One

- » Brush your teeth every morning and every evening before going to bed, always wash your hands before going to bed, cut (trim) your fingernails regularly...
- » They help avoid diseases.

▶ Two

(brochure 1)

1. Use chemical toilets and other systems to ease yourself.
2. Always wash your hands with soap and treated water each time you use the toilets.
3. Mix household bleach with water to clean any sanitation system.

(Brochure 2)

1. Bury your child's faeces away from water sources.
2. Use soap and treated water to wash your hands.
3. After you clean your child's bottom, wash your hands and your child's hands.

(Brochure 3)

1. If there are no latrines go to the toilets not closer than 30 metres away from the well.
2. Use soil to cover or bury your faeces.

▶ Three

- » Depends on students' ability to read and role play.

WRITING 1 PAGE 104

Aim: Fill in a table with specific information on club activities

▶ Pre-lesson activity

With textbooks closed, ask students to list some clubs they have in their school and what club members (can) do.

▶ **While-lesson activity**

Teacher	Students
Instructs students to reproduce the table on p. 104 and fill it in with what they do as members of Environment and Health clubs.	Do as instructed.
Elicits students' answers and provide corrective feedback.	Listen and give answers. Then take the correction.

▶ **Post-lesson activity**

Teacher	Students
Gets students to work in pairs and role play a dialogue in which they talk about their club activities. Has them use the input in the previous task.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ **(NB: these answers may vary.)**

As an active member of my school Environment Club,	As a dynamic member of my school Health Club,
I sweep the school compound. I also plant trees on the school campus. I educate my schoolmates on preserving the environment too.	I help keep my classroom clean. I also promote cleanliness in the school latrines. I educate my schoolmates on maintaining good hygiene as well.

READING 2 PAGE 105

Aim: State personal hygiene rules and their importance

▶ **Pre-lesson activity**

Discuss, using some pictures, aspects of personal hygiene and sanitation and the importance of body care (One).

▶ **While-lesson activity**

Teacher	Students
Instructs students to read and interpret the questions in Two.	Study the questions.
Reads the passage aloud.	Listen carefully and take down notes.
Assigns students to read the passage silently and provide written answers to each question.	Read carefully and do as instructed.
Appoints students to read their answers aloud, monitors and gives corrective feedback. Appoints students to write correct answers on the board.	Give oral and written answers and take down the correction.

▶ **Post-lesson activity**

Instruct students to list sanitation and hygiene rules from the passage and specify the ones they usually apply at home or at school.

ANSWER GUIDE

▶ **One**

- » Two aspects of personal hygiene are: bathing every day and washing your dresses regularly.
- » Personal hygiene helps us stay healthy.

▶ **Two A**

1. False
2. True

▶ **Two B**

1. Sanitation is when you keep your bedroom clean by removing waste, trash and garbage.
2. Hygiene and sanitation are also very important in the food sector to prevent foodborne diseases and food contamination.

GRAMMAR PAGE 106

Aim: Use modals to express obligations

▶ **Pre-lesson activity**

Have students imagine they are in a family meeting with their parents because they misbehaved. Their father is talking to them, reminding them of their obligations. Ask them which words they think their father would use to recall their obligations. Then, direct them to page 106.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read sentences 1-3 in One taking note of the words in bold.	Read the sentences taking note of the words in bold.
Asks students to say what the words in bold help express and what they are called.	Say what the words in bold express and what they are called.
Validates students' answers and helps formulate rules for using modals of obligation.	Take note of the rules formulated on the board.
Instructs students to complete questions a-e in Two with appropriate modals. Teacher may give other tasks.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

▶ **Post-lesson activity**

Group students and get them to write down some classroom obligations. Instruct them to use any suitable modals to express obligation.

ANSWER GUIDE

▶ **One**

- » They help express obligation.
- » Yes, they do. They express obligation at varying degrees.
- » We call them modal verbs/auxiliaries.

▶ **Two**

- a. must
- b. have to
- c. ought to
- d. must
- e. have to

SPEECH WORK PAGE 107

Aim: Render strong and weak forms of speech sounds

▶ Pre-lesson activity

Remind the class the notions of strong and weak forms of vowel sounds. Direct students to page 107.

▶ While-lesson activity

Teacher	Students
Models the reading of sentences 1-2 in One or plays the audio file. Instructs students to repeat.	Read the sentences after the teacher.
Asks students what they notice as they read slowly, then faster.	Say what they notice (the vowel sounds reduce to /ə/ in fast speech).
Writes words with schwa on the board for students to read in chorus, then in solo. Helps the class notice that most vowel sounds tend to weaken to /ə/ in fast speech and in unstressed positions.	Read the words on the board. Take note of teacher's explanations.
Gets the class to read sentences a-d in Two rendering both strong and weak forms of the vowels in bold.	Read the sentences as instructed.
Gives corrective feedback.	Take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » Their pronunciation changes as we read faster.
- » They have changed from strong to weak forms.

▶ Two

- » Audio file available at www.afrikaeducation.com.

LISTENING PAGE 107

Aim: Listen to and complete slogans with missing information

▶ Pre-lesson activity

Present some safety-related slogans to students and ask them what they are about (One).

Teacher	Students
Instructs students to study the 5 slogans in Two and reproduce them in their notebooks.	Study the slogans and reproduce them.
Reads the short descriptions or plays the audio file and gets students to fill each in with the missing word as they listen.	Listen carefully and perform the required tasks.
Reads the passage or plays the audio file again for students to check their answers.	Listen carefully and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report correct answers on the board.	Give oral and written answers, and take down the correction.

▶ **Post-lesson activity**

Teacher	Students
Assigns students to role play the slogans in the front of the class.	Listen and do as instructed.

ANSWER GUIDE

▶ **One**

» A slogan is a short, striking and memorable phrase. (e.g. Your health, your life)

▶ **Two**

SAFETY FIRST Be careful Be Aware Be Safe	BE CAREFUL Keep this place clean and or- derly	BEWARE Don't learn safety by acci- dent	REMEMBER Safety starts with me	THINK TWICE If you think safety is expen- sive, try igno- rance
---	---	--	--------------------------------------	---

▶ **Three**

» Depends on students' ability to practise and role play these slogans.

WRITING 2 PAGE 108

Aim: Fill in a cloze passage about hygiene and sanitation with words from the tiles

▶ **Pre-lesson activity**

With books closed, instruct students to describe the way they care for their body and their immediate environment.

▶ **While-lesson activity**

Teacher	Students
Instructs students to read the cloze passage on p. 108 and take note of the missing words.	Read the passage, taking note of the missing words.
Have students use their dictionaries to look up the meaning of the words in the tiles and fill in the blanks with the suitable ones.	Do as instructed.
Appoints students to give their answers orally, monitors, provides corrective feedback. Appoints students to write final answers on the board.	Give answers and take down correction.

ANSWER GUIDE

- | | | | |
|--------------|---------|-----------|-----------|
| » hygiene | » brush | » iron | » healthy |
| » sanitation | » bath | » trimmed | |

→ REAL LIFE SITUATION 4

IT IS YUMMY!

SPEAKING AND VOCABULARY PAGE 109

Aim: Discuss local and healthy eating habits using accurate words and expressions

▶ Pre-lesson activity

Pair up students and get them to discuss their staple dish(es) and share with the class.

▶ While-lesson activity

- » Group students and get them to complete the table about staple dishes in Cameroon (Two);
- » Discuss the nutritional value of a few dishes, then allow them to come up with a healthy 3-day meal plan (Three A).
- » Instructs students to brainstorm on the eating don'ts of diabetic patients (Three B).

▶ Post-lesson activity

Get students to find names of foodstuffs in the crossword in Four.

ANSWER GUIDE

▶ One

- » My favourite food is Ekwang (answer may vary)
- » I eat it once every week (any other logical answer.)
- » Ingredients used to cook it are: cocoyam, fresh cocoyam leaves, palm oil and smoked fish.

▶ Two

	Grassfileds	Béti-Fang	Sawa	Sahelian
Staple foods	Achu and yellow soup	Cassava and Kpem	Miondo and Ndolè	Fufu and Foléré soup

▶ Three A

	Breakfast	Lunch	Snacks	Dinner
Day 1	bread and fried eggs plus a cup of hot chocolate	rice and chicken	biscuits	fried plantain and fried fish
Day 2	fritters and pap	boiled sweet potatoes and groundnut sauce	2 apples	bread and salad
Day 3	butter-spread bread and a cup of hot milk	water fufu and eru	2 cupcakes	noodles and sardines

▶ Three B

Eating habits		
	Healthy	Unhealthy
Diabetes	<ul style="list-style-type: none"> - Eating less sugar - Eating a lot of vegetables - Eating a lot of sugary foods and dairy products 	<ul style="list-style-type: none"> - Eating less fat - Eating less salt - Eating a lot of fatty foods - Eating a lot of salty foods

► **Four**

- | | | | |
|------------|------------|--------------|----------------|
| 1. apricot | 4. ginger | 7. shellfish | 10. salmon |
| 2. banana | 5. spinach | 8. peanuts | 11. artichokes |
| 3. yogurt | 6. garlic | 9. bread | 12. broccoli |

READING: MY FAVOURITE DISH PAGE 111

Aim: Describe a balanced diet and a recipe

► **Pre-lesson activity**

Instruct students to discuss the questions in One in pairs, then share with the class.

► **While-lesson activity**

Teacher	Students
Instructs students to read and interpret the questions in Two with their partners.	Read and do as instructed.
Does a model reading of the text while students listen.	Listen carefully and take notes.
Assigns students to read the passage silently and provide written answers to the questions.	Read the passage silently and write down their answers.
Appoints students to give oral answers, monitors, provides corrective feedback and selects students to write final answers on the board.	Give oral and written answers and take down the correction.

► **Post-lesson activity**

Pair up students and get them to discuss their own staple dishes by providing key information similar to those from the passage.

ANSWER GUIDE

► **One**

- » These nutrients are: proteins, minerals, vitamins, fats and carbohydrates.
- » They are very important in keeping us healthy.

► **Two A**

1. The ingredients of okok are: okok leaves, palm nuts, peanuts/groundnuts, sugar and salt.
2. People eat okok with boiled cassava, typically.
3. For at least 4 hours

► **Two B**

1. False
2. False

GRAMMAR PAGE 112

Aim : Use sequence markers to describe a process

► **Pre-lesson activity**

Have students imagine they should explain to their younger ones how to make juice from fruits. Ask them to explain/describe this process in two or three sentences. Then, direct the class to page 112.

► **While-lesson activity**

Teacher	Students
Instructs students to read the passage in One and take note of the words in bold.	Read the passage taking note of the words in bold.
Asks students to say what the words in bold help express and what they are called.	Say what the words in bold express and what they are called.

Validates students' answers and helps formulate rules for using sequence markers to indicate chronological order.	Copy the rules formulated on the board.
Instructs students to complete the passage in Two with appropriate sequence markers. May give other tasks.	Perform the task as required.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » To indicate the different steps in a process.
- » They help to indicate logical order.
- » We call them sequence markers.

▶ Two

Firstly, secondly, then, after, finally

LISTENING PAGE 112

Aim : Listen to tips about healthy eating habits and fill in statements with right words

▶ Pre-lesson activity

Group students. Get them to discuss their eating habits and share with the class (One).

▶ While-lesson activity

Teacher	Students
Gets students to study and copy down the 7 statements in Two in their notebooks.	Study the statements and copy them down.
Reads the short descriptions or plays the audio file and instructs students to fill each in with the missing words as they listen.	Listen carefully and perform the required tasks.
Reads the passage or plays the audio file again for students to check their answers.	Listen carefully and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report the correct answers on the board.	Give oral and written answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Helps students to organise a vox pop aimed at collecting their views on responsible eating habits.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ One

- » I ate, rice and tomato stew, cassava and groundnut sauce, fufu corn and ndjama ndjama...
- » I eat 3 meals a day (breakfast, lunch and dinner).
- » I drink water many times.

▶ **Two**

1. **drink** water

2. **eat** slowly

3. stick to one **servings**

4. eat **fruit and vegetables**

5. eat **breakfast** every day

6. **sleep** seven to eight hours

7. **walk** at least 150 minutes per week!

WRITING PAGE 113

Aim : Write a daily menu for a diabetic patient

▶ **Pre-lesson activity**

Instruct students to discuss, in pairs, the food pyramid in One and share their answers on the foods that are necessary for a balanced diet.

▶ **While-lesson activity**

<u>Teacher</u>	<u>Students</u>
Groups students and gets them to select food items from the different groups of food and make a menu for a diabetic patient (Two).	Listen, and do as instructed.
Monitors students as they work in groups.	Work in groups.
Asks students to give their answers and gives feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

<u>Teacher</u>	<u>Students</u>
Instructs students to work in pairs and list foodstuffs that are not safe for a diabetic patient and say why they are not good.	Listen and do as instructed.

ANSWER GUIDE

▶ **One**

» I would recommend all five groups, because they all help the body to function.

» I would not recommend fats and carbohydrates in high quantities. They are dangerous for the system.

▶ **Two**

» Menu 1: lettuce, broccoli, eggs, wheat, salt and sugar

» Menu 2: beans, meat, oil, salt, plantains

CITIZENSHIP AND HUMAN RIGHTS

→ REAL LIFE SITUATION 1

THE CHILD AND THE SOCIETY

SPEAKING AND VOCABULARY PAGE 120

Aim: Discuss children's rights and duties and instances of child abuse

▶ Pre-lesson activity

Group students and let them list some of the things they do at home for their parents or siblings and what their parents do for them (One).

▶ While-lesson activity

Teacher	Students
Instructs groups of students to study the pictures in Two A and guess what each child is going through.	Study the pictures in groups and share their answers.
Assigns students to study the words in the tiles in Two B and match them with the right pictures in Two A.	Follow the instructions and match the words with the pictures.
Gives students prompts on some of the children's rights and asks them to list 10 basic children's rights (Two C).	Listen to the prompts, do as instructed and share their answers with the class.
Instructs students to study the children's responsibilities in Three and fill in the table accordingly (group work).	Listen, discuss and do as instructed.
Monitors, elicits answers, moves around, appoints students to give oral answers and to write final answers on the board upon receiving corrective feedback.	Work in groups, give answers and take down the correction.

▶ Post-lesson activity

Organise the class in groups and assign them to complete the task in Four.

ANSWER GUIDE

▶ One

- » A child is a person who is not an adult.
- » Children must obey their parents and help in doing household chores.
- » Parents have the obligation to cater for their children's needs, protect and educate them.

▶ Two A-B

1. physical violence (it is bad to beat a child)
2. child labour (children are not supposed to labour, but study)
3. child soldier (children are not meant to fight wars)
4. child marriage (a child is too young to marry)

▶ Three

	Responsibilities
at home	helping do household chores, showing love to parents and siblings, listening to parents' advice
at school	doing assignments and homework, abiding by school rules, cooperating with and respecting teachers and mates
in the community	promoting peace and tolerance, participating in community work that involves children, respecting adults

▶ Four A-B

- » Answers will depend on students' ability to come up with rules.

READING: WHY AM I A GIRL CHILD? PAGE 121

Aim: Identify and state the rights and duties of the girl child

▶ Pre-lesson activity

Pair up students. Get them to discuss any differences between rights for girls and rights for boys in their respective communities. Let them share their answers with the class.

▶ While-lesson activity

Teacher	Students
Instructs students to read, discuss and interpret the questions on p. 122 in pairs.	Do as instructed and take down notes.
Does a model reading of the poem while students listen.	Listen carefully and take down notes.
Instructs students to read the poem and provide answers in their notebooks.	Read silently and write down their answers.
Appoints students to give answers, monitors and gives corrective feedback.	Give oral and written answers and take down the correction.

▶ Post-lesson activity

Group students and have them brainstorm on the importance of educating the girl child. Let them choose a group representative to share their ideas with the rest of the class.

ANSWER GUIDE

▶ One A

1. False
2. True
3. False

▶ One B

4. Parents should send both to school because it paves the way to the progress of the whole society.
5. Three rights of the child are: the right to education, the right to love and protection and the right to non-discrimination.

Aim: Use the comparative form of adjectives

▶ Pre-lesson activity

Call up two students in the front of the class (one being taller than the other) and ask their mates to say what differences they notice between them. Then, direct them to page 122.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Instructs students to study the pictures in One.	Study the pictures and state the differences they notice.
Gets students to follow the instructions in Two.	Follow the instructions.
Gives students prompts on how to use the comparative form of adjectives	Students listen to the prompts and take notes.
Assigns students to complete the tables in Three and Four.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

▶ Post-lesson activity

Pair up students and assign them to compare some items they find in their classroom. Let them use dictionaries to find the suitable adjectives.

ANSWER GUIDE

▶ One

1. I see two cars; one small and the other big.
2. I see two men; one old and the other young.
3. I see two students; one with a good mark and the other with a bad mark.
4. I see two girls; one young and the other old.

▶ Two

» Teacher will get students to use the adjectives in bold following the example below:
The red car is small and the blue van is big.

▶ Three

<u>Adjectives</u>	<u>Comparative forms</u>
nice (example)	nicer than
kind	kinder than
respectful	more respectful than
cheap	cheaper than
dark	darker than
brilliant	more brilliant than
Poor	poorer than

► **Four**

Short adjective		Long adjective	
Base form	Comparative form	Base form	Comparative form
new	newer than	dangerous	more dangerous than
clear	clearer than	loyal	more loyal than
good	better than	humble	more humble than
bad	worse than	honest	more honest than
nice	nicer than	hardworking	more hardworking than
tall	taller than	trustworthy	more trustworthy than

LISTENING PAGE 124

Aim: Fill in a cloze passage about rights and responsibilities

► **Pre-lesson activity**

Pair up students and instruct them to talk about children's rights. Have each student share his or her partner's answers with the class.

► **While-lesson activity**

Teacher	Students
Gets students to study the cloze passage and pay attention to the gaps.	Listen, and do as instructed.
Reads or plays the audio file for the first time.	Listen and fill in the cloze passage.
Reads or plays the audio file for the second time.	Check their answers as they listen.
Appoints students to read out their answers, gives corrective feedback.	Give answers and take down the correction.

► **Post-lesson activity**

Instruct students to discuss in pairs what they do at home and at school to be regarded as responsible citizens.

ANSWER GUIDE

► **Two**

- » rights
- » duties
- » should do
- » name
- » family
- » respect

WRITING PAGE 124

Aim: Fill in a passage with words from tiles

► **Pre-lesson activity**

Get students to use their dictionaries to look up the meanings of the words in the tiles in One.

► **While-lesson activity**

Teacher	Students
Gets students to copy down the passage in One in their exercise books.	Do as instructed.
Assigns students to study the passage and fill it in with the right words from the tiles.	
Asks students to give their answers, and gives feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Gets students to memorise the passage and recite it in the front of the class. Let them use their own names. Assigns students to unscramble the words in Two to make meaningful sentences.	Listen to the instructions and do as required.

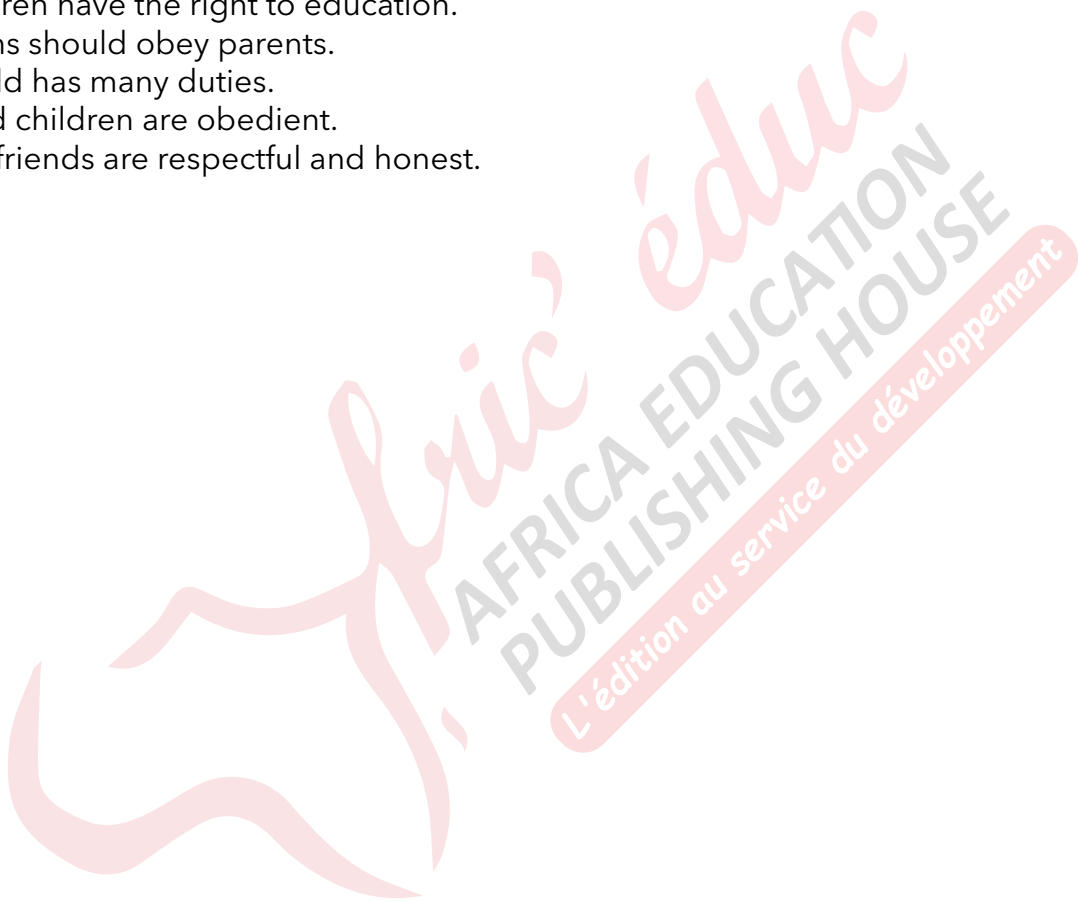
ANSWER GUIDE

▶ One

- » right
- » family
- » education
- » health
- » study
- » respect
- » clean

▶ Two

1. Children have the right to education.
2. Youths should obey parents.
3. A child has many duties.
4. Good children are obedient.
5. True friends are respectful and honest.



→ REAL LIFE SITUATION 2

CHILDREN OF THE WORLD

SPEAKING AND VOCABULARY PAGE 126

Aim: Discuss world famous youths, their nationalities and achievements

▶ Pre-lesson activity

Group students and have them share information about the people they see. Instruct them to follow the guide questions in One.

▶ While-lesson activity

Teacher	Students
Instructs students to work in pairs and study the world map using their dictionaries. Gets them to fill in the table in Two.	Study the world map and the table and fill in the blanks with the right words.
Appoints students to give oral answers, monitors and gives corrective feedback.	Give oral answers and take down the correction.

▶ Post-lesson activity

Pair up students. Organise the "who am I" game. Student A comes up with a list of countries and says "I am from + country name"; then asks his or her peer "Who am I?". The peer gives the correspondent nationality. Monitor the game and make students to swap roles.

ANSWER GUIDE

▶ One

1. Samuel Eto'o (Cameroonian) - Famous football player.
2. Maitre Gims (Congolese) - World class singer.
3. Leonel Messi (Argentinian) - World best football player for many years.
4. Killian Mbappé (French) - Famous football player.

▶ Two

Continent	Country	Capital city	Nationality
Africa	Ethiopia	Addis Ababa	Ethiopian
	Egypt	Cairo	Egyptian
	Cameroon	Yaoundé	Cameroonian
	South Africa	Pretoria	South African
	Burkina Faso	Ouagadougou	Burkinabe
	Ghana	Accra	Ghanaian
America	Canada	Ottawa	Canadian
	USA	Washington DC	American
	Mexico	Mexico City	Mexican
	Cuba	The Havana	Cuban
	Brazil	Brasilia	Brazilian

Asia	Cambodia	Phnom Pen	Cambodian
	Iran	Tehran	Iranian
	India	New Delhi	Indian
	China	Beijing	Chinese
	North Korea	Pyongyang	North Korean
Europe	England	London	English
	Russia	Moscow	Russian
	Poland	Warsaw	Pole
	Sweden	Stockholm	Swede
	Spain	Madrid	Spanish

LISTENING PAGE 127

Aim: Listen to a poem and fill in a table with correct information

▶ Pre-lesson activity

Instruct students to name some great countries and cities around the world and say what citizens of these countries are called.

▶ While-lesson activity

Teacher	Students
Instructs students to study and to copy down the table to be completed their notebooks.	Study the table and copy it down.
Reads the poem or plays the audio file and assigns students to fill in the table with the missing words as they listen.	Listen carefully and perform the required tasks.
Reads the passage or plays the audio file again for students to check their answers.	Listen carefully and check their answers.
Listens to students' oral answers and moves round to check spellings. Appoints students to report correct answers on the board.	Give oral and written answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Shares copies of the poem and drills students in how to recite it. Appoints the best students to recite the poem.	Listen and do as required.

ANSWER GUIDE

▶ One

Country	Nationality	City
England	English	London
Cameroon	Cameroonian	Buea
China	Chinese	Shanghai
Nigeria	Nigerian	Lagos
Japan	Japanese	Tokyo
Germany	German	Berlin
Tanzania	Tanzanian	Dar es Salam

READING: PAGE 128

Aim: Get key information about birth and marriage certificates/rites

▶ Pre-lesson activity

Instruct students to discuss the pictures in One and share their answers with the class.

▶ While-lesson activity

Teacher	Students
Directs students to the questions in Two. Instructs them to study and interpret these questions.	Do as instructed.
Instructs students to read the certificates and provide answers to the questions.	Read and do as instructed.
Monitors, appoints students to read out their answers and gives corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Instruct students to reproduce the birth certificate in Two and fill it in with their own personal information.

ANSWER GUIDE

▶ One

- I see parents getting a birth certificate established/issued.
- I see a bridal couple with a mayor.

▶ Two B

- The mayor or the civil status registrar
- Four basic pieces of information on a birth certificate are: the child's name, the date of birth, the place of birth (country- nationality) and the parents' names.
- The birth certificate grants a child nationality.
- The marriage certificate shows that a couple are legally married.

▶ Two A

- False
- False

GRAMMAR PAGE 129

Aim: Reviewing the simple present

▶ Pre- and while-lesson activities

Revise the various forms of the simple present with the class (One).

▶ Practice

Teacher	Students
Instructs students to complete sentences 1-5 in Two with the correct answers from the brackets.	Follow the instructions and carry out the task.

ANSWER GUIDE

▶ One

- » The verbs in bold take "s" or "es".
- » The tense is the simple present.
- » Verbs take "s" or "es" in the third person singular.

▶ Two

- | | |
|---------------|------------|
| 1. deserves | 4. plays |
| 2. guarantees | 5. watches |
| 3. buy | |

SPEECH WORK PAGE 130

Aim: Pronounce nationalities

▶ **Pre-lesson activity**

Write various names of countries on the board, and instruct students to find corresponding nationalities. Then read these nationalities and get them to repeat. Afterwards, direct students to page 130.

▶ **While-lesson activity**

Teacher	Students
Models the reading of nationalities or plays the audio file drawing students' attention to the pronunciation of the highlighted suffixes.	Read the words after the teacher.
Asks students what they notice as they read (One).	Say what they notice.
Tells the class how to pronounce each of the suffixes in these nationalities (Two).	Students take note of teacher's explanations.
Gives another list of nationalities on the board and gets individual students to read them.	Read the words.
Gives corrective feedback.	Take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

» I notice the presence different suffixes in the words in bold.

▶ **Two**

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Chadian 2. Eritrean 3. Zimbabwean 4. Israeli 5. Angolan 6. Ecuadorian | <ol style="list-style-type: none"> 7. Haitian 8. Russian 9. Nepalese 10. South Sudanese 11. Mexican |
|---|--|

WRITING PAGE 130

Aim: Unscramble letters to form words related to countries. Then, supply missing nationalities and complete an information table

▶ **Pre-lesson activity**

Pair up students. Assign one student to name two or three countries from the listening task on page 127 while the partner writes down the corresponding nationalities hometowns.

▶ **While-lesson activity**

Teacher	Students
Gets students to reproduce the table on p. 130.	
Instructs students to supply missing nationalities.	Do as instructed.
Assigns students to unscramble the hometowns in the table and fit them into the appropriate spaces.	
Elicits students' answers, and gives corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Teacher	Students
Asks students to work in pairs and play Who am I? Make sure they swap roles. E.g. A: I am citizen of Japan. Who am I? B: I am Japanese	Listen to the instructions and do as required. Role play.

ANSWER GUIDE

▶ One

Names	Country	Nationality	Hometown
Bouba Traoré	Senegal	Senegalese	Dakar
Luis Marquez	Colombia	Colombian	Bogota
Conrad Nampiana	Rwanda	Rwandan	Kigali
Denk Bek	South Sudan	South Sudanese	Juba



→ REAL LIFE SITUATION 3

NATIONAL SYMBOLS

SPEAKING AND VOCABULARY PAGE 131

Aim: List national emblems and sing the national anthem

▶ Pre-lesson activity

Group students and instruct them to study and provide oral answers to the guide questions in One.

▶ While-lesson activity

Teacher	Students
Instructs students to use their dictionaries to get the meanings the words in the tiles in Two.	Look up the meaning of words in their dictionaries.
Assigns students to match each picture with the right word from the tiles.	Do as instructed.
Appoints students to provide oral answers, and gives corrective feedback.	Give oral answers and take down the correction.

▶ Post-lesson activity

Play the national anthem of Cameroon and drill students in singing it. Sing along with them until they can sing on their own. As they sing, get them to pay attention to the lyrics.

ANSWER GUIDE

▶ One

- » National emblems are signs reserved for use by nation states.
- » National emblems represent the authority of the states that use them.

▶ Two

1. national anthem
2. motto
3. coat of arms
4. seal
5. flag

▶ Three

- » Teach students the lyrics and tempo of the national anthem. Use a loudspeaker and a smartphone to facilitate the completion of the task.

READING PAGE 132

Aim: Name the country's emblems

▶ Pre-lesson activity

Revise the different national emblems of Cameroon.

▶ While-lesson activity

Teacher	Students
Pairs up students and gets them to read each riddle and write down the correct answer.	Work in pairs and do as instructed.
Monitors the task and appoints pairs of students at random to read and provide answers.	Listen and give answers.
Gives corrective feedback and reads the riddles and their answers.	Take down the correction.

▶ **Post-lesson activity**

Instruct students to choose other countries and come up with their emblems.

ANSWER GUIDE

▶ **One**

1. the seal
2. the coat of arms
3. the flag
4. the national anthem
5. the motto

GRAMMAR PAGE 132

Aim: Revisit the plural of nouns (Ref. grammar page 67)

▶ **Pre-lesson activity**

Revisit countable and uncountable nouns with students, with specific emphasis on the plural form of nouns.

▶ **While-lesson activity**

Teacher	Students
Instructs students to complete sentences a-d in Two with the correct options from the brackets.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

- a. emblems
- b. addresses
- c. heroes
- d. complexes
- e. buses

SPEECH WORK PAGE 133

Aim: Revisit the pronunciation of the "s" plural markers (Ref. Speech work page 68)

ANSWER GUIDE

▶ **One**

- a. monuments
- b. graphemes
- c. chiefs
- d. heroes

VOCABULARY AND WRITING PAGE 133

Aim: Complete statements with national emblems

▶ **Pre-lesson activity**

Pair up students and get them to make short sentences upon studying the flag of each country in One. Instruct them to follow the model sentence provided.

▶ **While-lesson activity**

Teacher	Students
Instructs students to work in pairs and match countries with national symbols and mottos in Two.	Do as instructed.
Appoints students to give answers.	
Instructs students to read each statement in Three paying attention to the blanks. Has them use the answers from Two to fill in the blanks.	
Selects students to give answers, gives corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

With textbooks closed, get each student to give the name of a country from the previous tasks while his or her peer states its national emblem and motto.

ANSWER GUIDE

▶ One

1. The flag of Cameroon is green, red and yellow, with a yellow star on the red panel.
2. The flag of Ghana has three horizontal panels: red, yellow and green, with a black star on the yellow panel.
3. The flag of Tanzania is green, yellow, black, yellow and blue.

▶ Two

Country	National anthem	Motto
Ghana	God Bless our Homeland Ghana	Freedom and Justice
France	La Marseillaise	Liberty Equality Fraternity
Cameroon	The Rallying Song	Peace Work Fatherland
Tanzania	God Bless Africa	Freedom and Unity

▶ Three

1. God Bless our Homeland Ghana - Freedom and Justice
2. La Marseillaise - Liberty Equality Fraternity
3. National anthem - Peace Work Fatherland
4. Tanzania's - God bless Africa - Freedom and Unity

LISTENING P 134

Aim: Listen to short descriptions and fill in some statements with specific information

▶ Pre-lesson activity

Get students to listen and repeat the names of countries, national anthems and mottos in One.

▶ While-lesson activity

Teacher	Students
Instructs students to study and copy down statements 1-5 in their notebooks.	Study the statements and copy them down.
Reads each short description or plays the audio file and assigns students to fill each in with the missing words as they listen.	Listen carefully and perform the required tasks.
Reads the passage or plays the audio file again for students to check their answers.	Listen carefully and check their answers.
Listens to students' oral answers and moves around to check spellings. Appoints students to report the correct answers on the board and gives corrective feedback.	Give oral and written answers and take down the correction.

ANSWER GUIDE

▶ One

» Oral activity done in class by students under teacher's supervision.

▶ Two

1. The rallying Song - Peace Work Fatherland
2. Tanzania - bless Africa - Freedom and Unity
3. save the King - Right
4. anthem - Liberty Equality Fraternity
5. Freedom and Justice - Bless our Homeland

Aim: Unscramble words to make meaningful sentences

▶ Pre-lesson activity

Assign students to make two sentences that describe people and their nationalities.

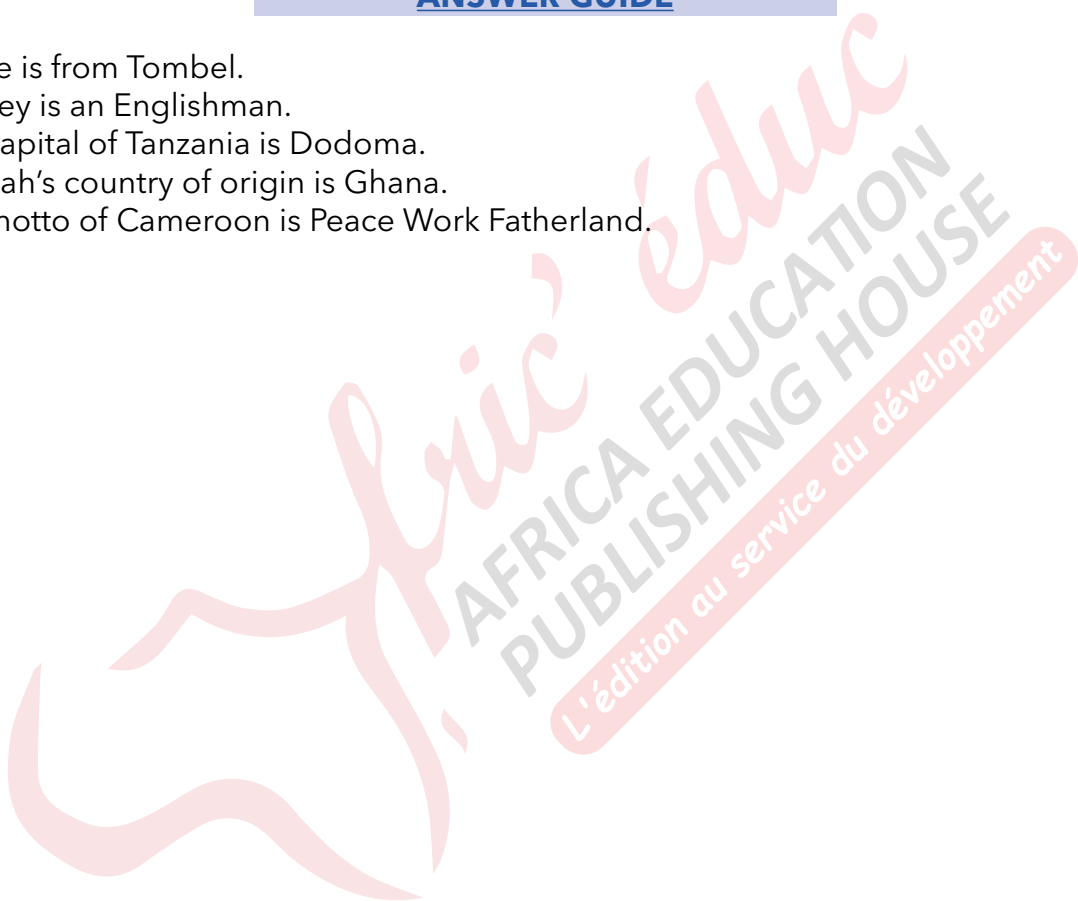
▶ While-lesson activity

Teacher	Students
Gets students to unscramble the words in sentences 1-5.	Work in pairs, and do as instructed.
Monitors students as they work, elicits their answers, and gives feedback.	Give answers and take down the correction.

ANSWER GUIDE

▶ One

1. Educe is from Tombel.
2. Rooney is an Englishman.
3. The capital of Tanzania is Dodoma.
4. Mensah's country of origin is Ghana.
5. The motto of Cameroon is Peace Work Fatherland.



→ REAL LIFE SITUATION 4

IT IS A PUBLIC HOLIDAY

SPEAKING AND WRITING PAGE 136

Aim: Discuss celebrations across the world

▶ Pre-lesson activity

Ask students to name some (cross)national celebrations that they usually attend. Pay special attention to celebrations that give right to a public holiday.

▶ While-lesson activity

Teacher	Students
Reads the words from the tiles in One aloud and instructs students to repeat them.	Listen and repeat after the teacher.
Assigns students to write each event under the corresponding picture (Two).	Listen and do as instructed.
Elicits oral answers from students as per where and when each event takes place and provides corrective feedback.	Listen, give answers and take down the correction.

▶ Post-lesson activity

Instruct students to work in pairs and unscramble the statements in Three. Make sure one member unscrambles the question and the other one unscrambles the corresponding answer.

ANSWER GUIDE

▶ One

1. Unity march
2. Youth Day celebration
3. Dragon Boat festival
4. Eid Al Fitr

▶ Two

- » The Unity march takes place on 20th May at the 20th May Boulevard and across the country.
- » Youth Day celebration takes place on 11th February across the country.
- » Dragon Boat festival takes place each year in the month of June in China.
- » Eid Al Fitr takes place across the world in early April each year.

▶ Three

1. What do we celebrate in Cameroon?
2. What is the National Day?
3. What is the Dragon Boat festival?
4. Who celebrates Eid Al Fitr?
5. How do Cameroonians celebrate public holidays?
6. We celebrate the National Day in Cameroon.
7. The National Day is a public holiday in Cameroon.
8. The Dragon Boat festival is a public holiday in China.
9. Muslims celebrate Eid Al Fitr worldwide.
10. It is a public holiday.

▶ Pre-lesson activity

Have students discuss the questions in One in groups and share their answers with the class.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Pairs up students and instructs them fill in the table in Two.	Discuss in pairs and do as instructed.
Appoints students to give their answers and provides corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Instruct students to work in pairs and state some of the activities they do during various celebrations. Assign them to match each activity from the tiles in Three with the corresponding picture. Get them to tell the class which ones they take part in.

ANSWER GUIDE

▶ One

1. Vary per year
2. They celebrate it with a lot of colourful activities, the culmination being the march past.
3. 20th May, Easter Day, Eid Mubarak, Assumption Day, Labour Day...

▶ Two

<u>Event</u>	<u>Date</u>
National Day	20th May
Youth Day	11th February
Labour Day	1st May
Christmas	25th December

▶ Three

1. karaoke
2. brain box
3. march past
4. dance
5. stand-up comedy

READING PAGE 138

Aim: Give information about national holidays

▶ Pre-lesson activity

Group students and have them discuss 11th February and 20th May celebrations with the guide questions in One in mind.

▶ While-lesson activity

<u>Teacher</u>	<u>Students</u>
Instructs students to read and interpret the questions in Two.	Read silently and do as instructed, while taking notes.
Gets students to listen as he or she does a model reading of the passage.	Listen carefully and take notes.
Instructs students to read the passage silently and write down answers to the questions.	Work individually and answer questions as required.
Asks students to give oral answers, provides corrective feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Pair up students and let them discuss other national celebrations from other countries apart from the ones that they have studied in the passage.

ANSWER GUIDE

▶ One

- » 11th February first celebration was in 1961; and 20th May first celebration was in 1972.
- » 20th May celebrates unity in the country and 11th celebrate the youth of the country.

▶ Two A

1. After WWI, Cameroon was divided between Britain and France.
2. On 20th May, 1972, Cameroon became the Republic of Cameroon.
3. Cameroon marks 11th February to celebrate and recognise the contribution of the youth to nation building.

▶ Two B

1. True
2. False

GRAMMAR PAGE 139

Aim: Use the simple past of regular verbs

▶ Pre-lesson activity

Find out from students when and how they celebrated an important event, and then have them narrate. Direct them to page 139.

▶ While-lesson activity

Teacher	Students
Instructs students to read the sentence in One taking note of the verbs/structures in bold.	Read the sentence taking note of the verbs/structures in bold.
Asks students to give the infinitive forms of these verbs, and account for the various forms.	Give the infinitive, and attempt explanations for the various forms.
Helps establish rules for using the simple past tense.	Take notes on using the simple past tense.
Instructs students to rearrange the words in Two to form sentences.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- » I notice that the verbs in bold take different forms.
- » The tense is the simple past.
- » Add "-ed" to verbs in the positive form, and used "did not + verb" in the negative form.

▶ Two A

- a. My family and I attended the mass service on Christmas Day.
- b. On National Day, thousands of citizens marched past the President of the Republic.
- c. Rain did not spare participants in the march past last year.
- d. Many of my friends visited us last Easter.
- e. My school government organised a colourful kermess during the youth week.

SPEECH WORK PAGE 140

Aim: Render the pronunciations of the simple past “-ed” morpheme

▶ **Pre-lesson activity**

Write two or three sentences from students’ accounts of their last celebrations, and draw their attention to the regular verbs in them. Get individual students to read these verbs aloud. Direct the class to page 140.

▶ **While-lesson activity**

Teacher	Students
Models the reading of the verbs in One or plays the audio file.	Read after the teacher.
Instructs students to say what they notice while pronouncing these verbs.	Say the differences they notice.
Helps to establish rules for pronouncing “-ed”.	Copy down the rules.
Instructs students to read the sentences in Two rendering the various pronunciation of “-ed” accurately. NB: Choral work first, then solo work.	Do as instructed and.
Gets the class’s feedback to students’ answers. Also gives corrective feedback.	Propose their answers to the activity and take corrective feedback from the teacher.

ANSWER GUIDE

▶ **One**

- » The pronunciation of “ed” varies.
- » It varies because “ed” appears in different phonetic environments (words).
- » Refer to the textbook for these rules.

▶ **Two**

- » Students read sentences a-c under teacher’s supervision or after listening to the audio file.

LISTENING P 140

Aim: Listen to a passage, answer statements True or False and fill in some statements with specific information

▶ **Pre-lesson activity**

Ask students to name some public holidays in the country and say what people celebrate on each of these holidays.

▶ **While-lesson activity**

Teacher	Students
Assigns students to study and copy down the statements in One in their notebooks.	Study the statements and copy them down.
Reads the first five lines of the passage or plays the audio file and assigns students to answer True or False.	Listen carefully and perform the required task.
Assigns students to study the statements in Two. Reads the second part of the passage or plays the audio file and gets students to fill in the statements as they listen.	Do as instructed
Elicits students’ answers. Gives feedback and appoints students to report the correct answers on the board.	Give oral and written answers and take down the correction.

▶ Post-lesson activity

<u>Teacher</u>	<u>Students</u>
Asks students to name their favourite public holidays and say what they do on those days.	Listen to the instructions and do as required.

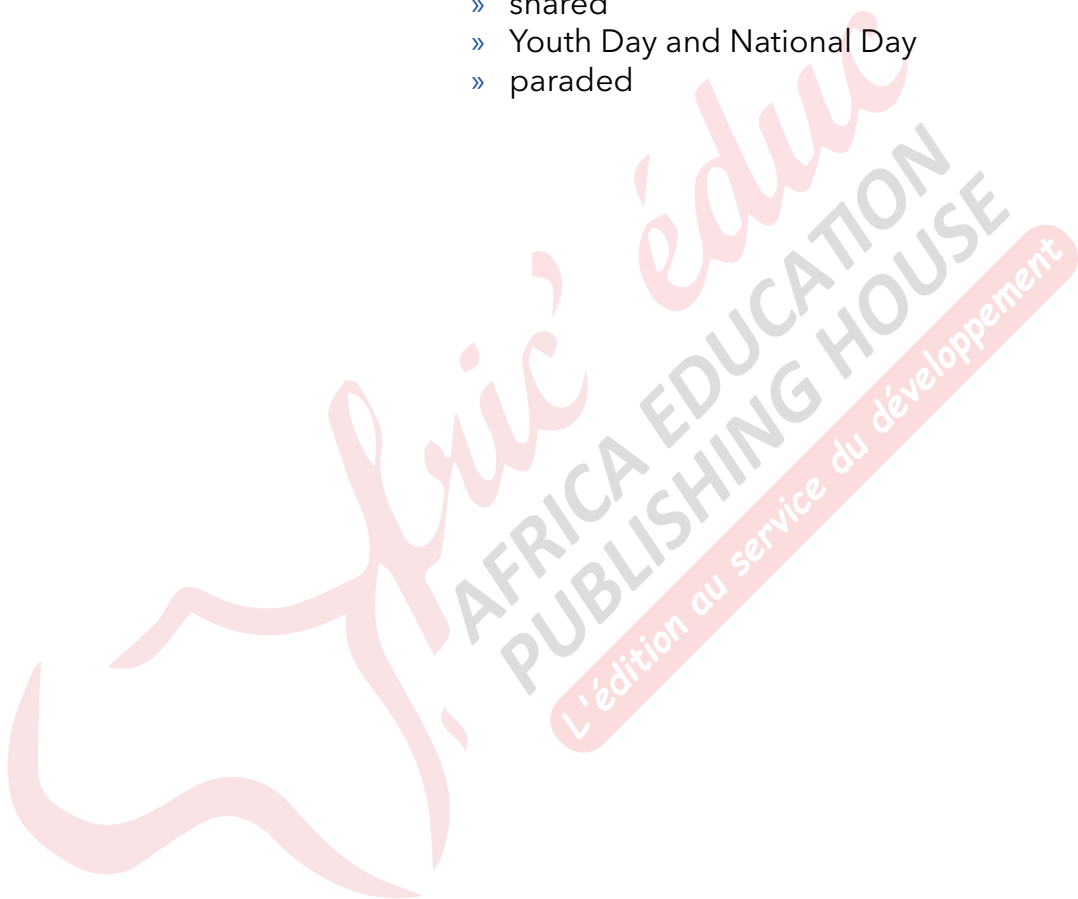
ANSWER GUIDE

▶ One

- » True
- » False
- » False

▶ Two

- » Ramadan, Good Friday, Ascension Day and Assumption Day
- » attended
- » worshiped
- » cooked
- » shared
- » Youth Day and National Day
- » paraded



MEDIA AND COMMUNICATION

→ REAL LIFE SITUATION 1

HERE IS THE NEWS!

LISTENING PAGE 148

Aim: Listen to a news bulletin and fill in statements with specific information

▶ Pre-lesson activity

Get students to discuss in groups and share their ideas on what they can see in the picture in One and the type of programme they like listening to.

▶ While-lesson activity

Teacher	Students
Instructs students to study and copy down the cloze passage in Two in their notebooks.	Study and copy down the passage.
Reads the short news bulletin or plays the audio file and gets students to fill in its summary with the missing words as they listen.	Listen carefully and perform the required task.
Reads the passage or plays the audio file again for students to check their answers.	Listen carefully and check their answers.
Listens to students' oral answers and moves around to check spellings. Appoints students to report the correct answers on the board.	Give oral and written answers and take down the correction.

▶ Post-lesson activity

Pair up students and instruct them to come up with a list of the national TV channels or radio stations they watch/listen to and the types of programmes they like. Have them use the pattern like/enjoy+V-ing

ANSWER GUIDE

▶ One

- » I can see a journalist in a studio.
- » He is preparing to read the news.
- » Yes, I do. I like listening to the news and music/documentaries...

▶ Two

- » Multimedia, opportunities, 13, computer, coding, coding, processing, trainees

Aim: Discuss the latest news items in the community

▶ Pre-lesson activity

Get students to discuss the questions in One.

▶ While-lesson activity

Teacher	Students
Instructs students to work in pairs and use their dictionaries to look up the meanings of the words in the tiles in Two.	Study the words and look up their meanings.
Gets students to match communication tools/means in Two A with their corresponding names in the tiles and say which are traditional and which are modern.	Do as instructed.
Monitors, elicits students' oral answers and provides corrective feedback.	Give answers and take down the correction.
Instructs students to study the table in Two B and complete the gaps therein with their partner.	Do as instructed.

▶ Post-lesson activity

Instruct students to work in pairs and to complete the task in Three.

ANSWER GUIDE

▶ One

- » The latest news in my quarter/village/city/region is...
- » I got it over the radio/on TV/ on the internet...
- » Common tools/means of communication used in my area are: phone, TV, Radio...
- » No, they used tom-toms, gongs, letters, horse messengers...

▶ Two A

- | | | |
|---------------|----------------|--------------------|
| 1. TV set | 4. radio set | 7. newspaper |
| 2. letter | 5. gong | 8. laptop computer |
| 3. smartphone | 6. fax machine | |

▶ Two B

Type of media	Example	Example of channel/press/forum
audio	radio channel	RIS FM
audio-visual	TV channel	CRTV
print	newspaper	Cameroon Tribune
social networks	YouTube	MINESEC distance learning

▶ Three A

- | | | |
|-------------------|-----------------|---|
| 1. director | 4. interpreter | 7. graphic designer |
| 2. correspondent | 5. news writer | 8. journalist/news presenter/
newsreader |
| 3. sound engineer | 6. photographer | |

▶ Three B

Job	Tasks
photographer	takes snapshots
correspondent	reports the news from a distant or remote location
news writer	creates contents for shows on TV and on the radio
sound engineer	manages technical aspects of sound
interpreter	translates a live message into another language

READING PAGE 151

Aim: Get the news through print media

▶ **Pre-lesson activity**

Ask students to list some newspapers/magazines that deal with sports in their community or country.

▶ **While-lesson activity**

Teacher	Students
Instructs students to study and interpret the questions on p.151.	Do as instructed.
Reads the passage aloud and instructs students to listen and take notes.	Listen carefully and do as instructed.
Instructs students to read individually and write down their answers. Asks students to give answers and provides corrective feedback.	Work as instructed and take down the correction.

▶ **Post-lesson activity**

Pair up students and get them to discuss some football competitions held across the world and the bodies in charge.

ANSWER GUIDE

▶ **One A**

1. The decision was to exclude two stadia.
2. The body excluded the stadia because they did not meet the required standards.
3. The Ahmadou Ahidjo and the Olembe stadia.

▶ **One B**

4. True
5. False

GRAMMAR PAGE 151

Aim: Use the simple past tense of "to be" and "to have".

▶ **Pre-lesson activity**

Write a short passage with regular verbs in the simple past on the board. Then, ask students to identify the tense of these verbs. Afterwards, direct students to page 151.

▶ **While-lesson activity**

Teacher	Students
Writes two sentences with the past simple of "to be" and "to have" on the board, gets students to read them.	Read the sentences.
Asks students to give the infinitive forms of these verbs, and say their tense.	Give the infinitive forms and say the tense.
Gets students to account for the past tense forms of these verbs.	Attempt various explanations.
Validates students' answers and helps establish rules for conjugating "to be" and "to have" in the simple past.	Participate in establishing the rules, and copy down the notes.
Instructs students to complete the tasks in Two, Three and Four.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the tasks and take corrective feedback from the teacher.

ANSWER GUIDE

▶ **Two**

- a. was not/wasn't
- b. played - scored
- c. intended - did not succeed/didn't succeed
- d. did not do
- e. reported - had

▶ **Three**

» travelled, was, did not travel, were, did

▶ **Four**

- a. Students presented their project in the multimedia room two days ago.
- b. The best team had two laptops and some cash prize.
- c. Girls participated in the contest and did better than boys.
- d. The Principal did not advise students to consume drugs.
- e. CRTV announced that many candidates missed the exam.

WRITING PAGE 153

Aim: Make news headlines from scrambled words

▶ **Pre-lesson activity**

Take some newspaper headlines to class and ask students to guess what they can expect in the news items.

▶ **While-lesson activity**

Teacher	Students
Gets students to copy down the scrambled words on p. 153 and to put them in order.	Listen, and do as instructed.
Monitors students as they work. Gets students to give their answers.	Give answers
Appoints students to report the correct answers on the board.	Take down the correction.

▶ **Post-lesson activity**

Have students work in groups and design the cover page of their school newspaper. Get them to use the headlines they have unscrambled and use illustrations as well. Bring some samples of newspapers in class.

ANSWER GUIDE

1. Kids spend holidays in coding camps
2. The multimedia centre opens its doors to the public
3. More students find interest in video games
4. Ministry of telecommunication to invest in distance education
5. IAI to train more women in digital marketing

→ REAL LIFE SITUATION 2

SPORTS AND ENTERTAINMENT

LISTENING PAGE 154

Aim: Listen to a song and sing it correctly

▶ **Pre-lesson activity**

Organise and monitor the singing of “The Wheels on the Bus” song with students. Use a phone and a Bluetooth loudspeaker to ease the completion of this task.

▶ **While-lesson activity**

Teacher	Students
Groups students and shares the verses of the song. Then sings with each group.	Sing with the teacher.
Instructs students to sing the four animal verses in columns. Selects the best columns to compete in singing the whole song.	Practise the singing of the song and sing it aloud.

ANSWER GUIDE

▶ **One**

» Task to be completed orally in class under teacher’s supervision.

▶ **Two**

Audio file available at www.afrikaeducation.com

READING PAGE 155

Aim: Identify ways of entertainment

▶ **Pre-lesson activity**

Instruct students to discuss the questions in One with their partner and share with the class. Write students’ best answers on the board.

▶ **While-lesson activity**

Teacher	Students
Groups students and instructs them to read and interpret the questions in Two.	Work in groups as instructed.
Reads the passage aloud and asks students to listen and take down notes.	Do as instructed.
Instructs students to read silently and provide written answers to the questions.	
Appoints students to give answers, monitors and gives corrective feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

Instruct students to share their experience about a movie or theatre night they once attended with family members or friends. Make sure they use the appropriate simple past tense forms.

ANSWER GUIDE

▶ **One**

» Vary

» ICT tools I use for entertainment are: the smartphone, the TV set and the computer.

» Vary

▶ Two A

1. Three ways youth entertain themselves are: watching movies, watching cartoons and playing video games.
2. It should have an adequate audio-visual system and a comfortable seating.
3. They can watch their favourite movie, or read magazines or newspapers.

▶ Two B

4. False
5. False

SPEAKING AND VOCABULARY PAGE 155

Aim: Talk about sporting events around the world

▶ Pre-lesson activity

Instruct students to work in groups and discuss the guide questions in One A.

▶ While-lesson activity

Teacher	Students
Gets students to copy down and complete the table in One B with the right information. Appoints students to give answers, and gives feedback.	Listen and do as instructed. Give answers and take down the correction.
Instructs students to look up the meaning of words from the tiles in Two A, then match each with the right pictures.	Work in pairs and do as instructed.
Instructs students to work individually to complete the task in Two B. Monitors, appoints students to give answers, and gives corrective feedback.	Do as instructed, give answers and take down the correction.

▶ Post-lesson activity

Organise the task in Three and get students to play their game as on TV.

ANSWER GUIDE

▶ One A

- » FENASCO, Inter-classrooms competition, the Principal's Cup...
- » Yes, I do/No, I don't.
- » Yes, they are. Through the radio, the internet, the school newsletter and TV.

▶ One B

National tournaments	International tournaments
MTN Elite One Interpool football tournament The Cameroon football cup	Africa Cup of Nations Commonwealth Games La Francophonie Games Olympic Games World cup

▶ Two A

1. referee
2. opponents
3. stoppage time
4. stadium
5. cup

▶ Two B

1. stoppage time
2. opponent
3. stadium
4. cup
5. referee

▶ Three

- » Depends on student's ability to think of a game and rules under teacher's supervision.

GRAMMAR PAGE 157

Aim: Use the superlative form of adjectives

▶ Pre-lesson activity

Refer students to page 122 where the comparative form of adjectives was taught. Then, direct students to page 157.

▶ While-lesson activity

Teacher	Students
Writes two sentences with the superlative forms of adjectives on the board and draws students' attention to these.	Read the sentences paying attention to the highlighted structures.
Asks students what the differences between these structures and the comparative forms are.	Attempt different answers.
Instructs students to account for these differences.	Attempt different explanations.
Validates students' answers and helps formulate rules for using the superlative.	Participate in the formulation of rules and copy down the notes.
Instructs students to complete sentences a-e on p. 157 with the correct form of the adjective.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

ANSWER GUIDE

- | | |
|--|--|
| <p>a. richest
b. best
c. nicer</p> | <p>d. greatest
e. more exciting than</p> |
|--|--|

WRITING PAGE 157

Aim: Fill in a cloze passage with words from a list

▶ Pre-lesson activity

Get students to discuss, in groups, what they do during their pastime. Appoint a group leader to share the thoughts or ideas of each participant.

▶ While-lesson activity

Teacher	Students
Gets students to work in pairs and use their dictionaries to look up the meaning of each word in the tiles on p.157.	Listen, and do as instructed.
Has students study the passage and fill in with the words from the tiles.	Study the passage and fill in with the correct words.
Elicits students' answers and gives feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Instruct each student to write down a list of the kinds of entertainment they enjoy engaging in.

ANSWER GUIDE

» movies, entertainment, TV shows, books, video games, devices



→ REAL LIFE SITUATION 3

KEEPING IN TOUCH

SPEAKING AND VOCABULARY PAGE 158

Aim: Practice a phone conversation

▶ Pre-lesson activity

Instruct students to share their ideas on various topics they can discuss during a phone conversation with their relatives or friends.

▶ While-lesson activity

Teacher	Students
Does a model reading of the phone conversation and instructs students to practise it. Then, lets them give short oral answers to the questions in One. Gives corrective feedback.	Listen and do as instructed. Take down the correction.
Instructs students to study and copy down the table in Two. Then, gets them to study the conversation in One again to fill in the table with suitable expressions.	Listen and do as instructed.
Monitors, appoints students to give oral answers and gives feedback.	Give answers and take down the correction.

▶ Post-lesson activity

Pair up students and get them to complete the tasks in Three and Four.

ANSWER GUIDE

▶ One

- Jonas makes the phone call.
- Mrs Ekane answers Jonas' call.
- Etame did not go to school because he was sick.

▶ Two

	Expressions
greetings	hello
asking the caller's identity	who's calling, please?
introducing oneself	this is Jonas.
asking someone to wait	hold on a minute.
asking to speak to someone	can I talk to him, please?
ending the call	thanks for calling.

▶ Three

- | | |
|----------------|--------------|
| 1. angry | 6. sleeping |
| 2. crying | 7. in love |
| 3. celebrating | 8. surprised |
| 4. tired | 9. sad |
| 5. listening | 10. smiling |

▶ Four

» Depends on the students' ability and creativity under teacher's supervision.

LISTENING PAGE 160

Aim: Listen to a phone conversation and fill in a table and a dialogue with the right information

▶ **Pre-lesson activity**

Ask students to give some phrases that we can use when opening and closing a phone conversation with a friend. Read the conversation for the first time and ask students to fill in the table in One.

▶ **While-lesson activity**

Teacher	Students
Gets students to study and copy down the dialogue in Two.	Study and copy down the dialogue.
Reads the script or plays the audio file and instructs students to fill in the dialogue as they listen.	Listen and fill in the dialogue.
Asks students to give answers, and gives feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

Pair up students. Instruct them to role play the phone conversation they have filled in.

ANSWER GUIDE

▶ **One**

Customer's name	Buba
Service consultant's name	Miss Edimo
Company	Company Blue Cameroon
Phone brand	Fako Blue Pro

▶ **Two**

A: Hi, this is Buba calling. May I speak to a service consultant?

B: Company Blue Cameroon, this is Ms Edimo speaking. How may I help you?

A: Please, tell me how to make a phone call (...)

READING PAGE 160

Aim: Identify steps to sending emails

▶ **Pre-lesson activity**

Instruct students to discuss the picture and provide answers to the guide questions in One.

▶ **While-lesson activity**

Teacher	Students
Instructs students to study and interpret the questions in Two.	Listen and do as instructed.
Does a model reading of the passage and instructs students to read and provide written answers to the questions.	Read and write down answers.
Appoints students to read out their answers, monitors and gives corrective feedback.	Answer questions and take down the correction.

▶ **Post-lesson activity**

Get students to work in groups. Have them use the email template in One and fill it in with contents relating to the 5 steps to sending an email.

ANSWER GUIDE

▶ One

- » Yes, I often send emails.
- » The address of the sender is tanaflorent@gmail.com; the address of the receiver is bessey-head@gmail.com
- » We click on the paper clip icon to attach a document.

▶ Two A

1. An email is a method of communication that transmits information using the internet.
2. The steps are:
 - » First, choose an email service;
 - » Second, type out the email address;
 - » Third, write the subject for the email;
 - » Fourth, write the body of the email and attach documents (if any);
 - » Fifth, send the email.
3. After sending the email, you can navigate to your inbox to check for responses.

▶ Two B

1. True
2. False

GRAMMAR PAGE 161

Aim: Use adverbs of frequency

▶ Pre-lesson activity

Ask students at what interval they use their phones for chatting with friends or sending emails. After getting various answers, direct the class to page 161.

▶ While-lesson activity

Teacher	Students
Instructs students to read sentences 1-3 in One taking note of the words in bold.	Read the sentences taking note of the words in bold.
Asks students what each of these words expresses in these sentences.	Try to work out the meaning of the words in bold in context.
Asks students what these words are called, and instructs them to list others they know.	Say what the words are called and list more.
Validates students' answers and help establish rules for using adverbs of frequency.	Participate in establishing rules and copy down the notes.
Instructs students to work out the task in Two.	Do as instructed and perform the task.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

- a. My grandfather never uses a smartphone to communicate.
- b. My father sometimes reads the local e-newspaper.
- c. Nowadays, students usually use their smartphones to carry out research.
- d. Abessolo seldom sends her friends SMSs....
- e. My uncle who lives in Nigeria often sends SMSs.

Aim: Pronounce homophones

▶ Pre-lesson activity

Tell students that when we speak, it is often the case that we pronounce two or more words with different spellings in exactly the same way. Find out from students what such words are called. Then, direct students to page 162.

▶ While-lesson activity

Teacher	Students
Instructs students to read the words in One or plays the audio file.	Read the words aloud after the teacher.
Asks students what they notice.	Say what they notice about the pronunciation of these words.
Writes a series of homophones on the board and models pronunciation.	Read the homophones after the teacher.
Instructs students to work out the tasks in Two and Three.	Do as instructed.
Gets the class' feedback to students' answers. Also gives corrective feedback.	Propose their answers to the tasks and take corrective feedback from the teacher.

ANSWER GUIDE

▶ One

» I notice that these words are pronounced the same.

▶ Two

1. mails

2. for

hour

3. see

4. websites

5. week

weak

▶ Three

» Audio file available at www.afrikaeducation.com

WRITING PAGE 163

Aim: Arrange scrambled sentences to obtain a dialogue

▶ Pre-lesson activity

Ask students to name some difficulties they face when using a computer.

▶ While-lesson activity

Teacher	Students
Instructs students to work in pairs and arrange the sentences in One to obtain a coherent dialogue.	Listen and do as instructed.
Gets students to read out their answers and drills them in how to read the sentences.	Give answers and read the sentences following the teacher's model.

▶ Post-lesson activity

Teacher	Students
Pairs up students and gets them to read the dialogue they have obtained to the class.	Listen and do as instructed.

▶ **One**

1. Good morning, dear presenter. I would like to ask a question to the IT expert.
2. Good morning. Cool. Who's on the line and where are you calling from, please?
3. I am a Sixième student. I am calling from my school computer lab.
4. This is great. You can leave your question for our IT expert.
5. Ok. Mr IT expert, I would like to know how to use my computer effectively.
6. Thank you for the question. I will send it to the IT expert. Do you have any other questions?
7. I have got no more questions for now. Thank you.
8. Thank you for calling and stay tuned to our programme. Our expert will answer your question soon. There is another caller trying to connect! Hello and welcome to this programme.

▶ **Two**

- » Depends on students' ability to role play this conversation under teacher's supervision.



→ REAL LIFE SITUATION 4

USING THE COMPUTER

SPEAKING AND VOCABULARY PAGE 164

Aim: Name parts of a (desktop/laptop) computer

▶ Pre-lesson activity

Pair up students and guide them in answering the guide questions in One.

▶ While-lesson activity

Teacher	Students
Instructs students to match parts of the laptop with corresponding phrases/words from the tiles in Two. Monitors and gives corrective feedback.	Listen, and do as instructed. Take down the correction.
Assigns students to study and fill in the table in Three with parts of a laptop from Two. Selects students to give their oral answers, gives corrective feedback.	Give answers and read the sentences following the teacher's model. Take down the correction.

▶ Post-lesson activity

Instruct students to complete the task in Three B with words from the task in Two. Monitor the completion of task and give corrective feedback.

ANSWER GUIDE

▶ One

- » Yes, there's a computer lab in my school.
- » We find (any logical figure) computers in this lab.
- » I use a computer twice/four times a week/every day.
- » Computer brands that I know are: Asus, HP, Dell, Lenovo, Fujitsu, Toshiba...

▶ Two

1. top panel
2. speaker
3. keyboard
4. power button
5. USB port
6. base panel
7. battery
8. webcam
9. screen
10. (no answer here)
11. touch pad
12. DVD drive

▶ Three A

Part of the computer	Function
Screen	displays information in pictorial or text form
Keyboard	serves to input information
touch pad	controls the mouse pointer
DVD drive	reads CDs and Blu-ray disks
Speaker	amplifies sound
USB port	port through which memory sticks are connected to the computer for copy or transfer of data

▶ Three B

1. webcam
2. battery
3. keyboard
4. touch pad
5. speakers

LISTENING PAGE 165

Aim: Listen to an interview and complete a list of tips with specific information

▶ **Pre-lesson activity**

Ask students to share some common problems they face when they use computers.

▶ **While-lesson activity**

Teacher	Students
Instructs students to study and copy down the statements in task Two.	Study and copy down the statements.
Reads the script or plays the audio file while students fill in the statements as they listen.	Listen and fill in the statements.
Asks students to give answers, and gives feedback.	Give answers and take down the correction.

▶ **Post-lesson activity**

Group students and have them role play a scene where an IT expert shares tips on how to handle common problems people face with their hardware.

ANSWER GUIDE

▶ **One**

1. desktop
2. shortcuts
3. updated
4. password
5. breaks

▶ **Two**

- » use reliable antivirus software.
- » set up strong passwords to avoid intrusions into their computers.
- » visit reliable websites.
- » always shut down their computer and unplug it after use.

READING PAGE 165

Aim: Use a computer efficiently

▶ **Pre-lesson activity**

Ask students to describe how to put on and put off a computer.

▶ **While-lesson activity**

Teacher	Students
Instructs students to study and interpret the questions on p. 166. Does a model reading of the passage and instructs students to follow and take down notes.	Study and interpret the questions. Listen and take down notes.
Has students read the passage silently and write down answers. Appoints students to give oral and written answers, and gives corrective feedback.	Listen carefully, do as instructed and take down the correction.

▶ **Post-lesson activity**

Pair up students. Get them to play the "What am I?" game. Student A describes a part of a computer and student B guesses which part it is and names it. Make sure they swap roles each time a student fails to give the correct answer.

ANSWER GUIDE

▶ One

1. Today, we find computers in homes, school, offices, business places and other domains of life.
2. A person follows three steps to use a computer.

▶ Two

1. False
2. True

▶ Three

1. Power button: to boot the computer.
2. Password: protects the computer from intrusions.
3. Mouse: points to places on a screen, and selects actions to take.
4. Keyboard: inputs information into the computer.

WRITING PAGE 166

Aim: Arrange scrambled sentences to obtain the guidelines for using computers in a school computer lab

▶ Pre-lesson activity

Ask students to list some rules that they follow in their school computer lab (One).

▶ While-lesson activity

Teacher	Students
Pairs up students and gets them to arrange the sentences in Two to obtain classroom rules during a computer class.	Listen, and do as instructed.
Instructs students to read out their answers and drills them in how to read the sentences.	Give answers and read the sentences following the teacher's model.

▶ Post-lesson activity

Teacher	Students
Assigns students to recite the rules of the computer lab.	Listen to the instructions and do as required.

ANSWER GUIDE

▶ One

1. - I can read notes. I can also do research.
2. - I shouldn't play video games or play music.

▶ Two

Computer Guidelines

During the class

- Log on with your name and password.
- Do not touch the mouse while the computer is logging on.
- Use the computer wisely and carefully. Stay on task always.
- While using the computer, do not visit any other websites unless instructed by the teacher.

At the end of the class

- Make sure the screen and the keyboard are placed in the correct position.
- Put the headphones behind the computer.
- Shut down your computer.
- Push the chair.

▶ **Three**

» Depends on students' creativity and teacher's monitoring ability.

