



# TEACHER'S BOOK

# ANGLAIS

# 5<sup>e</sup>

**Clovis D. MBOUENDEU**  
**Gabriel ENYEGUE**  
**Pierre Chamberlin OMGBA**  
**Simlice Magloire ESSOMBA FOU DA, PhD**

**Afric'educ**  
AFRICA EDUCATION  
PUBLISHING HOUSE  
L'édition au service du développement

# TEACHER'S *book*

ANGLAIS

5<sup>e</sup>

# A word to the teacher

*Anglais 5<sup>ème</sup> 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.

## Contents

DOL 1 : FAMILY AND SOCIAL LIFE	pp. 9-32
DOL 2: ECONOMIC LIFE AND OCCUPATIONS	pp. 39-60
DOL 3: ENVIRONMENT, WELL-BEING AND HEALTH	pp. 67-94
DOL 4: CITIZENSHIP AND HUMAN RIGHTS	pp. 101-126
DOL 5: MEDIA AND COMMUNICATION	pp. 133-155

### I- *Anglais 5<sup>ème</sup>* at a glance

*Anglais 5<sup>ème</sup>* is a suitable resource English Language course book for second-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 5<sup>ème</sup>*

#### 1- Overview

*Anglais 5<sup>ème</sup>* 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 5<sup>ème</sup>** equally embeds a problem-solving method that sources from, and roots 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***

- Meet and Greet
- Come Home
- Who Cleans Up Next?
- Clean Homes, Sweet Homes!

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

- Jobs and Professions
- Careers
- Fired? We're Hiring!
- Lend a Hand!

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

- Don't Be Mean, Keep it Clean!

- Dump it Right!
- Let's Go Green!
- Good Times

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

- Unity in Diversity
- Customs and Traditions
- One World, One People
- Influential People

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

- The Digital Age
- Disconnect to Connect
- Be Kind Online
- Connect, Communicate, Collaborate

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 5<sup>ème</sup>* 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 5<sup>ème</sup>* 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 conducting 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 5<sup>ème</sup>* suggests more comprehensive speaking exercises in the form of integration activities.

## 6- Approach to Listening

The *Anglais 5<sup>ème</sup>* 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 available at [www.afrikaeducation.com](http://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 5<sup>ème</sup>* 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 5<sup>ème</sup>* series introduces a somewhat *different* approach to conducting reading lessons. One of the end goal being getting learners to pick out relevant information from texts, 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 5<sup>ème</sup>* 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 5<sup>ème</sup>* 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 5<sup>ème</sup>* 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 dealings 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.



DOL

1

**FAMILY AND  
SOCIAL LIFE**

# RLS 1: Meet and Greet

## Listening Page 10

**Aim:** Listen to short introductions, then unscramble words to make meaningful sentences

### Pre-lesson activity

With textbooks closed, ask students to tell the class about their family and the events they usually attend/celebrate with family members.

### While-lesson activity

Teacher	Students
Reads the words and phrases in the tiles in <b>One</b> or plays the audio file.	Repeat after the teacher, then read the words and phrases on their own.
Helps students to find out what the <i>new</i> phrases in the tiles mean ( <i>mother-in-law, nephew...</i> especially).	Use their dictionaries to look up the meaning of phrases in the tiles.
Explains the instructions of the listening task in <b>Two</b> .	Study the tables and take note of the teacher's instructions.
Reads the passage or plays the audio file for the first time.	Fill in the tables as they listen.
Reads the passage or plays the audio file for the second time.	Check their answers.
Writes the scrambled sentences (1) and (2) in <b>Three</b> on the board and helps students to make meaningful sentences.	Make meaningful sentences from scrambled phrases.
Pairs up students and assigns them to unscramble the remaining sentences.	Make more meaningful sentences about family life.

### Post-lesson activity

Teacher	Students
Pairs up students and assigns them to come up with more scrambled phrases (about meeting people). Gets each student to come up with a set and asks his or her partner to unscramble it. Lets students swap roles.	Work in pairs and do as instructed.

## Answer guide

### Two

#### About Kamlo

<i>The event he is attending</i>	<i>family meeting</i>
<i>The people he introduces</i>	<i>Mr Kimbeng (uncle) and cousins (mentioned)</i>
<i>How he feels</i>	<i>happy</i>

#### About Epoh

<i>The event she is attending</i>	<i>family meeting</i>
<i>The people he introduces</i>	<i>Paul (elder brother), nephews and nieces (mentioned)</i>
<i>How he feels</i>	<i>happy</i>

#### About Buba

<i>The event he is attending</i>	<i>family meeting (naming ceremony)</i>
<i>The people he introduces</i>	<i>Mr and Mrs Garba (parents-in-law), Mr Saidou (brother-in-law)</i>
<i>How he feels</i>	<i>(very) excited/happy</i>

### Three

- 1- Kamlo introduces his uncle.
- 2- He lives with his uncle and two cousins OR His uncle lives with his two cousins.
- 3- I am so happy to be here.
- 4- There is peace and love in my family.
- 5- My brother-in-law lives in Fotokol.

## Speaking Page 11

**Aim:** Exchange and share personal information

### Pre-lesson activity

Instruct students to scan the passage in **One** and list Ojong's personal information. The pattern/template suggested below may guide the completion of the task.

<i>Name</i>	<i>Ojong Peter Che</i>
<i>Age</i>	<i>11 years (or more)</i>
<i>Region of origin</i>	<i>North West region</i>

### While-lesson activity

Teacher	Students
Does model reading.	Listen and repeat after the teacher.
Assigns students to study the questions in <b>One</b> and provide short oral answers.	Study the questions, and scan the passage to get answers to comprehension questions.
Elicits students' answers and provides corrective feedback.	Share their tentative answers with the class and take down corrective feedback.

## Post-lesson activity

Teacher	Students
Pairs up students; has them copy down and fill in the form in <b>Two</b> with their own personal information.	Pair up; copy down and fill in the form with accurate personal information.
Calls students' attention to the " <b>Remember!</b> " box on p. 11.	Take note of the grammatical changes involved in introducing others.
Assigns students to let their partners introduce them using information from their respective forms.	Do as instructed.
Instructs students to swap roles.	Swap roles.

### Answer guide

(1) Bambili (2) 11 or more (3) with his parents (4) to honour ancestors and enjoy local foods

## Reading and vocabulary Page 12

**Aim:** Meet and introduce people

### Pre-lesson activity

To start, ask your students to tell the class where they spent their end-of-year holiday and the activities that they did during that period.

### Possible answer

- *Students who spent their holiday in urban areas might talk about visiting zoos, walking along the beach, attending evening shows, taking part in sports tournaments, going to the theatre or to the cinema ...*
- *Students who spent their holiday in rural areas might talk about farming, hunting, collecting shells, mountain climbing, visiting grand-parents, taking part in sports contests ...*

### While-lesson activity

Teacher	Students
Gets students to study the questions in <b>One</b> and take note of the idea in each.	Do as instructed.
Does a model reading of the dialogue and instructs students to read silently and answer the questions.	Listen and then read silently and answer questions.
Elicits answers to check understanding of the dialogue and gives corrective feedback.	Provide answers to comprehension questions and take down the correction.

## Post-lesson activity,

Teacher	Students
Assigns students to complete the task in <b>Two (A and B)</b> .	Scan the dialogue in <b>One</b> again to find out common phrases used when meeting people.
	Study the sentences and match words and phrases with their synonyms or antonyms.
Asks students to tell the class how people greet in their community. Pairs up students and instructs them to practise reading the dialogue and gets them to role play it in the front of the class.	Talk about forms of greeting in their community.  Practise the dialogue and role play it as instructed.

## Answer guide

### One A

- 1- Ebamba is Ekamba's cousin.
- 2- Bidima spent his holidays in the village.
- 3- He helped his parents to grow crops, played football in the rain, went hunting and enjoyed delicious local foods.

### One B

- 4- True
- 5- False

### Two A

<i>Greeting phrases</i>	<i>Expressing joy when you meet someone</i>	<i>Holiday activities</i>
<i>hello, hi, good morning / afternoon / evening /, how are you, how do you do...</i>	<i>what a pleasure to see you again / it's nice meeting you too / I am happy to meet you...</i>	<i>visiting zoos, walking along the beach, attending evening shows, taking part in sports tournaments, going to the theatre or to the cinema, farming, hunting, collecting shells, mountain climbing, visiting grand-parents, going to the nightclub, hanging out...</i>

### Two B

- 1- *days off (synonym) → holiday*
- 2- *tasty (synonym) → delicious*
- 3- *city (antonym) → village*
- 4- *left (antonym) → stayed*
- 5- *interesting (antonym) → boring*

### Additional notes

#### **Forms of greeting throughout generations and cultures**

- *Agemates greet with a handshake, a clapping of fingers (plus optionally a hug or kiss), a fist bump or a palm bump (they usually hit the fist on their chest thereafter), a wave...*

- *Non-agemates greet in a more formal way.*
- *Forms of greeting like bowing and courtesy are also cultural.*

## Grammar 1 Page 13

**Aim:** Use the simple past to talk about self and others

### Pre-lesson activity

With textbooks closed, get students to describe the activities they did during their end-of-year holiday and/or the chores they did in the morning before school.

e.g.: *I visited my grand-parents and took part in a football competition during holidays.*  
*This morning I fetched drinking water.*

### While-lesson activity

Teacher	Students
Instructs students to read the passage in <b>One</b> . Gets them to pay close attention to the verbs in bold to identify their infinitive forms.	Do as instructed.
Asks students to identify the tense of the verbs.	Identify the tense of the verbs.
Has students brainstorm about why verbs take various forms in this tense.	Attempt different answers.
Validates students' answers and helps them to formulate rules about form, usage and the simple past tense indicators.	Formulate the rule for conjugating verbs in the simple past tense.
Assigns students to complete the passage in <b>Two</b> with the correct options from brackets.	Do as instructed
Monitors task completion, elicits students' answers and provides corrective feedback.	Give their answers and take down the correction.

### Answer guide

#### **One**

- *Verbs infinitives: to be, to make, to take, to do, to play, to study, to have, to go, to fail*
- *Regular verbs: to study, to fail, to play*
- *Irregular verbs: to be, to make, to take, to have, to go, to do*
- *The passage is narrative.*

#### **Two**

*lived                      was                      consisted                      got                      washed                      ...*  
*left                                      came*



## Writing Page 14

**Aim:** Introduce oneself to make new acquaintances

### Pre-lesson activity

Teacher	Students
Asks students which personal information they usually share when they meet new or old friends.	Provide short answers.

**Key information to find in each answer:** name, age, origin, health, hobbies,...

### While-lesson activity

Teacher	Students
Pairs up students. Assigns each pair to study the dialogue between Zouliatou and Eko in <b>One</b> and complete it with the correct phrases.	Work in pairs and complete the dialogue as instructed.
Appoints students to report answers on the board after they must have read out their suggested answers. Monitors and gives corrective feedback.	Do as instructed and take down the correction.

### Post-lesson activity

Teacher	Students
Assigns students to write down then role play a short dialogue in which they meet friends and share holiday memories ( <b>Two</b> ).	Work in pairs or small groups and do as instructed.

### Answer guide

(1) happy to meet (2) nice (3) how (4) what (5) was (6) had (7) what (8) spent (9) nice

## Grammar 2 Page 14

**Aim:** Use phrasal verbs with “look” to talk about oneself and others

### Pre-lesson activity

With textbooks closed, write two dashes \_\_\_\_ on the board. Fill in the first with ‘look’ and elicit an example of a ‘look’ phrasal verb that students might know. E.g. look at. Get students to brainstorm on the meaning of ‘look at’. A picture of a child looking at his parent may help.

## While-lesson activity

Teacher	Students
Gets students to read the passage in <b>One</b> silently paying close attention to the verbs in bold.	Read the passage and pay attention to the verbs in bold.
Instructs students to group the phrasal verbs according to their structure – 2-element phrasal verbs on the one side and 3-element phrasal verbs on the other side. Monitors and gives feedback.	Do as instructed
Further asks students to identify the grammatical elements of each phrasal verb.	Identify grammatical elements of each phrasal verb.
Gets students to guess the meaning of the phrasal verbs in the passage in <b>One</b> . Monitors and gives feedback.	Give the meaning of each phrasal verbs through guessing. Take down the correction.
Assigns students to complete task <b>Two</b> with appropriate phrasal verbs from <b>One</b> . Monitors, elicits students' answers and provides corrective feedback.	Do as instructed and take down the correction.

## Answer guide

### One

- They consist of two words each.
- Verb + prep. (look like, look for) and verb + adv. (look after)
- Answer may vary from students to students since it is just a guess.

### Two

(1) look out (2) look for (3) look down on (4) look after (5) looks like

# RLS 2: COME HOME

## Reading and vocabulary Page 16

**Aim:** Exchange information about and describe homes

### Pre-lesson activity

With textbooks closed, pair up students. Have each student ask his or her partner where and with whom he or she lives. Let them exchange information and share with the class.

---

*Example: Endeke says that s/he lives at/in \_\_\_\_\_ with \_\_\_\_\_...*

---

### While-lesson activity

Teacher	Students
Reads and elucidates the phrases in the tiles in <b>One</b> . Assigns students to match the descriptions in the tiles with the houses in each picture. Further has them study the house plan in <b>Two</b> carefully and describe it by providing oral answers to the guide questions. Provides corrective feedback.	Listen and repeat after the teacher. Work in pairs or groups and do as instructed. Take corrective feedback.
Asks students to guess (from picture study and skimming) the part of Gwendolyn's childhood house the passage describes in detail.	Analyse the picture to guess the part of the house described.
Instructs students to study questions and to keep the key words or phrases of each question. Reads the passage aloud for the first time.	Study the questions quickly to get an idea of each. Listen attentively to the model reading.
Gets students to read the text silently and provide accurate answers to comprehension questions. Appoints students to share answers orally and then in writing. Elicits answers and gives corrective feedback.	Scan the passage and provide answers to comprehension questions as instructed.  Give answers and take down the correction.

---

### **Explanatory note**

*Skimming through comprehension questions prior to reading the passage and answering questions could be an effective pedagogic strategy. It saves time and keeps the learner focused on specific information.*

---

### Post-lesson activity

Assign students to use information from the passage to describe the kitchen in their house. Get them to mention similarities and/or differences between Gwendolyn's childhood kitchen, if any, and theirs. Also allow them to say what the kitchen of their dream house would be like.

## Answer guide

### One

Picture 1: city house      comfortable      luxurious      modern

Picture 2: country house      thatched      traditional      rural

### Two

- Parts of the house: bedroom, dining room, kitchen, toilet, balcony, ...
- The house plan indicates two floors.
- There are four toilets.
- This is the plan of a modern house.

### Three

#### A- Short answers

- 1- Pieces of furniture found in the living room: four armchairs and a sofa.
- 2- There were three (two secondary and one master's) bathrooms.
- 3- The most attractive pieces of furniture and furnishings in the kitchen: kitchen cabinets, baker's racks and pot racks.

#### B- True or False

- 4- False.
- 5- True.

## Vocabulary Page 18

**Aim:** Use suitable words and phrases to name house furnishings and pieces of furniture

### Pre-lesson activity

Provide pictures (or realia) of common pieces of furniture and get students to label them.

### While-lesson activity

Teacher	Students
Groups students in threes-fives and assigns them to label each of the items in the pictures in <b>One</b> using the phrases in the tiles.	Do as instructed.
Gets each group to look up the French translation of the phrases in the tiles in <b>One</b> in the dictionary.	Use their dictionary and do as instructed.
Has each group match the pieces of furniture and furnishings with the part of the house in which they can be found. Then, requests them to use their dictionary to extend each list of items ( <b>Two A</b> ).	Match pieces of furniture and furnishings with the rooms in which they can be found. Extend the list using their dictionaries.
Assigns each group to read the descriptions in <b>Two B</b> and guess the piece of furniture or furnishing each sentence briefly describes.	Read the descriptions of furnishings and pieces of furniture and guess what each refers to.

Monitors, elicits students' answers and gives corrective feedback.	Provide answers and take down the correction.
--	---

**Post-lesson activity**

- A- Choose eight to ten students – 2 per column. Get them to describe the pieces of furniture and furnishings in their houses. Have them specify where these items are found, what we use them for, which materials are used in making them, where they can be purchased, how much they cost...
- B- Play more quizzes about the home (rooms, furniture, furnishings): tell students to coin quizzes and let their peers guess. Make the game/quiz engaging by, for example, awarding the title “The As” to the best team.

**Answer guide**

**One**

- (1) bookshelf      (2) kitchen cabinet      (3) carpet      (4) mattress      (5) curtains
- (6) bed sheets      (7) sofa      (8) toolbox      (9) wardrobe      (10) toilet pot

**Two A**

<i>Room</i>	<i>Furnishings</i>	<i>Pieces of furniture</i>
<i>bedroom</i>	<i>bed sheets, mattress</i>	<i>Wardrobe</i>
<i>kitchen</i>		<i>kitchen cabinet</i>
<i>living room</i>	<i>carpet, curtains</i>	<i>bookshelf, sofa</i>
<i>bathroom</i>	<i>toilet pot</i>	
<i>garage</i>		<i>Toolbox</i>

*NB: Some phrases can match more than a part. Curtains for instance can be found in a living room, bedroom, kitchen...*

**Two B**

- (1) carpet      (2) bookshelf      (3) sofa      (4) toilet pot      (5) curtains

**Additional notes: furniture vs. furnishings**

*Furniture is a collective term for movable objects which may support the human body (seating furniture and beds), provide storage (bookshelf, wardrobe) or hold objects on horizontal surfaces. They can be made of wood, cane, glass, leather, steel or plastic...*

*Furnishings make our homes comfortable and attractive. They are decorative, bringing colours, patterns and textures to the interiors. They transform bare walls and furniture into appealing room schemes with style, character and comfort. Their colours and design can alter the ambiance of a room. Examples of furnishings include curtains, wallpapers, blinds, paints, plaster, tiles ...*

## Listening Page 19

**Aim:** Listen to short descriptions of furnished apartments

### Pre-lesson activity

With textbooks closed, have students share any of their travel experiences with the class. Get them to describe the places where they stayed, the sites they visited and recall their best memories. Thereafter, get them to talk about places where tourists usually stay when they visit a location (**One**).

### While-lesson activity

Teacher	Students
Assigns students to study statements 1-4 in <b>Two</b> and pay attention to the gaps.	Study the statements about furnished apartments.
Reads the script or plays the audio file for the first time and assigns students to fill in the gaps as they listen.	Listen attentively and fill in each gap with missing information.
Reads the script or plays the audio file for the second time and allows students to check their answers.	Listen again and check their answers
Lets students share their answers orally and then in writing on the board. Monitors, elicits students' answers and gives corrective feedback.	Share their answers as required and take down the correction.

### Post-lesson activity

Teacher	Students
Has students think of any piece of furniture or furnishings and get their classmates to guess it as they give some hints (key words or mimicry). e.g. <i>key words: hot – food → microwave</i>	Play the word quiz following teacher's guidelines.
Groups students and assigns them to role play a scene in which they are presenting their new house to their friends.	Work in small groups and do as instructed. Swap roles.

### Answer guide

#### One

- We can stay at a hotel, a hostel, a motel, ...
- Furniture: bed, table, bedside table, chair, couch, ...; furnishings: blinds/curtains, carpet/rug, ...

#### Two

- (1) couch; dining
- (2) toaster; microwave
- (3) dishes; pans; washer
- (4) refrigerator; stove

## Grammar Page 19

**Aim:** Use prepositions to locate things in a house

### Pre-lesson activity

Place your bag on a textbook which is on the table. Get students to attempt indicating the location of these items.

e.g. *The textbook is **under** the bag. It is **between** the table top and the bag.  
The teacher's bag is **on** the textbook.*

### While-lesson activity

Teacher	Students
Instructs students to study the house description in <b>One</b> paying attention to the words in bold.	Do as instructed.
Gets students to say what these words are and what they are used for.	Discuss the usage of the prepositions in the house description.
Assigns students to study the pictures in the frame in <b>Two</b> and complete the sentences with the correct preposition.	Locate the items in the pictures using correct prepositions.
Monitors, elicits students' answers and gives feedback.	Provide answers and take down corrective feedback.

### Post-lesson activity

Teacher	Students
Pairs up students and gets them to study the picture in <b>Three</b> .	Identify any five pieces of furniture in the picture ( <b>Three A</b> ).
Assigns students to write down sentences in which they locate the pieces of furniture they have identified.	Use prepositions to locate the pieces of furniture identified in <b>Three A (Three B)</b> .
Elicits students' answers and gives corrective feedback.	Share their answers with the class and get corrective feedback from the teacher.

### Answer guide

#### One

(1) behind (2) above (3) near (4) between (5) next to (6) in front of  
(7) under (8) on (9) in

#### Two

##### A- Pieces of furniture

(1) dining table (2) sofa (3) TV stand (4) chair (5) drawer

**NB:** cushions, carpet, chandelier, night lamp, flowerpot are examples of furnishings.

##### B- Locating pieces of furniture and furnishings

- 1- The sofa is **near** the gueridon.
- 2- The TV stand is **in front of** the gueridon.

- 3- The drawer is **next to** the TV stand
- 4- The dining table is **under** the chandelier.
- 5- There are cushions **on** the sofa.

## Speech work Page 21

**Aim:** Identify and pronounce long vowels correctly

### Pre-lesson activity

Read the words in the tiles or plays the audio file and get students to repeat.

### While-lesson activity

Teacher	Students
Directs students' attention to the sequences in bold in each word or phrase.	Say the sequences in bold in isolation.
Gets students to think of other words containing any of the sounds being studied. Monitors, elicits students' answers and gives corrective feedback.	Brainstorm in pairs and suggest answers. Take down corrective feedback.
Appoints individual students to read the sentences in <b>Two</b> aloud.	Appointed students read aloud getting as faster as they can.
Gives corrective feedback or plays the audio file.	Take corrective feedback and read again.

### Answer guide

Students practise the sentences in **Two** under teacher's supervision. Audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

## Writing Page 21

**Aim:** Write short descriptions of one's house

### Pre-lesson activity

With textbooks closed, instruct students to write down any ten names of pieces of furniture and furnishings that they have in their houses (**One**).



### While-lesson activity

Teacher	Students
Provides a sample house description or refers students back to the reading passage on p.17.	Read the house description provided by the teacher or the one in the referred passage.
Assigns students to study the description of Gwendolyn's grandmother's house and write down 5 sentences that best describe its parts, pieces of furniture and furnishings.	Study the description and do as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Complete the task and get corrective feedback from the teacher.

### Post-lesson activity

Teacher	Students
Assigns students to draw the plan of their favourite house and label its rooms ( <b>Two</b> ). Monitors and gives corrective feedback	Do as instructed. Listen and take down the correction.

### Answer guide

#### One

- Types of homes: bungalow, duplex, thatched house, block of flats (apartments), farm house, condo, mansions, palaces ...
- Pieces of furniture: tables, chairs, cupboards, sofa, gueridon ...
- Furnishings: night lamp, chandelier, rug/carpet, blinds/curtains ...

#### Two

Answers may vary.

---

# RLS 3: WHO CLEANS UP NEXT?

## Speaking and vocabulary Page 22

**Aim:** Identify household chores

### Pre-lesson activity

With textbooks closed, ask students to describe what they do to maintain their family compound clean.

e.g.: I sweep the floor of our family house every morning.

### While-lesson activity

Have students study the chores schedule in the Noah family and answer the questions that follow (**One**). Explain the rules of the 'Who does what, when' game and let students play in small groups under your supervision (**Two**). Then, assign each group to unscramble the phrases in the tiles in **Three A** to form names of household chores which they will match with the pictures in **Three B** thereafter. Make the task engaging.

### Post-lesson activity

Teacher	Students
Assigns students to prepare cleaning schedules for their homes and share them with the class ( <b>Four</b> ).	Work in groups and come up with household chores schedules.
Monitors, elicits students' answers and gives corrective feedback.	Share their answers with the class and take down the correction.

### Answer guide

#### One

- 1- Weekdays chores in the Noah family: dishwashing, mopping, cooking, bathroom cleaning, emptying dustbin.
- 2- Boys do the dishes on Wednesday, Thursday and Friday.
- 3- Personal opinion is required here.

#### Two

Answers may vary depending on the questions asked.

#### Three A

doing the laundry    sweeping the floor    ironing clothes    washing the dishes  
mopping the floor    cleaning the toilets    emptying the dustbin    dusting (the) furniture  
washing the car

#### Three B

(1) washing the car (2) emptying the dustbin (3) cleaning the toilet (4) washing the dishes (5) doing the laundry (6) ironing clothes (7) sweeping the floor (8) mopping the floor (9) dusting (the) furniture

---

## Reading Page 24

**Aim:** Plan daily household chores

### Pre-lesson activity

Teacher	Students
Instructs students to study pictures 1-3 in <b>One</b> .	Identify the chores illustrated in the pictures and share their answers with the class.

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two</b> and take note of the main idea in each of them.	Study the questions and take down their main ideas.
Does a model reading of the passage.	Listen attentively.
Gets students to read the passage silently and write down their answers.	Scan the passage and provide written answers to the questions.
Appoints students to give their answers orally and then to report them on the board. Monitors and gives corrective feedback.	Share their answers and take down the correction.

### Post-lesson activity

Introduce students to the notion of 'chore tools'. Get them to study pictures 1-3 on page 24 and name the tools teenagers use in completing household chores.

---

#### Answer key

##### One

(1) washing the dishes                      (2) sweeping the floor                      (3) doing the laundry

##### Two

##### A- Short answers

- 1- Children aged two can put away their toys after playing.
- 2- At seven, children can make up their beds and sweep the floor.
- 3- At weekends, children do the laundry, iron and fold clothes, mop the floor, clean the toilet and bathroom.

##### B- True or False

- 4- False.

## Grammar Page 24

**Aim:** Use modals to talk about planning household chores

### Pre-lesson activity

Get students to scan the reading passage on page 24 again and say

- what children aged two **can** do.
- what boys and girls **must** do.
- what boys and girls **may** do.

### While-lesson activity

Teacher	Students
Reads the sentences in <b>One</b> .	Read after the teacher.
Calls students' attention to the words in bold in each sentence.	Say what the words in bold are and guess what they mean.
Gets students to practise using modals as they complete the task in <b>Two</b> .	Complete the sentences in <b>Two</b> accordingly.
Monitors, elicits students' answers and provides corrective feedback.	Provide answers and take corrective feedback from the teacher.

### Post-lesson activity

Assign students to write down short sentences in which they say/name

- what they **must** do to keep their environment clean;
- what they **can** wash;
- what they **can** use to wash the dishes;
- which chores children aged five **may not** do.

---

### Answer guide

#### One

- The words in bold are modal verbs/auxiliaries.
- Yes, they do. They express obligation, possibility, probability, ...

#### Two

(1) can      (2) must      (3) may      (4) may      (5) must

**NB: Answers may vary in some sentences.**

---

## Listening Page 25

**Aim:** Listen to teenagers' household chores schedules

### Pre-lesson activity

Ask students to inquire about household chores schedules in their partner's homes and report to the class (**Three**).

### While-lesson activity

Teacher	Students
Assigns students to study the statements in <b>One</b> and get familiar with them.	Study statements a-c.
Dishes out the instruction and reads the dialogue or plays the audio file for the first time. Monitors, elicits students' answers and gives feedback.	Listen and answer True or False. Give answers and take down the correction.
Gets students to read summaries a-b in <b>Two</b> to get familiar with them.	Study the summaries as instructed.
Reads the dialogue or plays the audio file for the second time.	Complete the summaries with correct information as they listen again.
Monitors, elicits students' answers and gives corrective feedback.	Give answers and take down the correction.

### Answer guide

#### One

(a) False      (b) False      (3) True

#### Two

(a) clean      do      dusting      mop  
(b) ironing      folding      changing      truck      dustbin

## Writing Page 26

Pair up students and get them to complete the table on page 26 to obtain a weekly schedule of household chores for their families. Have them draw on information from Mbede and Batchou in the listening script and the vocabulary studied previously.

**NB: Students' weekly schedules will vary.**



## Vocabulary Page 28

**Aim:** Describe chores using accurate terms

### Pre-lesson activity

Get individual students to tell the class which chores they or their relatives perform every day.

### While-lesson activity

Teacher	Students
Groups students, assigns them to study each set of tools in <b>One A</b> and determine the chore referred to.	Match the chores in the tiles accordingly.
Monitors the labelling of chore tools and gives corrective feedback.	Name the tools in <b>One A</b> using the phrases in the tiles in <b>One B</b> and their dictionary ( <b>One C</b> ).
Introduces phrasal verbs related to performing household chores and monitors the completion of the task in <b>Three</b> . Elicits students' answers and gives corrective feedback.	Study and label the pictures illustrating phrasal verbs related to chores ( <b>Three</b> ); then complete the dialogue in <b>Four</b> appropriately. Give their answers and take down the correction.

### Post-lesson activity

Get students to describe their favourite chore (what it is, what they use to perform it, how often they do it, how they feel after doing it...)

#### Answer guide

##### One A

*Set A: cleaning the toilet*

*Set B: sweeping and mopping*

*Set C: washing and ironing clothes*

*Set D: gardening*

##### One B

*Set A (1) toilet brush (2) bucket (3) gloves (4) sponge (5) cleaning product(s)*

*Set C (11) washing machine (12) clothes pegs (13) iron (14) ironing board*

*(15) basket*

##### One C

*Set B: (6) broom (7) dustpan (8) mop (9) dustbin (10) vacuum cleaner*

*Set D: (16) hoe (17) rake (18) gardening can (19) clipper (20) shovel*

##### Two

*Picture 1: clean up*

*Picture 2: hang up*

Picture 3: put away

Picture 4: tidy up

Picture 5: take out

Picture 6: throw away

### Three

(1) clean up

(2) put away

(3) take out

## Reading Page 29

**Aim:** Describe household chores

### Pre-lesson activity

Get students to study the pictures beside passages A-C (pp.29-30) and guess the chores that will be described in each.

**Answers:** (A) lawn mowing (B) mopping (C) cooking

### While-lesson activity

Teacher	Students
Instructs students to study the instructions and questions in A, B and C and get familiar with them.	Do as instructed
Reads the short passage aloud then gets students to read silently and provide answers in writing.	Listen to the teacher and do as instructed.
Appoints students to answer questions orally and to report them to the board. Gives corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

Assign students to write down five sentences in which they describe the household chores they perform.

### Answer guide

#### A- Short answers

1- *Bilo'o mows the lawn, Aïcha mops the floor and Mouzong cooks food.*

2- *Bilo'o finds his chore interesting.*

3- *To mop the floor, Aïcha uses a floor cloth, a bucket, a vacuum cleaner, detergent, scraper and new coats.*

#### B- True or False

4- *True*

5- *False.*



### C- Completing with correct information

Name	Chore	Tools
Bilo'o	<i>lawn mowing</i>	<i>weed whackers, leaf blowers, edge trimmers</i>
Aïcha	<i>mopping</i>	<i>bucket, vacuum cleaner, floor cloth, scraper,</i>
Mouzong	<i>cooking</i>	<i>rapid boil, cooker, sieve</i>

## Grammar Page 30

**Aim:** Use adverbs of frequency to talk about performing house chores

### Pre-lesson activity

With textbooks closed, ask your students

- which chores they do every day; → *sweeping, mopping, cleaning the toilet...*
- which ones they perform once a week; → *scrubbing the toilet, washing clothes...*
- which ones they do in the morning or in the afternoon. → *fetching water, weeding...*
- which ones they do at weekends etc. → *laundrying, gardening...*

### While-lesson activity

Teacher	Students
Instructs students to pay attention to the words in bold as they read sentences 1-3 in <b>One</b> .	Read the sentences with a special attention on the words in bold.
Gets students to identify the words in bold and say what they are used for.	Brainstorm on the usage of adverbs of frequency.
Drills students in finding the meaning of each adverb relying on percentages. Dishes out instruction on the completion of the tasks in <b>Two</b> and <b>Three</b> .	Listen, participate then complete the tasks.
Listens to answers and gives corrective feedback.	Share their answers and take down the correction.

### Post-lesson activity

Get students to work in pairs and collect information from their partner on how often he or she performs house chores. Let each member of the pair report his/her partner's answers to the class.

### Answer guide

#### One

- *The words in bold are adverbs.*
- *They say how often something is done, its frequency.*

#### Two

*(1) always/usually (2) sometimes/seldom (3) often/sometimes (4) always (5) usually/often*

#### Three

*1 - c      2 - d      3 - e      4 - b      5 - a*

## Writing Page 32

**Aim:** Describe household activities

### Pre-lesson activity

- Get students to discuss the various household activities they perform (**One**).

### While-lesson activity

- Get students to work in pairs or small groups to fill in the chart in **Two** with various household chores.
- Give corrective feedback where necessary.

### Post-lesson activity

- Get students to perform the task in **Three**.

---

### Answer guide

#### One

*Answer may vary.*

#### Two

Household chores performed

- In the morning: sweeping and mopping the floor; fetching water; doing the dishes;...
  - In the afternoon: cooking; fetching firewood and water; ...
  - In the evening: doing the dishes; cleaning the kitchen; gardening; ...
  - At weekends: doing the laundry; gardening; ...
-

DOL

2

**ECONOMIC LIFE  
AND OCCUPATIONS**

# RLS 1: JOBS AND PROFESSIONS

## Speaking and vocabulary Page 40

**Aim:** Talk about one's professional aspirations using accurate vocabulary

### Pre-lesson activity

Get students to scan the passages in the bubbles in **One** about teenagers' professional dreams and fill in the table that follows with correct information. Assign them to exchange information about their parents' jobs and to report their partner's answers to the class (**Two A**). Then, pair them up. Get them to share their professional aspirations with the class. To make the activity more interactive and engaging, let each student report the partner's information.

### While-lesson activity

Teacher	Students
Pairs up students and assigns each pair to label the jobs illustrated in the pictures in <b>Two B</b> .	Do as instructed.
Gets students to study the pictures in <b>Three</b> and label them with the phrases in the tiles.	
Assigns students to match the tools in <b>Three</b> with the jobs and occupations in <b>Two B</b> .	
Monitors the completion of the tasks, elicits students' answers and provides corrective feedback.	Give their answers and take down the correction

### Post-lesson activity

- Assign students to brainstorm on clues that can be used to describe jobs. Get them read (verbal) or mimic (non-verbal) those clues while the class guess the jobs.

**Verbal clues e.g.:** *Are you funny? Can you make people laugh? This job is for you : comedian.*

*He grows the corn, groundnuts, and rice that you eat. Who is s/he?  
Farmer*

*The mimicry of **non-verbal clues** could reproduce common professional gestures: police officer's hand signs and moves, driver's hands moves on the steering wheel, carpenter's hammers on a plank being nailed...*

- Assign students to write short sentences about their relatives' jobs.  
e.g.: *My father is a lawyer.  
My mother is a farmer.  
My uncle works at a bank. He is an accountant...*

- Remind students of the notion of family tree. Then, get them to draw some sort of “family jobs tree”.

---

**Answer guide**

**One**

<i>Name</i>	<i>Future job/profession</i>	<i>Motivations</i>
<i>Che</i>	<i>medical practitioner</i>	<i>She wants to follow her parents’ footsteps.</i>
<i>Owona</i>	<i>volunteer</i>	<i>She would like to attend on the needy.</i>
<i>Nguefack</i>	<i>lawyer</i>	<i>He would like to stand for justice, advise and defend innocently-accused citizens at court.</i>
<i>Ndiktibe</i>	<i>police officer</i>	<i>He wants to help maintain safety and enforce public laws and security.</i>

**Two A:** Answer may vary.

*e.g.: My father is a lawyer. I would like to be a ...  
 My mother is a farmer. I would like to be a ...  
 My uncle works at a bank. He is an accountant...*

**Two B**

*(1) electrician (2) fire-fighter (3) mechanic (4) carpenter (5) nurse  
 (6) farmer (7) barber (8) mason (9) chef (10) policeman*

**Three**

*(1) haircutter (2) stethoscope (3) toolbox (4) fire truck (5) cutlass and hoe  
 (6) wire and tester (7) handcuff and whistle (8) knife and chopping board (9) trowel  
 (10) tape, saw, hammer*

**Four**

<i>Job</i>	<i>Tools</i>	<i>Job</i>	<i>Tools</i>
<i>electrician</i>	<i>wire and tester</i>	<i>farmer</i>	<i>cutlass and hoe</i>
<i>fire-fighter</i>	<i>fire truck</i>	<i>barber</i>	<i>haircutter</i>
<i>mechanic</i>	<i>toolbox</i>	<i>mason</i>	<i>trowel</i>
<i>carpenter</i>	<i>tape, saw, hammer</i>	<i>chef</i>	<i>knife and chopping board</i>
<i>nurse</i>	<i>stethoscope</i>	<i>policeman</i>	<i>handcuff and whistle</i>

---

## Reading Page 42

**Aim:** Discuss career opportunities in relation to school subjects

### Pre-lesson activity

With textbooks closed, ask students to tell the class their favourite subjects; further get them to say why they like these subjects (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two A</b> and <b>B</b> and keep an idea of each. Does model reading and gets students to act out the dialogue.	Listen attentively and take note of the key word/phrase in each question.
Assigns students to read the passage silently and provide answers to comprehension questions.	Scan the dialogue, provide answers to the questions
Monitors, elicits students' answers and provides corrective feedback.	Share their answers and take down the correction.

### Post-lesson activity

Pair up students, provide names of jobs and let them guess related subjects or vice-versa.

### Possible answer

*policeman* → Law                      *carpenter* → Carpentry  
*chef* → Home Economics          *electrician* → Physics and Chemistry  
*farmer* → Agriculture

### Answer guide

**One:** Answer may vary.

e.g.

- Computer Science is my favourite subject. I find it easy. I will be a data analyst.
- My best subject is English (Anglais). I want to be an interpreter in future.

**Two A**

(1) True                      (2) True

**Two B**

(3) To be a good engineer, you need to be good at Physics and Biology.

(4) By studying English Language properly, you could become a translator, an interpreter, a journalist or a flight attendant.

(5) Next time Mr Kana comes, he'll discuss job opportunities in agricultural and landscape engineering and in horticulture. He'll also discuss jobs in modern technology as requested by Student 4.

## Grammar Page 43

**Aim:** Use more than one adjective to describe jobs and professions

### Pre-lesson activity

With textbooks closed, show students a picture of a famous<sup>1</sup> professional (a musician, a sports person, a politician, a member of your school administration...) and get them to suggest as many adjectives as possible that could describe him/her.

e.g.: *The school Discipline Master* → tall, strict, black, hardworking...  
*Musician* → talented, Bikutsi, popular, Cameroonian...  
*Model* → good-looking, long-necked, slim, young...

### While-lesson activity

Teacher	Students
Instructs students to read the sentences in <b>One</b> paying attention to the structures in bold.	Do as instructed.
Gets students to brainstorm on what each adjective describes. e.g.: <i>young</i> → age	Find out the categories under which adjectives fall.
Elicits students' answers, co-constructs rules and guides students in completing the tasks in <b>Two</b> and <b>Three</b> . Gives corrective feedback.	Apply correct adjective order as they complete the tasks. Take down the correction.

### Additional tips

Use this table to help students memorise the order of adjectives. Model filling it in along with them. Once they can do it, let them fill it in for subsequent exercises.

Adjectives								Noun
Opinion	Size	Shape	Age	Colour	Origin	Material	Purpose	
<i>talented</i>								carpenter
<i>talented</i>			<i>young</i>					
<i>talented</i>			<i>young</i>		<i>English</i>			

### Post-lesson activity

Teacher	Students
Gets students to write down sentences in which they describe their relatives and their jobs using more than one adjective in the correct order.	Do as instructed.
Provides corrective feedback where necessary.	Take down corrective feedback from the teacher.

### Answer guide

#### One

- The words in bold are descriptive adjectives.
- They describe nouns.

<sup>1</sup> select an icon well-known to your students.

- Students will attempt various answers.

### Two

- (1) attractive multi-colour African
- (2) expensive black English
- (3) delicious Italian tomato
- (4) small sharp surgery
- (5) skilled young black South-African

### Three

- (1) pretty black wool
- (2) tasty big
- (3) young Cameroonian
- (4) great new medical
- (5) convincing long
- (6) talented young Cameroonian

## Speech work Page 44

**Aim:** Pronounce the schwa sound correctly

### Pre-lesson activity

Assign students to read the jobs in list in **One** and say what they consist in.

#### Answer

*A baker bakes and sells bread, cakes and similar things;*  
*A teacher works in a school and is in charge of teaching and educating;*  
*An astronomer studies astronomy, the stars and the physical universe;*  
*A forester practises forestry (science of planting and growing trees);*  
*An engineer designs and constructs large-scale works (civil engineer)/ designs, constructs and maintains engines...;*  
*A surveyor is responsible for inspecting a land in order to determine its condition;*  
*An advisor works as counsellor, consultant;*  
*A protector guards or watches over something;*  
*A doctor examines patients*

### While-lesson activity

Teacher	Students
Reads the words in the list in <b>One</b> or plays the audio file.	Repeat each word, then read on their own.
Directs students' attention to the sequences in bold in each word.	Say sequences in bold in isolation.
Helps students notice the graphemes usually rendered as schwa.	Pronounce 'er' and 'or' in names of jobs correctly.
Appoints students to read the words and phrases in <b>Two</b> aloud and identify the schwa in each.	Appointed students read the words and phrases aloud and identify the schwa sound.
Gives corrective feedback or plays the audio file.	Take corrective feedback.



## Post-lesson activity

Assign students to find out more words containing the schwa sound.

---

### Answer guide

**One:** audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

**Two:** audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

---

## Listening Page 44

### Pre-lesson activity

Get students to discuss jobs in the domains of sports and computer science (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the incomplete short notes in <b>Two</b> .	Do as instructed.
Reads the passages or plays the audio file and assigns students to complete sentences a-b in <b>Two</b> with missing information.	Listen and complete the statements with missing information.
Gets students to study the statements in <b>Three</b> , then, reads the passages or plays the audio file again.	Study the statements, listen to the second reading of the passages and decide which statements are true and which ones are false.
Monitors tasks completion, elicits students' answers and provides corrective feedback.	Share their answers with the class and take down the correction.

### Post-lesson activity

Get students to talk about the jobs and occupations that could help develop or improve life in their community. Getting them to list some of the problems they face might be a great start towards the completion of this task.

#### Answer

*Students living in suburbs might bring up issues related to urbanisation, hygiene and sanitation and safety (urbanist, garbage collector, policeman...). Those living in rural areas might talk about issues related to access to basic healthcare, education, electricity and transport facilities (teachers, doctors, engineers, electricians...). Finally, those living in industrial zones might talk about pollution (environmentalists...)*

## Answer guide

### One

<i>Jobs in sports</i>	<i>Jobs in computer science</i>
<i>personal trainer</i>	<i>web developer</i>
<i>referee</i>	<i>software engineer</i>
<i>sports agent</i>	<i>application developer</i>
<i>coach</i>	<i>cloud engineer</i>
<i>orthopaedist</i>	<i>programmer</i>
<i>team manager</i>	<i>IT technician</i>
<i>kinesiologist</i>	<i>data scientist</i>
<i>sportsman</i>	<i>artificial intelligence (AI) engineer</i>

### Two

(a) *sports referee*

(b) *Computer Science Information Technology (IT) Computer Science*

### Three

(1) *True* (2) *True* (3) *False* (4) *True* (5) *True*

## Writing Page 45

**Aim:** Write short sentences about jobs and professions

### Pre-lesson activity

Get students to talk about their professional aspirations and motivations.

### While-lesson activity

- Assign students to complete the descriptions of jobs in **One** with appropriate words from the list.
- Get students to name any five other jobs and make sentences that describe them (**Two**).

### Post-lesson activity

- Get students to write short sentences about their future job (**Three**). Let them say why they would like to do that job.

## Answer guide

### One

(1) *educate* (2) *prescribes* (3) *make* (4) *builds* (5) *maintain*

**Two:** Answers may vary.

**Three:** Answers may vary.

# RLS 2: CAREERS

## Speaking and reading Page 46

**Aim:** Talk about tasks associated with different jobs and career development

### Pre-lesson activity

Teacher	Students
Groups students as conveniently as possible (preferably 6-8 members per group).	Make groups of 6-8 members.
Explains the speaking task ( <b>One A</b> ) in detail and gets students to carry out a survey about their job aspirations.	Share their job aspirations with group members.
Coordinates feedback by jotting down the most recurrent jobs for each group and for the class as a whole.	Appoint the group secretary to share the results of the survey with the class.
Gets students to discuss why they prefer some career to others ( <b>One B</b> )	Share their professional motivations with the class.
Assigns students to find out the tasks performed in the most recurrent jobs from the survey ( <b>Two</b> ).	Make sentences in which they attempt describing tasks associated with the most recurrent jobs.

### While-lesson activity

Teacher	Students
Instructs students to identify the jobs in the pictures in the reading task ( <b>One</b> ). Then, gets them to study the questions in <b>Two A</b> and <b>B</b> and get the idea in each.	Study the pictures and the questions as instructed.
Does model reading and assigns students to read the passage silently and answer comprehension questions.	Listen as the teacher reads, read silently and scan the passage to provide answers to comprehension questions.
Monitors, elicits students' answers and gives corrective feedback.	Provide their answers and take down the correction.

### Post-lesson activity

- Get students to tell the class whether and why (not) they envisage careers in carpentry or electrical engineering.
- Assign students to write more sentences to describe other common jobs.

# Answer guide

## Speaking

**One A and B:** *Answers may vary.*

**Two:** *Answers may vary.*

*e.g.: A medical doctor examines patients.*

*A civil engineer designs, plans and oversees construction and maintenance works.*

*A pilot flies an aeroplane.*

## Reading

**One**

(1) *carpenter*

(2) *electrician*

(3) *nurse*

(4) *mechanic*

**Two A**

(1) *False*

(2) *True*

**Two B**

(3) *Electricians connect cables, place bulbs, install and fix meters and transformers.*

(4) *They work on poles along the streets and in houses.*

(5) *Carpenters make chairs, tables, cupboards.*

---

## Grammar Page 47

**Aim:** Use the first conditional to describe tasks performed by various professionals

### Pre-lesson activity

To begin this lesson, provide students with real-life situations and get them to guess what the outcomes could be.

*e.g.:* What might happen to...

(1) an electrician **when** he/she touches cables with wet hands.

(2) a bike rider **when** he/she doesn't have his/her helmet on and/or rides at top speed.

(3) a medical doctor **when** he/she doesn't wear gloves and a face mask when examining patients.

Before you move on, get students to differentiate between cause and effect in each of the situations considered.

## While-lesson activity

Teacher	Students
Gets students to read the sentences in <b>One</b> and identify the cause-clauses and the effect-clauses.	Do as instructed.
Drives students' attention to the verbs in bold in each sentence.	Identify the tenses of the verb phrases in bold.
Assigns students to brainstorm on what each sentence expresses.	Identify conditional sentences and discuss their usage.
Coordinates feedback about the rules of first conditional.	Take down notes from the rules formulated on the board.
Monitors students as they practise using the first conditional ( <b>Two</b> and <b>Three</b> ). Elicits students' answers and provides corrective feedback.	Complete the tasks in <b>Two</b> and <b>Three</b> , suggest their answers and take down the correction.

## Post-lesson activity

- Provide students with situations (if-clauses) related to performing tasks at work and assign them to write down possible result-clauses.  
e.g.: If a chef is not careful when slicing meat, ...  
If a teacher explains lessons well, ...  
If a mason doesn't use appropriate quantities of gravel, sand, and cement to mould blocks, ...
- Get students to come up with more conditional sentences about jobs.

## Answer guide

### One

- The sentences express condition-result.
- Each sentence has two clauses.
- The if-clause introduces **condition** while the result clause introduces **result/outcome**. Also, there is a tense shift from the one to the other.
- 'If' introduces the subordinate clause (it expresses condition).

### Two

(1) study      (2) will graduate      (3) take      (4) answer      (5) wins

### Three

1 - c      2 - d      3 - b      4 - a      5 - e

## Vocabulary Page 48

**Aim:** Classify workers on the basis of the tasks they perform

### Pre-lesson activity

Get students to identify the jobs illustrated in the pictures in **One A** and discuss the different tasks that the workers perform. To introduce the notions of ‘blue-collar’ and ‘white-collar’ workers in **One B**, get them to brainstorm on which job in **One A** requires manual labour (physical strength) and which requires intellectual activity or is performed in an office. Once students can make out ‘white-collar’ and ‘blue-collar’ jobs, get them to provide more examples for each category (**One C**).

### While-lesson activity

Teacher	Students
Reads the classification of jobs along with the students. Elucidates phrases such as ‘underemployed’, ‘highly-skilled’, ‘sales points’, ‘dusty task’. Gets students to find out the categories to which their parents’ jobs belong.	Read along with the teacher. Then study the job classification and use correct information to describe their parents’ jobs ( <b>Two A</b> ) and categorise the jobs in <b>Two B</b> .
Assigns groups of students to complete the table in <b>Three</b> with correct information from <b>Two</b> .	Do as instructed.
Monitors, elicits students’ answers and provides corrective feedback.	Suggest their answers and take down the correction.

### Post-lesson activity

Draw up a table with the entries in the template below and get students to fill it in with information from their school.

Type of job	Job	Person in charge	Tasks
Blue-collar	Cleaner	Mr/Mrs ...	Cleaning of offices...
White-collar	Vice-principal	Mr/Mrs...	Plans exams...
No-collar	Volunteer	Mr/Mrs ...	Assisting students...

### Answer guide

#### One A

*Picture 1: a secretary*

*Picture 2: a garbage collector*

#### One B

*Picture 1: white-collar worker*

*Picture 2: blue-collar worker*

### One C

<i>White-collar jobs</i>	<i>Blue-collar jobs</i>
<i>lawyer</i>	<i>welder</i>
<i>medical doctor</i>	<i>mechanic</i>
<i>engineer</i>	<i>electrician</i>
<i>architect</i>	<i>carpenter</i>
<i>manager</i>	<i>mason</i>
<i>banker</i>	<i>plumber</i>

**Two A:** *Answers may vary.*

### Two B

(a) *volunteer* → *no-collar*; (b) *concrete labourer* → *black-collar*; (c) *painter* → *blue-collar*  
(d) *mechanic* → *blue-collar*; (e) *sales assistant* → *pink-collar*; (f) *lawyer* → *gold-collar*,  
*white-collar*; (g) *clerk* → *grey-collar*; (h) *influencer* → *open-collar*; (i) *medical doctor* →  
*gold-collar*, *white collar*

### Three

<i>Career</i>	<i>Job</i>	<i>Common tasks</i>	<i>Workplace</i>
<i>education</i>	<i>guidance counsellor</i>	<i>assists students with their academic, behavioural and psycho-social development</i>	<i>school</i>
	<i>librarian</i>	<i>orders and keeps track of library materials</i>	<i>library</i>
<i>justice</i>	<i>judge</i>	<i>listens to what is said at court at makes final sentences</i>	<i>court</i>
	<i>police officer</i>	<i>enforces (traffic) laws, investigates crimes, interviews suspects, patrols, makes arrests...</i>	<i>police station</i>
<i>sports and entertainment</i>	<i>coach</i>	<i>trains a team, schedules training sessions, develops strategies for games, analyses the team's weaknesses and strengths</i>	<i>stadium, training field,</i>
	<i>actor/actress</i>	<i>follows director's and producer's instructions for a given role, memorises lines, performs...</i>	<i>on the set</i>
<i>media</i>	<i>news director</i>	<i>approves news stories, schedules newscasts, supervises all operations in the newsroom.</i>	<i>studio, office, newsroom</i>
	<i>photographer</i>	<i>takes snapshots, modifies photos, chooses and sets up shooting settings</i>	<i>studio, ceremonial ground</i>

### Four

*Answers may vary. Typically, school personnel includes :*

- *White collar workers: Principal, Vice-Principal, Dean of Studies, Discipline Masters, Bursar, teachers, Guidance counsellors, librarians, teaching assistants, nurses, psychologists, academic advisers and supervisors...*

- *Blue-collar workers: cleaners, gardeners, food service agents, gatemen, night watchmen...*

## Listening Page 50

**Aim:** Listen to a passage and exchange about soft and hard skills

### Pre-lesson activity

Introduce the notion of ‘hard skills’ (qualifications) and ‘soft skills’ (qualities) and their importance at work. Get students to discuss the qualities and qualifications required to perform common jobs.

e.g.:

<i>Job</i>	<i>Qualifications</i>	<i>Qualities</i>
<i>medical doctor</i>	<i>diploma of doctorate in medicine</i>	<i>compassion, listening, critical thinking, communication...</i>
<i>teacher</i>	<i>teacher training certificate</i>	<i>communication, time management, creativity, problem-solving mind set, organisation, motivation...</i>
<i>civil engineer</i>	<i>diploma in civil engineering</i>	<i>creativity, project management, attention to detail, devotedness...</i>
<i>electrician</i>	<i>Advanced Level Certificate/Bac. (F2)</i>	<i>safety focus, patience, politeness,</i>
<i>welder</i>	<i>Advanced Level Certificate/Bac. (F1)</i>	<i>attention to detail...</i>

### While-lesson activity

<b>Teacher</b>	<b>Students</b>
Instructs students to study the clauses in Column A and those in Column B.	Study the sentence beginnings and endings.
Reads the passage or plays the audio file and assigns students to match sentence beginnings to corresponding endings.	Listen and do as instructed.
Reads the passage or plays the audio file again.	Check their responses.
Monitors, elicits answers and gives corrective feedback	Suggest answers and take down the correction.



## Post-lesson activity

Provide students with real-life situations. Get them to analyse these situations in the light of 'hard' and 'soft skills'. In Example 1 below, get the students to study the professional's behaviour and determine which skills s/he has or lacks.

e.g. 1: Jon Sen, an electro-technician repaired Mrs Gomba's noisy refrigerator last Saturday. Two days later, the lady heard a louder noise coming from the back of the appliance. She called Jon Sen who saw her calls but didn't pick up. Desperate, she went to his workshop. When he saw her coming from afar, he told his colleague to say he had gone out. Some days later, Mrs Gomba met Jon Sen down town. The lady requested to be refunded. The electro-technician got angry, threatened and insulted her.

As shown in Example 2, provide students with sample sentences and get them to complete the latter with the correct words or phrases related to soft and hard skills.

e.g. 2: A teacher who shouts a lot at students might lack **PATIENCE**.

A nurse who finds it difficult placing an Intravenous (IV) drip might lack **EXPERIENCE**.

An architect who designs unique house plans might be **CREATIVE**.

## Speech work Page 50

**Aim:** Place word stress correctly

### Pre-lesson activity

Write a short sentence on the board (e.g.: my FATHER is a DOCTOR). Read this sentence aloud. Intentionally increase your pitch a little more as you pronounce the stressed syllables. Get students to repeat after you.

### While-lesson activity

Teacher	Students
Reads the words in <b>One</b> or plays the audio file.	Listen and repeat.
Writes the stressed syllables in the words (in the list) in capital letters; e.g. volunTEER.	Try saying the capitalised syllables <i>louder</i> .
Gets students to determine whether stress is initial, medial or final.	Do as instructed.
To level down difficulty in the completion of the task in <b>Two</b> , reads each set of words or plays the audio file and gets students to identify the word or phrase with a different stress pattern.	Listen and repeat each set of words or phrases, then try making out the one with a different stress pattern.
Assigns students to complete the task in <b>Three</b> .	Place word stress correctly.
Monitors tasks completion, elicits students' answers and provides corrective feedback.	Share their answers with the class and take down the correction.

## Post-lesson activity

Assign students to write down ten names of common jobs in their community and pronounce them appropriately. Instruct them to underline or capitalise the stressed syllables as they write.

---

### Answer guide

#### One

Students might notice that the marked syllable in each word is louder/is pronounced with greater force than the others.

#### Two

(a) outstanding      (b) understand      (c) overflow      (d) self-conscious      (e)  
dry-clean

#### Three

INternship    MANager    CUStomer    elecTRician    engiNEER    CHallenge  
adMINistrator    proFFESSional    compUter    caREER    CARrier  
COUNsellor

### Additional tip

You can indicate stress with claps. In this case, clap as you utter the stressed syllable in each word.

---

## Writing Page 51

**Aim:** Write sentences that describe tasks associated with different jobs

### Pre-lesson activity

Get students to talk about the tasks performed by different members of their school staff.

---

### Answer

*Principal: oversees all educational activities;*

*Vice-principal/Dean of studies: oversees pedagogic activities;*

*Discipline Master: oversees, follows up students' and teachers' discipline (behaviour, assiduity, punctuality);*

*Teacher: teaches (a subject);*

*Guidance counsellor: boosts students on pedagogic excellence;*

*Cleaner: keeps the school campus neat;*

*Bursar: collects school fees or proofs of payment (receipts)*

---

### While-lesson activity

Pair up students and get them to unscramble the phrases in **One** to make descriptive sentences; assign students to write down five sentences similar to those obtained in **One** in which they describe the tasks performed in any three jobs (**Two**).

### Post-lesson activity

Go and visit a workplace with your students. Get them to identify the workers they meet and say which tasks the latter complete. You could imagine a mother going to hospital with a sick child for the first time for a minor medical issue. As she arrives, she gets oriented at the **reception** where she is made to **purchase and fill in the identification page of a medical booklet**. Then she meets **nurses** who take her child's parameters (weight, temperature, blood pressure...) and direct her to a specific **unit/ward**. There, she meets a **medical doctor** who **examines** her child and **prescribes medical tests**. Now, she can go to the **laboratory** where she meets the **lab technician** who runs the prescribed tests. Back to see the doctor, she is given a **medical prescription** and goes to the **pharmacy**, where she meets a **physician**...

---

#### Answer guide

##### One

- (1) *An actor or actress acts in a play or a movie.*
- (2) *An architect designs buildings and houses.*
- (3) *Firemen or fire fighters put out fires.*
- (4) *A lifeguard saves lives at a beach or swimming pool.*
- (5) *A chef or cook prepares food in a restaurant or café.*

##### Two

*Answer may vary.*

---

# RLS 3: FIRED, WE'RE HIRING!

## Speaking and listening Page 52

**Aim:** Explore issues related to job availability and job application

### Pre-lesson activity

Get students to study the job advert in the Speaking task and answer the questions that follow it. Ask them to provide a list of documents commonly required for job applications (Listening task in **One**).

### While-lesson activity

Teacher	Students
Instructs students to study the job advertisement fact sheet in <b>Two</b> (Listening). Reads the first part of the job advert or plays the audio file and assigns students to fill in the fact sheet with correct information.	Study the job advertisement fact sheet, listen to the first part of the job advert and write down missing information as they listen.
Has students study the second part of the fact sheet in <b>Three</b> . Then, reads the second part of the job advert or plays the audio file (Required documents) and assigns students to fill in the sheet with missing information.	Do as instructed.
Monitors the completion of the tasks, elicits students' answers and provides the correction.	Share their answers with the class and take corrective feedback.

### Post-lesson activity

Get students to share their work experiences, if any. Let them talk about their income-generating holiday activities, for example.

### Answer guide

#### Speaking

##### A- Short answers

(1) waiter

(2) 12

(3) A waiter at Sancta Foods welcomes and takes customers' orders, attends on them, cleans tables and hands them bills.

##### B- True or False

(4) False

(5) False

### Listening

### One

- Certificates, a CV, a photocopy of ID, application letter, proof of work ...
- Onsite and online

### Two

- (1) Company (2) Boulevard (3) accountant (4) store accountant

### Three

- (1) health (2) morality (3) hardworking (4) accounting (5) 25 (6) working  
(7) can (8) application (9) Curriculum (10) deadline

## Reading Page 54

**Aim:** Get more information about the availability and demand for jobs

### Pre-lesson activity

Allow students to share their future job aspirations with the class. Have them mention the hard and soft skills necessary for being successful in that job (**One**).

### While-lesson activity

Teacher	Students
Instructs pairs of students to study questions 1-5 in <b>Two</b> .	Do as instructed.
Does model reading and appoints students to read portions of the email. Then, assigns students to read the passage silently and provide answers to comprehension questions.	Listen carefully as the teacher and their classmates read. Attempt answering comprehension questions.
Monitors, elicits answers and gives corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

Get students to describe the job of an accountant and that of a cashier. As a good start, get them to find out if these two positions exist in their school staff: they could say who the persons holding these positions are and which tasks they perform.

#### Explanatory note

*Basically, accountants document financial transactions, summarise and analyse financial information and recommend financial actions. On the other hand, cashiers manage financial transactions with customers, collect (cash in) or issue (cash out) payments, issue receipts, count money...*

#### Additional note

Bursars are school officials who act as cashiers. In Cameroon, they are authorised to collect Parents-Teachers Association's (PTA) funds and school fees (receipts), pay members of the administration, teachers (especially in private-owned schools) and support staff. Many

schools employ accountants for making accurate financial decisions which results in an efficient financial management.

### **Answer guide**

#### **One**

Answer may vary.

#### **Two A**

(1) There are two positions available in the bank.

(2) Requirements

<i>Accountant</i>	<i>Cashier</i>
<ul style="list-style-type: none"><li>- Bachelor's degree in Accounting</li><li>- Three years working experience in banking and finance</li><li>- Ability to use accounting software</li><li>- Problem-solving mind set</li></ul>	<ul style="list-style-type: none"><li>- Customer service experience</li><li>- Ability to handle financial transactions accurately and responsibly</li><li>- Ability to work while standing and lift heavy items</li><li>- Team spirit</li></ul>

(3) Submission deadline: 5<sup>th</sup> October 2024

#### **Two B**

(4) False (5) False

## Grammar Page 55

**Aim:** Use coordinating conjunctions to talk about job availability

Prior to this lesson, have students imagine they are blue-collar professionals in the domains of their dream. Get them to prepare a miniature photo collage in which they advertise their job. This collage may feature a picture of the professional that they are (in the middle), pictures of common tools (around the central picture), the skills they have and the key tasks they perform – written on pieces of coloured cardboard paper (pasted here and there on the collage). On the upper margin, they could write “In need of a/n + dream blue-collar job” and on the lower margin, they could jot their contact information.

### **Teaching tip**

Relate the photo collage to the use of (coordinating) conjunctions.

### **Pre-lesson activity**

With textbooks closed, get students to share their income-generating activities with the class. Students in rural areas could mention clearing farms, cattle raising, poultry, hunting, pottery and basketry, weaving, embroidery, beadwork... Those in urban areas could talk about petty trade, truck-pushing, internships in local institutions (where they are more concerned with

cleaning up places and classifying office documents), weaving, embroidery, beadwork, sewing, hairdressing...

### While-lesson activity

Teacher	Students
Gets students to read the passage in <b>One</b> paying attention to the words in bold.	Do as instructed.
Writes any two compound sentences from the passage on the board. Instructs students to break each down into simple sentences, then deduce the meaning of each linking word.	
Allows students to brainstorm on the uses of these linking words.	
Guides them as they complete the consolidation tasks in <b>Two</b> and <b>Three</b> . Elicits answers and provides corrective feedback.	Use correct conjunctions to complete the gaps, suggest answers and take down the correction.

### Post-lesson activity

Get students to use information from their photo collage to make compound sentences in which they advertise and describe their job.

e.g.: Carpenters use hack saws **or** hand saws for cutting metal or wood.

Calls at 677 098 98 **and** 698 890 67 for WhatsApp.

#### Answer guide

##### One

- ➔ *The words in bold link words, phrases, sentences.*
- ➔ *They express different ideas.*
- ➔ *They are coordinating conjunctions.*

##### Two

(a) *but*      (b) *or*      (c) *so*      (d) *and*      (e) *for*

##### Three

(a) *but*      (b) *and/or*      (c) *and*      (d) *so*      (e) *and*

## Vocabulary Page 56

**Aim:** Use adequate words and phrases related to job availability

### Pre-lesson activity

Assign students to discuss the meaning of the phrases in the tiles in **One**.

### While-lesson activity

Get students to use the phrases elucidated in **One** to complete the sentences in **Two**.

### Post-lesson activity

Assign students to make more sentences using the words and phrases studied.

---

### Answer guide

#### One

Internship: job taken by a student/trainee in order to learn a profession or trade

Holiday job: professional/income-generating activity performed by students during holiday

Part-time job: job that is not done full time

Application: job request/demand

Blue-collar worker: professional who does manual or technical labour

#### Two

- (1) holiday jobs (2) internships (3) part-time jobs (4) blue-collar workers  
(5) applications
- 

## Writing Page 56

**Aim:** Fill in application forms with correct information

### Pre-lesson activity

Instruct students to scan the reading passage on page 54 again and write down the documents they would furnish when compiling an application file. Lay particular emphasis on the application letter which appears to be the very first document usually required. Introduce the notion of 'application form' which is more common with online applications.

---

### Answer

<i>Cashier application file</i>	<i>Accountant application file</i>
<i>Application letter</i>	<i>Application letter</i>
<i>Highest certificate</i>	<i>Bachelor certificate (in Accounting)</i>
<i>Medical certificate</i>	<i>End-of-course certificate (computer science)</i>
<i>End-of-course certificate (computer science)</i>	<i>Proof of work</i>
<i>Language proficiency certificate</i>	<i>Medical certificate</i>



<i>Proof of work</i> CV ID	<i>Language proficiency certificate</i> CV ID
----------------------------------	---

### While-lesson activity

Pair up students. Get them to study the job availability and demand form on page 56. Let them suppose they are looking for a job in a field of their choice. Assign them to fill in the form with correct information.

### Post-lesson activity

Group students as conveniently as possible. Let them imagine they own a newly-created company which is offering jobs. Assign them to design an application form which candidates will fill in online.

#### *Application form template*

Application form				
Applicant: _____	Date of birth: _____	Position sought: _____		
Address: _____		Salary desired: _____		
Telephone: _____		Email: _____		
Country: _____; City: _____		Citizenship: _____		
Education				
Level	School	Period		Degree
		From	To	
Employment history				
Company	Period	Job	Reason for leaving	
Major skills (list them)				
- Soft skills: _____				
- Computer skills: _____				
- Language proficiency: _____				
In case of emergency, notify:				
	Name	Relationship	Contact information	
<i>Primary</i>				
<i>Secondary</i>				

#### *Answer guide*

Company name:	Afrika Education, Ltd
---------------	-----------------------

Job seeker's name: ONANA Justin  
 Address: Emana, Yaoundé  
 Position applied for: Infographer  
 Previous experience: None  
 General availability (tick (√)the days you are available)

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
	√		√		√	

Indicate the days of the week/periods you cannot work

Days	Periods/time slots
Wednesday and Friday	Monday as from 10 a.m.

Sign your name: \_\_\_\_\_ Team leader signature: \_\_\_\_\_  
 Date: Yaoundé, 1<sup>st</sup> May Date: \_\_\_\_\_  
 I declare that the information I am submitting is authentic.



# RLS 4: LEND A HAND

## Speaking and listening Page 57

**Aim:** Talk about doing community work

### Pre-lesson activity

Get students to describe what the people in the pictures in **One** (Speaking) are doing. Help them to notice the word **volunteer** on these people's shirts/T-shirts and let them brainstorm on what volunteering is. Have them say whether there are any volunteers in their community, whether these volunteers are paid for the work they do (speaking task in **Two**). Also share their personal experiences and feelings about reaching out to others (Listening task in **One**).

### While-lesson activity

Teacher	Students
Reads or plays the audio file for the first time. Assigns students to jot down key information about the passage as they listen: the volunteer's name, what he or she does, where he or she works...	Listen and provide short answers to the teacher's questions.
Gets students to study the summary in <b>Two</b> . As he or she reads or plays the audio file for the second time, assigns students to fill in the passage with missing information.	Listen and do as instructed.
Monitors, elicits students' answers and provides corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

Emphasise the meaning of the phrase – **lend a hand** – and help students to notice how little acts of kindness towards their peers and relatives (sharing their snacks, teaching a skill, dusting off the teacher's desk, helping relatives do chores...) could trigger volunteering.

#### Answer guide

##### Speaking

##### One

- (1) *The volunteer is assisting a student.*      (2) *The volunteers are cleaning up gutters.*  
(3) *They are gardening.*

##### Two

*Answers may vary depending on the students' environments. They could typically talk of visiting orphans and caring for the old, picking up dirt in the school yard, unblocking or clearing gutters, channelling puddle water, clearing roadsides, covering potholes...*

##### Listening

## One

- (a) *Volunteering is the act of giving out time and labour for charity or community service.*  
(b) *Answers may vary.*  
(c) *Answers may vary. Most volunteers create a sense of connection with the people they reach out to. They tend to feel very happy. This has a positive impact on their mental health, self-esteem and life satisfaction.*

## Two

(a) *volunteer* (b) *direction* (c) *locate* (d) *things* (e) *money* (f) *comfortable*

# Reading Page 58

**Aim:** Discuss the benefits of volunteering at work

## Pre-lesson activity

Provide some pictures depicting situations that might call for volunteering. Get students to study them and suggest volunteering ideas, that is, what they would be expected to do if they were volunteers.

e.g.: **Picture 1** could show an old (wo)man trying to cross the road all alone → helping the elderly

**Picture 2** could show the symbols of the four blood groups → donating blood

**Picture 3** could show the effects of a natural disaster like an earthquake → attending on victims of disasters

**Picture 4** could show a hand holding a bag of money or people starving → donating money or food

## While-lesson activity

Teacher	Students
Assigns students to study questions 1-5 and get the main idea of each. Reads the passage aloud while students listen and take note. Instructs learners to read silently and write down their answers.	Study the questions, and take down notes  Listen and do as instructed.
Monitors, elicits students' answers and provides corrective feedback.	Suggest answers and take down the correction.

**Tip:** Elucidate phrases like “attend on” = take care of; “deliver treat” = provide food to patients especially snacks; “realise” = notice

## Post-lesson activity

With students, identify local community problems. Allow them to brainstorm on ways in which they can volunteer to alleviate suffering.

### Answer guide

A (1) False (2) False

B (3) Luma volunteers on Mondays and Fridays.

(4) Angoula assists surgeons, attends on patients and helps the executive staff with administrative tasks.

(5) By volunteering in a hospital, you can meet new people, learn new skills, or gain experience in the medical field.

## Grammar Page 58

**Aim:** Use the present continuous tense to talk about volunteer's activities

### Pre-lesson activity

Direct students to page 57 and get them to formulate sentences in which they describe volunteers' actions (picture reading). You could also provide similar additional pictures to this same effect. Write the correct descriptive sentences that students make on board. Use them as your lesson corpus if you deem it necessary.

### While-lesson activity

Teacher	Students
Gets students to read the on-the-spot generated or the sample corpus in <b>One</b> . In the first case, gets them to identify the verb phrases in each sentence prior to manipulation. In the other case, draws their attention to the phrases in bold and lets them identify the tense structure and usage.	Do as instructed.
Monitors students as they practise, elicits answers and provides corrective feedback.	Complete the tasks in <b>Two</b> and <b>Three</b> , suggest answers and take down the correction.

### Post-lesson activity

Allow students to look around them and assign them to write down five sentences in which they describe what the people are doing.

e.g.: The teacher is writing on the board.

Students are copying down notes.

Some undisciplined students are sweeping the corridors.

Students of 6e A are having sports.

No student is eating right now.

### Answer guide

**One**

- ➔ I notice the presence of the verb “to be” + V-ing.
- ➔ The tense is present continuous/progressive.
- ➔ Rule: be (simple present) + V-ing form.

**Two**

(1) are reflecting (2) are contributing (3) is not making (4) am helping  
 (5) are not recruiting

**Three**

(1) are taking part; are designing (2) are investing (3) is giving (4) are teaching

## Speech work Page 59

**Aim:** Practise common intonation patterns

### Pre-lesson activity

Get students to write down any two questions (Wh- and Yes/No) that they might ask Angoula and Luma from the reading passage (p.58) if they met them. Instruct them to read these questions aloud. Review and write any four of these questions on the board (corpus). Make sure these questions are short.

### While-lesson activity

Teacher	Students
Uses proper stress and intonation as he or she reads the questions in <b>One</b> (or those he or she reviewed in the pre-lesson task) or plays the audio file.	Repeat 2-3 times (till their rendition approximates the established standard).
Helps students to notice the rise and fall in the pitch depending on the type of question type. Recall the notion of word stress.	Read the questions one more time but slower than before so as to differentiate the rises and falls.
Assigns students to read their questions from the pre-lesson task with correct intonation.	Read their individual questions aloud.
Appoints individual students to read each sentence in <b>Two</b> and indicate whether the intonation is rising or falling.	Appointed students do as instructed.
Monitors the completion of tasks, elicits students' answers and gives the correction.	Share their answers and take corrective feedback from the teacher.

***Additional tip***

Use visual representations such as wavy lines or arrows to help students with practising intonation.

## Post-lesson activity

Pair up students. Assign them to prepare short dialogues in which they interact with Angoula or Luma from the reading passage (p.58). Get them to find out which tasks these volunteers performed at the Biyem-Assi District Hospital, whom they met and worked with, what they learnt and how they felt. Also have them find out whether Angoula and Luma enjoyed working as volunteers. As they role-play, get them to use correct intonation.

### Answer guide

#### One

- Sentences 1 and 2: interrogative                      Sentence 3: exclamative  
→ Sentence 1: rising intonation;    S. 2: falling intonation;        S. 3: falling intonation

#### Two

(1) rising    (2) falling    (3) rising    (4) falling    (5) rising

## Writing Page 60

**Aim:** Write a short paragraph about (the benefits of) volunteering

### Pre-lesson activity

Get students to talk about their community work schedules: when it is organised, by whom, who the participants are, how the people are informed ...

#### Explanatory note

Information about community work schedules could be passed on by the community leader or his/her representative. In the country side, the leader or spokesperson would go round the village before day breaks shouting out the activity to be carried out and its venue. In urban areas, this information is often written or pasted on the quarter information board.

### While-lesson activity

Teacher	Students
Gets students to study the International Volunteer Day poster in <b>One</b> .	Say when the International Volunteer Day is celebrated, and guess the activities that could be carried out on this day.
Assigns students to unscramble and, punctuate the sentences in <b>Two</b> in order to form a paragraph about the International Volunteering Day.	Do as instructed.
Monitors, elicits students' answers and provides corrective feedback.	Read the sentences then the paragraph obtained and take down corrective feedback.

### Post-lesson activity

Get students to work in groups of 6-8 depending on the size of your class. Allow each group to select any one activity that they would do on the International Volunteer Day. Make sure

no two groups have the same activity. Assign each group to write down five short sentences in which they describe their activity while they are doing it. Let it look like a live report on TV or radio so that students can use the present continuous tense.

---

**Answer guide**

**One**

*The poster on p.60 is about the International Volunteer Day (IVD) which is celebrated every 5<sup>th</sup> December. It is viewed as a unique chance for volunteers and organisations to celebrate their efforts, to share their values and to promote their work among communities, non-governmental organisations (NGOs), United Nations agencies, government authorities and the private sector. The 2023 edition of the IVD had “**the power of collective action: if everyone did**” as theme.*

**Two**

- (1) The International Volunteer Day is celebrated on December 5 every year.*
  - (2) Volunteering means to offer to do something that you do not have to do.*
  - (3) When you do volunteering, you do not ask any cash payment.*
  - (4) There are many ways youths can volunteer in their communities.*
  - (5) Youths can plant trees, clean up the beach or recycle used items.*
  - (6) Volunteering is good because you meet new people and learn new things.*
- 





**DOL**

**3**

**ENVIRONMENT,  
WELL-BEING AND  
HEALTH**

# RLS 1: DON'T BE MEAN, KEEP IT CLEAN!

## Speaking and vocabulary

Page 68

**Aim:** Discuss tips for maintaining cleanliness using accurate words and expressions

### Pre-lesson activity

Get students to study the pictures in **One** and say what is wrong in each. Provide more pictures illustrating uncleanliness and assign students to describe them.

### While-lesson activity

Teacher	Students
Instructs students to think about what they can do to keep the places in <b>One</b> clean ( <b>Two</b> ).	Brainstorm on cleanliness ideas based on picture reading.
Assigns pairs or small groups of students to complete tasks <b>Three, Four, and Five</b> .	Describe the pictures in <b>Three</b> using the phrases in the tiles.
	Label the tools in <b>Four</b> using the phrases in the tiles and match them with the cleanliness actions in <b>Three</b> .
	Write simple sentences to describe the use of each cleanliness tool in <b>Four (Five)</b> .
Monitors tasks completion, elicits students' answers and provides corrective feedback.	Suggest answers and write down the correction.

### Post-lesson activity

Instruct students to work in small groups and get them to brainstorm on what could be done to beautify and keep their school environment clean. Let each group select a cleanliness activity they can carry out in about 15 minutes maximum. Help them to get the necessary tools from the school office and coordinate the cleaning session. For instance, students in Group 1 can weed the school garden, those in Group 2 can sweep the corridors, those in Group 3 can pick up dirt on the school campus, those in group 4 can clean the windows, those in Group 5 can water the flowers.

#### *Answer guide*

##### **One**

(1) dirty classroom (2) filthy playground (3) poorly maintained and grassy garden/lawn/meadow (4) filthy toilet

## Two

Unclean area	Actions
classroom	sweep, mop, tidy up books, clean windows
playground	pick up dirt, sweep, water
garden/lawn	weed, pick up dirt, mow
toilet	scrub the toilet seat and tiled walls, flush

## Three

- (1) window-cleaning (2) mowing the lawn (3) watering (4) emptying dustbins  
(5) vacuum cleaning (6) doing laundry (7) dusting furniture (8) removing spider webs

## Four

- (1) vacuum cleaner (2) dustpan (3) sponge (4) dustbin (5) mop/ (6) bucket  
(7) broom (8) washing machine (9) gloves (10) ironing board

Cleanliness action	Cleanliness tools
mowing lawns	lawn mower, hedge trimmer, rakes, shovel, gloves, wheelbarrow, shears, spade
window-cleaning	ladder, bucket, cleaning towel, sponge, detergent, water, scraper
vacuum cleaning	dustpan, vacuum cleaner, bucket
doing laundry	washing machine, dryer, basket, ironing board, basket, iron, detergent, water
watering crops	watering can, sprinkler, water, water tank, hose nozzle
removing spider webs	extendable cobweb duster, brush, cloth, broom
dusting furniture	sponge, cleaning towel, brush, gloves
empty dustbins	dustbins, garbage bags, gloves

**Five:** Answer may vary.

## Reading Page 70

**Aim:** Keep the home and the immediate environment clean

### Pre-lesson activity

Instruct students to describe the tasks performed by the teenagers in the pictures in **One**.

### While-lesson activity

Teacher	Students
Instructs students to study the comprehension questions in <b>Two (A, B and C)</b> .	Study the comprehension questions as instructed.
Does a model reading of the passage.	Listen to the teacher.
Assigns students to scan the passage and provide answers to comprehension questions.	Decide which statements are true or false ( <b>A</b> ), provide short answers to

Appoints students to give oral and written answers, and gives corrective feedback.	questions <b>(B)</b> and complete the table with correct information <b>(C)</b> . Give oral and written answers and take down the correction.
--	--

### Post-lesson activity

Get students to use the passage studied as template to come up with either short sentences or a short paragraph in which they describe the tasks they do to keep their immediate environment clean.

e.g.: I sweep and mop the floor every morning. In the evening, I clear the dining table and wash up the dishes.

To avoid floods, men in my community clean the street gutter lines before the rainy season starts.

#### Answer guide

##### One

(1) sweeping and mopping    (2) gardening    (3) dishwashing    (4) gutter cleaning

##### Two

A- *True or False*

(1) False                      (2) False

B- *Providing short answers*

(3) Latecomers fetch water from the borehole or the well and pick up dirt from the school yard.

(4) Every morning, the Atangana twin-brothers do the dishes, clean the living room and the dining room.

(5) To do the dishes, the twin-brothers can use a dishwasher, a sponge, and a basin. To mop the parlour, they might use sweepers, buckets, mops and squeegees.

C- *Completing the table with correct information*

Area	Cleaner / person cleaning	Tasks
GTHS Okola	<i>Kamga, other students, latecomers</i>	<i>sweeping the class, wiping the board, emptying dustbins, cleaning the veranda, fetching water, mopping the floor</i>
<i>Home</i>	<i>the Atangana twin-brothers</i>	<i>doing the dishes, mopping the parlour and the dining room, weeding, cleaning gutters, removing spider webs and doing the laundry</i>

**Aim:** Use intensifiers to talk about keeping places clean

**Pre-lesson activity**

Bring pictures of two or three untidy (upside down) bedrooms to the classroom. Make sure the pictures illustrate “scaled” untidiness (Picture 1: ‘acceptable/usual’ untidiness; Picture 2: worrying/unusual untidiness; Picture 3: disgusting untidiness). Get students to study the pictures taking note of the degrees of untidiness in the various pictures/rooms. Elicit descriptive sentences from students. Get them to jot these tentative descriptions down (for they will be of use in the post-lesson activity).

**While-lesson activity**

Teacher	Students
Instructs students to read the sentences in <b>One</b> paying attention to the structures in bold.	Do as instructed.
Asks students to say whether meaning changes from one sentence to another.	Brainstorm and share their answers with the class.
Assign students to use context to determine which intensifier best completes each sentence in <b>Two</b> and <b>Three</b> .	Do as instructed.
Monitors task completion, elicits students’ answers and provides corrective feedback.	Suggest answers and take corrective feedback from the teacher.

**Post-lesson activity**

Get students to edit their descriptions of the pictures studied in the pre-lesson activity using intensifying adverbs correctly. Assign them to write down more sentences to describe how neat or messy a place looks.

**Answer guide**

**One**

- The phrases in bold are adjectival phrases. They describe.
- There is some sort of scalability (change of degree) from one sentence to another.
- Meaning is affected.

**Two**

(1) too (2) too (3) very; too (4) very (5) too

**Three**

(1) very (2) too (3) very (4) too (5) very

## Speech work Page 72

**Aim:** Identify short and long vowels

### Pre-lesson activity

Read the sentences in **One** or play the audio file and get students to repeat.

### While-lesson activity

Teacher	Students
Draws two squares on the board (a smaller one and a bigger one). Reads the sentences in <b>One</b> again <i>stressing on</i> the syllables with long vowels. As he or she reads, assigns students to jot the words on which he or she <i>stresses</i> more in the bigger square and the other ones in the smaller square.	Reproduce the squares in their exercise books. Listen as the teacher reads. Jot words with long syllables in the bigger square and those with short syllables in the smaller square.
Gets students to pronounce the words in each square in isolation after him or her.	Pronounce the segments representing long vowels then those rendered as short vowels and say what they notice.
Introduces common minimal pairs and gets students to complete the task in <b>Two</b> .	Read the word pairs and identify which member of the pair is long and which one is short.
Reads the sets in <b>Three</b> or plays the audio file and assigns students to spot the word whose underlined portion is pronounced differently.	Do as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Complete tasks, suggest answers and take down the correction.

### Post-lesson activity

Assign students to write down short sentences using words of any pair from the task in **Two**.

Get them to watch their pronunciation as they read these sentences aloud.

e.g.: "You can't eat it and have it back."

There are beans in the bin.

### Additional tip

Draw students' attention to the spelling of the segments representing long vowels. You could also introduce the "Silent 'e' rule or the Vowel-consonant rule which states that "when 'e' is the last letter in a word and the preceding syllable has just one vowel, the first vowel is usually long and the 'e' is silent.

### Answer guide

#### One

Students can notice that the rendition of some vowels take a longer time than the others. They can also notice the spelling of the segments representing long and short vowels: the one tend to be more complex that the other. Audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

#### Two

The first member of each pair has a long vowel and the second has a short vowel. Audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

**Three:** Audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

(1) resit      (2) journalist    (3) fountain    (4) tar      (5) risen

## Listening Page 72

**Aim:** Describe actions for keeping one's immediate environment clean

### Pre-lesson activity

Get students to tell the class what they do to keep their immediate environment clean. Have them name the tools they use.

### While-lesson activity

Teacher	Students
Instructs students to study statements 1-3 in <b>Two</b> and take note of the missing words or phrases; then tells them they will listen to a script and fill in the blanks.	Study the statements as instructed.
Reads the passage or plays the audio file and assigns students to fill in the statements with missing information.	Listen and fill in the statements with the missing words.
Reads the passage or plays the audio file again	Check their answers.
Appoints students to read out their sentences, and gives corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Get students to use key phrases from **Two** to write a short informative paragraph on how to turn their home into an eco-friendly place (**Three**).

### Answer guide

#### One

Answers may vary.

#### Two

(1) use; buying      (2) segregate; degradable; non-      (3) composting; manure

### Three

Answers may vary.

## Writing Page 73

**Aim:** Unscramble words and phrases related to keeping the environment clean

### Pre-lesson activity

Pair up students. Get them to discuss what they do to keep their rooms clean. Have each member of the pair share his/her partner's answers with the class.

### While-lesson activity

Teacher	Students
Groups students and instructs them to unscramble the words in <b>One</b> . Thereafter, assigns them to rearrange the words and phrases in <b>Two</b> to make meaningful sentences.	Work in groups and do as instructed.
Monitors task completion, elicits students' answers and provides corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

Get students to work in groups and come up with their own tips for cleaning the classroom (**Three**).

---

### Answer guide

#### One

- (1) keep clean      (2) recycle waste      (3) practise fitness activities      (4) sleep enough  
(5) flush toilets

#### Two

- (1) Select dirty clothing and put them in a basket.
- (2) Collect and fold clean clothes.
- (3) Throw away any trash.
- (4) Make the bed.
- (5) Pick up misplaced items.
- (6) Mop or vacuum the floor.

#### Three

Answers may vary.

---



# RLS 2: DUMP IT RIGHT!

## Speaking and vocabulary Page 75

**Aim:** Describe the garbage disposal process using accurate words and expressions

### Pre-lesson activity

As you enter the class, get students to pick up dirt in the classroom and throw them in the waste paper bin. Assign them to study the pictures in **One** and say what the people are doing. Get them to brainstorm on whether there is anything wrong in each picture (**One A**) and say what the consequences of these wrongdoings can be (**One B**).

### While-lesson activity

Teacher	Students
Does a model reading of the dialogue in <b>Two</b> . Instructs students to discuss the consequences of poor waste disposal after scanning the dialogue.	Practise the dialogue, then scan it to provide short answers to the questions on p.76.
Elucidates the phrases in the tiles in <b>Four</b> and assigns students to match them with corresponding pictures.	Do as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

- ✓ Assign students to tell the class how people dispose of garbage in their community (**Three**).
- ✓ Get students to prepare and practise a dialogue similar to the one in **Two**. Select the best pairs to role play theirs in the front of the class.

### Answer guide

#### One

**A** (1) throwing peels on the ground (2) burying waste (3) throwing waste in an overloaded bin (4) burning waste

**B** Answers may vary. Poor waste management can cause pollution and inundations. It can also expose to diseases.

#### Two

(1) False (2) False (3) True (4) False

#### Three

Answers may vary. In the main, full dustbins are emptied in dumpster, dump or landfill.

**Four**

- (1) recycling bins    (2) dump    (3) dumpster    (4) landfill    (5) waste paper basket  
(6) dump truck

## Reading Page 77

**Aim:** Find out more about disposing of household garbage

### Pre-lesson activity

With textbooks closed, show students pictures similar to Picture 2 on p.77. Get them to discuss more consequences of poor waste management (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two (A and B)</b> .	Listen and do as instructed.
Does a model reading of the text while students listen and take down notes. Get students to read silently and provide answers to comprehension questions.	
Monitors task completion, elicits students' answers and provides corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

Assign students to write down short sentences in which they advise their relatives who manage waste poorly.

### Answer guide

**One**

- Picture 1 illustrates proper waste management (waste segregation).
- Poor waste management can cause pollution, inundations and diseases.

**Two**

A    (1) False    (2) True

**B**

- (3) Household waste disposal refers to the collection, temporary storage and treatment of household waste. It includes reusing and recycling waste.
- (4) Waste separation is the initial stage in proper waste management.
- (5) Composted waste can be used as fertilizers in agriculture and gardening.

## Grammar Page 78

**Aim:** Use cause-effect connectors to talk about waste disposal

### Pre-lesson activity

Show students a picture of poorly disposed garbage and one or two other pictures illustrating inundation, pollution or vulnerability to diseases. Get them to establish a link between the first and the second (or third) picture you showed. Introduce the notion of cause-effect based on 'what happens first'.

### While-lesson activity

Teacher	Students				
Instructs students to study the sentences in the passage in <b>One</b> .	Determine clauses expressing cause and those expressing effect in each sentence in the passage. <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Cause</th> <th style="width: 50%;">Effect</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"> </td> <td> </td> </tr> </tbody> </table>	Cause	Effect		
Cause	Effect				
Gets students to pay attention to the words and phrases in bold and say the type of relationship they establish in each sentence.	Brainstorm and share their answers with the class.				
Assigns students to complete the tasks in <b>Two</b> and <b>Three</b> .	Complete the sentences with the most appropriate connectors.				
Validates students' answers, helps them to formulate rules and gives corrective feedback.	Take notes, and write down the correction.				

### Post-lesson activity

Assign students to write down any five cause-effect sentences about waste management in their school. They could say what would happen if waste is properly or poorly managed.

#### Answer guide

##### One

- (1) The words and phrases in bold are connectors.
- (2) They link clauses. They are conjunctions.
- (3) They establish a cause-effect relationship between clauses.

##### Two

- (1) so                      (2) because                      (3) therefore                      (4) so/As a result/because

##### Three

Consequently / As a result; So/Therefore; thus; Because; As a result

## Listening Page 78

**Aim:** Discuss methods of disposing garbage

### Pre-lesson activity

Get students to tell the class how they manage household garbage (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the short notes in <b>Two</b> .	Do as instructed.
Reads the passage for the first time and assigns students to fill in the short notes with missing information.	Listen and do as instructed.
Reads the passage or plays the audio file for the second time.	Check their answers.
Monitors, elicits students' answers and provides corrective feedback.	Suggest answers and take down the correction.

### Post-lesson activity

Get students to brainstorm on which garbage disposal method could be the eco-friendliest in their community (**Three**). Have them justify their choices.

#### Answer guide

##### One

Answer may vary.

##### Two

(a) clean (b) garbage (c) Air (d) spread (e) water (f) biogas generation; composting

##### Three

Answers may vary.

## Speech work Page 79

**Aim:** Differentiate homophones

### Pre-lesson activity

Begin the lesson by writing a sentence like this one on the board: "Its\* time you sea\* my card". Have students read it carefully and find out the mistakes. Get them to share with the class any previous knowledge they might have about words pronounced alike – homophones.

## While-lesson activity

Teacher	Students
Reads the sentences in <b>One</b> or plays the audio file and gets students to repeat.	Repeat after the teacher.
Directs their attention to the pronunciation of the words in bold and has them find out the meaning of each pair of homophones in these sentences.	Study the sentences and guess the meanings of homophones.
Gets students to notice the difference in the spelling of elements of each pair of homophones; then, assigns them to study the homophones in the table on p.79 and complete the task in <b>Two</b> .	Take down notes and do as instructed.
Has them look up the meanings of the homophonic pairs in <b>Three</b> in their dictionaries.	

## Post-lesson activity

Assign students to write down two sentences containing homophone pairs. Have them read their sentences to the class and provide feedback where necessary.

### Answer guide

#### One

- The words in bold are pronounced the same.
- They do not have the same meaning.
- Such words are called homophones.

#### Two

(1) There/their      (2) cite/site      (3) its/it's      (4) weather/whether      (5) hole/whole

#### Three

Pair n°	Homophones	Meanings
1	write	form letters, words or symbols on a surface (e.g. a paper)
	right	opp.1= left; opp.2 = wrong; legal entitlement
2	there	opp.= here
	their	3 <sup>rd</sup> person plural possessive adj.
3	steal	take without owner's permission
	steel	metal, iron
4	cell	room in a prison; section of a larger structure;
	sell	opp.= buy
5	so	therefore
	sow	plant (verb), scatter over
6	incite	stir up, excite
	insight	deep inspection
7	real	opp.= unreal; true, genuine
	reel	cylinder on which wire or thread can be wound
8	stationery	writing materials
	stationary	not moving, immobile, motionless

9	creak	make a prolonged sharp grating sound
	creek	small inlet or bay

## Writing Page 80

**Aim:** Write about proper and poor waste disposal methods and their consequences on health

### Pre-lesson activity

Bring a picture of a city gutter that is filled with waste. Have students study it, identify the waste materials therein, and discuss the possible consequences of poor garbage disposal.

### While-lesson activity

Assign students to study the descriptions of proper waste disposal methods in the table in **Two** and match them with corresponding phrases in the tiles.

Then, get students to unscramble the words in **One** to make meaningful sentences about how to dispose of garbage.

### Post-lesson activity

Having noticed that students do not generally dispose of their garbage properly, assign them to write down short sensitisation messages that they will paste in their classroom or in the school corridors. Consider providing flashcards.

### *Answer guide*

#### **One**

- (1) You should keep organic matter in a bag.
- (2) Don't mix organic matter with plastic and glass waste.
- (3) Keep reusable items in a separate bag.
- (4) Do not burn plastic bags and bottles.
- (5) Dispose of your waste in the appropriate dustbin.

#### **Two**

(1) waste compaction (2) incineration (3) vermicomposting (4) biogas generation (5) landfilling (6) composting

# RLS 3: LET'S GO GREEN!

## Speaking and vocabulary Page 82

**Aim:** Discuss ways to reuse and/or recycle waste

### Pre-lesson activity

With textbooks closed, ask students to share with the class how they handle waste in their house or in their community.

### While-lesson activity

Teacher	Students
Pairs up students. Gets them to label the items in the pictures in <b>One</b> using the phrases in the tiles. Then, assigns them to say what these items can be reused for ( <b>Two</b> ).	Label the items as instructed and brainstorm on how they can reuse them.
Assigns students to sort out waste properly as they complete the task in <b>Three</b> . Have them match the 3 Rs in <b>Four</b> with their icons and descriptions.	Sort out waste and match the three Rs with their icons.
Monitors task completion, elicits students' answers and provides corrective feedback.	Suggest answers and take down corrective feedback from the teacher.

### Post-lesson activity

Get students to suggest practical ways or ideas for reducing, reusing, and recycling waste.

### Answer guide

#### One

(1) empty bottles (2) rough paper (3) empty margarine containers (4) torn clothes (5) empty cartons (6) old tyres (7) old pair of shoes (8) broken bucket (9) plastic bag (10) empty jars of mayonnaise

#### Two

Item	Reusing tip
broken bucket	trash can
empty margarine containers	salt bowl
empty bottles	water bottles
torn clothes	mops
old tyres	gardening
empty jars	containers
plastic bag	parcelling
old shoes (slippers)	toy car tyres, farming
rough paper	parcelling

#### Three

Glass bin	Metal bin	Plastic bin	Paper bin	Compost bin	E-waste bin
-----------	-----------	-------------	-----------	-------------	-------------

broken plates broken glasses	beer cans	plastic bottles	decoration flags table napkin cardboards	apple core food leftovers meat bones	broken watch
---------------------------------	-----------	-----------------	--	--	--------------

**Four**

(1) reduce                      (2) reuse                      (3) recycle

**Five**

Answer may vary.

## Reading Page 84

**Aim:** Discuss the process, methods and benefits of recycling

### Pre-lesson activity

Introduce this lesson with a discussion on waste segregation. Get students to match the types of garbage in different bins in **One** with corresponding colours. Then, have them imagine an after-feast in their house. Assign them to identify waste and dispose of it in the appropriate bins.

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two (A and B)</b> . Does a model reading of the passage.  Assigns students to find answers to the questions as they read silently. Appoints students to give oral and written answers. Gives corrective feedback.	Do as instructed.  Listen and take down notes.  Read silently and write down answers.  Provide answers and take down the correction.

### Post-lesson activity

Assign students to share recycling ideas with peers. Have them produce recycled materials for the class (this could be done as a project).

**Answer guide**

**One**

- Metal bin → yellow
- Plastic bin → orange
- Organic bin → grey
- Glass bin → green
- Paper bin → blue

**Two**



A (1) False (2) True

B

- 1- Four recyclable objects: glass bottles, plastic bottles, aluminium, iron and steel.
- 2- The second step in the recycling process is transporting waste materials to a processing unit and sorting them out.
- 3- Recycling is eco-friendly because it prevents causing harm to the environment.

## Grammar Page 85

**Aim:** Use interrogative pronouns to talk about going green

### Pre-lesson activity

Write down two declarative sentences that could be transformed to obtain the interrogative sentences in **One**. With textbooks closed, ask students to formulate questions so that the underlined portions are the answers.

e.g.: You/We put recyclable materials in the recycle bin.

Recycling is the best garbage disposal method.

### While-lesson activity

Teacher	Students
Instructs students to read the sentences in <b>One</b> paying attention to the words in bold.	Do as instructed.
Has students brainstorm on what these words are and what they are used for.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules.	Take notes from the rules formulated on the board.
Guides practice and provides corrective feedback.	Complete the tasks in <b>Two</b> and <b>Three</b> and take down the correction.

### Post-lesson activity

Assign students to write down any three declarative sentences about recycling materials. Have them transform these sentences into questions using interrogative pronouns.

#### Answer guide

##### One

- All the words in bold start with 'wh'.
- We use them to ask questions.
- We call such words wh-words.

##### Two

(1) Which (2) Whom (3) What (4) whose (5) Which

##### Three

- (1) Who gave us useful tips about recycling?
- (2) What/which is the best organic fertilizer (that) farmers use to enrich their soils?
- (3) What did the committee award our school for promoting recycling?

- (4) Which solution was the eco-friendlier?  
 (5) What is one of the best ways to protect the environment?

## Listening Page 86

**Aim:** Listen to a passage about and discuss the benefits of recycling

### Pre-lesson activity

Get students to say what they do with waste when they don't throw it away. Ask them to guess the importance of reusing or recycling (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the cloze passage in <b>Two</b> .	Do as instructed.
Reads the listening passage or plays the audio file for the first time.	Listen and fill in the gaps with correct information.
Reads or plays the audio file for the second time.	Check their answers.
Provides corrective feedback.	Take down correction.

### Post-lesson activity

Assign students to write down any three questions whose answers are found in the completed cloze passage (**Three**).

### Answer guide

#### One

- Waste that is not thrown can be reused or recycled.
- Recycling and reusing are eco-friendly practices.

#### Two

- (1) converting      (2) objects      (3) reduces      (4) usage      (5) recyclable materials  
 (6) paper      (7) cans      (8) batteries      (9) metal      (10) conserves(11) saves  
 (12) protect      (13) landfill

#### Three

Answers may vary.

## Writing Page 86

**Aim:** Write sentences about a recycling experience

### **Pre-lesson activity**

Get students to study the picture in **One** and provide tentative answers to the guide questions beside it.

### **While-lesson activity**

<b>Teacher</b>	<b>Students</b>
Instructs students to study and label the pictures in <b>Two A</b> .	Work in pairs and label the pictures using the phrases in the tiles ( <b>Two A</b> ).
Gets students to study and fill in the paragraph in <b>Two B</b> with phrases from the tiles in <b>Two A</b> .	Do as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Suggest answers and take corrective feedback from the teacher.

### **Post-lesson activity**

Assign students to write more sentences in which they describe or report any recycling experience they might have had.

### **Answer guide**

#### **One**

- I can see a dry land. The picture shows the effects of the dry season on crops.
- The vegetables are dying.
- This is happening because rains do not fall and the crops are not watered.
- This happens because of the harshness of the dry season (absence of rains).
- To water the crops that are dying, we can reuse a bucket or a plastic container.

#### **Two**

##### **A**

(1) plastic container (2) funnel (3) garden spade (4) watering can (5) bucket  
(6) 60 millimetre nail

##### **B**

(1) bucket (2) funnel (3) watering can (4) nail (5) funnel (6) watering can

# RLS 4: GOOD TIMES

## Speaking and vocabulary Page 88

**Aim:** Discuss recreational activities using accurate words and expressions

### Pre-lesson activity

Get students to share with the class what they do during their free time (**One**).

### While-lesson activity

Teacher	Students
Groups students and guides them in naming and typifying recreational activities, facilities and tools	Match the recreational activities in the tiles in <b>Two A</b> with the corresponding pictures.
	Match recreational activities with appropriate facilities in the tiles in <b>Two B</b> .
	Label tools used for practising hobbies ( <b>Two C</b> ).
	Discuss types of hobbies as they complete the task in <b>Three (A and B)</b>
Elicits students' answers and provides corrective feedback.	Suggest answers and take down corrective feedback from the teacher.

### Post-lesson activity

Group students according to their hobbies and have them prepare a presentation on their free time activity.

#### Answer guide

#### One

Answer may vary.

#### Two

##### A

(1) singing (2) dancing (3) gardening (4) watching movies (5) reading (6) playing football

##### B

- Playing football → football stadium
- Watching movies → theatre
- Dancing → ballet room
- Singing → concert hall
- Gardening → garden

##### C

Pastime	Materials/equipment
playing football	ball, jersey, football boots, socks...
watching movies	TV set, computer, USB drive, DVDs...
dancing	costume, ballet shoes...
reading	book, e-book...
singing	microphone, musical instruments...
gardening	spade, watering can, gloves, hoe,...

### Three

#### A

Theatre → watching movies

Swimming pool → swimming

Fitness centre → exercising, working out

Sports arena → practising a sport

Zoo → seeing animal species

Amusement park → having fun

#### B

Hobby	Active	Passive	Individual	Collective	Creative	Non-creative
cooking	√		√	√	√	√
painting	√		√	√	√	
reading		√	√	√		√
dancing	√		√	√	√	√
playing football	√			√	√	
gardening	√		√	√	√	
watching movies		√	√	√		√

## Reading Page 90

**Aim:** Identify more types of hobbies and their health benefits

### Pre-lesson activity

Get students to make hobby groups so that those sharing the same passion should work together. Have each group tell the class the benefits they enjoy whenever they practise their hobbies (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study comprehension questions in <b>Two</b> .	Listen and do as instructed.
Does a model reading of the passage and assigns students to read silently and write down answers to comprehension questions.	Listen carefully and take down notes.
Appoints students to give their answers.	Give oral and written answers.
Monitors and provides corrective feedback.	Take down the correction.

## Post-lesson activity

Assigns a group of students to prepare and stage/act out their hobby in class.

### Answer guide

#### One

- Answer may vary.
- Answer may vary. Practising hobbies helps release stress and boots mental health.

#### Two

A (1) False/True (2) True

B (3) mood relieve

(4) health

(5) promotes

## Listening Page 90

**Aim:** Listen to teenagers talk about their free time activities

### Pre-lesson activity

Get students to say what they do during their free time (**One**).

### While lesson activity

Teacher	Students
Instructs students to study incomplete summaries 1-3 in <b>Two</b> .	Do as instructed.
Gets students to listen as he or she reads or plays the audio file and assigns them to fill in each summary with missing information.	Listen and fill in with missing information.
Reads the audio scripts or plays the audio file for the second time.	Listen and check their answers.
Appoints students to give answers and provides corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Assign students to write down any 3-5 sentences in which they discuss the benefits of hobbies in greater detail.

### Answer guide

#### One

Answer may vary.

#### Two

Summary 1

(1) mental (2) alert (3) the stress

Summary 2

(1) reduce (2) decreases

## Grammar Page 91

**Aim:** Express preference when talking about free time activities

### Pre-lesson activity

Get students to share their hobbies with the class. Have them say why they enjoy these pastimes more than others.

### While-lesson activity

Teacher	Students
Instructs students to read the sentences in <b>One</b> paying attention to the words in italics in each sentence.	Do as instructed.
Assigns students to determine what these words are and what they are used for.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules.	Take notes from the rules formulated on the board.
Guides practice, elicits students' answers and provides corrective feedback.	Use the prompts in <b>Two</b> to rewrite preference sentences, suggest their answers and take down the correction.

### Post-lesson activity

Assign students to formulate any other 5 sentences in which they express preference. Provide corrective feedback where necessary.

#### *Answer guide*

#### **One**

- The verbs in italics express preference (likes and dislikes).
- The verbs that follow them are in the –ing form.

#### **Two**

- (1) Manga loves playing football.
- (2) Tchana enjoys riding.
- (3) Carl doesn't like playing chess.
- (4) Mum hates watching boxing.
- (5) Mewoli hates cooking kpem and cassava.

## Speech work Page 92

**Aim:** Differentiate homonyms and use them to talk about good times

### Pre-lesson activity

Read the sentences in **One** or plays the audio file and get students to repeat.

### While-lesson activity

Teacher	Students
Directs students' attention to the pronunciation of the words in bold.	Say the words in bold aloud.
Asks students what they notice about the pronunciation of the words in bold.	Share their ideas with the class.
Gets students to brainstorm the meanings of these words.	Suggest the meaning of each pair of homonyms.
Guides practice, elicits students' answers and provides corrective feedback.	Complete the task in <b>Two</b> , suggest answers and take down the correction.

### Post-lesson activity

Assign students to write down their own sentences in which they make appropriate use of the homonyms in **One**.

#### *Answer guide*

#### **One**

- The words in bold are pronounced the same.
- They don't have the same meaning.
- These words are homonyms.

**Two:** audio file available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

(1) address/address                      (2) bat/bat                      (3) bark/bark

## Writing Page 93

**Aim:** Write a short paragraph about one's hobbies

### Pre-lesson activity

Pair up students. Instruct them to select a hobby practised in their community. Get them to name the tools that practitioners use. Also get them to name the facilities in which these hobbies are practised.

### While-lesson activity

Teacher	Students
Pairs up students and instructs them to discuss the phrases in the tiles in <b>One</b> .	Work in pairs and use their dictionary to elucidate the phrases in the tiles.
Gets students to study the template paragraph "My	Do as instructed.



leisure activities and their benefits” in <b>Two</b> . Then, assigns them to compose a similar paragraph about themselves using expressions from <b>One</b> .	
Gets appointed students to read their paragraphs aloud. Provides corrective feedback where necessary	Read their compositions aloud and take corrective feedback from the teacher.

---

**Answer guide**

**One:** most expressions are self-explaining.

Practise a fitness activity: do sport

Recycle used items: give them a second life after transforming them

Three times a week: thrice weekly

Complete crosswords: match letters to form words on a puzzle (game)

Two times a week: twice weekly

Water plants: pour water on plants

Protect the environment: be eco-friendly

Develop the brain: improve one’s thinking and memory

One time a week: once weekly

Play computer games: interact in a virtual game environment

Make new friends: get attached to other people

Develop vocabulary: enrich one’s lexicon

Clean the compound: keep it neat

Do gardening: plant flowers and trees and care for them

Keep fit: do physical exercises to keep one’s body in good condition

**Two**

Answer may vary.

---

DOL

4

**CITIZENSHIP AND  
HUMAN RIGHTS**

# RLS 1: UNITY IN DIVERSITY

## Speaking and vocabulary Page 102

**Aim:** Talk about cultural diversity in Cameroon

### Pre-lesson activity

With textbooks closed, instruct students to name the ten regions of Cameroon and identify which ones make up each cultural area. Have them fill in the table in **One**.

### While-lesson activity

Teacher	Students
Instructs students to role play the dialogue between Essome and Maida in <b>Two</b> and identify any traditional celebrations in the passage.	Practise the dialogue in <b>Two</b> and identify traditional celebrations.
Assigns them to discuss phrases related to the traditional wedding in <b>Three A</b> using their dictionaries, then match them with corresponding definitions in <b>Four</b> .	Discuss phrases related to traditional weddings and match them with their definitions.
Has students discuss childbirth rites and rituals in their respective communities ( <b>Three C</b> ).	Talk about rites and rituals associated with childbirth.
Monitors task completion, elicits students' answers and provides corrective feedback.	Suggest their answers and take corrective feedback from the teacher.

### Answer guide

#### One

Cultural area	Regions
Beti fang	Centre, South, East
Sawa	Littoral, South West
Grassfields	West, North West
Sudano-sahelian	Far North, North, Adamawa

#### Two

- Traditional wedding
- Twins' birth ceremony

#### Three

##### A

- **Family-in-law:** parents and other members of your husband's or wife's family.
- **Bride price:** a sum of money or quantity of goods given to a bride's family by that of the groom in some tribes.

- **Dowry:** presents or money brought by the bride's family to the groom's family on their traditional wedding day.
- **Groom:** a man on his wedding day or just before the event.
- **Presents:** gifts
- **Outfit:** a set of clothes worn together, especially for a particular occasion or purpose. Example: a wedding outfit.

## B

### Answers may vary.

Here is an explanatory note about traditional weddings amongst the Mafa people, Mokolo Subdivision, Far North Region of Cameroon.

The most important part of traditional weddings amongst the Mafa is the bride price. On the wedding day, the groom is usually expected to provide nine head of goat or whatever his father-in-law asks him as bride price. Whether rich or poor, the groom has to pay the bride price to his father-in-law duly. However, there is always an open-door for negotiation between the father-in-law and his son-in-law. Typically, the bride knows very little about the presents offered to her father. In case of divorce, the new groom is expected to compensate the ex husband. Today, money is increasingly becoming an alternative to typical traditional bride price payment.

## Three C

Answers may vary. Here are a few traditions:

- kola nut: the bride's family offers kola nuts and palm wine to the groom's family as a sign of honour and friendship.
- Offering a rum bottle: the groom's family offers a bottle of rum to the bride's family as a sign of love. Accepting this gift means being in favour of the wedding.
- Salt: the groom's family brings salt to the bride's family as a sign of friendship and loyalty. It also symbolises fecundity and abundance.
- Identifying the bride: after the groom's family state their intentions, all the young women of the bride's household are asked to come out with veiled faces. The groom has to identify his bride accurately. Each time he fails to do so, he pays a fine.

## Four

Phrases	Meanings
outfit	set of clothes and accessories
dowry	presents/cash by the bride's family to the groom's family
groom	the man who is about to get married
family-in-law	family of one's spouse
bride price	presents/cash by the groom's family to the bride's family
presents	gifts often offered on special occasions

## Listening      Page 103

**Aim:** Listen to a myth about the origin of the Bakossi people

### Pre-lesson activity

Get students to share any knowledge they might have about the origin of their peoples.

### While-lesson activity

Teacher	Students
Instructs students to scan the cloze passage.	Do as instructed.
Reads or plays the audio file for the first time.	Listen and fill in the gaps.
Reads or plays the audio file for the second time.	Check their answers.
Provides corrective feedback.	Take down the correction.

### Post-lesson activity

Get students to work in groups that represent different tribes. Assign them to find more stories about the origin of these tribes. Let them share their findings with the class.

### Answer Guide

#### One

**Answers may vary.**

*Here is a note relating the legend of the Beti people's origin.*

A legend among the Fang-Bulu-Beti (Ekang) reports that the Beti people were expelled from their former territories by red giants. As they were fleeing, they reached the Sanaga River which they could not cross. An enormous snake called *Ngang Medza* appeared and formed an arch with its body. Many people started crossing to the other bank of the river until a woman pierced the snake with an arrow. Then, the snake turned round with the people on it drowning. Those who couldn't cross remained on the other side of the Sanaga River. That's the reason why the Beti people settled in the Centre, South and East Regions.

#### Two

1-ethnic groups; 2- ancestors; 3- flood; 4- lakes; 5- crater.

#### Three

Answers may vary.

## Reading      Page 104

**Aim:** Identify some cultural aspects of Cameroon

### Pre-lesson activity

With textbooks closed, instruct students to describe major cultural events in their area (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the questions in	Read and interpret the questions.

<b>Two (A and B)</b> and take note of their main ideas. Then, reads the passage aloud.	Listen and take note.
Gets students to read the passage silently and answer comprehension questions.	Do as instructed.
Appoints students to give oral and written answers. Monitors and gives corrective feedback.	Give oral and written answers and take down the correction.

### Post-lesson activity

Teacher	Students								
Instructs students to read the passage again and draw a table in which they list cultural aspects of Cameroon in one entry and local cultural realities in the other.	Do as instructed.								
<table border="1"> <thead> <tr> <th>Aspect</th> <th>Local reality</th> </tr> </thead> <tbody> <tr> <td>dance</td> <td>bikutsi</td> </tr> <tr> <td>music</td> <td>njang</td> </tr> <tr> <td>foods</td> <td>foléré</td> </tr> </tbody> </table>	Aspect	Local reality	dance	bikutsi	music	njang	foods	foléré	
Aspect	Local reality								
dance	bikutsi								
music	njang								
foods	foléré								
Get them give a short talk on aspects of their local culture.	Prepare short presentations and act them out.								
Monitors the completion of tasks, elicits students' answers and provides corrective feedback.	Share their answers and take down the correction.								

### Answer guide

#### One

**Answers may vary.** Traditional events are often marked with

- Horse races
- Canoe races
- Culinary and divinatory arts contests
- Traditional wrestling competitions

#### Two

A-

1. True.
2. False.

B-

3. Storytelling contributes to inculcate moral and traditional values in children.
4. During festivals, people entertain themselves by singing and dancing.
5. Musical instruments mentioned in the text include: drums, scrapers, percussions, flutes, horns and stringed instruments.

## Grammar Page 104

**Aim:** Use imperatives to talk about cultural diversity

### Pre-lesson activity

Get students to open their textbooks on page 104 and read the sentences in **One** silently. Then get them to copy these sentences on the board and read them aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the verbs in italics in each sentence.	Pay attention to the verbs in italics.
Assigns students to identify the tense and what each sentence expresses.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules. Assigns them to complete the tasks in <b>Two</b> and <b>Three</b> .	Take notes from the rules formulated on the board and complete the tasks indicated tasks.
Gets the class' answers and gives corrective feedback.	Propose their answers to the task and also take corrective feedback from the teacher

### Post-lesson activity

Get students to think about situations where they need to follow strong rules to achieve something great. Ask them to provide imperative sentences that reflect each situation.

### Answer guide

#### One

I notice that some verbs are in the negative form while others are in the positive form. I also notice that the verbs in 1b and 2b don't have any subject placed before them.

**Two** Below are the sentences that contain imperative forms.

- 1- Don't try to unmask the dancers whom you see at the Ngouon festival.
- 2- Learn many cultural practices of the country to be a good Cameroonian citizen.
- 3- Stop devaluing the culture of your country; it is priceless.

#### Three

- 1- To make your traditional wedding colourful, plan it well ahead of time.
- 2- Train seriously if you want to win the Ngondo canoe race.
- 3- Don't enter the mosque without the hijab (if you are a Muslim woman).
- 4- Make Cameroon's culture popular to market it.
- 5- To cook Eru, clean the ingredients and put them in the pot, spice them up and cook for an hour.

## Speech Work Page 105

**Aim:** Identify silent letters

### Pre-lesson activity

Read sentences 1-5 in **One** or play the audio file and get students to repeat.

### While-lesson activity

Teacher	Students
Calls students' attention to the pronunciation of the letters in <b>bold</b> .	Pay attention to the words in bold.
Pronounces the words and asks students what they notice about the pronunciation of the letters in bold.	Pronounce words after the teacher and say what they notice with the letters in bold.
Assigns students to identify and underline silent letters in the words in <b>Two</b> .	Do as instructed.
Gets them to complete the spelling of the words in <b>Three</b> with the missing silent letters.	
Monitors, elicits students' answers and gives corrective feedback.	Give answers and take corrective feedback from the teacher.

### Answer guide

#### One

- I notice that the letters in bold are not pronounced. They are silent.

#### Two

- a. knife – champagne – comb – bomb
- b. doubt – wrong – receipt – calf
- c. night – autumn – could – sign
- d. answer – subtle – design – white
- e. climb – know – talk – dive

#### Three

- a. **h**onest – **h**our – **h**ope – **k**nee
- b. **o**ften – **w**hile – **k**nife – **r**eign
- c. **a**lign – **w**rong – **w**rite – **k**nowledge
- d. **d**esign – **r**eceipt – **s**ign – **f**oreign
- e. **l**isten – **n**ight – **p**arliament

## Writing Page 106

**Aim:** Complete a cloze passage about some cultural aspects in Cameroon

### Pre-lesson activity

Get students to identify peoples from Cameroon coastal regions. In one sentence, let them share what they know about each of these peoples/tribes.



### While-lesson activity

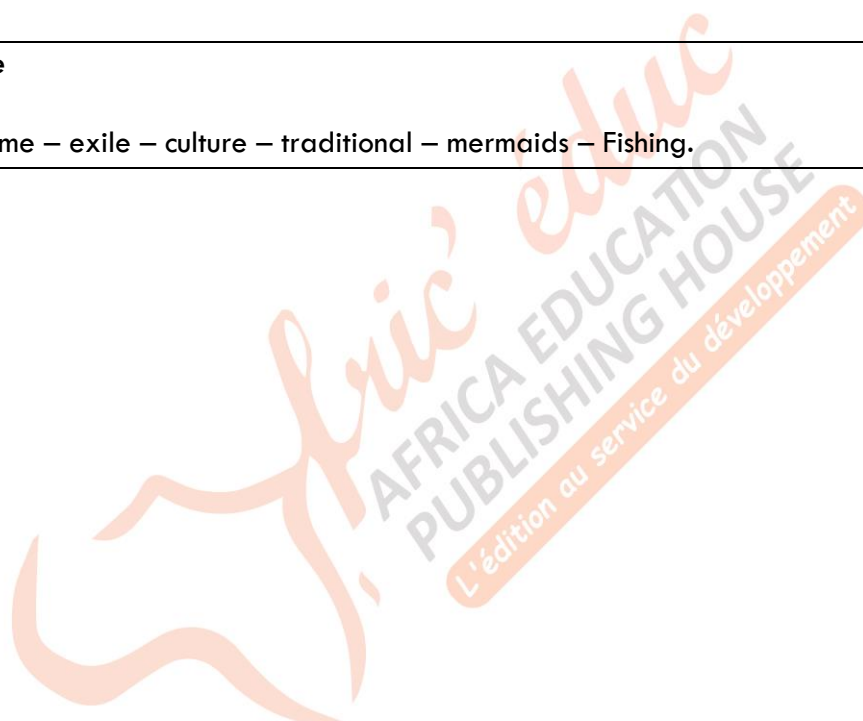
Teacher	Students
Groups students. Instructs them to look up meanings of words in the tiles on p.106 in their dictionary. Then, has them study the cloze passage.	Do as instructed and take down notes.
Assigns students to fill in the blanks with the missing words from the tiles.	Complete the cloze passage.
Monitors, instructs students to read out their answers, and provides corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Get students to work in groups that represent different cultural areas in Cameroon. Assign them to complete the project on page 106. Have them share their findings with the class.

#### **Answer guide**

home – exile – culture – traditional – mermaids – Fishing.



# RLS 2: CUSTOMS AND TRADITIONS

## Speaking and vocabulary Page 108

**Aim:** Discuss and describe Cameroon customs and traditions

### Pre-lesson activity

Get students to tell the class where they are from and which cultural area they belong to. Assign them to complete the task in **One** page 108.

### While-lesson activity

Teacher	Students
Gets students to share knowledge about the customs and traditions in Cameroon.	Fill in the table in <b>Two A</b> with correct information and report their answers to the class ( <b>Two B</b> ).
	Describe the cooking process of a staple food ( <b>Three</b> ).
	Identify national languages and sing songs in any of them ( <b>Four A and B</b> ).
	Introduce oneself in one's national language ( <b>Four C</b> )
Monitors task completion, elicits students' answers and provides corrective feedback.	Share their answers with the class and take down the correction.

### Answer guide

#### One

##### A-

- Picture 1 reflects the western culture.
- Picture 2 reflects the local culture.
- Because of their clothing.

##### B- Answers may vary.

I last attended a wedding ceremony on 6<sup>th</sup> April, 2024. I liked the following: traditional wedding outfit, food with delicious vegetable dishes, local music and the general ambiance.

#### Two

##### A-

	Cultural area	Activities			
		Dancing	Dressing	Art/craft	Cooking/ meal
Group 1	The Sawa	Ambasse Bey	Kaba ngondo, Sanja	jewelleries	ndolè
Group 2	The Sudano-Sahelian	Massa dance	Bubu, Sahre	Musgum house	Kilishi/millet fufu and keleng keleng soup
Group 3	The Grassfields	Njang dance	Toghu/Ndop	woodcarvings	Achu and yellow soup
Group 4	The Fang-Beti	Bikutsi	Obom	woodcarvings	Kpem

**Three: Answers may vary.**

**Four**

**1.**

- Picture 1: Charlotte Dipanda      Picture 2: Mr. Leo and another singer probably Salatiel
- Charlotte Dipanda sings In Duala, French and to a lesser extent Lingala. Mr Leo sings in Lamnso', English, French and Pidgin English.
- Answers may vary.

**2. Answers may vary.**

- Other national languages include: Ffulde, Manguissa, Duala, Mbo, Mungaka, Limbum, Lamnso', Pidgin English, Eton, Bulu, Ewondo, Ghomala, Féfé/Nufi...
- I am fluent in Lamnso', Bulu and Pidgin English.

**3. Filling in of the form**

<b>Name</b>	<i>AYE Halfmoon</i>
<b>Region of origin</b>	<i>Centre</i>
<b>Division of origin</b>	<i>Mefou and Afamba</i>
<b>Subdivision of origin</b>	<i>Mfou</i>
<b>Village</b>	<i>Ekok 1</i>
<b>Traditional ruler's title</b>	<i>Nkunkuma</i>
<b>Name of the traditional ruler</b>	<i>Nkunkuma Mintsa Christine</i>

## Reading Page 110

**Aim:** Identify some aspects of Cameroon culture

### Pre-lesson activity

Group students and have them discuss remarkable features of their culture focusing on some local dishes (**One**).

### While-lesson activity

<b>Teacher</b>	<b>Students</b>
Instructs students to study the questions in <b>Two (A and B)</b> and get an idea of each instruction/question.	Listen and do as instructed.
Reads the passage aloud while students listen.	Listen and take down notes.
Assigns students to read the passage silently and provide answers to the questions. Appoints students to give oral and written answers. Monitors and gives corrective feedback.	Read silently and write down their answers. Give answers as instructed and take down corrective feedback.

## Post-lesson activity

Pair up students and assign each pair to discuss the different traditional outfit children and parents wear during traditional festivals. Make sure they specify the cultural area, the name of the festival and when it takes place.

### Answer guide

#### One

Answer may vary.

- Folk festivals, art and craft, local food, ...
- Mbongo tchobi, Egusi soup, Kondre, Sanga, ...

#### Two

##### A-

1. Culture refers to the identity of a social group as it reflects the characteristics of a particular community.
2. People wear Toghu during traditional ceremonies, and during international sporting events.
3. Eru and Ndolè

##### B-

4. True.
5. False.

## Grammar Page 111

**Aim:** Use pre-modifiers to talk about customs and traditions

### Pre-lesson activity

Get students to open their textbooks and read the sentences in **One** silently. Then, get them to copy these sentences on the board and read them aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the phrases in bold in each sentence in <b>One</b> .	Pay attention to the phrases in bold.
Gets students to identify the function of the italicised words in bold.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules. Then, assigns them to study the sentences in <b>Two</b> and identify the pre-modifiers therein.	Take down notes and complete the tasks in <b>Two</b> as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Propose their answers and take corrective feedback from the teacher

## Answer guide

### One

- Words in italics add meaning to the nouns they precede.
- Pre-modifiers.

### Two

Sentence	Adjective	Ed-pre-modifier	Ing-pre-modifier	Noun-pre-modifier
1	popular			
2	Beautiful			beauty
3	exceptional			
4	National, Cameroonian		growing	
5		written		

## Speech Work Page 112

**Aim:** Pronounce the schwa sound correctly

### Pre-lesson activity

Read sentences 1-3 in **One** or plays the audio file aloud and get students to read after you them.

### While-lesson activity

Teacher	Students
Calls students' attention to the pronunciation of the suffixes in bold in sentences 1-3 in <b>One</b> .	Pronounce the suffixes in bold after the teacher.
Ask students to identify the sound heard when pronouncing these suffixes.	Identify the sound heard in the suffixes in bold.
Draws students' attention to the fact that schwa is represented here by three different combinations of letters, in addition to those seen in DOL 2.	Listen to the teacher's explanations.
Instructs students to carry out the task in <b>Two</b> . Monitors, elicits students' answers and provides corrective feedback.	Give their answers and take corrective feedback.

## Answer guide

### One

*I notice the presence of the schwa sound in the suffixes.*

### Two: Answer may vary.

Tentative answers: advantageous, numerous, nervous, prosperous, generous, famous, jealous, tremendous, ambitious, contagious, capricious

## Listening Page 112

**Aim:** Listen to a presentation about childbirth

### Pre-lesson activity

Group students and get them to discuss cultural practices in their cultural areas (task **One**).

### While lesson activity

Teacher	Students
Gets students to study the incomplete sentences in <b>Two</b> .	Do as instructed.
Tells students they are going to listen to a short story and fill in gaps with missing information.	Listen and take down notes.
Reads the script aloud or plays the audio file and instructs students to supply the missing words.	Fill in the statements with missing information.
Reads the script or plays the audio file for the second time.	Check answers as the teacher reads again.
Monitors, appoints students to give their answers, and gives corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Get students to **retell** the story heard as indicated in **Three**.

### Answer guide

**One:** Answers may vary.

#### Two

- My presentation is about “the born house”.
- We organise a born house when a mother and her new-born baby leave the hospital for the house.
- Family members, neighbours and friends visit the nursing mother.
- We cook different dishes to entertain our visitors.
- Well-wishers offer presents for the baby.
- Some of these presents are: clothing, soaps, toilets tissues, foodstuffs, powder or money.
- One of two people usually volunteer to stay with the family doing specific chores for the new mother.

#### Three:

My name is Kebi and I want to talk about “the born house”. We organize a born house when a mother and her new-born baby leave the hospital for the house. Family members, neighbours and friends visit the nursing mother. We cook different dishes to entertain our visitors. Well-wishers offer presents for the baby. Some of these presents are: clothing, soaps, toilets tissues, foodstuffs, powder or money. One of two people usually volunteer to stay with the family doing specific chores for the new mother.

## Writing Page 113

**Aim:** Complete a paragraph about cultural areas

### Pre-lesson activity

Pair up students. Instruct them to read and discuss the phrases in **One**.

### While-lesson activity

Teacher	Students
Gets students to study the cloze paragraphs in <b>Two</b> .	Do as instructed.
Instructs students to complete the cloze paragraphs in <b>Two</b> with the phrases from <b>One</b> .	
Has students read out their complete paragraphs and provides corrective feedback.	Suggest their answers and take down the correction.

### Post-lesson activity

Group students and assign them to use the paragraphs completed in **Two** as templates to compose others about the Sudano-sahelian and the Beti-Fang.

### Answer guide

#### One

Seaside town: a town that is close to the sea.

Mother tongue: a language which a person has grown up speaking from early childhood.

Grassfields: people living in the West and North West Regions of Cameroon.

Farming: working the ground, planting seeds, and growing crops. It's also raising animals for milk or meat.

Fishing: the activity of catching fish

Traditional dishes: foods and dishes that are passed on through generations.

Savannah: a grassy plain in tropical and subtropical regions, with few trees.

Cattle rearing: raising cattle from birth until the point at which they provide meat or milk for consumption or sale.

Traditional outfit: the collection of garments, jewellery, and accessories rooted in the past worn by an identifiable group of people.

Traditional festival: celebrations that have been passed down through generations and are associated with the cultural heritage of a particular group of people.

Making farming tools: make simple types of equipment which are used manually by a farmer.

Petty trade: selling and buying in small scale markets.

#### Two

Mola Njie comes from the seaside town of Limbe. He speaks French, English, Pidgin English and his mother tongue. 'Under the volcano' is the traditional festival of the Bakweri. During this annual festival, men, women and children wear their colourful traditional outfit and eat traditional dishes. The typical activity of the Bakweri people is fishing.

Fonkou is from the Grassfields. His hometown is Bafoussam. He speaks Ghomala which is his mother tongue. Every year, the Niang Niang traditional festival is organised at the Bafoussam palace. The Bafoussam natives wear their Ndop traditional outfit and perform

different rituals. Visitors eat traditional dishes and enjoy cultural activities. People from the Grassfields are very good at farming and petty trade.

**Task Three:** Answers may vary.

---





# RLS 3: ONE WORLD, ONE PEOPLE

## Speaking and vocabulary Page 114

**Aim:** Talk about other cultures

### Pre-lesson activity

With textbooks closed, name famous people ask students to identify their countries of origin. Further name cities and get them to say the countries in which they are located.

### While-lesson activity

Teacher	Students
Gets students to match the names in the tiles in <b>One A</b> with corresponding pictures of world famous places. Then, instructs them to locate these places ( <b>One B</b> )	Do as instructed.
Groups students and assigns them to study the map in <b>Two</b> and complete the table on p.116.	Study the world map of food origin and complete the table with correct information.
Gets students to complete the sentences in <b>Three</b> with derived nationalities from the countries in the brackets.	Do as instructed.
Elicit students' answers and provides corrective feedback.	Share their answers with the class and take down the correction.

### Post-lesson activity

Group students. Get them to discuss in groups the places they would like to visit in their country and in other countries. Let them share with the class by saying why they want to visit such places or stay/live there.

### Answer guide

#### One

A:

1=Statue of Liberty; 2=Eiffel Tower; 3=Great Wall of China; 4=Buckingham Palace; 5=Pyramids of Giza; 6=Mount Kilimanjaro; 7=Taj Mahal

B:

Tourist attractions	Country
Buckingham Palace	England
Statue of Liberty	USA
Eiffel Tower	France
Taj Mahal	India
Pyramids of Giza	Egypt
Mount Kilimanjaro	Tanzania
The Great Wall	China

**Two**

Food item	Country/continent of origin
banana	Thailand/Asia
avocado	Brazil/South America
grape	Syria/Middle East
strawberry	Argentina/South America
pineapple	Brazil/South America

### Three

1=Italian; 2=Irish; 3=Gabonese; Irish; 4=Americans; Turkish.

## Reading Page 116

**Aim:** Discover some aspects of the Zulu culture in South Africa

### Pre-lesson activity

Get students to study the pictures in **One** and discuss related questions.

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two</b> to get an idea of each question.	Do as instructed.
Does a model reading of the passage.	Listen and take notes as the teacher reads.
Assigns students to read the passage silently and provide written answers to questions.	Scan the passage and answer comprehension questions.
Monitors task completion, gets students to give oral and written answers and provides corrective feedback.	Share their answers with the class and take down the correction.

### Post-lesson activity

Get students to talk about aspects of the Zulu culture that are similar to theirs. Make sure they read the passage extensively.

### Answer guide

#### One

- Fally Ipupa, a Congolese artist (DRC); Toofan, a Togolese musician (Togo); Michel Gohou, an Ivorian comedian (Cote d'Ivoire or Ivory Coast).
- DRC is a country in central Africa, the second largest country in Africa. Capital city, Kinshasa.
- Ivory coast is a West African country with Abidjan as its major urban centre; the winner of AFCON 2024. Yamoussoukro is its Capital city.
- Togo is a West African country. Its capital city is Lomé.

#### Two

A.

1. True. 2. False.

B.

3. The "rainbow nation"

4. The Umhlanga or the Reed Dance. It is celebrated in September every year. The aim is to educate girls on their culture.

5. The wearing of beads symbolises wealth and prosperity.

## Grammar Page 117

**Aim:** Express obligation when talking about other cultures

### Pre-lesson activity

Get students to open their textbooks on page 117 and read the sentences in **One** silently. Then get them to copy these sentences on the board and read them aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the words in bold in each sentence in <b>One</b> .	Pay attention to the words in bold.
Gets students to identify the nature and function of these words.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules.	Take notes from the rules formulated on the board.
Assigns students to study the situations in <b>Three</b> and <b>Four</b> and complete them with the appropriate modals	Do as instructed.
Monitors task completion, elicits students' answers and provides corrective feedback.	Share their answer with the class and take down the correction.

### Post-lesson activity

Pair up students and get them to write down 2-3 sentences in which they express obligation in relation to their cultural practices and beliefs. Make sure they use modals.  
e.g.: A son-in-law, whether rich or poor, **has to** pay the bride price duly.

### Answer guide

#### One

- The words in bold are modal auxiliaries.
- We move from suggestion (sentence 1) to obligation (sentences 2 and 3).
- They express obligation. "Should" expresses weak or moral obligation, "must" expresses strong obligation and "have to" expresses.

#### Two

1. He has to speak English.
2. She must learn about rhythms, dances, other languages.
3. They should know international languages, be innovative and have sociable members.
4. They have to have passports and money.
5. He has to speak English, have a passport, know some important civil rights figures.

#### Three

1. must; 2. should; 3. must; 4. must; 5. should

## Listening Page 118

**Aim:** Listen to a passage about greetings in other cultures

### Pre-lesson activity

Group students and get them to say how people greet in their community (**One**). Let them share their answers with the class.

### While-lesson activity

Teacher	Students
Gets students to copy down then study the table in <b>Two</b> .	Do as instructed.
Reads the passage or plays the audio file for the first time.	Listen and fill in the table with correct information.
Reads or plays the audio file for the second time and tell students to check their answers.	Listen and check their answers.
Appoints students to give their answers and provides corrective feedback.	Share their answers with the class and take down the correction.

### Post-lesson activity

Get students to act out different ways of greeting (**Three**).

### Answer guide

**One:** Answers may vary.

#### Two

Country	Standard greeting	Formal situation	Informal situation
USA	Hello	handshake	Wave or hug
France	<i>bises</i>	<i>bonjour</i>	touching cheeks and kiss the air

## Writing Page 118

**Aim:** Fill in a cloze about ways of greetings around the world

### Pre-lesson activity

Get students to use their dictionaries to look up the meaning and usage of words in the tiles on page 119.

### While-lesson

Teacher	Students
Instructs students to study the cloze passage carefully. Then, assigns them to fill it in with the words in the tiles.	Listen carefully and take down notes.
	Read silently and fill in with the suitable words.
Monitors, asks students to give answers and gives corrective feedback.	Give answers and take down correction.

### Post-lesson activity

Get students to write down 2-3 sentences in which they describe ways of greeting in their community. Make sure they differentiate between formal and informal greetings. They could also discuss various forms of greetings in the world of sports (captains of football squads, martial artists...)

### Answer Guide

1. greeting;
2. status;
3. bowing;
4. greet;
5. respect



# RLS 4: INFLUENTIAL PEOPLE

## Speaking and vocabulary Page 120

**Aim:** Talk about world icons

### Pre-lesson activity

With textbooks closed, get students to identify icons in their community. Let them talk about the latter's achievements or on-going projects. Thereafter, get them to open their textbooks on page 120.

### While-lesson activity

Teacher	Students
Groups students. Instructs them to study the pictures in <b>One</b> and name the world icons in them ( <b>A</b> ). Lets them find out the people's domains, occupations ( <b>B</b> ) and nationalities ( <b>C</b> )	Work in groups and identify the icons in the pictures and say their nationalities, their domains of excellence and occupations.
Gets groups of students to look up the meaning of words in the tiles in <b>Two A</b> . Then, assigns them to study the facts about icons and brainstorm on the (soft) skills they used to overcome difficulty ( <b>Two B</b> ).	Do as instructed
Gets students to derive adjectives from names of soft skills in <b>Three</b> .	
Monitors tasks completion, elicits students' answers and provides corrective feedback.	Share their answers with the class and take down the correction.

### Post-lesson activity

Get students to tell the class the influential people they would like to meet or be like. Have them imagine and write down any three questions they would ask the icons upon meeting them.

### Answer guide

#### **One**

A.

1= Rebecca Enonchong; 2= Nelson Mandela; 3=Aya Nakamura ; 4= Will Smith; 5= Paul Fokam Kammogne.

B.

Name	Domain	Job
Nelson Mandela	politics	Peace advocate
Rebecca Enonchong	technology	Entrepreneur/netpreneur
Will Smith	Show business	actor, singer
Aya Nakamura	Entertainment industry	Singer, model
Paul Kammogne Fokam	Banking/economics/finance/education	Entrepreneur

C.

Name	Country	Nationality
Nelson Mandela	South Africa	South African
Rebecca Enonchong	Cameroon	Cameroonian
Will Smith	USA	American
Aya Nakamura	Mali (origin)/ France	French-Malian
Paul Kammogne Fokam	Cameroon	Cameroonian

### Two

A.

- Passion: provides energy to go towards our dreams  
 Hard work: through hard work we achieve success  
 Patience: inspires to have positive attitude during difficult time  
 Perseverance: willpower not to give up / never quit  
 Determination: the desire to get the job done  
 Adaptability: being responsive to change and proactively finds solutions

B.

1. hard work, perseverance, patience, passion and determination
2. passion, hard work, patient, perseverance and determination
3. passion, hard work, patient, and determination

C.

- Nelson Mandela: patient, perseverance and determination.  
 Rebecca Enonchong: hard work, adaptability, perseverance and determination.  
 Will Smith: Passion, hard work, perseverance and determination.  
 Paul F. Kammogne: hard work, adaptability, perseverance and determination.  
 Aya Nakamura: hard work, perseverance, adaptability, determination.

### Three

Skills	Adjective
patience	patient
hard work	hardworking
perseverance	perseverant
adaptability	adaptable
passion	passionate
determination	determined

## Reading Page 122

**Aim:** Find out about some historical figures namely Julius Nyerere and Queen Elisabeth II

### Pre-lesson activity

Bring some pictures of famous African leaders to class and get students to discuss them. Ask students to name five more world leaders and say what they achieved (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two</b> and get the main idea in each.	Read and take down notes.
Does a model reading of the passages.	Listen
Gets students to read the passages silently and has them answer questions in writing.	Read silently and write down answers to comprehension questions.
Appoints students to give oral and written answers, gives corrective feedback.	Share their answers with the class take corrective feedback from the teacher.

### Post-lesson activity

Allow students to share their feelings about the two biographies they have just read. Get them to work in groups and discuss ideas about successful people in their families or community. Let them appoint a group spokesperson to share findings with the class.

### Answer guide

#### One

Answers may vary.

- We suggest the following famous African leaders: Patrick Motsepe, Bassirou Diomaye Faye, Cyril Ramaphosa, Paul Kagame, Paul Biya, Ibrahim Traore.
- You may choose any of the World icons below and bring a short video of them or any pictures.

**Samuel Eto'o Fils:** he excelled in football as an outstanding player and now as an administrator.

**Vladimir Putin:** he excels in politics.

**Bill Gates:** he excels in business.

**Jack Ma** or **Ma Yun:** Chinese businessman born in Hangzhou on 10<sup>th</sup> September 1964, he is the founder of Alibaba Group, Alibaba.com and Ant Financial Group.

#### Two

A.

1. Julius Nyerere attended secondary school at Makerere College in Kampala.
2. Queen Elisabeth reigned over the UK for 70 years.
3. As major contribution to the African continent, Nyerere co-founded the Organisation of African Unity (OAU).

B.

4. False



## GRAMMAR 1

## Page 123

**Aim:** Use quantifiers (some, any and no) to talk about influential people

### Pre-lesson activity

Get students to open their textbooks on page 123 and read the passage in **One** silently. Then get them to copy this passage on the board and read them aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the words in bold in the passage.	Pay attention to the words in bold.
Instructs students to say how meaning and structure are affected in the sentences in which these words are used.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules.	Take notes from the rules formulated on the board.
Assigns students to complete the tasks in <b>Two</b> and <b>Three</b> .	Do as instructed.
Elicits students' answer and gives corrective feedback.	Give answers and take corrective feedback from the teacher.

### Answer guide

#### One

- The words in bold are quantifiers.
- There is a slight difference in the meaning.
- The structure and the meaning are affected.

#### Two

1. any; 2. any; 3. no; 4. some; 5. some.

#### Three

1. some; 2. any; 3. no; 4. any; 5. No

## Speech work Page 124

**Aim:** Place word stress

Cf. DOL 2 RLS 2

Audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

**Aim:** Use adverbs of time to talk about influential people

## Pre-lesson activity

Get students to open their textbooks on page 124 and read the sentences silently. Then get them to copy these sentences on the board and read them aloud.

## While-lesson activity

Teacher	Students
Calls students' attention to the words in bold in the passage in <b>One</b> .	Pay attention to the words in bold in the passage.
Asks students to identify the role and the nature of the words in bold.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules.	Take notes from the rules formulated on the board.
Assigns students to complete the task in <b>Two</b> .	Do as instructed.
Elicits students' feedback and gives corrective feedback.	Propose their answers and take corrective feedback from the teacher.

## Post-lesson activity

Get students to write down 2-3 sentences about an influential person of their choice. In the first sentence, let them say what the icon did that impacted them. In the second sentence, let them talk about what they do to be like him/her. In the third, let them state how they will impact others in the future. Make sure they use specific adverbs of time in these sentences.

## Answer guide

### One

- The words in bold indicate time.
- They call such words adverbs of time.

### Two

1. ago; 2. the day after tomorrow; 3. soon; 4. later; 5. still

# Writing Page 125

**Aim:** Match sentence parts to make complete famous quotes from African leaders

## Pre-lesson activity

Get students to work in groups. Have them study the pictures in **One** to match them with corresponding names from the tiles.

## While-lesson activity

Teacher	Students
Drills students in writing short statements about each famous leader. Makes sure they use the suggested	Do as instructed.

pattern in <b>Two</b> .	
Reads quotes aloud while students listen.	Listen and repeat after the teacher.
Groups students. Instructs them to guess the end of and write down the each full quote ( <b>Three</b> ).	Work as instructed.
Elicits students' answers, and provides corrective feedback.	Give their answers and take corrective feedback from the teacher.

### Post-lesson activity

Drill students in memorising each quote and acting it out in the front of the class. NB: this activity aims to enhance learners' fluency and accuracy and fine-tuning their public speaking skills. You may use your smart phone to record each presenter and play the record later for them to improve on their speaking skill.

### Answer guide

#### One

1 = Nelson Mandela    2 = Kwame Nkrumah    3 = Ellen Johnson Sirleaf    4 = Thomas Sankara  
5 = Julius Nyerere

#### Two

- Nelson Mandela was a **South African** politician and activist.
- **Ghanaian** Kwame Nkrumah was the first president of his country, Ghana.
- Ellen Johnson Sirleaf is a **Liberian** politician and first elected female head of state in Africa.
- The **Burkinabe** Thomas Sankara became president aged 33.
- The **Tanzanian** Julius Nyerere was a founding member of OAU.

#### Three

Ellen Johnson Sirleaf: "Leadership is never given on a silver platter; one has to earn it."

Kwame Nkrumah: "Action without thought is empty, thought without action is blind."

Julius Nyerere: "Education is not a way to escape poverty; it is a way of fighting it."

Nelson Mandela: "The brave man is not he who does not feel afraid, but he who conquers that fear."

Thomas Sankara: "While revolutionaries as individuals can be killed, you cannot kill ideas."

## Listening Page 126

**Aim:** Complete some famous quotes from Nelson Mandela after listening to a passage.

### Pre-lesson activity

Get students to study and interpret some famous quotes from any Cameroonian celebrities they know. You may bring some flashcards bearing the quotes to class. Get students review Nelson Mandela's legacy among South Africans and Africans at large.

### While-lesson activity

Teacher	Students
Gets students to study the 5 quotes on p.126 and pay attention to the blanks.	Do as instructed.
Assigns students to fill in the gaps as they listen to the first reading.	Listen and fill in the gaps.
Reads or plays the audio file again.	Check their answers.
Appoints students to read out their answers and gives corrective feedback.	Give answers and take down correction.

### Post-lesson activity

Get students memorise the quotes and drill them on how to act them out. Download the voice of Nelson Mandela in some of his speeches and play it in class so that their performance is close to the original voice of the icon.

### Answer guide

1. "Education is the most powerful weapon which you can use to **change** the **world**."
2. "Education is in your hands, to **make** a **better** world for all to live in it."
3. "A winner is a dreamer who **never gives up**."
4. "Overcoming poverty is not a task of charity, it is an **act** of **justice**."
5. "What counts in life is not the mere fact that we have lived. It is what **difference** we have **made** to the lives of others".

**DOL 5**

**MEDIA AND  
COMMUNICATION**

# RLS 1: THE DIGITAL AGE

## Speaking and Vocabulary 134

**Aim:** Identify and describe digital tools

### Pre-lesson activity

With textbooks closed, pair up students and get them to share with others how people from their community used to communicate and how they communicate today. Make sure they list modern-day media of communication and tools (**One**).

### While-lesson activity

Teacher	Students
Instructs students to complete the task in <b>Two</b> . Starts by asking them to name some of the gadgets they see in the pictures.	Study the pictures, label ICT gadgets and say what they are used for.
Assigns students to work in small groups and complete the table in <b>Three</b> by stating the use of each of the appliances in it.	
Monitors each activity and provides feedback when necessary.	Suggest answers and take corrective feedback from the teacher.

### Post-lesson activity

Get each student to share with the class what his/her favourite gadget is. As each student discusses his/her favourite gadget, let him/her say what makes this his/her best.

### Answer guide

#### One

**Answers may vary slightly, but here is a sample response.**

- In the past, people in my area used to communicate with drums.
- Today, they use Information and Communication Technology (ICT) gadgets.
- They use gadgets such as computers, tablets, phones, TV sets, social media, internet...

#### Two

1= tablet; 2= computer; 3= video camera; 4= flash drive; 5= smartphone; 6= speakers; 7= microphone; 8= earphones; 9= e-reader; 10= printer.

### Three

Appliance	uses
flash drive	is used for storage, data backup, and transferring files between devices.
smartphone	is used for making and receiving calls, text messaging, browsing, video chatting and virtual assistants.
printer	is used for printing documents and images onto paper or other materials.
speaker	emits and amplifies sound.
video camera	is used for making footage such as video clips or films (electronic motion pictures).

## Reading Page 135

**Aim:** Describe some technological gadgets

### Pre-lesson activity

Display pictures of a tablet, a laptop and a video projector and get students to give some of their uses.

### While-lesson activity

Teacher	Students
Instructs students to study the instructions and questions on p.135 and keep in mind the main idea in each.	Do as instructed.
Does a model reading of the passages while students follow.	Listen carefully and take down notes.
Instructs students to read the passages and perform the tasks in <b>A</b> and <b>B</b> .	Read the passage and provide answers as required.
Gets students to share their answers orally and in writing, monitors and gives corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Group students as conveniently as possible and get them to draw two of their best electronic devices. Get them to tell the class what the gadget is used for, where they can get it and why they love it.

### Answer guide

A.

1. With good internet connection, people can **reach out to each other** using tablets.
2. Laptops have various **weights** and sizes.
3. Smart projectors are equipped with a built-in **computer** that allows users to connect to other devices.

B.

4. Smart projectors are used to display digitalised content in a modern classroom. They can be used to watch e-lessons.

5. Users do not need to connect smart projectors to other devices because they rely on their built-in computer.

## Vocabulary Page 136

**Aim:** Discuss smartphone icons functionalities and icons of the computer alphabet

### Pre-lesson activity

With textbooks closed, get students to tell the class what they use smartphones for. Then, instruct them to draw some smartphone icons they know and get them brainstorm on what each refers to.

### While-lesson activity

Teacher	Students
Reads the names of smartphone icons in the tiles in <b>One</b> and gets students to repeat. Instructs them to use their dictionary to look up the meaning of each word. Makes sure they copy them down and read them out.	Read names of icons after the teacher and look up their meaning in a dictionary.
Instructs students to match the names of smartphone icons with their corresponding pictures ( <b>One</b> ).	Do as instructed.
Groups students and gets to guess what each computer icon in <b>Two</b> stands for.	Use the letters of the alphabet under each picture as a clue to come up with names of apps and tools related to the computer alphabet.
Gets students to share their answers orally and in writing, monitors and gives corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Instruct students to work in groups of 5 to draw icons of the computer alphabet. Let them know that the best group will have their drawing pasted in the classroom. Get them to use appropriate colours. Bring some drawing papers and have them use crayons.

### Answer guide

#### One

1= messages; 2= home; 3= phone book; 4= back; 5= file manager; 6= search; 7= settings; 8= bin/delete; 9= screenshot; 10= download.

#### Two

Apple; Bluetooth; Chat; Download; Email; Facebook; Google; Hewlett Packard; Iphone; Java; Kingston; Laptop; Messenger; Nero; Orkut; Picassa; Quick Heal; Ram; Server; Twitter; USB; Vista; WiFi; Xbox; YouTube; Zorpia

#### Three

- Starts, comes off;
- Search engine;
- Wireless fidelity;
- A virus;
- Batteries;
- Marc Zuckerberg;
- Connect devices;
- Upload;
- Large files;
- An operating system, a CPU.



## Grammar Page 137

**Aim:** Use the present perfect to talk about the digital age

### Pre-lesson activity

Get students to open their textbooks and read the passage in **One** silently. Then get them to copy the passage on the board and read it aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the structures in bold in the passage.	Pay attention to the structures indicated.
Instructs students to say what they notice about the structure of the phrases in bold. Then, has them guess the tense and its usage.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules.	Take notes from the rules formulated on the board.
Assigns students to complete the tasks in <b>Two</b> and <b>Three</b> .	Do as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Propose their answers to the tasks and also take corrective feedback from the teacher.

### Answer guide

#### One

- I notice that each phrase in bold starts with the simple present of 'have' + the past participle of the verb.
- This tense is the present perfect.
- The rule is 'have/has' + past participle of the verb.

#### Two

1. Guina's parents have just offered her a google watch.
2. My cousins from the village have not yet learned how to use a computer.
3. Google has announced the creation of a new service.
4. We have used our new TV set for two weeks.
5. My brother has already repaired the broken Apple phone.

#### Three

1. has bought, 2. have used, 3. has – crashed, 4. haven't installed, 5. Have tried

## Speech work Page 138

**Aim:** Pronounce sound /eʊ/ in words related to ICT

### Pre-lesson activity

Read sentences 1-2 in **One** or plays the audio file and get students to repeat.

## While-lesson activity

Teacher	Students
Calls students' attention to the pronunciation of the letters and sequences in bold.	Read the words with letters and sequences in bold aloud.
Asks students which sound they perceive as they pronounce the letters and sequences in bold.	Pronounce the sound they perceive.
Tells students that sound /eʊ/ can be represented in orthography by letter 'o' or sequence 'ao' in some words related to technology. Writes sample words on the board and models their pronunciation.	Listen to the teacher's explanation and take down notes.
Assigns students (group then solo work) to say sentences 1-4 in <b>Two</b> aloud. Monitors students' pronunciation and gives corrective feedback.	Do as instructed and take corrective feedback from the teacher.

## Answer guide

### One

- The letters and sequences in bold are rendered /eʊ/.

### Two

Audio available at [www.afrikaeducation.com](http://www.afrikaeducation.com)

## Writing Page 139

**Aim:** Make meaningful words and sentences on ICT devices

## Pre-lesson activity

Bring flash cards to class bearing the scrambled letters in **One** and paste them on the board. Group students and instruct each group to unscramble the letters and write down the words obtained. Have them exchange their answers for correction. Make sure you reward the best groups. Organise another round of the game by allowing each group to design their own cards.

## While-lesson activity

Instruct students to match the names of gadgets obtained from **One**, with corresponding pictures in **Two**. Drill students on simple sentence structure and get them to write their own sentences on the usefulness of each gadget (**Three**).

## Answer guide

### One

power bank, fly box, modem, smartphone, tablet; speakers

### Two

- Picture 1: power bank
- Picture 2: fly box
- Picture 3: modem

### Three

Answers will vary, but here is an idea of what you should expect from students.

- A **modem** allows your computer to connect to the internet.
- Use a **power bank** to charge your smartphone.
- Use a **speaker** to emit and amplify a sound.
- **Tablets** are used to connect to the internet, chat with friends, send and receive emails and make audio/video calls.
- A **smartphone** can be used much the same way as a tablet.
- The **fly box** offers unlimited data.

## Listening

**Aim:** Listen to a passage about the usefulness of ICT gadgets

### Pre-lesson activity

Instruct students to work in pairs and discuss their favourite ICT appliances. Get them to share on what they use the gadgets for (**One**).

### While lesson activity

Teacher	Students
Instructs students to study the table in <b>Two</b> .	Do as instructed.
Reads the passage or plays the audio file for the first time.	Listen and fill in the table.
Reads the passage or plays the audio file for the second time.	Listen and check their answers.
Appoints students to give answers orally and in writing, and provides corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Instruct students to make complete and meaningful sentences with information from the listening tasks they have completed.

## Answer guide

**One:** Answer may vary.

**Two**

Electric gadget/appliance/application	Use
smartphone	easy communication
WhatsApp/ Facebook	send and receive messages, pictures and videos
Earpiece	listen to music
Modem	to connect smartphones, tablets and computers to the internet.
Tablet	to watch educational programmes.

# RLS 2: DISCONNECT TO CONNECT

## Listening Page 141

**Aim:** Identify connectivity issues

### Pre-lesson activity

Instruct students to study the picture in **One** and guess what they can use the gadget in it for.

### While-lesson activity

Teacher	Students
Instructs students to study statements 1-6 in <b>Two</b> to get an idea about the expected outcome of the task.	Listen and do as instructed.
Reads the passage or plays the audio file for the first time and instructs students to fill in the blanks with the missing information.	Listen for the first time and fill in the statements with missing information.
Reads or plays the audio file for the second time and instructs students to check their answers.	Listen again and check their answers.
Appoints students to give their answers, and gives corrective feedback.	Give answers and take down the correction.

### Post-lesson activity

Group students and instruct them to discuss and share with the class common problems they face with gadgets in their school computer lab or the common issues phone users face in their community.

## Answer guide

**One**

The gadget in the picture is a fly box.

## Two

1. Wi-Fi; 2. connect Wi-Fi; 3. device range; 4. router restored; 5. network adapter; 6. object interference

## Speaking and vocabulary Page 142

**Aim:** Use suitable words and expressions to talk about difficulties in the use of gadgets

### Pre-lesson activity

With textbooks closed, instruct students to draw any ICT appliance of their choice and label it. Let them brainstorm on the use of each appliance they have drawn.

### While-lesson activity

Teacher	Students
Reads the descriptions 1-5 in <b>One</b> .	Read the descriptions after the teacher.
Gets students to read each description again and identify the gadget thus described.	Study the descriptions of ICTs and guess the gadgets described.
Assigns students to study the pictures in <b>Two A</b> and use names of gadgets from <b>One</b> to label them.	Do as instructed.
Assigns students to complete the task in <b>Two B</b> .	Discuss the ICT issues in the tiles using their dictionary.
Groups students and has them study the difficulties met with when using ICTs ( <b>Three</b> ) and match them with the corresponding appliance.	Do as instructed.
Monitors, elicits students' answers and gives corrective feedback.	Suggest their answers and take down the correction.

### Post-lesson activity

Pair up students. Instruct them to name any three common problems faced with when using any one ICT gadget of their choice.

### Answer guide

#### One

1. smartphone/tablet; 2. radio; 3. projector; 4. TV set; 5. computer.

#### Two

##### A.

1. radio; 2. TV set; 3. smartphone.

##### B.

- Radio frequency **interference** is the presence of unwanted signals that impact radio communication system.

- **Spider lines** appear on a TV set when the screen and the internal glass is broken.
- We could not browse online due to **connectivity issues**.

### Three

Appliance/ gadget	Common issues
smartphone	connectivity issues
	battery drain
	overheating
radio	interference
	damaged antenna
	poor range and reception
TV set	spider lines
	pictures but no sound
	vertical lines across the screen

### Four: Answers may vary.

Three common problems with Bluetooth headphones: one side of the earphones is not working; poor sound quality; poor connectivity issues.

### Five: Solutions to problems discussed in Four

- **One side of the earphone is not working:** Check first of all if the volume is turned up. Another possible problem may be a built-up of dirt and debris. The solution is cleaning the earphone jack with a cotton swab.
- **Poor sound quality:** Make sure the headphone jack fits tightly. Keep other electronic gadgets away from your headphones to avoid interference.
- **Poor connectivity issues:** Make sure your device's Bluetooth is switched on and that the headphone is paired. Check your headphone battery level.

## Reading Page 143

**Aim:** Identify tips for dealing with connectivity issues

### Pre-lesson activity

Instruct students to discuss the pre-reading questions in **One** and share their experiences about difficulties with using any modern ICT gadget. Get them to tell the class how they solved or had those problems solved.

### While-lesson activity

Teacher	Students
Instructs students to study the questions in <b>Two (A and B)</b> .	Study instructions and questions.
Does a model reading of the passage while students listen carefully.	Listen carefully and take down notes.
Instructs students to read the passage silently and answer the questions in their notebooks.	Read and provide answers as required.

Monitors, appoints students to give answers, and provides corrective feedback.	Share their answers with the class and take corrective feedback from the teacher.
--	---

### Post-lesson activity

Pair up students. Get them to imagine they are facing difficulties with their TV set for example. Let them prepare a short dialogue with the repairman (like the one in **Two**) in which they describe the issues they are faced with. This may be written or oral.

### Answer guide

**One:** Answers may vary.

#### Two

- A.
1. Ata's modem has internet connectivity issues.
  2. To solve the problem, he goes to the shop where he bought the modem.
  3. Mote tightens the connector of the coax splitter.
- B.
4. True.
  5. True.

## Vocabulary Page 144

**Aim:** Label parts of a smartphone

### Pre-lesson activity

Instruct students to study the picture in **One** with their partner and say what problem the phone user may face after the phone must have fallen.

### While-lesson activity

Teacher	Students
Reads the dialogue aloud and gets students to read after him/her. Appoints them to read in columns and then appoints pairs to role play the dialogue.	Read and role play the dialogue as instructed.
Displays all the phrases in bold from the passage and gets students to read them after him/her (in groups then solo).	Read the phrases aloud after the teacher.
Directs students to the picture of a smartphone in <b>Two</b> and instructs students to label it using phrases in bold from the passage.	Label parts of a smartphone using the phrases in bold in the dialogue studied.
Appoints students to give answers and, gives corrective feedback.	Share their answers with the class and take corrective feedback from the teacher.

## Post-lesson activity

Pair up students and get them to say what function each of the parts of the smartphone serves. Then, assign them to identify the problems each part might pose to the smartphone user e.g.: the touchscreen, the recognition sensor, the camera... Let them share their answers with the class. This may be done orally or in writing.

### Answer guide

**One:** Answers may vary.

#### Two

1: front camera 2: power button 3: volume buttons 4: touchscreen 5: multipurpose USB jack 6: rear camera 7: finger recognition sensor 8: microphone 9: earphone jack

## Grammar Page 145

**Aim:** Use gerund to talk about problems faced with ICTs

### Pre-lesson activity

Get students to open their textbooks on page 145 and read sentences 1-3 in **One** silently. Then get them to copy these sentences on the board and read them aloud after the teacher.

### While-lesson activity

Teacher	Students
Instructs students to pay attention to the words in bold in each sentence.	Do as instructed.
Asks students to identify what the words in bold have in common and what they are called.	Brainstorm and share their answers with the class.
Validates students' answers and helps them to formulate rules on using gerund.	Take notes from the rules formulated on the board.
Assigns students to complete the tasks in <b>Two</b> and <b>Three</b> .	Do as instructed.
Monitors, get students answers and gives corrective feedback.	Propose their answers and take corrective feedback from the teacher

### Answer guide

#### One

- *The words in bold all end in '-ing'.*
- *They play the role of a noun.*
- *We call such words gerunds.*

#### Two



- When my battery died, I stop playing video games on my phone.
- I was tired of chatting on WhatsApp so, I went offline for a while.
- Leaving your phone on charge all night is something experts warn against.
- I can now use my phone again because the technician has just finished repairing it.
- Most people hate browsing when the network connectivity is slow.

### Three

- using; 2. spending; 3. creating; 4. connecting; 5. working

## Writing Page 146

**Aim:** Match solutions with common difficulties faced while using modern technology appliances

### Pre-lesson activity

Pair up students. Get them to review some common difficulties people face using ICT gadgets in their community.

### While-lesson activity

Teacher	Students
Gets students to study the solutions in the tiles on p.146 and say whether any of them can be used to solve the issues they raised in the pre-lesson task.	Do as instructed.
Instructs students to study each difficulty in the table and work out its solution from the ones given in the tiles.	
Monitors as students' work, appoints them to give their answers and, gives corrective feedback.	Share their ideas with the class and take down the correction.

### Post-lesson activity

Group students. Assign each group to use the information from the table and write complete sentences about managing difficulties faced when using ICTs. Make sure they use the gerund. Then, assign each group to select another issue faced with when using ICTs. Have them write down 3-5 short sentences in which they describe the problem and say how it can be solved. Let them share their answers with the class.

### Answer guide

Common difficulties	Suggested solutions
My phone is out of the router's range. It can't connect to the Wi-Fi.	Keep your device close to the router.
The earpiece sound is too low.	Add volume.
My phone does not send or receive photos via Bluetooth.	Find the Bluetooth and pair it up.
There is no network indicator on my screen and I can see the icon of a plane.	Deactivate Airplane mode.
My phone cannot download pictures from	Check your data bundle balance

WhatsApp.



# RLS 3: BE KIND ONLINE

## Speaking and Vocabulary Page 147

**Aim:** Use polite words and expressions when interacting online

### Pre-lesson activity

Get the students to tell the class how often they go online, whether or not they have accounts on social networks.

### While-lesson activity

Teacher	Students
Does a model reading of the dialogue in <b>One</b> and gets pairs of students to read in turn.	Practise the dialogue and provide oral answers to the questions.
Does the same with the questions. Gets students to provide oral answers to questions 1-5 on p.148.	
Assigns students to scan the dialogue to find out polite expressions for each category in the table in <b>Two</b> .	Do as instructed.
Monitors, gets students' answers and gives corrective feedback.	Share their answers with the class and take corrective feedback from the teacher.

### Post-lesson activity

Pair up students and get them to prepare and role play a telephone conversation. Make sure they use polite expressions (**Three**).

### Answer guide

#### One

(1) False      (2) False      (3) False      (4) True      (5) False

#### Two

Taking a call	Asking someone's identity	Asking someone to wait	Asking for details	Thanking
Hello	Can I have your name and phone number, please?	Could you hold on, please?	Could you be more explicit?	Thanks

## Reading Page 148

**Aim:** Practise politeness online

### Pre-lesson activity

Refer students back to the Speaking and vocabulary dialogue on page 147. Appoint some to remind the class some polite expressions used therein. Let them say which category each falls under.

### While-lesson activity

Teacher	Students
Instructs students to study the questions on p.148 and get the idea in each.	Do as instructed.
Does a model reading of the passage while students follow.	Listen carefully and take down notes.
Gets students to read the passage silently and provide written answers to the questions on p.149.	Do as instructed.
Appoints students to give answers, and gives corrective feedback.	Give answers and take down the correction.

### Answer guide

A- True or False

1- False

2- False

B- Short answers

3- The caller is Mr Bouba.

4- Mr Essomba works at CHRACERH

5- Two words used to show politeness in the passage: **'please'** and **'hello'**.

## Listening and writing Page 149

**Aim:** Listen to tips on how to practise politeness on the phone

### Pre-lesson activity

Group students. Get them to read the telephone conversation on page 148 and copy down 3 expressions that show politeness over the phone (**One**).

## While-lesson activity

Teacher	Students
Gets students to copy down the signal phrases in <b>Two</b> in their notebooks and let them know they are going to listen to a passage on tips for being polite over the phone.	Listen and copy down the template.
Reads the passage or plays the audio file for the first time and instructs students to write down the tips they hear.	Listen and do as instructed.
Reads or plays the audio file for the second time while students check their answers.	Listen and check their answers.
Appoints students to give answers, and gives corrective feedback.	Give answers and take down the correction.

## Post-lesson activity

Pair up students. Get each pair to study the tips gotten from the task in **Two**. Then, elucidate these tips if necessary and assign each pair to practise politeness in a real-life phone conversation. Award some prizes to the best pairs.

## Answer guide

**One:** See table in Speaking and vocabulary **Two**, page 148.

### **Two**

First, greet.

Second, use normal tone of voice to speak.

Third, speak directly into the phone's mouthpiece.

Fourth, do not eat while talking on phone.

Finally, (Fifth), eliminate distractions while talking on the phone.

## Grammar Page 149

**Aim:** Use reflexive pronouns to talk about being kind online

## Pre-lesson activity

Get students to open their textbooks on page 149 and read the passage silently. Then get them to copy this passage on the board and read it aloud after the teacher.

## While-lesson activity

Teacher	Students
Calls students' attention to the words in bold in the passage.	Pay attention to the words in bold.
Gets students to guess what the words in bold refer to and say what they are called.	Brainstorm and share their answers with the class.
Helps students formulate rules for forming and using reflexive pronouns.	Participate in rule formulation and take down notes
Assigns students to complete the task in <b>Two</b> .	Do as instructed.
Monitors, gets students' answers and gives corrective feedback.	Propose their answers to the task and take corrective feedback from the teacher

## Answer guide

### One

- Words in bold refer to the entities previously mentioned in the same sentences.
- Such words are called **reflexive pronouns**.

### Two

1. myself; 2. himself; 3. yourself/yourself; 4. themselves; 5. ourselves

## Writing Page 150

**Aim:** Write meaningful sentences to express politeness on the phone

## Pre-lesson activity

Provide scrambled expressions/phrases about politeness over the phone and students to unscramble them. Have them write these expressions/phrases on the board. Then, assign them to use these expressions/phrases to make polite sentences that could be used in telephone conversation.

## While-lesson activity

Teacher	Learner
Reads the scrambled words in <b>One</b> and gets students to unscramble them by writing their answers in their notebooks.	Do as instructed.
Monitors and gets students give answers. Provides corrective feedback.	Give their answers and take down the correction.

## Post-lesson activity

Group students and instruct them to complete the task in **Two**. Monitor and give corrective feedback as they give their answers.

## Answer guide

### One

#### Set A

Could you please hold on a moment?

May I ask who is calling?

I'm afraid, she is not available at the moment

Excuse me, who is this?

Can I put you on hold please?

### Two

#### Set B

Just a moment.

Who is it?

I'll let him know you rang.

Who's calling please?

Okay, wait a moment please.

Formal phrases	Informal phrases
Could you please hold on a moment?	Just a moment!
May I ask who is calling?	Who is it? / Who's calling please?
Excuse me, who is this?	Who's calling please? / Who is it?
I'm afraid, she is not available at the moment – I'll let him know you rang.	I'll let him know you rang.
Can I put you on hold please?	Okay, wait a moment please.



# RLS 4: CONNECT, COMMUNICATE, COLLABORATE

## Speaking and vocabulary Page 151

**Aim:** Discuss the uses and usefulness of social networks

### Pre-lesson activity

Get students to tell the class which social networks they use, what they use them for and how often they log in to their social network accounts (**One**).

### While-lesson activity

Teacher	Students
Pairs up students. Instructs them to study and label the social network icons in <b>Two A</b> . Then, gets them to name other social networks.	Identify social networks.
Gets students to complete the table in <b>Two B</b> .	Work in pairs and discuss the uses of social networks.
Assigns each pair of students to look up the meaning of the phrases in the tiles in <b>Three A</b> in their dictionaries. Then, instructs them to use the icons beside each 'motivation for using social media' as a clue to fill in the blanks with the phrases in the tiles.	Do as instructed.
Has them complete the task in <b>Three B</b> .	Make sentences that are true for them using information the chart in <b>Two A</b> .
Monitors, gets students' answers and gives corrective feedback.	Share their answers with the class and take corrective feedback from the teacher.

### Post-lesson activity

Get each student to tell the class his or her top 5 motivations for using social media. After that, assign them to write down 3-5 sentences in which they describe the uses of social networks in their community.

### Answer guide

**One: Answers may vary.**

1. Yes, I have social network accounts.
2. I use it/them for chatting and sharing photos.
3. I log in to my account(s) twice a week.

**Two**



A.

1. Facebook; 2. WhatsApp; 3. Tik tok; 4. X formerly Twitter; 5. SnapChat; 6. Telegram
- 2.

B.

Type of social network	Social networking (connecting people)	Media sharing network (sharing photos and videos)	Discussion forums (sharing news and ideas)	Social shopping network (shopping online)
Examples	Facebook	Tik Tok	Twitter	WhatsApp

### Three

- (1) stay in touch (2) current events (3) spare time (4) friends (5) network (6) entertaining (7) photos and videos (8) my opinion (9) new people (10) research

## Reading Page 152

**Aim:** Identify social media etiquette

### Pre-lesson activity

Pair up students. Get them to discuss problems people can face while using social media and what they can do to avoid some of the problems (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study the instructions and questions in <b>Two</b> and keep the main idea in each.	Read the questions silently and interpret them, then take down notes.
Instructs students to listen as he/she reads aloud.	Pay attention and take down notes.
Gets students to read the passage silently and provide their answers in writing.	Listen and do as instructed.
Appoints students to give oral and written answers, and gives corrective feedback.	Share their answers with the class and take down the correction.

### Post-lesson activity

Get students to work in pairs and come up with messages to sensitise adolescents on the consequences of using social media. Make sure they keep their messages short, simple and straight. Allow them to design their own flyers using appropriate colours.

### Answer guide

**One:** Answers may vary.

- Problems people face while using social media include: cybersecurity threats, lack of sleep, loneliness.

- To reduce time spent online.

**Two**

- A.
1. False.
  2. True.
- B.
3. Teenagers experience cyberbullying.
  4. Cyberbullying refers to any online threat or aggression.
  5. Absence of sleep and what is seen on the apps are the main causes of anxiety.

## Grammar 1 Page 153

**Aim:** Use relative pronouns to talk about social networks

### Pre-lesson activity

Get students to open their textbooks on page 153 and read the passage in **One** silently. Then get them to copy this passage on the board and read it aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the words in bold in each sentence.	Pay attention to the words in bold.
Asks students to say what they notice about the words in bold, what role these words play and what they are called.	Brainstorm and share their answers with the class.
Validates students' answers and helps students to formulate rules about the use relative pronouns.	Take down notes from the rules formulated on the board.
Assigns students to complete the task in <b>Two</b> .	Do as instructed.
Gets students' answers, and gives corrective feedback.	Propose their answers to the task and also take corrective feedback from the teacher

### Answer guide

**One**

- The words in bold all start with 'wh-'.
- They play the role of relative pronouns.
- Such words are relative pronouns.

**Two**

Column C
a- I read the news that was published on my Facebook page.
b- Only a person who has direct access to your account can hack into it.
c- YouTube is the online platform whose repository is the most visited.
d- The new WhatsApp app which most youths use these days is called GB WhatsApp.

- e- You should not trust the people whom you meet on social media; they may be scammers

## Grammar 2 Page 154

**Aim:** Use “be going to” to talk social networks

### Pre-lesson activity

Get students to open their textbooks on page 154 and read sentences 1-2 in **One** silently. Then get them to copy these sentences on the board and read them aloud after the teacher.

### While-lesson activity

Teacher	Students
Calls students' attention to the structures in bold in sentences 1-2 in <b>One</b> .	Pay attention to the structures in bold.
Asks students to guess what the structures in bold express. Has them say what difference in meaning there is between Sentence 1 and Sentence 2.	Brainstorm and share their answers with the class.
Helps students formulate rules about making predictions.	Take notes from the rules formulated on the board.
Assigns students to complete the tasks in <b>Two</b> and <b>Three</b> .	Do as instructed.
Gets students' answers and gives corrective feedback.	Propose their answers to the task and also take corrective feedback from the teacher.

### Answer guide

#### One

- The phrases in bold express intentions and predictions.
- In Sentence 2 the decision has been made and action is imminent. Sentence expresses futurity.

#### Two

1. The telecoms company says agents **are going to** restore network tomorrow.
2. Martha **is going to** buy a 5G internet modem soon; she won the lottery last week.
3. My father **is going to** be very angry. My younger sister mistakenly broke his new smartphone.
4. My sister installed the latest WhatsApp update a while ago. She **is going to** chat online tonight.
5. Learners **are not going to** participate in the online conference. The school internet system has crashed this morning.

#### Three

1. prediction; 2. intention; 3. prediction; 4. prediction; 5. intention

## Listening Page 151

**Aim:** Listen to the consequences of poor use of social networks

### Pre-lesson activity

Get students to discuss and share their ideas on the consequences of poor use of social media (**One**).

### While-lesson activity

Teacher	Students
Instructs students to study statements 1-5 in <b>Two</b> on tips on coping with social media.	Listen and do as instructed.
Reads the passage or plays the audio file for the first time.	Listen and fill in slots with missing information.
Reads the passage or plays the audio file for the second time.	Listen and check their answers.
Appoints students to read out their answers, and gives feedback.	Give answers and take down the correction.

### Post-lesson activity

Get students to transform each tip into an imperative sentence.

### Answer guide

**One:** answer may vary.

**Two** set, choose, find, cautious, access.

## Writing

**Aim:** Write a blogpost on two social media problems

- Read the jumble sentences in **One** aloud and get students to read as well.
- Instruct them to work in groups and put all the sentences in order.
- Get them to read their answers and give corrective feedback as they read.
- Help them post their paragraphs online or in the class' WhatsApp forum.

**The model paragraph may look like this.**

- I am going to write on two social media problems and how to cope with them. Some people spend too much time on social media having fun and forget to do their work. Other feel stressed and depressed because they spend too much time on social media. To solve these problems, follow these tips. First, you should set limits on how much time

you spend using an application or a website. Second, you need to choose another fun or distracting application that keeps you busy during the time you spend using your unhelpful apps. Third, you have to be cautious about uploading any pictures of yourself and never take or send nude pictures to others.

