

# *Mastering English High School*

## *Teacher's guide*

**Egbe Besong Elvis  
Asongkeng Felix Ndungna  
Afuh Didachos Mbeng (Ph.D)  
Akongoh Rudolf Ngwa**



## PREFACE

Barely months after the publication of the English Language programme of study for high school, (October, 2019) to rhyme with the new CBA approach, *Mastering English High School* has seen the light of day to complete the series. Like the sister texts, this course book promotes the contextualization of Speech Work, Reading and Listening Comprehension, Grammar and Vocabulary, Composition, Summary Writing and Text Reconstruction activities as functional tools that can be used to solve real-life problems, thereby fulfilling CBA laid down goals.

The passages are accompanied by ‘talking’ images and photos. These pictures do not only enhance illustration but also adorn and add colour to the young creative minds of the learners, to capture and sustain their attention. The cartoons enable them to explore the world within their imagination and make connections between what they have just read and reality. *Mastering English High School* is therefore more fun, easy to read and engaging with a plethora of exercises, hands-on projects, dramatizations and group work with the primary motive to achieve and perfect linguistic competences.

It is presented in modules, in strict respect of the domains of life, whose general objectives are not only to build intellectual, civic and moral skills in the learners but also competences, life skills which will enable them to pursue their education in the university, or to prepare them for a smooth insertion into the job market. In this book, the CBA approach is masterly exposed so that the learners participate in family and social life, play responsible roles in family and community, develop healthy relationships, take part in human investments and community development projects, discover and practice income generating activities, discover and explore job markets, manage human and financial resources, build entrepreneurial

skills, participate and contribute in the fight against diseases, environmental hazards, cultivate the spirit of patriotism and fair play, adopt decent dress codes, discover and explore the media responsibly, and carry out research for academic and professional purposes.

All this is artistically packaged in varied LESSONs where speaking carefully blends with dialogues and listening activities with role play in creative activities, thus driving the learners into the heart of functional usage. The different formative assessments on aspects of grammar and vocabulary provide information about learners' strengths and weaknesses, and tell teachers how students move along the path to acquiring the competencies. Composition, Summary Writing and Text Reconstruction, common acts of language behaviour that are needed for effective retrieval and presentation of information, have been given appropriate attention. Here, theorizing has been minimized and interest points highlighted to spark and ignite the imaginative insight of the learner.

Teachers using *Mastering English High School* have limited role to play because the learner's role has been maximized. Their role is to move between groups of learners, facilitating discussions and assisting students explore the set goals.

## GENERAL INTRODUCTION

This book is conceived in line with the three broad-based competences suggested for the study of English language in high school which include:

- listen, read and respond to (orally and in writing), select, order, evaluate and/or present facts, ideas and opinions, from a variety of texts, sources and demonstrate a positive attitude towards reading and listening;
- speak fluently and write legibly and coherently for different purposes and audiences;
- seek and obtain admission into, cope in, different academic programmes, institutions of higher studies.

Besides, the syllabus clearly articulates the contribution of the programme of study to the learning areas/domains of life which constitute the focus of the book thus: the use of English as a language cuts across all areas of life. English language equips the learner with linguistic skills and competences which enable them to assume roles as members of a family, consumers and producers of goods and services, and as responsible citizens. In order to take up this challenge, this programme of study foregrounds broad topic areas and real-life situations within which relevant language items, skills and competences can be developed. It is also designed to raise learners' awareness in order to help them express themselves and cope with emerging global issues and concerns by integrating topics such as gender equity, education on HIV/AIDS and other health-related topics, sexuality education, social, financial and entrepreneurial education, the fight against corruption, environmental protection, global warming as well as human rights and cultural heritage. In addition, the English Language programme of study exposes the learners to other cultures, and broadens their vision of the world.

Mastering English High School details these prescriptions in five modules, beginning with an outline of the programme specification.

Structure of the Advanced Level English Language Paper at the GCE

English language at the Advanced Level consists of two papers: Paper 1 and Paper 2 written for 1hour 30 minutes and 3 hours respectively. The nature of each paper is detailed below.

Paper 1 comprises 50 multiple choice questions on reading comprehension, grammar and vocabulary. It carries 30% of the total examination mark.

Section A: Reading comprehension 16 questions

Section B: Grammar: 22 questions.

Section C: Vocabulary: 12 questions

Paper 2 involves different forms of writing (problem solving and essay) on summary and text reconstruction, composition, and prescribed texts. Candidates are expected to answer 4 questions out of the 12 questions presented. It carries 70% of the total examination mark.

## METHODOLOGY and SUGGESTED ANSWERS

This teacher's guide is aimed at facilitating the work of teachers in LESSON preparation and delivery. It is by no means prescriptive. Rather, it makes concrete proposal regarding how the various skills can be handled. The proposals cut across all the four categories of action (listening, speaking, reading, and writing) alongside essential knowledge (grammar, vocabulary) and pronunciation.

### Methodology

The following hands-on techniques apply in the teaching of the items treated in the book.

#### A. Categories of action: Speaking and Reading

Prompt the students to attempt all the discussion questions that follow the module picture. The pictures are designed in such a way students' proposals would rightly fit in the discussion. Let the learners discuss elaborately on the picture as well as the questions as a way of revising the vocabulary and the necessary context needed to effectively explore the reading activity that follows suit.

For the reading comprehension passage, encourage the students to **skim** through the texts for **gist** before undertaking a thorough **scanning** of the text for main points. Once they have answered the questions that follow the text, it is rewarding to have the text read aloud over again before the correction is done. This helps to build on pronunciation of students. You are always advised to generate personal, supplementary questions for each text in order to extend the discussions on the topic. The standard rule in teaching reading remains carrying out: pre reading, while reading and post reading activities. But an innovative teacher can always bring in other strategies to break the ice and win learners' attention into his\her LESSON. Example generating a debate on the topic for students to brainstorm and flex their knowhow.

### **B. Category of action: Listening**

Enhance pre-listening activities with lengthy discussions of the questions that introduce the topic. You may want to pre-teach key vocabulary items to ease learners' ability to assimilate the passage. During the listening proper, do a model reading of the text as prescribed in GCE examinations. Besides working through the post-listening multiple choice questions that accompany the text, set additional questions of your own to foster the discussions. As we know, listening is taught in three stages: **pre listening** discussions or activity, while listening and post listening discussions, correction, debates and other activities.

### **C. Category of action: Writing**

Three sub-categories of writing are handled in the book: text reconstruction, summary writing, and composition. Text reconstruction exercises give learners the opportunity to edit, transform, order, rework, and reconstitute texts of varying length and sources. You are advised to take off time to scaffold the learners on the text form of the original text before engaging them to reconstruct it into the desired form. For summary writing, review the steps of effective summary writing and work with the students as they rewrite the text. Emphasise the need for brevity. In composition writing, ask students to use the prompt questions to build their essays. Preferably, advise them to do their write-ups in parts, beginning from the introduction to the body, and then the conclusion. There are specific questions to enable students discuss the prescribed texts in appropriate contexts. Let the learners draw from the texts in the selection to justify the points raised. Hands on activities should be carried out and the module project activities should be planned meticulously and carried out as demanded by the programme of study or syllabus.



#### **D. Essential Knowledge: Grammar and Vocabulary**

Use the methods that work best for your students to present the grammar LESSON. Give students sufficient examples and exercises to enable them practice the language form handled. Emphasise a structural approach during class discussion so that students become grounded in both form and use. Try as much as possible to present the vocabulary in relevant contexts that would spur learners to use the words correctly.

# MODULE 1

## FAMILY AND SOCIAL LIFE

### ***Presentation***

The module comprises four LESSONs all of which will enable learners obtain and give information, instructions and advise, orally or in writing on family related issues. It explores children's role within the family, school and society. It prepares and fortifies them to be active members of a group and why not leaders (leadership skills). To acquire these they require essential knowledge on grammar, vocabulary not leaving out the appropriate language register in order to deal with the varied tasks that define the different LESSONs.

### ***Contributions of the module to curricular goals***

The module places the learner at the centre as an active participant of life within the school, family and community. It contributes to curricular goals by enabling learners to judiciously choose what is good for their welfare at school, integrate smoothly with peers of other background, culture or nationality with the main objective of making them autonomous and tolerant in exercising their social roles.

### ***Contributions of the module to the program of study and Real Life Situation(R.L.S)***

Learners will acquire linguistic skills in speaking, reading, writing and competence in editing, summarization and text reconstruction. All these are harnessed to enable learners communicate in real life situations, present arguments and debate on issues of sexuality and sex education. Generally, the module enables learners to assume social roles as members of a family or school community, consume and produce services in situations arising from immediate socio academic environment while inculcating values and attitudes of respect, hard work, team spirit, responsibility, patience and prudence.

# LESSON 1: MY SCHOOL, I BELONG

## Category of Action: Reading

Read the dialogue about the challenges encountered in a new school.

### Stop and check

*Suggested answers*

1. b
2. d
3. a
4. b
5. d
6. c
7. b
8. am not comfortable
9. a school is a place that guarantees a successful future.
10. Another context another world.

### Practice 1: work in pairs

Pick out words with the silent letters b and p

- a. Subtle
- b. Receipt
- c. Psalms
- d. Corps
- e. Plumber, limb
- f. Numb, crumb
- g. Lamb

**Practice 2:** select the appropriate affix in the following list and add to the words below

| Word | affix   | noun         |
|------|---------|--------------|
| Good | ness    | goodness     |
|      | tion    | acceleration |
|      | ance    | attendance   |
|      | ability | breakability |
|      | al      | dismissal    |
|      | ity     | reality      |
|      | or      | governor     |
|      | ship    | leadership   |
|      | tion    | migration    |
|      | ity     | nationality  |
|      | ry      | slavery      |

### **Exercise 1.5**

Reconstruct the following sentences by identifying the errors in the.

i.?

ii. elite,     harsh

iii. trousers

iv. pack

v. information (or news) ..... is all over.....

## LESSON 2: PLAYING RESPONSIBLE ROLES

### Category of Action: Reading

*Read the passage on first borns*

*Mark an 'X' on the letter corresponding to the correct answer.*

#### Suggested answers

- |      |                          |
|------|--------------------------|
| 1. C | 7. B                     |
| 2. D | 8. Exaggerated           |
| 3. D | 9. No                    |
| 4. B | 10. Set examples for the |
| 5. A | others to follow         |
| 6. C |                          |

#### Exercise 1.8

**Underline the collective nouns in the following expressions.**

*Suggested answers*

- |                       |                    |
|-----------------------|--------------------|
| 1. Staff              | 6. Committee       |
| 2. Herd               | 7. family          |
| 3. Group, fleet       | 8. Flight of steps |
| 4. Board of directors | 9. Troupe          |
| 5. Jury               | 10. congregation   |

#### Exercise 1.8

Each of these sentences contains a collective noun. Select the correct answer from the options that follow the sentence:

- |      |       |
|------|-------|
| 1. c | 7. c  |
| 2. b | 8. a  |
| 3. c | 9. c  |
| 4. a | 10. a |
| 5. b | 11. b |
| 6. b |       |

## LESSON 3: NO ONE LEFT BEHIND

### Category of Action: Reading

Mark an 'X' on the letter corresponding to the correct answer.

- |                                           |                           |
|-------------------------------------------|---------------------------|
| 1. b                                      | 10. A sign of resentment, |
| 2. a, b and c                             | rejection, disapproval    |
| 3. a                                      | 11. a.T                   |
| 4. b                                      | b. F                      |
| 5. d                                      | c. F                      |
| 6. a and d                                | 12.a T                    |
| 7. a                                      | b. T                      |
| 8. acceptance of everyone in the society. | c. T                      |
| 9. C                                      | d. T                      |

### Exercise 1.12:

Copy and provide the masculine or feminine

| Masculine | Feminine  |
|-----------|-----------|
| Monk      | nun       |
| Signor    | Signora   |
| Drone     | Bee       |
| Hero      | Heroine   |
| Emperor   | Empress   |
| Peacock   | Peahen    |
| Widower   | Widow     |
| Patron    | patroness |
| Landlord  | landlady  |
| Gentleman | Lady      |
| Host      | Hostess   |

**Exercise 1.15:**

Write out the plurals of the following words in the spaces provided below.  
If the word cannot take a plural, place a slash (/) in the space provided:

- |                   |                   |
|-------------------|-------------------|
| 1. E-mail, emails | 11. Series        |
| 2. Equipment      | 12. Analyses      |
| 3. Keys           | 13. Marshes       |
| 4. Valleys        | 14. Fish          |
| 5. Licences       | 15. Damage        |
| 6. The police     | 16. Journeys      |
| 7. Watches        | 17. audiences     |
| 8. Donkeys        | 18. Cattle        |
| 9. Leaves         | 19. Jury (juries) |
| 10. Curricula     | 20. shelves       |

**Exercise 1.16**

h to k. Latin

l. French, France

**Practice 18:**

**Copy and Clip the following words**

|                  |           |
|------------------|-----------|
| Examination      | Exams     |
| Advertisement    | Ad advert |
| Influenza        | flu       |
| Memorandum       | memo      |
| Situation comedy | Sitcom    |
| Public house     | pub       |
| Gymnasium        | gym       |
| Reputation       | rep       |

In many situations of conversion however, there is usually a shift in stress pattern, pronunciation and minor change in spelling. There is a stress shift in the following words as we move from noun to verb:

|    |          |                                                                                                                                                                                                                                                                                                                 |
|----|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | Refuse   | Don't dump <b>refuse</b> carelessly.<br>I <b>refuse</b> to put up with such nonsense.                                                                                                                                                                                                                           |
| 2. | Contract | They will <b>contract</b> five people to clean the site.<br>The <b>contract</b> (noun) was signed yesterday. Dear colleague, on page 66 in the textbook, there is a problem of highlighting. Both words have been highlighted. Contract used as a verb is highlighted in the first syllable as corrected above. |
| 3. | Conduct  | He will <b>conduct</b> the affair of state till the end of the year.<br>I don't like you <b>conduct</b> of things.                                                                                                                                                                                              |
| 4. | Import   | He will <b>import</b> phones from Dubai next month<br>The <b>import</b> he made was not accepted by partners of his company                                                                                                                                                                                     |

## Practice 22

The three odd words: character, chlamydia and chameleon.



## LESSON 4: No Taboo Subjects

### Category of Action: Listening

#### Passage

**Pre reading:** discuss the questions under speaking in the text with the students.

#### While reading:

Then read through the passage to the students once. Do not allow them to see the questions during this first reading. At the end of the first reading, give them 2 minutes to go through the questions in the text. Read through the passage again, this time in stages or sections. At the end of each section, give them 2 minutes to answer questions. The exercise should last 25 minutes.

#### Post reading:

Discuss the answers with the students. Debate and accept other views. Formulate additional questions and put them on the chalk board.

### SECTION A

From time immemorial sex education has been fought at schools and within family circles. To many, it's not only controversial but a taboo subject not fit for the ears of children and teenagers. In some countries, people are arguing whether the curriculum should include sex education, or should it be left in the hands of parents and families. Others rather preach sexuality education in place of sex education. Sexuality education is a lifelong process of acquiring information and forming attitudes, beliefs, and values related to sex. It encompasses sexual development, reproductive health, and interpersonal relationships. The 21<sup>st</sup>C youngster, graced by new technology is far from the conservative and naïve youth of the 20<sup>th</sup>C. His mind is fashioned to learn and retain fast since he lives sex through TV and social media sources. Thus considering such topics as taboo subjects will deprive youngsters of the correct information which

may later come to haunt them with early pregnancies and other bigger problems such as sexually transmitted diseases. On the other hand, increasing sex and sexuality education in school and at home, will be preparing young people to be responsible, as they will have knowledge on sex and sex matters.

## **SECTION B**

There is a saying that information is power so children and teenagers need good and correct information from the right sources about sex, sexual relationships and various other related issues in order to make rightful decisions. They need to understand what can happen if they build or develop misconceptions about sex, the emotional charge and the slippery nature of the terrain in this current, risky world. The implementation of sex education in schools will be able to consolidate grounds for them. Besides there are many sexually abused children and teenagers who are drowning in a pool of silence without knowledge of parents and governments for the cruelty done to them. The wrongly placed shame, the guilt and the fear of being blamed is eating them up. This is mainly due to the victims' incomprehension of 'sexual abuse' and their rights to reject and report such treatment. Sex and sexual education may untie their tongues to speak out and be more careful in future. Thus, implementing sex education into schools can decrease the rate of child sexual abuse and thus provide a way out for children and teenagers. Furthermore the instruction of sexuality education can also offer help and guidance to children with learning disabilities as they go through puberty.

## SECTION C

To conclude, sex education has always been a sensitive topic for discussion. Parents and teachers aren't always ready to answer children's questions about sexuality, childbirth, falling in love and marriage. These topics are crucial for healthy and timely development of kids. So considering that ignorance is harmful, parents, teachers, curriculum developers and education stakeholders should without further waste of time institute sexuality education in schools across the globe. Such education in high schools is very necessary for youngsters to acquire information, form attitudes, values about identity, relationships, affection, body image, gender roles and intimacy. In other words, it is about learning how we grow, reproduce and change over the years. It also includes a positive view of sex and the safety involved on sexuality. In high school it will help young people to be more prepared for life changes such as puberty, menopause and aging. Sex education can develop skills and self-esteem to help students enter adolescence. It helps them in knowing that the sudden few changes are okay and normal. For example, girls would not get shocked, panic and afraid at their first menstruation once they already had the knowledge about it. In Cameroon, the Biology topic-Reproduction open doors to sexuality education in the junior secondary.

### Stop and check

Suggested answers:

- |           |           |
|-----------|-----------|
| 1. C      | 6. D      |
| 2. C      | 7. A      |
| 3. A      | 8. B      |
| 4. D      | Section C |
| Section B | 9. D      |
| 5. A      | 10. D     |

Teachers formulate more questions. **Yes\ no** questions, **true or false**

11 to 15.

**Exercise 1.17**

***Copy and fill in the blank in the table below to complete the base, past simple or past participle forms of the verb.***

- |                   |                           |
|-------------------|---------------------------|
| 1. rung           | 11. shaken                |
| 2. rise           | 12. withdrew              |
| 3. sawed          | 13. withheld              |
| 4. said           | 14. withstood             |
| 5. see            | 15. wrung                 |
| 6. sought, sought | 16. wrote                 |
| 7. sold           | 17. wet                   |
| 8. ground, ground | 18. spilled\spilt         |
| 9. set, set       | 19. spoil, spoilt\spoiled |
| 10. sewn          | 20. stung, stung          |

## MODULE 2

### ECONOMIC LIFE

#### ***Presentation***

This module explores a variety of contexts to enable learners speak, listen, write and share experiences on the economic lives of people, organisations and nations. Learners are made to familiarise themselves with business, entrepreneurial skills, income generating activities, the job market, professions, human relationships and other resources. The four LESSONS of this module do not only give the learners the opportunity to learn new models of interpersonal activities but also enable them to develop a sense of effort in risk taking ventures. In all, we expect learners to develop some self-reliant skills that will push them to take initiatives towards contributing to sustainable development.

#### ***Contributions of the module to curricular goals***

The module places the learner at the centre as an active participant of life within the business world. It contributes to curricular goals by enabling learners to judiciously develop entrepreneurial skills that are adaptable to their environment.

#### ***Contributions of the module to the program of study and Real Life***

Learners will acquire linguistic skills in speaking, reading, writing and competence in editing, summarization and text reconstruction. All these are harnessed to enable learners communicate in real life situations, present arguments and debate on issues of business and risk taking. Generally, the module enables learners to assume roles as active members of development in their communities. It creates awareness on opportunities in the job market, trade deals, saving and spending wisely, and financial management.

# LESSON 1: ENTREPRENEURSHIP

## LISTENING COMPREHENSION P96 **Listening Passage (For Teacher's Guide)**

### **Be an Entrepreneur**

#### **SECTION A**

When you start a company it is important to set it up correctly from the outset. The best thing to do is to start the process of registering your business, and to discover all the other things you need to do to comply with the few regulations that govern small business in Cameroon. This information is readily, and exhaustively, available through several government websites, which guide you step-by-step through the entire process.

Simply find out what you will need to start, and this will include: deciding whether your business will be a sole proprietorship, partnership or corporation; registering the name of your company; finding out what permits or licences you will need for your specific business, getting your local business licence; and more.

It's not a lot of paperwork, but to be safe you have to do it with the help of your accountant and/or lawyer who will help you if you get stuck. If you have enough start-up capital to pay professionals to do this for you, so much the better.

#### **SECTION B**

Well, first off before you get carried away with the dream of being your own boss, and becoming the next Fotso Victor, you should take stock and think about what life will be like as an entrepreneur. It's easy to get excited about the potential for the product, or service you are planning to sell, or the fact that at last you can truly turn your hobby, or natural skill into a way to earn a living. The reality however, is that whatever business you are going to start, your primary role will be that of salesperson. That is the

stark reality, unless of course you have sufficient start-up capital to hire a sales team from day one. Even then, you will not be able to hide away in the back room avoiding contact with potential customers, suppliers, bankers and the multitude of other people who you will need to “sell” your business concept to.

**SECTION C**

I once knew a government worker, whose hobby was making wooden toys. He made the best wooden toys I had ever seen and whenever he showed them to people they wanted to buy them for their children, or grandchildren. He decided to leave his secure government position to pursue his dream of making a living out of his hobby. Unfortunately he went out of business after a little over a year. The reason? He loved making wooden toys - his passion was to make the best wooden toys anyone could possibly make. Confused? Let me explain - he loved making wooden toys, he hated selling them, he hated running a business, he hated being disturbed by customers when they visited his workshop - he just wanted to be left alone to make his toys.

**Stop and check**

**Suggested answers**

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. C | 7. C  |
| 3. D | 8. A  |
| 4. D | 9. B  |
| 5. C | 10. B |

**READING COMPREHENSION P. 67**

- |      |      |
|------|------|
| 1. D | 5. D |
| 2. A | 6. D |
| 3. C | 7. A |
| 4. D | 8. C |

9. A

10. B

## **SPEECH WORK P 101**

### **PRACTICE 1**

/f/

Leaf, five, chauffeur, draft, puff, slough, draught, nephew

/v/

Five, vote, heavy,

### **PRACTICE 2**

1. Made the baby to stop crying through gestures and words etc
2. Searched thoroughly
3. Take the opportunity

## **GRAMMAR**

### **GROUP WORK P. 103**

1. Whole, struggling
2. New
3. Harsh, business

**Tick sentences 4 (Canadian) and 5 (refugee)**

### **EXERCISE 2.3P 103**

1. Skilled/people
2. Talkative/him(pronoun)
3. Female/duck dull/feathers
4. Dying/patient

### **EXERCISE 2.4**

1. refugee (population)
2. forest (guards)
3. computer(experts)

## **The task-based summary p. 104**

### **PRACTICE 3**

**Task:** The importance of having a website as an entrepreneur



Consider the following points and many more:

- takes away the suspicion that your company might be fake/affects your credibility
- it is a cost-effective advertisement tool and can easily be updated
- it reaches out to many people at a time
- attracts potential suppliers as some buyers do online comparison shopping
- the videos, photos and biographies can help you reach out to many potential customers
- enables you to present your brand and organization culture
- you can interact with your customers irrespective of their positions
- it takes your products across the continents of the earth
- it offers you a new sale avenue as your products are purchased online 24/7
- an attractive website takes you a step ahead of your competitors
- It saves time and stress as many questions are asked and answered online

**Content: 10 marks**

Expression and organization: 03 marks

Accuracy: 02 marks

## LESSON 2: JOBS, PROFESSIONS AND SOCIAL ROLES

Ask learners to read the job advertisement on p 107 and write an application for the position advertised (PROJECT) Give them an address and other details to use.

### Speaking: Exercise 2.5

/z/

Use, cease, president

/ʃ/

British, lotion, sheep, national

/s/

Cease, serious, sister, semester,

### Reading Comprehension

- |            |       |
|------------|-------|
| 1. A       | 8. B  |
| 2. OMITTED | 9. C  |
| 3. A       | 10. A |
| 4. OMITTED | 11. D |
| 5. B       | 12. C |
| 6. A       | 13. A |
| 7. B       |       |

### GRAMMAR

#### EXERCISE 2.6

1. Atlantic/coast
2. Nigerian/films
3. South African/icon

**Exercise 2.7**

1. Wonderful
2. Frozen
3. Uphill

(Accept other alternatives)

**Exercise 2.8**

1. Available (predicative)
2. Disturbed (attributive)
3. Sad (predicative)
4. Possible (attributive)

**Exercise 2.9**

1. Adjective
2. Adjective
3. Pronoun
4. Pronoun
5. Adjective

**Vocabulary P. 119-120**

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. C | 7. A  |
| 3. B | 8. C  |
| 4. B | 9. B  |
| 5. C | 10. A |

## LESSON 3: SAVING AND SPENDING WISELY

### LISTENING COMPREHENSION p. 129

#### Passage

Follow, read instructions as prescribed above

#### SECTION A

I dropped out of the university after the first six months, but then stayed around as a drop-in for another eighteen months or so before I really quit. So why did I drop out? It started before I was born. My biological mother was a young, unwed university graduate student, and she decided to put me up for adoption. She felt very strongly that I should be adopted by university graduates, so everything was all set for me to be adopted at birth by a lawyer and his wife. Except that when I popped out they decided at the last minute that they really wanted a girl. So my parents, who were on a waiting list, got a call in the middle of the night asking: “We have an unexpected baby boy; do you want him?” They said: “Of course.” My biological mother later found out that my mother had never graduated from the university and that my father had never graduated from high school. She refused to sign the final adoption papers. She only relented a few months later when my parents promised that I would someday go to the university. And seventeen years later I did go to college. But I naively chose a university that was almost as expensive as Stanford, and all of my working-class parents’ savings were being spent on my college tuition.

#### SECTION B

After six months, I couldn't see the value in it. I had no idea what I wanted to do with my life and no idea how university was going to help me figure it out. And here I was spending all of the money my parents had saved their entire life. So I decided to drop out and trust that it would all work out. It was pretty scary at the time, but looking back it was one of the best

decisions I ever made. The minute I dropped out I could stop taking the required classes that didn't interest me, and begin dropping in on the ones that looked interesting. It wasn't all romantic. I didn't have a dorm room, so I slept on the floor in friends' rooms, I returned coke bottles for the little deposits to buy food with, and I would walk the seven miles across town every Sunday night to get one good meal a week at the Hare Krishna temple. I loved it.

## SECTION C

And much of what I stumbled into by following my curiosity and intuition turned out to be priceless later on. Let me give you one example: Reed College at that time offered perhaps the best calligraphy instruction in the country. Throughout the campus every poster, every label on every drawer, was beautifully hand calligraphed. Because I had dropped out and didn't have to take the normal classes, I decided to take a calligraphy class to learn how to do this. I learned about serif and san serif typefaces, about varying the amount of space between different letter combinations, about what makes great typography great. It was beautiful, historical, artistically subtle in a way that science can't capture, and I found it fascinating. None of this had even a hope of any practical application in my life. Today, I am an established calligrapher. I don't only have a job satisfaction, but I also make a lot of money from it.

You have to trust in something — your gut, destiny, life, karma, whatever. This approach has never let me down, and it has made all the difference in my life.

### Stop and Check:

1. C
2. B
3. C
4. B
5. D
6. D
7. Calligraphy

8. Follow your instincts and intuition, It is not attending the most expensive schools that guarantees your success, find out what you want to do in future as early as possible and stay focused

### **Reading Comprehension p131**

- |     |     |
|-----|-----|
| 1.B | 5.C |
| 2.A | 6.B |
| 3.A | 7.D |
| 4.A | 8.D |

### **GRAMMAR: PRONOUNS DIAGNOSTIC TEST**

- |                                     |                                        |
|-------------------------------------|----------------------------------------|
| 1. My (personal)                    | 7. Those (demonstrative pronoun)       |
| 2. Everyone (indefinite)            | 8. Reformer(antecedent) her (pronoun)  |
| 3. Themselves (reflexive)           | 9. Precious (antecedent) she (pronoun) |
| 4. Who (interrogative)              |                                        |
| 5. That (demonstrative pronoun)     |                                        |
| 6. These (demonstrative adjectives) |                                        |

### **Exercise 2.14 p.137**

1. ... wants to offer his/her expertise
2. ... sell the idea to her
3. ... took their work seriously

### **Exercise 2.15**

- 1.You (2nd person)
- 2.Me (1st person)
- 3.She (3rd person)
- 4.Theirs /them (3rd person)
- 5.I /my (1st person)

### Exercise 2.16

- |         |          |
|---------|----------|
| 1. What | 3. Which |
| 2. Whom | 4. Who   |

### Exercise 2.17

- |                |            |
|----------------|------------|
| 1. Pronoun     | 4. Pronoun |
| 2. Pronoun     | 5. Pronoun |
| 3. Determiners |            |

### Exercise 2.18

- |                        |                          |
|------------------------|--------------------------|
| 1. who (interrogative) | 4. which (relative)      |
| 2. which (relative)    | 5. which (interrogative) |
| 3. whose (relative)    |                          |

### Exercise 2.19

- |               |               |             |
|---------------|---------------|-------------|
| 1. themselves | 5. ourselves  | 9. myself   |
| 2. myself     | 6. herself    | 10. himself |
| 3. himself    | 7. yourself   |             |
| 4. itself     | 8. themselves |             |

### Exercise 2.20

1. you make my life worth living
2. don't give up easily. Keep trying
3. you are too young to die

### Practice 7 p.143

- |      |       |       |       |
|------|-------|-------|-------|
| 1. E | 6. A  | 11. K | 16. I |
| 2. T | 7. R  | 12. B | 17. H |
| 3. O | 8. P  | 13. G | 18. C |
| 4. D | 9. J  | 14. S | 19. L |
| 5. N | 10. Q | 15. M | 20. F |

## LESSON 4: DISCOVERING AND EXPLORING SELF POTENTIALS

1. C
2. D
3. C
4. D
5. D
6. A
7. B
8. C
9. Give out this question as a project

### Exercise 2. 23

1. Frequency
2. Manner
3. Place
4. Manner
5. manner

### Exercise 2. 24

1. absolutely(rich)
2. extremely(hot)
3. usually(large)
4. extremely(sweat)
5. most effective(teaching and learning approach)

### Exercise 2. 25

1. quite(successfully)
2. only(slightly)
3. almost(entirely)
4. extremely(high)
5. quite(frequently)

### Exercise 2. 26

1. in addition/also
2. thus/so
3. thus/so
4. not only
5. consequently

### Summary writing

1st paragraph, accept any five points on the importance of cassava

2nd paragraph, any five points on how to improve cassava production



## MODULE 3: ENVIRONMENT, HEALTH AND WELL-BEING

### ***Presentation***

At a time when governments and international organizations are putting hands on deck to save the environment badly hit by human activities and to sensitize citizens on healthy lifestyle, devoting an entire module on such issues is not only welcome but salutary. The human being is therefore at the centre of this module. To accompany this message, a wide range of situations and or real life situations have been evoked to enable learners communicate on issues about the environment, ecology, ecosystem, food, health and safety.

The linguistic skills, knowledge and attitudes the learners acquire will enable them have a grasp of the module. It will also help them to better understand aspects of the topic that occur in other subjects in the curriculum. The varied LESSONs reinforce some language skills and knowledge learnt in the preceding modules so learners can be competent in discourses on the environment, health and safety and be veritable assets to the community. Thus in this module, learners will:

- Study ways of preserving the environment
- Read about the fight against global warming
- Gain knowledge about food hygiene and
- The prevention of diseases like HIV AIDS and cancer
- Acquire information and practise healthy eating habits.

# LESSON 1: LET'S PRESERVE THE ENVIRONMENT

*Categories of action: Reading and writing*

## **Stop and check**

- |      |      |      |       |
|------|------|------|-------|
| 1. A | 4. C | 7. D | 10. B |
| 2. D | 5. D | 8. D |       |
| 3. B | 6. B | 9. C |       |

## **Exercise 3.1**

1. Our maths teacher gives us a lot of homework for revision
2. John plays volleyball every day after school
3. My cousin doesn't go on holidays every year
4. Patricia has cereal for breakfast
5. Does Oumarou change trains at Belabo?

## **Exercise 3.2**

1. You don't know David's sister. / Do you know David's sister?
2. Ngwa doesn't speak French almost perfectly. / Does Ngwa speak French almost perfectly?
3. Joshua Osih is not a candidate for the presidential elections. / is Joshua Osih a candidate for the presidential elections?
4. Jennifer does not phone you at about 7:30 in the evening. / Does Jennifer phone you at about 7:30 in the evening?
5. I can't phone you tonight. / Can I phone you tonight?

## **Exercise 3.3**

- |                        |                             |
|------------------------|-----------------------------|
| 1. Take/got            | 7. Is signing/sings         |
| 2. Like/watching       | 8. Deals/ has discussed     |
| 3. Don't know/is doing | 9. Am trying                |
| 4. Love/am eating      | 10. Aren't      looking/are |
| 5. Smoke               | feeling                     |
| 6. Occupies            |                             |

**Exercise 3.4**

- |       |       |
|-------|-------|
| 1. An | 5. An |
| 2. A  | 6. A  |
| 3. A  | 7. An |
| 4. An |       |

**Exercise 3.5**

- |            |         |
|------------|---------|
| 1. The/the | 7. A    |
| 2. An      | 8. X    |
| 3. The     | 9. A    |
| 4. The     | 10. X   |
| 5. An      | 11. The |
| 6. A       |         |

**Exercise 3.6**

- |        |        |
|--------|--------|
| 1. The | 6. X   |
| 2. A   | 7. A   |
| 3. The | 8. The |
| 4. An  | 9. An  |
| 5. The | 10. X  |

**Exercise 3.7**

- |          |             |
|----------|-------------|
| 1. Band  | 6. Raise    |
| 2. Bathe | 7. Barefoot |
| 3. Lay   | 8. Humane   |
| 4. Fell  | 9. Commend  |
| 5. Found | 10. Ceiling |

**Exercise 3.8**

- |                     |                      |
|---------------------|----------------------|
| 1. Ball/bawl        | 5. Cur/queue         |
| 2. Guessed/guest    | 6. Diseased/deceased |
| 3. Bell/belle       | 7. Storey/story      |
| 4. Council /counsel |                      |

## Text reconstruction

- Avoid tea and coffee which can attract **sciurid** flies
- Avoid over-watering
- Provide water, light and warmth
- Provide quality compost
- Get varied plants closer to sources of light
- Avoid moving plants around
- Regularly prune your plants.

## Summary

Students should be able to bring out the main idea in each paragraph:

- Market gardening permits you to start with a little budget and increasing with time
- The tools they needed cost \$39,000; they were able to secure a bank loan with low interest rates
- There were other expenses apart from the initial investment as they have to pay back loan, pay two full time workers and pay utilities, insurance etc.
- The effort is not intimidating as it sounds, it's rather rewarding in terms of income, family support, being own bosses etc.

## Practice 2

| /b/   | /ʌ/  | /b/   | /ʌ/    |
|-------|------|-------|--------|
| Clot  | suck | Lock  | Funnel |
| Odd   | drug | Fop   | Bug    |
| Wash  | mug  | broth | Truck  |
| knock | luck | Dot   | jug    |
| God   | shut |       | Trunk  |

## Reading comprehension

Some facts about global warming

Mark two cause of climate change

1. Fossil fuels
2. Deforestation

Two main effects of global warming are\_\_

A and B

1. Extreme weather
2. Increased rainfall

All are effects of climate change except one.

1. Afforestation

4.Global warming increases the **acidity** of sea water because the increase of the levels of **CO<sub>2</sub>**. The ocean is **26 percent** more **acidic** than before the industrial revolution.

5.Proposed solutions to global warming:

1. Use of alternative energy sources
2. Cut power consumption

### Exercise 3.9

| /ei/      | /ai/  | /ei/  | /ai/  |
|-----------|-------|-------|-------|
| Paid      | sight | Chain | file  |
| Sail      | shy   | Beige | Child |
| Neigh     | Find  |       | Climb |
| Neighbour | Cite  |       | Lie   |
| Waist     | Tied  |       | Bind  |
|           |       |       |       |
| Paint     | buy   |       | Try   |
|           |       |       |       |

## Grammar

### Sentence types

|                                                                     |                 |
|---------------------------------------------------------------------|-----------------|
| • The staff performed well                                          | Simple sentence |
| • As she was bright and ambitious, she became a manager in no time. | Complex         |
| • Wherever you go, you can always find beauty.                      | Complex         |
| • A white shirt always looks sharp.                                 | Simple          |
| • I really didn't like the movie even though the acting was good.   | Complex         |

### Practice 3

Students should be able to say what a subject is and what a predicate is and be able to identify them in their own sentences.

- .....Meowed in the kitchen.
- ..... on the chairs shouted loudly.
- ..... went green for a whole year.
- .....her old dress yesterday
- The tall man that way came here and .....
- The photographer has .....
- I told him I was .....

### Exercise 3.10

Teachers work with student questions following the rules given in the reader

### Practice 4

1. Compound
2. Compound
3. Compound
4. Compound
5. Compound
6. Compound
7. Compound
8. Compound
9. Complex
10. Complex
11. Complex

## Practice 5

- Students should work with their teacher to identify the complex sentences first and mark them, then they can reverse the clauses.
- They should not what needs to be done especially with regard to punctuation so that the sentences remain grammatical.
- NB: Students should not mistake reversing clauses with the active and passive voice.
- NB: Simple sentences, compound sentences and compound complex sentences will not need to be reversed.

### Exercise 3.11

- |                     |                     |
|---------------------|---------------------|
| 1. Simple           | 6. Compound complex |
| 2. Simple           | 7. Compound         |
| 3. Complex          | 8. Compound         |
| 4. Compound complex | 9. Compound         |
| 5. Compound         | 10. Compound        |

### Exercise 3.12

|     | Complex word |
|-----|--------------|
| 1.  | Bedded       |
| 2.  | Blogger      |
| 3.  | Committal    |
| 4.  | Dipped       |
| 5.  | Fatty        |
| 6.  | Fitted       |
| 7.  | Flitting     |
| 8.  | Gummy        |
| 9.  | Logged       |
| 10. | Madden       |
| 11. | Occurrence   |
| 12. | Preferred    |
| 13. | Rebellion    |

|     |             |
|-----|-------------|
| 14. | Regretted   |
| 15. | Rotted      |
| 16. | Scrubbing   |
| 17. | Sitting     |
| 18. | Stopping    |
| 19. | Transmitted |
| 20. | Beginner    |

### **Exercise 3.13**

- a. Does not Conform
- b. Conforms
- c. Conforms
- d. Does not conform (British)
- e. Does not conform(British)
- f. Does not conform
- g. Conforms
- h. Does not conform
- i. No affix

### **Exercise 3.14**

- |                  |                 |
|------------------|-----------------|
| 1. Enemy         | 6. Handkerchief |
| 2. Separate      | 7. Serious      |
| 3. Misspell      | 8. Energy       |
| 4. Pronunciation | 9. Quarrel      |
| 5. Weird         | 10. Occurrence  |

### **Practice 7**

Text reconstruction: pg. 201

1. Cannot be transformed
2. Cannot be transformed
3. Cannot be transformed



4. Around 37 billion metric tons of carbon dioxide are rereleased per year by human activities
5. Cannot be transformed.
6. Millions of people have been left impoverished and homeless caused by several natural disasters.
7. As more fibre and less protein are accumulated, jungle leaves become less nutritious for the animals that feed on them.

### **Exercise 3.15**

- |        |        |         |
|--------|--------|---------|
| 1. And | 5. But | 9. Or   |
| 2. Nor | 6. And | 10. Nor |
| 3. But | 7. Or  |         |
| 4. So  | 8. And |         |

### **Practice 8**

Choose the best answer to complete each sentence

- |      |      |
|------|------|
| 1. A | 3. B |
| 2. A | 4. B |
| 5. C |      |

### **Exercise 3.16**

**Complete the following sentences using the appropriate subordinating conjunctions**

- |          |             |            |
|----------|-------------|------------|
| 1. When  | 5. Whether  | 9. So/that |
| 2. Where | 6. Although | 10. Before |
| 3. If    | 7. Because  |            |
| 4. Until | 8. So that  |            |

### **Practice 9**

Fill the gaps with the appropriate correlating conjunctions

- |                      |                |
|----------------------|----------------|
| 1. Both/and          | 4. But         |
| 2. Either/or         | 5. Rather/than |
| 3. Not only/but also |                |

### Exercise 3.17

1. **As** long **as** you work hard, you will keep on succeeding.
2. **Both** teacher **and** student were tired that hot afternoon.
3. You **either** speak politely **or** you leave my office.
4. **Hardly** had she sat down **when** the students started calling for the result slips.
5. **If** you want to record your single, **then** you should rehearse properly.
6. **Just as** the sun lights the day **so** too does the moon light the night.
7. **Neither** the shareholders **nor** the directors knew about the.
8. **Not only** was the bursar dismissed **but also** she was put in prison.
9. **No sooner** had he left the office **than** he fell on a band of thieves who robbed him.
10. Magic is **not** scientific **but** metaphysical.
11. She **rather** spoke up at the time **than** die in silence.
12. **Scarcely** had she seen the file **when** the computer crashed.
13. **What with** her church activities, **and** school, she has not been able to rest.
14. **Whether** ruffian likes it **or** not, the disciplinary council must intervene.

### Home work

#### Correlating conjunctions

1. A
2. B
3. D

### Practice 10

#### Antonyms of words

|              |                     |
|--------------|---------------------|
| 1. Justice   | Equity , legality   |
| 2. Knowledge | Erudition, learning |

|             |                        |
|-------------|------------------------|
| 3. Liberty  | Emancipation , freedom |
| 4. Love     | Affection , friendship |
| 5. Marriage | Nuptials wedding       |

### **Exercise 3.18**

- |                     |                          |
|---------------------|--------------------------|
| 1. Wild/tame        | 6. Noisy/silent          |
| 2. Long/short       | 7. Energetic/lethargic   |
| 3. Strong/weak      | 8. Arid/moist            |
| 4. Enormous/puny    | 9. Carnivores/herbivores |
| 5. Spacious/cramped | 10. More/slight          |

### **Exercise 3.19**

Candidates should follow the guidelines on concluding vague essay topics

### **Practice 10 B**

| /u/  | /u:/       |         |        |
|------|------------|---------|--------|
| Dew  | absolute   | crew    | move   |
| You  | include    | drew    | tomb   |
| Look | brutal     | screw   | who    |
| hook | conclusion | threw   | Groove |
| book | Blew       | group   | coupon |
| Pull | Brew       | soup    | eulogy |
| Full | Chew       | through | bugle  |
|      | Boot       | You     | bruise |
|      | Pool       | youth   | hue    |
|      | Fool       | Lose    | soon   |
|      | Ewe        | due     | boot   |

## LESSON 4: HEALTHY EATING HABITS

*Categories of Action: speaking, listening and reading*

### **Listening passage**

See methodology and suggested answers above

### **SECTION A**

I am a journey man; my eyes have seen quite a many strange skies. My throat has drunk from many jugs while my tongue has tasted most of the world's cuisine. It's with joy I share with you what Africans devour within the sub blocks. Sitting down to a typical West African meal, one cannot help but noticing it is loaded with starchy foods, very light on the side is meat, and well dipped in fat. **Fufu**, a semi-solid paste, not unlike mashed potatoes or Italian polenta, but made from root vegetables like yams or cassava, with accompanying soup or stews. West Africans love hot spices -including chili peppers, probably the only Western World influence in West Africa cooking along peanuts, and other ingredients from the New World- and they can boast of having grains of paradise, or Guinea pepper, their own native hot seasoning. Cinnamon, cloves and mint were incorporated through trade with Arab countries. Seafood (fish) is eaten often and it can be mixed liberally with meat, usually chicken. Goat meat is the dominant red meat, as beef and mutton are tough and not very appetizing in this area. Water has a special significance, particularly in very dry areas, and it will be the first offered to a guest. Palm wine is another beverage enjoyed in West African nations. Made from the fermented sap from various palm trees, it can be sweet or sour, depending on how long it was left to ferment.

### **SECTION B**

Let's make one thing clear from the start: The people of West Africa do not have enough food to eat. The percentage of the population that

is malnourished is higher in Sub-Saharan Africa than anywhere else in the world. But when it comes to quality, it has been observed that the West African diet is healthier than the diets of many other places on the planet. And it's one point that the rest of the world should look at more closely. For the study, researchers ranked self-reported diet surveys from 187 countries on the basis of nutrition. They evaluated the surveys based on the consumption of healthy foods — fruits, vegetables, beans and legumes, nuts and seeds, whole grains, fish and milk — as well as the prevalence of unhealthy foods such as red meats, processed meats, sugary beverages, saturated fats, cholesterol and sodium. The result? As a whole, the world is eating more healthy food than ever before. But we're also eating a lot of foods that are horrible for us. And the winner for the diet with the most healthy components and the least junk goes to the nations of West Africa, namely Cameroon, Gambia, Mali, Senegal, Sierra Leone and Côte d'Ivoire. It turns out, the West African diet of lean meats, vegetables, beans, legumes and rice trumps the kale chips and asparagus water sold as "healthy foods" in many developed nations. The nations of West Africa ranked better on the survey than wealthier countries across North America and Europe.

## SECTION C

Unfortunately, the report also found that, as a whole, young people eat more poorly than older adults, a sign that the trend of the consumption of unhealthy foods will get worse instead of better. It comes down to this: If you want to follow a healthy diet, skip the fatty diets and pass on the latest superfood by eating lots of fruits, veggies and lean meat while avoiding processed foods, sugary drinks, and yes — even the bacon.

Now let's talk about Southern African cuisine. Southern African cuisine is cultural Technicolor with so many influences mingled in their food. Put together local ingredients, including game meats like antelope and ostrich,

European contributions from Portuguese, Dutch or British settlers, and add Malay or Indian spiciness; you get the idea.

Seafood is very much appreciated, as are vegetables and fruits –grapes, mangoes, papayas and bananas. Fresh fruit is very often the dessert of choice, puddings served are also occasionally.

### **Stop and check**

Suggested answers: TEACHERS SHOULD SEGMENT QUESTIONS INTO SECTIONS

#### **SECTION A:**

- |      |      |
|------|------|
| 1. D | 3. C |
| 2. A | 4. D |

#### **SECTION B**

- |      |      |
|------|------|
| 5. B | 7. C |
| 6. C | 8. A |

#### **SECTION C**

- |       |       |
|-------|-------|
| 9. B  | 12. A |
| 10. A | 13. C |
| 11. A |       |

### **Essential knowledge**

#### **Grammar**

#### **What comes to mind when someone says**

|                |                           |
|----------------|---------------------------|
| Good           | Common, do, feel          |
| Happy          | Feel, strangely           |
| Break          | Little, coffee, Christmas |
| In the name of | God, heaven               |

### **Exercise 3.20**

Last year, nothing was able to **save** the company from disaster  
The company **made** the price adjustment for their good this morning

#### **Business collocation**

- She was unable to forgive him because she was still hurt
- Emede landed herself a starring role in the movie
- After the man handed the money the teller keyed in a password on her machine
- The errant boy deposited a sum of money at the bank before going to the airport.
- The man was angry because he had lost his hard-earned money
- The Mayor had to close a nearby shop for the sake of warning other defaulters.
- The counterfeit bills have been destroyed this morning.

### **Exercise 3.21**

- |             |                  |
|-------------|------------------|
| 1. Survival | 3. Vivaciousness |
| 2. Vitality | 4. Revitalise    |

#### **Phobias**

- |                   |                |
|-------------------|----------------|
| 1. Arachnophobia  | 6. Zoophobia   |
| 2. Pedophobia     | 7. Gynophobia  |
| 3. Acrophobia     | 8. Hemophobia  |
| 4. Autophobia     | 9. Hydrophobia |
| 5. Claustrophobia | 10. Aerophobia |

### **Exercise 3.22**

Students should be encouraged to use dictionaries. The following sentences could guide on giving them feedback.

1. Don't lie to your parents/Lie on the floor for a massage

2. They Israelites did not bow to the idol/My bow and arrow are missing
3. There is a tear on his cheek/ Please don't tear my shirt.
4. The Sahara Desert is the largest hot desert in the world/People don't desert good friends.
5. Lead us not into temptation/ Your pencil has a very thick lead. Is it an HB pencil?
6. Just wait a minute let me clear the table/ The contract has looked at every minute detail.
7. He can't refuse to work with the health board this year/The refuse in the bin should be emptied immediately.
8. There was a big row among the students after the discipline master had left/I met all the patients sitting in a row, waiting for the doctor to arrive.
9. The wind was so strong that day that the tree fell/The road winds up to the peak of the mountain.
10. Advertising was the means they used to project the company last year/The project is ongoing and the building will be completed this month.
11. All banks were closed by 3:00 pm that day. Ask all the students going on the excursion to be careful when they take pictures on river banks.
12. Polish education is much cheaper than ours but must be efficient/The polish gave the shoes a good gleam.
13. The doctor asked Edna when she last had a period/The period for chemistry has been attributed to the physics teacher.
14. Why don't you just close the door? / We were very close in secondary school.
15. The lead of my pencil is broken; how can I write? / Please lead the new students to the next class.



16. You shouldn't treat your maid like an object. / You can't object to what the principle says in the open. Meet him in the office.
17. I always travel to the US in August/ On my birthday, my English language teacher was my august guest.
18. The full content of the subject should be given the students so that they can better prepare for their exams/ you can't be content with just a million francs when the album sold more than a million copies.
19. Do you live with your parents? / The match was broadcast live on all sports television channels
20. Present your findings to convince the jury/ the present situation should be handled with care.

Speech work /ɔ:/ and /ɔɪ/

|      |       |         |         |        |       |
|------|-------|---------|---------|--------|-------|
| /ɔɪ/ | Noise | Destroy | Moist   | Recoil | Annoy |
| /ɔ:/ | More  | Wall    | Restore | Four   | Raw   |

### Practice 11

|       |         |      |
|-------|---------|------|
| /ɔɪ/  | /ɔ:/    |      |
| Loin  | Horde   | Lion |
| Foil  | Jaw     |      |
| Cloy  | whore   |      |
| Moist | Bore    |      |
| soil  | Scorch  |      |
| Toy   | fall    |      |
| Joint | stall   |      |
|       | Thought |      |
|       | lord    |      |

### **Exercise 3.23**

#### Text reconstruction 1

While the students may recopy the text to provide the context, emphasis should be laid on the verbs and the tenses, to make them past simple.

#### Text reconstruction 2

1. When you prepare eru, do not cover the post that your vegetables can remain green.
2. The corona virus is said to have killed a lot of people in China
3. It is not always good to play with a live animal as venomous as the rattle snake
4. Washing your hands with soap is a good habit, and it can keep you healthy.
5. The extremely tall man, who didn't like me, finally began to scratch his head when he came across a question difficult.
6. If people all decided to be walking backwards instead of forward do you think life would be easier?
7. How much does that food cost?
8. Food safety is key to all cuisine

## **INTEGRATION**

### **Grammar: The Sentence**

1. D
2. No predicate
3. subject
  1. 1-4
    - 1.to eat late
    - 2.teachers
    - 3.swimming
    - 4.running water
  2. 1-4

1. Broke
2. I Have learned English
3. Was/doing
4. Must have been doing

3. Structure

1. The children are sleeping SV
2. My daughter is an angel SV
3. Give me the book. SVO
4. We made the class dirty. SV
5. She paid him in the morning. SVO
6. Mary is upstairs. SV
7. We gave the class prefect the assignment. SVOO
8. They travelled late yesterday night in the village.  
SV

4. Sentence function

- |                |                  |
|----------------|------------------|
| 1. Imperative  | 3. Interrogative |
| 2. Exclamation | 4. Declarative   |

5.

- |             |             |
|-------------|-------------|
| 1. Simple   | 6. Simple   |
| 2. Simple   | 7. Simple   |
| 3. Complex  | 8. Complex  |
| 4. Simple   | 9. Simple   |
| 5. Compound | 10. Complex |

## Grammar

1. Complete each sentence with the suitable present form(s) of the verb(s) in brackets.
 

|                 |                               |
|-----------------|-------------------------------|
| 1. Think/look   | 6. Is being installed         |
| 2. Are doing    | 7. Do/do                      |
| 3. Are thinking | 8. Aren't saying/ are leaving |
| 4. Are/trying   | 9. Don't remember             |
| 5. Is writing   |                               |

2. Put the verbs in brackets in an appropriate present form to complete the paragraphs below.
  1. Is made up/handles/deals/looks after/unavailable/ are having
  2. Watch/do/need/read/listen/ are sitting/are wasting/are
3. Choose the correct answer from the alternatives A, B or C
 

|      |      |
|------|------|
| 1. B | 4. A |
| 2. C | 5. C |
| 3. A |      |
4. Fill the blanks with the appropriate articles **a**, **an** or **the**, or leave the space blank if no article is needed.
  1. An
  2. The
  3. \_\_\_\_\_
  4. A
  5. The
  6. \_\_\_\_\_
  7. An
  8. \_\_\_\_\_
  9. The
  10. \_\_\_\_\_
  11. The
  12. \_\_\_\_\_
  13. An
  14. The
  15. \_\_\_\_\_ and \_\_\_\_\_

## MODULE 4: CITIZENSHIP

### *Presentation*

This module explores the concept of citizenship. It does so by emphasizing the intrinsic values of belonging, nationhood, respect of the laws of the state, staying clear of trouble, promoting and showcasing national lifestyles, defending national interest at all times, shunning gambling of all sorts, and condemning structures that aim at denigrating another human, especially the woman. The module comprises four LESSONs which focus on the following sub-topics: the Constitution, the Penal Code, Patriotism and Gambling amongst Youths. Besides the three competences envisage for the programme of study, the module reiterates the following:

- Mastery of rules and regulation governing the Cameroonian society.
- Discovery of the cultural values and customs of the Cameroonian society as well as those of other communities.
- Mastery of principles of human rights and gender-related issues
- Cultivation and promotion of the spirit of patriotism for the preservation of national/cultural heritage.
- Denunciation of deviant behaviours of all sorts.

# LESSON 1: MY COUNTRY, ITS PEOPLE AND LAWS

## Category of action: Reading

Stop and Check

1. D    2. A    3. B    4. D    5. C    6. B    7. C    8. B    9. A    10. A    11. C  
12. D    13. C    14. A

## Essential knowledge: Vocabulary

Exercise 4.1:

- a. Second nature = a familiar activity
- b. a tip of an ice berg = superficial
- c. take the bull by the hunt = take action
- d. thugs = agents of torture
- e. Achille's heels = greatest problem
- f. book = take
- g. fished out = identified
- h. commensurate = equal
- i. cuisine = meals
- j. hates = abhors
- k. breadwinner = head
- l. static person = stoic
- m. contingency = plan B
- n. plague = burden/trouble
- o. sine qua non = prerequisite
- p. Tiger = beast
- q. couch potato = lazy fellow

## Grammar: Exercise 4.2

1 = g                      6 = h  
2 = a                      7 = j

3 = I                8 = b  
4 = c                9 = e  
5 = d                10 = f

**Category of action: Listening**

Stop and check:

1. C    2. A    3. C    4. B    5.C    6. D

**Category of action: Writing**

Accept all correct answers.

## LESSON 2: THE PENAL CODE

### Category of action: Reading

1. D    2. A    3. C    4. B    5. C    6. B    7. D    8. C    9. A    10. C    11. C  
12. A    13. B    14. C

### Essential Knowledge: Vocabulary

Exercise 4.7: Accept all correct answers.

Exercise 4.8: Nowadays, First, The second, Also, Finally etc.

Note: Accept all other valid responses.

### Grammar: Clauses

Exercise 4.10: Accept all correct answers.

### Category of action: Writing

a) Text Reconstruction

Exercise 4.11: Accept all correct answers.

b) Summary

Exercise 4.12: Accept all correct answers.

Exercise 4.13: Accept all correct answers.

c) Composition

Exercise 4.14: Accept all correct answers.

Prescribed texts

Practice 5: Accept all correct answers.



## LESSON 3: PATRIOTISM

### Category of action: Reading

*Stop and check*

1. C 2. A 3. B 4. C 5. D 6. B 7. B 8. A 9. C 10. D 11. A 12. C 13. A 14. C

### Essential knowledge: Vocabulary

Exercise 4.14: Accept all correct answers.

Exercise 4.15:

- A) 1. becomes 2. flies 3.( may) improve 4. don't get dressed-up  
B) 5. will have 6. will reduce, wins 7. wins, will continue 8. will introduce, gets  
C) 9. were, would create 10. would read, had 11. would ...go, were 12. were, would translate  
D) 13. had had 14. would not have married, had not stayed 15. had had, would have travelled 16. had known, would have told

### Category of action: Writing

a) Text Reconstruction

Exercise 4.16: Accept all correct answers.

b) Summary

Exercise 4.17: Accept all correct answers.

c) Composition

Exercise 4.18: Accept all correct answers.

Prescribed texts

Practice: Accept all correct answers.

**Project:** Give the students guidelines on how to organize a project. Assign them in groups and let them carry out the project. Create time for the project presentation session and use the occasion to give them feedback.

## LESSON 4: YOUTHS AND GAMBLING

### Category of action: Reading

Stop and check

1. A 2. B 3. C 4. D 5. A 6. B 7. C 8. D 9. A 10. B 11. C 12. D 13. D 14. B

### Essential knowledge: Vocabulary

Exercise 4.19: Accept all correct answers.

Exercise 4.20: **Accept all correct answers.**

### Grammar:

Exercise 4.21:

- did you
- doesn't it
- haven't they
- aren't you
- don't you
- isn't it

Exercise 4.22: 1 – i, 2 – e, 3 – h, 4 – f, 5 – b, 6 – g, 7 – can't we, 8 – c, 9 – don't we

### Category of action: Writing

a) Text Reconstruction

Exercise 4.23: Accept all correct answers.

b) Summary

Exercise 4.24: Accept all correct answers.

c) Composition

Exercise 4.25: Accept all correct answers.

Prescribed texts

Practice 9 & 10: Accept all correct answers.

## Integration

### Grammar: Clauses

1. Emphasise the function and the structural components of a simple sentence and a clause. As an example, they contain one conjugated verb and express a single thought.
2. Accept all correct answers.
3. Vocabulary: Accept all correct answers.

### Text Reconstruction

- I) 1. The patient is being treated by the doctor.  
2. The truth has been declared by Mary.  
3. The funeral will be attended by Mr. Okala.  
4. Her problem had been discussed by the principal and the staff before.  
5. Bad company should be avoided.
- II) 1. Someone swept the house.  
2. The burger broke a pane of glass.  
3. The police seek witnesses.  
4. Jane had written love letters.  
5. William Shakespeare wrote Hamlet.

Complete the questions below using some or any.

1. some 2. some 3. any 4. any 5. any 6. some 7. some

Complete the sentences below with a little, a few, much, a lot of.

1. a lot of 2. much 3. much 4. a lot of 5. ---- 6. a few

### Vocabulary: Idioms

1. wage a war 2. still water runs deep 3. solid as a rock 4. a slap in the face 5. slice of the cake 6. take it or leave it 7. tell tales 8. put its money where its mouth is 9. fell from grace 10. put all your eggs

## **MODULE 5:**

# **MEDIA, COMMUNICATION, SCIENCE AND TECHNOLOGY**

### ***Presentation***

This module explores phenomena that characterize today's technologically-driven world. It outlines some of the major imports of science and technology in the of news reporting, emphasizing the new challenges these advances have come along with such as the newly introduced notions like drones use. The module challenges the contemporary news consumer to be prudent more than ever considering wild flow of information on social media which has proven to be false in many cases. In addition, the module drills learners on basic requirements for engaging in scientific research project at micro levels. In the end, it projects ways in which science and technology have help professionals in different disciplines to improve their practices and enhance productivity. These issues are discussed in greater detail in the four modules of the module namely:

- Use of Drones in the Media
- Phenomenon of Fake News
- Uses of Information and Communication Technology
- Carrying out Scientific research

# LESSON 1: DISCOVERING THE MEDIA WORLD

**Category of Action: Reading**

**Read the passage on Drones and Journalism**

**Suggested answers**

- |                             |         |
|-----------------------------|---------|
| 1.                          |         |
| 2. d                        | 7. , 7A |
| 3. a                        | 8. A    |
| 4. C                        | 9. D    |
| 5. D                        | 10. C   |
| 6. The word to be bolded is | 11. A   |
| <u>gravity</u> A            |         |

**Essential Knowledge**

**Exercise 5.1**

- |                      |                           |
|----------------------|---------------------------|
| 1. Have not watched  | 7. Has often called off   |
| 2. Has never taken   | 8. Have switched off      |
| 3. Just spoken       | 9. Have ever blown        |
| 4. Has not run       | 10. The covid 19 pandemic |
| 5. Have lived        | has dealt....             |
| 6. Have always found |                           |

## LESSON 2: THE PHENOMENON OF FAKE NEWS

**Category of action: Reading**

**Stop and check**

1. D 2. C 3. B 4. A 5. D 6. 7. B 8. A 9. D 10. A 11. B 12. C 13. D  
14. A

**Category of action: Listening**

**Stop and check**

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

**Essential knowledge: Vocabulary**

Exercise 5.8: Accept all valid answers.

**Grammar: Exercise 5.9**

1. He said that he was off home.
2. He asked what I thought of his new car.
3. Jessica protested that she wasn't going to stand for that.
4. Ruth demanded how dared he/she.
5. He calmly said he didn't think he liked her/him.
6. He asked what I was to do that night.
7. Doreen asked where I was the previous week.
8. She admitted that she had done it.
9. Abigail asked me if I had any brother or sister.
10. Natasha asked if she could help me.

Exercise 5.10: 1 – I, 2 – E, 3 – H, 4 – C, 5 – G, 6 – A, 7 – D, 8 – F, 9 – B

**Category of action: Writing**

a) Text Reconstruction

Exercise 5.11: Accept all correct answers.

b) Summary

Exercise 5.12: Accept all correct answers.

c) Composition

Accept all correct answers.

Prescribed texts

Practice 13: Accept all correct answers.

## LESSON 3: DISCOVERING THE MEDIA WORLD

### Category of Action: Reading

- |      |       |
|------|-------|
| 1. C | 6. B  |
| 2. C | 7. D  |
| 3. B | 8. B  |
| 4. D | 9. B  |
| 5. C | 10. B |

### Exercise 5.15

1. (Walk) walked; (leave) had left
2. (to be) were; (notice) noticed; (go) had gone
3. (Collapse) collapsed; (phone) phoned
4. (Write) had written; (hand) handed
5. (to be) was; (find) had found

### Exercise 5.16

1. Had been staying
2. Had been talking
3. We had been disagreeing
4. Had been innovating
5. Had been smoking

### Exercise 5.17

1. b, f
2. m,
3. a, j
4. d, b
5. n, d



## LESSON 4: ICT IS A BLESSING

### Category of Action: Reading

Read the passage below and answer the questions that follow.

Shade the letter that bears the correct answer

### Suggested answers

1. D
2. A
3. C
4. The invention of computers,  
Invention of CD Roms  
The coming of the world Wide Web, email, web browser, media players, USB etc
5. The absence of physical contact\ lack of instructor's interactions, lack of dynamic presentations.
6. Content is delivered wherever, content can be accessed unlimited number of times.
7. Similar answers to question 5
8. University of Buea, ICT University in Yaounde.

### Exercise 5.20

**Copy and write whether it's a declarative, interrogative, imperative or exclamatory sentence.**

- |                                                  |                    |
|--------------------------------------------------|--------------------|
| 1. Exclamatory                                   | 6. Exclamatory     |
| 2. Declarative                                   | 7. Declarative     |
| 3. Imperative                                    | 8. She reads well. |
| 4. Who stole the<br>smartphone?<br>Interrogative | Declarative        |
| 5. Declarative                                   | 9. Exclamatory     |
|                                                  | 10. Declarative    |
|                                                  | 11. Declarative    |

# Scheme of work

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