



4^e

LISTEN

SPEAK

READ

WRITE

KEEP in TOUCH

Teacher's guide



HODDER
EDUCATION GROUP

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 **HODDER**
EDUCATION GROUP

Introduction

Keep in Touch is a carefully constructed programme built around structured lessons. The lessons give the students the tools to communicate effectively and to develop skills in listening, speaking, reading and writing English.

At the 4^e level the course is made up of the following components:

- the Student's Book;
- the Workbook;
- Internet podcasts linked to the Student's Book (available on the website www.edicef.com);
- the Teacher's Guide.

The books are divided into 12 thematic units. In units 1-11 there are three lessons as well as a revision page in each unit. Topics, vocabulary and grammar structures are introduced through a series of dialogues and other texts. Students will develop listening, speaking, reading and writing skills in every lesson but in order to develop skills more carefully each lesson has a specific skills focus as well. So in lesson 1 of each unit, you will find that the focus is on developing **oral** skills (listening and speaking). In lesson 2 the focus shifts to **reading** skills and in lesson 3 the focus is on developing **writing** skills.

Each unit also features either a 'Project corner' page or a 'Fun' page. These pages have been designed to motivate the students. They give the students the opportunity to use their new skills in a real way and have some fun with their new skills. They also enable the students to consolidate any new language that has been introduced in the unit.

Unit 12 provides a selection of additional reading material for the students – poems, extracts from novels and a comic strip.

Outlined below are the main features of the course and how they can be used. Please also refer to the detailed lesson notes in this book.

The Student's Book

Listen & read (@)

The students listen to the texts and read them. You can play back the podcasts if you have access to the Internet. Alternatively, you can read the texts aloud to the students. If you read the texts yourself, make them sound as natural as possible. You should change your voice as necessary and use lots of expression. Please refer to the lesson notes for more specific suggestions about how to use different texts.

Speak

These are oral activities. The students will begin to use the new language that has been introduced under the guidance of the teacher.

Listen & repeat (@)

These are pronunciation activities, all of which are available as podcasts. The students listen and repeat the sounds (or words) that they hear. For these activities, the focus is on pronouncing difficult sounds and on stressing the words correctly.

Listen (@)

For these activities, the focus is on developing listening skills. You can play back the podcasts or read the texts aloud to the students. The texts are at the back of the Student's Book, on pages 104-105, but the students should not read them as they listen. At a later time the students can read the texts by themselves for additional reading practice.

Your turn

These activities are designed for pair and group work. They follow the introduction of new structures and vocabulary, and provide important practice in listening and speaking.

Write

The students can complete these activities individually, writing their responses in their exercise books. The answers are provided in this guide (in the lesson notes).

MY WORD BANK

The new vocabulary words for each lesson are given in the 'MY WORD BANK' feature. These words can be introduced before or after the listening and reading passages in each lesson. Please see the lesson notes for specific suggestions.

Additionally, the French translations (and parts of speech) are given in alphabetical order in the 'MY WORD BANK' section at the back of the Student's Book (pages 110-111). The students will need to refer to the word banks when they do written exercises, and when they complete oral activities in pairs and groups.

USEFUL PHRASES

Commonly used and idiomatic expressions from the texts are listed in the 'USEFUL PHRASES' feature for easy reference. Encourage the students to refer to this box and to use these expressions when they speak and write.

Grammar check

As new structures are introduced, the 'Grammar check' boxes provide support for the students. These boxes explain grammar rules in very simple English. They also underpin the 'Example' prompts that show the students what they need to do.

Further notes and tables are also given in the Grammar section at the back of the Student's Book, on pages 106-109. Encourage the students to refer to this section as they work. A list of irregular verbs is also provided on page 112 of the Student's Book.

Pronunciation check

This feature gives help with the pronunciation of different sounds introduced in the course. The students can listen as you say the sounds and words, and then repeat them.

Time to check

Revision activities are provided at the end of each unit on the 'Time to check' page. They will help you to check the students' progress. These activities can also be used for homework or class tests. The answers are provided in this guide.

Project corner

Projects form an important part of this course. They motivate the students and allow them to practise their new language skills in real situations.

A new project is given at the end of every second unit. Each project requires the use of the vocabulary and language structures that have been introduced and practised in the preceding units.

The students should work in groups on these projects. When they have completed each project, they will be asked to assess their own achievements. This will help them to be aware of their own progress.

Fun

At the end of every alternate unit there is a 'Fun' page. The students can read stories, solve puzzles, play games – and practise English at the same time. This will help to motivate them. It allows them to use English in real situations and to play with the language.

The Workbook


The Workbook provides additional activities for every lesson. The majority are writing activities. The students can complete them individually, writing down their responses in the Workbook. They can complete the activities either in class or for homework. The answers are provided in this guide.

At the end of the Workbook there is an additional set of exercises that students can complete. Each exercise focuses on a specific area of grammar.

The podcasts

All the listening texts and pronunciation activities in this course are available as podcasts on the Internet. They can be downloaded, free of charge, at the website www.edicef.com (HYPERLINK 'http://www.edicef.com'). As previously indicated, you will see the symbol @ next to these types of activities.

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Identity and friendship

Lesson 1

Listening and Speaking skills
SB pp. 8-9

UNIT SUMMARY

TOPICS

Personal identification.
Education.
Friendship.

INTERDISCIPLINARY LINKS

Civics, French.

SKILLS

Listening: dialogue, poem.
Speaking: read aloud, rap/perform a song, complete dialogues, discuss ideas, ask and answer questions.
Reading: poems, an application form, pre-reading.
Writing: a rap poem, fill in a form, complete sentences.

FUNCTIONS/NOTIONS

Greet people informally.
Use expressions of welcome and leave taking.
Make arrangements.
Express likes and dislikes.
Give information.

GRAMMAR

Revise contractions.
Revise imperative forms.
Revise verbs (*to enjoy, to hate, to like*) followed by infinitives and/or gerunds.
Build word families.

PHONOLOGY

Discriminate and articulate stress patterns in words.
Discriminate and articulate stress patterns in connected speech (contractions).
Recognise and use tone in imperative sentences.
Pronounce difficult words.

VOCABULARY

Words: *cool, fees, form, grown up, office, precious, queue, registration, teenager, thought.*
Verbs: *to complete, to exist, to fill in, to go up, to join, to neglect, to register.*
Expression: *if you want to...*

PREPARATION

You will need:
– Student's Book pages 8-15.
– Workbook pages 4-10.
– PC/laptop with Internet access, if available.
– Examples of real application forms for students to complete, if available.

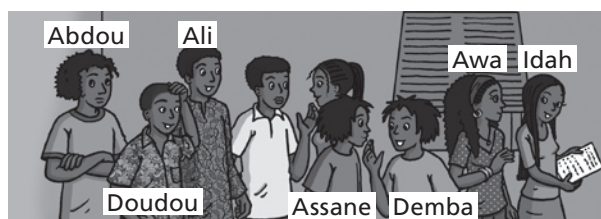
Warm up

Introduce yourself to the class, and introduce new students who may not know each other yet. Introduce the students to their textbook, *Keep in touch*. Read through the contents page with the students. Then talk briefly about some of the themes that will form the context for learning this year.

Speak

The focus in this first lesson is on developing listening and speaking skills, although the students will also be required to do some reading and writing as well.

1 If the students have used *Keep in touch* in previous grades, they should be able to recognise the characters who featured in the books. If not, introduce them to the characters: Awa, Idah, Doudou, Ali, Assane, Demba and Abdou.



Introduce the words in MY WORD BANK at the top of the page. Talk about the picture and what the students are doing. Encourage the students to say as much as they can about the picture in English, without correcting them too much. Aim to assess the proficiency levels of your students during the opening discussions.

Answers

- a** They are at school/in the school yard/standing in a queue.
b They are talking/standing in a queue/filling in forms registering for the new school year.
c Some students are happy; others are bored/excited.
d The students should recognise these students from earlier grades: Awa, Idah, Doudou, Ali, Assane, Demba and Abdou.

NOTE: Word lists

French translations of the words in the MY WORD BANK boxes are given in the MY WORD BANK section, on pages 110-111 of the Student's Book. These are new words or words with which the students may have difficulty. Teachers may find that there are other words with which the students are not familiar, depending on the proficiency of the students in different classes.

Your turn

2 Ask the students if they know any poems or songs in English and let them say these for the class. Then read this poem aloud to the students and let them learn it by heart, working in pairs. Point out the rhyming words at the ends of the lines and help the students to get the correct intonation.

Listen

3 Now play the first dialogue on the podcast or read the dialogue to the class. The students should not read the dialogue at this stage. The characters from previous books – Awa, Idah, Doudou, Assane, Demba and Ali – feature in this first dialogue. The dialogue revises informal greetings and introduces some new words too. The key words are included in the second MY WORD BANK on page 8 of the Student's Book. Make sure the students understand the informal meaning of the word 'cool'. The students should be familiar with the structures used in this dialogue. Ask the students some questions to check their comprehension. Then play or read the recording again before discussing the questions in activity 4.

Answer

They are talking about being teenagers, about how to register for school, about registration fees and about school uniforms.

NOTE: Listen

Podcast recordings

The recordings are available, free of charge, online at www.edicef.com. If you do not have the recording, read the dialogues and other texts aloud in a natural and expressive way.

Listening texts

The listening texts are printed at the back of the Student's Book, on pages 104-105.

The aim of these texts is to provide listening practice.

The students should not read the texts during this part of the lesson. They can, of course, read the texts later for additional reading practice.

Speak

4 Discuss the best answers to these questions with the whole class. As the students discuss the answers, help them to pronounce words correctly. Refer to the Pronunciation check. The underlining shows the syllables that are stressed in each word.

Answers

- a Everyone wants to register for school.
- b From the office.
- c The students will all wear school uniforms.
- d He thinks it's good to be a real teenager.

NOTE: Phonetics

There are phonetic transcriptions in the Listen & repeat activities and in the Pronunciation check blocks to help the students pronounce words correctly. Point out the phonetic alphabet on the first page of the book. Then teach the sounds and symbols as they are introduced throughout the course, if the students are not already familiar with them.

Your turn

5 The students should work in groups to complete this activity. They need to use words that make sense and that are grammatically correct. Some of the words they will need to add will be contractions, as this is a dialogue. A few of the words are new words introduced in this lesson.

Before the groups begin, you may want to revise contractions with the whole class. Refer to the Grammar check. Note that the Grammar check only gives a few examples. You can revise all the common contractions that the students should know.

Answers

STUDENT 1: Hi everyone! It's good to see you all again!

STUDENT 2: Hello everyone. What a long queue!

STUDENT 4: That's because it's the day of registration.

STUDENT 1: Have you got a registration form?

STUDENT 2: No, I haven't.

STUDENT 3: Where are the forms?

STUDENT 4: You must collect your forms from the office.

STUDENT 1: Have you got a pen?

STUDENT 2: Yes, I've got one.

STUDENT 3: Do you know what the fees are this year?

STUDENT 4: No, I don't. But they always go up!

NOTE: Grammar

Students can find information about verb tenses, irregular verbs and other items in the Grammar section at the back of the Student's Book, on pages 106-109. Introduce the students to that section, and encourage them to refer to it.

Listen & repeat

6 Play the podcast or read the sentences to the students and let them repeat the sentences. As contractions are such an important part of spoken English, it is important that students learn to distinguish and understand them. This activity allows students to practise contractions with the verb *to be*. You could then provide further practice with contractions made with the verb *to have* and with the auxiliary *do*. For example: *I haven't any money.*

Does he have the forms? No, he doesn't.

I don't know where to register.

You may also wish to revise stress patterns in questions and exclamations as well at this stage. Model the correct patterns from the completed dialogue and then let the students practise in groups of four.

Write

7 The students work alone, completing the sentences with words from MY WORD BANK.

Answers

- a There is a long queue in front of the office.
- b She looks grown up. She is a teenager now.
- c You need to fill in the form to register.
- d The school fees go up every year.
- e Where do I get a registration form?
- f Where do we pay our fees?

NOTE: Written work in lesson 1

In the first lesson of each unit in this course, the writing activities focus on using new vocabulary, rather than on using grammatical structures. The second and third lessons provide written grammar activities.

EXTRA ACTIVITIES

- Students can read the dialogue for lesson 1 in groups. The text is on page 104 of their Student's Books.
- Ask the students to give all the forms of the word 'register' (registered, registering, registration). The students can look for the words on pages 8 and 9 and then suggest any other words that they know.
- Use sentences with contractions from the dialogue or from activity 6 for dictation.
- Write some sentences with contracted forms on the board and let the students write the sentences using the full forms of the contracted words.
- Students can write brief descriptions of the picture on page 8 of the Student's Books.
- Students can complete the activities on pages 4-5 of their Workbooks.

Answers to Workbook activities

WB
pp. 4-5

- 1 registration, uniform, register, collect, clothes
- 2 school: cool
shoe: queue
storm: form
seas: fees
nation: registration
service: office
- 3 In most countries, the first day at school after the holidays is the day for registration. You see lots of students standing in long queues in front of the registration offices. The older students know what to do. They help the new students to fill in their forms. The students have to register and they also have to pay their school fees.
- 4 a) Students fill in registration forms on the first day at school.
b) New students register for school.
c) You stand in a queue.
d) Students need to collect their forms from the office.
e) School things are very expensive nowadays. Prices go up every year.
f) The fees include the price of new school uniforms.
- 5 a) She's ten today.
b) They're new students.
c) It's her birthday today.
d) Poor parents don't pay school fees for their children.
- 6 **ABEL:** Hi. My name's Abel. I'm a new student. Nice to meet you.
BEN: Good to meet you too, Abel. My name's Ben. I'm an old student. I was in third grade last year.
ABEL: I'm from La Rosette Primary School. This is my first year here. Why are the students standing in that long queue over there?
BEN: They are registering for school.
ABEL: I see they are holding something in their hands. What are they holding?
BEN: Registration forms.
ABEL: Do I need one? Where do I get it? Is it difficult to fill it in?
BEN: Yes, you need one. You can get one at the registration office. It's a little bit difficult for new students to fill in. If you find it difficult, I will help you.
ABEL: You will? You are so kind. Thank you.
- 7 Answers will vary. The following is a model answer.
Some students are standing in a queue outside the door to the school office. The group includes Assane, Awa and Doudou who are laughing and talking to their friends. They haven't seen their classmates during the school holidays so they are happy to meet up again. There's a queue because it's the first day of registration for the new school year.

Lesson 2

Reading skills
SB pp. 10-11

The focus in this lesson, and in lesson 2 of each unit in this course, is on developing reading skills. Reading skills, however, are not developed in isolation and students are also given the opportunity to practise and integrate listening, speaking and writing skills. In this lesson, the students will read a poem.

BEFORE YOU READ

To develop reading skills, a variety of pre-reading activities have been introduced. You can of course do further preparation with your students as necessary.

Answers

- a It means the relationship you have with a person who is your friend.
- b 'Friendship' is a noun.
- c friendly/unfriendly.

Listen & read

1 Play the podcast a few times or read the poem aloud to the students. Make sure that the students understand the words in MY WORD BANK and the expression in USEFUL PHRASES. Help them to pronounce the words in the Pronunciation check.

Then let the students read the poem silently by themselves. Later, after discussing the questions in activity 2, they can try reading this poem aloud in pairs or in groups.

Depending on the level of your students, you could also read and discuss the following stanza from the poem, which has not been included in the Student's Book. It is the second last stanza of the poem.

For friendship
Has no borders
And its boundary
Is that of the world
It is the colour
Of the rainbow
And it has the beauty
Of a dream

NOTE: Useful phrases

In addition to the MY WORD BANK feature, we have provided short lists of commonly used phrases and idiomatic expressions that have been built into the various texts that the students will listen to and read. Help the students to become familiar with these expressions.

Speak

2 Revise the use of *don't*, *must*, *must not* and *have to* at this stage if necessary. Then read and discuss the questions with the class, helping them to find the correct answers to the questions.

Answers

- a friendship
- b You must protect it, look after it and keep it.
- c You must not throw it away, break it or neglect it.
- d In your heart or in your thoughts.
- e No, it is not true.
- f So that you can see/find the friendship.

Your turn

3 a Students work in pairs and rap or sing the poem they have read. They need to try and get some rhythm into the way they say the words. Some students may have a better idea than others about what to do here. Let them demonstrate to the rest of the class.

b Let the students write their own short rap poems, using the given prompts. It is suggested that the students only use four syllables in each line, but if they feel confident they can also try longer words and sentences.

Write

4 Students work alone, in their exercise books, choosing the correct words to complete the sentences. This allows them to use a wide variety of structures that they should already be familiar with. Check this work carefully to pinpoint areas in which the students may be having difficulty.

Answers

- a Peter is always very (friendly/friendship).
- b Some people say that real friendship (don't/doesn't) exist any more.
- c (Think always/Always think) about your friends.
- d She is often in my (thoughts/thinking).
- e Do not (to listen/listen) to him!
- f Never (neglect/to neglect) a friendship.
- g You don't (have to/must) go to the shop with me.
- h How can I (get/make) new friends?

5 Revise imperative forms with the students before they attempt this activity. Refer to the Grammar check.

Answers

- a Don't speak to Anna.
- b Protect yourself from HIV infection.
- c Always help your friends.
- d Never talk when the teacher is explaining something.

EXTRA ACTIVITIES

- Dictate the first nine lines of the poem to the students. If you think they need more support, write the poem on the board and delete every second word. Let the students copy this frame and complete the poem as they listen to the dictation.
- Jumble up some of the key words in the lesson and let the students write the words correctly or write the words up on the board with all the vowels missing and let them complete the words. This could be made into a game as well.
- Students can complete the activities on pages 6-7 of their Workbooks.

Answers to Workbook activities

WB pp. 6-7

- 1 thought/sort, eye/my, away/say, break/make, throw/know, heart/smart, queue/you
- 2 a) Our fathers have been friends for many years. They say their friendship began when they were children.
 b) It's not easy to make friends with her. She's very unfriendly.
 c) How often does your American penfriend write to you?
 d) Do you know that new boy? He's not very friendly.
 e) ALLAN: Is Adam your boyfriend?
 KAREN: No, he isn't. We're just friends. How about Jamie? Is she your girlfriend?
 ALLAN: No, she isn't. We're just friends, too.
- 3 a) Always help your friends.
 b) Do not listen to her advice!
 c) Remember to bring your books to school every day.
 d) Don't neglect your friends.
 e) Never talk when your teacher is talking.
 f) Don't stand in the queue before you have collected your forms.

4

Phrases	Emphatic statement (give advice)	More emphatic statement (stronger advice)
to speak English during English classes	Speak English during English classes.	Always speak English during English classes.
to eat before washing your hands	Don't eat before washing your hands.	Never eat before washing your hands.
to jump the queue	<i>Don't jump the queue.</i>	<i>Never jump the queue.</i>
to neglect friends	<i>Don't neglect your friends.</i>	<i>Never neglect your friends.</i>
to fight at school	<i>Don't fight at school.</i>	<i>Never fight at school.</i>
to protect yourself against disease	<i>Protect yourself against disease.</i>	<i>Always protect yourself against disease.</i>

- 5 a) The writer's friendship with Mariam.
 b) They talk, laugh and cry together.
 c) A long time.
- 6 Answers will vary. The students follow the model provided in activity 5.

NOTE: You may want to provide some guidance for this activity. Read the paragraph in activity 5 with the students and ask them to identify the key words in the paragraph. Then ask them to brainstorm other words that come to mind when they think about their friendships. Write these words up on the board or on a sheet of paper and let the students use these words to write their own paragraphs.

Lesson 3

Writing skills
SB pp. 12-13

The focus in this lesson, and in lesson 3 of each unit in this course, is on developing writing skills and on practising work introduced in the first two lessons. In this unit, the students will think about completing application forms.

Your turn

① This activity prepares the students for the activities which follow. Let them work in groups and quickly write down all the questions they can think of. The groups then report back to the class, compare ideas and correct any mistakes they may have made. Answers may vary, but here are some suggestions.

Answers

What is your surname?
Where were you born?
When were you born?/What is your date of birth?
Where do you live?/What is your residential address?
What is your postal address?
What nationality are you?/What is your nationality?
Which school do you attend?
What are the names of your parents?
Which activities do you enjoy? What are your hobbies?

Read

② Read and discuss the completed application form with the class, making sure they understand the words in MY WORD BANK and any other words that they may not understand very well.

Your turn

③ Then let the students work in pairs and ask each other questions to test their understanding of the completed application form. This also gives them a chance to practise question forms. Revise the use of infinitives and gerunds after the verbs 'to enjoy', 'to like' and 'to hate' as necessary. Refer to the Grammar check. Questions may vary, but here are some suggestions.

Answers

What is Adèle's surname? Where was she born?
Where does she live? Which languages does she speak?
What does she enjoy doing? (and so on)

Write

④ The students copy and then complete the forms, giving their own personal details. Read and discuss the Writing tips on page 13 with the students before they begin this activity.

Answers

Answer will vary. Check that the students have completed these forms correctly. It is very common to make mistakes when filling out forms.

Your turn

⑤ Students work in groups and create forms, which they could use for their English Clubs. Treat this as a small project. Allow the students time to brainstorm their ideas, plan the forms, write them in draft form and then write them neatly. To 'test' the forms, each group should give their form to another group to fill in.

Answers

Students can use the forms given in the Student's Book as their model. They could also use any other application forms that may be available.

EXTRA ACTIVITIES

- The students write a paragraph about the person who filled in the completed application form on page 12 of their Student's Book. They use the information that is available.
- Show the students the other application forms that you have available (such as bank forms, for example). If the forms are in another language, ask the students to translate the forms into English. They can then complete the forms as well (in English).
- Students can complete the activities on pages 8-9 of their Workbooks.

Answers to Workbook activities

WB
pp. 8-9

- 1** Postal address: BP 77890 Abidjan, Côte d'Ivoire.
Residential address: 265 Mousse Dion Street, Dakar.
Surname: Smith.
Place of birth: London.
Nationality: Beninese.
Date of birth: 14th February 1996.
Hobbies/activities you enjoy: singing, football, computer games.
- 2** a) Nouns: *Adèle, Catherine, Sedibe, years, Dakar, football.*
b) Verbs in the present simple tense: *is, lives, enjoys, loves, hates.*
c) Pronouns: *she, her, it.*
d) Verb in the imperative form: *Don't ask.*
e) Gerunds: *acting, singing.*
f) Verbs in the infinitive form: *to read, to play.*

- 3** Answers will vary.

NOTE: Encourage the students to use both infinitives and gerunds after the verb 'to like' and check that they use gerunds only after 'to enjoy' and 'to hate'.

- 4** Answers will vary.

NOTE: Students should look at page 12 in their Student's Book if they are not sure what to do.

5

CLEVELAND HIGH SCHOOL REGISTRATION FORM Year: 2010	
First name: <i>Emily</i>	Old/New student: <i>old</i>
Surname: <i>Mutumbe</i>	School last year: <i>Cleveland high school</i>
Age: <i>12</i>	Grade last year: <i>6</i>
Sex: <i>female</i>	
Country of origin: <i>Nigeria</i>	Medical conditions: <i>None</i>
Father's name: <i>Mutumbe</i> Father's profession: <i>doctor</i>	Hobbies: <i>Swimming, basketball</i>
Mother's name: <i>Mutumbe</i> Mother's profession: <i>teacher</i>	Address: <i>22 Brice Street, Burnside, Portland</i>

TIME TO CHECK

SB p. 14

This page provides additional activities, which can be used for reinforcement or informal assessment. You can ask students to hand in their written work for checking, or you can provide the answers and let them check their own work.

Answers

- 1** When you register for school each year, you have to complete a registration form and pay school fees. You have to fill in your name, your age, your date of birth, your place of birth and your address on the form. You also have to fill in the names of other schools you have attended. Your father or mother has to sign the form too. Sometimes you have to stand in a long queue to register! But it is fun to see old friends again. Friendship is very important!
- 2** a He was born in 1999./He was born on the 2nd of May 1999.
b He was born in The Gambia. (The most likely answer.)
c It is PO Box 8755 Dakar, Senegal.
d He lives in Mandela Avenue.
e He enjoys reading, acting and playing football.
- 3** a How long have you lived here?
b What is her date of birth?
c Have you got a pen?
d Where do we pay our fees?
e What is your postal address?
f Is this your mother's first name?
- 4** a It's very hot today.
b We're going to watch a film tonight.
c Don't stand in front of the door.
d They're standing in the queue to register.
e I've filled in my registration forms.
f She doesn't live in Dakar.
- 5** ADÈLE: Can you help me to complete/fill in this form, please André?
ANDRÉ: Yes, sure. What is it?
ADÈLE: It's an application to join the new English Club.
ANDRÉ: OK. Write your name here. Then write/fill in your address here.
ADÈLE: Which address?
ANDRÉ: Your residential address.
ADÈLE: OK. And what do I write here?
ANDRÉ: You say what you enjoy doing. For example: singing, dancing/eating/watching TV, sleeping, etc.
ADÈLE: André! I don't like sleeping. I sleep because I have to!

- ⑥ Here are some suggestions.
- a Fill in the forms, please.
 - b Don't neglect your friends.
 - c Listen to your teacher.
 - d Don't smoke. It's bad for you.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE revision page (page 10) of their Workbooks.

Answers to Workbook activities

WB
p. 10

NOTE: Guided writing activities are provided in each unit of this Workbook in order to develop writing skills. We suggest that you go through the steps and instructions carefully with the students before they attempt these activities. Make sure they complete each step and monitor progress at each step.

Note that layout is important in this activity. Students need to leave enough space to fill in the forms. Some students may wish to use a computer to design their forms.

Answers will vary. There are models in the Student's book and in this Workbook.

FUN

SB p. 15

The students can complete the activities on this page when they have finished their other work.

The activities provide reinforcement of vocabulary and structures learned, but in a less formal way.

You may have to explain some of the activities to the students.

① Students read the comic strip, discuss it informally, and then act out the scene in groups. The emphasis should be on having fun.

② Students work in pairs and work out who is who from the given clues. The photos were taken when these famous people were younger!

Answers

1 = b Serena Williams

2 = c Angélique Kidjo

3 = a Hillary Clinton

UNIT SUMMARY

TOPICS

Advertisements, technology, local products, jobs, mass media, fashion.

INTERDISCIPLINARY LINKS

Economics.
Business Studies.

SKILLS

Listening: advertisements, dialogue.
Speaking: discussion, persuade people to buy things.
Reading: dialogue, advertisements, pre-reading.
Writing: advertisements, brainstorming ideas, posters.

FUNCTIONS/NOTIONS

Compare and contrast.
Express similarities and differences.
Express opinions.
Persuade.
Express possibility.

GRAMMAR

Use comparative and superlative forms of adjectives.
Use structures *like, the same as, similar to, the same* to compare.
Link sentences with *if*.
Meanings of the word *one*.

PHONOLOGY

Pronounce and discriminate end sounds (-er, -est) and vowel sounds: /ɪ/, /iə/, /eə/. Discriminate and articulate stress patterns in words.

VOCABULARY

Words: *ad, advertisement, air time, cash, function, offer, quality, SIM card, similar, special, valid*.
Verbs: *to advertise, to attract, to purchase*.
Expressions: *Guess what? terms and conditions, the latest, the same as, value for money*.

PREPARATION

You will need:
– Student's Book pages 16-23.
– Workbook pages 11-17.
– PC/laptop with Internet access, if available.
– Advertisements from all types of media.

Warm up

Collect (or ask the students to collect) advertisements from magazines and newspapers. You can also ask the students to listen to advertisements on the radio and on TV and write down what they hear. Discuss these advertisements. Help the students to translate from French and other languages if necessary. Then make a list of the sorts of phrases that are commonly used in advertisements and have a discussion about the techniques that are used to persuade people to buy or do things.

Speak

1 Discuss the advertisements one by one with the class. Use the questions that are provided to guide the discussion. Make sure the students understand all the key words in the MY WORD BANK.

Answers

Advertisement 1

- a a new mobile phone
- b It's small and nice, and you get a free SIM card and air time if you buy it.
- c No. The offer is only valid until the end of September.
- d Maybe not, because it says 'Terms and conditions apply'.

Advertisement 2

- e *If you have a dry scalp, you can use Natural Life shampoo. The main ingredient of Natural Life products is karité or Shea butter.*
- f It is natural, gentle and more effective than coconut oil and jojoba oil.
- g Personal answers. For example: *Yes, because it is a natural product. No, because I think it will be too expensive.*

Advertisement 3

- h furniture
- i It seems to be cheap.
- j The comparative and superlative adjectives are in capital letters. These words attract attention.

Your turn

② Revise comparative and superlative forms before the students do this activity. Refer to the Grammar check and to the Grammar section on page 109 of the Student's Book. You can also let the students practise the correct pronunciation of these forms. Refer to the Pronunciation check. You should try this activity with the whole class first so that students can get ideas. You could also do a demonstration for the students yourself. Collect some items or ask the students to bring some things to class – things that they would like to buy. Then ask them to say how they could be convinced to buy these items. Encourage them to give their own ideas. Help them to use the vocabulary introduced in the advertisements on page 16.

Listen & repeat

③ Play the podcast or read the words carefully to the students and let them repeat the words. Point out the different ways in which each sound can be spelled in English: ee or ea, ea or ere, ere or ea or ai. There are no rules: we simply have to learn to spell these words correctly.

Listen

④ & ⑤ Play the podcast or read the advertisements on page 104 of the Student's Book yourself with as much expression as possible. You can deal with one advertisement at a time. The questions in activity 5 relate to each advert; a is about the first advert, b is about the second advert, and so on. Let the students discuss and give you the correct answers. Play or read the texts a few times until they are sure of the answers. Revise the meaning and use of the word *if* as a linking word. Refer to the Grammar check.

Answers

- ⑤ a At Amadou's new shoe shop in First Avenue.
b You get another pair free.
c It's cheaper, has a rich cultural heritage, the best shops and the best beaches.
d You get a free pen.

Write

⑥ The students copy and complete these sentences from advertisements in their exercise books.

Answers

- a Buy your school books here.
b Come to our shop for the cheapest clothes in the city.
c If you buy two pots, you get a third pot free. Cash only!
d Good quality at lower prices. That's our promise to you!
e Visit Mali! See some of the most interesting buildings in West Africa.
f Use our natural products for a healthier skin.

EXTRA ACTIVITIES

- Dictate a few sentences with comparative and superlative forms as well as vocabulary from advertisements. Read the sentences at a normal pace and using natural stress patterns. For example:
The clothes at this shop are cheaper than the clothes they sell at the market.
My shoes are bigger than your shoes.
Buy two pairs of socks and get another pair free.
- Students can bring French advertisements to class and translate the advertisements. They can work in pairs or small groups and decide how to do this.
- Students can read the advertisements on page 104 of their books and ask each other questions about the advertisements.
- Students can do a short survey at one of the shops or markets near where they live or near the school. They can find out about two products that are good value for money. They can tell the rest of the class why they think these products are good value for money.
- Students can complete the activities on pages 11-12 of their Workbooks.

Answers to Workbook activities

WB
pp. 11-12

- 1** Answers will vary.
NOTE: You may wish to do this with the whole class. Read the words clearly to the students and let them all listen and circle the words that they hear.
- 2** a) hear
b) need
c) were
- 3** a) wrinkles soap
b) shampoo
c) body lotion
- 4** a) When did your father purchase his new car?
b) The supermarket needs a lot of money to advertise its new Thai rice on the radio and on television.
c) People don't pay cash if they buy goods on credit.
d) The special offer in the advertisement is valid until the 31st of December.
e) The advertisement for NOKIA 9090 attracts young people. They find it irresistible! And the phone is good value for money.
f) **A:** Dad, our computer is a Pentium 1. It's too old. We need to upgrade it.
B: What do you suggest we get this time?
A: A Pentium 4.
B: OK! That sounds good.

5

Adjectives	Comparatives	Superlatives
cheap	<i>cheaper</i>	<i>the cheapest</i>
expensive	<i>more expensive</i>	<i>the most expensive</i>
beautiful	<i>more beautiful</i>	<i>the most beautiful</i>
small	<i>smaller</i>	<i>the smallest</i>
healthy	<i>healthier</i>	<i>the healthiest</i>
natural	<i>more natural</i>	<i>the most natural</i>
bad	<i>worse</i>	<i>the worst</i>
dry	<i>drier</i>	<i>the driest</i>
low	<i>lower</i>	<i>the lowest</i>

- 6** a) My new IS 650 is smaller than the old one, but it's more beautiful.
b) The quiz was very difficult. Henrietta got the best score in the class.
c) All Lauren's friends have dry skin, but Lauren has the driest skin.
d) Her baby looks healthier than her sister's baby.
e) This round table is more expensive than the square one, but the quality is better.
f) If you buy shoes at market, it is cheaper than buying shoes in the shops.
g) The weather is worse today than it was yesterday.

Lesson 2

Reading skills
SB pp. 18-19

BEFORE YOU READ

To prepare the students for reading the dialogue, ask them to write down all the things they can do with their cell phones.

Answers

Here are some suggestions: talk to someone else, send a text message, take a photograph, listen to the radio, record and listen to music, surf the Internet, play games, use it as an alarm clock/wake yourself up.

Listen & read

- 1** The focus of this reading lesson is on reading a simple dialogue in detail. For a change, you could ask the students to read the dialogue silently by themselves first. Ask them a few questions to find out if they have understood the gist of the text. Then play the podcast or read the dialogue aloud to the students. Introduce and explain the words in MY WORD BANK as necessary.

Speak

- 2** Read and discuss the multiple choice questions with the students. They need to read the answers very carefully before they choose the best answer to each question. Give them time to read the questions silently and think about the answers before you ask them to share their ideas. Make sure the students understand the meanings of the word 'one'. Refer to the Grammar check.

Answers

- a** Idah got the newest type of phone.
b The phones are similar and they have the same functions.
c Buy a mobile phone from Instant and get a SIM card and air time to the value of 1000 francs free.
d We should not believe everything we read.
e Idah's new phone.
f The IS 650 phone.

Listen

3 The students copy the words down, then listen to the words and underline the stressed syllables in each word. They can then practise saying the words correctly.

NOTE: In this activity the word 'record' is used as a verb. The noun has a different stress: record.

Answers

record, advertisement, similar, functions, everything

Your turn

4 The students work in groups and read the dialogue aloud. They should focus on using the correct intonation in questions and exclamations. Play the podcast or read a few examples to them so that they can hear what is required. Encourage them to use body language (such as gestures and facial expressions) as they speak to make this dialogue real.

5 Now teach the students new structures to use when they need to compare things. Refer to the Grammar check. You could do this by using real objects first. Then let the students work in pairs.

Answers

a Answers may vary. Here are some examples.

Those shoes are similar but they are not the same.

These phones are similar. These hair extensions are similar but they are different colours. The watches are not the same.

b Answers will vary but students should use new structures. You can also extend this activity by asking the students to add sentences with comparative and superlative adjectives as well.

For example: *Your shoes are similar to my shoes, but my shoes are newer/more comfortable. They are also bigger than your shoes.*

Write

6 The students work alone and write the correct sentences in their exercise books.

Answers

a These phones are (like/similar) but they are not the same.

b This hotel is (more expensive/expensiver) than the hotel down the street.

c Your shoes are (like/same) Harry's shoes.

d I have an old phone but Awa has the (last/latest) one.

e Which pen is the (better/best)? The big pen or the small pen?

f Is this radio (like/the same) as that one?

EXTRA ACTIVITIES

- Use some of the comparisons that the students made in activity 5 for dictation.
- Give the students two similar objects (or let them choose two objects) and ask them to write a paragraph in which they compare the objects.
- The students could play a game in small groups. The students take turns to let the other guess something interesting that happened to them. The game is called 'Guess what?' For example:
A: *Guess what?*
B: *You got a new phone?*
A: *No; it's something else that's made me feel happy.*
C: *It's your birthday?*
A: *No, it's not a special occasion like a birthday. It's something that happened after school.*
D: *Your team won the football match last night?*
A: *Yes! Your turn.*
- Students can complete the activities on pages 13-14 of their Workbooks.

Answers to Workbook activities

WB
pp. 13-14

- 1 similar, everything, mobile, students, special, function
- 2

Across		Down
2 record	9 mobile	1 advertisements
3 photograph	10 like	5 SIM
4 functions	11 similar	7 airtime
6 latest	12 phone	8 message
- 3

a) **ADAM:** Is your new watch the same as John's?
DAN: They look similar but they are not the same.

b) **SUE:** That's funny! Robyn bought the same type of phone as the one I have.
CHRIS: Yes, it's similar to my phone too.

c) **CHARLIE:** Your mobile phone looks similar to/like mine.
ANDREW: Yes, but I don't think yours is the same as mine.

d) **ANNE:** Is Chris like his father?
ANDREW: Yes, he is. He really looks like him, although he is a little bit shorter.
- 4

a) My father has the (last/latest) mobile phone.

b) Which pair of shoes is (comfortabler/the most comfortable)?

c) Which of these body lotions is (better/good), the one with shea butter or the one with coconut oil?

d) Can you tell me which mobile phone is the (most/best) value for money?

e) Is this shampoo (the same as/the same like) that shampoo?

f) You will feel more beautiful and (healthier/more healthy) if you use this natural product.
- 5

a) 'It's' refers to the new mobile phone.

b) 'I' refers to Jade.

c) 'one' refers to a mobile phone.

d) 'you' refers to Jade.

Lesson 3

Writing skills
SB pp. 20-21

Read

1 The focus of this lesson is on writing simple advertisements. As preparation for this activity the students will first read and discuss two more adverts. Let the students read the adverts silently, then read them together.

Speak

2 Use the questions to guide the discussion about the adverts to make sure that the students understand them fully.

Answers

- a Fashion clothing and cheese made in Benin.
- b Cheese: at the Mini Market in Leopold Senghor Avenue. Clothing: at Freda's Fashions (no address given).
- c The cheese advert. Here are some ideas that the students could suggest: there is more information, the text is persuasive/the words make the product sound good, the layout is more interesting/it looks far more interesting, there is a picture of the product/you can see what the product is, there is a special offer this week, the advert gives the address of the shop.
- d Here are some suggestions: there is no picture, it's boring, there is no address (so we don't know where the shop is), there are no special offers or prices.

Your turn

3 This activity and the writing activities that follow prepare the students for the project at the end of the unit. Students could use some of the ideas generated here in the project. Teach the students to brainstorm their ideas as part of the process of writing. The brainstorming can be done in pairs or groups until the students feel confident enough to work alone. Encourage them to make notes of all their ideas, even if they later feel that some of the ideas don't work or aren't appropriate. Here are a few suggestions.

Answers

- a *High fashion/Low prices*
Special offer this week only
Quality shoes at the best prices

Step out in the most fashionable shoes in town – at prices you can afford!
All sizes and colours; Buy two pairs and get one pair free
Hurry to ...'s new shoe shop!

b *Taste our Yassa – it's the tastiest in town!*
Home-made Yassa – traditional recipe! It tastes so good – you will want more!

Best price

c *Natural products from Senegal; natural and gentle body lotion*

Your skin will feel softer

Look more beautiful, feel more beautiful

100% natural

Excellent value for money

Write

4, 5 & 6 Students consolidate what they have learned by copying and completing the exercises in their exercise books.

Answers

4 **a** For the softest, most beautiful skin, use Natural Life with shea butter.

b If you buy a new Instant TFS 100 phone, you will get a SIM card absolutely free!

c Come to Frank's Furniture store. Our furniture is the cheapest/best and the cheapest/best.

d Special offer! Buy two bottles of juice and get one free!

5 Here are some suggestions.

a You want softer, smoother skin? Buy our wonderful new body lotion.

b Visit Senegal. Enjoy the great hospitality, wonderful beaches and recipes.

c You want the most fashionable clothes and shoes at the best prices? Visit our store today!

d Drink bissap juice. It's 100% natural, it's healthy and it's made in Senegal! The best drink on a hot day!

6 **a** money

b better

c best/cake

d free

Your turn

7 The students work in pairs or small groups and try to 'sell' each other a product. This is also preparation for the project at the end of the unit. Encourage them to choose their words carefully and also to use an appropriate tone of voice. They must sound enthusiastic about what they are selling.

EXTRA ACTIVITIES

- Students can work alone and choose one of the products from activity 3. They can make up their own advert for the product. These can be displayed in class and the class can evaluate the adverts, saying which ones work the best and why.
- Provide the class with a few advertisements that you or the class have collected and ask the students to evaluate each advert. They should make their comments in English even if the adverts are in French.
- Students can complete the activities on pages 15-16 of their Workbooks.

Answers to Workbook activities

WB
pp. 15-16

- 1 fashionable, special, expensive, fresh, natural, new, healthy, free
- 2 AIR SKYBIRD
Do you want to fly with the best airline? Do you want to be able to go anywhere in the world?
Fly AIR SKYBIRD. It serves the most delicious in-flight meals and it has the biggest planes in the world. It's also the fastest, the cheapest, the most comfortable and the most reliable.
- 3 a) a mobile/cell phone
b) It is beautiful, elegant, powerful and cheap. It's the best phone.
- 4 Answers will vary. Here are some suggestions.
a) It's healthy/100% natural/very tasty. It's the tastiest/best/healthiest yoghurt!
b) The most comfortable trainers you will ever wear! Special/Half price for this month only.
c) It's delicious/the most delicious ice cream! Buy one and get one free/a free cap/a free cool drink.
d) Feel comfortable/the difference. Good/Excellent value for money.
e) It's the latest fashion/great value for money/cheaper than the rest. Visit our shop today!
f) Special offer/prices. Offer valid until the end of the month/15 June.

TIME TO CHECK

SB p. 22

Answers

- 1 Answers depend on which words are read aloud.
NOTE: *This activity develops listening skills. You can also read the words and sentences yourself and let the whole class listen to at the same time.*
- 2 a This car is good value for money.
b We offer free SIM cards but see terms and conditions apply.
c Have you seen the special offer? You get a free 100 grams of cheese when you buy 500 grams.
d Our products are the cheapest but they are also the best quality.
e Are natural skin products more expensive than other products?
f This shop sells the freshest meat and fish.
- 3 Here are some possible answers.
Shirt 3 is more expensive than shirt 2.
All three shirts come/are available in small, medium and large.
Shirt 1 only comes/is available in white.
Shirt 2 is the most comfortable shirt.
Shirt 2 is more comfortable than shirts 1 and 3.
Shirts 1 and 2 are good value for money.
Shirt 3 is not good value for money.
- 4 a 'you' refers to Étienne.
b 'one' refers to Wagassi cheese.
c 'It' refers to the Wagassi cheese.
d 'one' refers to a recipe.
- 5 Answers will vary. Here are some suggestions.
a If you want cheaper shoes, go to the market.
b If you want a healthier scalp, use a good, natural shampoo.
c Go to the market early in the morning if you want the freshest vegetables.
d Visit the new Furniture City if you want good quality furniture.
e If you want good value for money, do your shopping at Mini Market.
- 6 **FATOU:** This is a special offer. If you buy a mobile phone from Vodem, you will get/get the SIM card free and you get free air time to the value of 2000 francs!
MIKE: Does the phone have any special functions?
FATOU: Yes. This phone can take photographs and videos. It can record sounds and send pictures to other people. And you can even surf the Internet with it!
MIKE: Wow! I think I need one of those!

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 17) of their Workbooks.

Answers to Workbook activities

WB
p. 17

NOTE: *This is another guided writing activity. We suggest that you go through the steps and instructions carefully with the students before they attempt this activity. Make sure they complete each step and monitor progress at each step. Brainstorm ideas and vocabulary with the whole class or let the students do this in groups first. Note that layout is important in this activity. Remind the students that advertisements need to be big and that they must attract attention. Some students may wish to use a computer to design their advertisements.*

Answers

Answers will vary. There are models in the Student's book and in this Workbook.

PROJECT CORNER

SB p. 23

Explain to the students that they will do this project in groups. During the project, they will be able to demonstrate their new language skills.

The project is in three parts.

In part A, the students brainstorm their ideas.

In part B, they use the ideas to write advertisements.

In part C, they try to sell their products to the rest of the class. At the end of the project, they will be given an opportunity to evaluate their own work and that of their classmates.

PART A

Ask the students to prepare for this project by thinking about products that they buy or use.

They can bring some of these products to class.

They should also think about how these products are advertised.

Once the groups have decided on the product that they wish to sell, walk around and assist the students with vocabulary and ideas as necessary. They can also think about existing adverts for the products. They can translate and improve the adverts with their own ideas.

PART B

The groups plan and create their advertisements. They should read the tips in their Student's Books first.

PART C

Allow each group 2-3 minutes to present their poster and sell their product. Each advert should be short and to the point. Remind the students that people do not pay attention to long, boring adverts.

Assessment

Let the groups assess themselves and then let the class vote for the best adverts. An important part of this assessment would be to discuss why some adverts work better than others, after the class has voted.



Lesson 1

Listening and Speaking skills
SB pp. 24-25

UNIT SUMMARY

TOPICS

Clothing, style, employment.

INTERDISCIPLINARY LINKS

Business Studies.

SKILLS

Listening: song, poem, new article, letter.

Speaking: discussion, descriptions, read aloud.

Reading: poem, article, letter.

Writing: friendly letter.

FUNCTIONS/NOTIONS

Describe people, things and characteristics.

Express opinions: approval or disapproval.

Exchange views.

Give and compare information.

Talk about the past.

GRAMMAR

Present simple and present continuous tenses.

Phrasal verbs.

Passive voice.

Simple past and present perfect tenses.

The structure *used to* and the verb *to use*.

PHONOLOGY

End sounds.

VOCABULARY

Words: *aspiration, baggy, fabric, make-up, style, trend, twist.*Verbs: *to dress up, to give up, to live up to, to push up, to starch.*Expressions: *all day, all night, all the time, it doesn't matter.*

PREPARATION

You will need:

– Student's Book pages 24-31.

– Workbook pages 18-24.

– PC/laptop with Internet access, if available.

– Magazines with fashion articles, articles about small businesses involved in fashion, if available.

Warm up

Ask the students to bring in pictures of fashionable clothes or of fashionably dressed people. Collect some pictures yourself and use these to introduce the topic. Revise or teach the names of the different items of clothing as necessary.

Speak

1 Read the magazine article. Explain that a dress code is an unwritten set of rules about how other people expect us to dress. Then use the questions to guide your discussion of the pictures in the article. Here are some suggestions:

Answers

a a man in traditional outfit = someone who works in an office, a businessman, a government official, a teacher; girl in comfortable clothes = a student, a tourist; young man in trendy clothes = a student, a tourist, a young businessman; woman in a suit = a modern businesswoman.

b, c, d Students will have their own opinions.

Your turn

2 Read the poem to the students and let them learn the poem by heart. This will help the students to improve rhythm and intonation when they speak. Explain that this type of poem is called a limerick and it is a nonsense or fun poem. Make sure the students understand what the phrases in the USEFUL PHRASES block mean.

3 The students work in pairs and ask each other questions to practise using the present continuous and present simple tenses. Review the way we use these verb tenses with the students. Refer to the Grammar check. The students should know how to form these tenses by now.

Listen

4 Play the podcast or let the students listen to the whole of this song on [deezer.com](https://www.deezer.com) or [spotify.com](https://www.spotify.com) if you have access to the Internet. Otherwise read the song to the students (or make up your own tune and sing it to them if you feel confident). Make sure that they understand the words in MY WORD BANK and the phrases in the USEFUL PHRASES block. Many of the phrases in MY WORD BANK are phrasal verbs made with the particle 'up'.

Explain that in US English and in many pop songs, the final 'g' sound of verbs in the present continuous tense is often not sounded and that the 'g' is replaced with an apostrophe when these verbs are written. This is only appropriate in informal English.

5 Get the students to copy the song into their exercise books. Then play the song again or read the words of the song at a normal pace. The students complete the song as they listen.

They can check their answers afterwards on page 104 of their Student's books.

Answers

It doesn't matter 'bout the clothes that you're dressed in

It doesn't matter 'bout the colour of your skin

All that matters is you're beautiful inside.

Uhah yeah!

Just because you've got the looks and the body

Just because you've got the time and the money

Still remember to be beautiful inside

Chorus

Try givin' up

The make-up

Try givin' up

The dressin' up

Try givin' up

The pushups

And try livin' up

To higher aspirations!

Write

6 Students work alone, copying and completing these sentences in their exercise books.

Answers

a She likes to dress up in the latest fashions.

b Some girls wear a lot of make-up on their faces.

c Traditional outfits are always in fashion.

d What is he wearing today? He usually looks very smart.

e It doesn't matter if you don't wear fashionable clothes.

EXTRA ACTIVITIES

- Do some word building activities with the students. Ask them to make as many related words as they can with the following words. They should use prefixes or suffixes.

fashion (fashionable, fashionably, unfashionable)

comfort (comfortable, comfortably, uncomfortable)

tradition (traditional, traditionally)

- Give the students additional practice in using the phrasal verbs from this lesson. They can make their own sentences with these words.

- The students can practise asking questions in the present simple and present continuous tenses. Give them a list of verbs. Then ask them to make two questions with each verb. The questions should end like this:

...now? (use the present continuous tense)

...every day? (use the present simple tense)

Here are some verbs you could use: *wear, do, read, eat, sleep.*

- Students can complete the activities on pages 18-19 of their Workbooks.

Answers to Workbook activities

WB
pp. 18-19

- 1 Answers will vary.

NOTE: You may wish to do the activity with the whole class and read these sentences yourself.

2

t	y	i	f	c	u	n	b	a	b	h	r	a	o
r	q	h	w	a	i	c	h	v	m	a	r	t	d
o	J	g	y	p	r	t	r	a	i	n	e	r	s
u	e	b	j	k	y	d	a	r	m	d	o	l	h
s	a	s	j	m	g	r	v	b	s	b	n	t	o
e	n	h	k	y	l	t	b	e	n	a	e	n	r
r	s	o	f	i	y	h	s	a	d	g	v	o	t
s	j	e	s	a	r	s	r	n	s	d	d	g	s
k	h	s	t	d	a	t	v	d	u	n	b	e	o
i	g	k	h	l	g	e	s	h	i	r	t	b	n
u	i	d	g	p	h	f	y	a	t	r	m	e	b
f	y	n	d	u	y	y	j	d	m	a	g	d	r
t	u	i	j	e	w	e	l	l	e	r	y	o	a
s	p	p	k	t	h	f	s	a	n	d	a	l	s

Across: trainers, shirt, jewellery, sandals.

Down: trousers, jeans, shoes, cap, suit, handbag, shorts.

Diagonally: skirt, sunglasses.

NOTE: If students are not familiar with puzzles like this, you may want to warn them that two of the words run diagonally.

- 3** Answers will vary. For example:
He is wearing smart, black trousers with black shoes, blue tie and white shirt.
NOTE: Students should use colour words with other adjectives in their descriptions.

- 4 JOHN:** Look at Adèle. She is wearing a T-shirt and jeans. She never wears traditional clothes.

SARAH: I know. But it doesn't matter – it's her choice.

JOHN: By the way, why aren't you wearing your khaki uniform today?

SARAH: We don't have regular classes this morning. We're working in the school garden, so we're wearing old clothes.

JOHN: Do you still have the American Volunteer this year as your English teacher?

SARAH: Yes, we do. I like her very much. She usually wears jeans, but she looks beautiful when she wears our national outfits.

JOHN: I agree. I like her, too.

- 5 a)** Suits (are/being) always in fashion.
b) Do you (dressing/dress) up every day to go to work?
c) He usually (puts/is putting) his sunglasses on the top of his head when he (is coming/comes) inside the house.
d) (Do you like/Are you liking) the new summer fashions this year?
e) I can't hear her. What (is she saying/does she say)?
f) He (wears/is wearing) shorts all the time. Doesn't he get cold sometimes?
- 6 a)** To live up to expectations.
b) Don't give up!
c) It happens all the time!
d) It doesn't matter. It's not important.
e) He worked all night! He must be tired.
f) Traditional outfits are always in fashion.

Lesson 2

Reading skills

SB pp. 26-27

BEFORE YOU READ

This activity helps students to develop pre-reading skills. Having an idea about what they are going to listen to and read will help them to understand the text.

Listen & read

- 1** Play the podcast or read the article aloud to the students. Introduce and explain the words in MY WORD BANK as necessary. Then give the students time to read the article silently by themselves.

Speak

- 2** Discuss the questions with the students orally first. Let them agree on the answers. Draw their attention to the end sounds of the words in the Pronunciation check. Students could then work in pairs for 10 minutes and ask each other further questions about the text. They could write answers to the questions as a homework task.

Answers

- a** They all dress in the same way. Young men wear baggy T-shirts and jeans, caps, dark glasses and big chains.
b Leather, mud cloth, batik, wax and woven fabrics.
c They were made by hand on weaving looms.
d Germany.
e 10 metres.
f They are made in textile factories in countries like Ghana, Nigeria, Benin and Togo (and also in Senegal).

Your turn

- 3** Teach or revise the meanings and use of the word 'use'. Refer to the Grammar check. Help the students to pronounce *used to* correctly: /ju:st tu/. The verb *to use* is pronounced /ju:z/. Explain that *used to* is only used in the past tense.

To make a past tense question, we use the auxiliary *did + use (not used)*: *Did they use to wear suits in those days?*

The words *used to* can also be used in another sense, for example: *I can't get used to these new reading glasses*. You may wish to teach this meaning as well if your students are already quite fluent in English. Then let the students do the activity in pairs.

Write

4 & 5 Students complete these activities in their exercise books. You may wish to revise the simple forms of the passive voice at this stage. If not, advise the students to refer to the Grammar check if they are not sure of these structures.

Answers

- 4 a** Men in West Africa have great style.
b They used to wear clothes that were made of leather, batik and mud cloth.
c Men and women like to follow trends and be in fashion.
d Today men's clothes are made from colourful fabrics.
e The tailor used a wax fabric to make the outfit.
f White and blue bubus are still very fashionable today.
- 5** Men in West Africa have style and they like to follow fashion and trends. Younger men follow the same dress code as young people in other countries. Older men often wear traditional styles. Tailors used to make men's clothes from fabrics like mud cloth and leather. Today their clothes are often made of brightly coloured fabrics. These fabrics are made in factories in West Africa.

EXTRA ACTIVITIES

- Choose 4-5 sentences from the reading text and give them to the students as dictation.
- The students can write a short paragraph about stylish West African clothes.
- Play a chain game with the students to practise saying 'used to'. They should be familiar with this game from earlier grades.
A: *I used to wear red shoes.*
B: *I used to wear red shoes and a blue bubu.*
C: *I used to wear red shoes, a blue bubu and a pink cap.*
D: *I used to wear red shoes, a blue bubu, a pink cap and a dress made of bazin fabric.*
(And so on until the list of items gets too long to remember.)
- Students can complete the activities on pages 20-21 of their Workbooks.

Answers to Workbook activities

WB
pp. 20-21

- 1** outfit, starched, fashionable, fabric, style, make-up, baggy, trend
- 2 a)** Young people like to wear baggy shorts. That's the fashion nowadays.
b) This textile factory produces cheap cotton fabrics which women enjoy wearing.
c) There was a time when wearing torn and worn-out jeans was fashionable.
d) Traditional outfits like large embroidered bubus or European suits have become classic wear nowadays.
e) She never wears make-up.
f) SAM: What's the trend/fashion today in West African capitals?
LISA: Both young people and adults are wearing clothes made from fabric called 'bazin'. The fabric is generally starched.
- 3 a)** Active. Passive: *Roofs were made from thatch.*
b) Active. Passive: *Special clothes were worn by kings and nobles a long time ago.*
c) Passive. Active: *Many young men these days wear baggy clothes./These days many young men wear baggy clothes.*
d) Active. Passive: *Animal skins and other materials were used to make clothes.*
e) Passive. Active: *They/People use bazin fabric to make traditional bubus and trousers.*
- 4 a)** They used to work together to build their houses.
b) My grandfather used to hunt animals with stones and sticks.
c) They used to wear clothes made from leather and mud cloth.
d) Did the children use to go to schools like ours?
e) Did they use to work on the computer when they were young?
f) They used to sing, dance and tell their children stories at night.

Lesson 3

Writing skills

SB pp. 28-29

Your turn

① In this lesson, students are guided through the process of writing a friendly letter in English. Start this process by finding out what the students already know. Let them discuss the questions.

Answers

- a We begin a letter with an address, the date, a salutation (*Dear...*).
- b We end a letter with a valediction like *Your friend, Love, All the best, See you soon...*

② Then the students complete this pre-reading activity as described.

Answers

- a Fatimata.
- b Abdoulaye.
- c 4232 Sacré Cœur Avenue, Dakar, Senegal.
- d A friendly letter (no business address, no subject line, informal language, person addressed by first name).

Listen & read

③ Play the podcast or read the letter aloud to the students. Then give the students time to read the letter silently by themselves. Encourage them to work out the meanings of any words they don't know from the context of the letter. You can ask a few questions to check comprehension as well. Revise and teach the difference between the simple past tense and the present perfect tense. Refer to the Grammar check and to the highlighted words in the letter.

Write

④ The students write a reply to the letter they have read. Read the step-by-step guidelines with the students. These will guide the students through the process. Then point out the Writing tips. Students can ask other students to read their draft letters and help them correct errors.

⑤ This activity provides some additional practice in using correct verbs tenses. Students write the paragraph correctly in their exercise books.

Answers

A lot has happened to me this week and it's only Thursday! First my sister borrowed my new jeans. She didn't ask me. Now the jeans are dirty and I can't wear them. Then my best friend got sick. She has been sick for two days now.

Speak

⑥ End the unit with a short class debate on one of the given topics. You could arrange a formal class debate. Alternatively, ask each student to speak for one minute and to state his or her opinion on the subject. The other students can take short notes as they listen. Then summarise what the class thinks at the end of the debate.

EXTRA ACTIVITIES

- Write some sentences on the board in which the verbs are in the wrong tense. Ask the students to identify the mistakes and explain why they are wrong. For example:
*My sister has bought a new skirt last week. (~~has bought~~ → *bought*, the action is finished)*
*A lot is happening to me so far this year. (~~is happening~~ → *has happened*, need to connect past and present, unfinished action)*
*When I was in primary school I have learnt to sew. (~~have learnt~~ → *learnt*, the action is finished)*
- Students can write a short letter to a friend, telling them about the latest fashions or trends in clothing.
- Students can complete the activities on pages 22-23 of their Workbooks.

Answers to Workbook activities

WB
pp. 22-23

1	Verb stem	Simple past tense	Present perfect tense
	want	wanted	has/have wanted
	marry	married	has/have married
	go	went	has/have gone
	is	was	has/have been
	tell	told	has/have told
	talk	talked	has/have talked

2 Jo: Have you ever attended a fashion show in your city?
(present perfect)

TINA: Oh yes. I have attended several fashion shows.
(present perfect)

Jo: When did you last attend one? (simple past)

TINA: The last time I attended one was in December 2009. (simple past)

Jo: Who was the clothes designer? (simple past)

TINA: It was Lolo Andoch from Benin. (simple past)

3 A lot has happened to me this year.
What happened to you last week?
I didn't want to go to the show yesterday.
Her parents were warned that forced marriages are illegal.
They have turned their problems into successes!
My grandfather has already been ill for many weeks.

4 Jo: What's the latest trend among young people in your country?

TINA: Young people are wearing embroidered clothes made from bazin fabric.

Jo: Is this fabric made by one of your country's textile factories?

TINA: No, it's made in Mali and Senegal and then it is imported to most West African countries.

Jo: How long has this new fabric been in fashion?

TINA: For about five years now.

Jo: Have you ever worn an outfit made from bazin?

TINA: No, I have never worn bazin. It's so expensive. Besides, good embroidery is very costly.

5 678 Nelson Mandela Boulevard
Cape Town
South Africa

NOTE: Students could add dates and made-up postal codes as well.

6 Answers will vary.

TIME TO CHECK

SB p. 30

Answers

1 Answers will depend on which words are read aloud.

2 1b, 2d, 3a, 4c

3 Answers will vary.

4 a What is she wearing today?

b He always looks smart in his traditional outfit.

c They are fine now, but they have had a difficult year.

d The tailor used 10 metres of bazin fabric to make this outfit.

e She usually buys comfortable shoes, not fashionable shoes.

f We went to the fashion show last week.

5 a She never (wearing/wears) jeans.

b What is he (wearing/to wear)?

c The men (used to/used) wear clothes made of mud cloth.

d A lot (has happened/is happen) to me this year.

e These shoes (are made/is made) of leather.

f She (has been/went) to the women's support centre yesterday.

g He usually (is looking/looks) very smart.

h What kind of shoes (are/are being) in fashion this year?

6 **FATIMATA:** Do you always like to be in fashion?

ABDOULAYE: No. Fashion doesn't interest me/matter to me!

FATIMATA: I agree. I like to wear T-shirts and jeans.

ABDOULAYE: My parents always wear traditional clothes. They always look smart and they are comfortable too.

FATIMATA: My mother always wears smart suits. She looks smart/elegant/good but I don't think she is always comfortable!

ABDOULAYE: But it is important to look smart/elegant/good too, isn't it?

FATIMATA: Yes, it is.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 24) of their Workbooks.

Answers to Workbook activities

WB
p. 24

- 1 a** a) False. (*People who live in hot countries, like West African countries for example...*)
b) False. (*They may wear heavily embroidered outfits and European suits for special occasions.*)
c) False. (*In Sudan, which is a Muslim country, women are not allowed to wear trousers or clothes that show parts of their body, for example.*)
b a) royalty
b) social rank
c) income
d) allowed

- 2** Answers will vary.

FUN

SB p. 31

- 1** Students read the comic strip and discuss it informally. The emphasis should be on having fun. Try to get the students to explain the humour in the comic strip, i.e. the boys don't like school uniforms because they want to look different, but they all dress in the same way out of school anyway.
- 2** The students may be familiar with this game already. If not, explain that this is a game which tests how well you can describe something and how well you can listen. It is not a drawing test, so it doesn't matter if you can't draw very well. The students work in pairs and take turns.
- 3** Working in pairs again, the students discuss what is in fashion. They then make their own list of what's in and out of fashion. You can extend this activity to include more than just clothes. It could also include moral or health issues, for example. Let the students give their own opinions. For example:
In: Working hard, taking regular exercise, giving your own opinion, ballroom dancing, getting tested for HIV...
Out: Taking drugs, being rude to parents, watching soap operas on TV...



Changing environments

UNIT SUMMARY

TOPICS

Environmental problems, animals, urban/rural migration, traditional buildings, village life.

INTERDISCIPLINARY LINKS

Geography.

SKILLS

Listening: poem, text.

Speaking: read a poem aloud, complete a dialogue, discussion.

Reading: main ideas in paragraphs, factual text, graphic texts.

Writing: topic sentences, paragraphs, description.

FUNCTIONS/NOTIONS

Describe places, routines, characteristics and impressions.

Compare and contrast.

Give reasons and purposes.

Make assumptions.

GRAMMAR

Prepositions.

Review different question forms.

Use numbers.

Use active and passive voice in writing.

PHONOLOGY

Pronounce and discriminate vowel sounds: /ɜ:/, /ɪ/, /aɪ/.

Pronounce and discriminate sounds: /s/ and /k/.

Produce different intonation and rhythm patterns.

Discriminate and articulate stress patterns in words.

VOCABULARY

Words: *ceiling, clay, coastal, eco-friendly, highway, layer, migration, navigable, plaster, population, roof, rural, stalk, straw, tenfold, urban, ventilation, wall, wood.*

Verbs: *to increase, to leap, to shelter, to slide, to slip, to twist.*

PREPARATION

You will need:

– Student's Book pages 32-39.

– Workbook pages 25-31.

– PC/laptop with Internet access, if available.

– Pictures from local newspapers of urban/rural development and environmental problems.

Warm up

The students are going to focus on issues around urban/rural migration and using traditional materials for building in this lesson. You can introduce this by finding out what the students know about environmental changes in recent years, especially in the area where you live. Collect (or ask the students to collect) articles about the environment from magazines and newspapers. Ask them about radio programmes. Help the students to translate key ideas from French if necessary and discuss these articles.

Speak

1 Discuss the photographs with the class, getting them to say as much as they can to describe the places and the activities of the people who live in these places. Encourage the students to speak freely. Don't correct grammar at this stage; rather focus on building vocabulary and confidence.

Answers

Try to elicit vocabulary like this:

Big towns/cities: *urban, traffic, cars, taxis, buses, noise, lots of people, tall buildings, shops, factories; people run businesses, use public transport, have electricity, piped water, telephones, tarred roads.*

Villages: *rural, dirt roads, smaller buildings, less traffic, fewer people; people raise animals, grow own food, walk or use animals, bicycles, small pick-up vans for transport.*

Your turn

2 The students work in pairs and complete the dialogue orally. They can talk about any village that they know. Some of the pairs can present their dialogues to the rest of the class.

Answers

Answers will vary.

Listen

3 Play the podcast or read the poem yourself with as much expression as possible. Introduce the verbs in the MY WORD BANK and ask a few general questions to make sure that the students understand the poem.

Your turn

4 The students work in pairs to identify the verbs in the poem. Make sure they understand what all the verbs mean. It can be quite fun to ask students to act out the meaning of verbs like this too. The students could also make some sentences with the verbs to practise using different verb forms. Some of the verbs have irregular past tense forms. Refer students to the list of irregular verbs on page 112 of their Student's Books.

Answers

to twist, to slip, to slide, to leap, to dance, to sing, to fly, to pass, to climb, to float, to swoop, to jump, to run, to hop

5 Play the podcast again or read the poem and then let the students work in groups and learn the poem. They can take turns to say parts of the poem. Each group can present the poem to the rest of the class.

Check that the students are pronouncing words correctly and focus especially on the sounds in the Pronunciation check.

Note that the pronunciation of 'live' is given as it is used in the poem – as a verb. The word can also be used as an adjective (a live animal, a live concert) but then the pronunciation changes to /laɪv/.

6 Working in pairs, the students make up a short rap poem using the given guidelines. They can pretend to be different animals or they can be themselves. They can complete the phrases with verbs, adjectives or nouns.

Answers

Model answer

This is my world
Everything lives in the water
Everything swims in the water
Everything is eaten
I am a fish!

Write

7 The students copy and complete these sentences in their exercise books.

Answers

a [name of any area] is a rural area. The people who live in this area grow [name of any relevant crop] and [name of crop]. They also raise animals.

b Dakar is an urban area. There are [for example: tall buildings/factories/many streets] and [for example: many people/lots of taxis] in this big city. The city is noisy/dusty/beautiful and busy/exciting/crowded.

c Monkeys run, hop and jump on the ground and in trees. Birds fly and swoop through the air. Fish slip/slide/leap/swim and twist in the water.

EXTRA ACTIVITIES

- Dictate a few sentences with words from the Pronunciation check and verbs with 3rd person present tense endings, for example: *The bird flies over the trees. The fish slips and twists in the water. Is this the right side of the road?*
- Revise plurals and verb tenses as necessary. Give the students some key words to use in sentences of their own, for example: *birds/to fly/water/to swoop/again/to return/to catch/fish* → *The birds fly over the water. They swoop down over the water and catch a fish. Later they return again.*
- Choose pictures of urban or rural scenes that you or the students have collected. Let students choose a picture and write a paragraph describing the picture.
- Students can complete the activities on pages 25-26 of their Workbooks.

Answers to Workbook activities

WB
pp. 25-26

- 1 /ɜ:/: heard, her, sir.
/ɪ/: slip, to live, fish, dish, city, sticks.
/aɪ/: wife, hide, like, high, mind.

- 2 Answers will vary.
NOTE: You may wish to review the sounds of plural forms of words before the students attempt this activity. The activity can also be done as a whole class with someone reading one of the words and the class underlining what they hear.

3

Rural areas	Urban areas
maize farm, a cassava farm, herd of cows, cocoa plantation, vegetable garden (Some rural areas may also have a modern bridge, a stadium, electricity, water supply.)	port, an international market, a modern bridge, a stadium, electricity, water supply, modern buses, highway, industries, factories, airport, vegetable garden

- 4 cats: walk, jump, run, climb
birds: walk, run, swoop
monkeys: walk, jump, run, climb, leap
humans: walk, jump, run, climb, swim, slip, slide, leap
fish: swim
snakes: slide, slip, swim, climb
- 5 Answers will vary. Here are some suggestions.
a) Monkeys can climb trees and leap from branch to branch. They can also walk and run on two legs and on all fours.
b) Birds can fly and swoop through the air. They can also walk and run on the ground.
c) Fish swim in the rivers and in the sea.
d) Cats can walk and run quite fast. They are also good at climbing trees and jumping from place to place.
- 6 Here are some examples of sentences the students could make.
Dakar: *This is a busy street in the centre of Dakar. There are many yellow taxis driving down the street and some people walking to the shops.*
Village: *This is a rural village, called Saly, in Senegal. There are not many cars or houses in this village. Animals walk around in the streets. The streets are not paved.*

Lesson 2

Reading skills
SB pp. 34-35

BEFORE YOU READ

To prepare the students for reading the factual text and graphs that follow, remind them how we say dates (years) in English.

Then ask them to look at the texts they are going to listen to and then read. Ask what they think the texts are about.

Answers

- 1950: Nineteen fifty
1986: Nineteen eighty-six
1999: Nineteen ninety-nine
2005: Two thousand and five
2010: Twenty ten (or two thousand and ten)
2020: Twenty twenty (or two thousand and twenty)

Listen & read

- 1 Play the podcast or read the text yourself at a normal pace. Then read or play the text again, one paragraph at a time. Refer the students to the relevant bar graphs and ask basic questions to check understanding. Introduce and teach the new words in MY WORD BANK as necessary. Let the students read the text by themselves or aloud with a partner, taking turns to read paragraphs. Make sure the students can distinguish between the sounds /s/ and /k/. Refer to the Pronunciation check. You could also revise the prepositions used in this text at this point. Refer to the Grammar check page 35.

Speak

- 2 Read and discuss the summaries with the students. Help them to understand each summary and decide which summary is the best for each paragraph. They need to read the summaries carefully and in detail in order to be able to do this activity.

Answers

- a** Paragraph 1 is about (how the population in urban and rural areas of West Africa has increased since 1950/ the population of rural areas of West Africa).
- b** Paragraph 2 compares (the urban populations in Senegal and Benin in 1947 and 2005/the urban populations in Senegal and Benin in 1950 and 2020).
- c** Paragraph 3 describes (the growth of new towns along transportation networks/the growth of new towns near the coast).
- d** Paragraph 4 gives an example of (how the population has grown along the banks of the Niger River/how a river links two cities like Bamako and Niamey).
- e** Paragraph 5 (gives examples of new highways in West Africa/gives examples of urban growth along highways in West Africa).

Listen & repeat

- ③ Play the podcast or read the words carefully to the students and let them repeat the words, stressing the underlined syllables.

Note: At this point you may wish to alert the students to the difference in word stress in words from the same word families. For example:

to navigate, navigable, navigation
to connect, connection
to transport, transportation

Your turn

- ④ Students work in pairs and make sentences with the key words. They should do this orally at first. Later they could write down the sentences, perhaps as a homework task.

Answers

Students can make questions or statements. For example:

- a** My grandmother grows spinach and other vegetables in her garden. There has been a huge growth in population since 1950.
- b** The cities are now connected by a new highway. Is there a railway connection between Dakar and Abidjan? Is there a connection between urban development and pollution?
- c** Is the River Congo navigable all the way from the sea to the city of Kinshasa? The ship's captain used a map to navigate on the river.
- d** How will you transport your crops from the farm to urban areas? There is a new transportation network in Angola.

- ⑤ The students can work with the same partner and ask each other questions about the bar graphs on page 34 of their Student's Books. Before they do this, you may feel that you need to revise different question forms with the class. Refer to the Grammar check.

Students could also write down some of the questions they formed as a homework task.

Check these to see who needs further help with question forms.

Answers

- a** Which country had the highest population in 2000?
- b** Were there more people in urban or rural areas in 1950?
- c** Is the population of Benin higher than the population of Senegal?
- d** Has the population of urban areas increased?
- e** What was the urban population of Benin in 1990?
- f** Is there a highway between Dakar and Touba?

EXTRA ACTIVITIES

- Choose a paragraph from the reading text and ask the students to learn it for dictation.
- Students can work in pairs and prepare a short presentation on or write a paragraph about one of the graphs on page 34. For example:
The population of Benin has grown a lot since 1950. In 1950 the population was close to 2 million, with 95% of the people living in rural areas. By 2000 the population had grown to more than 4 million people, with only about 61% of the people living in rural areas. (And so on.)
- Students can complete the activities on pages 27-28 of their Workbooks.

Answers to Workbook activities

WB
pp. 27-28

- 1 a) 2016: Twenty sixteen (or two thousand and sixteen)
b) 1961: Nineteen sixty-one
c) 2001: Two thousand and one
d) 1852: Eighteen fifty-two

2

Noun	Verb	Noun	Verb	Noun	Verb
production	<i>produce</i>	population	<i>populate</i>	thought	<i>think</i>
migration	<i>migrate</i>	connection	<i>connect</i>	estimate	<i>estimate</i>
transport	<i>transport</i>	life	<i>live</i>	movement	<i>move</i>

- 3 a) The migration of young people from rural areas to urban areas in search of jobs has increased the population in many cities.
b) By 2020 a dense road network will connect most West African cities.
c) A good road and railway network makes it easier to move from one city to another.
d) Public transport is not well developed in many developing countries.
e) It is thought that the increase in population will seriously affect natural resources over the next twenty years.

- 4 a) It is estimated that by 2020 more than 47% of the population of Benin will live in cities.
b) Coastal cities are connected to one another by a good road network.
c) Many more people and goods are transported by train than (by) any other means of transport.

- 5 a) Many countries in Sub-Saharan Africa became independent in the 1960s. In other words, they have been independent for 50 years.
b) The population has grown from 1.5 million to 2.3 million people since independence. It is estimated that by 2050 the population will reach 4.3 million inhabitants.
c) Are people moving away from the cities or into the cities in your country?
d) They can walk to school because they all live within 3 kilometres of the school.

- 6 a) Senegal is more densely (population/populated) than Benin.
b) (Since/By) 2020 nearly half of the population will live in cities.
c) (Since/In) 1950 the urban population of Benin was about 99,000 people.
d) A highway (connects/connecting) Dakar with Touba. Many people live (alongside/between) this highway.
e) The Niger River is a (navigation/navigable) river that links the big cities of Bamako and Niamey.
f) About 27% of the population of Benin (are living/lived) in urban areas in 1980.

7

	1950	1980	2000	2020
Senegal	2,500,000	5,900,000	10,200,000	16,500,000
Benin	2,000,000	4,000,000	7,200,000	12,900,000
Côte d'Ivoire	2,400,000	8,200,000	17,000,000	24,000,000

Lesson 3

Writing skills
SB pp. 36-37

Read

- 1 In this lesson, the students will read a factual passage about building traditional homes and then use this model to write their own factual descriptions. The work in this lesson will prepare them for the project at the end of the unit. Let the students read the text silently, then read it with the whole class. Introduce and explain new vocabulary as necessary. You may at this stage want to review the passive tense. Ask the students to identify the passive structures in the text and explain what they mean if necessary. Check that the students can differentiate the sounds /s/ and /k/ in words used in this text. Refer to the Pronunciation check.

Your turn

- 2 Students can work in pairs to find the sentences and words as indicated. Explain what a 'topic sentence' is if the students are not yet familiar with this term. The topic sentence is often the first sentence in a paragraph and it presents the main idea of the paragraph. Without this topic sentence, the paragraph does not make sense. You could write the text on the board and then ask students to come up and underline/circle the various parts and words.

Answers

a Paragraph 1: *The people of Atacora in Benin built their homes with local materials.*

Paragraph 2: *The walls of the homes were made of mud or termite earth and covered with plaster.*

Paragraph 3: *Straw, wood and millet stalks were used to make the roofs and ceilings.*

Paragraph 4: *The buildings provided good shelter for the people who lived in them.*

b & c (The nouns are underlined and the verbs (in simple past) are in italics.)

The people of Atacora in Benin *built* their homes with local materials. They *used* mud, wood, sticks, straw and shea (karité) butter. These materials *were easy to find*. The houses *sheltered* people against the climate, but they *were* not very durable.

The walls of the homes *were made of* mud or termite earth and *covered* with plaster. The walls *were made* from layers of mud, which *were* each 30-40 centimetres high. The mud *was* rich in natural cement and iron, which *made* the walls strong. Clay, cow dung, bark and shea butter *were used* in the covering, which *made* the walls waterproof.

Straw, wood and millet stalks were used to make the roofs and ceilings. Various techniques were used to put the straw on to the frame of the roof. The millet stalks were used for the ceiling. The buildings provided good shelter for the people who lived in them. Because there were no windows in the buildings, the buildings were safe. The roofs were made of straw, and there were holes between the two levels, so there was enough ventilation.

3 Students should know that writing an essay or a description is a process. This activity will help them to prepare for the first part of the writing process – gathering ideas. Students work in pairs (or small groups) to brainstorm their ideas. Encourage them to make mind maps or lists of their ideas. Make sure the students understand the meanings of the words in MY WORD BANK as these will be useful to them in their writing. Read the caption under the picture as well for more ideas.

Write

4 In this activity the students tackle the next part of the writing process. They can work by themselves from this point on. They write topic sentences and then write two or three supporting sentences to complete each paragraph. After that, students edit and check their own work. At this point, they could also ask another student to read and check what they have written. Refer the students to the Writing tips box.

Speak

5 Arrange a formal debate or an informal class discussion about this topic.

EXTRA ACTIVITIES

- Students could play a game like 'I spy' to practise the names of parts of a building and building materials. They can look at the pictures on pages 32, 36 and 37 in their Student's Books. One student thinks of an item and the other students guess. The student who guesses correctly takes the next turn. For example:
A: I spy with my little eye, something that begins with 'W'.
B: Is it a wall?
A: No.
C: Is it a window?
A: No.
D: I know! It's wood.
A: Yes, you're right. Now it's your turn.
- Students can complete the activities on pages 29-30 of their Workbooks.

Answers to Workbook activities

WB
pp. 29-30

- 1**
- Bark: external covering of a tree.
 - Cement: a grey powder that is mixed with sand and water.
 - Clay: type of earth women use to make pots.
 - Dung: solid waste from animals, like cows for example.
 - Wood: the hardest part of a tree.
 - Covering: the material or set of materials that cover or hide other materials on a wall, for example.
- 2** At present most of the bigger cities in West Africa are near the coast. More than 38% of West Africans live in these coastal cities. But cities are also growing along transportation networks. More people are moving away from big cities and moving to new smaller urban areas. These new urban areas are growing in three types of locality: rural areas, around big cities and alongside transportation networks like big rivers and highways.
- 3**
- Scientists think that the population of West Africa will reach 123 million people by the year 2020. Population numbers are increasing in both rural and urban areas.
 - Cité Lacustre de Ganvié is a traditional village in Benin. The houses in this village are built on stilts in the water. The houses are made from wood, straw and sticks. Some of the houses are painted too.
 - Cities are also growing along the highways that connect the big cities of West Africa. There are highways that connect Dakar-Touba, Abidjan-Bouaké, Accra-Koumassi, Lomé-Kara, Cotonou-Porto-Novo-Abomey, Lagos-Ibadan.
- 4** Answers will vary. For example:
This unusual house is a tree house in Japan. The house is built on stilts, which are made of tree trunks. The walls of the house are made of wooden panels and plaster. The roof is made of copper panels. Old containers were used to build these houses in Amsterdam. The containers were used on ships before. They were recycled and used for a different purpose. Doors and windows were made in the walls of the containers. The containers are cheap, alternative building materials.

TIME TO CHECK

SB p. 38

Answers

- ① a coastal c right
b clay d sing

noun	verb
connection	connect
transport/transportation	transport
growth	grow
population	populate
building, builder	build

- ③ a Wood and sticks (were used to/used to) build this house.
b What is that house (to make/made) of?
c The shea butter in the plaster (is making/makes) the walls waterproof.
d What (was/were) the population of Benin in 2000?
e Urban areas are more densely (populating/populated) than rural areas.
f Cities (are growing/are grown) along transportation networks.
- ④ a In 1950 few people lived in cities.
b By 2020 nearly half of the population will live in cities.
c The population grew from 2 million to 5 million people.
d Are people moving away from big cities?
e Many people live within a few kilometres of a highway.
f Is there a highway between Lagos and Ibadan?
- ⑤ a Which country had the highest population in 1950?
b Are there more people in urban areas or/than in the rural areas?
c Is the population of Côte d'Ivoire higher than (the population of) Benin?
d Where do new towns grow?
e What was the urban population of Senegal in 2000?
f Are the houses made of wood?
- ⑥ STUDENT A: Has the population of Senegal changed since 1950?
STUDENT B: Yes, it has.
STUDENT A: What was the population in 1950?
STUDENT B: (It was) about 2 million people.
STUDENT A: And what is the population now?
STUDENT B: It's about 13 million.
STUDENT A: Does most of the population live in urban or rural areas?
STUDENT B: They live in urban areas. But new towns are growing in rural areas as well.

- ⑦ Answers will vary.

This is a traditional compound in a rural area. Some of the houses in the compound are made of mud and straw and other houses are made of bricks and cement. The walls in the compound are made of sticks. People and animals live in this compound. These are modern houses in a town or city. The houses are made of bricks and cement and they are painted. The houses have electricity and water supplies. Each house has two floors.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 31) of their Workbooks.

Answers to Workbook activities

WB
p. 31

- ① a) It is in southern Benin.
b) The houses stand in the water. / The houses are on stilts in the water.
c) Bamboo, thatch and wood.
d) This protects the houses when there are floods.
- ② Answers will vary.
This is another guided writing activity. We suggest that you go through the steps and instructions carefully with the students before they attempt this activity. Make sure they complete each step and monitor progress at each step. Brainstorm ideas and vocabulary with the whole class or let the students do this in groups first. You could also write an introductory sentence with the whole class or provide a writing frame. Students could use the present tense to keep the structures simple. If they are more confident they can use *would*.
For example:
My dream apartment has five rooms. The doors and floors are made of wood and the windows are made of aluminium.
My dream apartment would have five rooms. The doors and floors would be made of wood and the windows would be aluminium.

PROJECT CORNER

SB p. 39

Explain to the students that they will do this project in groups. They are going to write a report on traditional materials that are used to build houses. During the project, they will be able to demonstrate their new language skills.

The project is in four parts as students are taken through the process of writing a good report.

In part A, the students do their research.

In part B, they plan their reports.

In part C, they complete their reports.

In part D, they do short oral presentations of their reports.

At the end of the project, they will be given an opportunity to evaluate their own work.

PART A

The students may need some help from their geography teacher. They should identify traditionally built houses and then conduct some research into how the houses were built. The houses could be in any part of the world and they could also be local houses.

If they choose local houses, the students may need to conduct some field research. They can go out and interview people who have built the houses or who know how the houses were built.

For houses in other parts of the world or country, the students will need magazines and books, or access to the Internet to conduct their research. The questions that are given in the Student's Book will guide the students in their research. Encourage them to try and answer each question.

PART B

The students plan their reports systematically, as they have been taught in this unit.

PART C

The students edit and improve their reports in order to finalise them. You can provide some feedback at this stage to help the students.

PART D

Allow each group 5-8 minutes to present their report. Encourage the other students to ask questions about what they hear in the reports.

Assessment

Let the students assess their own groups. Discuss this self-assessment with the students and provide each group with feedback on their achievements as well.



Unit 5

Lesson 1

Listening and Speaking skills
SB pp. 40-41

Let's stay healthy!

UNIT SUMMARY

TOPICS

Health, food, moral values.

INTERDISCIPLINARY LINKS

Science, Biology.

SKILLS

Listening: rap poem, dialogue, follow instructions.

Speaking: discussion, rap a poem, role-play.

Reading: graphic text, dialogue, extract from novel.

Writing: dialogue, poster.

FUNCTIONS/NOTIONS

Give advice, warn others to take care, refrain from doing something.

Express opinions, agreement and disagreement.

Express probability.

Talk about past experience.

Make assumptions.

GRAMMAR

Modal verbs.

Imperatives.

Questions in the past tense.

Use suffixes to form nouns.

Gerunds as subjects.

PHONOLOGY

Produce different intonation and rhythm patterns.

Discriminate and articulate stress patterns in words.

VOCABULARY

Words: *anorexic, case, dietician, drugs, either, fast food, junk food, overweight, panel, properly, punk, serving, sparingly, stress, wise.*

Verbs: *to chew, to digest, to laugh, to make sense, to tempt, to weaken.*

Expressions: *Do your best. It's good for you. Thank goodness!*

PREPARATION

You will need:

– Student's Book pages 40-47.

– Workbook pages 32-38.

– PC/laptop with Internet access, if available.

– Any interesting information and pictures about healthy living.

Warm up

Students will probably know about healthy living from other lessons. In this lesson they will focus on nutrition and being tempted to take drugs. You could introduce the unit with an item of news on TV or the radio that relates to this subject.

Your turn

① Let the students say as much as they can about healthy eating and the food pyramid. Ask the students a variety of questions about the pyramid too, for example: *Should you eat more vegetables or more cheese? How many glasses of water should you drink every day? (eight glasses) How much cheese should you eat? (a little) How many servings of cheese should you eat a day? (Not more than three.)* Introduce the words from the MY WORD BANK on this page.

② Revise or teach different ways of giving advice in English. Students can use auxiliary verbs or imperatives. Refer to the Grammar check. Then let the students work in pairs to give each other advice about healthy eating.

③ Read the English proverbs with the students and discuss their meanings. Ask the students if they think any of these are true or partly true.

Answers

Answers will vary for activities 1-3. Encourage the students to say as much as they can.

Listen

④ Play the podcast or read (or rap) the poem to the students a few times. If you read the poem, try to get a good rhythm into your reading. Make sure the students understand the vocabulary.

⑤ Explain what syllables are if the students don't already know. Refer to the Pronunciation check. It's important to know how to break words up into syllables to get the correct rhythm in a poem, particularly a rap poem.

Then let the students listen with the purpose of answering these questions. You could read the questions with the students first, before letting them listen to the poem again. Discuss the answers with the students.

Answers

- a Do / you / want / to / be / cool? (6)
And / do / well / at / school? (5)
Get / up / in / the / mor / ning (6)
It's / time / to / get / mo / ving (6)
Go / for / a / run (4)
You / know / it's / great / fun! (5)
Eat / a / good / break / fast (5)
You / don't / want / to / miss / this! (6)
Don't / be / a / punk (4)
Cut / out / all / the / junk (5)
Do / your / best (3)
And / a / void / the / stress (5)
Smo / king / is / bad / for / you (6)
Drugs / just / aren't / cool / to / do (6)
Re / lax / and / then / ex / er / cise (7)
Why? / Well, / it's / good / for / you! (6)
- b run: fun; punk: junk; you: do.
- c Why? Do you want to be cool? And do well at school?
- d You know it's great fun! You don't want to miss this! Well, it's good for you!
- e Take some exercise, eat a healthy breakfast, try your best, don't take drugs, relax.

Your turn

6 Students work with partners. They learn the words of the poem and try to make it into a rap song. The most confident students can perform for the class or the rest of the school.

Write

7 & 8 Students work in their exercise books to complete these written activities and consolidate what they have learned in this lesson.

Answers

- Answer may vary. Here are some examples.
- 7 a We should eat fruits and vegetables every day.
 - b Don't ever take drugs.
 - c The doctor said I must exercise every day.
 - d You mustn't eat too much junk food.
 - e We must always drink clean water.
 - f He shouldn't take drugs.

8 The food pyramid shows which foods we should eat. It also shows the quantities of each food group that we should eat. For example, we should eat more rice and pasta and less oils and sweets. We should eat three servings from the vegetable group and two servings from the fruit group every day. It's good to eat three servings from the cheese group and two from the meat, fish and poultry group. Of course these servings should not be too big! Water is also important as part of a healthy eating plan. We should drink eight glasses of water a day.

EXTRA ACTIVITIES

- Choose a few sentences from the rap poem and give these to the students as dictation.
- Choose one of the proverbs and ask the students to make up a story to illustrate the proverb. They could, for example, make up a story about how getting a sick person to laugh about something made that person feel better.
- The students could play a chain game, giving advice about things to do to get healthy. For example:
STUDENT 1: You should drink eight glasses of water, every day.
STUDENT 2: You should drink eight glasses of water and take some exercise, every day.
STUDENT 3: You should drink eight glasses of water, take some exercise, and eat two servings of meat or beans, every day. And so on.
- Provide additional practice with differentiating and pronouncing sounds. Write these two columns of words on the board and ask the students to say the words aloud and match up the words that rhyme. Remind them that the end sounds of words need to sound the same to rhyme.

A	B
cool	do
run	wise
you	wealthy
rise	school
healthy	feet
eat	fun

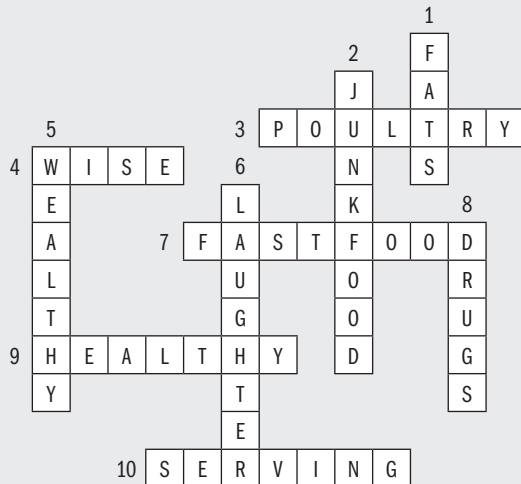
- Students can complete the activities on pages 32-33 of their Workbooks.

Answers to Workbook activities

WB
pp. 32-33

1 doc-tor, me-di-cine, laugh-ter, heal-thy, break-fast, ex-er-cise, py-ra-mid, sup-ple-ment, ve-ge-ta-ble, vi-ta-mins, cho-co-lates.

2 Crossword solutions:



NOTE: Encourage the students to do the puzzle in pencil first, as sometimes more than one answer will fit in the blocks.

3 Nutritionists classify the food that we eat into groups like dairy products and carbohydrates. Apples, [any fruit/veg] and potatoes are classified as fruit and vegetables. Food which contains proteins, such as fish, beef, beans and eggs/nuts form another food group. To stay healthy we need to eat a balanced diet of foods from all the food groups. We should eat a certain quantity of food from each group. We call these quantities 'servings'. We should eat only a few servings of fats and dairy products, but we can eat more carbohydrates, fruit and vegetables. Another way to keep healthy is to avoid eating too much junk food and to avoid taking drugs.

4 a) You should always/You must filter or boil unclean water.
b) You must/You should always wash your hands before you eat.
c) You should eat a balanced diet.
d) You shouldn't/You mustn't wear dirty clothes.

5 a) Do filter or boil unclean water.
b) Do wash your hands before you eat.
c) Do eat a balanced diet.
d) Don't wear dirty clothes.

Lesson 2

Reading skills
SB pp. 42-43

BEFORE YOU READ

Help the students to form an idea of what they will listen to and read by discussing these questions with them. New terminology (characters, scene) is introduced here to help the students to discuss texts.

Answers

- a Doudou, Idah's father, Idah.
- b Probably at Idah's house.
- c TV programmes, health, food, weight.
- d They are happy.

Listen & read

1 Play the podcast or read the dialogue yourself. Then let the students read the dialogue aloud in groups of three. Let them ask each other questions about the dialogue and try to work out what it all means before you discuss the text as a whole class again.

Speak

2 Read and discuss the questions with the class or let the students try and answer the questions in their small groups first and then report back to the class with their answers.

Answers

- a Doudou
- b A dietician advises people about what food to eat to stay healthy.
- c Because it helps to digest the food.
- d The dietician said that people eat too much.
- e They don't eat much rice, fat, meat, sweets and oily food.
- f It is a disease which makes people eat too little food. They think they are fat and they want to be thin/skinny.
- g The food is fresh and natural and people don't worry too much about being skinny.
- h hamburgers, hot chips, hotdogs...

Your turn

③ Revise past tense question forms with the students to make sure that they can make questions with question words and with the auxiliary *did*. Remind the students that they can check verbs with irregular past tense forms on page 112 of the Student's Book. The students then work in pairs to formulate questions to match these answers.

Answers

- a What was the programme about?
- b What did the dentist say?
- c What did the panel say about fast food?
- d Did you know that (example: nomads are healthier than people who live in the city)?
- e When did you watch that programme?

Listen & repeat

④ Play the podcast or read the words and let the students repeat them a few times, focussing on the word stress and the end sounds of the words. At this point you could also revise suffixes that are used to form nouns which describe the jobs that people do. Refer to the Grammar check. Ask the students if they know any other words like this. They may be able to suggest these: *pharmacist, banker, plumber, officer, player, doctor, editor, sailor, politician, physician, beautician, electrician*. Write the words on the board and examine the suffixes that are used in the words.

Write

⑤ Revise gerunds and show the students how they are commonly used as subjects in sentences. Refer to the Grammar check. Then let the students write the sentences correctly in their exercise books.

Answers

- a (Smoking/Smoked) is bad for your health.
- b (Chew/Chewing) your food helps digestion.
- c (Did/Does) they say anything about taking drugs?
- d (What did/What was) the programme about?

⑥ The students fill in words that make sense. They should read the dialogue first once or twice, perhaps aloud with a partner, before deciding which words are missing and writing the complete dialogue in their exercise books.

Answers

IDA: I watched an interesting programme on TV last Saturday about healthy living.

AWA: What did they say?

IDA: They said that chewing food is important.

They also said that we shouldn't eat too much food or too little food.

AWA: Did they talk about exercise and drugs?

IDA: Yes, they said that exercising is good for us.

But they didn't talk about drugs.

AWA: Well, taking drugs is very bad for us too.

But we know that!

EXTRA ACTIVITIES

- Read some of the questions from the dialogue and let the students focus on the correct intonation in these questions. Let them practise saying these questions. Then give them some of the questions as dictation. Read the questions at a normal pace and with the correct intonation. Don't just say each word slowly and clearly.
- Write some job names on the board and ask the students to write down what they think these people do. Discuss the answers and decide on the correct answers. Some name jobs to try: a physician, a pharmacist, a banker, a film director, a taxi driver, a ticket collector, a plumber, a beautician.
- Provide additional practice with past tense questions. Give the students key words and ask them to make questions in the past tense. For example:
who / to watch / football match / on Saturday
What / to say / the nurse / clinic
the dietician / to tell / you / what to eat
How much / water / to drink / she / this morning
- Students can complete the activities on pages 34-35 of their Workbooks.

Answers to Workbook activities

WB
pp. 34-35

1	Group 1 panel topic expert television radio shirt presenter	Group 2 chew mouth teeth tongue foods digest penicillin	Group 3 digest teeth mouth village chew tongue saliva
	Group 4 overweight fat healthy junk food eraser fast food exercise	Group 5 anorexic thin eat cell-phone sickness sweets skinny	Group 6 dietician food eat junk food healthy food calculator exercise

2		-or	-er	-ist	-ician
music					musician
collect	collector				
reception				receptionist	
act	actor				
diet					dietician
paint		painter			
science				scientist	
wrestle		wrestler			

- 3**
- Drinking unclean water from the river is dangerous to health.
 - Washing one's hands before eating is a very hygienic thing to do.
 - Covering food protects it from flies and other insects.
 - Eating junk food regularly is not good for our health.
 - Wearing unclean clothes causes skin problems.
 - Cutting down trees leads to environmental problems such as deforestation.

- 4** Answers may vary. Students could use question words or the auxiliary *did* in some cases.
- What was the film about?
 - When did the programme start?/Did the programme start early?
 - Who watched the programme?/Was the programme popular?
 - What did you do/watch last night?
 - What did the dentist say?

- 5** Answers will vary. For example:
I think it's healthier to live in a village because you can grow your own food and eat fresh food. There is also less pollution in a village because there aren't so many cars and there are no factories. But sometimes the water in a village is not clean and people get sick.

Lesson 3

Writing skills
SB pp. 44-45

Read

- 1** The students are going to write a short dialogue in this lesson. To prepare for this, they will first read a short extract from a novel which has a lot of dialogue in it. Look at the illustration of the cover of the book and read the title. Ask the students questions like: *What do you think the book is about? What do you think a 'drug pedlar' does?* Let the students read this extract by themselves a few times. Then ask them a few questions to check their understanding. Read the extract aloud yourself if you feel the students also need to hear it.

Your turn

- 2** Let the students work in small groups and brainstorm their ideas about what Sauna and Ali did next. In the book, they try to find out who the pedlars are, but they don't tell anyone. Accept any sensible suggestions and help the students to express these in English.

Answers

Answers will vary. There are some prompts in the Student's Book, but encourage the students to come up with their own ideas.

Write

- 3** The students work alone and create a short dialogue using ideas from the brainstorming session they had. They can use the frame in their books for guidance, especially if they lack confidence. More fluent students could write freely, without the frame.

Answers

Answers will vary here as well, according to the students' ideas. Here is an example of what they could write.

SAUNA: We must tell the police.

ALI: No! We mustn't. They will arrest Haliru.

SAUNA: But we must stop these pedlars.

ALI: If we find out who they are, then we could warn people about them.

SAUNA: But we should tell someone about this problem.

ALI: Yes, I agree. Let's tell my Dad first. He'll know what to do.

SAUNA: First we tell our families and then we warn our friends to be careful.

ALI: OK!

Your turn

- 4 Make sure the students understand the difference between 'to tempt' and 'to be tempted'. Refer to the Grammar check. Let them work for a few minutes, making as many real questions as they can with the given verbs.

Answers

For example:

Have you ever been tempted to take drugs? No, I have never been tempted. / Yes, I was tempted once.

Do you think drugs can really weaken your body? Yes, I think they can.

Have you ever tried drinking vodka? No, I haven't. / Yes, I have tried vodka.

Do you think it's bad to take drugs to make yourself thin? Oh yes, I do!

Speak

- 5 Students choose partners and role-play the dialogues they have written. The class could then decide which dialogue is the best (or the funniest, the scariest, the most dramatic, for example).
- 6 Discuss these questions with the class at some time during the lesson and let them give their own opinions.

Your turn

- 7 Students can work in pairs and make posters. You can treat this like a mini-project. Posters can be displayed afterwards and the class could vote about which posters are the most effective and appealing. Students can refer back to the Grammar check in lesson 1 for sentence structures to use in their posters.

EXTRA ACTIVITIES

- Revise punctuation in direct speech. Use sentences from the extract on page 44 of the Student's Book. Then use a few of the sentences for dictation. Let the students write the dictation, then let them check their punctuation carefully.
- If your students are quite confident, let them take the dialogues they have written and change the dialogue into narrative format, like the extract they read. Some of the sentences can remain in direct speech and the other sentences can become narrative. The punctuation will need to change. For example:
Sauna thought for a minute and then he looked at Ali.
'We must tell the police,' he said.
'No!' replied Ali. 'We mustn't. They will arrest Haliru.'
Sauna shook his head. 'But we must stop these pedlars.'
Ali nodded.
- Students can complete the activities on pages 36-37 of their Workbooks.

Answers to Workbook activities

WB
pp. 36-37

- 1 Answer will vary. You could read the sentences yourself and let the whole class do this activity at the same time.
- 2 a) How can I tempt you to eat more fruit?
b) Have you ever been tempted to take drugs?
c) I don't understand the question. It doesn't make sense.
d) Thank goodness you are safe! I was worried about you.
e) If you take drugs all the time, your body weakens and you will eventually die.
f) The doctor has treated many bad cases of malaria this year.
g) The drug pedlars were very well organized.
h) What are we going to do about this problem?
- 3 a) 'they' refers to drugs.
b) 'me' refers to Ali.
c) 'I' refers to Sauna.
e) 'you' refers to Sauna.
f) 'it' refers to taking drugs.
- 4 AWA: Have you ever taken drugs?
IDAH: No, I haven't. I've never tried drugs. How about you?
AWA: No, I haven't either. But tell me, do any of your friends take drugs?
IDAH: No, I don't think so. I wouldn't like to have friends who smoke or take drugs.
AWA: I wouldn't either. They may tempt you to try drugs as well.
IDAH: Yes, you're right. Drugs are not good for one's health. They weaken your body.

TIME TO CHECK

SB p. 46

Answers

- ① heal/thy, ex/er/cise, py/ra/mid, den/tist, di/e/ti/cian
- ② a You should eat fruits and vegetables every day.
b Fats and oils are important, but we mustn't eat too much of them.
c I think it's important to exercise every day.
d Yes, and don't forget to drink eight glasses of clean water too.
e Go to bed early every day, is my advice.
f Don't forget to laugh!
- ③ a junk food
b Laughter is the best medicine.
c fun, sun, Mum, bun
d a dietician
e A dentist fixes/cares for our teeth.
f Thank goodness!
g It doesn't make sense!
- ④ a scientist
b teacher
c farmer
d actor
e nutritionist
f dentist
- ⑤ a You should not/shouldn't eat too much cake.
b He should take more exercise.
c Don't eat too much fast food.
d We mustn't take drugs.
e I must wash my hands before I eat.
f They should go to bed early if they are tired.
- ⑥ a What did the drug pedlars do?
b Who told the police?
c Did the scientist say anything about exercise?
d Did you wash your hands before supper?
e Where did they go yesterday?
f Did farmers plant crops last week?
- ⑦ a Smoking/Taking drugs/Eating too much is not good for you.
b Eating the right food helps you stay healthy.
c Exercising every day keeps you fit and strong.
d Chewing your food well helps with digestion.
e Taking drugs is not a good idea.
f Drinking clean water every day is very important for your health.
g Being too thin is not good for you.
- ⑧ a The two characters are Sauna and Ali.
b They talking about drug smuggling and taking drugs.
c No, he doesn't.
d Yes, he does.
e Yes, he does.
f They make your body weak, so that eventually you die.

- ⑨ Answers will vary. Accept any sensible paragraphs that are also grammatically correct.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 38) of their Workbooks.

Answers to Workbook activities

WB
p. 38

- ① a) walking, jogging, gardening, washing windows, dancing, swimming, biking
b) It can help prevent diseases, you will feel healthier, it helps to maintain a healthy weight (you don't get fat), it's fun.
c) high blood pressure, diabetes, obesity, mental health conditions
- ② Answers will vary. Make sure the students understand that they need to write supporting sentences to go with each topic sentence. You may want to brainstorm some ideas with the whole class first.

FUN

SB p. 47

- ① Students read the comic strip and discuss it informally. The emphasis should be on having fun. Try to get the students to explain the humour in the comic strip, i.e. the boys laugh because the girls spend time jogging. They think it is easy, until they try themselves and realise they are not fit.
- ② **Answers**
dentist, nutritionist, healthy, drugs, jogging, exercise, fats, carbohydrates, vitamins, weight
- ③ **Answers**
Refer to the pyramid in the Student's Book on page 40.



Lesson 1

Listening and Speaking skills
SB pp. 48-49

UNIT SUMMARY

TOPICS

Environmental problems, rural life, water.

INTERDISCIPLINARY LINKS

Natural and Environmental Science, Biology.

SKILLS

Listening: opinions expressed by other people.

Speaking: correct statements, describe places and situations, debate a topic.

Reading: newspaper article, use prior knowledge as pre-reading skill, drawing with captions.

Writing: instructions, short article, explanation, poster.

FUNCTIONS/NOTIONS

State an opinion.

Give advice.

Express obligation.

GRAMMAR

Use *should* and *must* in passive sentences.

Direct and indirect (reported) speech.

Punctuation in direct speech.

Use sequence words.

Imperative forms.

PHONOLOGY

Discriminate and articulate stress patterns in words.

VOCABULARY

Words: *bacteria, chemical, complaint, container, deep, dust, household, industry, lid, pump, rubbish, sewage, shallow, sickness, solar, spare parts, supply, water tower, water pump, well, worm.*

Verbs: *to cause, to complain, to contaminate, to die, to eliminate, to flood, to pump, to supply, to test.*

PREPARATION

You will need:

- Student's Book pages 48-55.
- Workbook pages 39-45.
- PC/laptop with Internet access, if available.
- Articles and pictures about environmental problems of interest.

Warm up

The students are going to focus on water supplies in this unit – how they become polluted and how some of the problems of water supply can be addressed. You could once again introduce the unit with an item of news from TV or the radio that relates to this subject. Translate the article into English or read it in French and then ask the students to try and tell you what the article is about in English.

Speak

① Look at the photographs and discuss them with the students. Make sure they read the captions and explain the words in MY WORD BANK as necessary. Let them say as much as they can about each photograph. They should describe the pollution in each photograph and then say what is causing the pollution in each case.

Listen & repeat

② Play the podcast or read the words to the students so that they can hear and practise the correct word stress.

Listen

③ Play the podcast or read the text (see page 104 of the Student's Book). Read at a normal pace and with lots of expression. Discuss the words in MY WORD BANK. Then write these summary sentences of the texts on the board, in a mixed order. Read the texts again or play the podcast, one speaker at a time. After the students have listened to each speaker, they should match what they have heard with a summary sentence on the board.

Summary sentences

(Person 1) Industries do not care about ordinary people.

(Person 2) There are no more fish because of the pollution.

(Person 3) The children get sick from playing in the water.

(Person 4) Lots of people have to go to the clinic for treatment because of the pollution.

(Person 5) The pollution causes bad smells and clothes don't wash clean.

(Person 6) The value of property has decreased because of the pollution.

Speak

4 Then discuss and help the students to answer the questions correctly.

Answers

- a They live near a canal/river.
- b pollution, health problems, bad smells
- c angry, frustrated, sick, emotional

5 Let the students listen to the texts again and correct the false statements orally. Afterwards they could write the sentences correctly as well, perhaps for homework.

Answers

- a True
- b False. Big companies do not listen to people's complaints.
- c False. Fishing businesses are not profitable because of the pollution.
- d False. Bad smells are the result of pollution.
- e True

Your turn

6 Students work in pairs and make a list of things that people could do to help solve the problem of water pollution. There are some ideas in the lesson, but encourage the students to think of their own ideas as well. Help them with vocabulary as necessary.

At this stage you could review or teach the use of the words *should* and *must* to give advice, in the passive voice. Refer to the Grammar check.

Answers

Accept all sensible suggestions.

Write

7 The students consolidate what they have learned by copying and writing the sentences correctly in their exercise books.

Answers

- a The people are angry because the water is (polluted/pollution).
- b Industries do not listen to the (complain/complaints) of the people who live in the village.
- c Do you know what (caused/tested) the pollution of the river?
- d This water is full of (bacteria/litter) from the sewage. It should be (tested/tried).
- e The water (supply/pump) is polluted because factories (poison/pump) chemicals into the water.
- f People should not throw their (rubbish/sewage) into the river.

EXTRA ACTIVITIES

- Write some of the statements from the listening text on the board (see Student's Book, page 104.) Delete every third word and then use this as a guided dictation. The students copy the text with the gaps from the board, then listen and complete the gaps. Play the podcast or read the text yourself at a normal pace.
(Don't speak too slowly.)
- You could read and teach the students this simple poem to practise vocabulary and pronunciation. It could be performed as a rap poem.
*Listen to us. Hear what we say!
Let's stop this pollution. Let's start today.
People stop dumping,
Factories stop pumping,
Let's keep this place clean we say!*
- Students can complete the activities on pages 39-40 of their Workbooks.

Answers to Workbook activities

WB
pp. 39-40

- 1 a) chemical
b) pollution
c) try
d) water
e) health
f) complain
g) beach
h) supply
- 2 a) bac/te/ri/a
b) in/dus/tri/al
c) pro/fi/ta/ble
d) ho/rri/ble
e) e/mo/tion/al
f) po/ver/ty
- NOTE: Some of these words are in the listening text, so the students may need to listen to the text again.*
- 3 a) These germs can make you very ill! → bacteria
b) These products from the factories pollute the soil and the water. → chemicals
c) Excrement and water from toilets pollutes this river. → sewage
d) Look at all those bottles and pieces of paper! → rubbish
e) These plants pollute many rivers and lakes in Africa. → water hyacinths
- 4 This is an industrial area; there are many factories here. Nearby there is a village and a river. A chemical factory in the area regularly pumps toxic waste into the river.
As a result the water in the river is polluted and humans and animals cannot drink it. People in the village have complained and asked for the water to be tested. The water in the river is also polluted with bacteria because of the sewage in the river.
- 5 a) verb
b) verb
c) noun
d) verb
e) noun
- 6 Answers may vary; students could also use 'must' or 'mustn't' in their answers to some of these questions.
a) Factories must not dump chemicals in rivers.
b) People shouldn't/mustn't throw rubbish into the river near their village.
c) The government should provide villages with water.
d) They must/should filter the water from the river before drinking it.
e) The students should plant trees to protect their school environment.

Lesson 2

Reading skills
SB pp. 50-51

BEFORE YOU READ

Students use prior knowledge as a pre-reading activity to prepare for reading this newspaper article. Let them read the statements in pairs and write down whether they think each statement is true or false, before they read the text. After they have read and discussed the text, they can come back to these statements and check their initial responses.

Ask students to identify the village of Niantjila on a wall map or a map in their Geography books. They could also find the village on a map on the Internet.

Answers

- a False
b True
c True

Listen & read

1 Some of the vocabulary in this text may be quite difficult for the students, so introduce it in steps. You could, for example, discuss the photograph with the students before they listen to the text and use this opportunity to introduce some of the nouns. Then focus on verbs and adjectives after the students have listened to or read the text. The key words are in MY WORD BANK and in the complete MY WORD BANK on pages 110-111 of the Student's Book. Then play the podcast or read the text once or twice. Ask some basic questions to check understanding. Allow the students time to read the text silently by themselves as well and ask questions about any words or sentences that they do not understand.

Listen & repeat

2 Play the podcast or read the words to the students so that they can hear and practise the correct word stress.

Speak

3 The students read the sentences aloud and complete them to show their understanding of the passage they have read. They could then do this as a written activity for homework later.

Answers

- a There were traditional and modern wells in the village.
- b The wells in the village were too shallow.
- c The water pumps in the village were always breaking down.
- d The water supply was contaminated during the rainy season.
- e Many children died from drinking contaminated water.
- f The chief requested a solar water pump.
- g Plans were drawn up to provide a deep well for the village.
- h Bacteria in water can be eliminated by means of a water filter.

Your turn

4 Revise the difference between direct and indirect speech. Refer to the Grammar check and tell the students to look for examples of both in any texts in their Student's Books. The students then complete the activity orally.

Answers

- a 'Many people, especially young children, have become ill or have died,' the chief said.
- b 'During the rainy season, water pours down into the village,' the chief explained.
- c 'The rain water brings human and animal excrement with it,' the chief said.
- d 'The wells in the village become flooded and contaminated,' the chief said.

Write

5 Before the students write down the sentences they made in activity 4, focus on the punctuation that we use in direct speech in English. Let the students try and discover some of the rules for themselves. Ask them to find examples from any text in their Student's Book. Then ask them to suggest the rules. The answers to activity 5 are the same as those for activity 4 above.

6 Teach the students the basic rules of writing statements in reported speech. Teach them to use the word *that* and to change the tense of the verb. They do not need to be able to change pronouns or time indicators yet. (They will learn more about reported statements and reported questions in 3^e.) Refer to the Grammar check.

Answers

- a She said that industries were only interested in money.
- b The woman said that the children were always sick.
- c The chief said that the village needed a solar pump.
- d The scientist said that the bacteria contaminated the water.
- e The engineer said that that filter eliminated the bacteria.

EXTRA ACTIVITIES

- Students can read the newspaper article aloud in pairs and ask each other questions about it.
- Read some of the words from the text aloud and ask the students to write the words and underline the stress in each word.
- The students can make some of their own sentences with words in MY WORD BANK.
- If you think the students are ready for this, you could ask them to write the letter that the chief in Mali wrote to the government representative, using information from the text they have read. Help them to begin the letter and advise them on appropriate salutations.
- Students can complete the activities on pages 41-42 of their Workbooks.

Answers to Workbook activities

WB
pp. 41-42

1	Syllable 1	Syllable 2
	flooded	bacteria
	excrement	inhabitant
	children	contaminate
	village	eliminate

- 2** a) He wrote to the government representative.
b) It has about 3000 inhabitants.
c) His complaint was that the village did not have clean water and that people died or became ill as a result.
d) (Accept all sensible suggestions.) The government should provide new wells, new water pumps, piped water, filters, etc.
- 3** The chief said, 'The wells in our village are too shallow. The water pumps are always breaking down and it is difficult to find spare parts to fix the pumps. The factory near the village regularly dumps chemical waste into the river.'
- 4** a) The man shouted that no one listened.
b) The chief added that the wells in his area were so shallow that they were constantly flooded during the rainy season.
c) The Minister of Agriculture said that the government was planning to provide the village with a clean water supply.
d) The woman complained that her son's eyes were red and (that) her daughter always had a rash.
e) The man said that nobody wanted to buy his house.
- 5** a) 'The factory owners don't care about us!' said the villager.
b) 'Many people have to be treated for roundworm and conjunctivitis,' explained the doctor. 'The water should be tested.'
c) 'The water has a horrible smell and the people can't get their clothes clean,' said Mr Brown.
d) 'It's a crime!' she shouted. 'We must find a solution.'

Lesson 3

Writing skills
SB pp. 52-53

Read

- 1** Let the students read the labelled diagram by themselves first. Then ask them questions to see how much they have understood before reading the captions in detail with them and teaching the vocabulary.
This is a picture of a real water filter that has been built in many villages in Mali and is currently in use. Similar filters are used all over the world.
At this point you could ask a Science teacher at your school to explain to the students, in scientific terms, how water filters and the addition of household bleach to water can make water safe to drink.

Your turn

- 2** Students work in pairs and discuss how the water filter works. Remind them that they will need to use imperative forms to explain the process. The pairs of students can then report back to the rest of the class and share ideas.

Answers

Students can say things like:

You pour boiled water into the filter.

The water goes through the filter and into the container (pot).

When you want clean water, you turn on the tap at the bottom of the container. You need to put some bleach in the water.

You need to keep the lid on the container to keep the water clean.

Write

- 3** The students write instructions for using a water filter. Read the Writing Tips box. This is revision. The students should know how to use the imperative form by now and they should also know several sequencing words. Teach them how to use commas in their writing. Explain that commas make texts easier to read. Refer to the Grammar check.

Answers

The students could write something like this:

Boil the water.

Pour the water through the filter, and then pour it into the pot.

Add some bleach to the water.

Cover the container.

Leave the water in the container for a few hours.

Turn on the tap, and then draw your clean, filtered water!

4 This is a free writing activity in which students say as much as they can. Encourage them to write freely, not worrying too much about grammar at first. Later, after they have written a draft, you can assist them to improve their drafts.

Allowing the students to write freely from time to time can encourage them to write and to express themselves. Students can share their ideas afterwards or display their writing in the classroom for other students to read.

Answers

The students could use the following main ideas:

They are simple and easy to use.

They help to make water good to drink.

They are cheap.

Speak

5 Allow the class some time to discuss water pollution in the area where they live. Focus the discussion on *causes* and *solutions* to problems.

Write

6 Writing a class blog or an article for a school newspaper enables students to write about what interests them – so the writing task has a real purpose. Don't mark or edit these blogs and articles, but help if necessary. Remind the students that because other people will be reading the blogs or articles, they should try to be as accurate as possible.

EXTRA ACTIVITIES

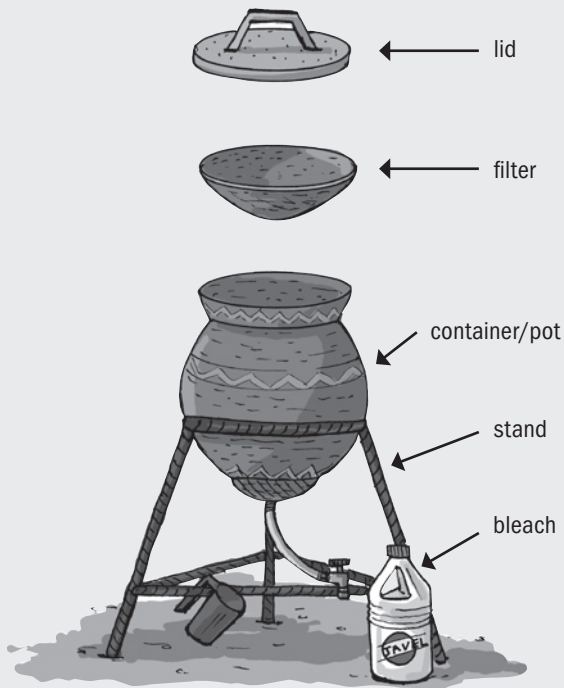
- Read these riddles to the class and ask them to guess what they are. Students can then make up their own riddles to test the rest of the class, using any vocabulary from this unit.
 - a)** This can be big or small. You put something inside it. (a container)
 - b)** This is a very small, thin animal. It can be long and it is usually brown or black. (a worm)
 - c)** People and things that are connected with or belong to a home. (a household)
 - d)** This can be caused by a virus or by bacteria. You do not feel well if you have this. (sickness/disease)
- Write a few sentences on the board and ask the students to choose the correct words to complete the sentences. This can be done orally. For example:
 - We can use small amounts of household (beach/bleach) to make water safe for drinking.
 - To make a simple water filter, you need a (container/contain) with a lid, a stand and some bleach.
 - The water is (polluted/pollution) and the children in the village are ill.
 - The people in the village have (complained/complaints) about the factories that pollute the river.
- Students can complete the activities on pages 43-44 of their Workbooks.

Answers to Workbook activities

WB
pp. 43-44

- 1** diarrhoea, typhoid, cholera, hepatitis, polio
- 2**
 - a)** I like to drink lots of cool, clean water every day.
 - b)** Plants, chemicals, rubbish and sewage can pollute rivers.
 - c)** The bleach, which is added to the water after it has been filtered, kills the bacteria.
 - d)** The stand, which supports the pot, also keeps it off the ground.
 - e)** Many people, especially young children, became ill from drinking the water.
 - f)** The government will provide a new, deeper well, a solar pump and a water tower.

3 Water filter



4 A simple home-made water filter unit consists of four main parts: the lid, the filter, the stand and the container. The lid stops the dust and small living organisms from going inside the filter. Worms and insects are eliminated as the water goes through the different layers. The stand is a piece of metal, wood or cement which supports the pot. The container rests on the stand. The water we get at the end of this process still has bacteria in it. To kill the bacteria, put a small amount of bleach into the filtered water.

5 Answers will vary.

NOTE: Brainstorm some ideas with the class first or let the students brainstorm ideas in groups.

TIME TO CHECK

SB p. 54

Answers

- 1 The 10 words are: *well, polluted, contaminate, sewage, bacteria, chemicals, filter, disease, rubbish, eliminate.*
- 2 well, polluted, contaminate, sewage, bacteria, chemicals, filter, disease, rubbish, eliminate
- 3 a Do they know what (caused/resulted) the pollution of the river?
b The wells in the village became flooded and (contaminated/eliminated).
c Solar water (pumps/supplies) are less expensive than petrol pumps.
- 4 a The villagers said, 'Businesses are only interested in making money.'
b 'The children are dying,' said the doctor.
c 'The well needs a new pump,' said the chief.
d 'The flood waters contaminate the wells,' explained the scientist.
e 'It's a crime!' shouted the old woman.
- 5 a The engineer said that solar pumps were better than petrol pumps.
b The worker explained that the filter on the top of the pot eliminated small insects.
c The doctor said that the skin rashes were caused by water pollution.
d The chief said that the wells in the village were too shallow.
e The businessman said that people were complaining about the polluted river.
f The chief explained that it was often difficult to find spare parts for the pumps.
- 6 a The scientist said that the water should be tested.
b Another woman said that all the water must be boiled and filtered.
c The teacher said that people must be educated too.
d The doctor said that clean water must be supplied to the town.
e The chief said that solar water pumps should be provided by the government.
- 7 a The villagers in Niantjila did not have a good water supply. Many people in the village became/ got sick and some children died. There were wells in the village but the water in the wells became contaminated in the rainy season. This was because the wells were too shallow. The other problem was that the water pump was always breaking down. The villagers could not fix/repair the pump because there were no spare parts.

b This water filter has a lid which keeps the dust and animals out of the water. The filter helps to eliminate small insects/worms. The container is a traditional/large pot with a pipe and tap. The pot is supported by a stand, which also keep the pot off the ground. The water in the pot is purified/treated with household bleach.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 45) of their Workbooks.

Answers to Workbook activities

WB
p. 45

- 1** a) All the sentences are false.
b) Chemicals, sewage, rubbish
c) washing, gardening, agriculture
d) fit/unfit, clean/polluted, impossible/possible
- 2** Answers will vary.

PROJECT CORNER

SB p. 55

Explain to the students that they will do this project in groups. They are going to make a poster to show how a traditional water filter works. During the project, they will be able to demonstrate their new language skills. As before, the project is in four parts. In part A, the students do their research. In part B, they plan their posters. In part C, they complete their poster. In part D, they do short oral presentations to explain how filters work. At the end of the project, they will be given an opportunity to evaluate their own work.

PART A

The students may need some help from their Science teacher. Although all water filters work in a similar way, encourage students to look for water filters that are not exactly the same as the one shown and described in their Student's Books. For example, water filters can be made with buckets, plastic bottles and clean straw or charcoal. Students may be able to find some interesting ideas on the Internet. They could type in key words like 'home made water filter' and do a search for ideas.

The questions that are given in the Student's Book will guide the students in their research. Encourage them to try and answer each question.

PART B

The students plan their poster. Each member of the group should participate in this process. The students should know the basic principles of good layout by now.

PART C

The students edit and improve their posters. You can provide some feedback at this stage to help the students.

PART D

Allow each group 3-5 minutes to present their posters. Encourage the other students to ask questions about what they hear and ask for clarification if they do not understand an explanation that has been given.

Assessment

Let the students assess their own groups. Discuss this self-assessment with the students and provide each group with feedback on their achievements as well.



Lesson 1

Listening and Speaking skills
SB pp. 56-57

UNIT SUMMARY

TOPICS

Communications, technology.

INTERDISCIPLINARY LINKS

Computer Studies.

SKILLS

Listening: listen to survey and answer questions, other opinions, dialogue.

Speaking: discuss and describe pictures, conduct survey, report back, role-play, presentation.

Reading: captions, dialogue, scanning as pre-reading skill, description.

Writing: use topic and supporting sentences, plan, draft and edit short description.

FUNCTIONS/NOTIONS

Express opinions.

Give advice.

Attract attention.

Express agreement and disagreement.

Classify information.

Explain a process.

GRAMMAR

Use suffixes to build words.

Use *would* and *should*.

Verbs followed by gerunds and infinitives.

Gerunds after prepositions.

Synonyms.

Use different question forms.

PHONOLOGY

Discriminate and articulate stress patterns in words.

Distinguish /s/ and /k/ as beginning sounds.

VOCABULARY

Words: *access, blog, booth, celebrity, common, emergency, profile, social network, tweet, useful.*Verbs: *to imagine, to log on/off, to restrict, to send a text message, to text, to update.*Expressions: *I'm off to... We're here. What a good idea!*

PREPARATION

You will need:

– Student's Book pages 56-63.

– Workbook pages 46-52.

– PC/laptop with Internet access, if available.

Warm up

The theme of computers and other technologies that we use for communication is the topic which provides the context for language learning in this unit. So perhaps to start this lesson, you could allow students to use their mobile phones in the classroom! Ask them to send a message to another student in the class – in English. Students who do not have cell phones could work with students who do have phones. Some of the students could read out the messages they have received. Then talk briefly about ways of sending each other messages – what works best, which is the cheapest or quickest way, which is the best, the most satisfying way, and so on. In the Fun activities at the end of this unit, the students will learn about writing short text messages in English.

Speak

1 Read the captions under each picture with the students or let them read the captions themselves silently. Then discuss each caption, asking students to state their opinions about each. Encourage them to try and give reasons as well. Try not to correct grammar at this stage; rather let the students talk freely, saying as much as they can. Help them with vocabulary if necessary. Teach the words in MY WORD BANK during the discussion.

Your turn

2 We can often recognise the grammatical function of a word by the way it ends. Adjectives often end in *-ful*, *-less*, and *-al*, for example. Ask the students to give you a few examples. Teach the students how to make adjectives by adding the suffixes *-ful* and *-al*. The spelling rule about changing 'y' to 'i' when any letters are added to a word also applies here. Students will need to learn which suffix to use with which words. Make sure that the students can pronounce the adjectives correctly as well. Refer to the Grammar check.

Then the students work in pairs and make adjectives and sentences with the given words. If dictionaries are available, let them check the words they have made in their dictionaries.

Answers

Model answers follow the adjectives:

- a** Beautiful: *What a beautiful bird!*
- b** Wonderful: *They had a wonderful holiday in Benin.*
- c** Helpful: *The shop assistant was very helpful.*
- d** Natural: *I like to use soap that is made of natural ingredients.*
- e** Cultural: *It is important to take part in cultural activities.*
- f** Musical: *He is very musical. He plays the piano and the flute.*
- g** Careful: *Please be careful – that road is very dangerous.*
- h** Central: *Where is the central bus station in this town?*
- i** Industrial: *This is an industrial area, not an agricultural area.*

Listen

③ The students are going to participate in a survey by listening to some questions and answering them. They should not read the questions while they listen. Play the podcast or read the questions yourself once. Then let the students listen a second time and answer the questions. Tell them that there are eight questions and that they only have to answer 'Yes' or 'No'. There are no right and wrong answers. They need to give personal answers and state their own opinions. They should write down their answers. Then read the questions again and do a tally, to see how many students answered 'Yes' or 'No' to each question. Ask the class to draw conclusions about the survey they have participated in. They could say things like: *Most of the students in the class think that mobile phones are useful. Only one student thinks that they are dangerous.* (And so on.)

Answers

Personal answers.

Your turn

④, ⑤ & ⑥ The students work in groups and conduct their own small surveys about the use of computers. They should follow the step-by-step instructions given in their Student's Books. To prepare for this activity, let the students read the questions they heard during the survey they participated in (see page 104 of the Student's Book).

Note that the focus of this activity should be on listening and speaking. The students will need to write the questions but they should conduct the survey and report back to the class orally. Students will need to make a checklist/survey form for recording the answers. A sample is given in the Student's Book. The number of groups surveyed can of course be changed according to the number of students in the class. For the report back, students will need to use phrases like: *some of...*, *none of...*, *a few of...*, *most of...*, *only (two) of...*

EXTRA ACTIVITIES

- The students could write a short report on the survey they conducted. These could then be displayed with their completed survey forms in the class.
- If students need additional practice in forming questions, they could work in pairs and ask and answer questions about the pictures and captions on page 56 of their Student's Books.
- SMS short cuts in English – give a few examples and let students try and work out what they mean. (See FUN page too, page 63 of the Student's Book and the teacher's notes for this page.)
- Students can complete the activities on pages 46-47 of their Workbooks.

Answers to Workbook activities

WB
pp. 46-47

- 1 Cell phones and the Internet are examples of the new Information and Communication Technologies (ICT). They have greatly affected our way of life over the last ten years. At school for example, you can communicate with your friends, create a school newspaper and do research on projects. You can also design and set up websites to promote your school, and share or work on common projects with other schools. Social networks like Twitter and Facebook have also become very popular. On these networks you can share photographs and send messages to your friends. However, some people do not like using these new technologies – but have they ever found themselves in situations where one needs to make an emergency call? Cell phones can be very useful if you need to call the police or call for an ambulance, for example.

Lesson 2

Reading skills
SB pp. 58-59

BEFORE YOU READ

To develop pre-reading skills, students work in pairs for a few minutes and answer the questions. They can make notes of their answers. Don't check these answers at this stage, but come back to them after the students have listened to and read the dialogue. They can then check their own answers.

Answers

- Ali, Oumi and the cybercafé manager.
 - The cybercafé/Internet café
- an Internet café: a cybercafé
a mobile phone: a cell phone
a text message: an SMS
to restore and repair or fix up: to renovate
to text: to send a message
to look at different Internet sites: to surf

Listen & read

- Play the podcast or read the dialogue yourself using natural intonation and an informal tone. Allow the students time to read the text silently by themselves as well and ask questions about words or sentences they do not understand. Teach the words in MY WORD BANK. Draw attention to certain features in this dialogue by asking the students these questions.

What word does Ali use to attract Oumi's attention? (Hey!) Is this informal or formal? Would you say this to your teacher? (No, it's very informal. You would say 'Excuse me!' to your teacher.)

What words does the manager use to greet the students? (Welcome!)

What phrases does Ali use to show that he agrees with Oumi? (Yes, sure! and What a good idea!)

Remind the students to go back and check the answers they gave to the questions in the pre-reading activity.

- NOTE:** This is a listening activity. One student reads the question while the other student listens and completes the activity. The students then swap roles. Alternatively, read the questions yourself or play the podcast and let the students complete this as a guided dictation.

- Do you have your own mobile phone?
- Do you know how to send an email message with a mobile phone?
- Do you think that mobile phones are useful?
- Do you think that a mobile phone is dangerous in any way?
- Should people be allowed to talk on their phones during cultural events?
- Should students be allowed to bring phones to the classroom and to meetings?
- Would you buy an expensive mobile phone if you had lots of money?
- If you had a cell phone, would you send more than five messages every day?

- | Noun | Adjective | Noun | Adjective | Noun | Adjective |
|---------|-----------|--------|-----------|----------|------------|
| power | powerful | help | helpful | origin | original |
| nature | natural | tribe | tribal | success | successful |
| culture | cultural | use | useful | ancestor | ancestral |
| skill | skilful | colour | colourful | industry | industrial |
| beauty | beautiful | nation | national | wonder | wonderful |

- Green, yellow and red are Benin's national colours.
 - The Internet is very powerful/useful nowadays.
 - Water is one of the most precious natural resources on our planet.
 - My computer is a very powerful/useful machine. It's fast and the hard disk has a large storage capacity.
 - She has two tribal scars on her face, one on each cheek.
 - She's not only beautiful, she's also a very good sportswoman.
 - A:** This company is making cheap computers for developing countries.

B: That's wonderful!

A: Why do you think African kings waged so many tribal wars?

B: Because they wanted to expand their territories.

A: Their house is not far from the industrial zone.

B: That's why they are complaining about pollution all the time.

A: She is a very successful businesswoman. She makes a lot of money.
- Answers will vary. Here are some examples.

How often do you go to the cybercafé in a week?

What do you do at the cybercafé?

Is the cybercafé cheap or expensive?

Are you satisfied with the service at the cybercafé?

Does it provide good connectivity?

Speak

2 Read the questions and discuss the answers with the class. Guide them to the correct answers by reading them relevant sentences from the text if necessary.

Answers

- a She needs to do some research for a project.
- b Oumi
- c She does not want to watch football.
- d To protect the students from dangerous and violent websites.
- e You can send a message using your cell phone or via the Internet on a computer.
- f Because then she can also see the person to whom she is sending a message.
- g To call someone on the computer rather than send a text message.
- h He dreams about being in an Internet café, and having no work to do, only having fun.

3 Read the sentences aloud and let the students discuss the meaning of each sentence.

Answers

- a I'm off to the cybercafé. (I am going to the cybercafé./ I don't like going to the cybercafé.)
- b We're here. (We have arrived at the Internet café./ We are sitting in the Internet café.)
- c How clever of you! (I am cleverer than you./ You are clever.)
- d Ali, you promised to add the video clip. (Ali must make a video with clips./Ali must add a video clip to the class blog.)

Your turn

4 Let the students try this activity in pairs first. They should say each word aloud to distinguish the beginning sounds of each word (/s/ or /k/). Then read each word yourself and let the students check their own answers.

Answers

begin with /s/ sound	begin with /k/ sound
cell, cybercafé, centre, celebrate	cost, computer, console, connect, culture, common, communicate

5 This dialogue is loosely based on parts of the dialogue that the students have read in this lesson. The students should first do this orally. They could later write it down as a homework exercise.

Answers

- ADÈLE: We're here. Let's get an access card first. It's cheaper/quicker/easier that way.
- TOM: What a good idea! It only costs [any price] for [any number of hours] hours.
- ADÈLE: What are you going/planning/hoping to do here today?
- TOM: I need to work/do some research/send some emails.
- I don't feel like working/playing games today.
- ADÈLE: I don't enjoy playing games/surfing the net/doing research/watching football but I like playing games/surfing the net/doing research/watching movies and games.
- TOM: I also want to send a message/an email to Ken/my friend.
- ADÈLE: Imagine being/living in a world with no computers!

Write

6 Revise some verbs that are always followed by gerunds (not infinitives). Refer to the Grammar check.

NOTE: The students work alone and write the sentences correctly in their exercise books.

Answers

- a What do you enjoy doing in an Internet café?
- b I need to do some research on the Internet.
- c They spend their time looking for new games to play on the computer.
- d She feels like updating the class blog.
- e Do you want to watch a movie with me?
- f I will go home when I have finished watching the soccer match.

EXTRA ACTIVITIES

- Dictate a few sentences (with gerunds) from the dialogue.
- Write some sentences from the dialogue on the board and remove all of the verbs. Let the students complete the sentences without referring to the original dialogue.
- Students can read the dialogue aloud in groups of three.
- Students could also make up and role-play a dialogue of their own about going to an Internet café.
- Students can complete the activities on pages 48-49 of their Workbooks.

Answers to Workbook activities

WB
pp. 48-49

- 1 Here are some examples from this lesson.
a) cybercafé, central, send, social, site, cell phone...
b) cultural, communicate, country, caption, common, collect, care...
- 2 blog, tweet, surf, log on, send an email, make a call, watch a movie
- 3 **a)** I'm off to the Post Office.
b) Do you mind if I come with you?
c) What a good idea!
d) How clever of you!
- 4 **JOHN:** We're/We are here. Let's get our access cards.
BETH: What are you going to do here today?
JOHN: I need to do research, but I don't feel like working today.
BETH: I enjoy doing research.
JOHN: I do too, but I also like surfing/like to surf the net.
BETH: Me too!
- 5 Answers may vary as students can choose the subjects for each sentence.
a) She likes watching wrestling on TV.
b) Would/Do you mind passing the butter to me?
c) Dad doesn't not enjoy cooking supper for the family.
d) I feel like buying some/an ice cream this afternoon.
e) Has he finished doing his project?
f) You should not spend so much time playing computer games.
- 6 Answers will vary. Encourage the students to make these real. Let them write a draft first and then edit their work before writing the final dialogue into their books.

Lesson 3

Writing skills
SB pp. 60-61

Read

- 1 The students are going to write a short description of the way people use mobile phones to communicate in this lesson. To prepare for this, they will first read a description of how the social networking system 'Twitter' works. You could discuss networking websites (like Facebook, MySpace, Skyrock, Habbo, Hi5) with the students first, if they already use them. Ask them which ones they use and how they use them. Let the students read this description by themselves a few times. The next activity will guide the students towards reading and understanding the description in detail.

Your turn

- 2 Teach or revise what topic and supporting sentences are. Refer to the Grammar check. Then let the students work in pairs to understand the text in more detail. You can walk around and help but it is important to give them time to try and work things out for themselves as well. If they are not used to making word spiders to summarise ideas, help them with this stage (d) or let them just make lists of the key words.

Answers

a, b *Twitter is the fastest-growing social network.*

To use Twitter you need a computer with Internet access or a mobile phone.

So, how does one use Twitter?

Many people and organisations find that Twitter is useful for getting information to other people.

c Personal answers.

d Here are some key words. The students may identify as few more which is fine, but they should not write down every noun and verb.

Paragraph 1: see example in Student's Book.

Paragraph 2: need computer, Internet, mobile phone, free, pay messages, pay Internet access.

Paragraph 3: easy to use, register, create profile, access, followers, friends.

Paragraph 4: useful, sending information, Red Cross, political campaign Obama, fans, Serena Williams.

3 Students work in pairs or in small groups if you prefer. To start the process of writing a description, they will brainstorm ideas, plan the paragraphs that they are going to write and then write a topic sentence for each paragraph. Discuss this process with the students and read the instructions and the examples with them.

Write

4 Students work alone and write drafts of their descriptions. Then they work in pairs again to proofread, edit and improve their descriptions. You could give some feedback at this stage as well.

Answers

Answers will vary.

5 Students work alone and make sentences from the table. Some phrases can be used more than once.

Answers

Here are some of the sentences the students could make.

Are you interested in using Twitter?

It is useful for communicating with friends.

It is useful for campaigning.

The candidate used messages for campaigning.

We are excited about learning about new technologies.

We are excited about campaigning.

She often talks about getting a new cell phone.

She often talks about communicating with friends.

Thank you for helping me to send this message.

Your turn

6 Students work in groups and make short, informal oral presentations about methods of communication. The emphasis here should be on how they use these methods and what they think about all the methods. Encourage any natural debate that follows the presentations in class.

EXTRA ACTIVITIES

- Students can look at the text in their Student's Books again and identify the verbs and/or nouns. Or you could set them a timed task like this:
Find 10 verbs in the passage and write each verb in the past tense. You have 10 minutes only to finish this.
- Students can complete the activities on pages 50-51 of their Workbooks.

Answers to Workbook activities

WB
pp. 50-51

- message, Twitter, celebrity, profile, Facebook, access, restrict, social, network
- After chatting with a friend on the Net, he started doing his research work.
 - I am interested in learning more about Twitter.
 - He became a computer expert after working hard.
 - You can't work on a computer before logging on.
 - You can log on by writing your username and password in the appropriate slots.
 - A:** Are you excited about going to the cybercafé this afternoon?
B: Yes. Pity I will only have time to work though.
 - Thank you very much for lending me your computer last night.
- Answers will vary. Here are some examples of the sentences that students could include in their paragraphs.
 - It's free. All you need is access to the Internet. Many students communicate through Facebook. You can send messages to your friends and let them see your photographs.
 - You can call and get help. You can let people know where you are. You can give information to emergency workers like firefighters and doctors.
 - It's quick and easy to use. It is cheaper to send messages on the Internet than it is to post letters. Chatting on the Internet is also cheaper than making a telephone call.
 - Most young people, and many older people, visit cybercafés these days. Cybercafés allow us to meet new people and to socialise. Cybercafés help us to get information quickly and easily.
- Personal answers.
NOTE: Let the students use any language that they know. Encourage them to write a topic sentence first and then 2-3 supporting sentences. You could brainstorm some topic sentences with the whole class first if you think the students need more support.
- Personal answers.
NOTE: Let the students use any language that they know. The students could work in pairs.

TIME TO CHECK

SB p. 62

Answers

- Oumi often goes to the cybercafé to send emails and to surf the Internet.
 - Can you send a text message from a computer or do you need a mobile phone?
 - We are going to renovate our school this year.

2	nouns	adjectives
	beauty	<i>beautiful</i>
	<i>wonder</i>	wonderful
	industry	<i>industrial</i>
	<i>culture</i>	cultural
	care	<i>careful/careless</i>
	<i>help</i>	helpful
	centre	<i>central</i>
	<i>use</i>	useful
	nature	<i>natural</i>

3 Personal answers.

4 Are they interested in learning about new technologies?
 Email is useful for communicating with friends. We are excited about getting a new TV set. She enjoys receiving messages from her friends. He doesn't feel like working this afternoon. Thank you for helping me with my work. Would you mind showing me how to register on Twitter?

- 5 a What do you enjoy doing at the weekend?
 b We need to do some work on our project.
 c He spends his time playing games on the computer.
 d She hates updating the class blog.
 e Do you want to have supper with us?
 f I don't like watching football on TV.
 g Twitter is useful for sending information to other people.

- 6 Answers may vary. Here are some examples.
 a A cell phone is useful for talking to friends, sending messages, emergencies, playing games, checking the time.
 b A computer is useful for sending emails to friends in other countries, doing research, typing up projects and essays, watching movies.
 c Twitter is useful for campaigning in an election, sending short messages, chatting to friends, getting and sending news.

7 Answers will vary. Suggest that the students start with a topic sentence and then write the supporting sentences.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 52) of their Workbooks.

Answers to Workbook activities

WB
p. 52

NOTE: The students need to transfer the information from the report to the survey form. This is not difficult, but they will need to read the text carefully first. They will have to work out the 'no responses' for themselves.

Questions	Answers			
	Group 1		Group 2	
	Yes	No	Yes	No
1. Do you know what Twitter is?	### ### 	### 	### ### ### 	
2. Do you use Twitter?		### ### ### 	### ### 	###
3. Do you think that this is a good way to communicate with your friends?	### 	### ### 	### 	### ###
4. Are there other ways in which Twitter is useful to society?	### ### 	### 	### ### ### 	
5. Is (using) Twitter dangerous in any way?	### ###	### ###	### ###	### ###

FUN

SB p. 63

1 Students read the comic strip and discuss it informally.

2 These messages are written in very contracted ways, the ways people write text messages on their cell phones. Students should read each message aloud for clues. The contractions or numbers will have the same sounds as the complete words. Here are a few more for the students to learn and try. asap: As soon as possible. b4n: Bye for now. lol: Lots of love/laugh out loud. pcm: Please call me. cul8r: See you later. wu: What's up?

Answers

Tx C U 2moro: Thanks. See you tomorrow.
 PLS COME B48: Please come before 8 o'clock.
 RU Ok? : Are you okay?

3 Students can see who can work out the answers first.

Answers

to surf, character, blog



Lesson 1

Listening and Speaking skills
SB pp. 64-65

UNIT SUMMARY

TOPICS

Public Service, buildings, maps, health.

INTERDISCIPLINARY LINKS

Civics, Moral Education.

SKILLS

Listening: follow directions, dialogue.

Speaking: discussion, giving directions/ instructions, read a playscript, role-play, telling stories.

Reading: street map, playscript, friendly letter.

Writing: friendly letter.

FUNCTIONS/NOTIONS

Describe places and past events.

Ask for and give information.

Instruct others to do something.

Express surprise, disapproval, disagreement.

Take leave of others.

GRAMMAR

Questions with two clauses.

Conditionals (first, second).

PHONOLOGY

Discriminate and articulate stress patterns in words.

Stress and variation in connected speech.

VOCABULARY

Words: admission, birth certificate, bursary, characters, check-up, driver's licence, electricity, fine (noun), identity document (ID), intersection, marriage, parcel, route, stamps, tax, traffic lights.

Verbs: to apply (for), to get tested (for), to get vaccinated, to pay, to register, to send, to sweat.

Expressions: Give my love/regards to... I beg your pardon! I must be off now. I was so surprised! Off I went. What's the matter?

PREPARATION

You will need:

- Student's Book pages 64-71.
- Workbook pages 53-59.
- PC/laptop with Internet access, if available.
- Local street maps, if available.

Warm up

The context for learning in this unit is the public services. You could start off by writing the words 'public service' on the board and asking the students what public services are. Talk about public services where you live and help the students to translate the names of institutions into English.

Speak

1 Read the list of things that we do in public places and explain them as necessary. (Note that this list replaces MY WORD BANK on this page.) Then discuss where you would do each of the things on the list. Students will be studying first and second conditional forms in this unit so you could gradually introduce these orally (without explanation). Students could make up sentences like: 'If I need to buy stamps, I go to the Post Office.' 'If I needed to buy stamps I would go to the Post Office.'

Listen & repeat

2 Play the podcast or read the words aloud. Let the students repeat them a few times and then copy them and underline the stressed syllables.

Answers

bursary, certificate, document, electricity, licence, marriage, public, services, vaccinated

Your turn

3 In this activity and the next the students will revise asking for and giving information and directions in a polite way. Teach the expression: Can you tell me where I can...? Refer to the Grammar check.

The students work in groups of three and make up short dialogues, as shown in the example. Go around, listening and helping as necessary.

Listen

4 Let the students look at the map and familiarise themselves with it. Ask them to find the streets and the different buildings (shopping centre, bank, Ministry of Justice, and so on). Then play the podcast or read the dialogue with as much expression as possible. Model the intonation of the questions carefully as well. The students can follow the directions they hear with their fingers on the map.

5 Then let the students copy the map (or make photocopies). The students work alone, listen to the text again and draw the route described. They can then listen again to make sure they have understood the route. Finally they can read the dialogue on page 105 of their Student's Books and check what they have done. Draw the map on the board and show the students the correct route if necessary.

NOTE: The students should not read the text until they have attempted the activity. The focus should be on listening for the correct information.

Your turn

6 & 7 Point out and revise some of the polite phrases used in the dialogue. For example: *Excuse me, Can you...? Certainly, you need to... I'm sorry. Thank you very much.* The students should try to use these as they practise giving each other directions to various places on the map.

Answers

6 Answers will vary.

7 Here are the basic directions that should be included in the dialogue. Remind the students that they should give the directions as if they were walking down the street and going to the places themselves. They may have to turn the map upside down to do this.

a Go down Independence Avenue. Go past the bank and turn left into Fourth Avenue. The Ministry of Justice is across the road from the bank.

b You are in Nelson Mandela Avenue. Walk down this avenue and turn left into Third Avenue. Walk past the Tax Office and turn right. You will see the hospital opposite the Tax Office.

c You are in Independence Avenue. Walk down this avenue and turn right into Second Avenue. You will see the Sports complex opposite the houses.

Write

8 The students correct the sentences and copy them into their exercise books.

Answers

Answers may vary depending on where students live.

a You can post your letter at the Post Office.

b You can get vaccinated at the clinic/hospital.

c You can buy electricity at the shop.

d You can get a birth certificate at the Ministry of the Interior.

e You can apply for a bursary at the school, university, embassy, bank, Ministry of Education.

f You can apply for a passport at the Ministry of the Interior.

EXTRA ACTIVITIES

- Dictate some sentences from the dialogue. Or write some similar sentences on the board, leaving out some words. Let the students listen and complete the sentences.
For example:
... me. Can you ... me? I need to go ... the bank. ... you tell ... I should go?
We are here, ... Second Avenue. You need to walk ... this avenue until you get ... some flats. They are ... the left. Then turn ... into ... Avenue.
- There are two expressions in this lesson which are formed with the verb *to get*: *to get vaccinated* and *to get tested*.
Ask students if they know any other expressions with the verb *to get*.
Here are some suggestions: *to get married, to get sick, to get lost, to get 100% (in a test), to get permission, to get a headache, to get angry, to get ready, to get to (a place)*.
Help the students to make sentences with these expressions.
- If you have a local street map, copy the map on the board or make photocopies and let the students work in small groups to practise asking for and giving directions.
- Students can complete the activities on pages 53-54 of their Workbooks.

Answers to Workbook activities

WB
pp. 53-54

- 1** a) to apply for
b) bursary
c) fine
d) licence
e) tax
f) certificate
- 2** Answers may vary according to where the students live, but students should use the correct structures. Here are some examples.
a) You need to go to the Ministry of the Interior/The Birth Registration Office.
b) You should go to the Ministry of the Interior to make an application.
c) She should take driving lessons and then apply to do a driving test. She should go to the Ministry of Transport/The Traffic Police.
d) He needs to pay it at the Traffic Police Offices.
e) You should go to a clinic or a hospital.
- 3** a) Can you tell me how old you are?
b) Can you tell me why the computer is not working?
c) Can you tell me where the public hospital is?
d) Can you tell me how I can get to the Bank of African Solidarity?
e) Can you tell me how many cybercafés there are in your town?60
f) Can you tell me which foods you like?
g) Can you tell me where I can find a cybercafé?
- 4** Answers may vary. Here is an example of what the students could write.
Boy: Excuse me, Madam. How do you get to the Songhai Centre from here? I need to go to their cybercafé.
WOMAN: That's easy. Walk down the street until you get to the Stop sign. Then turn right and cross the street. Walk past two buildings until you get to some traffic lights. Turn left at the traffic lights. Cross the street and walk up the street. You will see a supermarket on your left and a garage on your right. The Songhai Centre is after the garage, on the right.
Boy: Thank very much.
WOMAN: You're welcome.

Lesson 2

Reading skills
SB pp. 66-67

BEFORE YOU READ

The students scan the text quickly to get an idea about what they are going to read. They can answer the questions by having a quick look at the names along the side of the text and in the box with the illustrations. You can also read the text in italics and explain that in a playscript there is usually a short description of the scene at the beginning. There are two scenes in this play. Longer plays are divided into acts and shorter scenes.

Listen & read

- 1** Write the following questions on the board or hand them out to the students to answer orally.
- What did Awa want to do at the hospital? (She wanted to make an appointment for a check-up.)
 - Was her registration card correct or incorrect? (The officer said it was incorrect, but it wasn't.)
 - Who was rude to Awa? (The officer)
 - Who helped Awa? (Her cousin, the chief doctor.)
 - Did Doudou think that the officer made a computer error? (No. He thought that was an excuse.)
 - Is this always true: 'You need to know someone important if you want to solve a problem'? (It's not always true.)
- Play the podcast or read the playscript to the students, changing your voice as necessary to reflect the different characters.
- Give the students an opportunity to read the text by themselves and to ask questions about any words that they do not understand.
- Then play the podcast or read the text again and let the students answer the questions. They can make notes while they listen and read and then discuss their answers and ideas in a class discussion.
- Then ask the students to identify sentences or expressions in which the following are expressed:
- surprise (*I was so surprised!, Huh! But I thought...*);
 - disagreement (*There must be some mistake, It's not always...*);
 - disapproval (*I beg your pardon! Huh! Some people!*);
 - taking leave of other people (*I must be off now. 'Bye. Go away.*).
- Ask which expressions they think are polite and which are rude.

Your turn

- 2 The students work in groups (of seven) and practise reading and then acting out the scenes as they become familiar with the words. Point out the stage directions in italics and in brackets in the text.
- 3 Working in the same groups, the students make up another scene at the hospital. They can follow the suggestion in their books or use their own ideas. This should be a fun activity, so don't worry too much about grammar. Let the students try to express themselves freely, even if they get it a bit wrong at times. Let the most confident groups act their scenes for the rest of the class. Note that this activity prepares the students for the project at the end of the unit. Students can use these scenes and develop them into little plays when they complete the project.

Write

- 4 Teach the students how to use clauses with 'if' (the first conditional). Refer to the Grammar check. Students may also find it helpful to think about conditional clauses as having two parts: one part expresses a condition (the part that begins with 'if') and the other part expresses a result. Then let the students complete the activity in writing.

Answers

- a If you ask me, I will help you.
 b If he takes this road, he will get to the shop in five minutes.
 c My parents will be very angry if I go to the party with you.
 d If you don't have a hospital card, you will not/won't get treatment.
 e We won't be late, if we take the short route.
 f If she does not pay her tax on time, she will get a fine.

EXTRA ACTIVITIES

- Ask each student to make up five questions about the play and write the questions on a piece of paper. The students then swap questions and write the answers to the set of questions that they get. They give their answers back to the person who wrote the questions for checking.
- The groups could write down the scenes that they developed orally, adding stage directions, a list of characters and a short description of the scene. These scenes could be used to complete the project at the end of this unit.
- Students can complete the activities on pages 55-56 of their Workbooks.

Answers to Workbook activities

WB
pp. 55-56

- 1 a) Have you booked an appointment to see the dentist?
 b) My father is going to the hospital today to have a check-up.
 c) What's the matter? Aren't you feeling well?
 d) She is going to help me to sort out the problem.
 e) Are you sure it was a mistake? Perhaps he did it on purpose.
 f) It's late. I must be off now.
 g) I beg your pardon?
 h) He has been running and he is sweating.
 i) 'What is your job?' 'I'm the admissions officer at the hospital.'
- 2 a) help - noun
 b) sweating - verb
 c) sweat - noun
 d) matter - noun
 e) matter - verb
 f) sorted - verb
 g) sorts - noun
 h) checked - verb
 i) check-ups - noun
- 3 a) people / to drink / dirty water → C
 they / to get / diarrhoea → R
 → If people drink dirty water, they will get diarrhoea. / People will get diarrhoea if they drink dirty water.
 b) we / to not be able / to send / emails → R
 cybercafé / not / to open / today → C
 → We will not be able to send emails if the cybercafé is not open today. / If the cybercafé is not open today, we will not be able to send emails.
 c) they / to test / positive / for HIV → C
 they / to be put / on ARVs → R
 → If they test positive for HIV, they will be put on ARVs. / They will be put on ARVs if they test positive for HIV.
 d) registration card / to contain / an error → C
 the admission officer / to reject / it → R
 → If the registration card contains an error, the admission office will reject it. / The admission officer will reject the registration card, if it contains an error.
 NOTE: 'It' should go in the second clause in both examples.
 e) You / not / to receive / treatment → R
 The doctor / not / to examine / you → C
 → You will not receive treatment if the doctor does not examine you. / If the doctor does not examine you, you will not receive treatment.

- 4 NOTE: Only the future form with 'will' is required here.

verb	simple past tense	future form
have	had	will have
be	was/were	will be
do	did	will do
come	came	will come
go	went	will go
receive	received	will receive
say	said	will say

Lesson 3

Writing skills
SB pp. 68-69

Read

1 The students are going to write a friendly letter in this lesson. To prepare for this, they will first read a friendly letter, which will provide a model and some ideas for their own writing. Let the students read the letter by themselves first. Then read it to them and explain any words that they do not understand. This text provides some examples of the second conditional. You could teach this structure at this stage or leave this until the students are ready to complete activity 4.

Speak

2 Discuss the questions with the whole class.

Answers

- a No, they don't.
- b No, she doesn't.
- c She wanted to open a savings account.
- d People thought that she didn't want to stand in the queue. She went to the front of the queue to ask the clerk to help the woman.
- e She would employ more clerks to work in the Post Office.
- f She will, if she can save enough money.

Write

3 Students write a friendly letter, based on the events in the playscript on pages 66-67 of the Student's Book. They should write a draft first, then check their drafts and improve them.

Answers

The letters will vary, but here is an example of what the students could do.

(address)

(date)

Dear Lauren,

I have not heard from you for a long time. If we had email we could write to each other more often.

I must tell you about what happened to me at the hospital the other day. I wanted to make an appointment for a check-up. I gave the admissions officer my hospital card but he said that the date of birth on my card was incorrect. He was very rude and he would not make an appointment. Luckily my cousin, who is a doctor at the hospital, came along at that moment. When the officer saw that the doctor was my cousin, he became helpful.

He said it was just a computer error! He sorted out the problem and he even gave me a hug!

Doudou says that the office did this on purpose. Maybe the officer wanted money? I don't know, but I am glad that my cousin was there!

Maybe we will see each other during the holidays. I hope so!

Please give my love to your family.

Your friend,
Awa

4 If you have not yet taught the second conditional, do this now. Refer to the Grammar check. The students complete the activity in writing.

Answers

- a If he had my address, he would write to me.
- b They would come if they knew where we lived.
- c If she worked a bit harder, she would pass her exams.
- d We would have more fun if we had computers.
- e If you bought a new cell phone, I would show you how to send an email.
- f Perhaps she would help us if she had more time.

Your turn

- 5 Allow the students some time to discuss other things that happen in public service places. This will also help the students to prepare for the project at the end of the unit.

EXTRA ACTIVITIES

- Write a few incomplete dialogues on the board using words and expressions from lessons 1-3 and let the students complete these orally.
For example:
a ALI: Guess ...? (*what*)
DOUBOU: I don't know. What?
ALI: I got a new phone yesterday!
b CHARLES: It was good to see you again.
PIERRE: Yes, it was fun. But I must be ... (*off*) now!
'Bye!
c BINETA: Sorry I am late. I made a ... (*mistake*).
I thought the meeting started at 17:00.
ASSANE: No, you didn't! You were late ... (*on*) purpose. You didn't want to come to the meeting.
d FATIMATA: Well, hope I see you soon. Give my ... (*regards/love*) to your sister and brother.
MARY: Thanks. And ... (*give*) my regards to your parents.
- Students can complete the activities on pages 57-58 of their Workbooks.

Answers to Workbook activities

WB
pp. 57-58

1 Crossword solutions

Across

- 1 savings account
3 post office
5 clerk
6 queue
7 money

Down

- 2 application
4 in touch

- 2 a) If people drank dirty water, they would get diarrhoea. / People would get diarrhoea if they drank dirty water.
b) We would not be able to send emails if the cybercafé was (or 'were') not open today. / If the cybercafé was not open today, we would not be able to send emails.
c) If they tested positive for HIV, they would be put on ARVs. / They would be put on ARVs if they tested positive for HIV.
d) If the registration card contained an error, the admission office would reject it. / The admission officer would reject the registration card if it contained an error.
e) You would not receive treatment if the doctor did not examine you. / If the doctor did not examine you, you would not receive treatment.

- 3 **PAUL:** How long have you had the Internet in your country?

KIM: It has been around for some time.

PAUL: When did you first get it?

KIM: We have had it since 1995. The Ministry of Telecommunications was keen to introduce it.

PAUL: And is the service good? I know people complain about poor connectivity in many developing countries.

KIM: Oh yes! We have problems in our country too! Sometimes it is good and sometimes it is very bad.

Last December, for example, we could not get a connection for more than ten days.

PAUL: That's too bad. But are the authorities in your country doing anything to improve the situation?

KIM: They are trying their best. Last year they invested a lot of money in marine cables. Right now they are installing them. They say that by the end of 2010, there will be excellent connectivity in the country.

PAUL: That will be really great!

KIM: Yeah, I think so too.

- 4 Answers will vary.

NOTE: You could ask some of the students to read their replies aloud. Don't worry too much about checking grammar in this activity. Rather, encourage the students to try and say whatever they can, even if they make a few mistakes.

TIME TO CHECK

SB p. 70

Answers

① sarybur: bursary; ticercatefi: certificate; cudoment: document; citytrielec: electricity; cecenli: licence; agemarri: marriage; cilbup: public.

place	action
Traffic (police) department	pay a fine
Post Office	send a parcel
Ministry of the Interior	get an identity document
Hospital/Clinic	get tested for HIV
Bank	deposit money
Ministry of Education	apply for a bursary
Town/City Council	pay for electricity and water

③ a If you help me, I will also help you.
 b If she takes the short route, she won't be late.
 c He will receive treatment if he goes to the clinic.
 d I will be very angry if you are late.

④ a They would work harder if they knew they had a test tomorrow.
 b I would help you if I had more time.
 c If you had enough money, would you visit your aunt in America?
 d We would collect the post if we knew where the Post Office was.

⑤ a **MARY:** What's the matter?
PETER: I am so angry! I had to wait for six hours!
 b **OFFICER:** You are too young to have a driver's licence.
SAM: I beg your pardon! I am 18 years old.

⑥ a From the school to the Palace Hotel: Turn left into Baobab Avenue, go around the circle/roundabout. Walk down Pine Avenue. The Palace Hotel is on your right.
 b From the President Hotel to the hospital: Walk down Palm Avenue. Go around the circle/roundabout and turn into Olive Avenue. Walk past the shopping centre. The hospital is on the right, next to the shopping centre.
 c From the bank to the shoe shop: Go around the circle and turn into Baobab Avenue. Walk past the clothing shop. The shoe shop is just after the clothing shop, on the left.
 d From Pine Avenue to Baobab Avenue: Walk down Pine Avenue, around the circle and into Baobab Avenue.

⑦ **NOTE:** Let the students write freely. If you feel they need more support, brainstorm some ideas with the whole class first and write up a few of these on the board. They can use some ideas from the letter on page 68 of their Student's Books.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 59) of their Workbooks.

Answers to Workbook activities

WB p. 59

- ① a Post and telecommunications, transport, water and electricity supplies, police, safety and security services. (Students can give the real names of these services in their own countries.)
 b a) is controlled and organized
 b) safety and security
- ② Answers will vary.
NOTE: You could brainstorm a few ideas with the students first and provide more support.
 They should say:
 – what the service is;
 – what service it provides;
 – how it provides the service.

PROJECT CORNER

SB p. 71

Explain to the students that they will do this project in groups as usual. They are going to write a play and act it out. The play should be about a humorous event in a public service building. The project is in three parts. In part A, the students brainstorm their ideas and plan what they are going to write about. In part B, they write their playscripts. In part C, they present their plays to the class. At the end of the project, they will be given an opportunity to evaluate their own work.

PART A

The students can use and improve on the short scenes that they developed in lesson 2 and the ideas they discussed in lesson 3, or they can use new ideas.

PART B

The students write their plays. It may take a few drafts to get this part of the project right. Students need to pay attention to the content of the play as well as the layout of the playscript. They should follow the guidelines in their Student's Books. Read these guidelines with the students.

PART C

The students rehearse and collect simple props for their plays and then act their plays for the class.

Assessment

Let the class assess the plays by voting for the best play, using the given criteria. Add your vote to the votes as well!



Lesson 1

Listening and Speaking skills
SB pp. 72-73

UNIT SUMMARY

TOPICS

Communications, Media, Entertainment.

INTERDISCIPLINARY LINKS

French, Geography, Civics, Mathematics.

SKILLS

Listening: obituary, horoscope.

Speaking: discuss mass media and horoscopes, answer questions, ask and answer questions about a programme, present a short radio programme.

Reading: different newspaper texts (headlines, news report, cartoon, advertisement, horoscopes, exchange rates, TV programme).

Writing: newspaper article, notes for radio programme, horoscope (for fun).

FUNCTIONS/NOTIONS

Ask for and give information. Express possibility. Give suggestions and advice. State opinions. Make predictions.

GRAMMAR

Prepositions. Adverbs of frequency.

Use *can/could/may (not)/might (not)* to express possibility.Use *should (not)/had better/ought (not) to/must (not)* to make suggestions and give advice.

Revise present perfect tense.

PHONOLOGY

Discriminate and articulate stress patterns in words. Pronounce difficult words correctly.

VOCABULARY

Words: *advice, broadcast, cartoon, earthquake, epicentre, exchange rates, headline, literacy, magnitude, obituary, radio, relief.*Verbs: *to appeal, to experience, to forecast, to predict.*Expressions: *a point of view, Be prepared! Do your best! Don't worry. If necessary... Make friends with...*

PREPARATION

You will need:

- Student's Book pages 72-79.
- Workbook pages 60-66.
- PC/laptop with Internet access, if available.
- Interesting, current items from newspapers (to be translated into English if necessary).

Warm up

In this unit students will be introduced to a wide variety of different types of texts that are found in the media, especially newspapers. So, to get started you could ask students to find an item/text from a newspaper that they find interesting. They should bring the text to class and then say what it is and what it is about (in summary, not in detail). The students can bring articles in French and translate them (in general outline, not in detail). Help the students with vocabulary as necessary and compile a list of all the types of texts we can read in newspapers.

Speak

1 Discuss the documents with the students.

The captions can guide the discussion.

- Exchange rates: talk about current exchange rates: *500 CFA is worth ... US dollars today. How many CFA can I get for \$100? What is the value of the British pound?*

- Headlines: Discuss what each headline means. Remind the students that headlines are designed to make people want to buy and read a paper, so they don't give full details of news stories. Headlines are also short, so words are usually left out. If we wrote the headline 'Thousands may have died in earthquake' in a report we would probably write something like 'Thousands of people may have died in an earthquake (in China)'. Ask: *What's in the headlines today?*

- For sale notice: ask the students a few questions to make sure they understand the advert.

- Cartoon: the students should be able to work out that this refers to the Football/Soccer World Cup event which takes place every four years.

- Photograph: talk about the Independence Day parade. Ask the students what other news items connected to the parade would be reported in the newspapers (speeches, for example)

Your turn

2 The students work in pairs and ask and answer questions about the chart. Example structures are given for the students to follow, but you could revise prepositions and adverbs of frequency before the students begin their work in pairs. Refer to the Grammar check.

Listen

③ The students are going to listen to an obituary. To prepare for this activity, let them read the questions in activity 4. This will help them to know what they need to listen for.

Play the podcast or read the text yourself, as usual. Make sure the students understand the words in MY WORD BANK.

Speak

④ Discuss the questions with the students and let them listen to the obituary a few times.

Answers

- a Yero Doro Diallo
- b in Cairo, Egypt (and Senegal)
- c Pulaar
- d To learn Senegalese (local) languages, to become literate.
- e For his dedication to promoting languages and literacy, for education in African languages.
- f Dr Sonja Fagerberg-Diallo

Write

⑤ The students copy and complete the paragraph with words that make sense. You could extend this activity by writing a second paragraph on the board for the students to copy and complete. You could remove the underlined words in the paragraph or use this as a more general cloze exercise and remove every 5th word. Students could complete the texts orally first (in pairs perhaps) before they attempt to write the paragraph correctly.

Answers

There is a lot of different information in a newspaper. For example there are headlines, which attract the attention of readers. Then, there are articles/reports and photographs about current news items. Most newspapers have pages of news about sports and about business. Birth, marriage and death notices appear in some newspapers, as well as obituaries.

Extended activity

People also put advertisements for things they want to sell in newspapers. And finally there are often also cartoons/comic strips, puzzles and recipes to entertain us. We can also find out about the weather and about TV and radio programmes.

EXTRA ACTIVITIES

- Recipes are also commonly given in newspapers. You could read this recipe to the students and let them take notes. Then they can work in pairs and tell each other how to make ginger juice. Keep the focus on oral work at this stage.

Ginger juice

Ingredients

- 125 g chopped and peeled ginger root
- 1 L of water
- 200 g sugar
- 1 cup of fresh pineapple juice
- 4 packets of vanilla sugar
- 15 ml orange essence

Method

- Mix the ginger with a cup of the water in a mixer. Then add the rest of the water.
- Sieve the pineapple juice and add it to the mixture. Then stir in the other ingredients. Serve cold.

- Students can practise reading the obituary aloud. The text is on page 105 of the Student's Books.
- Students can complete the activities on pages 60-61 of their Workbooks.

Answers to Workbook activities

WB
pp. 60-61

- 1** a) the value of a country's money compared with the value of another country's money → exchange rates
b) to put a radio or TV programme on air → to broadcast
c) to use a machine to produce words and pictures on paper → to print
d) a report of a person's death in a newspaper → obituary
e) a picture, song or film that tries to make people buy a product → advertisement
- 2** a) The final of the 2010 African Cup of Nations will be broadcast live on national television.
b) Millions of people still enjoy reading printed information in newspapers. Others prefer to read the news online.
c) Good readers guess the contents of articles in newspapers just by reading the headlines.
d) People can inform the public of their parents' deaths through obituaries. Most of the time they can be found in the last few pages of a newspaper.
e) Children enjoy watching cartoons on TV.
f) **A:** I'm going to Nigeria next week. Do you know what the exchange rate is?
B: The what?
A: I mean how many Naira will I get for 10,000 CFA?
B: More than 3,000 Naira I think.
- 3** Answers will vary. For example:
a) I often/never/sometimes/always watch sports programmes.
b) I watch the news every day/once a week. / I don't often watch the news.
c) I often/never/sometimes/always watch documentaries.
d) I often/never/sometimes/always watch films. / I don't often watch films.
- 4** The answers are upside down.

Lesson 2

Reading skills
SB pp. 74-75

BEFORE YOU READ

Help the students prepare for the next text by reading the dictionary definition of the word 'horoscope' and discussing the questions.

Listen & read

- 1** Tell the students to find their star signs and to read their horoscopes silently. Then ask a few students to volunteer to read their horoscopes aloud. Ask a few questions to see how much the students understand. Then play the podcast or read the text and let the students listen to the horoscopes for all the star signs.
Ask the students to identify words in the horoscope that are used to give advice to people who read the horoscopes. You can then revise the use of modal verbs at this stage. Refer to the Grammar check on page 75.

Speak

- 2** Read and discuss the horoscopes in detail, using the questions for guidance. Introduce the words in MY WORD BANK.

Answers

For example: Aries

- a 21 March and 20 April
b That people born under this star sign may experience financial problems this month.
c That people should be careful about how they spend their money. They should not buy things they don't need.
d It suggests that people may be impulsive (because they may spend money unnecessarily) and not careful with money.

Your turn

- 3** This activity has been included for fun and to help the students practise new language. Students can have fun predicting what may happen to their friends in the next week and then also give each other sensible advice.

Write

4 Students rewrite the sentences correctly using the correct modal structures. You could read the sentences aloud with the students first and ask them to correct the sentences orally. They could then complete the written activity as a homework task.

Answers

- a You should relax./You need to relax.
- b He must work very hard.
- c They had better not spend all their money.
- d We should take more exercise.
- e I must get some help.
- f She may get a nice surprise this week!/She may be getting a nice surprise this week!
- g Don't worry. Things will get better.
- h She might be feeling a bit tired today.

5 Students choose the correct modal verbs for each sentence.

Answers

- a You (can/may) be lucky this week!
- b He (better to/had better) finish his work before the teacher comes.
- c She (ought to/ought) be careful with her money.
- d The play (should not/may not) be very exciting.
- e You (should/must) watch the news every day.

EXTRA ACTIVITIES

- Dictate one of the horoscopes from the reading text or write an incomplete horoscope on the board and let the students listen and complete it.
- Let the students read the horoscopes again and copy down three sentences that they think give good advice for anybody at any time. (For example: *Don't spend money on things that you do not need. Don't be afraid to try something new. Finish off things you have started.*) You could make a poster of good advice for the classroom. Each student could write his or her best piece of advice on a strip of paper and stick it on the poster. Students could take turns every day to give a piece of advice like this.
- Students can complete the activities on pages 62-63 of their Workbooks.

Answers to Workbook activities

WB
pp. 62-63

- 1
- a) to forecast → to predict, to get better → to improve
 - b) January and February
 - c) (Personal answer)
 - d) to do your best → to do something as well as you can
 - e) They should relax.
 - f) January, October, experience, necessary.
 - g) Don't worry! Everything will be fine. You should not be afraid to say what your point of view is.
- 2
- a) You should/had better/must/ought to not spend all your money this month.
 - b) Sally's behaviour is very strange these days. I think she may/might be taking drugs.
 - c) **A:** Do you know where your sister is?
B: I'm sorry, I don't know. She may/could be at the club.
 - d) **A:** Dad, a man at the door wants to see you.
B: Do you know him?
A: No, I don't. He may/could be the man you talked to on the phone last night.
 - e) **A:** Is Amina coming to Naomi's birthday party tomorrow?
B: She may be coming, but I am not sure.
 - f) **A:** My electricity bills are too high.
B: You must do everything possible to reduce your electricity consumption.
 - g) **A:** I apologize for coming late, Sir. I won't come to school late any more. I promise.
B: I will accept your excuse this time, but you often come to school late. You must/had better stop doing this.
- 3
- a) For Cancerians, people born between 22 June and 22 July.
 - b) It will be a boring month and they may feel unhappy.
 - c) They should try something new, but they should not do anything foolish.
- 4
- NOTE:** This should be a fun activity, so students can make up any predictions or any pieces of advice, using ideas they have read and discussed.

Lesson 3

Writing skills
SB pp. 76-77

Read

- ① The students are going to write a short newspaper article in this lesson. To prepare for this, they will first read the article about an earthquake in Indonesia.
Let the students read the article by themselves first and then ask them to tell you what it is about in their own words. Then read it to them and explain any words that they do not understand. Discuss the use of the present perfect tense in some of the sentences. Ask why this tense was used in the article and lead the students to explain that the report is about events that are not complete. More people may still die and relief operations will continue, for example. You could do more revision on this structure at this stage or do it before the students write their answers to activity 4. Refer to the Grammar check on page 77.

Speak

- ② Read the article in detail with the students, using the questions as guidelines.

Answers

- a It tells us that there was a serious earthquake somewhere and that many people have died as a result.
b Probably on the 29th of September 2009. (The article is dated 30th September and the words *last night* and *Wednesday morning* are mentioned.)
c It occurred on Sumatra Island in Indonesia.
d Thousands of people who live on the island.

Your turn

- ③ The students work in small groups to discuss and make lists of events that are currently in the news. Bring newspapers to class or ask the students to do this. Assist with vocabulary as necessary. Students can choose two or three new items and then say what, when, where, how and to whom each event happened. Each group can then share one news item with the rest of the class.
This activity prepares students for activity 5.

Write

- ④ Students work alone and practise forming the present perfect tense of verbs. Remind the students to refer to the Grammar check and to the list of irregular verbs at the back of their Student's Books.

Answers

- a There have been floods in Mozambique this week.
b She has worked as a reporter for many years.
c It is 6 o'clock. Many students may have gone home already.
d It's 8 o'clock. Has the news started yet?
e Have you seen the new advertisement for mobile phones?
f My mother likes to cook but she has not tried this recipe yet.

- ⑤ The students work alone and write a short newspaper article, using ideas they discussed in groups in activity 3.

Answers

Answers will vary according to current news events. Students should use the article on page 76 of their Student's Books as a model.

Your turn

- ⑥ This is an oral mini-project for the students to enjoy and to practise their new language skills. They work in groups to make short radio programmes about items that interest them. Each group should include at least three short items in their programme.

EXTRA ACTIVITIES

- Students can practise and then present their radio programmes to other classes or to the English Club.
- Students can work in groups and make up items for a monthly English school or class newspaper. Different groups can make contributions each month. This could also be done on a class blog or website if these have been set up.
- Students can complete the activities on pages 64-65 of their Workbooks.

Answers to Workbook activities

WB
pp. 64-65

- 1 Students could work in pairs to solve this puzzle.
Crossword solutions
Across
4 relief
7 appeal
8 Richter
9 epicentre
Down
1 major
2 magnitude
3 disaster
5 quake
6 struck
- 2 **a)** A huge earthquake (struck/has struck) Haiti in January 2010.
b) Has the exchanged rates (changing/changed) a lot this month?
c) I always (watch/watching) the 6 o'clock news.
d) It's rather late. Many people may (went/have gone) home already.
e) Relief operations in the flooded area (haven't started/didn't start) yet.
f) She (hasn't read/didn't read) her horoscope yet this month.
- 3 **a)** ADEBOUYER GETS FOUR-MATCH BAN
A player by the name of Adebouyer has been banned from playing in four matches.
b) DEADLY CRUSH AT TOMBOUCTOU MOSQUE
People have been killed during a crush at a mosque in Tombouctou.
c) MOBILE PHONES GET SMARTER
Mobile phones now have more features/they are able to do more things.
d) RAIN DELAYS PLAY
The match or game is running late because it was or has been raining.
- 4 Answers may vary. Here are some suggestions.
a) **Headline:** Thousands affected by California fire./ California fire affects thousands.
First paragraph: Los Angeles, October 2011
Huge forest fires and strong winds have swept across Los Angeles, affecting thousands of people. Many people have had to leave their homes, offices and schools as a result.
b) **Headline:** Elephants top Group B
First paragraph: Angola, 15 January 2010
In the latest results from the African Cup of Nations being held in Angola, Côte d'Ivoire has beaten Ghana 3-1. Goals were scored by Gervinho, Tiéné and Drogba.

TIME TO CHECK

SB p. 78

Answers

- 1 **a** Do your best! Don't worry about it!
b Make new plans if necessary.
c You may make some new friends.
d Be prepared! You may get a surprise!
e What is your point of view?
f They have appealed for help.
- 2 **Note:** You may want to warn the students that many of the words are in the plural form.
a sewn = news
b tocarons = cartoons
c angeexch sater = exchange rates
d tuaobiries = obituaries
e tiseadmentsver = advertisements
f pescirec = recipes
g sropehoco = horoscope
h liheadnes = headlines
- 3 **STUDENT A:** What's on TV tonight?
STUDENT B: The news is on at 20:00 (8 p.m.).
STUDENT A: I don't always watch the news. What else is there?
STUDENT B: There's a documentary on at 20:15 (8.15 p.m.). It's about earthquakes. Or you could watch a programme on modern dancing.
STUDENT A: No, thanks. But I may/might watch the documentary.
STUDENT B: You had better finish your work first then! It's already/almost/nearly eight o'clock.
- 4 **a** You should/must stop smoking.
b You should get some exercise./You shouldn't watch so much television.
c You shouldn't talk on your phone while you are driving.
d You shouldn't be sad. You should see the dentist.
e You had better start looking then! You should look in the newspapers.
f You could/should look at the TV guide in the newspaper.
- 5 **a** Many people may have died in the floods.
b Has the football match begun yet?
c Have you read the headlines?
d I have not seen her for a long time.
e The news has already started.
f The Lions have won the match!

- 6 Answers may vary, but here is an example. Encourage the students to make up a headline as well.

Brazil host 2016 Olympic Games!

*Rio de Janeiro, Brazil
3 October 2009*

The Brazilian people are celebrating! This evening they heard in the news that they will host the 2016 Olympic Games. Thousands of people have joined in the celebrations on the beaches of Rio de Janeiro. The celebrations are expected to continue all night.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 66) of their Workbooks.

**Answers to
Workbook activities**

**WB
p. 66**

- 1 **NOTE:** The students should try and read this short text by themselves before answering the questions. You could also set this as a comprehension text, adding more questions and marks.
- a)** False. There were two aftershocks.
b) False. There have been other earthquakes in Haiti before.
c) False. Hundreds of thousands of people have been affected.
d) True.
- 2 Students use the given model to write their own dialogues. They do not have to follow the structure of the model exactly.

FUN

SB p. 79

- 1 The students read the comic strip for fun and relaxation.
- 2 Students make copies of the crossword puzzle and then try to solve it. They can work in pairs. Don't give them the answer until they have had time to try and work out all the answers. If they really can't manage, give them the new word that runs vertically down the middle of the puzzle as a clue, and let them try again.

Crossword solutions

			¹ P	R	E	D	I	C	T	
² R	E	C	I	P	E					
		³ O	B	I	T	U	A	R	Y	
⁴ A	D	V	I	C	E					
			⁵ H	E	A	D	L	I	N	E
				⁶ N	E	W	S			
	⁷ E	A	R	T	H	Q	U	A	K	E
				⁸ R	A	D	I	O		
⁹ F	O	R	E	C	A	S	T			



We all need an education

UNIT SUMMARY

TOPICS

Modern education, careers and employment, gender.

INTERDISCIPLINARY LINKS

History, Civics.

SKILLS

Listening: speech, article.
Speaking: discuss graphs, tables and photographs, ask and answer questions, class debate.
Reading: tables, graphs, magazine articles.
Writing: word definitions, comparisons, short article expressing point of view.

FUNCTIONS/NOTIONS

Ask for and give information.
Make comparisons: similarities and differences.
Debate and express opinions.
Give reasons.
Express agreement, disagreement, approval.

GRAMMAR

Use *more/fewer/less than* to make comparisons.
Revise comparative and superlative forms.
Use *both... and*, *while* to make comparisons.
Use suffixes to make new words (*-or*, *-er*, *-ist*).
Simple past and present perfect tenses.
Understand different meanings of *have*.

PHONOLOGY

Produce correct intonation patterns in questions.
Recognising stress as a way of indicating information units.

VOCABULARY

Words: *army*, *both*, *chores*, *doctor*, *each*, *everyone*, *expertise*, *founder*, *member of parliament*, *reconciliation*, *retired*, *speaker*, *speech*, *policewoman*.
Verbs: *to achieve*, *to behave*, *to be submissive*, *to defeat*, *to depend on*, *to empower*, *to encourage*, *to exploit*, *to understand*.
Expressions: *Don't give up! Every single one of you...*
How are you doing? No matter what... to have something to offer, *to be involved in something*.

PREPARATION

You will need:
– Student's Book pages 80-87.
– Workbook pages 67-73.
– PC/laptop with Internet access, if available.
– Map of Africa.

Warm up

This unit focuses on education and the education of women in particular. You could begin by playing/singing a song to the students about women's education or women's rights. If you have access to the Internet, you could download song lyrics for the students to read or listen to, for example: *You don't own me* by Lesley Gore, *I am woman* by Helen Reddy, *Respect* by Aretha Franklin. The following website is comprehensive and easy to access: www.lyrics.com.

Speak

1 The students discuss the photographs, read the captions and explain what the graph and table show. Encourage the students to talk freely and don't correct grammar at this stage. You could also divide the class into four groups. Let them look at the photographs, the table and the graph and ask each other questions about them. Then ask each group to report back to the class and say which item they thought was the most interesting. What did they learn about women? Then proceed with a class discussion, introducing vocabulary as necessary. Make sure the students can pronounce the plural form *women* which is /wʊmɪn/ (not /wʊmən/).

Answers

Here are some ideas that you could elicit from the students. The photograph of the doctor: *Doctors examine patients in clinics and hospitals. There are many women doctors today. Women can be good doctors.*

The photograph of the policewoman: *Women are part of the police force. They perform the same duties as men. They wear uniforms and carry guns.*

The table about women in parliament: *In Senegal there are 33 women in parliament. South Africa has 400 seats in parliament. Rwanda has a high percentage of women in parliament.*

NOTE: In activity 2 the students will focus on this table in more detail and make comparisons.

The graph about women in tertiary education: *By 2007 more than 25% of women around the world were registered for tertiary education. The number of women in tertiary education has more than doubled since 1980.*

Your turn

2 Teach the use of *more than*, *fewer than* and *less than*. The students need to know that we use *less* with uncountable nouns and *fewer* with countable nouns. Then revise comparative and superlative forms. Refer to the Grammar check.

The students then work in pairs to compare the number of women in parliament in different countries as shown on the table on page 80 of the Student's Book.

Listen

3 Let the students identify Barack Obama in the photograph before they listen to one of his speeches. This speech is about the importance of education. Play the podcast or read the speech once. The students should not read the text at this stage. Then read the questions in activity 4. This will help the students to know what they need to listen for. Discuss the words in MY WORD BANK and help the students to work out what the expressions in the USEFUL PHRASES box mean.

Speak

4 Let the students listen to the speech again if necessary before they discuss and answer the questions. Find out what they know about Barack Obama. Here are a few key facts.

Barack Obama

- **Born:** 4 August 1961, Hawaii
- **Married:** to Michelle Obama
- Became the 44th and first African American President of the United States in January 2009
- Belongs to the Democratic Party
- Educated at Columbia and Harvard Universities
- Was an attorney (lawyer) and senator before he became President

Answers

- a Barack Obama, President of the United States
- b to a group of students
- c The importance of education for all students, both boys and girls.
- d We are responsible for ourselves.
- e Personal answers.

Write

5 The students have written definitions before, so they should be able to manage this activity without much help. Encourage them to consult dictionaries if these are available. They can also refer to the Grammar check.

Answers

- a A person who invents something.
- b A person who is part of an army and who sometimes fights in wars.
- c A person who makes a speech.
- d A person who works with electricity and electrical appliances.
- e A person who specialises in the law and advises other people on how the law works.
- f A person who is elected to represent other people in parliament.

EXTRA ACTIVITIES

- Students can read Barack Obama's speech aloud, following the intonation patterns they have heard. They should try to use expression in their voices and also pause at the right times. They could work in groups, with each student focussing on one paragraph.
- Give the students additional information to compare. Use a simple graph or table of dates and numbers from a Mathematics, Geography or Economics textbook, translated into English, and let them write sentences comparing the information. Alternatively, they could compare the contents, prices and quality of boxes of biscuits, boxes of tea or whatever is available. They could also write sentences about the tertiary education graph on page 80 of their Student's Books.
- Students can complete the activities on pages 67-68 of their Workbooks.

Answers to Workbook activities

WB
pp. 67-68

- 1**
- a) a person who defends people in court → lawyer
 - b) a person who is a member of an army → soldier
 - c) a person who is elected to make a country's laws → member of parliament
 - d) a person who puts out fires → firefighter
 - e) a person who builds and repairs roads, bridges or machines → engineer
 - f) a person who designs buildings → architect
 - g) a person who makes a profit by buying and selling goods → trader
- 2** Answers will vary; here are some model answers.
An electrician: a person who works with electricity and electrical equipment.
A carpenter: a person who makes and repairs wooden things.
A farmer: a person who grows food or raises animals in order to sell the products.
A builder: a person who makes or repairs buildings.
A nurse: a person who cares for/looks after sick people.
- 3** Answers will vary. You could do this as a whole-class activity too.
- 4**
- a) Vase A has more flowers than vase B. Vase B has fewer flowers than vase A.
 - b) There are more students in Grade 5A than in Grade 5B. There are fewer students in Grade 5B than in Grade 5A.
- 5**
- a) A:** Which country has the most women in parliament?
B: I think it's South Africa.
A: That's right. But Rwanda has a higher percentage of women in parliament.
B: And the UK has a lower percentage of women in parliament than Senegal.
A: Yes, but there are fewer women in parliament in Senegal because the total number of seats is smaller.
- b) A:** What's the highest mountain in Africa?
B: I know that. Kilimanjaro is the highest mountain in Africa.
A: How about rivers? What's the longest river in Africa?
B: I think the Congo River is the longest on the continent.
A: That's not true. The Congo River is probably the most powerful river, but it's not the longest. Have you ever heard of the Nile River?
B: Yes.
A: It's the longest river in Africa. It's more than 6650 km long.

Lesson 2

Reading skills
SB pp. 82-83

BEFORE YOU READ

The students discuss and answer the questions as a preparation for the reading activity that follows. A map of Africa would be useful for this discussion.

Answers

- a** For example: Liberia is in West Africa, to the southeast of Senegal. It lies west/southwest of the Côte d'Ivoire, along the Atlantic coast.
Kenya is in East Africa, south of Ethiopia and north of Tanzania. The Indian Ocean is to the east and Uganda is to the west of Kenya.
- b** Liberia: English (It's the official language. Other commonly used languages are Kreyol, Bassa and Vai.)
Kenya: Swahili, English (These are both official languages in Kenya. Many other languages are also spoken, like Masaai and Kikuyu, for example.)
- c** It is an international prize awarded every year in Sweden for advances and achievements in science and culture. There are prizes for physics, chemistry, economics, physiology/medicine, literature and peace. Recipients get a diploma, a gold medal and a generous financial reward.
- d** Ellen Sirleaf Johnson and Wangari Maathai.

Listen & read

- 1** Play the podcast or read the text and let the students follow in their textbooks. Ask a few general questions to test if the students have understood the gist of the text, for example: *Who are Ellen Sirleaf Johnson and Wangari Maathai? Are they educated women? What have they each achieved?*
Let the students ask questions about words they do not understand.
Explain the words in MY WORD BANK and USEFUL PHRASES.
In order to help the students understand this text in detail, you could then focus on the verb tenses used in the article, especially the simple past and present perfect tenses (which are also the focus of the Grammar check in this lesson.) Pick out a few sentences and ask questions to help the students understand how the verbs have been used, for example: *She **has empowered** women to plant millions of trees...*
(Does this mean that her work is done, or that her work continues?)

Ellen Sirleaf Johnson **has held** important positions...
(Did she hold these positions in the past? Does she hold one now? Will she perhaps hold an important position in the future?)

Her experience **has helped** Liberia...

(Is her worked finished?)

They **specialized** in fields...

(What time in their lives does this refer to?)

Educate a woman, and you **educate** a whole nation.

(Is this a statement that is always true? Is it something that happened in the past?)

Speak

2 Read and discuss which words will complete each sentence in a way that is true and grammatically correct.

Answers

a Wangari Maathai and Ellen Sirleaf Johnson are good examples of well-educated African women who have helped their countries.

b 'Educate a woman, and you educate a whole nation' means: If women are educated they will help other people in their country to become educated as well.

Listen

3 Play the podcast or read the questions aloud to the students, paying attention to rising and falling intonation and the key words that need to be stressed in order to get the correct answers. Then let the students practise asking the questions. They can answer them as well.

They can answer them as well.

Where are Liberia and Kenya?

Do they speak **English** in Kenya?

When did Wangari Maathai win the Nobel Prize?

What has she achieved?

She was the **President**, **wasn't** she?

Why did she study **economics**?

Your turn

4 The students work in pairs to ask and answer questions. Students should know how to form the simple past and present perfect tenses by now but knowing when to use each tense requires a lot of practise. Refer to the Grammar check and remind the students that the present perfect connects the past and the present.

Write

5 Discuss the example sentences with the students which show how to make comparisons using *both... and* and *while*. The structures are easy to use, so no Grammar check has been provided. If you think the students need more support, write some key words on the board for them to use in the comparisons, for example:

Wangari Maathai / Ellen Johnson:

to encourage others

to fight / strong opposition

to specialise / fields where there were few women

to involve / local communities

Kenya / Liberia / to be born

to win / Nobel Prize / to become / Head of State of Liberia

Answers

Here are some examples.

Both Wangari Maathai and Ellen Sirleaf Johnson encouraged other women.

Both Wangari Maathai and Ellen Sirleaf Johnson had to fight against opposition.

Both Wangari Maathai and Ellen Sirleaf Johnson specialised in fields where there were few women.

Both Wangari Maathai and Ellen Sirleaf Johnson involved local communities in their work.

While Wangari Maathai was born in Kenya, Ellen Sirleaf Johnson was born in Liberia.

While Ellen Sirleaf Johnson became Head of State, Wangari Maathai won the Nobel Peace Prize.

6 The students complete the paragraphs by choosing the correct verbs.

Answers

a The people of Liberia (have elected/elected) Ellen Sirleaf Johnson when she was 67 years old. This grandmother, who (was studying/studied) economics and finance, (has had/have) important positions at places like the United Nations and the World Bank.

b Wangari Maathai (has been/was) born in Kenya. She (was/has empowered) women to plant millions of trees in Kenya and to look after the environment. In 2004 she (has won/won) the Nobel Prize for Peace.

EXTRA ACTIVITIES

- Dictate a few sentences from the text. Try to include examples of the present perfect tense in the sentences you choose.
- Vocabulary building: let the students make nouns using the suffix *-ist*. This suffix is often used to describe jobs or the work that people do, for example: zoologist, economist, conservationist, pianist, physicist, chemist, pharmacist, dentist.
- The students can write out the questions and answers that they made in activity 4.
- Students can complete the activities on pages 69-70 of their Workbooks.

Answers to Workbook activities

WB
pp. 69-70

- 1** a) to seek
b) expertise
c) to achieve
d) to encourage
e) reconciliation
f) to specialize
- 2** a) He's one of the founders of the language institute. He helped to set up in institute 10 years ago.
b) She has been involved in politics all her life.
c) Don't give up!
d) He has great expertise in the field of computer science.
e) Many members of the community think the new mayor has achieved great things in the commune in a relatively short time.
- 3** A: When did Wangari Maathai win the Nobel Peace Prize?
B: She won it in 2004.
A: Where did she receive the prize?
B: She received it in Oslo.
A: What did she do to win the prize?
B: She founded the Green Belt Movement.
A: Is that all?
B: No. She has encouraged Kenyan women to plant trees to fight desertification. And she has not given up yet!
- 4** a) Their father has a nice car. → possession
b) She has to live with her grandmother. → obligation
c) Their grandparents have many large farms in the south. → possession
d) They had to sell the house to survive. → obligation
- 5** a) Ellen Sirleaf Johnson has worked hard to achieve reconciliation.
b) She has had to fight against the opposition.
c) She has lived with her grandmother for 5 years.
d) They have had to sell their house in order to survive.
- 6** a) Does she have to live with her grandmother?
b) Has she achieved a lot for her country?
c) Who planted all these trees?
d) Has she worked with the local communities?
- 7** a) 'George Weah has not won the presidential election!' the radio station announced.
b) Some governments have not understood the importance of education.
c) She has not held important positions in the government.
d) 'Don't give up!' she shouted.

Lesson 3

Writing skills
SB pp. 84-85

Read

- 1** The students are going to write a short article in which they express their views on the education of women. Before they read this article, ask the students to list the traditional roles of women and then to add as many modern roles to the list, for example: Traditional: give birth, look after children, prepare food, grow food, do housework. Modern: engineers, doctors, policewomen, politicians, writers (and so on). Read the article with the students, or let them read it silently first and then read it with them. Make sure the students understand the words in MY WORD BANK. Find out what the students know about Aminata Sow Fall.

Aminata Sow Fall

- Born: 1941, Saint-Louis, Senegal
- Wolof is mother tongue, writes in French.
- Worked as a teacher in Senegal for many years.
- Books published: *Le Revenant*, *La Grève des Bàttu* (also published in English as *The Beggars' Strike*), *L'Appel des arènes* (also published in English as *The Call of the Arena*)
- Film *Bàttu* based on *The Beggars' Strike*.

Speak

- 2** Discuss the statements with the students and give them a chance to express their opinions, based on the article they have read and their own knowledge and experience. They should also try to give reasons for their answers.

Your turn

- 3** Students work in pairs and practise stating their opinions using the given introductory phrases. Make sure the students understand these. You could perhaps state your own opinion, using

these 'signposting' or introductory words, as a model for the students. Each pair of students can then state some of their ideas for the whole class.

Write

4 The students consolidate the new language they have learnt by copying and completing the sentences correctly in their exercise books.

Answers

- a Women still have to do most of the chores in the home.
- b Young women do not believe they should be submissive to their husbands or to their husband's families.
- c Modern women do not depend on men to be successful.
- d Do some men still exploit their wives and daughters?
- e Some older people still believe that women should behave in a submissive way towards men.

5 The students then write their own articles, consisting of four short paragraphs. Read through the Writing tips on page 85 of the Student's Book to remind the students that writing is a process and that good writing needs to be planned. A simple writing plan is given in the list of Writing tips.

Answers

Here is an example of what the students could write.

Paragraph 1: *Education is essential for both men and women in the modern world. The view that a woman's only real task is to look after the house and the children is old-fashioned and I disagree with it completely.*

Paragraph 2: *Most women today need to work in order to help support their families. They also enjoy working and being more independent. But to find good jobs, they need to have skills and knowledge. They therefore need an education.*

Paragraph 3: *While men assist in the education of their children, women still play a very important role in their education. Women need to understand what their children are learning at school, so that they can support them.*

It is difficult to do this if you do not have a good education.

Paragraph 4: *It is therefore clear that if women do not receive a good education, they will not find good jobs. They may also find it difficult to help educate their children for life in the modern world.*

Speak

6 Arrange a formal debate in class about the education of women. Select or ask some students to volunteer to make short presentations in which they give their views. Try to get them to express different points of view about the given statements. Then let the class vote. They can vote for the best speaker, or the point of view that they support. A good speaker should be able to convince them of a point of view.

EXTRA ACTIVITIES

- Students can edit and improve the paragraphs that they wrote, after they have participated in the class debate (which may give them new ideas).
- Students can complete the activities on pages 71-72 of their Workbooks.

Answers to Workbook activities

WB
pp. 71-72

- 1
 - a) raise
 - b) be submissive
 - c) exploit
 - d) chores
 - e) depend on
 - f) husband
 - g) behave
 - h) wife
- 2 In African cultures and traditions, women, specially uneducated women, tend to be submissive to their men. Husbands should not exploit their wives, because they are not slaves. Men should help their wives with the chores at home. They should also help them to educate the children. Women no longer need to depend on their husbands to provide food and shelter for the family.
- 3 Answers may vary. Students should use dictionaries for this exercise.
A magistrate: A person who judges less serious crimes in a court of law.
A businesswoman: A woman who runs her own business.
A professor: A man or woman who teaches at a university. (Not a school teacher.)
A writer: A person who writes books or articles and makes money from doing this work.
- 4
 - a) She was born in 1917 in Allahabad in Uttar Pradesh in India.
 - b) She created a group called the 'Brigade of Monkeys'.
 - c) She studied in England and Switzerland after she finished school.
 - d) They were sent to prison.
 - e) She was Minister of Information and Communication, Prime Minister of India and chairperson of the Congress Party.
 - f) She was assassinated in 1984.

TIME TO CHECK

SB p. 86

Answers

- ① a lawyer
b writer
c inventor
d zoologist
e economist
f speaker
- ② encourage, chores, defeat, behave, exploit, join, achieve, reconcile
- ③ a Every single one of you has something to offer!
b Don't give up. No matter what happens in your life!
c I believe that men and women can do the same jobs.
d Communities must be involved in saving the environment.
- ④ a In most countries there are (more/fewer) men than women in parliament.
b Women have (more/fewer) children now than they used to.
c There is a (higher/lower) percentage of women in tertiary education now than there was 10 years ago.
d Women with (higher/lower) levels of education usually earn (more/less) money. OR Women with (higher/lower) levels of education usually earn (more/less) money.
- ⑤ a When did Wangari Maathai win the Nobel Peace Prize?
b What has Ellen Sirleaf Johnson achieved?
c Who was/is the first African woman Head of state?
d How have they helped their countries?
- ⑥ a We have wonderful children.
b They have succeeded in encouraging other women.
c She had a good time yesterday.
d What did you have to do?
e Both women have had to work very hard in the past.
f Local people have to be involved in their communities.
g Have you seen the latest enrolment figures?
h She has encouraged many women to study engineering and economics.

- ⑦ Here are some examples.
Both Nadine Gordimer and Doris Lessing are writers.
Both Nadine Gordimer and Doris Lessing won/have won the Nobel Prize for Literature.
While Nadine Gordimer was born in South Africa, Doris Lessing was born in Iran.
While Nadine Gordimer lives in South Africa, Doris Lessing lives in the United Kingdom.
While Nadine Gordimer was born in 1923, Doris Lessing was born in 1919.
- ⑧ a No, not many women studied these subjects.
b in 2007
c physical aptitude tests
d No, they don't.
e They will be military commanders.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 73) of their Workbooks.

Answers to Workbook activities

WB
p. 73

- ① Answers will vary. Students should follow the guidelines to complete the process successfully.
- ② Answers will vary. Here is a suggested answer.
JOHN: It's clear that women are more educated these days. But now they want to have everything!
FIONA: Yes, that maybe true but it is also clear that they work harder. They have to raise their children, they still do most of the chores at home and they work outside the home too.
JOHN: Well, I believe/think that women who have full-time jobs can't raise their children properly.
FIONA: I don't agree/disagree! I think they can. And fathers should support them/help to raise the children too.

PROJECT CORNER

SB p. 87

Explain to the students that they will do this project in groups as usual.

They are going to make a poster for Women's Day. The poster will be about a woman whom they admire. The project is in three parts.

In part A, the students brainstorm their ideas and do their research.

In part B, they plan their posters and write the draft information.

In part C, they present their finished posters to the class.

At the end of the project, they will be given an opportunity to evaluate their own work.

PART A

Help the students to make notes from the information that they find.

It is not a good idea just to let them copy information straight from Internet sites or from books. Making notes will help them to understand what they are reading and writing.

The chart in the Student's Book provides simple guidelines about the information that they need to look for.

PART B

This part of the project requires the students to plan and then finalise their posters.

They need a good heading and perhaps one key sentence, which they can write in big letters.

For example: *Michelle Obama: career woman, wife and mother*. Photographs or pictures will also help to make the poster more interesting.

The poster should have all key information.

If the woman is still alive, students will need to use the present perfect tense.

More details can be given in the oral presentations.

PART C

The students use the poster they have made to make a short presentation to the rest of the class.

They should be able to elaborate on the information in their posters and state very clearly why they admire this woman.

Assessment

Let each student evaluate his or own work as part of the group.

Encourage them to be honest and give your own feedback on what they have achieved as well.



Travel broadens your mind

UNIT SUMMARY

TOPICS

Tourism, education, city life.

INTERDISCIPLINARY LINKS

History, Geography.

SKILLS

Listening: poem, different types of sentences, dialogue.

Speaking: discussion, quiz, reading aloud, dialogue.

Reading: dialogue, travel blog.

Writing: travel blog, letter/email.

FUNCTIONS/NOTIONS

Express opinions and feelings.

Give advice.

Compile and ask questions.

Use greetings, expressions of welcome and leave taking.

Give reasons.

GRAMMAR

Revise question forms.

Formal questions with *would*.

Revise verb tenses.

Revise past tense forms.

PHONOLOGY

Producing and recognising intonation patterns.

VOCABULARY

Words: *abroad, accent, blog, customs, empire, fluent, general knowledge, privacy, refreshments, rude, Underground.*

Verbs: *to be ashamed, to broaden (your mind), to clothe, to come back, to improve, to make friends, to make out.*

Expressions: *at one stage, common values, of course, reality set in, so far, to share your experience, to do your best, What was it like? What do you mean?*

PREPARATION

You will need:

– Student's Book pages 88-95.

– Workbook pages 74-80.

– PC/laptop with Internet access, if available.

– A map of the world, an atlas, history and geography text books.

Warm up

The focus in this unit is on travel and education. Start by discussing the meaning of the title of this unit. Then you could let the students revise names of countries and places in English. The students could play a game as a class or in groups. Call out a letter of the alphabet and let the students write down the names of as many countries as they can that begin with that letter. You could also limit the countries to a continent. Here are some letters you could use:

– *S* (for example: Senegal, South Africa, Sudan, Somalia, Sweden);

– *M* (for example: Mali, Malawi, Macedonia, Mongolia, Monaco);

– *B* (for example: Bolivia, Brazil, Bulgaria, Benin, Botswana);

– *C* (for example: Côte d'Ivoire, Cameroon, Chad, Cape Verde, Canada, China).

Your turn

1 Discuss what each student in the picture is saying and let the students make some suggestions. Discuss and explain the words in MY WORD BANK.

Answers

Here are some ideas about where the students could go. 'to meet people from many cultures': The United States, any big city.

'to improve my English': South Africa, Kenya, Botswana, Uganda, Tanzania, New Zealand, Australia.

'to learn about English customs and traditions': England.

'to learn about old African empires': Mali, Zimbabwe, Zanzibar, Ethiopia, Egypt.

'to study film production': Senegal, South Africa, The United States, The United Kingdom, France, Italy, Sweden, Australia.

'to study renaissance art': France, Italy.

2 The students work in groups to compile and run a general knowledge quiz in class in order to practise question forms and vocabulary relating to people and places. They can draw on their knowledge of History and Geography, use their school textbooks and consult their History and Geography teachers for help. You should work out with them how the quiz will be organised and how points will be scored.

Answers

Students can ask any questions relating to History or Geography.

Listen

3 Play the podcast or read each sentence aloud to the students, paying particular attention to the correct intonation needed for the different sentence types. The sentences are given on page 105 of the Student's Book. Let the students identify each sentence type and then let them practise saying each sentence with the same intonation.

Answers

- a In which country can one see pyramids? (question)
- b She had the most wonderful trip to Uganda! (exclamation)
- c I am not sure if I want to leave my country to study in another country. (statement)
- d Travel really broadens your mind! (exclamation)
- e Do you know anything about living in Canada? (question)
- f I am going to broaden my mind by reading. (statement)

4 Play the podcast or read the short poem to the students. They should only listen at this stage, not read. Then let them copy the incomplete poem into their exercise books before listening to the poem again and completing the gaps in the poem. Let them listen a third time to check their work. Finally, ask some of the students to read aloud what they have written. The students could also learn this poem by heart and recite it in class.

Answers

Dry your tears, Africa!
Your children will come back to you
their hands full of presents
and their hearts full of love.
They return to clothe you
in their dreams and their hopes.

Write

5 You could discuss the given example with the students in class and then let them complete this exercise for homework.

EXTRA ACTIVITIES

- If the students enjoyed the quiz, allow time for another quiz. This time, ask each student to make up and write down five questions to ask the rest of the class.
- Revise question forms with the students if you feel this is necessary. For example ask them to make three different questions about the Taj Mahal:
Where is the Taj Mahal? Does the Taj Mahal have a wall around it? The Taj Mahal is in India, isn't it?
- Students can complete the activities on pages 74-75 of their Workbooks.

Answers to Workbook activities

WB
pp. 74-75

- 1 **BEN:** They say that travel broadens your mind.
ELLEN: Yes, it does. You meet people from different countries and you learn about different traditions and customs.
BEN: It must improve your general knowledge too.
ELLEN: Yes, of course.
BEN: But your general knowledge is very good. Have you travelled a lot?
ELLEN: No, not really, but I read a lot.

2

Verbs	Nouns
improve	improvement
produce	product, production
study	study
know	knowledge
clothe	clothes, clothing
return	return

- a) Emily has made progress in her school work, but there is still room for improvement.
b) His knowledge of African traditions and cultures is impressive.
c) The study of African languages has shown some very interesting things.
d) The production and sale of oil have made Nigeria a very rich country.
- 3 a) noun
b) verb
c) noun
d) noun
- 4 Answers will vary. Here are some examples.
a) study
noun: *The study of plants is called botany.*
verb: *My grandfather studied Latin and Greek when he was at school.*
b) visit
noun: *I am planning a visit to Egypt next year.*
verb: *We are going to visit my aunt in New York next month.*
- 5 Answers will vary. Here are some examples.
a) I would like to cross the Sahara desert on a camel/ in a 4 by 4 vehicle.
b) I want to visit the Grand Canyon in a helicopter.
c) I would like to climb Mount Kilimanjaro on foot.

Lesson 2

Reading skills
SB pp. 90-91

BEFORE YOU READ

The students work out the meanings of words and expressions they will come across in the dialogue that follows. The sentences provide context clues but students could also look the words up in a dictionary.

Answers

- a abroad: a foreign country
- b fluent: easy, accurate
- c common values: to feel and think the same about things, to share values
- d refreshments: drinks and snacks

Listen & read

1 Play the podcast or read the dialogue aloud to the students with as much expression as possible. Then discuss the list of USEFUL PHRASES and the words in MY WORD BANK with the students before playing or reading the text again.

Then let the students ask each other questions about the text. They could work in pairs, in groups, or as a class.

There are no new structures in this text, but the text uses a variety of verb tenses which can be revised and practised as necessary. Refer to the Grammar check on page 91 of the Student's Book.

You may also want to revise meanings of the word *one*, for example:

*I have **one** sister. (the number 1)*

*Travelling is part of **one's** education. (people in general, your)*

***One** day I am going to go abroad. (at a time in the future that is not known)*

Speak

2 Discuss and help the students arrive at the correct answers to the multiple choice questions. Ask the students to justify their responses as well, by quoting from the dialogue.

You could give the students additional questions, for example:

- e What helped Iba when he went to the US?
 - The education he received at home and at school in Senegal.
 - His ability to read and write English.
 - Both answers.
- f What is going to happen after the talk with Iba?
 - Iba is travelling back to the US.
 - Everyone is going home.
 - The club members are going to have a party.

Answers

a for three years (He said he has been abroad for about three years; *since three years* is not grammatically correct.)

b no (He could not have a fluent conversation with Americans when he arrived there, although he could read and write English quite well.)

c no (He says he is happy 'so far' and he uses the present tense and the present perfect tense which indicate that he has not completed this stage in his life: 'I have to respect...'; 'I have had to adapt...')

d You have to learn to look after yourself and to understand other cultures. (This is what Iba says.)

e Both answers.

f The club members are going to have a party. (We are not told that Iba is going to travel back to the US. But all the guests are invited to watch the dancers and to have refreshments.)

Your turn

3 The students work in pairs to identify the verb tenses in the dialogue. This can be done orally. Let the pairs try this activity first, then check that everyone understands the verbs and why they are used. Students should refer to the Grammar check. Note that the past continuous tense has not been included because students haven't been taught this tense in this course yet.

Write

4 The students work alone and complete the sentences in writing.

Answers

a She (is loving/loves/will be loving) travelling!

b I (am travelling/will travelling/travel) to the UK in January next year.

c Please don't talk to me. I (to study/am studying/am study).

d My parents (taught/were teaching/teach) me to respect other cultures.

e We believe that travelling (was/has been/is) part of one's education.

EXTRA ACTIVITIES

- Dictate a few sentences from the dialogue, choosing sentences with different verb tenses.
- Provide additional practice in using the new words and phrases in this lesson. Give the students sentences to complete.
For example:

1. Use expressions from USEFUL PHRASES to complete this dialogue. Then make up your own similar dialogue.

EMMA: Welcome to the club, Mike. Thanks for coming. So, tell us, to visit France?
(Answer: *what was it like?*)

MIKE: It was wonderful to visit places like Montmartre and the Louvre.

EMMA: And did you climb up the Eiffel Tower?

MIKE: Well, to tell, I didn't! We took the lift. (Answer: *to tell you the truth*)

EMMA: And did you eat good food?

MIKE: Yes, (Answer: *of course*) I loved the food!

EMMA: Thanks for with us, Mike! (Answer: *sharing your experiences*)

2. Complete these sentences with words from MY WORD BANK.

a You should travel ... if you can. (*abroad*)

b Are you ... in French and in English? (*fluent*)

c You can't just arrive at their house. You need to respect people's Phone first. (*privacy*)

d My parents would be ... if I behaved badly. (*ashamed*)

e Would you like to join us for some ... in the bar? (*refreshments*)

- Students can complete the activities on pages 76-77 of their Workbooks.

Answers to Workbook activities

WB
pp. 76-77

- 1** to respect people's privacy
to share experiences
to have a fluent conversation
to travel abroad
to have common values and practices
What was it like?
to earn money
to tell you the truth
What do you mean?
- 2 a) A:** Living and studying in the US and Europe must be difficult for foreign students. How do they manage to survive?
B: They look for jobs to earn extra money.
A: And what about cultural differences?
B: It is difficult to adjust. The first lesson foreign students learn is that they should respect other people's privacy.
A: But both cultures have common values and practices, don't they?
B: You're quite right. They do.
- b) A:** Have you ever been abroad?
B: Yes. I've been to many different places.
A: And what was it like?
B: Oh, I learned a lot about other people.
A: Would you like to live abroad?
B: No. To tell you the truth, I prefer my own country.
A: What do you mean?
B: I feel more relaxed at home.
- 3 a)** 'How long have you been in France?' 'For two years. I've been here since June 2008.'
b) 'When did you last travel to Africa?' 'I went there about two years ago.'

4	Simple present	Simple past	Future	Present perfect
	He is always angry.	He was always angry.	He will always be angry.	He has always been angry.
	You behave very badly.	You behaved very badly.	You will behave very badly.	You have behaved very badly.
	We meet many people.	We met many people.	We will meet many people.	We have met many people.
	I adapt to other cultures.	I adapted to other cultures.	I will adapt to other cultures.	I have adapted to other cultures.

- 5 a)** To tell them that you would like to come and visit them.
b) People may not start with a greeting like 'Hello, how are you?'

Lesson 3

Writing skills
SB pp. 92-93

Read

1 Make sure the students understand that a travel blog is like a diary that someone writes on an Internet site for friends and family to read. Let them read the text silently first and then ask a few general questions to see if they have understood the gist of the text. Then discuss any vocabulary that the students do not understand and study the USEFUL PHRASES.

Write

2 The students are shown how to write their own short travel blog. Go through each step with them before they try this activity in pairs. You could brainstorm ideas with the whole class first and complete a mind map together on the board if you think the students need more support.

Answers

Answers will vary, but check that the students have used sequence words and personal pronouns in their writing.

3 Revise reported speech (statements) if necessary. Remind the students that if something is always true or still true at present, we do not need to change the tense of the verb. (See 2a and b.)

Answers

- a My uncle said that travelling is part of one's education.
- b Betty said that she was (or 'is') studying at a college in South Africa. She was (or 'is') very happy there.
- c Véronique explained that she had been away from her home for two years.
- d Ali said that he was becoming fluent in English.
- e Mariam said that she did not like the cold weather but she was getting used to it!
- f My mother explained that some of the customs were different but one got used to that.

Speak

4 Have an informal class discussion about travel to consolidate ideas and new language learnt in this lesson.

EXTRA ACTIVITIES

- Students can write about their own travel experiences and what they have learnt, either on a class blog or in a school newspaper.
- The students could pretend that they have visited one of the places shown in the photographs on page 89 of the Student's Book. They could write an email or a letter to a friend describing why they went to this place, what they saw and how they felt.
- Students can complete the activities on pages 78-79 of their Workbooks.

Answers to Workbook activities

WB
pp. 78-79

- 1 a) She kept a travel blog throughout the trip to Ghana.
b) The Underground is a popular means of transport in London. Thousands of people use it every day.
c) He has a funny accent. I don't always understand what he is saying.
d) Can you make out what this letter says? I don't understand it.
e) She needs to use most of her time for her studies, so she's looking for a part-time job.
- 2 a) She said that everything around her was clean and beautiful.
b) She complained that many native speakers spoke fast and she couldn't follow them.
c) She also said that most of the teachers were kind to foreign students.
d) She also complained that the weather was cold and she missed the sun at home a lot.
- 3 a) I would like to join the English Club.
b) What about using the Underground to go downtown?
c) After settling in, I started working hard to catch up.
d) At the beginning, everything was fun, nice and exciting. It was like living in a dream world.
e) But sometimes I felt like going back home when I was faced with problems of racism, loneliness and cold weather.
f) Yet, on the whole travel (or travelling) broadens people's mind.
- 4 **NOTE:** Students should follow the step-by-step instructions and treat this writing activity as a process. They should first brainstorm some ideas and words, then create topic sentences for each paragraph that they wish to write, then draft their composition before proofreading and correcting it. Other students can help with the correcting and editing. For example, students could read their essays aloud and ask others to comment and ask questions or offer suggestions.

TIME TO CHECK

SB p. 94

Answers

- 1 to broaden your mind, of course, common values, to behave badly, general knowledge, to speak fluently, to be ashamed of, to come back
- 2 customs, abroad, blog, rude, language, behaviour, underground, privacy, visit
- 3 **a** ANNA: Are you happy in your new school?
MARY: Yes, I am now. But at one stage I didn't like it.
b PETE: Do you make friends easily?
JOHN: No, I don't. It's difficult to make friends.
c CINDY: Can you make out what she is saying?
TONI: No, I can't. She has a strange accent!
d ALI: What is/was it like in New York?
BILL: It's a great place, but it can get very cold.
- 4 **a** They (is hating/hate/will be hating) travelling!
b She (am travelling/will travelling/will travel) to Australia next year.
c He (to study/is studying/is study) abroad at the moment.
d We (were taught/were teaching/taught) to respect other cultures.
e I am happy to be home but I (am enjoyed/have enjoyed/was enjoying) studying in the United States.
f Travelling (broadening/has broadened) my mind.
- 5 When I arrived in Kenya it was like being on a holiday. At first everything was new and exciting. There was a lot to see and to do. Then I had to register for college, find a place to stay and find a part-time job. That was more difficult! It was harder than I thought. I had to do everything for myself. I was lonely and at one stage I wanted to come home. But afterwards I started to make friends and I felt happier.
- 6 **a** Mike said that travelling is part of one's education and that travel broadens your mind.
b Ali said that he was studying management in London and that he was enjoying the course.
c Ama said that her sister had been away from her home for two years.
d Doudou moaned that he did not like the cold weather but that he had warm clothes now.
- 7 Answers will vary. Here are some examples.
a Travelling is always very interesting.
b Last year my aunt travelled on a boat to Antarctica.
c She is studying economics in India this year.
d Have you ever visited Mali?
- 8 **NOTE:** The students could write freely and focus on expressing themselves in any way they can, or they can treat this activity as a process and draft, edit and improve their work.

EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (page 80) of their Workbooks.

Answers to Workbook activities

WB
p. 80

NOTE: This could be given as a comprehension text. A suggested marking scheme is given with the answers below.

- a)** al-Qâhira [1]
- b)** Any of these answers: the great pyramids, mosques, temples, churches, museums, souks. [2]
- c)** Many people live in Cairo (✓) and there are thousands of taxis, buses and cars (✓) that hoot all the time (✓). [3]
- d)** It's a traditional market (✓) where one can buy almost everything (✓). [2]
- e)** Any three of these: spices, perfumes, gold, silver, carpets, brass, copperware, leatherwork, glass, ceramic ware. [3]
- f)** In the modern shopping centres. [1]
- g)** Personal answer. 2 marks for content and 1 mark for correct grammar. [3] [15 marks]

FUN

SB p. 95

- 2 The students can read the sentences aloud and identify what is wrong with them. Then they can suggest ways of correcting the sentences.

Answers

I couldn't make out what he was saying! You must do your best! You make new friends when you travel. How's your general knowledge?

- 3 Students should read across and down the puzzle when they look for the names of the countries.

Answers

English is spoken in all of these countries. A few of the other languages used in these countries are given in parentheses.
New Zealand (Maori), The Gambia (Mandinka, Wolof, Fula), Pakistan (Urdu, Punjabi), Australia (some Aboriginal languages), Britain (Welsh, Gaelic), Namibia (Afrikaans, German, Oshiwambo), Zambia (Bemba, Nyanja, Lunda), Ghana (Akan, Ga-Dangme, Ewe), Kenya (Swahili, Kikuyu), USA (Spanish), India (Hindi and many others), Uganda (Swahili, Luganda, Luo)



Imagine!

UNIT SUMMARY

This unit provides additional reading material for the students to read and to listen to. All the poems and texts are also available on the podcast. The poems and extracts give the students a 'taste' of English literature at a level which they can enjoy. Current research confirms that not only should students use the language they are trying to learn as much as possible, but they should also read as much as possible in the target language. However it is important that students should be interested in what they read. Reading should be pleasurable. Students should also not always have to answer lots of written comprehension questions and write long essays about what they have read. We suggest that you let students choose what they want to read in this unit. Let them have a look at all the poems, for example. Then ask them which poem they think looks the most interesting. Let them vote and then proceed to read the poem, discuss it and complete the activities. Then on another occasion, let them choose another poem, or another extract to read.

PREPARATION

You will need:

- Student's Book pages 96-103.
- Workbook pages 81-86.
- PC/laptop with Internet access, if available.

Poems

SB pp. 96-97

Crab

This poem is meant to be light-hearted and fun. The poet observes the strange way in which crabs move around. Read the poem aloud or play the podcast a few times. Discuss what the words *backward*, *forward* and *upside down* mean. You could also introduce the word *sideward* here.

Answers

- 1 a According to the poem, they walk backwards.
b Because it might go the wrong way (go backwards instead of going forwards).

The key

The poem has been translated from French. It was written by one of Senegal's leading writers, Fatou Ndiaye Sow. She was born in 1956 in Tivaouane in Senegal and later lived in Dakar until she died in 2004. She was a teacher for most of her life. She is best known for her youth poetry and writing about children's rights. To understand this poem, the students need to understand the word *key* in a metaphorical sense – a key which opens up a door to the world and helps us understand the world.

Answers

- 2 a You need to listen, look and feel the things in nature that are around you.
b The poet says that everything in nature speaks to you.
c Personal answers.

Answers to
Workbook activities

WB
p. 81

- 1 The students can fill up the key with any words related to nature: sea, river, rain, plants, flowers, animals, birds, and so on.

THE WRESTLER

Most students will be familiar with wrestling. Read the poem aloud or play the podcast a few times. Discuss the poem and then let the students try reading it aloud in groups.

Answers

- 3 runs, weights strengthen arms, ropes muscle legs

Answers to
Workbook activities

WB
p. 81

- 2 The students write answers to the questions after you have discussed the poem with them in class.
a) He runs along the beach.
b) Perhaps because he was been running barefoot, and for a long distance.
c) He lifts heavy weights.
d) He dreams at night, when it is dark.
e) Men will carry him on their shoulders and women will sing and dance to celebrate his success.

If you should meet a crocodile

This is a well-known poem although the original author is unknown. It gives sound and humorous advice about how to treat crocodiles. After you have let the students listen to the poem and you have discussed the meaning, let the students look for the rhyming words in the poem. Remind them that rhyming words have the same end sounds. They should identify these words: smile/Nile/crocodile, thinner/dinner.

Answers

- 4 a You should be careful, because a crocodile may eat you!
b Get away from the crocodile as quickly as possible.
c You should not poke sticks at them or stroke them when they are sleeping.
d Personal answers.

Answers to Workbook activities

WB
p. 81

- 3 The students write answers to the questions after you have discussed the poem with them in class.
a) Nile, smile
b) You must not stroke him or poke him with a stick.
c) He could eat a person who gets too close to him.

I Asked the little boy who cannot see

Play the podcast or read the poem. Then discuss what each colour means to the boy who is blind. How does he imagine each colour?

There are some rhyming words in this poem which the students could try to identify (see/he, through/blue, pink/think, thunderstorm/warm). Rhyme makes a poem sound more musical.

Answers

- 5 Personal answers. Poems about colours can consist of a list of words that describe colours and how they make you feel, for example:

White

Cool, clear, clean
It soothes me
It feels cool on a hot day
Crisp, clean white shirts for school
Cool new white sneakers to go out
White feels good!

Answers to Workbook activities

WB
p. 82

- 4 The students match the colours with the things that the boy associates with each colour. As you will already have discussed in class, this could be a homework activity.
green: wind in the forest
blue: running water
red: sound of a trumpet
pink: the smell of roses
purple: thunderstorm
yellow: something warm and soft
white: stillness when you dream
- 5 Brainstorm some ideas with the students, or let them do this in groups or pairs. They should use the key words that are given to start each line in the poem. They can model their poems on the poem 'If you should meet a crocodile.'

Novels

SB pp. 98-101

Tears of the giraffe

This is an extract from a book called *Tears of the Giraffe*. The novel belongs to a series entitled *The N°1 Ladies' Detective Agency* about a woman in Botswana who runs a successful detective agency. The books are humorous and enjoyed by adults and young people alike. They present a moral, but very real picture of life in Botswana.

There are many books in this series and they have become best-sellers all over Africa as well as in Europe and the United States. The books have also been translated into other languages. A TV series based on these books has also been made.

Let the students read the text by themselves and then listen to it a few times to get used to the style of writing and to get the gist of the extract. Then let the students ask you questions about the story (or let them ask each other questions in groups). This will help them to engage with the text. Focus on the gist of the story and not on individual words and structures. (The Workbook provides activities that focus on details.) Then discuss the questions in Activity 1.

Answers

- 1 a They are detectives.
b It means Mama or Mother. It is a respectful name for an older woman in Botswana.

- c They are looking for Oswald Ranta (whom they think has something to do with the disappearance of a young American.)
- d She found out where Oswald Ranta was working, without any help from Mma Ramotswe.
- e It means you have broken down a barrier that often stops people (mainly women) making progress in a job.

Answers to Workbook activities

WB
pp. 83-84

These activities will help the students to read parts of the extract in more detail. For questions 2 and 3 the students need to study the extract in their Student's Book.

- 1 a) a photograph
b) There were five people in the photograph.
c) Cephas Kalumani, Mma Soloi, Oswald Ranta. We are not told the names of the other two people.
d) She looked 'comfortable'. She was not very glamorous and wore simple, practical clothes.
e) Oswald Ranta
- 2 a) true c) true e) true
b) false d) true
- 3 Summary 2 is the best.

Sauna and the drug pedlars

This extract is from a novel that is set in West Africa (but in no specific country).

Sauna and his friends try to work out who is involved in selling drugs in their town. In the process they get into trouble with the police.

Let the students read the extract by themselves first, then let them listen to it a few times. Ask them a few general questions or let them ask you questions again.

Answers

- 2 Let the students use their imagination here!

Answers to Workbook activities

WB
pp. 84-85

The Workbook again provides activities that involve reading the story in closer detail, and writing sentences in reported speech.

- 1 a) Find out who is selling drugs in the town.
b) The drug pedlars are dangerous.
c) Ali.
d) In the headmaster's office.

- a) Sauna said that he was in a good position to keep his eyes open.
- b) Ali said that the person who approached him was not a pleasant person.

The cat who came indoors

This traditional story comes from southern Africa. It is easy to follow and quite easy to retell, which is the objective of activity 3 in the Student's book. Let the students read and listen to the story. Then let them complete activities 1 and 2 in the Workbook to familiarize themselves with the story before they try and tell it. They can make short notes, and use these notes as prompts when retelling the story. Encourage them to use expression when repeating words like 'O-oh!' and 'woosh'. The sounds of these words will add interest to the story. The students can add their own sound words as well.

Answers to Workbook activities

WB
p. 85

- 1 wild cat → leopard → lion → elephant → man → woman
You can extend this activity and help the students to build notes for retelling the story, by asking them to make a summary of what happened to each husband, like this:
Wild cat: Leopard knocked him over.
Leopard: Lion ate Leopard.
Lion: Elephant put one foot on Lion and squashed him.
Elephant: Man shot Elephant.
Man: Woman shouted at Man and pushed him out of the house.
Woman: Cat has lived in the home with woman since then.
- 2 The students can work in groups or pairs to make up another part of the story (activity 3). The frame is given in the Workbook as a support for students to write the text.
A long time ago a wild female cat lived alone in a big jungle. Then she became tired of living alone, and she decided to get a husband. But instead of one husband, she married more than one partner. Each time she had a husband, she lived with him for a while, then something happened to him and she left him. Her last husband in the forest was Elephant whom a hunter, Man, killed. Cat followed Man all the way to his house. There, she lived happily, catching/eating mice and rats until the day. But then, Cat changed her mind again. She came down into the house to live with Man's wife. After that she spent most of her time near the fire while Woman was cooking.

- 3** Answers will vary; the following is a model answer. They lived together very happily until one day, as they were walking down to the river, they met Hippo. Hippo opened his huge mouth and – gu - u - lpp – swallowed Leopard in one gulp. ‘O-o-o-oh!’ said the cat. ‘I see that Leopard isn’t the finest animal in the jungle. It is Hippo.’ So Cat went to live with Hippo. She sat on his back as he swam in the river. She found that she liked swimming in the river too.

Comics

SB pp. 102-103

The story of Bata

This is a traditional story from Ancient Egypt, written in the form of a comic. You may want to find out what the students know about Ancient Egypt as a warm-up activity. They should know this from their History lessons. Help them with the English vocabulary that they need to understand the story: *clay, god, magic, Pharaoh, sacred, to change into, wicked.*

Let the students read the comic strip by themselves and ask each other questions about it until they understand the story.

Let the students complete the activities in the Workbook to familiarize themselves with the story before they try and tell it.

You could also give the students a cloze exercise based on this story, such as the following example:

- This is a summary of the story of Bata written by one of your classmates. In the summary, important details (sentences, expressions or words) are omitted. Read and complete the story. (Suggested answers are given in brackets.) ... (Harmachis) gave Bata a wife because he thought it was not ... (good) for him to live ... (alone). One day, Bata’s wife went to see the ... (river), although Bata did not want her to go. At the riverbank, Hapi, the god of the Nile River, tried to seize her. She ran away from the god, but he got some of her ... (hair) in his hand. A man saw the hair ... (floating) ... (down) the Nile River and brought it to the ... (Pharaoh). A wise man told the Pharaoh that the hair ... (belonged) ... (to) the daughter of the god Harmachis. The Pharaoh asked his soldiers to find the girl, which they did, and he ... (married) her.

Bata loved his wife and couldn’t stand what had happened. He ... (turned) himself into a magnificent white ... (bull) which Anpu, his brother, took to the palace and gave the Pharaoh as a ... (present). One day, in the palace and in the presence of the Pharaoh, the white bull, Bata, saw the Pharaoh’s new wife, the princess, Bata’s ex-wife, and told her he was her ... (husband). The princess got furious and ... (ordered the soldiers to kill the bull). As time passed, two trees ... (grew). One day, years later, the princess was resting under the two magic trees watching people dance. She was pregnant. One of the trees told her: ‘...’ (‘I am your husband.’) She ordered the soldiers to cut down the trees. This was done. Finally the princess swallowed a small bit of wood. Later, a son was born to the princess. Bata was born again. He became the new Pharaoh of Egypt and he ruled for many years.

Answers to Workbook activities

WB
p. 86

- Characters: Bata (later a white bull, the new Pharaoh), Harmachis, Bata’s wife (later a princess, Pharaoh’s wife), Hapi, Pharaoh, Pharaohs’ soldiers, Anpu, baby.
- Once, long ago, there was a man called Bata. The god Harmachis made a wife for Bata out of clay. Bata’s wife disobeyed Bata and went down to the river. The river god Hapi tried to seize her. Her hair floated down the river. The Pharaoh’s soldiers took Bata’s wife from her home. Bata’s wife married the Pharaoh and became a princess. Bata changed himself into a bull. Anpu gave the bull to the Pharaoh. The princess told the soldiers to kill the bull. Two magic trees grew where the bull was killed. The soldiers cut down the trees. The princess swallowed some wood from the trees. A son was born to the princess. It was Bata. Bata became the new Pharaoh.

Revise your grammar

WB pp. 87-96

Verbs

1 (distinguishing between a variety of verb tenses)

- a) She (emails/is emailing) her friends every day.
- b) They (was/were) very hungry so they made a big pot of couscous.
- c) He (is living/has lived) in Dakar for many years.
- d) (Did/Have) you finished reading the newspaper yet?
- e) The Prime Minister (will open/will opening) the new stadium.
- f) Please (don't/don't not) play that music so loud.
- g) They (has had/have had) a very exciting year.
- h) Please could you (help/helping) me?

2 (correct verb forms in different tenses)

Verb tense	Positive	Negative	Question
Present continuous	<i>They are watching television.</i>	<i>They aren't watching television.</i>	<i>Are they watching television?</i>
Present simple	<i>She is their friend.</i>	<i>She isn't their friend.</i>	<i>Is she their friend?</i>
Present simple	<i>I like steak and chips.</i>	<i>I don't like steak and chips.</i>	<i>Do I like steak and chips?/Do you like steak and chips?</i>
Present simple	<i>We can help them.</i>	<i>We can't help them.</i>	<i>Can we help them?</i>
Present perfect	<i>I/You have been to Mali.</i>	<i>I/You haven't been to Mali.</i>	<i>Have you been to Mali?</i>
Present perfect	<i>He has played football for the national team.</i>	<i>He hasn't played football for the national team.</i>	<i>Has he played football for the national team?</i>
Simple past	<i>He went to university last year.</i>	<i>He didn't go to university last year.</i>	<i>Did he go to university last year?</i>

3 (gerunds and infinitives)

- Does she enjoy swimming in the river?
- They want to start an Enviro Club.
- We like to finish our homework before supper.
- Do you like to play computer games?
- Has he finished researching his project?
- Do you feel like writing the class blog this week?

4 (verb tenses, gerunds)

- a) I live in Abidjan in Côte d'Ivoire now.
- b) Yesterday she went to the football stadium to watch a match with her brother.
- c) What are you doing? I am writing an email to my friend in the States.
- d) Running on the beach is very good exercise.
- e) He has never seen a giraffe.
- f) Would you mind helping me move this heavy table?

5 (conditionals)

- Answers will vary.
- a) If you go down this road, past the school, you will see the church on your right.
- b) If you don't study hard, you will not pass the exams.
- c) If I travelled to the USA, I would go to New York first.
- d) If he had his own computer, he would be able to do research on the Internet.

6 (direct and reported statements)

- a) Ali complained that no one listened to him.
- b) She said, 'I'm hungry and I want some food.'
- c) The students said that they had been to China.
- d) 'I have been away from home for two years,' she said.
- e) The official promised that government would install a solar water pump in the village.
- f) 'We are studying Economics in London,' they explained.

7 (active and passive voice formation)

Answers will vary.

Passive tense	Structure	Example sentences
Simple present	<i>am/is/are + past participle</i>	<i>The sun is surrounded by gas.</i>
Simple past	<i>was/were + past participle</i>	The airline was founded in 1976.
Present perfect	<i>has/have been + past participle</i>	<i>The children have been vaccinated against tuberculosis.</i>

8 (identifying passive structures)

The Sankore Mosque in Tombouctou was built in the 16th century. This building is also called 'The University of Sankore' because it was one of many centres of Islamic learning in the Malian Empire. The university was a madrassah, which was made up of several schools. Each school was headed by an imam. The main purpose of the university was to teach the Qur'an, but astronomy and history were also taught. The Mosque was declared a World Heritage Site in 1988.

9 (using the active and the passive voice)

- a) People speak French and English in Cameroon.
- b) Traditional bazin material is used to make bubus.
- c) Barcelona was beaten by Athletic Bilbao in an exciting match last night.
- d) Have you been invited to Ben's birthday party?

10 (identifying different verb tenses)

Sentence	Tense	Use
You <u>are</u> always happy.	present simple	Use for things that are always or usually true.
I <u>travelled</u> to Benin last week.	<i>simple past</i>	<i>Use to describe actions that are finished.</i>
I <u>have met</u> many interesting people this week.	<i>present perfect</i>	<i>Use to connect the past and the present, for an action that started in the past and is not yet complete.</i>
I <u>am going to</u> visit my cousin in South Africa next year.	<i>present continuous</i>	<i>Use to express the future.</i>
They <u>are playing</u> football at the moment.	<i>present continuous</i>	<i>Use to talk about something that is happening at the moment.</i>

Adverbs

11 (position and use of adverbs in sentences)

- a) I never watch the news on television./I am never watching the news on television.
- b) Always I play basketball on Thursdays./I always play basketball on Thursdays.
- c) Do you cook dinner for the family every day? Are you cooking every day dinner for the family?
- d) They don't often surf the Internet. They not often surf the Internet.

Questions

12 (forming questions)

- a) People they are leaving the rural areas to go to the towns?/Are people leaving the rural areas to go to the towns?
- b) Does the town is having a good water supply?/Does the town have a good water supply?

13 (different types of questions with comparisons)

- a) Which river in Africa is the longest?/Which is the longest river in Africa?
- b) Is the Nile longer than the Niger?/The Nile is longer than the Niger, isn't it?
- c) Does the Nile run through Uganda?/The Nile doesn't run through Kenya, does it?
- d) Is the Congo shorter than the Zambezi?/The Congo isn't shorter than the Zambezi, is it?

14 (using question words)

- a) Who works at *la Nation*?
- b) Where does John work?
- c) How long has John worked at *la Nation*?
- d) When did he start work at *la Nation*?
- e) Why did they accept his application?
- f) At which university did John study?

15 (question tags)

- a) It is cold today, isn't it?
- b) His star sign isn't/is not Libra, is it?
- c) There was an earthquake in Haiti, wasn't there?
- d) Fashion is not important, is it?
- e) She isn't ill, is she?
- f) They are your friends, aren't they?

16 (question tags and expected answers)

- a) You are going to the Post Office, aren't you? Yes, I am.
- b) We are going on holiday next week, aren't we? Yes, we are.
- c) Ellen Sirleaf Johnson isn't Ghanaian, is she? No, she isn't.
- d) He isn't fluent in English, is he? No, he isn't.
- e) There aren't any elephants in this park, are there? No, there aren't.
- f) Education is important, isn't it? Yes, it is.

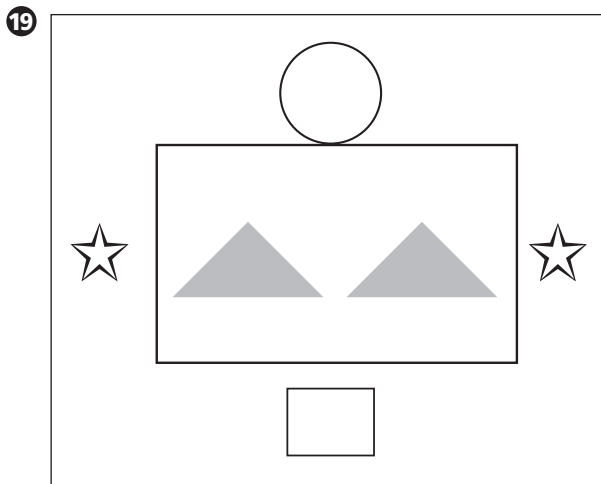
Imperatives

- 17 a) Please get off the phone now!/Please to get off the phone now!
 b) Don't forget to wash your hands./Don't forgetting to wash your hands.
 c) Open not the door. It's very hot./Don't open the door. It's very hot.
 d) Try our pizza. It's the best in town./Try your our pizza. It's the best in town.
 e) Look always before you cross the road./Always look before you cross the road.

Modal verbs

- 18 a) You should not to smoke./You should not smoke.
 b) The water should be tested./The water should to be tested.
 c) We must stop getting to school so late!
 We must stopping to get to school so late!
 d) I don't have to go to the shop with you.
 I don't must go to the shop with you.
 e) Can we visit the US next year?/Can we to visit the US next year?
 f) He must be the man we saw at the market yesterday./He must being the man we saw at the market yesterday.

Prepositions



- 20 a) It's 6 o'clock. It's time to get up.
 b) Do we have to dress up for the party?
 c) I don't know what to do. I give up!
 d) The tailor will make up a new outfit for me.
 e) Are you still sleeping? Wake up!
- 21 a) What is the name of this village?
 b) The village is in a rural area of Togo.
 c) What is the capital city of South Africa?
 d) The fish swim in the river.
 e) Her mother was born in 1964.
 f) This building provides shelter for the animals.
 g) You should not eat a lot of sweets and fats.
 h) What do you think about/of fast food?

- 22 They are very excited about getting a new computer.
 Where can I apply for a new passport?
 Are you interested in the World Cup?
 She died on the 3rd of September last year.
 Have you made friends with many people in this town?
 Every single one of you must get an education!
 Johnson became President at the age of 67.

Conjunctions

- 23 (joining sentences)
 a) What will you see if you visit South Africa?
 b) She wears big sunglasses because they are in fashion.
 c) The people in the village grow vegetables and they make necklaces.
 d) Monkeys jump and run but they don't fly.
 e) You are very healthy so you shouldn't get sick.
 f) I was so excited that I couldn't sit still.

Making comparisons

- 24 a) I think that Michael Jackson was a better singer than P Diddy.
 b) She is the most beautiful girl in the class.
 c) Which is the wealthiest football team in the world – Real Madrid or Manchester United?
 d) Are avocados healthier than chips?
 e) That is the best film I have seen for a long time!
 f) It will soon be summer. I know because it is getting hotter every day.
- 25 a) These two pairs of shoes are the same.
 b) Your watch is the same as mine. No, it's not. It's similar but it isn't the same.

Word building

- 26 (suffixes)

word stem	noun	adjective
guitar	<i>guitarist</i>	–
act	<i>actor</i>	–
play	<i>player</i>	<i>playful</i>
wonder	–	<i>wonderful</i>
music	<i>musician</i>	<i>musical</i>
technic	<i>technician</i>	<i>technical</i>
approve	<i>approval</i>	–
culture	–	<i>cultural</i>

Contractions

- 27 a) Don't do that!
 b) I've been to Togo.
 c) Hurry! It's late.
 d) It doesn't matter.
 e) Won't you help me?
 f) We're lost!