



6^e

LISTEN

SPEAK

READ

WRITE

Keep in Touch

Teacher's guide



 **HODDER**
EDUCATION GROUP

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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 6^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 and the Workbook (available on the website www.edicef.com);
- the Teacher's Guide.

The books are divided into 12 thematic units. There are three lessons and a revision page in each unit. Topics, vocabulary and grammar structures are introduced through a series of real dialogues. Many of these dialogues involve a group of school students called Awa, Doudou, Idah and Ali.

Each unit also provides 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.

Below we outline 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 (particularly words which look the same, or similar, in English and French).

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 page 104, 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 answers 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 109-112). 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.

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 (pages 105-108). Encourage the students to refer to this section as they work.

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 progress of the students. 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.

It is important to display the work of the students on the walls of the classroom. This will motivate the students and it will also provide additional reading material for the students. Projects can form the basis of 'talking walls' in the classroom. 'Talking walls' in a classroom provide interesting reading material. You can put up any English materials (poems, articles and pictures with captions) for the students to read. Remember to change the materials often so that there is always something new to read.

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. Most of them 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.

There are also a few additional listening activities, indicated by the symbol @. For these activities the students will need your help. You should play back the podcast or read the texts aloud to them.

The podcasts

All the listening texts and pronunciation activities in this course are available as podcasts on the Internet. They can be played back, free of charge, at the website www.edicef.com. As previously indicated, next to these types of activity you will see the symbol @.

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Unit

1

Good to meet you!

Lesson 1

SB pp. 8-9

UNIT SUMMARY

TOPICS

Greetings and introductions.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.

FUNCTIONS/NOTIONS

Introduce themselves and other people.
Ask and give names.
Greet people formally/informally.
Talk about age.
Use numbers 1-20.

GRAMMAR

Verb *to be* (singular, present simple, negatives, questions).
Possessive adjectives (*my, our*).
Contractions (*I'm, she's, he's, what's*).
Phrasal verbs (*Sit down, Stand up*).

PHONOLOGY

The English alphabet (pronunciation, recognition).
Sounds: /h/, /aɪ/, /i:/.
Verb endings: sound /z/.

VOCABULARY

afternoon, and, at, class, fine, friend, from, good morning, happy, he, hello, hi, how, madam, my, name, new, no, old, please, school, she, student, thanks, this, to be, to meet, to sit down, to stand up, what, year, you, your

PREPARATION

You will need:
– Student's Book pages 8-15.
– Workbook pages 3-6.
– Name tags for the students.
– PC/laptop with Internet access, if available (recording/podcast available at www.edicef.com).
Pieces of paper with numbers 0-20.

Warm up

Introduce yourself to the class. The students can make name tags to wear in the first lessons, if they do not already know each other well.
Introduce the students to the text book (*Keep in touch*).

Listen & read

① Tell the students that they are going to listen to a dialogue. Let them look at the picture in their books and try to follow as they listen.
Introduce the main characters that feature in this book: Awa, Idah, Ali, Doudou and Mrs Mbodj, the teacher. Tell the students that they will get to know these characters and their friends and families during the year.

Then read the text aloud or play back the podcast. Introduce the students to MY WORD BANK in their text books. These word banks provide a list of all the new words introduced in the listening and reading texts. Read the words to the students and let them repeat the words. Make sure they understand what the words mean. Then read the text aloud again or play back the podcast.
Let a few students volunteer to read the dialogue they have listened to or let the students get into groups (5 students in a group) and read the dialogue.

NOTE

If you do not have the recording, read the dialogues aloud in a natural and expressive way. Try to change your voice as each person speaks. There is a complete list of vocabulary words, with French translations, in MY WORD BANK on pages 109-112 of the Student's Book.

Speak

② Let the student's greet each other and say their names. They can do this in groups or as a whole class. Make sure the learners understand the difference between 'my' and 'your'. You do not have to teach possessive adjectives formally at this stage.

Listen & repeat

③ Focus on the sound /h/. Play the recording (available on line) or read the words aloud carefully. Students repeat the words. Take care that they pronounce the /h/ sounds at the beginning of each word.

Listen

④ Play back the podcast. The students can look at the picture as they listen. Read the words in MY WORD BANK. Make sure the learners know what the words mean. They can look up the French translations in MY WORD BANK on pages 109-112 in their books. Then play back the podcast again.

NOTE

*The listening texts are at the back of the Student's Book on page 104. The aim of these texts is to provide listening practice. The students should **not** read these texts during this part of the lesson, but of course they can read them later for reading practice.*

Speak

⑤ Teach the present simple tense of the verb 'to be'. The students will have to learn this irregular verb form. Point out the Grammar check on page 9. Note that only the singular forms are practised in this lesson. Then let the students play the chain game in order to practise greetings and the verb 'to be' orally. Read the text in the speech bubbles with the class and explain how the game words.

NOTE

There is more information for the students in the Grammar section at the back of the Student's Book. Introduce the students to these pages and encourage them to refer to this section when they want to check on their grammar. The verb 'to be' is on pages 105-106.

Write

⑥ The students copy and complete the sentences in their exercise books. They should use the full forms (and not contractions) when they write sentences.

Answers

- a What is your name?
- b He is Ali.
- c She is Awa.
- d She is Mrs Mbodj.

EXTRA ACTIVITIES

- Dictate a few words or two very short sentences to the students. Use words from MY WORD BANK and structures from the Grammar checks in the lesson.
- Write the conjugation of the verb 'to be' or some simple sentences with this verb on the board. Erase some of the pronouns or verb forms. Invite students to complete the sentences.
- Students can read the dialogue for lesson 1 exercise 4 on page 104 of their books.
- Students can complete the activities on page 3 of their Workbooks. These activities can also be used as homework tasks.

Answers to Workbook activities

WB
p. 3

- 1 a) hello b) good c) name
 d) morning e) class f) your
- 2 a) He is Steve.
 b) She is Mrs Smith.
 c) They are Emily and Paul.
- 3 a) Hello. My name is Awa.
 b) Good morning. I am Ali.
 c) Hello. I am Doudou.
 d) Hi. My name is Idah.

Lesson 2

SB pp. 10-11

Warm up

Sing an alphabet song in English.

Listen & repeat

1 Play the alphabet on the podcast or read the alphabet aloud. Let the students repeat it. You may wish to tell the students that the letters don't always sound like this when they are combined with other letters in words.

Listen & read

2 Play back the podcast. The students follow the text in their books. Read the words in MY WORD BANK. Make sure the learners know what the words mean. Then play the podcast again.

Ask a few simple questions about the dialogue, for example: *Where is Idah from? Where is Awa from? Who is Awa's friend?* Let the pupils read the dialogue aloud in groups of three. Help them to get the intonation of the sentences and questions correct. It is best to do this by playing the podcast again if necessary or by modelling the sentences.

NOTE

The spelling of vowel sounds varies a lot in English. Sometimes there are rules that help the students to remember the spelling, but often the spelling has just to be learned.

Listen & repeat

3 Focus on the vowel sound /aɪ/. The sound is shown in red in the words in the activity. Play back the text on the podcast or read the words aloud carefully. Students repeat the words.

Speak

4 Tell the students that it is now their turn to introduce a friend to the rest of the class. They will work in pairs for this activity. Read the text in the speech bubbles in the pictures and explain that this is what they have to do. Give them a few minutes to practise and then let

them introduce their friends to the rest of the class. The students should use the natural contracted forms of the verb *to be* in this oral activity. Help them to pronounce the end sound /z/ in these contractions correctly.

Write

5 Students copy and complete the sentences in their exercise books. They choose the correct word to complete each sentence.

Answers

- a Hello. How are you? c She is my friend.
b Hello. I'm fine, thanks. d He is from Banjul.

6 Students complete the sentences with words that make sense and are grammatically correct. They should give personal answers about themselves and their real friends.

EXTRA ACTIVITIES

- Dictate a few words or two very short sentences to the students. Use words from MY WORD BANK and structures from the Grammar checks in the lesson.
- Write some words from MY WORD BANK on the board without space between the words. For example: *fromfinefriendthanks*. Ask the students to come up and circle the words that they can find. This will help them to start recognizing English words.
- Students can complete the activities on page 4 of their Workbooks.

NOTE

Additional listening and pronunciation activities have been included in the Workbook in some lessons. The texts for these activities are on the line, but you and the students can also do the activities if you do not have the recording.

Answers to Workbook activities

WB
p. 4

- 1 a) from b) friend c) how
d) thanks e) meet f) this
- 2 Read two of the letters in each group. The students circle the letters they hear.
- 3 a) I am Doudou. I am from Senegal.
b) She is Francine. She is a girl. She is from France.
c) He is Frank. He is a boy and he is from Australia.
- 4 PETER: Hello, Paul. How are you?
PAUL: Hi, Peter. I'm fine, thanks.
PETER: This is Francine. She's from France.
PAUL: Good to meet you, Francine.
PETER: Francine is my friend.
- 5 a) She is my friend. b) He is from Chicago.
c) How are you?

Lesson 3

SB pp. 12-13

Warm up

Find out if the students know any numbers in English.

Listen & repeat

1 Teach the numbers 0-20. Play back the podcast or read the numbers aloud. Let the students repeat the numbers. Let the students work in pairs to practise the numbers. One student can write a number and the other student can say the number in English and point to the number word in the books.

Listen & read

2 Play back the podcast or read the text aloud. The students follow the text in their books. Read the words in MY WORD BANK. Make sure the learners know what the words mean. Then play the recording again. Let the pupils read the dialogue aloud in groups of three. Help them to get the intonation of the sentences and questions correct. It is best to do this by playing the recording again if necessary or by modelling the sentences.

Read & speak

3 Read the questions with the class or with a group of students. They should say if each sentence is true or false. If a sentence is false, they should try and correct it.

Answers

a False. Idah is thirteen years old. b True. c False. Ali is fourteen years old. d False. It is afternoon. e True.

Speak

4 Students can work in pairs and practise these numbers. Make sure that they stress the number words from 13-20 correctly (thirteen, fourteen, etc.) and that they say the end sounds /i:/ correctly.

5 Teach the students to use the negative with the verb 'to be' as in the Grammar check. Check that they understand the words in MY WORD BANK. Students work in pairs. They read the dialogue and

then ask questions like these about themselves. The students can then swap partners and repeat the dialogue with a few other students.

Your turn

6 Teach the students how to make simple questions by inverting the word order in sentences. Refer to the Grammar check. Students work in pairs.

Answers

a Are you thirteen years old? b Is she twelve years old? c Is he fourteen years old?

Write

7 Students write about themselves using the model text alongside the activity.

EXTRA ACTIVITIES

- Dictate a few words or two very short sentences to the students. Use words from MY WORD BANK and structures from the Grammar checks in the lesson.
- Write some words from MY WORD BANK on the board without space between the words. For example: *afternoonpleaseyearstudent*. Ask the students to come up and circle the words that they can find.
- Students can play a game with numbers. For example: write numbers in numerals on small pieces of paper (12, 7, 20, etc.). Put the numbers in a box or packet. Students work in small groups. Each student picks a number from the packet and says the number in English. If it is correct, the student gets one point. Each student has a turn until there are no more numbers in the box. If a student does not give a correct answer, he or she misses their next turn.
- Students complete the activities of their Workbooks.

Answers to Workbook activities

WB
p. 5

- 5 → five; 9 → nine; 11 → eleven;
14 → fourteen; 15 → fifteen; 16 → sixteen;
19 → nineteen; 20 → twenty.
- Read two of the numbers in each group (choose any two numbers). The students circle the numbers they hear.
- a) $6 + 7 =$ thirteen d) $8 + \text{seven} = 15$
b) $2 + 17 =$ nineteen e) $2 + 12 =$ fourteen
c) $\text{ten} + 7 = 17$ f) $15 + 3 =$ eighteen
- a) How old is he? c) Is he happy?
b) How old is your brother? d) Are you happy?
- MRS SMITH: Good morning, class. Please sit down.
CHANTAL: Good morning, Mrs Smith.
MRS SMITH: Chantal, please stand up. How old are you?
CHANTAL: I'm fourteen years old.
MRS SMITH: She is fourteen years old. Thank you, Chantal.

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. You can observe them as they do the oral activities (1, 2 and 6) to see how much progress they have made.

Answers

- ③ a a friend, thank, fine, morning, fourteen
b good, afternoon, and, happy, you
c my, friend, old, madam, new
- ④ a He is my friend.
b She is at school.
c You are happy.
d I am a new student.
e She is from Thiès.
f I am 14 years old.
- ⑤ a What's your name?
b He is from Dakar.
c Stand up please.
d She is 12 years old.
- ⑥ a Are you a new student?
b What's your name?
c How old are you?

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 6) of their Workbooks.

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 identify the number words and copy them in their exercise books.
eight, four, eighteen, one, three, twenty, five, nine, ten, eleven, twelve, fourteen, fifteen, seven, seventeen, zero, nineteen
- ② Students read the texts and try to match the texts with the characters in the pictures. If they are not sure of the answers, they should go and read the dialogues in the units again.

Answers

- a Awa
b Idah
c Doudou
d Ali

Answers to Workbook activities

WB
p. 6

- ① thanks, hello, seven, happy, sixteen, twelve
- ③ a) This is Mary. She is my friend.
b) This is Francis. He is my friend.
c) They are from Benin.
d) This is my friend.
- ④ a) What's your name?
b) How are you?
c) Are you a new student?
d) Are you happy at this school?
- ⑤ a) Mrs Smith is a teacher.
b) Anna is a girl.
c) John is a boy.
d) David is not nineteen years old.



It's monday!

UNIT SUMMARY

TOPICS

School/classroom.
Months and days of the week.
Dates.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.

FUNCTIONS/NOTIONS

Give dates.
Use numbers.
Locate things and people.
Carry out instructions.

GRAMMAR

Verb *to be* (present simple – contractions – plurals).
Prepositions (*at*).
Articles (*a, an*).
Imperatives (*take, listen*).
Question formation (*Which, Where*).
Punctuation (capitals).

PHONOLOGY

The English alphabet.
Vowel sounds: /eɪ/, /ɪ/, /aɪ/, /i:/, /eʊ/.

VOCABULARY

Complete English alphabet.
bag, board, book, calculator, can, club, date, day, eraser, exercise book, field, home, market, month, mosque, pen, pencil, ruler, second, shop, they, things, we, week, where, which, year, to listen, to open, to read, to say, to show, to spell, to take out, to write
Days of week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday.*
Months: *January, February, March, April, May, June, July, August, September, October, November, December.*

PREPARATION

You will need:
– Student's Book pages 16-23.
– Workbook pages 7-10.
– PC/laptop with Internet access, if available.
– Calendar with days of week and months in English (or write these on the board).

Warm up

You can start this unit by revising the English alphabet. The students are also going to learn about days of the week and months in this unit, so write the date on the board in English and say it aloud. If you have a calendar with the names of the days and months in English hang this up in your classroom. If you have a French calendar, you could write the English names on strips of paper and paste them over or next to the French names.

NOTE: Project

The students will complete a project at the end of this unit. Most of the preparation for the project has already been done in Unit 1. However, you should revise the structures and vocabulary needed for the project as necessary, to build the students' confidence. The structures needed for the project are: What is your name? How old are you? Where are you from? This is... She/He is [+ age]. She/He is from...

Read & speak

- 1 Read the dialogue in the speech bubbles to the students while they follow the words in their books.
- 2 Talk about the pictures. Let the students try and say what, and who, they can see in the pictures. Read the dates and days on the board.

Speak

- 3 Read the questions and let the students answer them orally.

Let the students work in small groups for a short while. They can practise spelling their names and the names of other students in the group. They can also take turns to say the alphabet. For variation, let them try and say the alphabet backwards. Then teach the names of the days of the week.

Listen & repeat

- 4 Tell the students that they are going to listen to the way we pronounce the names of the days of the week. Play back the podcast or read the names aloud, taking care to stress the first syllable in each name. Let the students repeat the names and then

listen again. Explain that in English we write the names of days and months with capital letters.

⑤ Focus on the sound /eɪ/. Play back the podcast or read the words aloud. Let the students practise saying the words aloud. You may wish to point out that many (but not all!) words in English that end in -ay and a_e have this /eɪ/ vowel sound.

Listen

⑥ Play back the podcast or read the dialogues yourself. The students can look at the pictures as they listen. Read the words in MY WORD BANK. Make sure the students know what the words mean (they can look up the French translations in MY WORD BANK on pages 109-112 of the Student's Book). Then play back the podcast again.

The listening text for this lesson is at the back of the Student's Book, on page 104.

Speak

⑦ The students can work in pairs and make up sentences about the pictures in the previous activity. Read the example sentences with them first. Teach the contracted forms and the preposition *at* as shown in the Grammar check.

Let the students use the natural, contracted forms of *it is*, *we are* and *they are* when they speak.

EXTRA ACTIVITIES

- Dictate a few words or two very short sentences to the students. Use the words from MY WORD BANK and structures from the Grammar checks.
- Write some simple sentences with the full forms of the verb *to be* on the board. Then ask the students how we say these words. Invite the students to change the full forms of the pronouns and verbs to contracted forms.

- The students can read the dialogue for activity 6 on page 104.
- The students can work in pairs. One student can make a sentence about one of the pictures in activity 6 and the other student can say which day of the week it is. For example:
STUDENT A: Awa and Idah are at school.
STUDENT B: It's Monday!
- The students can complete the activities on page 7 of their Workbooks. These activities can also be used as homework tasks.

Answers to Workbook activities

WB
p. 7

- 1 a) Monday
b) Tuesday
c) Thursday
d) Saturday
- 2 (as in the podcast)
a) day
b) date
c) they
d) she
e) take
f) table
- 3 a) She's Carol.
b) It's Monday.
c) He's a boy.
d) They're friends.
e) What's your name?
f) We're sisters.
- 4 SICA: Where are you from?
JESSICA: I'm from Kenya.
SICA: What's your name?
JESSICA: My name's Jessica.
SICA: Please spell your name. / Can you spell your name?
JESSICA: Sure. J - E - S - S - I - C - A.

Lesson 2

SB pp. 18-19

Listen & read

- ① Play back the podcast or read the text aloud. The students follow the text in their books. This dialogue introduces the structure *What is it?* and some important verbs.

Let the students read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Teach *a/an* as you introduce the classroom vocabulary shown in the pictures in activity 2. Refer to the Grammar check. Explain that the reason for this rule is simply to make phrases easier to pronounce.

Your turn

- ② Read the words under the pictures to the students. Then let them work in pairs and ask and answer questions, as in the example.

Speak

- ③ Teach the imperative forms of the verbs that have been introduced so far. We use the verb stem (the infinitive form without *to*) and we use the same form for singular and plural. Refer to the grammar check.

Check that the students are able to pronounce words with an /eʊ/ sound correctly. Refer to the pronunciation check and read the words with the students. You can make up simple sentences with these sounds for the students to repeat.

For example: *The show is open in November. We go to the show in October.*

The students then work in pairs and match the sentences with the pictures.

Answers

- a Take out your books.
- b Sit down.
- c Listen!
- d Stand up.
- e Open your book.
- f Show me a pen.

- ④ Teach the game 'Simon Says'. You can play the game with the whole class. The students can also play the game in groups once they are familiar with it. Try to teach the game in English, using simple rules and actions. The students will soon understand the game. For example:

I say, "Simon Says, 'Sit down'." You sit down. (make a gesture)

I say, 'Sit down.' You don't sit down. (gesture)

Note that there are some phrasal verbs (*sit down*, *take out* and *stand up*) in this lesson. You do not need to teach a lesson on phrasal verbs at this stage, just introduce the words as part of the new vocabulary.

Write

- ⑤ The students write the sentences with the words they are given. Tell the students to look out for punctuation clues that will help them to know which words start or end a sentence.

You could introduce the imperative form of the verb *to do* at this stage. It is useful for giving instructions, such as: *Do this in your exercise book.*

Do this activity for homework.

Answers

- a Take out your book.
- b Today is Monday.
- c Show me a pen.
- d Awa is at home.
- e What is it?
- f Is this an eraser?

EXTRA ACTIVITIES

- Practise spelling and vocabulary with the words in MY WORD BANK. Give the students a short dictation.
- Write some words from the lesson on the board without space between the words and let the students find the words. For example: *eraserboardbagruler*.
- The students can read the dialogue for activity 1 of their books, in pairs.
- Teach the students to play 'Kim's Game' with school objects.
 - 1. Put a selection of objects on a table, for example: three rulers, two bags, one calculator, four erasers and six pens. Let the students look at the objects on the table for 30 seconds. They have to try and remember what they see on the table. They may not write down what they see.
 - 2. When 30 seconds has passed, remove the objects from the table (or cover them). The students try to give a list of the objects that were on the table. You can increase the number of objects on the table and let the students play the game in groups once they know how to play it.

- You could also teach a version of the game 'Twenty Questions'. The students work in groups and take turns. The first student thinks of a classroom object. The other students have to try and guess what the first student is thinking about, by asking questions. The first student may only answer, 'Yes' or 'No'. The game could go like this.

STUDENT 1: What is it?

STUDENT 2: Is it a pen?

STUDENT 1: No.

STUDENT 3: Is it a calculator?

STUDENT 1: No.

STUDENT 4: Is it an eraser?

STUDENT 1: Yes!

The student who guesses correctly gets the next turn.

- The students can complete the activities on page 8 of their Workbooks.

Answers to Workbook activities

WB
p. 8

- a pen
 - a pencil
 - a board
 - a ruler
 - a calculator
 - a bag
 - an eraser
 - a book
- Do this activity with the class. Play back the podcast or read a word or phrase in each group of words. The students circle the words that they hear.
 - November
 - an eraser
 - sixteen books
 - go
- Is it a ruler/pen/bag/...?
 - Is it a ruler/pen/bag/...?
 - Is it a bag?
 - What is it? / What's this?
- Take out your books.
 - Open your book.
 - Show me a pencil.
 - Write the date.

Lesson 3

SB pp. 20-21

Listen & repeat

- Find out if the students know any of the names of the months in English. Then play back the podcast or read the names aloud while they listen. The students will need to pay attention to the word stress and the vowel sounds in these names, as many of the names look similar to the French words, but are pronounced differently. The students also need to know that in English the names of months (and the days of the week) are always written with capital letters.

Listen & read

- Ask the students what the date is and tell them how to say the date in English. This routine should become part of every lesson until the students know the dates well. You can introduce ordinal numbers (second, third, etc) orally so that the students get used to hearing the numbers.

Play back the podcast or read the dialogue aloud. Make sure the students understand the words in MY WORD BANK.

Note that in some countries, the month is given before the date, for example: *Today is October 2nd, 2010.*

Speak

- Teach the students how to say the years in English, if you haven't already done this. Refer to the Grammar check. Note that for the years from 2010 onwards, many people say *twenty ten* and *twenty eleven* instead of *two thousand and ten* and *two thousand and eleven*.

Read the questions and let the students suggest and discuss the answers. You may have to explain the joke in the last part of the dialogue (Why does Mrs Mbodj say: *Are you sure?* – Because the year that Ali gives is 2209, which cannot be correct.)

Answers

- It's Tuesday, the second of October.
- October.
- Tuesday.
- No!
- No, it isn't. It's Tuesday.

Your turn

④ The students work in pairs. They should ask and answer questions about dates, days, weeks, years and months. They can use any available calendars, diaries, computers or mobile phones that have this information. One student points to a day/week/month/year and asks: *What's the...?* The other student replies: *It's...*

Write

⑤ Explain to the students (if they are not familiar with this type of puzzle) that they have to find the hidden words. They should find the names of months and days and copy them correctly into their exercise books.

Answers

The words hidden in the 'wordsearch' puzzle are:
Monday, June, May, Tuesday, Wednesday, August, November, February, Sunday.

⑥ The students choose the correct words and copy the sentences into their exercise books. This could be a homework task.

Answers

- a What's the date today?
- b It is Monday today.
- c January is a month.
- d Write the date on the board.
- e Today is the first of July.
- f Read the date, class.

EXTRA ACTIVITIES

- Practise the spelling of the names of the months and the words in MY WORD BANK. Give the students a short dictation.
- Teach the students a rhyme or song about the months of the year. For example:
*Thirty days in September,
April, June and November.
In all the rest there are thirty-one
Except for February – That's a funny one!*
- The students can read the dialogue for activity 2 in groups.
- The students can complete the activities on page 9 of their Workbooks.

Answers to Workbook activities

WB
p. 9

The date today is [day of the week], the [date] of [month].

- 1 August October November April
December June March September
July January May February
- 2 January, February, March, April, May, June, July, August,
September, October, November, December
- 3 a) Which day of the week is it?
b) Is today Monday/...?
c) Which day of the week is it?
d) Is today Sunday/...?
- 4 a) Write the date on the board.
b) Today is Thursday, the second of October.
c) The second month of the year is February.
- 5 There are seven days in a week and twelve months in a year. There are thirty days in April, June, September and November.

TIME TO CHECK

SB p. 22

Use the additional activities for reinforcement or informal assessment.

Answers

- 1 a it, listen b open, October c May, take
- 2 a Answers will vary. b Answers will vary.
c Monday, Tuesday, Wednesday, Thursday,
Friday, Saturday, Sunday. d (any five months)
- 3 a It is Sunday. d It's Monday.
b Where are they? e He is at home.
c We are at the mosque. f You are at school.
- 4 Answers will vary.
- 5 a market, calculator, mosque, shop, week, year
b home, club, say, pencil, book, bag
c board, ruler, pen, month, which, date
- 6 a Today is Wednesday. c He is at the mosque.
b Please put your book d It is an exercise book.
on the table.
- 7 a They are at home. c It is Thursday.
b What is the date? d Please stand up.
e Ali and Doudou are at the field.
f Where are they?
- 8 **TEACHER:** What's the date today?
STUDENT 1: It's Tuesday.
TEACHER: Good. Which month is it?
STUDENT 2: It's October.
TEACHER: Yes, it is. It is Tuesday, the second of
October. Write the date on the board, please.
Read the date, class.
STUDENTS: Tuesday, the second of October.

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 10) of their Workbooks.

PROJECT CORNER

SB p. 23

This is the first project that the students will do.

Explain to the students that they will do this project in pairs. In the project they will be able to show off their new language skills as they introduce a friend to the rest of the class.

STEP 1

One student interviews the other student. The students should write down the questions that they will ask and then write down the answers as well:

1. *What is your name?*
2. *How old are you?*
3. *Where are you from?*

The students should know the constructions and vocabulary needed for these questions.

STEP 2

Each student writes a paragraph about the friend they have interviewed. They may write something like this: *This is my friend. Her name is Catherine. She is 13. She is from Banjul.*

STEP 3

Each student has a chance to present his/her friend to the rest of the class. The students use the paragraphs they have written.

After the students have presented their friends to the class, ask them to think about what they have done and let them assess their own work. They should answer the assessment questions at the bottom of the page in an honest way. You can then offer your own comments on what the students have achieved and explain why you agree or disagree with the students' self-assessment.

It may take the students a while to get used to the idea of assessing their own work, but it is important for them to take charge of their own learning, and to be honest about what they have learned.

Answers to Workbook activities

WB
p. 10

- 1 a) market b) ruler c) pencil d) calculator
- 2 a) Today is Sunday. We are at home.
b) Where are Jessica and Fifame? Are they at school?
c) Show me an exercise book and a pencil.
d) Write the month on the board.
e) Stand up, please! Now sit down!
- 3 a) The girls are at the club. b) The girls are at school.
c) She is at the market. d) The boys are at the mosque.



This is my family

Lesson 1

SB pp. 24-25

UNIT SUMMARY

TOPICS

Family relationships.
Jobs.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.

FUNCTIONS/NOTIONS

Express family relationships.
Describe people.
Ask for and give information.
Describe what people are doing.
Use numbers 0-50.

GRAMMAR

Present simple tense: *to have*.
Present simple tense: regular verbs (*to work, to teach*).
The verb *to do* as an auxiliary verb.
Present continuous tense (... *sleeping, ... coming*).
Possessives (*Awa's*).
Contractions (*that's, you're*).

PHONOLOGY

Sounds: /ð/, /ŋ/.
Vowel sound: /u:/.
Rising and falling intonation.

VOCABULARY

aunt, bank, banker, beautiful, brother, but, clinic, cousin, daddy, doctor, family, father, fish, French, grandfather, grandmother, hard, hospital, housewife, lucky, many, mother, mummy, nurse, office, our, picture, rice, secretary, sister, stories, taxi driver, teacher, that, tree, uncle, under, vegetables, very, who, wonderful, yard, young, to come, to cook, to do, to have, to look, to sleep, to teach, to tell, to visit, to work

PREPARATION

You will need:
– Student's Book pages 24-31.
– Workbook pages 11-17.
– PC/laptop with Internet access, if available.
– Photographs or drawings of family members.

Warm up

Introduce the unit by showing the students a photograph of your own family, if you have one available. Tell the class (in English) about the members of your family. If you do not have a photograph, draw a picture or use any picture from a newspaper or magazine. Ask the students to bring in photographs of their own families if they can. If this is not possible, let them draw pictures.

The work in this unit will help to prepare the students for the project at the end of Unit 4. The project requires them to build a family tree. You could introduce the idea of a family tree in your warm up activity as well.

Listen

① Play back the podcast or read the text while the students listen and follow in their books. Let the students practise saying the names of family members. Make sure that they stress the words correctly, placing the stress on first syllable: mother, father, sister, brother, uncle, cousin, grandmother, grandfather.

Speak

② Teach the verb *to have*. Refer to the Grammar check. Then let the students practise the verb with the new vocabulary.

If the students have brought in their own family photographs or drawn pictures of their families, let them use these for further practise. The students can label their pictures first and then work in groups, referring to the pictures and making sentences like *You have a sister. She has a brother. We have a mother.*

Listen & repeat

③ Play back the podcast or read the words aloud. Try to say the /ð/ sound very clearly and show the students how your mouth and tongue form the sound. The sound is quite tricky and the students may need a lot of practise to get it correct (it is a dental fricative, not aspirated, so it is not the same as the sound /θ/ as in three, for example).

Make a few sentences with words that have this sound and let the students repeat them. For example: *This is the father. That is the mother.*

Listen

④ Play back the podcast or read the text with expression. Pay attention to the intonation of the sentences, particularly the questions and exclamations. You do not need to teach a formal lesson on intonation at this stage, but try to make sure that the students hear, and start to use, the correct intonation.

Ask the students who they think *Daddy* is. Find out if they know any other informal names for family members, for example: *Dad, Mummy, Mum, Grandpa and Grandma.*

Teach the use of the possessive form ('s). Refer to the Grammar check. In English we do not usually say, for example, *the family of Awa*. Instead we say *Awa's family*.

Teach the difference between *this* and *that*. This is best done with a simple demonstration. *This* usually refers to the person or thing that is closest to you or the first person or thing that you mention.

That refers to a person or thing that is further away or is the second person or thing that you mention.

Read the words in MY WORD BANK and make sure that the students understand what they mean. Then play back the podcast or read the text again.

Your turn

⑤ Teach the contracted forms of the verbs as shown in the Grammar check. The students work in pairs. They can look at any picture of a family and make sentences using the contracted form.

⑥ Working with the same partner, the students make oral sentences about their own families.

Write

⑦ The students choose the correct words and copy the sentences into their exercise books.

Answers

- | | |
|---------------|-----------|
| a aunt | d have, a |
| b grandmother | e has |
| c sister | f many |

⑧ The students write down the oral sentences they practised in activity 6.

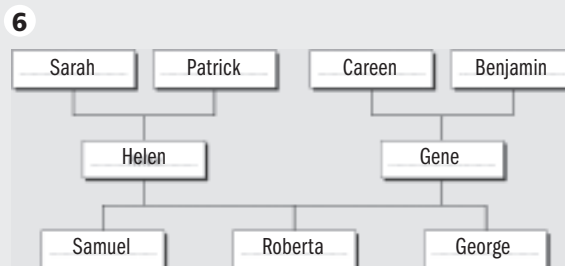
EXTRA ACTIVITIES

- Dictate a few words or two very short sentences to the students. Use words from MY WORD BANK and structures from the Grammar checks in the lesson.
- Practise contractions again. Write some simple sentences with the full forms of verb *to be* on the board. Then ask the students how we say these words. Invite the students to change the full forms of the pronouns and verbs to contracted forms.
- Practise the verb *to have*. Write some sentences on the board and invite the students to come up and complete the sentences with *have* or *has*.
- The students can listen to the podcasts again.
- The students can read the dialogue for lesson 1 (page 104), in groups of three.
- The students can complete the activities on pages 11 and 12 of their Workbooks. You can do activity 2 with the students if a podcast is not available.

Answers to Workbook activities

WB
pp. 11-12

- The students should find the following words in the 'wordsearch' puzzle: *sister, father, mother, uncle, brother, grandfather, aunt, grandmother, cousin.*
- a) He has two grandmothers.
 - b) Their mother has many sisters.
 - c) We have many cousins.
 - d) My cousin has two grandmothers.
- a) He is John's grandfather.
 - b) It is Paul's school.
 - c) I am Cecile's uncle.
 - d) Is she Mary's grandmother?
- a) What's this?
 - b) Who's this?
 - c) What's this?
 - d) Who's this?



Lesson 2

SB pp. 26-27

Listen & read

① Read and discuss the meaning of the words in MY WORD BANK. Then play back the podcast or read the text aloud. Ask a few simple questions about the text and then play back the podcast or read the text again.

Let the pupils read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Speak

② Let the students discuss whether the sentences are true or false. Then let them correct the false sentences.

Answers

- a False. Awa's mother is a housewife.
- b True.
- c False. Awa's mother works at home.
- d False. Awa's mother works at home. OR Idah's mother teaches French at school.
- e False. Idah's mother teaches French at school.

Listen & repeat

③ Focus on the vowel sound /u:/. Play back the podcast or read the words aloud. Let the students practise saying the words aloud. Let the students notice that there are different ways of spelling this sound in English. There are no useful rules; the students just need to learn to recognise and write these high frequency (or 'sight') words correctly. You could make a list of words like this on a poster in your classroom and use the list to practise the words from time to time.

Your turn

④ Teach the verb *to do* as auxiliary in positive questions and in short answers. Refer to the Grammar check.

Then let the students ask and answer questions about the pictures.

Answers

- a Yes, she does. She's a banker.
- b No, he doesn't.
- c Yes, she does. She's a secretary.
- d Yes, he does. He's a taxi driver.
- e Yes, she does. She's a nurse.

Write

⑤ The students practise using the forms of the auxiliary verb *to do*. They write the sentences in their exercise books.

Answers

- a Does she work at the bank? Yes, she does.
- b Do you have a sister? No, I don't.
- c Does he teach French? No, he doesn't.
- d Do they have grandparents? No, they don't.

⑥ The students make appropriate questions to match the short answers. You may wish to do a few examples with the students before they write their own questions.

Answers

- a Does she teach English?
- b Do you work in a bank?
- c Does he have two brothers?
- d Do they work?

EXTRA ACTIVITIES

- Practise spelling by taking words from the word banks in lessons 1 and 2. Jumble up the letters and let the students write them correctly. Or write the words on the board with some of the letters missing and let them try to fill in the missing letters.
- Write some questions about the family pictures on page 24 or about any other family photographs or drawings. Let the students give short answers. For example: *Does he have three brothers? Does he have a mummy? Does he have one grandmother?*
- The students can read the dialogue for lesson 2 in pairs.
- The students can complete the activities on page 13 and 14 of their Workbooks.

Answers to Workbook activities

WB
pp. 13-14

- 1 doctor: hospital (or clinic); housewife: home;
banker: bank; teacher: school; nurse: clinic (or hospital)
- 2 Use the podcast or read the texts aloud yourself. Read one of the words/groups of words. The students can also do this activity in pairs.
 - a) you
 - b) pool
 - c) blue
 - d) two blue shoes
- 4 a) I'm Helen. I'm a teacher. I work in a school.
My sister, Careen, is a nurse. She works in a clinic.
My brother, Bradley, is a banker. He works in a bank.
Do you work in school?
b) He's a student. Does his mother work?
No, his mother is a housewife. She works at home.
- 5 (mostly personal answers, using one of the options below)
 - a) Yes, he does. / No, he doesn't.
 - b) Yes, I do. / No, I don't.
 - c) Yes, she does. / No, she doesn't.
 - d) Yes, I do.
- 6 HELEN: Hi, Dave. Do you have a pencil?
DAVE: No, I don't.
HELEN: Does your friend have a pencil?
DAVE: No, he doesn't. His name is Frank!
HELEN: Hi, Frank! Do you have a ruler?
FRANK: Yes, I do.
HELEN: Thanks, Frank.
- 7 a) Auguste
b) Sarah
c) Peter
d) Kate

Lesson 3

SB pp. 28-29

Listen & read

- 1 Play back the podcast or read the text. Then play or read the text again and let the students try to follow in their books as they listen.

Read and discuss the new vocabulary in MY WORD BANK and ask a few questions to check comprehension. For example: *Is it Sunday? What day is it? Where are they? Are they at school?*

Introduce and start to teach the present continuous tense. Explain that the tense is used to describe actions that are happening at the moment/at present. Do not go into detail about the different uses of the present simple and present continuous tenses at this stage. We use the verb *to be* + the verb stem + *-ing* to form this tense. Focus on saying and recognising the tense at this stage.

Speak

- 2 Help the students to choose the correct word in each sentence and to say the correct sentences aloud.

Answers

- a Doudou's sister is cooking thiébou dieune.
- b Doudou is at home. It is Saturday.
- c The children are playing in the yard.
- d Doudou's grandparents are old.
- e Doudou's cousins are visiting the home.

Listen & repeat

- 3 Focus on the end sound /ŋ/ in verbs in the continuous form. Play back the podcast or read the words aloud slowly. Let the students repeat the words several times. Make sure that they stress the words correctly as well. The stress does not fall on the /ŋ/, but on the first syllables.

- 4 Focus on the pronunciation of numbers between 20 and 50. Play back the podcast or read the numbers aloud. Let the students repeat the numbers several times. Make sure they stress the numbers correctly as well: *twenty, thirty, forty, fifty, twenty-one, twenty-two, twenty-three, etc.* The students should note the way we spell numbers like *twenty-one* with a hyphen.

Speak

⑤ The students can practise saying the numbers in pairs or groups. They can also write numbers on pieces of paper and ask other students to say the numbers aloud. They could make this into a game.

Your turn

⑥ First teach and practise the forming of the continuous tense with all the verbs that the students already know. You can also teach the spelling rules for regular verbs (such as *to come*) at this stage: if the verb stem ends in -e, we omit the e before we add -ing. With some verbs we also double the last consonant (for example: *sitting, hopping*). You can teach that rule when the students meet verbs that double the consonant.

Answers

- a They are dancing.
- b She is reading.
- c He is listening (to music).
- d She is sitting./ She is telling a story.

Write

⑦ The students write sentences about the pictures in the present continuous tense.

Answers

- a She is sleeping.
- b They are playing.
- c He is cooking.
- d They are working.

EXTRA ACTIVITIES

- Dictate a few simple sentences in the present continuous tense.
- The students can practise listening to numbers. For example, they can play a type of number bingo.
 - 1. Write 16 different numbers on the board and let the students copy the numbers onto grids in their exercise books. Use squared paper if possible or let the students draw grids with 16 squares. They should copy the numbers into different squares on their own grids.
 - 2. Call out the numbers in random order and let the students circle the numbers. As soon as they have circled all the numbers in a row, they shout, 'Bingo!'

- The students can complete the activities on page 15 and 16 of their Workbooks. You can do activity 2 with the students if a podcast is not available. In activity 3 the students are introduced to the language of doing simple arithmetic. This is not in the Student's Book, but it is easily learned.

Answers to Workbook activities

WB
pp. 15-16

- 1 12 twelve
20 twenty
21 twenty-one
13 thirteen
30 thirty
39 thirty-nine
14 fourteen
40 forty
15 fifteen
50 fifty
47 forty-seven
43 forty-three
35 thirty-five
25 twenty-five
5 five
2 two
- 2 a) 33 thirty-three
b) 50 fifty
c) 48 forty-eight
d) 36 thirty-six
e) 44 forty-four
f) 50 fifty
g) 25 twenty-five
- 4 a) She is dancing.
b) They are working at school.
c) He is cooking at home.
d) We are looking for our books.
e) He is teaching the students.
- 5 a) The students are playing on the field.
b) Steve is cooking vegetables.
c) Dad is sleeping.
d) She is telling a story.

TIME TO CHECK

SB p. 30

Use the additional activities for reinforcement or informal assessment.

Answers

- 1 a you school
b two zoo
c do you
- 2 Mother
Father
Sister
Brother
Aunt
Uncle
Grandmother
Grandfather
Cousin
- 3 a They have grandparents.
b She has many cousins.
c I have two brothers.
d Do you have a grandmother?
- 4 Questions will vary. The following are examples only.
a Does he have a grandmother? Yes, he does.
b Do you have many cousins? Yes, I do.
c Does she have a brother? No, she doesn't.
d Do they have an aunt? No, they don't.
- 5 a He is playing in the yard.
b This is a picture of my family.
c Does your mother work?
d Grandma and Grandpa tell good stories.
e Awa's mother works in the house.
- 6 a They are playing in the yard.
b What are they doing?
c Doudou's aunt is cooking thiébou dieune.
d Does your uncle work?
e I don't have a sister.
f She is listening to music.
- 7 a You are my friend.
b It is Friday.
c They are playing in the yard.
d You are lucky.
e That is my father.
- 8 27 twenty-seven
31 thirty-one
46 forty-six
19 nineteen
38 thirty-eight
33 thirty-three
49 forty-nine
22 twenty-two

EXTRA ACTIVITIES

- The students can complete the revision activities in their Workbooks (page 17).

Answers to Workbook activities

WB
p. 17

- 1 a) They are listening.
b) They are cooking.
c) She is playing.
d) She is sleeping.
- 2 a) Are you thirteen years old? (Questions may vary.)
- No, I'm not. I'm 12.
b) Does she work in the bank? (Questions may vary.)
- No, she doesn't. But she works at home.
c) Is your brother a banker?
- Yes, my brother is a banker.
d) Do you have brothers and sisters?
- Yes, I do. I have many brothers and sisters.
- 3 Answers may vary. The students should follow the structures and style of the model.

FUN

SB p. 31

The students can complete the activities on this page when they have finished their other work. You may have to explain some of the activities to the students.

- 1 The students use the clues to complete the crossword puzzle. They should copy the puzzle into their exercise books. They must not write in their textbooks.

Answers

- 1 daddy
- 2 cousins
- 3 uncle
- 4 aunt
- 5 one
- 6 rice

The word running down the middle in the shaded blocks is *doctor*.

- 2 In this activity one student mimes an action and the other students have to guess what he or she is doing. You can work out with the students how many turns each group should have to guess the correct answer and how the scoring system should work.

- 3 This activity provides extra practice with numbers. One student says a number aloud and the other student has to point to the number.



Homes

UNIT SUMMARY

TOPICS

Homes, furniture items, time.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.

FUNCTIONS/NOTIONS

Give the time.
Describe things and places.
Describe what people are doing.

GRAMMAR

Possessive pronouns (*his* and *her*).
Asking questions (*Is there...? Are these...? Do you have...? What are they ...-ing? What's the time? How many...? When do...?*)
Verb *to do* as auxiliary, present simple tense.
Imperative form: *to be*.
More plurals.
Prepositions (*in, at, for*).

PHONOLOGY

Plural endings /s/ and /z/.
Vowel sounds: /aɪ/, /a:/ and /æ/.
Word stress.
Intonation in sentences.

VOCABULARY

also, animal, basin, bathroom, bed, bedroom, big, block, bread, breakfast, chair, chicken, compound, cupboard, donkey, evening, flat, fridge, fruit, goat, her, here, his, hut, kitchen, late, light, living room, lots, lunch, mat, milk, of course, our, sink, shower, small, sofa, still, stove, table, television, toilet, to drink, to eat, to hurry up, to live, to look at, to love, to relax, to sit, to start, to wake up, to watch

PREPARATION

You will need:
– Student's Book pages 32-39.
– Workbook pages 18-24.
– PC/laptop with Internet access available.
– Pictures of different types of homes and compounds from magazines and newspapers.

Warm up

Use any pictures that you have to introduce this topic. Introduce the word *flat* and ask the students where they live. Some students may be more familiar with the American word for *flat*, which is *apartment*.

The work in this unit will help to prepare the students for the project at the end of unit 4. The project requires them to draw or write a very simple poem (about their dream home).

Listen

① Let the students look at the photographs in their book and tell you what they see. Try to get them to use the words *there is* and *there are* when they talk about the photographs. Then read the text aloud or play back the podcast.
Teach the possessive adjectives *his* and *her*. Explain that we use *his* or *her* depending on the person to whom something belongs, *her* for women and girls and *him* for men and boys. Nouns in English do not have genders and adjectives do not 'agree' with them.

Speak

② Read the text aloud again or play back the podcast. The students can read and answer the questions orally.

Answers

- a It's in Dakar.
- b Her father, mother, brothers and sister live with her.
- c No, it's small.
- d No, he doesn't. He lives in a house.
- e His parents, his sister and his aunt live with him.

Listen & repeat

③ Here the focus is on the end sounds of plural words, /s/ and /z/. Read the text aloud or play back the podcast, and then let the students practise saying the words. These end sounds in English are not stressed, but they are not silent.

Listen

4 Let the students look at the photograph in their book and tell you what they see. Read and explain the words in MY WORD BANK. Then read the text aloud or play back the podcast. Ask a few questions to check comprehension, for example: *Are there animals in the compound? What do the people in the compound do?*

Your turn

5 Revise the present continuous tense and then let the students ask each other questions about the photograph.

Write

6 Students write regular plural forms of nouns.

Answers

flats, huts, cousins, animals, goats, trees, donkeys

7 Students complete sentences with the possessive adjectives *his* and *her*.

Answers

Awa lives with her family in a flat. Her mother, father, sister and brothers live with her. Doudou lives in a house with his family. His parents, his sister and his aunt also live in the house.

8 Students complete sentences with words that make sense, from the word banks in the lesson.

Answers

Awa's cousins live in a big compound. There are chickens, a donkey/hut and goats in the compound.

EXTRA ACTIVITIES

- Dictate a few sentences with *his* and *her* in them. Try to include some plural nouns as well.
- Students can write answers to activity 2.
- Students can read the text for lesson 1 on page 104 of their books by themselves or listen the recording again or read with a partner.
- Students can complete the activities on pages 18 and 19 of their Workbooks. You can do activity 3 with students if the podcast is not available.

Answers to Workbook activities

WB
pp. 18-19

- 1 a) a chicken
b) a flat
c) a donkey
d) a goat
e) a hut
- 2 The focus is on the present continuous form, but some students may be able to write the phrases given in brackets with the answers as well.
a) He is cooking. (The boy is cooking.)
b) He is sleeping (on a mat).
c) They are playing (on the field).

4

A	B (noun + apostrophe)	C (pronoun)
My mother has a donkey.	It's my mother's donkey.	It's her donkey.
My father has a flat.	It's my father's flat.	It's his flat.
Helen has a goat.	It's Helen's goat.	It's her goat.
Ben has a bag.	It's Ben's bag.	It's his bag.

- 5 a) The boys are reading books.
b) My goats are sleeping under the trees.
c) What are the boys doing in the trees?
d) The animals live in the compounds.
- 6 SUE: Chantal! Where are you?
CHANTAL: I am in the kitchen.
SUE: What are you doing?
CHANTAL: I'm cooking rice for dinner.
- 7 My family lives with my grandfather in a big compound. Mum has a goat and many chickens. Dad has a donkey. It works hard!

Lesson 2

SB pp. 34-35

Listen & read

- ① Introduce the names of the main rooms in a house. Then read the text aloud or play back the podcast.
Ask a few simple questions about the text and then play back the podcast or read the text again.
Let the pupils read the dialogue aloud in pairs.
Help them to get the intonation of the sentences and questions correct.

Speak

- ② Teach *How many* and the use of *to do* as an auxiliary verb in questions in which the main verb is also *to do*. Refer to the Grammar check on page 35. Play the recording or read the text again.
The students can read and answer the questions orally.

Answers

- a Awa and her family live in the flat.
- b There are six rooms.
- c Yes, there is.
- d Awa sleeps in a bedroom.
- e The family eats in the living room.
- f They watch television.
- g Yes, she does!

Your turn

- ③ Revise questions forms that have been introduced:
Questions that begin with question words:
How many? What? Where?
Questions in which the word order is inverted:
Is this your house?
Questions that make use of the auxiliary *to do*:
What do they do...? Does she have a...?

Read the labels on the pictures and make sure the students understand what each words means. Then let them work in pairs and ask and answer questions about the pictures.

Answers

Answers will vary but here are some examples:

- a How many beds are there? There are two beds.
Is there a cupboard? Yes, there is. What do you do in this room? You sleep.
- b What do you do in this room? We eat and we cook.
How many chairs are there? There is one chair.
Is there a fridge? Yes, there is. Is there a shower?
No, there isn't.
And so on.

Write

- ④ Students use the words to write sentences.
Remind them to use the grammar checks if they are not sure of a construction.

Answers

- a How many rooms are there?
- b Are these the bedrooms?
- c Is there a bathroom in the flat?
- d Are there animals in the compound?
- e What do they do in the kitchen?
- f What does she do in the living room?

EXTRA ACTIVITIES

- Dictate a few questions with the words *do/does* in them.
- Write a string of words on the board without spaces and invite students to come up and find words, for example:
bathroombedtoiletbasinfridgekitcheneattelevision
- Students can write answers to activity 2.
- Students could play a question game again. They work in groups and take turns. The first student thinks of a room in a house. The other students have to ask questions to try and guess in which room the student imagines he or she is. They have only two guesses. The student may only answer 'Yes' or 'No'. The game could go like this.

Student 1: Where am I?

Student 2: In the bedroom?

Student 1: No.

Student 3: Are you in the bathroom?

Student 1: Yes!

The student who guesses correctly gets the next turn.

- Students can read the dialogue for lesson 1 in pairs.
- Students can complete the activities on pages 20 and 21 of their Workbooks.

Answers to Workbook activities

WB
pp. 20-21

- 1 a) We sleep in the bedroom.
b) We cook in the kitchen.
c) We have a shower in the bathroom.
d) We watch TV and work in the living room.
- 2 The drawing should show the following:
 - Living room: a TV set, a sofa, a small table, three chairs.
 - Bedroom 2: two small beds; bedroom 1: one big bed.
 - Kitchen: a fridge, a cupboard, a stove, a sink, a table, four chairs.
 - Bathroom: a shower, toilet, basin, small cupboard.
- 3 a) How many huts are there in the compound?
b) How many students are there in the classroom?
c) How many chickens are there in the compound?
d) How many sofas are there in the living room?
e) How many donkeys are there in the compound?
f) How many trees are there in the garden?
- 4 a) There are ten huts in the compound.
b) There are four students in the classroom.
c) There are forty-eight chickens in the compound.
d) There is one sofa in the living room.
e) There are three donkeys in the compound.
f) There are two trees in the garden.
- 5 a) (Is there/Are there) a tree in your home?
b) (Is there/Are there) many mosques in Dakar?
c) (Is there/Are there) a club at your school?
d) (Is there/Are there) many shops in your town?

Lesson 3

SB pp. 36-37

Listen & read

① Teach the students how to tell the time. Note that the Student's Book introduces only one way of telling the time. You may also introduce terms which are more closely related to digital times, for example: ten thirty, ten fifteen, ten forty-five (instead of quarter to eleven/quarter past ten/half past ten).

Then read the text aloud or play back the podcast. Ask a few simple questions about the text and then play back the podcast or read the text again. Let the pupils read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Speak

② Teach the imperative form of the verb *to be*. Refer to the Grammar check. Teach the use of the prepositions *at* and *for*. Play back the podcast or read the text again. The students can read and answer the questions orally.

Answers

- a) Awa is sleeping.
- b) School starts at eight o'clock.
- c) She eats bread and fruit.
- d) She drinks milk.
- e) Lunch is at one o'clock.

Your turn

③ This activity gives the students more practise with telling the time.

Listen & repeat

④ Focus on sounds made by the vowel *a*: /a:/ and /æ/. Play back the podcast or read the words aloud for the students to hear the difference. You can make up short tongue twisters or sentences for the learners to repeat, using words with these sounds.

It doesn't matter if the sentences are nonsense or if the students don't understand every word. For example: *The fat black family cat sat on that mat. We are in a yard.*

Your turn

5 Teach the prepositions and phrases about the times of the day as shown in the Grammar check. Then let the students practice using these phrases in questions and answers.

Write

6 Students write answers to the questions they asked in the previous activity.

7 Students rewrite the sentences using spaces between the words and adding apostrophes in the contracted words.

Answers

- a What's the time?
- b It's six o'clock in the morning.
- c What time is lunch?
- d What's for breakfast?

EXTRA ACTIVITIES

- Draw some clocks on the board or use a cardboard clock to show different times. Let the students say the times aloud. Then dictate a few times and let them copy down the times they have heard.
- Students can read the dialogue for lesson 1 in small groups.
- Students can complete the activities on pages 22 and 23 of their Workbooks. Do activity 3 with the students or let them listen to the recording.

Answers to Workbook activities

WB
pp. 22-23

- 1
 - a) 7:50 It's ten to eight.
 - b) 2:20 It's twenty past two.
 - c) 12:15 It's twelve fifteen OR It's a quarter past twelve.
 - d) 11:30 It's eleven thirty OR it's half past eleven.
 - e) 6:45 It's a quarter to seven OR It's six forty-five.
 - f) 4:30 It's half past four OR It's four thirty.
 - g) 8:05 It's five past eight.
 - h) 10:45 It's a quarter to eleven OR It's ten forty-five.
 - i) 9:30 It's half past nine OR It's nine thirty.
 - j) 9:45 It's a quarter to ten OR It's nine forty-five.
 - k) 12:15 It's a quarter past twelve OR It's twelve fifteen.
 - l) 10:35 It's twenty-five to eleven.
- 2
 - a) No, it isn't. It's twenty-five past eleven.
 - b) Yes.
 - c) No, it isn't. It's twenty past two.
 - d) No, it isn't. It's a quarter past nine.
 - e) No, it isn't. It's five o'clock.
 - f) No, it isn't. It's six o'clock.
- 4
 - a) 11:30
 - b) 10:04
 - c) 4:10
 - d) 5:05
 - e) 8:15
 - f) 12:06
- 5
 - a) I get up at 6:30 in the morning.
 - b) Dad works in the living room in the evening.
 - c) Do you have breakfast at school at ten o'clock?
 - d) We start class at eight o'clock in the morning and finish at six or seven o'clock in the evening.
- 6

Answers will vary. Here are some examples.

 - a) I get up at 6 o'clock.
 - b) I go to school at 7:15.
 - c) I have lunch at one o'clock.
 - d) I come home at a quarter to four.
 - e) I do my homework in the evening.
 - f) I go to bed at nine o'clock.

TIME TO CHECK

SB p. 38

Use the additional activities for reinforcement or informal assessment.

Answers

- 1 a A house (or home).
b A kitchen.
c Bread.
d Milk.
e A well.
- 2 a He works at 8 o'clock in the morning.
b He has lunch at one o'clock in the afternoon.
c He plays at two o'clock in the afternoon.
d He does his homework at half past six in the evening.
- 3 a There are two wells in the village.
b This is her family compound
c Those are my brothers and sisters.
d Is there a sink in the kitchen?
e There are animals in the compound.
- 4 a I get up in the (afternoon/morning).
b Lunch is (at/in) one o'clock.
c What (is/are) the time?
d It is half (past/to) eight.
e (Where/Who) is your new house?
f What do you have (for/in) breakfast?
- 5 a How many beds are there in the bedroom?
b Is this the kitchen?
c What's the time?
d Where does he do his homework?
e What do you have for breakfast?
f When does she go to school? OR Where does she go in the morning?
- 6 a IDAH: Is this your home?
AWA: Yes, it is. It's a flat.
IDAH: How many bedrooms are there?
AWA: There are three bedrooms.
IDAH: Where is the kitchen?
AWA: It's here.

b MABA: What's the time?
DOUDOU: It's seven o'clock.
MABA: What time does school start?
DOUDOU: It starts at eight o'clock in the morning. (Answers may vary.)

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 24) of their Workbooks.

Answers to Workbook activities

WB
p. 24

- 1 a) Does your father have a house in a town?
b) Does your mother have many chickens in the compound?
c) Do you live in a flat?
d) Do you work in the school garden on Saturdays?
e) Are they your goats?
- 2 a) Which day of the week comes before Monday?
b) Who is Wendy's mother?
c) What do you do in the living room?
d) When do you play with your friends on the school field?
e) Which month of the year comes before March?
f) Where is Alan's new school?
- 3 Answers will vary but they should follow the given model.

PROJECT CORNER

SB p. 39

The work in unit 3 will have prepared the students for Part A of this project, and the work in unit 4 will have prepared them for Part B.

PART A

The main purpose of this activity is for the students to name family members and identify the correct names to express family relationships. They need to use possessive adjectives as well as structures like *this is, that is, these are* and *those are*.

The students compile their own family trees on a small poster. Explain the concept of a 'family tree' if the students are not familiar with this. They should then either collect small photographs of their family members or draw pictures of them. The 'tree' can look like a real tree, but it can also be a simple diagram. The grandparents should be at the top of the diagram and the youngest members at the bottom.

The students then present their family trees to the rest of the class. They describe the family relationships with sentences such as: *This is my mother and that is her sister. She is my aunt.* Encourage them to say as much as they can about each family member.

**PART B**

The main purpose of this activity is for students to talk about their homes and the rooms and furniture inside the homes. It also gives them an opportunity to talk about what they do in their homes. They need to use the nouns and adjectives they have learned as well as verbs in the present simple tense.

The students draw a picture of their dream home. Talk about what a 'dream' home is first and read the poem aloud. The students can label their pictures, write sentences about their homes or if they feel creative, they can write a simple poem about their home as well.

They should be able to write labels to name the different parts of the home.

They should be able to write sentence like:

There are five rooms in my dream home. We have a big kitchen. My dream home is a compound.

There is an example of a simple poem in the Student's Book, which the students can use as a model; they can change a few words in the given poem. But allow the students to write different poems if they are able to do this.

Always smart!**UNIT SUMMARY****TOPICS**

Clothes. The body. Friends.

SKILLS

Listen to and understand simple English.

Orally communicate simple information.

Read and understand simple English.

Write simple sentences.

FUNCTIONS/NOTIONS

Describe people (body, clothes).

Express feelings.

Give and carry out instructions.

GRAMMAR

Use joining words: *and*.

Use present continuous tense.

Subject and object pronouns.

Adverbs of frequency (*often, always and never*).

Irregular plural forms.

PHONOLOGY

Plural endings /s/ and /z/.

Vowel sounds /e/, /ɒ/, and /ɔ:/.

Consonant clusters and sounds: /st/, /str/, /sk/, /sm/, and /tʃ/.

Word stress.

Intonation in sentences.

VOCABULARY

always, arm, black, blouse, blue, boy, brown, cap, clothes, curl, cute, down, dress, ear, elegant, eye, face, fat, foot, full, girl, green, hair, hand, head, headscarf, jeans, joy, leg, little, mouth, neck, never, nice, nose, now, often, orange, pink, purple, red, shirt, shoes, short, shorts, skirt, smart, suit, tall, tie, trousers, T-shirt, up, white, wrapper, wrong, yellow, to like, to smile, to touch, to wear

PREPARATION

You will need:

– Student's Book pages 40-47.

– Workbook pages 25-31.

– PC/laptop with Internet access, if available.

– Pictures of clothing items from magazines and newspapers.

Lesson 1

SB pp. 40-41

Warm up

In this unit the students will learn to identify and describe clothes. You could start by teaching the names of colours, if the students don't already know them.

You could also teach a colour poem with rhyming words. For example:

Red, red – touch your head / Black, black – touch your back.
Blue, blue – pick up your shoe / Brown, brown – turn around.
Green, green – you're nice and clean / White, white – you're always right!
Pink, pink – give a wink / Grey, grey – hip hip hooray!

The meaning is not important in this poem. You can make up more verses with the students.

Lesson 3 in this unit will help the students to prepare for the project at the end of Unit 6.

Speak

1 Introduce the vocabulary in MY WORD BANK. This is a good time to teach consonant clusters with s (/st/, /str/, /sk/, /sm/) and the sound /tʃ/. These are found in many of the new vocabulary words in this unit. Introduce the sounds in this lesson and then make sure that the students can distinguish the sounds later on. (See the extra activities for this lesson.)

Introduce the verb *to wear* and let the students describe the main picture on page 40. They should point to people in the picture and say what they are wearing.

Remind the students that in English we put adjectives before the nouns. For example, we say: *a green skirt*, not *a skirt green*.

2 The students can then work in pairs. They read each sentence aloud and then identify the people in the main picture according to the description of what the person is wearing. They can make up more sentences as well and let their partners identify the people they are describing.

Listen & repeat

3 Here the focus is on the short vowel sound /e/. Play back the podcast or read the words aloud and then let the students practise saying the words. Make sure they stress the words correctly as well. For example: headscarf, elegant, bedroom, yellow.

Listen

4 Let the students look at the pictures in their textbook and tell you what they see. Introduce the word *photograph*. Read and explain the words in MY WORD BANK. Then play back the podcast or read the text aloud. Ask a few questions to check comprehension. For example: *Who is in the photograph? Whose family is this? Does Idah have a sister? Is her father in the photograph?*

Then teach the use of *and* as a joining word. Refer to the Grammar check and provide a few more examples yourself.

Your turn

5 The students ask each other questions about the photograph, using the structures in the examples.

Write

6 The students complete the sentences to describe what the people in each picture are wearing. You may want to do this activity with the whole class orally first.

Answers

- a** She is wearing a yellow skirt, a blue blouse and blue shoes.
- b** She is wearing a purple suit. She is smart.
- c** They are wearing orange T-shirts, brown shorts and brown shoes.
- d** She is wearing a pink T-shirt and a pink skirt.

EXTRA ACTIVITIES

- Carry out a dictation activity.
 - 1. Write the following words on the board: *smart, smile, scarf, skirt, shorts, shirt, shoes, small, still, stove, shop, show, spell*. Then remove the first two letters at the beginning of each word.
 - 2. Ask the students to copy the words into their exercise books. Then read the whole words aloud and let the students add *sh, str, sc, sk, st, sp, or sm* to the beginning of each word. (Note that some of these words are from previous units.)
- The students can write sentences describing their clothes. For example: *I have red shoes and a red skirt*. Or they can bring a photograph of themselves to class (or draw a picture) and describe what they are wearing in the photograph/picture.

- Students can read the dialogue for lesson 1 in pairs.
- Students can complete the activities on pages 25 and 26 of their Workbooks.

Answers to Workbook activities

WB
pp. 25-26

- 1**
- | | | |
|------------|-----------|---------|
| blouse | shorts | suit |
| trousers | wrapper | skirt |
| dress | headscarf | shirt |
| Muslim cap | shoes | T-shirt |
- 2** (as in the podcast)
- a red shirt
 - white and red
 - blue shoes
 - a short dress
 - a pink blouse
 - a green shirt
- 3** (Answers may vary. The following are some examples.)
- Is he wearing shorts?
 - Is your mother wearing a blouse and a wrapper?
 - What is Henry wearing?
 - What are the students wearing?
 - What is your father wearing?
- 4** Mr. Pelé is wearing a suit, a tie and a pair of shoes. Simon is wearing a T-shirt, shorts and a pair of shoes. Mrs. Smith is wearing a headscarf, a wrapper, a blouse and a pair of shoes. Agnes is wearing a dress and a pair of shoes.
- 5** **AGNES:** Show me the photographs of your family. Who is this?
PAUL: This is my mother. She's wearing a wrapper, a headscarf and a white blouse.
AGNES: She's tall and elegant.
PAUL: Yes, she is.
AGNES: Is this your uncle?
PAUL: Yes, it is. He's short.
AGNES: He's wearing a nice tie and suit.
PAUL: Yes, he always wears a suit and tie.

Lesson 2

SB pp. 42-43

Listen & read

- 1** Introduce the new words in MY WORD BANK. Then play back the podcast or read the dialogue. Ask a few simple questions about the text and then play back the podcast or read the text again. Let the students read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Point out the differences between the words *to*, *two* and *too*. The words sound exactly the same but they have different meanings. Refer to the Grammar check. Let the students find examples in the dialogue.

You should also explain how we use the word *jeans* in English. It is always a plural noun. So we say: *I am wearing jeans* / *a pair of jeans*, or *These jeans are beautiful*. We don't say: *I am wearing a jean*, or *This jean is expensive*.

Speak

- 2** Play back the podcast or read the text again. The students can read and answer the questions orally.

Answers

- She's wearing a yellow ndokkett.
- He is wearing a blue bubu.
- No, she doesn't.
- Yes, she does.
- No, she doesn't. She often wears jeans.

Listen & repeat

- 3** Focus on the short vowel sounds /ɒ/, and /ɔ:/. Play back the podcast or read the words aloud and then let the students practise saying the words.

Speak

- 4** The aim of this game is to practise vocabulary and to say lists of words. The students can also have fun trying to remember the complete list as it gets longer and longer.

The students can play this game in groups. The first student starts off with a simple sentence and then each student, in turn, adds a word to the sentence. Each student repeats what the previous student has said before adding a new word. Play the game with the whole class first if they are not familiar with this game.

Your turn

5 Revise the adverbs of frequency *often*, *never* and *always* and show the students how they fit into sentences. Refer to the Grammar check. We usually use these adverbs with the present simple or the present perfect tense (which the students will learn later). The adverbs are placed before the verbs in statements and in questions. For example: *I often wear jeans. Do you often wear jeans?* Note, however, that with the verb *to be* the adverbs are placed after the verb. For example: *I am often late. She is never at school.*

The students make their own sentences, using the structures in the examples.

Write

6 The students make sentences with the given words. Remind them to look out for punctuation clues. The clues will show them which word(s) start and end each sentence.

Answers

- a He is wearing a black suit.
- b My mother always wears a headscarf.
- c Is the baby wearing shorts, too?
- d Do you often wear jeans?
- e Is she wearing a white blouse and a pink skirt?
- e Doudou's sister always wears short skirts.

7 The students write phrases to describe each picture. Here it is important to note the order of the words which describe the number and the colour of each item. We put the number first and then the colour. For example, we say: *two blue shirts*, not *blue two shirts* or *two shirts blue*.

Answers

- a two orange dresses
- b two black shoes
- c blue jeans
- d a green wrapper
- e a white suit

EXTRA ACTIVITIES

- Dictate a few sentences to the students. Include words like *to*, *two* and *too* as well as colour words and the names of clothes.
- The students can read the dialogue for lesson 2 in pairs.
- The students can choose any other pictures in their books and describe what the people in the pictures are wearing. Alternatively they can cut out pictures from magazines, make simple posters and then describe the clothes shown on the posters.
- The students can complete the activities on pages 27 and 28 of their Workbooks. Do activity 2 with the students.

Answers to Workbook activities

WB
pp. 27-28

- 1 a. The 'wordsearch' puzzle contains the following words: T-shirt, headscarf, suit, blouse, ndokkett, shoes, wrapper, skirt, shirt, tie, shorts, bubu.

b.

Clothes for men and boys	Clothes for women and girls
T-shirt, suit, shoes, shirt, tie, shorts, bubu	T-shirt, headscarf, suit, blouse, ndokkett, shoes, wrapper, skirt (and shorts!)

c.

- a) Men and boys wear T-shirts, suits, shoes, shirts, ties, shorts and bubus.
- b) Women and girls wear T-shirts, headscarves, suits, blouses, ndokkett, shoes, wrappers and skirts. Some women and girls also wear shorts.

- 3 a) No, he doesn't.
b) Yes, he does.
c) No, he doesn't.
d) No, he doesn't.
e) No, he doesn't.
f) No, she doesn't.
g) No, she doesn't.
h) Yes, he does.

- 4 Personal answers.

Lesson 3

SB pp. 44-45

Listen & read

1 Play back the podcast or read the poems aloud. Introduce the new words in MY WORD BANK. Ask a few simple questions and then play back the podcast or read the poems again. The poems are quite easy: the aim is to allow the students to start reading for enjoyment in English.

Your turn

2 Let the students read the poems aloud in pairs. Help them to get the intonation of the sentences correct.

3 Let the students try and make their own rap poems, based on the poems they have read. They can use the same structures and change a few words here and there. This will help to prepare them for the project at the end of Unit 6.

If the students are confident users of English, they could also change the structures, provided that they use the other structures correctly.

Speak

4 Introduce the names of parts of the body, as shown in MY WORD BANK on page 45. Teach the singular and plural forms. Make sure that the students know the difference in meaning between *up* and *down*.

Then let them play the game 'Simon Says' using the words for different parts of the body. The students will now be familiar with the game.

Your turn

5 Teach the object pronouns *him* and *her* and explain how they refer to gender. The students also need to remember that these pronouns are placed after the verb. The students work in groups and talk about their friends, using the example sentences as models.

Write

6 Teach the other object pronouns. Refer to the Grammar check. Remind the students that these are tricky and easily confused. The students should refer to the Grammar check or the grammar section at the backs of their books when they are not sure which pronouns to use. The students may need constant practice to get these pronouns correct. Note the position of the pronoun in sentence **e**. It goes in between the two parts of the phrasal verb *wake up*.

Answers

- a This is my mother. I love her.
- b Is that your father? Do you love him?
- c These are my feet. Touch them!
- d This is a pretty dress. Please wear it.
- e Where is your brother? Please wake him up.
- f Look at her. She is very smart!
- g I like you. Do you like me?

EXTRA ACTIVITIES

- Draw an outline of a body on the board and ask the students to come up and label the parts of the body.
- Write a few sentences on the board and let the students fill in the correct pronouns. You can do this orally at first. After that the students can write the sentences as well. For example:
This is my sister. ... is 10 years old. I love ...
This isn't ... shirt? Is it ... shirt?
- The students can complete the activities on pages 29 and 30 of their Workbooks.

Answers to Workbook activities

WB
pp. 29-30

1 The students can exchange Workbooks and check each other's work. Help them by copying the diagram from MY WORD BANK (page 45 of the Student's Book) onto the board, adding labels for *eye*, *hair* and *face*.

3	A	B (with subject pronoun)	C (with object pronoun)
	My mother is a housewife.	<u>She</u> works hard at home.	I love <u>her</u> .
	Grandfather and grandmother are old.	<u>They</u> live in our village.	We visit <u>them</u> every Saturday.
	We go to Excellence Secondary School.	<u>We</u> like our English teacher.	She likes <u>us</u> too!
	Dad often works in the living room in the evening.	<u>He</u> helps me with my homework.	I ask <u>him</u> questions.
	I am Steve.	<u>I</u> am your brother's friend.	Do you know <u>me</u> ?
	Helen is our friend.	<u>She</u> lives with us in our house.	We like <u>her</u> .

4 Answers will vary. The following are examples. Simon says, 'Touch your hat!' Simon says, 'Smile!' Simon says, 'Stand on one leg!' / Simon says, 'Put your hands up!'

5 Answers will vary. The structure is like the structure of the poems on page 44 of the Student's Book.

TIME TO CHECK

SB p. 46

Use the additional activities for reinforcement or informal assessment.

Answers

- 1 a yellow bread
b often orange
c short always
- 2 a The girl is wearing a blue dress.
b I like your purple headscarf.
c That's a nice blouse!
d Who is that elegant girl?
- 3 a Cute shoes
b A red dress
c A tall man
d Nice jeans!
e A short skirt
f A white cap
- 4 a She often wears a red dress.
b The girls are wearing wrappers and headscarves. They look beautiful.
c Look at her. She is very strong!
d He never watches television.
e The baby is smiling at me!
f Look at her. What is she doing?
- 5 DOUDOU: This is a photograph of my family. Look at them.
IDAH: Is this your Dad?
DOUDOU: Yes, it is. He is wearing a blue bubu.
IDAH: And this is your mother. She is wearing a yellow ndokkett.
DOUDOU: And this is my sister. Look at her.
She's wearing a short dress.
IDAH: I like your family. You are lucky!

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 31) of their Workbooks.

Answers to Workbook activities

WB
p. 31

- 1 Answers may vary. The following are examples.
a) She's nice baby! b) He's a fat man.
- 2 Personal answers.
- 3 HELEN: This is my friend, Kate. She always wears pretty clothes. And that is my brother, John. Look at him! He is tall and he always looks smart!
MARIA: Is this your mother? She looks very nice. I like her wrapper. It's beautiful! Do you help her to cook?
- 4 a) Look! He is smiling at me.
b) They like my new clothes.
c) What is he wearing today?
d) Does she often wear dresses?

FUN

SB p. 47

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

Answers

- 1 The students follow the instructions to draw the pictures. Tell them that this is not a test of their drawing skills, but to see if they can follow instructions! They can check each other's drawings to see how accurate they are.
You can extend this activity by giving them instructions to draw a very strange person or an animal. For example: *Draw a goat. It is very small. It has three legs and two tails.*
- 2 Tell the students how this game works if they have not played it before. They can work in pairs or in groups.
- 3 These are all photographs of parts of the body. The photographs show only a small part of each body part, so the students have to guess what each one is. Students should be able to see: two eyes, a nose, a chin/neck, a leg, fingers, knees, arm/wrist, mouth/lips.
- 4 The students write a simple poem, using the letters of a word to start each new line in the poem. Brainstorm some ideas with the students first. Choose some nouns (names of parts of the body or clothes) that have five or six letters. Ask the students to think of adjectives, including colour words, that begin with the letters you have chosen. Write the adjectives on the board or on a sheet of paper.



Lesson 1

SB pp. 48-49

People and places

UNIT SUMMARY

TOPICS

Village. Town. Addresses.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple sentences.

FUNCTIONS/NOTIONS

Locate things and people.
Ask for and give directions.
Describe places.
Talk about past actions.

GRAMMAR

Countable and uncountable nouns (with *a lot of* and *lots of*).
Simple past tense: *to be*.
Simple past tense: regular verbs.
Different ways of using *no*.
Modal/auxiliary verb: *can* (to express ability).

PHONOLOGY

Vowel sounds /aɪ/, /eə/, /ə/, /i:/.
Word stress.
Intonation in sentences.

VOCABULARY

across, address, avenue, bank, behind, between, building, bus station, church, door, first, floor, garden, high, hotel, in front of, left, lion, lots of, many, narrow, neighbourhood, next to, people, perfect, post office, primary school, right (direction), road, roof, sorry, sports centre (or stadium), street, supermarket, thank you, wall, window, to close, to live, to love, to open, to plant

PREPARATION

You will need:
– Student's Book pages 48-55.
– Workbook pages 32-38.
– PC/laptop with Internet access, if available.
– A street map of the area where you live (or any town), if available.
– Pictures from newspapers of public places such as bus stations, sports stadiums and banks.

Warm up

Introduce the word *map* and the names of common public buildings in the area where you are. You could do this by showing the students a real street map (of any urban area, old or new) or you could draw a simple map on the board. Show the students pictures of buildings if you have them. Newspapers may be a good source of pictures.

Read

① Teach the prepositions given in MY WORD BANK. You can do this by describing where the students are sitting in the class. For example: *Ali is sitting in front of Nafi.*

Then discuss the map in the Student's Book. Introduce the key to the map. It has important vocabulary words for this lesson. Make sure the students understand how the key works and what each building is.

NOTE:

Because of the perspective of the map, it is probably a good idea to tell the students to imagine that they are standing in the streets when they look for the buildings. This may make the meanings of prepositions clearer.

Your turn

② The students work in pairs to ask each other questions about places on the map using the model sentences.

Listen & repeat

③ Play back the podcast of the listening text or read the words aloud to the students. When reading, be careful to stress the syllables in the words correctly. Let the students practise saying the words aloud.

Listen

④ Let the students look at the picture in their textbooks and tell you what they see.

Introduce the new words in MY WORD BANK. Then play back the podcast or read the text aloud. Ask a few questions to check comprehension, for example: *Which buildings can you see? Who lives in this neighbourhood?*

Teach these phrases: *on the left, on the right, up the street, down the street, on the second floor*. Introduce the expressions *a lot of* and *lots of*. Refer to the Grammar check (practice is provided in the Workbook).

Play back the podcast or read the text aloud again, and ask more specific questions. For example: *Where is the primary school? Where does Ali's cousin live?*

Your turn

5 The students work in pairs to ask each other questions about their own neighbourhoods, using the model sentences.

Write

6 The students complete the sentences by copying them into their exercise books.

Answers

- a The hotel is between the two shops.
- b The bus station is in front of the market.
- c The bank is next to the school.
- d The sports centre is behind the mosque.

EXTRA ACTIVITIES

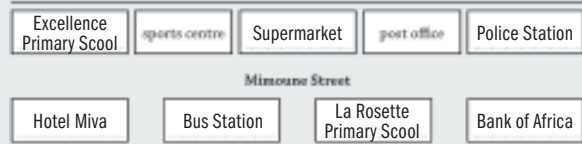
- Provide additional oral practice to help the students remember the prepositions and phrases introduced in this lesson. You could, for example, give a series of oral instructions to a group of students and then let them respond to the instructions. For example: *Peter, sit down here. John, sit behind Peter. Awa, sit across from Peter. Mary, sit in front of Awa.*
- Mix up some of the vocabulary words relating to buildings and let the students try and work out what they are and how to spell the words correctly. For example: *ketmarsuper* (supermarket), *urchch* (church), *dengar* (garden), *bourneighdooh* (neighbourhood) or *ghrit* (right).
- The students can write a few sentences about their own neighbourhoods, based on the oral sentences they made in activity 5.
- The students can read the dialogue for lesson 1 (page 104).
- The students can complete the activities on pages 32 and 33 of their Workbooks.

Answers to Workbook activities

WB
pp. 32-33

- 1 a sports centre – a bus station – a bank
a church – a house – a supermarket

2



- 3 neighbourhood, address, behind, between, across,
mosque, supermarket, hotel

- 4 a) They are in the classroom.
b) It is behind the teacher.
c) She is standing in front of the students.
d) He is sitting behind number 1.
e) She's sitting next to number 3.
f) She's in front of number 4.

- 5 This is my compound. There are lots of people in the compound. There are also lots of chickens and lots of trees. There is a lot of food in the house. We eat a lot of rice and bread.

Lesson 2

SB pp. 50-51

Listen & read

① In this lesson you will introduce the simple past form of the verb *to be*. You could do this before or after you play back the podcast or read the text. Refer to the Grammar check on page 51. Then play back the podcast or read the text aloud. The students should follow in their books. Discuss the new words in MY WORD BANK and then play back the podcast or read the text again. Then ask a few questions about the picture, for example: *Was the street narrow? Were the buildings high? What was the name of the street? Were there lions on the street?*

Let the students read the text silently by themselves. Then invite some students to read one or two sentences aloud. Help them to give the correct intonation.

Teach the use of the word *no* in different sentences. Refer to the Grammar check.

Speak

② The students say if each sentence is true or false. They can do this in groups. They should correct the false sentences and then report back to the rest of the class.

Answers

- a True.
- b False. There were no high buildings in the neighbourhood.
- c True.
- d False. My grandfather's address was 21 Lion Street.
- e True.
- f False. Grandfather's house was between the school and the mosque.

Listen & repeat

③ Play back the podcast or read the words aloud. Point out the silent letters and provide further examples of words with silent letters if you want to. For example: right, fight, bright, sign, wrong, yoghurt, knee, know, knife, island. Check that students pronounce the /aɪ/ sound correctly as well.

Your turn

④ Review the simple past tense of *to be* before the students work in pairs to make sentences about the pictures. Encourage them to use adjectives in their descriptions as well. Check that the students pronounce *were* correctly. Refer to the Pronunciation check.

⑤ Teach the format used for addresses in English. We put the number of the house or flat **before** the name of the street or block of flats. Revise numbers if necessary. After that, let the students write down their own addresses and then tell each other where they live.

⑥ Teach the use of the modal/auxiliary verb *can*, to express ability. Refer to the Grammar check. Note that it is important to teach the short answer form as well, as it is commonly used.

The students can then work in pairs to practise this structure, following the examples given. Further practice is provided in the next lesson.

Write

⑦ The students complete the sentences with the correct form of the verb *to be* in the simple past tense.

Answers

- a The people were in the street.
- b He was at home at five o'clock.
- c They were not in the flat.
- d She was at the sports centre at six o'clock.
- e Where were you this morning?

EXTRA ACTIVITIES

- Dictate a few short sentences with the verb *to be* in the simple past tense.
- The students can write down the sentences they made in activity 4.
- The students can read the listening text on page 50 again, to a partner.
- The students can complete the activities on pages 34 and 35 of their Workbooks.

Answers to Workbook activities

WB
pp. 34-35

1 Do this exercise with the students. Choose one address in each pair of addresses and read it aloud or play back the podcast.

- a) 43 Lion Street
- b) 32 Main Street
- c) 11 Church Street
- d) 50 Vincent Street

2 a.

- a) She is thirteen.
- b) He is fifteen.
- c) Yes, he is.
- d) No, she isn't. She's fifty-nine.

b.

- a) He was twenty-three years old.
- b) She was nineteen years old.
- c) He was forty-six years old.
- d) She was forty years old.

3

- a) Can they plant vegetables? Yes, they can.
- b) Can we start at seven o'clock? Yes, we can.
- c) Can he see the lions? Yes, he can.

4

- a) They were at the post office this morning.
- b) She was at school yesterday.
- c) I can play football.
- d) There were no taxis in the street.

5

PATRICK: Hi, Joe. Are you at home now?

JOE: Yes, I am.

PATRICK: Where were you at 6 o'clock? I was at your house, but you were not in.

JOE: I was at my cousin Henry's house. There was a big party there.

PATRICK: Were there many people at the party?

JOE: Yes. There were lots of people. There was a lot of food. The music was also good.

6

Personal answers.

Lesson 3

SB pp. 52-53

Listen & read

1 Play back the podcast or read the poem aloud. The students should follow in their Student's Book. Discuss the new words in MY WORD BANK and then play back the podcast or read the poem again.

Ask a few questions about the poem. For example: *Where was the home? Can you describe the home? Was it a good home? What was in the garden? Was the home big or small?*

Speak

2 The students draw pictures of a home. They can choose their own homes or any other homes. The purpose of the drawing is not to test artistic ability but to provide practice in giving simple descriptions. The students should use adjectives, including colour words, in their oral descriptions.

3 Teach the simple past tense forms of regular verbs. Refer to the Grammar check. You could teach the following verbs: *to listen, to show, to look, to work, to visit, to watch, to start, to like, to smile*. These verbs have already been introduced in the course and they all have regular simple past tense forms.

It is important that students learn to say and hear the endings of these verbs. Let them listen to the difference between the present and past forms: *look/looked, listen/listened*, but don't do exercises on distinguishing the end sounds /ɪd/, /t/ and /d/, yet.

You should not teach any verbs with irregular simple past forms yet. They will be introduced gradually in later lessons.

Answers

- a The shop opened at eight o'clock in the morning.
- b We loved our garden and our house.
- c There were many trees in the garden.
- d She planted trees in the garden.
- e My cousin lived here.

Listen & read

- 4 Play back the podcast or read the two dialogues aloud. The dialogues introduce ways of requesting and giving help. Pay special attention to the intonation in the questions and answers. Then check that the students understand the new words given in MY WORD BANK on this page.

The students can then role-play the dialogues in pairs. They can extend and change the dialogue as well, but they should keep to the same structures and format.

Check that the students pronounce the vowel sounds /i:/ and /eə/ correctly. Refer to the Pronunciation check.

Your turn

- 5 The students work in pairs to ask and answer the questions about the map on page 48. They follow the examples in their books.

Write

- 6 The students copy and complete the sentences, adding verbs in the simple past tense. You may want to do this with them orally first.

Answers

Some people lived in the house at 26 Joy Avenue for many years. The house was small. The roof was purple and the walls were pink. There was a garden. The people planted trees in the garden. They opened the doors for their friends. They loved their home.

EXTRA ACTIVITIES

- Dictate a few sentences with familiar verbs in the simple past tense. For example: *We lived in this street. She closed the door. There were no trees in the garden.*
- Write some present and past forms of familiar verbs on the board, in pairs. For example: *look – looked, open – opened*. Then read one word in each pair and ask the students to show you which word they heard. The students can also copy the words into their exercise books and circle the words that they hear.
- The students can read aloud the poem on page 52.
- The students can complete the activities on pages 36 and 37 of their Workbooks.

Answers to Workbook activities

WB
pp. 36-37

- 1 Draw the labelled diagram on the board and let the students check their own work.
- 2 a.
a) planted b) closed c) smiled d) touched
e) worked f) cooked g) listened h) played
- b.
a Yesterday we worked hard. We planted trees in the garden and then we cooked dinner.
b Last week we played 'Simon Says' in class. We listened to the teacher. We closed our eyes. We touched our feet and we smiled. It was fun!
- 3 A: Was this your father's house?
B: No, it wasn't. It was my grandfather's house. He lived here for many years. He planted those trees. He loved this house.
A: Who lives here today?
B: My uncle, his wife and their children live here.
A: Do they like the place?
B: Oh yes, they do. Every weekend, they open all the doors and windows and clean everything.
- 4 Answers will vary.
a) – Can you help me? Where's the police station?
– It's next to the Excellence Primary School, across the street from the Mosque.
– Thank you!
b) – It's between the post office and the mosque.
– Thank you!
c) – It's between the Clinic and the Excellence Primary School.
– Thank you!
d) I'm sorry. I don't know.

TIME TO CHECK

SB p. 54

Use the additional activities for reinforcement or informal assessment.

Answers

- 1 a a bank b supermarket c bus station
d hotel e sports centre
- 2 a please street
b where wear
c here there
- 3 a It's in Robert Burn Street.
b It's in Raffanel Street.
c It's in Robert Burn Street.
d It is across the road from the houses.
e It is in Robert Burn Street.
f It is in Raffanel Street.
- 4 a We were in the street.
b Was she at home at five o'clock?
c They were in the house.
d They lived in the house for many years.
e The bank closed at twelve o'clock this morning.
f Where were you on Sunday?

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 38) of their Workbooks.

PROJECT CORNER

SB p. 55

The students have been introduced to simple poems in English. In this project they have the opportunity to create their own poems and then to rap (or sing) the poems to the rest of the class.

You can decide whether the students should work on this project in small groups, in pairs or individually. Only students who are confident users of English should be asked to work individually. Less confident students will still need the support of other students to complete the project.

Let the students begin by rapping or singing the poems given on page 44 of the Student's Book. Then let them use one of the poems as a starting point to compose their own poems. Once they are happy with the words of the poems they can practise them and rap them for the rest of the class (or school). Encourage them to perform with gestures and interesting body language and ask them to assess their own performances honestly afterwards. Other students can also be asked to assess the performances. Make sure that these peer assessments are honest. The students should not criticise because they don't like the student who has performed. Nor should they give praise because the student is a friend.

Answers to Workbook activities

WB
p. 38

- 1 a) Where do you live?
b) What is she wearing?
c) Were they at home yesterday?
d) Can you see the hotel?
e) There were no taxis yesterday.
f) They opened the door.
- 2 Personal answers.
- 3 a) In the past, there was no hospitals in Anna's neighbourhood. Today there is one hospital.
b) In the past, there were two primary schools in Anna's neighbourhood. Today there are four primary schools.
c) In the past, there were two supermarkets in Anna's neighbourhood. Today there are three supermarkets.
d) In the past, there was one post office in Anna's neighbourhood. Today there is one post office too.
e) In the past, there were no sports centres in Anna's neighbourhood. Today there is one sports centre.



Unit

7

Lesson 1

SB pp. 56-57

It's delicious!

UNIT SUMMARY

TOPICS

Food. Drinks. Meals. Shopping.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple sentences.

FUNCTIONS/NOTIONS

Describe conditions (*hungry, thirsty*).
Express likes and dislikes. Express feelings.
Talk about past actions. State quantities.
Make requests. Make comparisons.
Give and carry out instructions.

GRAMMAR

Noun plurals.
Imperative: *Let's...*
Simple past tense (regular verbs).
Simple past tense (irregular verbs): *to make*.
Quantifiers: *some, any*.
Comparative forms of adjectives.
Question formation: *How much..., How many..., Which...*
Sequencing words.

PHONOLOGY

Word stress
Vowel sounds: /æ/, /a:/, /u:/, /ʊ/, /ʌ/.
Rising and falling intonation.

VOCABULARY

after, all, apple, banana, bean, bunch, cabbage, carrot, correct, dessert, eggplant, flavour, fresh, fruit, fruit salad, guava, hot, hungry, juice, kilogram, list, litre, mango, meat, next, oil, onion, orange, other, packet, parsley, pawpaw, pineapple, potato, recipe, soup, spinach, stall, sugar, supper, thirsty, vegetables, to boil, to chop up, to cool down, to guess, to make, to mean, to need, to peel, to put, to sell, to stir, to wash

PREPARATION

You will need:
– Student's Book pages 56-63.
– Workbook pages 39-45.
– PC/laptop with Internet access, if available.
– Some real fruits and vegetables.
– Different containers and packages, such as bottles, packets and cardboard boxes.

Warm up

You could perhaps ask each student to bring a fruit or vegetable to class. They should try and find out what the English name of their fruit or vegetable is. Alternatively bring some real fruits and vegetables to class yourself and ask the students which ones they like, and don't like. Start introducing the new vocabulary during this session.

Speak

① Talk about the picture in the Student's Book and introduce the rest of the new vocabulary. Say each word carefully so that the students can hear the difference in pronunciation and stress in words that look similar in English and French. For example: *oranges, bananas, carrots, mangoes*.

Your turn

② The students work in pairs and talk about the fruits and vegetables they like and dislike. You could do a quick survey at the end of this activity to establish which fruits and vegetables everyone in the class likes or dislikes.

You could teach nouns that take plural forms with *-es* (*potatoes, tomatoes, mangoes*) at this stage. Refer to the Grammar check on page 57.

Listen & repeat

③ Here the focus is on the short vowel sounds /æ/ and /a:/. Play back the podcast or read the words aloud. Then let the students practise saying the words.

Listen

④ Let the students look at the pictures in their textbooks. Read the text in the speech bubbles. Introduce the words *supper* and *guess*. Then play back the podcast or read the text aloud.

Ask a few questions to see if the students have understood the gist (general idea) of the text, for example: *What is mother doing? What fruit does she use?* Read and discuss the new words in MY WORD BANK on page 57. Then play back the podcast or read the text again and ask some more questions.

Teach the contracted form of *Let us...* (*Let's...*). Refer to the Grammar check.

The students can then read the dialogue on page 104 of their textbooks. After that, they can close their textbooks and act what they have heard in pairs. It doesn't matter if they don't remember the exact words of the dialogue.

Speak

⑤ Play 'Simon Says' with the whole class. The students should use the given verbs for practice.

Your turn

⑥ The students work in pairs and make up their own simple dialogues using the structures in the examples.

Write

⑦ The students write the plural forms of the nouns (-s or -es) in their exercise books.

Answers

bananas, tomatoes, carrots, onions, cabbages, mangoes, potatoes

⑧ The students change the verbs in the sentences into the past simple tense.

Answers

- a) She peeled the fruit this morning.
- b) He chopped up the vegetables at four o'clock.
- c) They made a fruit salad for dessert.

EXTRA ACTIVITIES

- Write pairs of words in the singular and the plural on the board. You can use the names of fruits and vegetables. The students can copy the words. Then read one of the words in each pair and let the students circle the word they hear.
- Provide additional practice with forming verbs in the simple past tense. The students could try these sentences: *I (to wash) my hands and then I (to make) a salad. Yesterday I (to dance). He (to open) the box. They (to smile) at us.*

- The students can play a miming game in groups. One student can perform an action and the other students can guess what the student did. You should make suggestions with verbs in the past tense, such as: *You washed your hands. You washed some fruit. You danced.*
- The students can complete the activities on pages 39 and 40 of their Workbooks.

Answers to Workbook activities

WB
pp. 39-40

1 a. and b.

Fruits: apple, banana, guava, mango, orange, pawpaw, pineapple.

Vegetables: bean, cabbage, carrot, eggplant, onion, parsley, potato, spinach.

2 1 pawpaw

2 onion

3 banana

4 potatoes or cabbages

5 guava

6 eggplant

7 spinach

8 apples

9 orange

3 (as in the podcast)

I made supper. I chopped the onions. Then I washed four red tomatoes and I chopped them, too.

I cooked them.

Then I made dessert. I washed some guavas.

Then I peeled some mangoes and some oranges.

I chopped them up. I made a fruit salad.

4 a. Personal answers.

b.

a) Edith likes mangoes, bananas and pineapples. She doesn't like tomatoes, onions, guavas and cabbages.

b) Robert likes mangoes, bananas, onions and guavas. He doesn't like tomatoes, pineapples and cabbages.

c) Personal answers.

d) Edith and Robert like mangoes and bananas. They don't like tomatoes and cabbages.

Lesson 2

SB pp. 58-59

Listen & read

① The students are going to learn to express quantities in English. Show some real packets, bottles and boxes if you have these available. Introduce the new words in MY WORD BANK. Explain the meaning of the words *some* and *any* as well. Then play back the podcast or read the dialogue.

Ask a few simple questions about the text and then play back the podcast or read the text again.

Let the students read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Write

② Working in pairs, the students extract information from the dialogue and compile a shopping list. Encourage them to write the quantities as well as the names of the ingredients for the soup. Compare and check the lists with the whole class.

Answers

Shopping list

A/One kilogram of tomatoes
Some onions
A bunch of carrots
A bag of potatoes
Two big eggplants
A bunch of parsley
A litre of oil
A packet of rice

Speak

③ Teach the students how to use the determiners *some* and *any* in statements, questions and negative statements. Explain that *some* and *any* can be used with countable and uncountable nouns. Refer to the Grammar check.

Then let the students work with the same partner as before and complete the dialogue. They should do this orally, reading each sentence or question aloud and finding suitable words. The dialogue gives them the opportunity to practise giving greetings, asking

questions and making requests, and to use the new vocabulary. When they have successfully completed the dialogue, they should act the scene. They can read the dialogue first and then try to memorise it.

Answers (Answers may vary.)

UNCLE ALI: Good morning, Awa and Doudou. How are you?

AWA AND DOUDOU: We are fine, thank you.

UNCLE ALI: What do you need today?

AWA: We need some vegetables for soup. Do you have any [name of any vegetable]?

UNCLE ALI: Yes, I do.

DOUDOU: And do you have any tomatoes?

UNCLE ALI: No. I don't have any tomatoes. I'm sorry!

AWA: Do you have any [name of any vegetable]?

UNCLE ALI: Yes, I do.

DOUDOU AND AWA: Thank you, Uncle Ali.

UNCLE ALI: Here's your bag. Goodbye. Please close the door.

Your turn

④ Teach the students the comparative forms of simple adjectives, such as *big*, *small*, *long*, *tall* and *short* using real items in the classroom. Explain the difference between *long* and *tall* we use *long* to describe things and *tall* to describe people. We don't talk about *long* people. Refer to the Grammar check and explain that comparative forms of adjectives are used to compare two things. We change the adjective by adding *-er* and we use the word *than*. We double the final consonant of some adjectives before we add *-er*, usually if the vowel sound before the consonant is short. (An example is *bigger*.)

Then let the students work in pairs to compare the people and things in the pictures in their textbooks, using the examples as models.

Write

⑤ The students construct a variety of sentences with the given words and write the sentences in their exercise books.

Answers

- a We need a packet of rice.
- b She sells fresh meat.
- c A potato is bigger than a bean.
- d He needs a litre of oil.
- e Do you have any rice?

⑥ The students select *some* or *any* for each sentence.

Answers

- a Do you have any fish?
- b I need some vegetables.
- c Does the shop have any fruits?
- d She cooked some vegetables.

EXTRA ACTIVITIES

- Dictate a few sentences with comparative adjectives in them. For example: *The girl is taller than the boy. The banana is bigger than the pencil.*
- The students can make shopping lists of ingredients for other meals or recipes.
- Play 'Kim's Game' with a selection of empty packets, bottles and boxes. Alternatively, write the names of ten fruits/vegetables on the board. Give the students a minute to study the list, then erase the words and ask the students to write down the words. You could leave the first letter of each word on the board if you think the students need some help.
- The students can complete the activities on pages 41 and 42 of their Workbooks.

Answers to Workbook activities

WB
pp. 41-42

- 1 Answers may vary. The following are examples.
Potatoes, carrots, tomatoes, spinach, onions, cabbage, beans, oil, meat or fish.
- 2 some mangoes, a packet of rice, a kilogram of tomatoes, a bunch of parsley, a litre of water, a bag of potatoes
- 3 kilogram, parsley, packet, vegetables, shopping, bigger, tomatoes, potatoes, cooked
- 4 a) Do you have any rice?
b) I need some oil and some tomatoes.
c) She doesn't have any parsley.
d) Does he need any carrots for the soup?
e) She doesn't need any onions.
f) We don't have any meat.
- 5 a) The black pen is longer than the blue pen.
b) The girl is taller than the boy.
c) The tomatoes are smaller than the mangoes.
d) Uncle Ali is shorter than Uncle Tom.
e) The brown packet is bigger than the grey packet.
f) These vegetables are fresher than those vegetables.
- 6 a. The students read the sentences before they use them in the dialogue.
b. A: Let's make a fruit salad.
B: That's a good idea. What do we need?
A: We need some bananas, apples and pineapples.
B: And do we need any water?
A: Yes, we do. We need some water.
B: Do we need any sugar?
A: Yes, we do. We need a little sugar.

Lesson 3

SB pp. 60-61

Listen & read

- 1 This dialogue introduces the students to questions that begin with *How much* and *How many*, and to sequencing words such as *first*, *then*, *next* and *after that*.

Introduce the new words in MY WORD BANK. Then play back the podcast or read the dialogue. Refer to the Grammar check and explain that when we want to say how we feel, we use the verb *to be* with the words *hungry* and *thirsty*.

Explain that we use *How much* with uncountable nouns and *How many* with countable nouns. Refer to the Grammar check. It may be useful to make lists of countable and uncountable words (from the words banks in this unit) so that the students are sure of the difference.

Let the students listen to the dialogue again and practise reading it in the usual way.

Speak

- 2 The students work in pairs and put the sentences in the correct order. They should do this orally. Make sure they pronounce the words correctly. Refer to the Pronunciation check.

Answers

Boil the flowers.
Stir the juice.
Put some sugar in the juice.
Let the juice cool down.
Drink the juice!

Speak

- 3 In this activity the students work in small groups. They discuss how to make soup, using the examples given. Each group should agree on how to make a certain type of soup. They should then explain their recipe to the rest of the class. Encourage them to provide different recipes and help them with further vocabulary as necessary.

The students could also make posters with their recipes. They can write the list of ingredients and the method and then present the recipes orally. Each member of the group should have a turn to explain part of the recipe.

Write

- ④ The students work alone and complete the questions with *much* or *many*.

Answers

- a How much juice do you want?
- b How many tomatoes do you need?
- c How much water do I put into the pot?
- d How many onions do I cut?

- ⑤ The students work alone and write down any simple recipe that they know, making use of the word banks in the unit for vocabulary.

EXTRA ACTIVITIES

- Write part of the dialogue from activity 1 on the board and erase some of the words. The students should close their textbooks and provide the missing words, orally. Then erase more words and dictate the complete sentences to the students. They should listen to and use the remaining words as clues as they write the complete sentences.
- Read the following poem aloud and teach it to the students. It's a limerick, so the number of syllables in each line is controlled in order to provide a certain rhythm to the poem.
 There was a young boy named Talad
 Who made a delicious fruit salad
 He washed apples and guavas,
 Peeled mangoes and bananas
 And sliced them all up – what a salad!
- The students can complete the activities on pages 43 and 44 of their Workbooks.

Answers to Workbook activities

WB
pp. 43-44

- 1 **How to make bissap juice**
 Boil some water in a pot and put in the bissap flowers.
 Let the juice cool down.
 Put some sugar in the juice and stir the juice.
 Drink the juice!
- 2 a) I'm hot.
 b) I'm thirsty.
 c) I'm happy.
- 3 delicious, salad, peeled, sliced, washed, hungry,
thirsty, happy
- 4 Things I can count: banana, guava, pineapple, apple, mango, pawpaw, orange, bean, carrot, onion, potato, eggplant, cabbage.
 Things I can't count: juice, meat, rice, water, oil, sugar.
- 5 a) How many goats are there in your compound?
 b) How many schools are there in your neighbourhood?
 c) How much money does your father give you for lunch?
 d) How many chickens does your mother have?
- 6 A: I'm hot and thirsty. Can we make some lemon juice?
 B: Yes. That's a good idea.
 A: What do we need?
 B: We need some sugar, some water and some lemons.
 A: How much sugar do we need?
 B: We need 200 grams.
 A: And how many lemons do we need?
 B: We need four or five lemons.
 A: What do we do?
 B: Well, first we cut up the lemons. Then we take the juice out. Next, we mix the juice with the water and the sugar.
 A: And after that?
 B: We can drink the juice!

TIME TO CHECK

SB p. 62

Answers

- 1 a cool juice d some fun
b cabbage salad e red dress
c packet mangoes
- 2 a a packet of rice
b a kilogram of meat OR onions
c a litre of oil
d a cup of rice
e some meat OR onions
- 3 **How to make fruit salad**
First, wash the fruit.
Then peel the fruit.
After that, cut the fruit.
Put in some sugar.
And then stir the salad.
- 4 a. Answers may vary.
GIRL: What are you making?
BOY: I'm making fruit salad.
GIRL: Which fruits are you using?
BOY: I'm using [any fruit] and [any fruit] and [any fruit].
GIRL: I love fruit salad. It is delicious!
BOY: Yes, it's very good for you.
b.
MABA: Do you have any pineapples?
Mrs SEDIBE: No, I don't. I have some bananas.
MABA: Do you have any apples?
Mrs SEDIBE: Yes, I do. How many do you need?
MABA: I need [any quantity].
- 5 a How many tomatoes are there in the packet?
b How much sugar is in the fruit juice?
c How much water do you put into the pot?
d How many packets of rice do you need?

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 45) of their Workbooks.

FUN

SB p. 63

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

- 1 The students can work in pairs to make up a simple story from the pictures. Encourage them to use any English that they know to tell this story. The emphasis should be on the students trying to express themselves rather than on grammar. For example, they can use the present tense.

The story could go something like this:

- a Mother gives a shopping list to the boy. The list says: a kilo of potatoes, two tomatoes, three fish and a packet of rice.
- b The boy goes to the market. Where is the shopping list?
- c The boy is at a stall. First he buys some/a kilogram of tomatoes.
- d Then he buys some meat.
- e After that he buys himself an ice cream.
- f The boy goes home. His mother is angry! Oh, no! There is no fish! And no rice! And no potatoes!

- 2 Don't give the students the answers until they have tried to work out the riddles for themselves!

Answers

- a a banana
- b bissap juice

- 3 Talk about the example poems. The poems are written in the shape of the fruits that they describe. The poems consist of words only, not sentences, so the students should be able to make up their own poems. The words need to relate to the subject of the poem in some way and they need to fit into the shape. Encourage the students to write poems like this and display them in the classroom for other students to read.

Remind the students to check their spelling.

Answers to Workbook activities

WB
p. 45

- 1 a) Anna's bag is smaller than Peter's bag.
Peter's bag is bigger than Anna's bag.
b) Christina is taller than Peggy.
Peggy is shorter than Christina.
c) My grandfather is older than his second wife.
The second wife is younger than my grandmother.
d) Chantal's ruler is longer than Claudia's ruler.
Claudia's ruler is shorter than Chantal's ruler.
- 2 Personal answers.



Lesson 1

SB pp. 64-65

Health and sports

UNIT SUMMARY

TOPICS

Sports. Health. Countries and nationalities.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple sentences.

FUNCTIONS/NOTIONS

Describe people, things and places. Talk about past actions. Make comparisons.

GRAMMAR

Noun plurals.
Negative imperative: *Don't...*
Simple past tense (contractions): *to be*.
Simple past tense (irregular verbs): *to win*.
Comparative and superlative forms of adjectives.
Question formation: past tense with *did*.
Modal/Auxiliary verb: *must*.
Using *can* to express possibility.
Want + an infinitive.

PHONOLOGY

Word stress.
Vowel sounds: /ɒ/, /eɪ/, /æ/, /ʌ/.
Plural endings. Weak forms (*ət*).

VOCABULARY

AIDS, Africa, African, America, American, area, Asia, Asian, athlete, basketball, bronze, champion, China, disease, distance, drugs, event, fast, football, Games, gold, great, gymnast, gymnastics, healthy, HIV, ill, Jamaica, long, long-distance races, malaria, marathon, medal, minerals, mosquito net, must, Olympic Games, open air, proteins, race, sex, silver, slow, strong, swimmer, team, tennis player, tenth, times, twice, vitamins, winner, woman, world, wrestler, to be born, to become, to call, to drink, to eat, to exercise, to hate, to make, to plant, to play, to protect, to put, to see, to wash, to win

PREPARATION

You will need:
– Student's Book pages 64-71.
– Workbook pages 46-52.
– PC/laptop with Internet access, if available.
– A globe or map of the world.
– Photographs of sports champions (from newspapers or magazines).

Warm up

Introduce the students to the English names of countries around in the world. You could perhaps start by asking the students to name countries in Africa where English is spoken, such as South Africa, Kenya, Uganda, Lesotho, Zambia, Tanzania, Ghana, Nigeria, Swaziland and Zimbabwe. Use a map or a globe if you have one. Then mention countries in other continents (such as the United States, the United Kingdom, Ireland, Australia, Canada and Jamaica).

Read & speak

1 Ask the students if they know the sports champions shown in the photographs. Read the texts with the students, introducing the vocabulary in MY WORD BANK as you do this. As you read, ask questions such as, *Which sport does he/she play? Where are they from? Who are 'The Lions'?* If necessary, remind the students about how to say years (2008, 2002, etc.) in English.

Let the students read the texts silently by themselves and then aloud as well.

If you have any photographs of other sports champions, show them to the class. Let them say who the champions are, why they are champions and which sports they play.

Listen & repeat

2 Let the students listen to the names of the countries on the podcast, or read them aloud. Let the students repeat the names. Many of the names are almost the same as in French. Names that may cause pronunciation difficulties are:
South Africa (sauθ æfrɪkə): pay attention to the /θ/ sound.

Tanzania (tænzənɪə), The Gambia (gæmbɪə), Jamaica (dʒæmeɪkə), China (tʃaɪnə): pay attention to the end sounds.

Egypt (iːdʒɪpt), Uganda (juːgændə), Nigeria (naɪdʒɪərɪə): pay attention to the 'g' sound.

3 The students focus on the short vowel sound /ɒ/ on the podcast. They listen to and repeat the words.

Listen & read

4 You could introduce the podcast of the listening and reading text by first reading the essential facts given in the FACT FILE. Read the FACT FILE with the students and introduce new vocabulary as necessary. Then let them listen to the podcast of the main text (or read it aloud to them) once or twice before you ask some questions to check comprehension. Teach the phrase *to be born* and explain that in English we use the simple past tense to say when we were born. For example: *I was born in...* Teach the simple past tense of the verb *to win*. Refer to the Grammar check page 65.

You may also wish to review adjectives and the word order in phrases such as: *bronze medal, a good athlete, a young woman*. Write lists of nouns and adjectives on the board and ask the students to make adjectival phrases to describe the sportsmen and women whom they know.

Your turn

5 The students work in pairs. They should talk about Amy M'Backé Thiam and Rafael Nadal and ask each other questions about them. Then they can complete the paragraphs about each champion. It is best if they do this orally first and agree on which words they need to use to complete the paragraphs. Then each student can each write out the full paragraphs as well.

Answers

- a Amy M'Backé Thiam is Senegalese. She comes from Senegal. She is a champion athlete. She runs the 400 metres. From 2001 to 2007 she won many championships.
- b Rafal Nadal is Spanish. He comes from Spain. He is a champion tennis player. He won in Roland Garros in 2006, in 2007 and in 2008. In 2008 he was the world champion.

Write

6 The students can write about any sports champion whom they know. They can use the paragraphs about Amy M'Backé Thiam and Rafael Nadal as models for their own writing.

EXTRA ACTIVITIES

- Mix up some of the names of countries and let the students work out what the names are. They should also say the names aloud.

- The students can hold a short quiz about sports champions. Each student or each team can make up five questions to ask other students. For example: *When was Rafael Nadal the world tennis champion? How many times did Amy M'Backé Thiam win the French Open Championships?* Work out the rules and a way of scoring for this quiz with the students before they begin.
- The students can make FACT FILES about other athletes and sports champions.
- The students can read the text about Amy M'Backé Thiam aloud.
- The students can complete the activities on pages 46 and 47 of their Workbooks.

Answers to Workbook activities

WB
pp. 46-47

- a) wrestler b) swimmer c) basketball player
d) athlete e) sprinter
- (answers as on the podcast)
a) the strong team d) the African Cup of Nations
b) a hot pot e) nine times
c) a fast swimmer
- a) Natalie is from South Africa.
b) She is a swimmer.
c) Yes, she is.
d) Answers will vary. Accept grammatical sentences with the correct facts.
- a) Rafael Nadal is a world champion tennis player.
b) He was born in Spain.
c) He is tall and strong.
d) He won at Roland Garros.
- a) She won all the 400-metre races.
b) He won a medal last year at the World Championships.
c) Do you often win your races?
d) I won the 100-metre race last week.
- Every four years, African, American, Asian and European athletes compete in the Olympic Games. The best athletes win medals. There are three types of medal: gold medals, silver medals and bronze medals. Africa has many great athletes. They often win medals at the Olympic Games.
- Haile Gebreselassie was born in Arsi, in Ethiopia, on 18th April, 1973. He is a world champion. He runs in 10 000-metre races and marathon races. He won gold medals at the Olympic Games in 1996 and 2000. He also won medals at the World Championships. He won the World Championships in Berlin three times, from 2006 to 2008.

Lesson 2

SB pp. 66-67

Listen & read

① This dialogue introduces several new language structures: superlative forms, the past tense of the verb *to be*, and question forms with the auxiliary *did*.

You could start by introducing the words in MY WORD BANK. Alternatively you could play the podcast or read the text aloud first and then introduce the new vocabulary. Focus on comprehension of the dialogue first, before you teach any of the grammar. Let the students listen to the dialogue a few times and read it silently by themselves.

Speak

② Read and discuss the questions with the class. Teach the phrase *to be good at* and ask the students to tell you what they are good at. Note that *at* is a weak form in this expression. The stress falls on the word *good*.

Check that the students can hear the difference in the pronunciation of the sounds /eɪ/ and /æ/.

Answers

- a Yes, he did. b Yes. c Yes.
d The Americans. e Yes. f The Asians.
g Personal answers.

③ We use the superlative forms of adjectives to compare three or more things. Teach the students how to make the superlative form by adding *-est*. You can also mention that for some adjectives we double the final consonant before we add *-est*. Usually this happens when the vowel sound before the consonant is short. An example is *biggest*.

Teach the irregular comparative and superlative forms of *good* as well. Refer to the Grammar check.

Other adjectives that you could use, as they have already been introduced, are: *strong, slow, great, hot, big, small, tall* and *long*. You could also include the superlative forms for *hungry* and *thirsty* if you think the students are ready to learn them. The students will need to understand that the spelling rules are more complex. With words that end in *-y*, we drop the *y* and replace it with an *i* before adding *-est*. For example: *hungriest, thirstiest*.

After your introduction, let the students make sentences about the pictures.

Answers

C is a fast athlete. B is faster than C. A is the fastest athlete.

A is a good athlete. C is better than A. B is the best athlete.

Your turn

④ The students should now be familiar with the oral forms of the simple past tense of *to be* and questions with *did*. Teach them how to form these structures now. Include short answers. Refer to the Grammar check. You can use the verbs in MY WORD BANK to teach the question forms. Many of the verbs have already been introduced. The students then work in pairs and practise using these structures, following the examples given.

Write

⑤ The students complete the sentences with the correct forms of the verb *to be*.

Answers

- a I was in Dakar on Wednesday.
b Where were you born?
c The Asians were the best gymnasts.
d Amy was born in Dakar. She was born in Kaolack.
e It was an exciting event.
f The Africans weren't the fastest sprinters.

⑥ The students complete the gap fill, which is focused on past tense questions with *did*.

Answers

- a Did you see Awa last week? No, we didn't.
b Did you watch the Olympic Games? Yes, I did. / Yes, we did.
c Did our team win a medal? No, they didn't.
d Did Natalie du Toit swim in the 2008 Olympic Games? Yes, she did.
e Did the Asian athletes win many medals? Yes, they did.
f Did you call my name? No, I didn't.

EXTRA ACTIVITIES

- Dictate a few sentences that include the new language structures. For example: *She is good at tennis. Did they win a medal? Where were you yesterday? She wasn't at the Olympic Games.*
- Give the students additional practice in using short answer forms in the past tense. Use any verbs with which they are familiar. For example, ask a student questions such as: *Did you eat chicken yesterday? Was it hot yesterday?* The student gives a short answer response and then asks a question of his/her own. The students can work in groups or you can do this activity with the whole class.

- The students can write down some of the sentences and questions they made in activity 4.
- Let the students write past tense questions with the verbs in MY WORD BANK on page 67.
- The students can read the dialogue in activity 1 in pairs.
- The students can complete the activities on pages 48 and 49 of their Workbooks.

Answers to Workbook activities

WB
pp. 48-49

- 1 American, African, distance, marathon, athletics, sprinter, Olympic
- 2 a) Helen and Maria are good athletes but Anna is the best athlete in the school.
b) The American gymnasts were good, but the Asian gymnasts were better.
c) I am a fast sprinter, but my brother is faster than I am. And my sister is the fastest sprinter in the family!
- 3 a) Did Betty win a medal?
b) Did he wash his shirt?
c) Did they drink all the cool drinks?
d) Did you win the race?
e) Did he call me?
- 4 a) No, she didn't. She won one gold medal.
b) No, there wasn't. There was a field.
c) No, they didn't. They planted pawpaw trees.
d) No, she didn't. She called her father.
e) No, they didn't. Marseille won.
f) No, they weren't. They were in the USA.
- 5 Personal answers.

Lesson 3

SB pp. 68-69

Listen & read

1 This lesson prepares the students for the project at the end of the unit. The dialogue introduces the modal/auxiliary verbs *must* and *mustn't*, the imperative *Don't...* and the use of *can* to express possibility. The vocabulary focus shifts to health matters.

Introduce the words in MY WORD BANK. Then play back the podcast of the dialogue or read it aloud a few times. Ask simple questions to test comprehension.

Refer to the Grammar check and teach the students how to use *must* and *mustn't* in sentences. Help them to pronounce the negative form correctly: /mʌsənt/.

Speak

2 The students can work in pairs or small groups. They should read the dialogue again, aloud, and then discuss things they can do to stay healthy. After that they make two written lists, as instructed. They can use vocabulary from the dialogue but encourage them to add their own ideas as well. You can help them with additional vocabulary.

Afterwards, pairs or groups can present their ideas to the rest of the class, and the written lists can be displayed in class.

Your turn

3 Teach the use of *Don't...* with another verb. Refer to the Grammar check. The students then play 'Simon Says', practising the use of the new language structures.

4 Teach the use of *want* + an infinitive. Refer to the Grammar check. The students then work in pairs to match the parts of the sentences. They should do this orally and read the sentences aloud. The activity requires the students to look carefully at the grammar structures before matching the sentences.

Answers

They must use their mosquito nets.
He can buy fruits and vegetables at the market.

She wants to say, 'No!'
 His brother said, 'Don't take it!'
 She can run very fast.
 He must boil the water and let it cool down.

Write

5 The students work alone to make sentences with the given words.

Answers

- a You must eat vegetables every day.
- b Don't eat lots of cakes and chocolates.
- c We can sleep under mosquito nets.
- d Exercise and good food can protect us against disease.
- e She wants to buy fish at the market.

6 The students read the sentences in the pictures and then rewrite the sentences, correcting the mistakes.

Answers

You must exercise.
 You can sleep under a mosquito net.
 Don't eat cakes!
 You must eat fruit and vegetables.

EXTRA ACTIVITIES

- Dictate a few sentences which include the words *don't*, *must* and *mustn't*.
- The students can write down the answers to activity 4, by themselves.
- The students can read the dialogue in activity 1, silently or in pairs.
- The students can make another list, giving advice, starting with the word *Don't*.
- The students can complete the activities on pages 50 and 51 of their Workbooks.

Answers to Workbook activities

WB
pp. 50-51

1 New word: Malaria

Across:

- 1 mosquito
- 2 vitamins
- 3 minerals
- 4 diseases
- 5 drugs
- 6 exercise
- 7 AIDS

- 2 a) You mustn't eat too many cakes.
 b) You mustn't take my books.
 c) You mustn't run so fast.
 d) You mustn't plant the tree here.
 e) You mustn't put your feet on the chair.
 f) You mustn't drink this water.

- 3 a) Don't be late for school.
 b) You must not sleep in the classroom.
 c) You must not eat in the classroom.
 d) You must exercise!
 e) Don't watch TV every night.

- 4 You must protect yourself against diseases.
 Don't drink too many cool drinks.
 He must exercise every day.
 We must not be late for school.
 We need proteins, vitamins and minerals to be healthy.
 The goats mustn't go in the vegetable garden.

TIME TO CHECK

SB p. 70

Answers

- 1 a gymnast
b athlete
c wrestler
d tennis player
e swimmer
- 2 a games player
b race name
c must run
d strong pot
- 3 a Amy M'Backé Thiam
b Doudou
c The Senegalese football team
- 4 a She won many races.
b My father was a wrestler.
c Where were you?
d Who was the fastest runner in the class?
e Where were the 2008 Olympics?
- 5 a She is the fastest sprinter in the world.
b I think Idah is the best athlete in the class.
c This is the biggest building in town.
d Did the team win the race?
e Did you make some soup?
f You must eat healthy food.
g Don't eat too many cakes!
- 6 El Hadj Diouf is Senegalese. He is a great African football champion. He plays forward.
El Hadj Diouf was born on the 15 of January, 1981, in Senegal. He plays for clubs in France and England. He also plays for Senegal. He won the African Footballer of the Year award twice.

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 52) of their Workbooks.

Answers to Workbook activities

WB
p. 52

- 1 Answers may vary. The following are examples.

Say, 'NO' to malaria!

Protect yourself.
Sleep under a mosquito net.

Be healthy!

You can do it!

Say, 'No' to drugs!
Don't drink too many cool drinks.
You must exercise.
You mustn't eat too many cakes.

- 2 a) Mum cooked rice and meat and made a delicious fruit salad for Kate's birthday. We washed the fruits.
b) We planted these trees on 1st June, 2005.
c) At the Beijing Olympics, Françoise Mbango Etone won a second gold medal in the triple jump. She was born on 14th April, 1976 in Cameroon.
d) Helen called her parents from the States this morning.
- 3 **Name:** Françoise Mbango Etone.
Date of birth: 14th April, 1976.
Country of origin: Cameroon.
Country of residence: France.
Sport: Athletics.

PROJECT CORNER

SB p. 71

The focus in this project is on healthy eating. The students have been prepared for this project and should know sufficient vocabulary and suitable language structures to complete this project successfully. However, it might be a good idea for the students to discuss their ideas with the Biology or Science teacher as they do their research and preparation for the project.

The project is divided into two parts.

PART A

In Part A, the students, working in groups, make a poster about healthy foods and eating habits. The illustrations in the Student's Book provide some ideas about how this can be done, but of course the students can exercise their own creative ideas as well. The posters should consist of pictures with labels as well as at least one sentence which is used as the main slogan or heading for the poster.

Remind the students that posters need to be large, easy to read from a distance, and clear. They should use all the space on the paper as well. Colour will give impact to the poster.

The students present their posters and describe them to the rest of the class. The class can be asked to assess each poster. Write a checklist of criteria on the board for this purpose and award points for each item. Fill in the total for a score out of 16.

Here is an example of what such an assessment could look like:

Points Criteria	4	3	2	1
Interesting information		✓		
Clear and easy to read			✓	
Attractive, colourful (beautiful)		✓		
Good presentation	✓			
Total	4	6	2	0
Total for project: 12/16				

The posters should then be displayed in the class or somewhere in the school.

PART B

The second part of the project requires the students to talk about staying healthy in general. They can work in groups again and make lists which give advice on staying healthy.

They should again present their ideas to the rest of the class. This time, let each group assess their own performance, using the assessment checklist.



Our environment

Lesson 1

SB pp. 72-73

UNIT SUMMARY

TOPICS

Plants.
Animals.
Village and town.
Transport.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple sentences.

FUNCTIONS/NOTIONS

Talk about the weather.
Describe what people are doing.
Talk about past actions.
Give reasons.

GRAMMAR

Prepositions: place.
Plural nouns.
Simple past tense: regular and irregular verbs.
Modal/Auxiliary verb: *can*.
Linking words/conjunctions: *and, but, because*.

PHONOLOGY

Word stress.
Vowel sounds: /i:/, /ɪ/.
Consonants: /dʒ/, /g/.

VOCABULARY

afraid, animal, antelope, because, bicycle, bird, boat, buffalo, bus, bush, cab, camel, canoe, car, cassava, cattle, cold, corn (maize), cotton, cow, dangerous, domestic, donkey, dry, during, east, egg, elephant, farmer, giraffe, goat, holiday, last, livestock, map, millet, north, peanut, place, plough, rainy, reserve, rice, river, sea, season, sheep, sorghum, south, sugar cane, taxi, train, useful, village, weather, west, wild, to carry, to get, to get around, to go out, to grow, to help, to raise, to swim, to take care, to travel

PREPARATION

You will need:
– Student's Book pages 72-79.
– Workbook pages 53-59.
– PC/laptop with Internet access, if available.

Warm up

Introduce the students to the words *crop(s)* and *livestock*. Then make a list in English of the crops that are grown, and the animals that are raised, in the area in which the students live. In this way you will probably find that you have already introduced quite a lot of the vocabulary for this unit.

Speak

① Talk about the map. The students should be familiar with maps like this from their geography lessons. Introduce any further vocabulary as needed from MY WORD BANK or from the map key.

② The students should answer these questions with complete sentences, using the new verbs given in MY WORD BANK (*to grow, to raise*).

Answers

- a We grow millet, cassava, sorghum, maize, sugar cane, rice, peanuts, cotton and vegetables in Senegal.
- b We raise cattle, goats and sheep.
- c People grow rice in Ziguinchor, Kolda, Sedhiou, Matam, and Louga. OR People grow rice in the north and in the south.
- d People grow peanuts in Thiès, Diourbel, Fatick, Kaolack and Kaffrine.

Listen & repeat

③ Here the focus is on the vowel sounds /i:/ and /ɪ/. Play back the podcast or read the words aloud. Then let the students practise saying the words.

Listen

④ Play back the podcast or read the text aloud (see page 104 for the script). Ask a few questions to see if the students have understood the gist (general idea) of the text. For example: *Where is Binete from? Do they raise animals there? Is there any fish there?* Read and discuss the new words in MY WORD BANK on page 73.

Teach the structure *It's* + an adjective to describe the weather. For example: *It's hot. It's cold. It's rainy.*

Teach the students how to use the prepositions to describe place. For example: *in the (north/south/ east/west) of Senegal.* Refer to the Grammar check. Point out that the nouns *cattle* and *livestock* are plural nouns, so we do not add *-s* to them. These nouns do not have singular forms. The students may know some other nouns of this type. For example: *clothes, people* and *trousers*.

Finally, play back the podcast or read the text again and ask some more questions.

Your turn

5 The students work in pairs to talk about the weather in places that they know, using the example sentences in their textbooks as models.

6 Working with the same partner, the students talk about crops and livestock in places that they know, again using the example sentences in their textbooks as models.

Write

7 This is an unstructured writing activity. Let the students write any sentences they can to describe the photographs in their textbooks. You could discuss the photographs with the class first to give them a few ideas. Elicit some key words and phrases and write them on the board. For example: *in the east, in the west, to get fish, from the sea, raise goats, village, other livestock, grow crops.*

Answers

(Answer will vary. The following are examples.)

The people catch/get fish from the sea.

The people raise livestock. / There are some goats in this village.

EXTRA ACTIVITIES

- Mix up some words relating to crops and livestock and let the students work out what the words are. They should also say the words aloud. Make sure that they pronounce words like *millet* (the end sound is like *it*) and *cotton* (the end sound is like *tin*) correctly.
- The students can read the dialogue for lesson 1 on page 104 of their books.
- The students can complete the activities on pages 53 and 54 of their Workbooks.

Answers to Workbook activities

WB
pp. 53-54

- | | |
|------------|-------|
| cotton | sheep |
| millet | goat |
| peanuts | cow |
| sugar cane | rice |
| fish | |
- a) field, sheep
 - b) village, river
 - c) sea, see
 - d) east, season
 - e) did, millet
- (as in the podcast)
 - a) The village is in the west.
 - b) It's hot in the rainy season.
 - c) There are fish in the river.
 - d) They raise sheep and cattle.
 - e) She gets water from the river.
- a) We raise cattle, sheep and goats.
 - b) The town is in the east of the country.
 - c) We get fish from the river and we grow millet in the fields.
 - d) It is cold in December and January.
- a) Cassava, millet, rice and sorghum are crops.
 - b) A goat and a sheep are animals.
 - c) Your mother grows crops, and she raises goats, sheep and cattle.
 - d) 'What's the weather like in your place?'
– 'It's cold in November, December and January. It's very hot in February, March and April and rainy in June and July.'
 - e) 'My family is from the south but I live in the north of the country.'
- Personal answers.

Lesson 2

SB pp. 74-75

Listen & read

1 The students will practise the simple past tense and ask questions in the simple past tense using different verbs from the dialogue. Play back the podcast or read the dialogue aloud. Then ask a few simple questions. Introduce the new words in MY WORD BANK and then play back the podcast or read the text again.

Let the students read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Teach the simple past forms of the verbs given in the Grammar check. Note that in American English *travelled* is spelled *traveled*. Then introduce the structure *can* + a verb stem + an infinitive. Refer to the Grammar check on page 75.

Speak

2 The students answer the questions about the dialogue orally.

Answers

- a Yes, she did.
- b No, she didn't. She travelled by bush taxi.
- c No, she didn't.
- d Binete is afraid of the sea.
- e She is afraid because rivers are dangerous.

3 The students use the picture to ask and answer questions relating to ways of travelling from one place to another using different means of transport. They need to memorise which preposition to use with each verb.

Your turn

4 The students work in pairs to make up questions that are appropriate for the given answers. For each question they will need to use a question word + *did*, as shown in the example. Use the example sentence to elicit other question words that the students can use to make questions, for example: *Where* (*Where did Binete go last month?*) *Who* (*Who went to the village last month?*) *What* (*What did Binete do last month?*)

Answers

- a When did he get a taxi?
- b When did they go to Dakar?
- c What did she get from the river?
- d How did you get around in the village?

Write

5 The students choose the correct words in each sentence. Most of the choices enable the students to practise using prepositions correctly.

Answers

- a Awa likes to swim in the sea.
- b Binete went to the village by taxi.
- c I went to the shop on foot.
- d Can we learn to swim?
- e Cas-Cas is in the north of Senegal.
- f Can you see Dakar on the map?

6 The students choose the correct verb form in each sentence.

Answers

- a Did you go to the village last year? No, I didn't.
- b Did you swim in the river? Yes, I did.
- c Did they get some water from the river?
- d Does she use a bicycle to go to the village?
- e Did they raise any livestock last year?

EXTRA ACTIVITIES

- Dictate a few sentences (including questions) in the simple past tense, using the new verbs in this unit (*to swim, to travel, to go out, to get*). For example: *Did they travel by train? No, they didn't. They travelled by car.*
- Write the following passage and list of words on the board and ask the students to fill the gaps, using the words supplied. This could be done orally, or as a type of dictation.
There is a modern railway that connects Burkina Faso to Côte d'Ivoire, so many people travel ... from one country to the other. From Lagos, in Nigeria, to Yamoussoukro, in Côte d'Ivoire, there is no railway. People travel ... from Nigeria to Côte d'Ivoire, through Togo and Ghana. You can also travel ... from Lagos to Yamoussoukro along the coast. In the desert there are no roads or railway lines. People travel ...
- *In many capitals and large cities, you can go from one place to another ..., but people often travel ... from one village to another. In West Africa, school children go to school ... Some children have rich parents, so they go to school ...*

by bicycle	by boat	by train	by camel	on foot
by bus	by car	by taxi	by bush taxi	

- The students can complete the activities on pages 55 and 56 of their Workbooks.

Answers to Workbook activities

WB
pp. 55-56

- 1 bus, foot, camel, taxi, canoe, car, boat, cab, train, bicycle
- 2 to go down
to get out
to take care
to cool down
to stand up
to look around
- 3 a) She went to the village.
b) No, she didn't. She travelled there by train and by bus.
c) She got around on foot and by bicycle.
d) Yes, she did.
e) She swam in the river.
- 4

Infinitive	Simple present tense	Simple past tense
to travel	travel	travelled
to swim	swim	swam
to get	get	got
to go	go	went
to walk	walk	walked
to arrive	arrive	arrived
- 5 A: Did you travel to town by train?
B: No, I didn't. I travelled by bus.
A: Did you go to the beach yesterday?
B: Yes, I did. I swam in the sea and I walked on the beach.
A: Did your brother arrive this morning?
B: No, he didn't. He arrived in the afternoon.
- 6 Personal answers.

Lesson 3

SB pp. 76-77

Listen & read

1 These texts introduce new vocabulary relating to animals, as well as sentences with clauses that are joined by the conjunctions *and*, *but* and linked by *because*.

Ask the students what they think the texts are about and introduce the words *wild* and *domestic animal(s)*. Introduce the new animal names. Then play back the podcast or read the texts aloud. Ask a few simple questions about each text.

Introduce the rest of the vocabulary in MY WORD BANK and then play back the podcast or read the text again. Draw attention to the word stress in words that look similar in English and French. For example: *domestic*, *animals*, *antelope*, *elephant*, *giraffe*.

Your turn

2 Teach the students how to join sentences with the coordinating conjunctions *and* and *but* and how to link sentences with the subordinating conjunction *because*. Refer to the Grammar check on page 77 of the Student's Book.

Here are a few more notes about using these conjunctions.

and: We do not have to repeat the subject when we use *and* to join two or more clauses. This is because the clauses have the same subject.

because: This goes at the beginning of the clause which gives a reason. It can go between two clauses or at the beginning of the sentence. The students must make sure they understand the clauses in a sentence before they attempt to link them.

but: The students should be careful not to confuse the meanings of *but* and *because*.

The students work in pairs to make sentences with the words in the table. They can do this orally and compare the sentences they have made with those of other students. Let them try and reach consensus about the correct answers.

Answers

- a Donkeys can pull ploughs and carry crops to the village.
- b Camels are useful because they can carry things.
- c There are many wild animals in Senegal but we still need to take care of them.

Speak

③ The students play a vocabulary game in groups or as a class. Someone calls out a letter of the alphabet and the students have to think of the name of an animal that begins with this letter.

Work out a system of scoring with the students before they begin this game. You could allow the students to use dictionaries, if available. They could also use the word list at the back of the Student's Book.

The students do not have to be restricted to the vocabulary that they have learned. Finally, you may want to teach or revise the difference between the sounds /dʒ/ and /g/ before the students begin this game.

④ The students work in pairs to ask and answer questions. The aim is to let them practise using the conjunctions they have learned.

Write

⑤ The students choose the correct words to complete the sentences. They write down their answers.

Answers

- a Cows are useful because they give us milk and meat.
- b She didn't swim in the river because she was afraid.
- c There is a lot of water because it is the rainy season.
- d The farmer raises chickens and she sells eggs at the market.
- e There are giraffes in the reserve but there are no buffaloes.
- f We saw buffaloes, elephants and birds in the reserve.

EXTRA ACTIVITIES

- Choose a few sentences from the texts on page 76. Write the sentences on the board and erase every fourth word in each sentence. Then dictate the full sentences to the students. They refer to the board and listen for the missing words in order to write complete sentences.
- The students can read the texts on page 76 again.
- The students can complete the activities on pages 57 and 58 of their Workbooks.

Answers to Workbook activities

WB
pp. 57-58

- 1 cow, buffalo, elephant, giraffe, bird, lion, antelope, camel
- 2 a) jeans and juice
b) gymnast and jeans
c) good and go
- 3 a) Mum grows fruits and vegetables and sells them in the market.
b) Chickens give us eggs and meat.
c) Farmers grow crops and raise animals.
d) They travelled by bus and by bush taxi.
- 4 a) Mum raises chickens because they give her meat and eggs.
b) We grow cotton because we make clothes with it.
c) We plant crops in the rainy season because there is lots of water.
d) She didn't go in the river because she was afraid.
- 5 a) It is cold in December but it is hot in April.
b) I often travel by bus but I don't travel by train.
c) She swims in the river but she doesn't swim in the sea.

TIME TO CHECK

SB p. 78

Answers

- 1 a peanuts d bicycle g plough
b map e cab/taxi h an egg
c goat f bird i donkey
- 2 a giraffe, gymnast d field, season
b jeans, juice e sheep, sea
c good, egg f fish, millet
- 3 a The farmer has ten sheep, three cows and 24 chickens.
b We went to the village by bus.
c The woman cooked some rice and vegetables.
d Where are the cattle?
e Did you go there on foot?
f I went to the shop last week.
g Where did the boy go on Tuesday?
h He swims in the river every day.
- 4 a Did you go to a reserve last week?
b Did she swim in the sea last holidays?
c Did Binete travel to the village by bus?
d Did they go in a canoe?
- 5 a He went out by canoe last week.
b You got a taxi yesterday.
c She got a new dress last week.
d I swam in the river this morning.
e We travelled to other towns by bus.
- 6 Answers will vary. The following are examples.
a Cows are useful because they give us meat and milk.
b There are elephants in the reserve, but there are no buffaloes.
c It is the rainy season, but it is hot.
d We can wear lifejackets because the water is dangerous/we go in a canoe.

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 59) of their Workbooks.

Answers to Workbook activities

WB
p. 59

- 1 a) People in the village grow rice and raise animals.
b) They grow cotton in the east but they grow vegetables in the west.
c) They went to town by taxi because there were no buses.
- 2 a) They went out by boat yesterday.
b) My grandmother grew cassava and vegetables for many years.
c) We got a taxi to town this morning.
- 3 Personal answers.

FUN

SB p. 79

- 1 This is an adaptation of an old riddle. The students may be familiar with it. Let them discuss the solution and try to reach a consensus before you supply the answer.
The solution is as follows:
1 The elephant went to fetch the animals.
2 First he took the goat to the right of the river (to the village).
3 Then he went back to the left side and fetched the wolf.
4 He took the wolf across and left it on the right side.
5 He took the goat back with him.
6 He left the goat on the left side and took the cabbage in the boat to the right side.
7 Then he went back and fetched the goat.
8 The cabbage, the goat and the wolf were all safely on the right side of the river.
- 2 The students can have fun repeating these tongue twisters (silly sentences) as fast as they can.
- 3 Try to make up a few more tongue twisters with the whole class.
1. Choose a letter of the alphabet (for example, d, f, h, m or s).
2. Brainstorm a list of words that begin with the letter.
3. Then make up sentences with the words. The sentences do not have to make sense, but they must be grammatically correct.



Events and celebrations

UNIT SUMMARY

TOPICS

Cultural and social events.
Villages and towns.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple sentences.

FUNCTIONS/NOTIONS

Talk about future events.
Describe things and places.
Express an opinion.
Compare two things.
Give and accept apologies.

GRAMMAR

Future tense (*will*): statements, questions, short answers.
Simple past tense: irregular verbs (*to have, to come*).
Comparatives: longer adjectives.

PHONOLOGY

Word stress.
Vowel sound: /eʊ/.
Intonation in questions.

VOCABULARY

about, activity, busy, celebration, comfortable, crop, environment, fun, harvest, hero, interesting, life, noisy, party, play, queen, rest, sorry, such as, summer, theatre, university, world, to act, to agree, to apologize, to bring, to celebrate, to dance, to excuse, to find out, to go over, to hope, to join, to learn, to present, to revise, to sing, to talk

PREPARATION

You will need:
– Student's Book pages 80-87.
– Workbook pages 60-66.
– PC/laptop with Internet access, if available.
– Posters and pamphlets from events in your community.

Warm up

Use some events in your community that have taken place recently (or some events that will take place in the near future) to introduce the students to the topic of events and celebrations. Name the celebrations, talk about where and when they took place (or will take place) and what happened (or what will happen) during the event or celebration. Introduce the verb *to celebrate* and the noun *celebration*. If you have any real posters from local events, try to bring one to class as an aid to the discussion.

Speak

① Read the posters in the Student's Book with the students. This is an opportunity to practise *wh-* questions and to recognise a future form. Ask the students a few questions about the first poster, starting with the present tense only. For example: *What is the celebration? Where is it? When is it?* Then gradually introduce the future tense, using some question words. At this stage you don't have to teach the students how to use the future tense. Just use it so that the students become familiar with it. For example, you can ask the students: *What will people do? What will they celebrate? Who will present the play?* Ask questions about both of the posters.

Write

② The students copy the table from the Student's Book into their exercise books and complete it.

Answers

	World Environment Day	Aline Sitoé Diatta: a Senegalese Queen
Date	5 June	25 August
Time	from 09:00 to 14:00	19:00
Place	Dior Diop College	Aline Sitoé Diatta College, Casamance
About the event	Plant trees Celebrate World Environment day	The life of Aline Sitoé Diatta

Listen & repeat

③ Play back the podcast or read the words aloud to the students. The students then repeat the words several times, paying attention to the stressed syllables in the words. Point out that the words *summer* and *celebrate* have the same /s/ sound as well. The c in *activity* is pronounced /k/.

Listen & read

④ Play back the podcast of the dialogue, or read it aloud to the students. The focus is on the future tense, with contracted forms.

Introduce and discuss the words in MY WORD BANK. Teach the use of *will* to talk about the future, along with the contracted form of *will*. Explain how to form questions with *will*. Refer to the Grammar check. Note that *shall* and its usage has not been introduced because *will* is increasingly replacing *shall* in modern English.

After that, let the students listen to the dialogue again and note how the contraction 'll is not stressed in sentences.

Ask questions about the dialogue to check understanding and let the students practise reading the dialogue aloud in pairs.

Your turn

⑤ The students work in pairs to make sentences using the future tense of the given verbs. After they have made sentences with the full form of *will*, they can try saying the sentences again, using the informal, contracted form.

Write

⑥ The students use verbs from the word banks in this lesson to complete the sentences. They need to form the future tense correctly, using the verb stem (not the infinitive).

Answers

- a On 5 June we will celebrate World Environment Day.
- b Doudou will find out about life in Ali's village.
- c Will you bring your friends to the celebration?
- d Ali will join the Environment Club during the holidays.
- e The Theatre Club will present a play about the life of Aline Sitoé Diatta.
- f Will you go to any celebrations during the summer holiday?

EXTRA ACTIVITIES

- Write a few pairs of sentences on the board and test to see whether the students can hear the difference between them. For example:
I go to the supermarket on Fridays. / I'll go to the supermarket on Friday.
We sing and dance. / We'll sing and dance. You'll be very busy. / You're very busy.
Read one of the sentences in each pair aloud and ask the students to identify which sentence you have read.
- The students can write down some of the sentences they made in activity 5. They could also sequence some sentences to make a paragraph about what they will do in the summer holiday.
- Play a game to help the students become familiar with the spelling of new words. Take the word *queen*, for example. Write this on the board: _ u _ _ n. Tell the students that they have three chances to guess the missing letters. Give the students as many chances as there are missing letters. If they get the letters correct, they score a point. If they don't, the teacher (or group leader) scores a point. Alternatively, you can work out your own scoring system.
- The students can work in pairs to talk about the posters on page 80 of their textbooks. They can use contracted future tense forms in their questions and answers.
- The students can complete the activities on pages 60 and 61 of their Workbooks.

Answers to Workbook activities

WB
pp. 60-61

- 1
 - a) Mum works hard every day. She's always busy.
 - b) The play is about the life of a national hero, King Béhanzin.
 - c) We eat and have fun during the Christmas holidays.
 - d) When do you celebrate the independence of your country?
 - e) I know Queen Elizabeth is from England. Where is Queen Beatrice from?
 - f) Wrestling competitions are very popular. Many people like to watch them.
 - g) On Independence Day, the students will present a play at the National Theatre.
 - h) Dah Badu is the hero of the new play by La Troupe Nationale.
 - i) Did you join the Environment Club?
 - j) Trees, animals, rivers and seas make up the environment around us.
- 2 environment, summer, activity, holiday, theatre, harvest, celebration

3

Simple present tense	Future tense
I go to church on Sunday.	I will go to church on Sunday.
He goes to the mosque on Friday.	He will go to the mosque on Friday.
Does your sister cook dinner every day?	Will your sister cook dinner every day?
He swims during the holidays.	He will swim during the holidays.
We visit Grandfather and Grandmother at the weekend.	We will visit Grandfather and Grandmother at the weekend.
There is a wrestling competition on Sunday.	There will be a wrestling competition on Sunday.
We get a taxi to go to school.	We will get a taxi to go to school.
Do many people come to watch the competition?	Will many people come to watch the competition?

- 4 a) We will go to the stadium, watch the final of the National Cup and have a lot of fun.
 b) We will plant trees in our gardens and schools and sing and dance.
 c) She will be busy. She will visit her grandparents and watch television.
 d) She will visit many west African countries, celebrate her birthday and go to summer classes.
- 5 The posters should have all the information given in the table, without any spelling or punctuation mistakes. The layout should be attractive and readable.

Lesson 2

SB pp. 82-83

Listen & read

1 The focus is on the future tense once again, this time with question words and negative forms.

Play back the podcast or read the dialogue aloud to the students. Introduce and discuss the words in MY WORD BANK. Teach the use of question words with *will*. Refer to the Grammar check on page 83 of the Student's Book.

Then let the students listen to the dialogue again. Ask them to pay special attention to the intonation in the questions this time. They should note the emphasis on the question words at the beginning of each question and the way in which the voice rises at the end of a question.

Ask questions about the dialogue to check understanding and let the students practise reading the dialogues aloud in pairs.

Speak

2 The students read and identify the true and false statements. They should correct the false statements and point out the sentence in the dialogue that shows that the statement is false.

Answers

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

3 Teach the students how to give short answers to future tense questions with *will*. Refer to the Grammar check. Then let the students give short answers to the questions in the activity.

Answers

a Yes, he will. b No, he won't. c Yes, he will.
 d Yes, he will. e Yes, he will.

4 The students can work in pairs to complete the dialogue.

Answers

Answers may vary. The following are examples.

Where will you go in the holidays? I'll go to my village.

What will you do there? I'll read and play games.

What else will you do? I'll go over my work.

Who will teach you? Some university students will teach us.

Write

5 The students make complete sentences in the future tense, using the given words.

Answers

- a Where will you go next week?
- b He will teach me to play football.
- c Doudou will travel to town in October.
- d We will celebrate our heroes.
- e The event will take place on Sunday.

6 The students choose the correct words to complete the sentences.

Answers

- a There will be celebrations at the club on Saturday.
- b She will rest in September.
- c Will you be busy this afternoon?
- d My father won't be here next week.

EXTRA ACTIVITIES

- Dictate a few sentences with questions words and the future tense. For example: *Where will you go on Sunday? Who will go to the party?*
- Refer to the Pronunciation check. Make up some silly sentences with the students, using words with the /eʊ/ sound. For example: *I hope I won't be a hero! Don't go over the rope!* Other words that you could use with this sound, which the students should know, are: *hello, no, home, open, goat, sofa, yellow, narrow, road, close, potato, tomato, gold.*
- Give the students additional practice in giving short answers to future tense questions.
- The students can complete the activities on pages 62 and 63 of their Workbooks.

Answers to Workbook activities

WB
pp. 62-63

- 1 A: What does Julie do?
B: She's an actress. She acts in plays.
A: Your mother is a busy woman. Does she rest?
B: Yes. She usually rests on Sundays.
A: Do you only have fun during your holidays?
B: No. We also have fun in our lessons.
A: What do you and your friends usually do during your holidays?
B: We usually play and visit friends, parents and grandparents.
- 2 (as in the podcast)
a) She will act in a play. d) I won't go in August.
b) Will you go there? e) Is he a hero?
c) Will you be busy?
- 3 a) *Monday*: It is not the name of a month.
b) *hero*: It is not about college or school work.
c) *to hope*: The other words have the same meaning.

- 4 a) No, I won't. b) Yes, she will. c) No, they won't.
d) No, he won't. e) Yes, there will.

- 5 a) Where will the children go next weekend?
b) When will the children visit their grandparents?

- 6 Personal answers.

Lesson 3

SB pp. 84-85

Listen & read

1 This dialogue introduces the language we use to give and accept apologies. It also introduces more complex comparative forms and the simple past tense forms of the irregular verbs *to have* and *to come*.

Play back the podcast or read the dialogue aloud to the students. Teach the vocabulary used for giving and accepting apologies as well as the expression *I beg your pardon?*

Teach the past forms of *to come* and *to have*. Refer to the Grammar check.

Speak

2 Read and discuss the questions with the students. The students need to pay attention to the verb tenses in the questions and to answer in the appropriate tense. Questions a to e are in the past tense, and questions f and g are in the present tense.

Answers

- a Ali went to his village.
- b Doudou came with Ali.
- c They watched wrestling competitions.
- d They made a garden.
- e Yes, they did.
- f Villages are quieter.
- g Villages are more interesting.

Listen & repeat

3 Let the students listen to the sound /kw/ and practise saying the words. You could make up (or ask the students to make up) a silly sentence with words beginning with this sound. For example: *The quiet queen asked a quick question in the quiz!*

Speak

4 Revise the comparative forms of adjectives, reminding the students about the various spelling rules:

- for adjectives that end in -y: change *y* to *i* and add -er;
- for adjectives with short vowels before a consonant: double the consonant.

Then teach the more complex forms as shown in the Grammar check. When using adjectives with more than two syllables we use the word *more* + the unchanged adjective.

Finally, let the students make comparative sentences from the lists in the picture. You could copy the table onto the board, as follows:

Town	Village
more dangerous	more beautiful
more comfortable	more interesting
noisier	quieter
bigger	smaller

Answers

Answers may vary. The following are examples.

A town is more dangerous than a village.

A village is smaller than a town.

Your turn

5 This activity gives practice in asking and answering questions in the past tense. The students work in pairs. They should first give a short answer and then provide a full answer using sentences with more than one clause when possible, as shown in the given examples.

Speak

6 This activity provides practice in giving and accepting apologies. The students can act out the short dialogue once they are familiar with it.

Answers

TEACHER: You are not listening to me!

STUDENT: I'm sorry, Mr (name). I must apologize.
I am listening to you now.

TEACHER: Good. I'll excuse you.

STUDENT: Thank you, Mr (name).

Write

7 The students use the given words to construct sentences. The sentences provide practice in using comparative forms and past tense verbs. Remind the

students to look for punctuation clues. Some of the longer sentences are tricky and the students may need to play around with the words until they can work out grammatically correct sentences using all of the given words.

If the students have difficulty with exercises like this one, let them copy the words onto small pieces of paper and then move the words around until they form a sentence that sounds correct. They can then compare the sentences with sentences in the dialogue or in the grammar checks to see if they are on the right track.

Answers

a The town is noisier than the village.

b Is it more dangerous in a town than in a village?

c The village will be more interesting than the town.

d In the village you will hear some good stories.

e They had fun during the holidays.

f My friend came with me.

EXTRA ACTIVITIES

- Dictate a few sentences that contain comparative forms of adjectives. For example: *Towns are noisier than villages. Wrestling is more interesting than tennis. Our house in the village is more beautiful than our house in town.*
- Let the students play a sentence game in groups.
 1. Working alone, the students construct a statement or a question using a comparative adjective and a verb in the past tense. They write out the sentence in draft form and check it with you to make sure that it is grammatically correct. Then they copy the sentence onto a strip of paper. After that, they cut or tear up each sentence up into individual words.
 2. Talking turns, each student gives his/her set of words to the group. The group has one minute in which to reconstruct the full sentence. You can work out a scoring system with the students before they begin the game.
- The students can read the dialogue in activity 1 in groups of three and then act out the scene. They can try to memorise most of the words. Afterwards they could substitute their own words in some of the sentences.
- The students can complete the activities on pages 64 and 65 of their Workbooks.

Answers to Workbook activities

WB
pp. 64-65

- 1 a) The big sofa in Dad's living room is very comfortable.
b) A city is noisy but a village is quiet.
c) 'I'm sorry, teacher. I am late because I got up late this morning.'
d) The words 'I beg your pardon?' mean 'Will you please say that again?'
e) 'Please excuse me. I wasn't listening.'

2	Short adjectives	Long adjectives
	noisy → noisier tall → taller high → higher long → longer	important → more important dangerous → more dangerous interesting → more interesting comfortable → more comfortable

- 3 a) Is a Mercedes faster than a BMW?
b) Chantal's hair is longer than Abiba's hair and her clothes are more beautiful.
c) The River Nile is longer than the Congo River.
d) Pliya's old plays are more interesting than the new ones.
e) Is Lagos bigger and more modern than Abidjan?
f) A sofa is more comfortable than a chair.
g) American football is more dangerous than soccer.
- 4 Answers will vary. The following are examples.
a) My calculator is more expensive than your calculator.
b) Life in a city is more interesting than life in a small village.
c) Africa is more beautiful than America.
d) An elephant is bigger than a buffalo.
e) A lion is more dangerous than an buffalo.
f) A flat is smaller than a house.
g) My bag is bigger than her bag.

- 5 a.
– What did you have for supper yesterday?
– I had some soup and some fish.
– And did you have any vegetables?
– No, I didn't. But I had some fruit.
- b.
– When did you come home?
– I came home last week.
– And your brother? Did he come home, too?
– No, he didn't. He will come on Saturday.
- c.
– Did you listen to the news?
– No, I didn't. I don't often listen to the news.
– Well, I did. It was very interesting. I listened to a story about the wrestling championships.

TIME TO CHECK

SB p. 86

Answers

- 1 celebrate, celebration, environment, holiday
- 2 no, go, over, hope, won't, hero | orange, often, wrong
- 3 a Will you go on holiday this year?
b What will you do there?
c They had fun during the summer holidays.
d The older students will teach us.
e Did you watch the celebration?
f I need to go over my work.
- 4 Answers may vary. The following are examples.
MOUSSA: I prefer the town. It's more interesting and it's more beautiful.
AWA: I don't agree. I think the village is quieter and more interesting.
MOUSSA: You prefer the village?
AWA: Yes, I do!
MOUSSA: I prefer the town.
- 5 6 Personal answers.
- 7 Posters should have all the information from the table, but without spelling or punctuation mistakes. The layout should be attractive and readable.
- 8 Personal answers.
- 9 a Yes, they will.
b No, I won't.
c Yes, she will.
d Yes, he will.
- 10 a They had some fun.
b She came home at 6 o'clock.
c We did not go to the party.
d I apologized to the teacher.
e You listened to the song.

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 66) of their Workbooks.

Answers to Workbook activities

WB
p. 66

- 1 Personal answers.
- 2
 - a) First Street is quieter than Rose Street.
 - b) Swimming in the sea is more dangerous than swimming in a river.
 - c) Jeans are more comfortable than shorts.
- 3 You could copy the words for this item onto the board and complete the activity with the whole class. Alternatively the students can simply study the answer, which is presented in the Workbook as an example.
 - b) Last year the city had only two mosques and a church. But this year it has lots of mosques and churches.
 - c) Last year my family did not have a flat in Cotonou. We lived in a compound. But this year we have a flat and we live in the city centre.

PROJECT CORNER

SB p. 87

For this project the students make posters about their villages or the regions in which they live. Group the students so that they can all make a contribution. The students should have sufficient vocabulary and suitable language structures to complete this project successfully. However, it might be a good idea for the students to discuss their ideas with the geography/history teacher as they do their research and preparation for the project.

The project is divided into two parts.

PART A

The students do their research. Discuss with them how they can go about this. Summarise this by reading the suggestions for Step 1 with them.

Discuss what sort of information they should present in their posters. Draw their attention to the list of topics given for Step 2. The posters should consist of pictures with labels as well as a paragraph of written information about each of the topics listed in Step 2. However, the students could choose to tell the old story (item c) instead of writing it.

PART B

The students present their posters to the rest of the class. You could ask the class to assess each poster and presentation as they did for the presentation in Unit 8. The posters should then be displayed in the class or somewhere in the school.

Let each student assess his/her own performance in the group, using the assessment checklist at the bottom of the page.



Lesson 1

SB pp. 88-89

Countries and nationalities

UNIT SUMMARY

TOPICS

Countries.
Nationalities.
Food.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple sentences.

FUNCTIONS/NOTIONS

Describe people and places.
Locate people and things.
Give reasons.
Make comparisons.
Use numbers.
Express sizes.

GRAMMAR

Linking words/Conjunctions: *so, because*.
Modal/Auxiliary verb: *can*.
Question words: *which, in which*.
Prepositions (place, direction).
Simple past tense: *to become*.

PHONOLOGY

Word stress.
Vowel sounds: /ɔɪ/, /ɔ:/, /eə/.

VOCABULARY

agricultural, capital, city, coast, country, culture, currency, dried, easy, estuary, ethnic, favourite, fertile, friendly, garlic, independent, kilometre, land, language, main, mixture, national, oysters, part, peace, per cent, population, recipe, region, religion, republic, rich, sauce, sea, shrimp, special, square, taste, together, tourist, traditional, to add, to flow, to speak

PREPARATION

You will need:
– Student's Book pages 88-95.
– Workbook pages 67-73.
– PC/laptop with Internet access, if available.
– A globe, atlas or map of the world.

Warm up

The students were introduced to the names of some countries and nationalities in Unit 8. In this unit they will expand their vocabulary and learn to describe countries and nationalities in more detail. But first they will focus on their own country.

You could start by referring to a map of Senegal. Ask the students to name the different regions and to say which region they come from. Then ask what tourist attractions there are in the regions and what special dances, music and food they have. Introduce the words *region, culture, special, tourist*, and *traditional* during this discussion and revise the words *north, south, east* and *west*.

Listen & read

① You could start by introducing the rest of the words in MY WORD BANK. Alternatively you could play back the podcast or read the text aloud first, and then introduce the new vocabulary. Let the students listen to the dialogue a few times and then read it silently by themselves.

After that, let the students work in pairs to ask each other questions about the dialogue. They can practise using question words (*when, where, what, why, which, how, who* and the auxiliary *do/did*), and at the same time test each other's understanding of the text. For example: *Where is Doudou from? What does his uncle play?*

Read and discuss the recipe for Caldou sauce. The students should be familiar with the format and grammatical structures used in recipes. Let them read the text a few times. Ask a few questions to check comprehension. Then ask them to close their books and explain to a partner or to their group, how to make Caldou sauce.

The grammar in this dialogue is mostly revision. The new structures include the use of the linking word *so*, and the use of *in which* to create relative clauses. You can teach these items once the students have understood the dialogue and the recipe. Refer to the Grammar checks on page 89 of the Student's Book.

Speak

② The students read the statements aloud and correct the false statements.

Answers

- a False. The Casamance region is in the west of Senegal.
- b True.
- c True.
- d False. The shrimps and oysters have a special taste because they come from the estuary/river.

Your turn

③ In this activity the students have to connect pronouns (personal, demonstrative and relative pronouns) to their referents in the dialogue they have read. The students may find this quite tricky in the beginning but it is important that they learn to look for these connections because it will help them to understand more complex texts. Use the examples given with the activity to explain to the students what they have to do.

Let the students try the activity in pairs and then report back with their suggestions. You may wish to provide extra support by drawing a table on the board for the pairs to copy and complete:

Pronoun	Refers to

Answers

The word *That's* refers to the south west region of Senegal, Casamance.
The word *He* refers to Doudou's uncle.
The words *It's* and *there* refer to the Casamance region.
The word *It* refers to Caldou sauce.

Listen & repeat

④ Play back the podcast of the vowel sounds /ɔɪ/ and /ɔ:/ (or carefully read the sounds and words aloud to the students). They listen to and repeat the words.

Your turn

⑤ The students work in pairs to talk about where they come from. This is partly revision so encourage the students to ask each other questions about where they come from as well. They should also mention their favourite foods.

To provide extra support you could perhaps brainstorm a list of favourite foods with the whole class before they start this activity.

Write

⑥ The sentences in this activity can be linked by using *so* or *because*. Refer to the Grammar check. The students do need to understand the meaning of each sentence so that they can work out which one is the result (or effect) and which one is the reason (or cause).

Let the students do the sentences orally first, before they attempt to write them. The students can work in pairs. One student can link the sentences in one way and then the partner has to link the sentences in the other way. The students can then write both versions for homework.

Answers

- a The fish come from the river, so they have a special taste. OR The fish have a special taste because they come from the river.
- b I am from Senegal, so I speak French. OR I speak French because I am from Senegal.
- c He is from Casamance, so he can make Caldou sauce. OR He can make Caldou sauce because he is from Casamance.
- d She likes books, so she often reads. OR She often reads because she likes books.
- e They love the environment so they planted trees. OR They planted trees because they love the environment.
- f She has the best recipe for Caldou sauce, so I always use her recipe. OR I always use her recipe because she has the best recipe for Caldou sauce.

⑦ The students write some sentences about where they come from based on the examples and the oral practice given in activity 5. You could encourage the students to write additional sentences about their regions as well.

Answers

Answers will vary. The following is an example.
I'm from the Casamance region. That's in the west of Senegal. Our favourite food is shrimps and oysters with Caldou sauce.

Casamance is a beautiful region on the coast. It is green and fertile and it is also an important fishing area. Many tourists visit the region.

EXTRA ACTIVITIES

- Dictate a few sentences from the dialogue. The sentences should be complex. For example: *Our people have special dances and traditional music. It's green and fertile, so everything grows there.* The students should note that we use a comma at the end of the clause preceding the clause that begins with *so*.
- Write the recipe from the Student's Book (page 88) on the board and erase the verbs, linking words and prepositions. Let the students complete the text orally (or in writing) without looking in their Student's Books.

- The students can find out about and write out recipes for special dishes from other regions of Senegal.
- The students can practise reading the dialogue aloud, paying attention to the pronunciation of new words and the intonation of questions and answers.
- The students can complete the activities on page 67 and 68 of their Workbooks.

Answers to Workbook activities

WB
pp. 67-68

- 1 Across:**
1 shrimps
3 agriculture
4 recipe
5 traditional
6 culture
- Down:**
2 fertile
5 taste
8 pepper
9 garlic
10 oysters
- 2** a) Many people in Africa like to wear traditional clothes.
b) You need shrimps and oysters to make a good Caldou sauce.
c) Don't you know how to cook Caldou sauce? Read the recipe in this book.
d) The soil in the school garden is very fertile.
- 3** (as in the podcast)
a) boil b) oil c) so d) north
- 4** culture, region, tourist, fertile, traditional, favourite, mixture
- 5** Let the students mark their own work. Begin by eliciting the correct answers and recording them on the board. Ask selected students to dictate the relevant lines to you:
DAVID: Where are you from?
MARIAM: I'm from Côte d'Ivoire.
DAVID: That's a beautiful country.
MARIAM: Yes, it is.
DAVID: In which part of Côte d'Ivoire do you live?
MARIAM: I live in Sinfra.
DAVID: Is that near the capital, Yamoussoukro?
MARIAM: Yes, it is.
The students can come up to the board and add the circled lines, using a different coloured chalk, if available. They should link the following words:
Line 1: you – Mariam. Line 5: [In] which – Côte d'Ivoire.
Line 3: That's – Côte d'Ivoire. Line 7: that – Sinfra.
Line 4: it – Côte d'Ivoire. Line 8: it – Sinfra.
- 6** Let the students correct their own work. Ask selected students to dictate to you the correct number and letter, followed by the complete sentence. Write their answers on the board.
- 1 – e Fruits and vegetables grow here because the soil is fertile.
2 – c He read the recipe because he wanted to make the cake.
3 – g He comes from a Francophone country so he speaks French.
4 – h Many tourists visit the region because it is beautiful and interesting.
5 – a She apologized because she didn't listen.
6 – b We love swimming so we often go to the river.
7 – d We grow vegetables so we always have something to eat.
8 – f She helped me because she is my friend.

Lesson 2

SB pp. 90-91

Speak

- 1** This lesson provides an opportunity for consolidation. Revise the use and the pronunciation of the modal verb forms *can*, *cannot* and *can't*. Then discuss the picture and read the text in speech bubbles. Ask the students to read the names on the map. Ask who the students are and what they are doing. Make sure the students understand that a 'first language' is the first language you learn as a child.

Speak

- 2** The students answer the questions orally.

Answers

- a She speaks French, Wolof and a little English.
b They can speak English.
c In Ghana. People in Ghana speak Akan.
d Personal answers.

Listen & repeat

- 3** Let the students listen to the names of the countries on the podcast, or read them aloud. Ask the students to repeat the names. This is revision of Unit 8 work.

Listen & read

- 4** Let the students listen to the poem on the podcast, or read it aloud to them. Point out that the poem is based on the name *Senegal*, with each new line starting with a letter in the name. Read the poem for enjoyment – it is easy and does not require an in depth discussion. It provides a model for a simple form of poetry that the students can write themselves.

Your turn

- 5 The students work in pairs and ask questions about the picture. This is revision.
- 6 The students ask and answer questions about the languages they can and can't speak.

Write

- 7 The students can work in pairs or individually, or you can write a poem with the whole class. They choose the name of a country first and then brainstorm their ideas. They should write down any words that they know that begin with the letters in the name of the country they have chosen. Then they should select the words that are the most appropriate for composing their poems.

The poems can be read aloud and displayed in the class as well.

EXTRA ACTIVITIES

- Write a few pairs of similar sentences on the board. Then read one of the sentences in each pair aloud and ask the students to identify the sentence you have read. For example:
I can speak English but I can't speak Wolof. I can't speak English but I can speak Wolof.
She's from Zambia so she speaks English. He's from Zambia, so he speaks English.
Which country are you from? Which country are they from?
- The students can complete the activities on pages 69 and 70 of their Workbooks.

Answers to Workbook activities

WB
pp. 69-70

- 1 a) Do you speak Akan?
 b) Which languages do people speak in Ghana?
 c) She speaks French but she can also speak English.
 d) He speaks English. Which languages do you speak?
 e) In which country do they speak French?
- 2 Cameroon, Egypt, Gabon, Ghana, Kenya, Lesotho, Malawi, Niger, Nigeria, South Africa, Swaziland, Tanzania, The Gambia, Uganda, Zambia, Zimbabwe
- 3 a) He is a student from Senegal. He speaks three languages. He speaks French and Wolof. He can also speak English.
 b) She is from Kenya. She speaks English very well, but she can also speak French and Swahili.
- 4 a) Which languages does he speak?
 b) In which country do people speak Akan?
 c) She can't speak French but she can speak English.
 d) I speak Wolof and French but I don't speak Akan.
 e) I love Ghana because it is my country!
- 5 Answers may vary. The following are examples.
 - Where are you from?
 - Can you speak English?
 - And can you speak Wolof?
 - Do you like English?
 - And do you like Senegal?
- 6 A: Hi. My name is Nafi. I'm from Senegal. Which country are you from?
 B: Hello, Nafi. I'm from Ghana. My name is Kofi. You speak English well!
 A: I'm learning! My first language is Wolof but I also speak French.
 B: My first language is Akan. I can speak English, but I can't speak French.
- 7 Answers will vary. The students should copy the questions in the example dialogue and then insert their own answers.

Lesson 3

SB pp. 92-93

Listen & read

① You could start by inviting the students to look at the map and the photograph of Dakar. Then introduce the words in MY WORD BANK. Alternatively you could play back the podcast or read the text aloud first and then introduce the new vocabulary. Let the students listen to the text a few times and read it silently by themselves.

Teach and revise the prepositions used in the text. Refer to the Grammar check.

Then let the students work in pairs or small groups to ask each other questions about the text. Write this list of words on the board and tell the students to make up any questions they can, using these words: *capital city, currency, neighbour, area, population, independent, religion, ethnic groups*. For example: *Which country is to the north of Senegal? What is the area of Senegal? What is the capital city?*

Write

② The students copy and complete the FACT FILE about Senegal, using information from the text they have read.

Answers

Senegal

Neighbouring countries: Mali, Mauritania, Guinea, Guinea-Bissau.

Area: 197,000 square kilometres.

Date of independence: 1960.

Capital city: Dakar.

Population: more than 11 million.

Main religion: Muslim.

Main ethnic groups: Wolof, Fulani, Serer, Diola, Malinké, Soninké and Tukuler.

Currency: CFA franc.

Your turn

③ Read the FACT FILE about Benin. Do this with the whole class. Teach or revise the way we say numbers in English and teach the students how to say the years. Refer to the Grammar check.

Teach the past tense form of *to become*. Refer to the Grammar check.

After that, let the students work in pairs to ask and answer questions about Benin. This time they should use the given examples as models.

④ Begin by revising comparatives, superlatives and the use of *but* as a conjunction.

The students read the given information about the areas (in square kilometres) of the different countries. Then they construct some sentences, using the comparative and superlative forms of the adjective *small*. They should also use the conjunction *but*, as shown in the example.

After that, they construct some sentences based on the adjective *large*.

Answers

Answers will vary. The following are examples.

Lesotho is small. It is the smallest country in Africa.

Ghana is small. It is smaller than Kenya and Nigeria, but it isn't the smallest country in Africa.

Kenya is smaller than Nigeria.

Ghana is larger than Lesotho.

Kenya is larger than Lesotho and Ghana.

Kenya is large, but Nigeria is larger than Kenya.

Nigeria is the largest country.

Write

⑤ You may wish to revise the names of nationalities before the students complete this exercise. These usually end in *-ese* (for example, *Senegalese*), or *-an(s)* (for example, *Malian*).

The students copy and complete the table, filling in the names of countries and nationalities.

Answers

country	people
Mali	Malians
Senegal	Senegalese
Guinea	Guineans
The Gambia	Gambians
Mauritania	Mauritanians

EXTRA ACTIVITIES

- Dictate a few numbers to the students. For example, some years (1820: *eighteen twenty*; 1945: *nineteen forty-five*; 2009: *two thousand and nine*) and some bigger numbers (956: *nine hundred and fifty six*; 1,023: *one thousand and twenty-three*; 7,420: *seven thousand four hundred and twenty*). You can include numbers above 10,000 as well if you think the students are ready for this.

- Copy some sentences about Senegal from the textbook (page 92) onto the board. Erase the key vocabulary words that are in MY WORD BANK. Then ask the students to complete the sentences.
- The students can write down two of the answers they gave for activity 4.
- The students can complete the activities on pages 71 and 72 of their Workbooks.

Answers to Workbook activities

WB
pp. 71-72

- a) He's from Mali, so he's a Malian.
 - b) She's from Nigeria. She's a Nigerian.
 - c) They are from Mauritania. They are Mauritanian.
 - d) My friend comes from The Gambia. He's a Gambian.
 - e) She lives in Guinea, but I don't think she's a Guinean.
- a.
 - a) ten.
 - b) a hundred and ten or one hundred and ten
 - c) one thousand, one hundred and ten
 - d) nine thousand, seven hundred
 - b.
 - a) hundred and twelve thousand, three hundred OR one hundred and twelve thousand, three hundred
 - b) two million, nine hundred and sixty-five thousand, six hundred and twenty-two
- a) fifteen sixty-two
 - b) sixteen eighty-one
 - c) seventeen thirteen
 - d) eighteen fifty
 - e) two thousand and one
 - f) two thousand and ten

Note that 'twenty ten' (US English) is also an acceptable answer as it is increasingly being absorbed into UK English.
- (as in the podcast)

 - a) 1960
 - b) 6.8 million
 - c) 67%
 - d) 114,000 square kilometres
 - e) 24th January, 2001
 - f) 1,677,461
- a) Yes, it did.
 - b) No, it didn't.
 - c) No, it didn't.
 - d) in 1960.
 - e) No, it isn't.
 - f) No, it isn't.
 - g) It's smaller.
 - h) It's 57,000 km².
- Personal answers.

TIME TO CHECK

SB p. 94

Use the additional activities for reinforcement or informal assessment.

Answers

- Ghana**

Neighbouring countries: Côte d'Ivoire; Burkina Faso; Togo

Area: 239,000 km²

Date of Independence: 1957

Capital city: Accra

Population: 22 million

Currency: Ghanaian cedi
- a) boy, boil
 - b) area, square
 - c) sauce, north
- Personal answers.
- I am from Kenya. In Kenya we speak Kiswahili and we also speak English.

Kenya is a big country with a population of about 34 million people. It is in East Africa.
- The students can write the following words in the 'legs' of the word spiders:

Caldou sauce: eat, taste, the best, shrimps, oysters, sea.

Country: capital, neighbours, land, currency, area, population.
- A** Benin is a country in West Africa. Togo is to the east, Nigeria is to the west and Burkina Faso and Niger are to the north.

B Benin has an area of about 113,000 km². The capital of Benin is Porto-Novo and the currency is the CFA franc.

C Benin has/have a population of about 8.4 million people. There are four main ethnic groups.
- Let the students correct their own work. Ask selected students to dictate to you the correct number and letter, followed by the words. Write their answers on the board. If possible, underline the numbers and letters in a coloured chalk to help the students carry out the marking correctly.

Answers

1e everyone = all the people

2a agriculture = growing crops and raising animals

3d capital city = the main city in a country

4b currency = like the CFA franc and the Ghanaian cedi

5f ocean = the sea

6c tourists = people who visit a country

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 73) of their Workbooks.

Answers to Workbook activities

WB
p. 73

- 1 There are more than fifty countries in Africa. Each country has many ethnic groups. Most Africans speak two or three languages as well as French, English or Spanish.

Each country has its national colours. Most West African francophone countries have the same colours: green, yellow and red. They also have a common currency, the CFA.

It's easy to guess some languages that a West African speaks. If you are from Liberia, Nigeria or Ghana, then you will speak English. If you are from Senegal, Benin or Togo, then you will speak French.

So, where are you from?

- 2 Personal answers.

FUN

SB p. 95

- 1 The students read the clues and solve the crossword puzzle. Remind them not to write in their textbooks. They should copy the puzzle by hand.

The students can refer to the maps in their books (on pages 92 and 93) or to an atlas.

Answers

1 South Africa 2 Benin 3 Niger 4 Nigeria
5 The Gambia 6 Ghana 7 Mali

- 2 The students should be familiar with tongue twisters by now. In this one, the letter *s* is repeated in most of the words. Read the tongue twister with the students first to check pronunciation and then let them try to read it as fast as they can.

After that, the students can work in small groups or pairs to make up their own tongue twisters. They could perhaps try using the letters: *p, m, h* or *w*. They can use the word lists at the back of their Student's Books (pages 109-112) for ideas.

- 3 Read the limerick to the class. Remind the students that limericks are nonsense poems in which the rhythm is very important (there are a fixed number of syllables in each line of the poem).

The students can clap as they say the words that have been highlighted in red. This will give them a feeling for the rhythm of the poem. If the students like the poem, they could learn it by heart, too.



Don't forget your passport!

UNIT SUMMARY

TOPICS

Countries.
Transport.
Weather.
Tourism.

SKILLS

Listen to and understand simple English.
Orally communicate simple information.
Read and understand simple English.
Write simple compositions.

FUNCTIONS/NOTIONS

Talk about future actions.
Describe people and places.
Give reasons.
Talk about the weather.
Express feelings.

GRAMMAR

Talking about the future using *going to* + a verb.
Comparisons (superlative forms): *most*.
Short answers.
Revise sequencing words.

PHONOLOGY

Word stress.
Consonants: /tʃ/, /w/.

VOCABULARY

aeroplane, airport, cheap, chilly, choice, dinner, excited, flight, free, host, maybe, most, museum, next, passport, principal, programme, right, van, visa, visit, welcome, wildlife, to arrive, to book, to check, to dream, to enjoy, to explore, to fly, to know, to lend, to pack, to pick up, to snow, to visit

PREPARATION

You will need:
– Student's Book pages 96-103.
– Workbook pages 74-80.
– PC/laptop with Internet access, if available.
– Tourist brochures or advertisements in local newspapers.

Warm up

Introduce the topic by asking the students if they have ever travelled to other countries in Africa. Ask questions such as: *Where did you go? What did you take with you? How did you travel?* Introduce vocabulary such as *passport, flight, visa, to book, and to pack* during this discussion.

Speak

① Talk about the poster. Read the text and introduce the rest of the new vocabulary. Ask some questions to help the students recall how to form the superlative when comparing three things or more (by using *the most* or by adding *-est* to shorter adjectives). Remind them that *the best* is an irregular form (*good – better – the best*).

② Discuss the answers to the questions with the students. Alternatively, let them discuss the answers in groups first and then share their answers with the rest of the class.

Answers

- a** The students may give the following reasons:
(1) the people are nice, (2) there is wildlife,
(3) the weather is good, and (4) there are interesting places to visit. Accept any other sensible ideas that the students may have as well.
- b** You need a passport to leave your country and go to another country.
- c** You can book on the Internet.
- d** It means that you will enjoy yourself. You will not regret your decision to go there.
- e** Personal answers.

Listen & repeat

③ Here the focus is on the sound /tʃ/. Play back the podcast or read the words aloud. Then let the students practise saying the words.

Listen & read

④ In this session the students are introduced to the use of *going to* + another verb. This construction is frequently used to talk about future intentions and plans.

You can teach this verb form in this lesson and then revise it again in the following lesson. Refer to the Grammar checks on pages 97 and 99 in the Student's Book.

Play back the podcast or read the dialogue in the usual way. Ask a few simple questions about the text and then play back the podcast or read the text again. Make sure that the students understand the short answers *I think so!* and *I hope so!*. Refer to the Grammar check.

Let the students read the dialogue aloud in pairs. Help them to get the intonation of the sentences and questions correct.

Your turn

⑤ The students work in pairs to ask and answer questions about the text they have read.

⑥ The students practise using *going to* + another verb to express future plans and intentions. They can use short answers in their replies.

Write

⑦ The students use the given words to compile various types of questions. Note that for answer c we could also use *going to*. In these types of activities, however, the students should echo the given verbs.

Answers

- a Who sent to you the email?
- b Why are you going to visit America?
- c When will she visit her friend?
- d Are they going to see their aunt next week?

⑧ The students choose the correct words for each sentence.

Answers

- a Africa has the most beautiful birds.
- b They are the best students, so they will go to America.
- c Will you go to Benin this year? I hope so.

EXTRA ACTIVITIES

- Dictate a few sentences to the students. Include words with /tʃ/ sounds. For example: *Check the website for the cheapest tickets. The chief's chair is the most comfortable.*
- Let the students work in pairs to make some lists. They can list the things that they will need if they are going to go to another country on holiday. Their lists can include things like clothes and documents.
- The students can complete the activities on pages 74 and 75 of their Workbooks.

Answers to Workbook activities

WB
pp. 74-75

1

STUDENT A: My father is going to travel to South Africa.

STUDENT B: Really? That's very interesting.

STUDENT A: What does he need to travel to that country?

STUDENT B: He needs a passport and a visa.

STUDENT A: Is that all he needs?

STUDENT B: No, of course, not! He also needs to book his flight. But tell me. Why is your father going to visit South Africa?

STUDENT A: It's a nice country. The weather is great. And he wants to visit Soweto and Robben Island. One more thing, what is the cheapest way to fly to South Africa?

STUDENT B: That's easy. Go on the Internet and search for flights to South Africa. Then check the cheapest flights to South Africa.

STUDENT A: That's great. I'll do that. Thanks a lot.

2

- a) Who is going to travel to South Africa?
- b) When is she going to book her flight?
- c) Where is Paul going to go?
- d) Why are you going to leave the country?

3

Make sure that the students know how to form the contraction *won't* (*will + not* → *won't*) before they complete this activity.

Answers may vary. The following are examples.

- a) Yes, I hope so!
- b) Yes, I will.
- c) No, I won't.
- d) No, I won't.

4

- a) Ghana is bigger than Togo, but Nigeria is the biggest of the three countries.
- b) Travelling by car is more comfortable than travelling by bicycle, but travelling by plane is the most comfortable way of travelling.
- c) John's bag is bigger than Betty's bag, but Helen's bag is the biggest bag of the three.
- d) Air Skyline's flight is cheaper than Air Skybus, but Air Skygo's flight is the cheapest flight of the three.

Lesson 2

SB pp. 98-99

Listen & read

- ① The students are going to listen to and read an email. Let them look at the email in the Student's Book first and then listen to the text.

In this text both *will* and *going to* are used to express future actions. You do not have to teach the reasons why we might only use one of them in certain contexts. The activities in this unit contain self-correcting prompts that enable the students to absorb different examples of usage.

Speak

- ② The students can work in pairs to answer these questions or you can discuss the answers with the whole class.

There are different ways of answering the questions, depending on the context. Encourage the students to use pronouns where this would be more natural. You may also wish to increase the students' awareness of the use of contractions in informal situations.

Answers

- a Kevin sent it. ('Kevin sent the email.' is an acceptable answer, but it is less natural.)
- b He sent it on the 6th of June 2010. ('He sent the email on the 6th of June 2010.' is acceptable, but less natural.)
- c They'll arrive at seven / seven o'clock in the morning. ('Idah and her friends will arrive at 7 o'clock in the morning.' is acceptable, but less natural.)
- d They'll travel by/in a van. (An answer in a more formal context would begin: 'They will...')
- e They'll go to the home of their host family and then rest. (An answer in a more formal context would begin: 'They will...')
- f Mrs Nelly will give them the rest of the programme. (An answer in a more formal context would begin: 'Mrs Nelly, the Principal, ...')
- g They'll go to a welcome dinner at the school at 19:00. (An answer in a more formal context would begin: 'They will...')

Your turn

- ③ This exercise gives the students an opportunity to practise using sequencing words.

- ④ The students can ask each other questions about the future. For example, they could talk about when they are going to make a trip or when they are going to go on holiday. They could also talk about when they will have examinations and when they will play sports matches.

Listen & repeat

- ⑤ Here the focus is on the sound /w/. Play back the podcast or read the words aloud. Then let the students practise saying the words.

Your turn

- ⑥ The students work in groups to make up a programme for the second day of Idah's visit to Washington. Accept all ideas that are sensible and grammatically correct, and help the students with any vocabulary that they might want to use.

Each group can present their ideas to the class and the class can decide which programme is the best (that is to say, the most interesting and the most relevant).

Write

- ⑦ The students copy and complete the sentences, using *going to* or *will*. The exercise is self-correcting, so the other words in each sentence will help the students to choose between these two future forms.

Answers

We are going to go to Cameroon next month.

We want to visit my cousins. First, we will take a flight to Yaoundé. Then we will get a bus. After that my uncle will pick us up at the bus station. I am going to enjoy the trip. It's going to be fun!

EXTRA ACTIVITIES

- Dictate a few sentences with words that have the /w/ sound in them, for example: *What will the weather be tomorrow? When will we see you? What do you want to wear?*
- Collect examples of sentences with *will* and *going to* from different contexts. Write them on the board with appropriate gaps and ask the students to supply the missing words.

- The students can draft Idah's reply to Kevin. She can thank Kevin and ask about the programme. (For example, she can ask what they will do the next day.) She can say something about how she feels and what she thinks she is going to enjoy. Brainstorm some ideas with the whole class before the students try this, modelling the appropriate verb usage.
- The students can complete the activities on pages 76 and 77 of their Workbooks.

Answers to Workbook activities

WB
pp. 76-77

- a) The aeroplane will arrive at the airport.
b) A van will pick me up.
c) I will meet my host family.
d) The Principal will give me the programme.
- a) where d) free
b) west e) most
c) child f) why
- a) Amanda sent the email.
b) She sent it on 28 July, 2011.
c) He will arrive at nine o'clock in the morning.
d) Amanda will pick him up at the airport.
e) He will go home with his host family.
f) The dinner is at 6:30 / half past six in the evening.
- a) We are going to visit Grandmother on Saturday.
b) Dad will travel to South Africa at the end of the month.
c) When will they celebrate the teacher's birthday?
d) Mum is going to grow onions during the next rainy season.
e) Where is she going to go next Wednesday?
f) We will travel by train on Saturday.

Lesson 3

SB pp. 100-101

Listen & read

1 In this dialogue the students read more about the proposed trip to Washington, but this time the focus is on what the weather will be like (*It's going to be* + an adjective) and on how the students feel about the trip. The structure *not going to* + a verb is also introduced in the dialogue. You can introduce and teach these structures now. Refer to the Grammar check on page 101.

Play back the podcast of the dialogue or read it aloud. Then ask a few questions about the dialogue and introduce and explain the words in MY WORD BANK, as necessary.

Speak

2 The students read the statements aloud and say whether they are true or false.

Answers

- a True.
b True.
c True.
d False. It is going to be cold.
e False. Awa is dreaming about next year.
f True.
g True.

Your turn

3 The students work in pairs to practise using the negative future forms, following the given examples. Refer to the first section of the Grammar check.

4 The students work in pairs to ask and answer questions about the weather, following the given examples. Refer to the second section of the Grammar check.

5 The students read the brochure about Mali and ask and answer questions about the brochure. This is a revision activity, but it will also prepare the students for the project at the end of this unit, in which they make their own brochures about countries they would like to visit.

Write

- 6 The students write answers to the questions, which are based on the dialogue on page 100.

Answers

- a They are excited because they are going to go to Washington next year.
- b No, they didn't. They are going to go next year.
- c Yes, it did. / No, it didn't.
- d Personal answers.

EXTRA ACTIVITIES

- Dictate a few sentences with negative future forms, for example: *They aren't going to travel by train. It isn't going to rain tomorrow. It's not going to be cold today.*
- Copy part of the dialogue in activity 1 onto the board. Erase every fourth word and let the students complete the dialogue orally or as a writing task.
- The students can write an email (on a PC/laptop or in their exercise books). In the email they should tell a friend about a trip that they hope to make during the next summer holidays. They can dream – it does not need to be real. Brainstorm some ideas with the whole class before the students try this, modelling the appropriate verb usage.
- The students can complete the activities on pages 78 and 79 of their Workbooks.

Answers to Workbook activities

WB
pp. 78-79

- 1 a) It's sunny.
b) It's raining.
c) It's cloudy.
- 2 a) I am going to fly to South Africa next week.
b) Please can you lend me your book?
c) 'Is it going to snow?'
– 'I don't know!'
d) 'What are you doing?'
– 'I'm dreaming about my trip to America.'
e) Is it going to rain tomorrow?

3

Monday	Tuesday	Wednesday	Thursday	Friday
chilly rain	cloudy cold	cool no rain	sunny hot	cloudy cool

4

Population	Capital city	Date of independence	Official language	Currency
more than 12 million	Bamako	1960	French	CFA franc

- 5 a) It's not going to rain today.
b) We aren't going to travel by bus.
c) I am not going to travel by train.
d) When is it going to rain?
e) It is going to rain this afternoon.
- 6 Answers will vary. The following are examples.
On Tuesday it is going to be cloudy and cold.
On Wednesday, it is going to be cool, but it isn't going to rain.
- 7 a) The class is going to go to Washington.
b) They are going to go there the next year.
c) They are going to visit museums, the White House.
d) We don't know.

TIME TO CHECK

SB p. 102

Answers

②

1 flight	e you need to book this before you fly
2 passport	d you need this to visit other countries
3 email	a an electronic message
4 supper	b a meal you have in the evening
5 chilly	c cold
6 museum	f a place where you can see old things

③ The word spider could include the following information:

Capital city: Bamako.
Independence: 1960.
Official language: French.
Other language: Bambara.
Currency: CFA franc.
Famous for: Griot music.
Old/historical cities: Tombuctou, Djenné.

- ④ a It was hot, so we swam in the river.
OR We swam in the river because it was hot.
b Bambara is my first language, but I also speak French.
c He is going to go to Côte d'Ivoire because he wants to see the wildlife.

⑤ Answers will vary. The following are examples.
STUDENT A: What are you going to do next year?
STUDENT B: I'm going to go to Ghana.
STUDENT A: Will you go/travel by car?
STUDENT B: I hope so! And you? What are you going to do?
STUDENT A: I am going to (personal answer).
STUDENT B: That will be fun! / That's nice! / You are lucky!

- ⑥ a It will be cloudy on Tuesday and Thursday.
b No, it won't. It will be hot.
c No, it isn't.
d No, it won't.
e It will be hotter. OR Friday will be hotter than Thursday.

EXTRA ACTIVITIES

- The students can complete the activities on the revision page (page 80) of their Workbook.

Answers to Workbook activities

WB
p. 80

- 1 passport, museum, explore, wildlife, wonderful
2 Book a flight. Get a passport. Get a visa. Pack your clothes. Check websites for cheap flights. Travel to the airport.
3 Answers will vary but they should follow the style of the example.

PROJECT CORNER

SB p. 103

In this project the students make tourist brochures or posters about a country that they would like to visit. The students should discuss their ideas with the geography teacher as they do their research and preparation for the project.

The project is divided into three parts.

PART A

The students do their research. Read the suggestions in Part A with them. Then discuss what sort of information they should present.

The students should write their texts in draft form first. If possible provide feedback to them at this stage. Help them to correct grammatical errors and improve the style of their writing.

The present simple tense would be most suitable for this brochure. Students could also use the future forms *will* and *won't*.

The students should also be able to:

- include some sentences with more than one clause, using *and*, *but* or *because*;
- make some simple comparisons.

Remind the students to look at the word banks in this unit for vocabulary ideas.

The brochures or posters should consist of pictures with labels, as well as paragraphs of written information. The paragraphs should have headings. These headings could take the form of questions or statements.

PART B

The students spend some time planning their posters. They need to think of an interesting title first. The illustration provides some ideas, but the students should look at the brochures you have brought to class and also at the brochures on pages 96 and 101 of their textbooks.

PART C

The students present their posters to the rest of the class. By now the students should be able to present their work with confidence. Remind them to speak slowly and clearly.

You could ask the class to assess each brochure/poster and presentation as they did for the poster presentation in Unit 8. The brochures/posters should then be displayed in the class or somewhere in the school.

Let each student assess his/her own performance in the group, using the assessment checklist the bottom of the page.