



5<sup>e</sup>

**LISTEN**

**SPEAK**

**READ**

**WRITE**

# Keep <sup>in</sup> Touch

Teacher's guide



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EDICEF

 **HODDER**  
EDUCATION GROUP

# Introduction

**Keep in touch** is a carefully constructed programme built around structured sequences. The sequences provide students with the tools to communicate effectively and to develop skills in listening, speaking, reading and writing English.

At the 5<sup>e</sup> level the course is made up of the following components:

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

The books are divided into learning situations. Topics, vocabulary and grammar structures are introduced through a series of real dialogues. Many of these dialogues involve a group of school students called Rafiatou, Comlan, Ida and Ali whom the students will remember from 6<sup>e</sup> level. New student characters are introduced as well.

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

Outlined below are the main features of the course and how they can be used. Please also refer to the detailed sequence 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 the tone of 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.

### Listen (@)

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

### Speak

These are oral activities. The students will start to use the new language that has been introduced under your guidance.

### Your turn

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

### Listen & repeat (@)

These are pronunciation activities, all of which are available as podcasts. The students listen to, and then 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 that look the same (or similar) in English and French.

### Write

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

## MY WORD BANK

The new vocabulary words for each sequence are given in the MY WORD BANK feature. These words can be introduced before or after the listening and reading passages.

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, on pages 108-111. The students will need to refer to the word banks when they do written exercises, and when they complete oral activities in pairs and groups.

### Grammar

### check

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

Further notes and tables are also given in the Grammar section at the back of the Student's Book, on pages 106-107. Encourage the students to refer to this section as they work.

### Pronunciation

### check

This feature offers 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 sequence on the 'Time to check' page. The activities will help you to check the students' progress. They 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.

There is a new project at the end of every second sequence. Each project requires the use of the vocabulary and language structures that have been introduced and practised in preceding sequences.

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

## Fun

The students can read stories, solve puzzles, play games – and practise English at the same time. As well as helping to motivate them, it allows the students to use English in real situations and to play with the language.

## The Workbook

The Workbook provides additional 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.

## 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](http://www.edicef.com).

As previously indicated, you will see the symbol @ next to these types of activities.

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# Sequence 1

**1 SB pp. 8-9**

**It's good to see you again!**

## SEQUENCE SUMMARY

### TOPICS

Personal identification.  
School and classroom.  
Numbers.

### SKILLS

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

### FUNCTIONS/NOTIONS

Introduce themselves and other people.  
Ask and give names.  
Greet people formally/informally.  
Give and carry out instructions.  
Discuss everyday activities.  
Ask for and give information.

### GRAMMAR

Present simple tense.  
Simple future tense: *will*.  
Auxiliary verb: *can* (to express permission, ability).  
Use *It* + phrase.  
Use *need* + infinitive.

### PHONOLOGY

Sounds: /h/, /tw/ and /t/.  
Vowel sounds: /ɪ/ and /aɪ/.  
Pronounce /z/ (in verb endings).

### VOCABULARY

*Note: Words from 6<sup>e</sup>*

The students should be familiar with some of these words from 6<sup>e</sup> level.

*baby, back, birthday, brother, compound, cousin, date, everyone, fifth, flat, fourth, friend, grade, Hello, Hi, house, interesting, late, list, magazine, name, neighbour, new, next to, parents, photograph, question, reporter, school, sir, sister, sixth, tomorrow, twins, welcome, Wow! yourself/ yourselves, to close, to dance, to do, to have, to hope, to introduce, to live, to miss, to open, to pick up, to play, to read, to register, to sing, to sit down, to stand up, to swim, to write*

### PREPARATION

You will need:  
– Student's Book pages 8-15.  
– Workbook pages 3-6.  
– PC/laptop with Internet access, if available.

## Warm up

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

## Speak

**1** Let the students talk about the picture on page 8 of the Student's Book. They can discuss what happens on the first day of a new school year, and describe what they see in the picture. Students who have used *Keep in Touch 6<sup>e</sup>* will remember Ida. Introduce and teach the words in MY WORD BANK if the students are not familiar with these.  
Aim to assess the proficiency levels of your students during these opening discussions. Key vocabulary and grammar in the early units of this programme have already been introduced in *Keep in Touch 6<sup>e</sup>*.

## Listen

**2** Focus on the sound /h/. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words. Take care that they pronounce the /h/ sounds at the beginning of each word.

**3** Play the first dialogue on the podcast. The main characters in the 6<sup>e</sup> book Rafiatou, Ida, Comlan and Ali feature in this first dialogue. The dialogue revises greetings and introduces some new words too. The key words are included in MY WORD BANK. Make sure the students understand the structure *It's...* and the auxiliary *need* when it is followed by an infinitive. The structure *I hope (that) we'll like...* is also introduced in the dialogue. You can teach this structure now, or just make sure that the students understand it. Refer to the Grammar checks in the Student's Book.

Ask the students some questions to check their comprehension. Then play or read the recording again.

### NOTE: Listen

#### Podcast recordings

The recordings are available, free of charge, on line at [www.edicef.com](http://www.edicef.com). 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.

#### Listening texts

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

The aim of these texts is to provide listening practice. The students should **not** read the texts during this part of the lesson. They can, of course, read them later for additional reading practice.

#### Word lists

There is a complete list of vocabulary words, with French translations, in MY WORD BANK section, on pages 108-111 of the Student's Book.

## Speak

- ④ Let the students work in groups. Each student must greet all the other students in the group, using the example phrases in their book. Listen to the students as they practise.

## Write

- ⑤ The students copy and complete the sentences in their exercise books. They have to fill in the missing word in each greeting. If you think the students may find this task difficult, revise the present simple tense of the verb *to be* before they attempt the activity.

#### Answers

- a How are you?  
b I am fine, thanks.  
c It is good to see you again.  
d They are my friends.  
e We are in the fifth grade now.  
f I need to go. I am late!

- ⑥ The students make up sentences with the words provided. The sentences all have two clauses, which are linked without a pronoun. Refer to the Grammar check. You could do this activity orally first in class, and then let the students write the sentences for homework.

#### Answers

- a He thinks she will be happy.  
b We hope we will see Mrs Bello again.  
c She hopes she will not miss the bus.  
d They think they will meet the new teacher today.

## EXTRA ACTIVITIES

- Write some of the words from MY WORD BANK on the board and erase a few of the letters. Let the students try and complete the words.
- Write a section of the listening text (from page 104) on the board, but erase some of the words. Then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words, which they can fill in. They can then check their own written text against the text in the Student's Book (unless you want to check their work yourself).
- Students can read the dialogue for lesson 1, on page 104.
- Introduce the students to the Workbook. Students can complete the activities on page 3 of their Workbooks. They can do the second activity in pairs. Try to listen to the dialogues that the students create. In particular, listen to their pronunciation and intonation. Model the sentences for them, or play back the podcast.

## Answers to Workbook activities

WB  
p. 3

- 1 a) Grade  
b) photograph  
c) need, register  
d) reporter  
e) missed  
f) hope  
g) magazine
- 2 Answers will vary. Students should use the same structures that are used in the models.

## 2 SB pp. 10-11

### Listen & read

① Tell the students that they are going to listen to a dialogue and follow the text in their Student's Book at the same time. The dialogue introduces some new characters in the book: Aboudou, Sagbo and Zinsou.

Play the podcast, or read the text aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again.

*To sit* is an irregular verb, although the students are not required to use it in the past tense yet. There is a list of all the irregular verbs used in this course on page 112 of the Student's Book. Reflexive pronouns are taught more formally in Sequence 2.

### Speak

② Students answer questions about the dialogue. This should be done orally first with the whole class. You can ask the students to respond in full sentences, or you can accept shorter answers as the focus is on comprehension at this stage.

Then let the students read the dialogue aloud in groups of seven.

#### Answers

- a His name is Mr Bababola.
- b No, she isn't. She is from Togo.
- c He is thirteen years old.
- d Aboudou is sitting next to Ali.
- e Aboudou, Sagbo and Zinsou are new students in the class.
- f It's the 22nd of September.

### Listen & repeat

③ Focus on the sounds /tw/ and /t/ in the words selected. Play the podcast recording, or read the words aloud carefully. Students can repeat the words.

#### NOTE: Phonetics

There are phonetic transcriptions in the Listen & repeat activities and in the Pronunciation check blocks to help the students pronounce words correctly. Point out the phonetic alphabet on page 2 of the book. Then teach the sounds and symbols as they are introduced throughout the course, if the students are not already familiar with them.

### Your turn

④ Make sure the students are familiar with the words in MY WORD BANK before they attempt this activity. The activity should be done in pairs. It aims to give students the opportunity to try out the language for themselves, and to practise using structures and vocabulary that has been introduced so far. The students can do this as a game.

The first student chooses one of the texts and reads it aloud, leaving out the name of the character. His or her partner listens. The partner has to identify the character described in the text. The partner then repeats what he or she has heard, this time using the third person. Listen to the students as they work and check that they are pronouncing the /z/ sounds at the ends of words like *he's*, *she's*, *has* and *lives*.

You may want to revise subject-verb agreements in simple present tense verbs before the students work in pairs. If they are fairly proficient, you could let them try first and see how much help they need. Refer to the Grammar check.

#### NOTE: Grammar

Students can find more information in the Grammar section at the back of the Student's Book, on pages 106-107.

Introduce the students to that section, and encourage them to refer to it when they want to check their grammar.

### Write

⑤ The students copy and complete the sentences in their exercise books. They choose the correct verb, and use the correct form of the verb, to complete each sentence.

#### Answers

- a I am from Djougou.
- b How old are you?
- c He is 14 years old.
- d She has a brother and a sister.
- e We are twins.
- f I have many cousins.
- g Do you have a sister?

⑥ The students write sentences about themselves. If the school publishes its own magazine, a few pieces of writing could be featured in the magazine. Otherwise, you can help the students to compile a class magazine that features information about all the students in class. This could be displayed in the classroom for everyone to read.

#### Answers

Students' answers will vary.



## EXTRA ACTIVITIES

- Dictate a few sentences for the students to write, revising verbs like *to be* and *to have*. For example:  
*Hello, my name is Rachidath. I am fifteen years old. This is Sam. He is from Togo. He has a baby brother and many cousins.*
- Write additional sentences, such as those in activity 5, on the board. Let students complete the sentences using the correct verbs.
- Students can work in pairs and ask each other simple questions about the characters in activity 4.
- Students can complete the activities on page 4 of their Workbooks.

## Answers to Workbook activities

WB  
p. 4

- 1** The words in the Wordsearch puzzle are:  
*twins, sixth, compound, cousin, yourself, date, introduces, neighbour.*

The words in the sentences are:

- a)** introduces    **b)** yourself    **c)** twins  
**d)** compound    **e)** neighbour    **f)** sixth  
**f)** sixth    **g)** cousin    **h)** date

**2**

present simple tense			
Infinitive	Affirmative form	Negative form	Interrogative form
to be	I am He is They are	I am not He is not They are not	Am I? Is he? Are they?
to have	I have She has	I have not She has not	Have I? Has she?
to live	I live He lives	I do not live He does not live	Do I live? Does he live?
to go	We go You go	We don't go You don't go	Do we go? Do you go?

**3 SB pp. 12-13**

## Listen & read

- 1** Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Only key words are included in MY WORD BANK. The other words in the dialogue should either be familiar to students already, or the same as French words and therefore easy to decode.

Revise, or teach, the use of the auxiliary verb *can*. Refer to the Grammar check on page 13 of the Student's Book.

## Speak

- 2** Students read the statements about the dialogue. This activity should be done orally at first with the whole class. The students identify and correct the false statements.

Now let the students read the dialogue aloud in groups. Make sure they pronounce *can* and *can't* correctly. Note that British English pronunciations are given in this course. The US pronunciation of the letter *a* in *can't* is the same as the *a* in *can*. The students can also ask each other questions about the dialogue.

### Answers

- a** (True)    **d** Thetwinscanplayvolleyball.  
**b** Aboudou can swim.    **e** (True)  
**c** (True)    **f** (True)

## Your turn

- 3** Students work in pairs to practise using the auxiliary verb *can*. They should use any verbs that they know and follow the examples provided.

## Listen & repeat

- 4** Focus on the sounds /ɪ/ and /aɪ/ in the given words. Play the podcast recording, or read the words aloud carefully. Students then repeat the words.

It is useful for the students to know that the /I/ sound in a word changes into a long sound /aI/ if it is followed by a consonant and the letter e at the end of the word. This is useful to know for spelling as well.

## Speak

⑤ Students can play 'Simon Says'. They should be familiar with this game from 6<sup>e</sup>, but if they are not, explain how it works. Try to teach the game in English, using simple rules and actions. The students will soon understand the game. For example:  
*When I say, "Simon Says 'Sit down'", you sit down. (make a gesture)*  
*But when I say, 'Sit down', you don't sit down. (gesture)*

You may want to revise imperative forms before the students play the game. They can use the verbs in MY WORD BANK for the game, as well as any other suitable verbs. The students should be familiar with these words from 6<sup>e</sup>.

## Write

⑥ Students write more sentences about themselves for the class or school magazine. They should use *can* and *can't* in their sentences.

### Answers

Students' answers will vary.

## EXTRA ACTIVITIES

- Dictate a few sentences that include imperatives as well as the words *can* and *can't*. For example:  
*Pick up your books and stand up, please.*  
*She can play volleyball but she can't swim.*  
*They can read and write English.*
- Write a few sentences with errors in them on the board. Let the students correct the sentences. For example: *I can ~~to~~ play volleyball but I can't ~~to~~ play tennis. Idah ~~she~~ can dance very well. Can you ~~swimming~~ well?*
- Students can complete the activities on page 5 of their Workbooks.

## Answers to Workbook activities

WB  
p. 5

- |                 |                            |
|-----------------|----------------------------|
| <b>1 Across</b> | <b>Down</b>                |
| 1. swim         | 1. pick up (pickup)        |
| 2. birthday     | 2. list                    |
| 3. open         | 3. to stand up (tostandup) |
- 
- |                        |                       |                |
|------------------------|-----------------------|----------------|
| <b>2 a) open</b>       | <b>b) to stand up</b> |                |
| <b>c) pick (it) up</b> | <b>d) list</b>        | <b>e) swim</b> |
- 
- 3** Sarah can ride a bicycle. Sarah can swim. Sarah can read. Sarah can't jump two metres. Sarah can't run fast. Sarah can't dance the Salsa.

# TIME TO CHECK

SB p. 14

This page provides additional activities, which can be used for reinforcement or informal assessment. You can ask the students to hand in their written work for checking, or you can provide the answers and let them check their own work. Listen to them while they complete activities 1 and 2.

## Answers

- ① and ② Pronunciation.
- ③ **MARY:** Hello I'm Mary. What's your name?  
**ALIA:** My name is Alia. It's good to meet you.  
**MARY:** Is Comlan your brother?  
**ALIA:** No. We're cousins.  
**MARY:** That's interesting. Are you also from Dassa?  
**ALIA:** Yes, I am.
- ④ **a** She (is/are) from Savalou.  
**b** He (is/has) 13 years old.  
**c** They (is/are) twins.  
**d** We (are/have) cousins in Dassa.  
**e** She (has/have) a brother and a sister.
- ⑤ **a** Can you swim?  
**b** She can dance and sing.  
**c** I have a brother and a sister.  
**d** They live in a flat in Cotonou.
- ⑥ **a** How are you? **e** I'm fine, thanks.  
**b** It's good to see you again. **f** See you soon!  
**c** Good evening. **g** Are you well?  
**d** We are late! We need to go.

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 6

- ① **a** Make sure the students pronounce the *h* sound in all the words.  
**b** Students need to pay attention to the sounds made by the letter *i*.  
**c** a list pick **b** bicycle write **c** sit miss **d** twin will
- ② **a) A:** Can you play the balafon?  
**B:** No, I can't.  
**b) A:** Can you use the computer this morning?  
**B:** No, I can't. My teacher needs to use it.  
**c) A:** Do you like wrestling matches?  
**B:** Yes, I do.

- d) **A:** Is that your new English teacher?  
**B:** Yes, it is.  
**A:** Does she speak French?  
**B:** No, she doesn't.

- ③ and ④ Students' answers will vary.

# 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 solve the riddles. They can do this in pairs. Invite the pairs to suggest answers, and let the class discuss which answers are most likely to be correct. Then you can confirm the correct answers.

## Answers

- a** He is Aboudou.  
**b** She is Afiavi.  
**c** They are Sagbo and Zinsou.

- ② The whole class can play this game, or it can be played in groups or pairs. Explain how 'Kim's Game' works if the students have not played it before. Use real classroom 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 must try to list all the objects, or as many as they can. Once students understand the game, you can increase the number of objects on the table and let them play the game in groups.

- ③ Students use the missing words in the sentences to complete the crossword puzzle. They should copy the blank puzzle into their exercise books, or on paper. They should also write their answers in pencil in case they may make mistakes. The new greeting will appear in the tinted block.

## Answers

- 1 what 4 can 7 very  
2 morning 5 are 8 good  
3 two 6 meet 9 you  
The new greeting is: *How are you.*

# Sequence 2

**1 SB pp. 16-17**

## Enjoying ourselves

### SEQUENCE SUMMARY

#### TOPICS

Sports, leisure, family, cultural and social events, addresses.

#### SKILLS

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

#### FUNCTIONS/NOTIONS

Discuss everyday activities.  
Talk about and describe past activities.  
Talk about frequency.  
Describe what people are doing.  
Express feelings, likes and dislikes.

#### GRAMMAR

Present continuous tense.  
*Like + gerund (-ing).*  
Adverbs of frequency with simple tenses.  
Reflexive pronouns.  
Simple past tense (regular and irregular).  
Short answers.

#### PHONOLOGY

Word stress.  
Simple past verb endings: /d/, /ɪd/, /t/.

#### VOCABULARY

*Note: Words from 6<sup>e</sup>*

The students should be familiar with some of these words from 6<sup>e</sup> level.  
*beach, beautiful, canoe, competition, country, dancer, every, excellent, exciting, fun, holiday, how often, never, official, often, once a week, people, perhaps, race, river, sea, singer, sometimes, stand, student, theatre, traditional, wonderful, to act, to climb, to cook, to eat, to enjoy, to hate, to like, to listen, to love, to stay, to support, to visit, to watch, to work, to wrestle*

#### PREPARATION

You will need:  
– Student's Book pages 16-23.  
– Workbook pages 7-10.  
– PC/laptop with Internet access, if available.  
– Pictures of leisure activities from newspapers and magazines.

### Warm up

Introduce this learning sequence by showing the students pictures of people doing leisure activities. Ask questions about what the people in the pictures are doing. Use the present continuous tense.

#### Note: Project preparation

*The activities in this sequence will prepare the students for the project at the end of the sequence. Students will need to be able to name different activities, form questions with How often...?, use adverbs of frequency and use verbs in the simple past tense in order to complete the project successfully.*

### Speak

**1** The students talk about the pictures in the Student's Book, using the present continuous tense. Model the correct structures for them if they make mistakes. They can use the words in MY WORD BANK, or they can use other words that they know.

### Your turn

**2** The students work in pairs. They read each sentence and then complete it orally. They will need to use the present continuous tense here. When they have completed the activity in pairs, check the answers with the whole class. Let each pair read out a few of their answers and allow the rest of the class to decide which answers are correct, and which are not.

#### Answers

- a** Some students are swimming in the sea and playing ball on the beach.
- b** Some students are playing a football match.
- c** Some students are in a canoe on the river.
- d** Some people are eating/sitting at a restaurant.
- e** One student is reading a book.
- f** Some people are talking/relaxing/playing. Other people are watching television.

### Listen & repeat

**3** The focus here is on word stress. Play the podcast recording, or read the words aloud carefully. The stressed syllables have been underlined to help the students. Students repeat the words several times.

## Listen

- ④ Play the podcast, or read the dialogue aloud (the text is on page 104 of the Student's Book). Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask a few questions to test their understanding of what they have heard.

In this dialogue, students will hear gerunds used with the verbs *to like*, *to hate* and *to prefer*. The students may already be familiar with this structure, but you may want to point out the difference between the use of participles (in continuous verb forms) and gerunds (which look the same). Refer to the Grammar check on page 17.

## Your turn

- ⑤ The students work in pairs to practise asking and answering questions with gerunds. They should follow the examples provided.

## Speak

- ⑥ Revise the adverbs of frequency and the other time markers given in MY WORD BANK. Let the class make sentences using these words. Refer to the Grammar check. It is important to note the position of the adverbs before or after the verbs.

### Answers

The answers will vary because they are personal to individual students.

## Write

- ⑦ The students work alone and copy the sentences, choosing the correct words to complete each sentence.

### Answers

- a I like (sing/singing) but I (don't/doesn't) like dancing.  
b They (like/likes) wrestling and (playing/plays) basketball.  
c Do you like (sing/singing) and (dancing/dance)?  
d I hate (singing/sing) but I love (read/reading).

## EXTRA ACTIVITIES

- Write a section of the listening text from this lesson on the board (see page 104). Erase some of the words and then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words. They can then check their own written text against the text in the Student's Book (unless you want to check their work yourself).
- The students can work in pairs and extend activity 5 by asking each other how often they do everyday activities. For example: *Do you like dancing? (Yes, I do./No, I don't.) How often do you dance? (I dance every day. / I never dance.)*
- Students can write out the complete sentences they made for activity 2.
- Students can read the dialogue for lesson 1 on page 104.
- Students can complete the activities on page 7 of their Workbooks.

## Answers to Workbook activities

WB  
p. 7

- 1 theatre play / canoe watch / fun beach
- 2 a) Last night Rosalie acted in the play at the theatre.  
b) Last month many tourists came to watch the canoe race on the River Congo.  
c) In the holidays my friends always go to the beach. They like to have some fun.
- 3 Answers will vary. For example:  
a) I always/never/sometimes get up before six o'clock.  
b) I always/never/sometimes read a book before I go to bed.  
c) I always/never/sometimes help my mother cook food for the family.
- 4 Answers will vary. Students can make simple sentences, such as: *I like to read books. I don't like to work in the garden.*

## 2 SB pp. 18-19

### Listen & read

- ① The focus switches to talking about past events and activities.

Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students questions about what each of the characters did in the holidays. For example: *Did Ida enjoy herself? What did Ida do?*

You can revise or teach reflexive pronouns at this stage, as several are introduced in the dialogue. Refer to the Grammar check on page 19.

### Speak

- ② The students complete the paragraph orally. Let the students read the paragraph silently first. Then ask them to take it in turns to read aloud and complete the sentences.

#### Answers

Ida went to Accra on holiday. Rafiatou visited Grand-Popo. She watched some/the canoe races. Ali went to his village with his family. He acted in a play and watched the wrestling competitions. Comlan went to the beach every day with his friends and he played volleyball. All the students enjoyed the holidays.

### Your turn

- ③ The students work in pairs to practise using reflexive pronouns. Remind them to look at the Grammar check. Ask the students to read their answers out loud. Note that the stress in these pronouns always falls on the second syllable *self* (you say: myself, not myself).

#### Answers

- a Rafiatou enjoyed herself in Porto-Novo.  
b Ali protected himself from the sun with a hat.  
c Fifa and Fatou made themselves some breakfast.  
d Please look after yourself/yourselves!  
e We cooled ourselves down with water after the match.  
f I washed myself with soap and water.

- ④ The students work with the same partner, or with another partner. They make oral sentences about the pictures, using the simple past tenses of the given verbs.

You might want to revise the simple past tense before the students start this activity. If necessary, refer the students to page 106 of the Student's Book and revise the formation of this verb form. Make lists of familiar verbs on the board or on a poster, and invite the students to come up and write the past tense forms of the verbs. You may want to display this list in the class for students to refer to. Help the students to pronounce the verb endings correctly: /d/, /ɪd/ or /t/. Refer to the Pronunciation check.

#### Answers

For example:

He/She listened to the music. They celebrated a birthday. The children cooked a meal. The men worked hard to make the house. They climbed a mountain.

- ⑤ Show the students the list of irregular verbs on page 112. They should check the verbs on this page frequently, until they feel confident using them.

The students can work in pairs and make up short 'rap' poems using the past tense verbs *went* and *had*. They can perform their poems for the class if they wish. If necessary, play a recording of a rap song first to remind them about the rhythm and beat.

### Write

- ⑥ Students work alone and write sentences about what they did the previous day, using the simple past tense.

#### Answers

The answers will vary because they are personal to individual students.

- ⑦ Students work alone and write sentences about what they did during the holidays, using the simple past tense.

#### Answers

The answers will vary because they are personal to individual students.

## EXTRA ACTIVITIES

- Dictate a few sentences with reflexive pronouns and the simple past tense. For example: *Did you enjoy yourself in the holidays? Rafiatou enjoyed herself. She went to a village. She watched a canoe race and she had a good time.*
- The students can complete the paragraph in activity 2 in writing.
- Test the students' knowledge of past tense verbs. Give them sentences to complete, or ask them to write the verb forms only. They should be able to form any familiar regular simple past tense, and they should know at least the following irregular verbs now: *to be, to have, to make, to go.*
- Students can complete the activities on page 8 of their Workbooks.

## Answers to Workbook activities

WB  
p. 8

- a) The European Champions League matches are very popular in Africa. It's very exciting to watch them on TV.
  - b) During the championship, many people don't go out in the evening. They stay home to watch the matches.
  - c) There is a lot of competition between some European teams.
  - d) Samuel Eto and Didier Drogba are famous African players. They have lots of fans who support them during the matches.
- a) Helen is looking at herself in the mirror.
  - b) Carol and Linda can see themselves in the mirror.
  - c) Can you see yourself in the photograph?
  - d) We introduce ourselves to the new students.
- a) We/I listened to music.
  - b) They cooked supper.
  - c) She worked at the office.

## 3 SB pp. 20-21

### Listen & read

- 1 The focus now shifts to asking for information about past events and activities, and giving short answers to questions.

Play the podcast, or read the letter aloud. The students can read the letter as they listen. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students a few questions to make sure they understand the letter.

Draw the students' attention to the way the address is written in this letter, and how the street number appears before the name of the street.

### Speak

- 2 The students read the sentences first, and then correct them so that they are true.

#### Answers

- a) Doris doesn't live in Benin./ Doris lives in the United States.
- b) Doris watched canoe races with Rafiatou in Grand-Popo.
- c) The teams in the canoe races were very good.
- d) Doris likes Benin very much.

### Listen & repeat

- 3 The focus here is on word stress. Play the podcast recording, or read the words aloud carefully. The stressed syllables have been underlined to help the students.

### Your turn

- 4 The students work in pairs and ask/answer questions about the letter. They should respond with short answers. First, you may wish to revise past tense questions with *did*, as well as short answers with the class. You can also refer them to the Grammar section at the back of the Student's Book, on page 106.

⑤ Make sure that the students understand the meaning of *I think so* and *I hope so*. They can then do this group activity as a game. The group will need to decide which questions are correct, so they can score points. Go through a few examples with the whole class first.

## Write

⑥ The students make questions in the simple past tense using the given words.

### Answers

- a) Did he play football yesterday?
- b) Did you enjoy yourself?
- c) Did she visit Lomé?
- d) What did they see?
- e) Where did she go?
- f) How often did they visit the village?

⑦ The students work alone, copying and completing the paragraph in their exercise books.

### Answers

Doris went to Grand-Popo with Rafiatou. They watched the canoe races. They sat in the official stand with Rafiatou's uncle. They also watched some traditional dances. Doris enjoyed herself.

⑧ The students write a short informal letter in response to the letter they have read. They should use the salutations that are provided to guide their writing. Encourage them to proofread their letters before they hand them in for checking. They could write the letters in draft form first.

### Answers

The answers will vary because they are personal to individual students.

## EXTRA ACTIVITIES

- Write some of the words from MY WORD BANK (page 20) on the board, but jumble the letters up, or erase some of the letters. Let the students try and work out what the words are, and what the correct spelling of each word is.
- The students can look back at the pictures on page 19 of the Student's Book. They can ask each other questions about the pictures, using the past tense. For example: *What did he do? He listened to music.*
- Students can complete the activities on page 9 of their Workbooks.

## Answers to Workbook activities

WB  
p. 9

- 1 wonderful  
beautiful  
traditional  
excellent  
official
- 2 a) A: What do you think of the new Miss Africa?  
B: She's really beautiful.  
b) Wrestling is a traditional sport in many African countries.  
c) We had a wonderful holiday last year.  
d) It's official. South Africa will host the World Cup in 2010.  
e) Mary's parents are very happy. Their daughter's schoolwork is excellent.

3

Past tense			
Verb stem	Affirmative form	Negative form	Interrogative form
enjoy	<i>I enjoyed the show.</i>	<i>I didn't enjoy the show.</i>	<i>Did I enjoy the show?</i>
act	<i>She acted in a play.</i>	<i>She didn't act in a play.</i>	<i>Did she act in a play?</i>
be	<i>He was ill yesterday.</i>	<i>He wasn't ill yesterday.</i>	<i>Was he ill yesterday?</i>
get	<i>They got tickets.</i>	<i>They didn't get tickets.</i>	<i>Did they get tickets?</i>
have	<i>We had some fun!</i>	<i>We didn't have (any) fun.</i>	<i>Did we have fun?</i>
make	<i>You made this dress.</i>	<i>You didn't make this dress.</i>	<i>Did you make this dress?</i>
go	<i>She went to the canoe races.</i>	<i>She didn't go to the canoe races.</i>	<i>Did she go to the canoe races?</i>

- 4 Students' answers may vary slightly.
- a) Did you enjoy the wrestling competitions?
  - b) Did your sister go with you to the stadium?
  - c) What did you do during the holidays?



## TIME TO CHECK

SB p. 22

- 1 Listen to the students as they say the words. Review the words if lots of the students have made mistakes.

Answers

/d/	/ɪd/	/d/
listened enjoyed climbed danced played	acted visited celebrated	cooked watched worked

- 2 a race, wonderful, stand, dancer, stay  
b country, enjoy, visit, singer, official  
c play, beautiful, eat, perhaps, sea  
d fun, watch, read, competition, canoe
- 3 a It was very exciting.  
b We watched the matches every day.  
c Did you often visit your family?  
d They played basketball once a week.
- 4 The answers will vary because they are personal to individual students.
- 5 NATACHA: Do you like dancing, Aboudou?  
ABOUDOU: No! I hate dancing. I never dance. But I like wrestling.  
NATACHA: What about you, Zinsou?  
ZINSOU: Well, I like dancing.  
NATACHA: How often do you dance?  
ZINSOU: I dance once a week.
- 6 a He likes (swim/swimming) and (playing/plays) basketball.  
b They enjoy wrestling and (act/acting).  
c Does she like (climb/climbing) trees?  
d Do you often (watch/watching) television?  
e I don't like (sing/singing) and I never (dance/dancing).
- 7 MR BABABOLA: Did you enjoy the holidays, Mariam?  
MARIAM: Yes, I did. I enjoyed myself. I went to (name of place) and I (for example: play volleyball).  
MR BABABOLA: And you, Paul? Did you enjoy yourself too?  
PAUL: Oh yes, I did. I (for example: played football) every day with my friends and I (for example: read books). It was great fun! I enjoyed myself!

### EXTRA ACTIVITIES

- Students can complete the revision activities on page 10 of their Workbooks.

## Answers to Workbook activities

WB  
p. 10

- 1 sometimes, acting, excellent, wonderful, often, beautiful, traditional
- 2 a) I made myself a fruit cake.  
b) Carol and Chantal enjoyed themselves on the beach.  
c) He needs to protect himself from the sun.  
d) We enjoyed ourselves at the concert last night.  
e) She washed herself with soap and water.
- 3 Students' answers will vary. Here is an example.

Dear Sue

I hope you are well. Did you enjoy yourself during the Christmas holidays?

My sister Karen and I went to the village. We stayed with our grandparents. We worked on the farm every day with grandfather and our uncles. In the evenings we cooked food with grandmother. Then we listened to stories at night. We also watched some traditional games.

Please write to me soon.

Your friend

Annabel

## 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 complete a survey about daily activities. The survey is in two parts. In part a, the students draw up and complete a survey, and in part b they present their results. At the end they will be given an opportunity to evaluate their own work in pairs.

### PART A

**STEP 1** The students draw up a list of five questions to use in the survey. The questions should follow the same structure as the example questions provided.

**STEP 2** The students copy the survey table in their books or on a sheet of paper. They fill in their own questions on the survey sheet.

**STEP 3** The students interview ten other students and ask them their questions. Each student must reply to all five questions. The pair doing the interview must record the answers by marking ticks in the relevant columns.

**STEP 4** Each pair analyses the results of their own survey. They need to write a paragraph to summarise and explain the results. Students should read the example carefully first.



# Sequence 3

**PART B**

**STEP 1** Each pair of students makes a brief presentation of their results. They should read the questions that they compiled and asked, and then they should give a summary of their results.

**STEP 2** After the students have made their presentations, ask them to think about what they have done and let them assess their own work. They can use the assessment section at the bottom of the page and award themselves marks out of 5 for each element of their presentation. They need to be honest about this! You can then offer your own comments on what the students have achieved and explain why you agree or disagree with their self-assessment.

It may take the students some time 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.

## Where is it?

### SEQUENCE SUMMARY

#### TOPICS

Villages and towns. Jobs.

#### SKILLS

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

#### FUNCTIONS/NOTIONS

Describe people (body, clothes). Express feelings.  
Give and carry out instructions.

#### GRAMMAR

Comparative adjectives with *much*. Phrasal verbs.  
*Wh-* questions with the auxiliary verb *did*.  
Linking sentences with *who*. Prepositions.

#### PHONOLOGY

Word stress.  
Vowel sounds: /aʊ/, /eʊ/, /ɒ/, /uː/.  
Intonation in questions.

#### VOCABULARY

*Note: Words from 6<sup>e</sup>*

The students should be familiar with some of these words from 6<sup>e</sup> level.

*a few, across, administration, ago, area, avenue, bank, biscuit, bridge, building, bus station, busy, chocolate, church, classroom, clinic, corner, correct, crop, directions, dusty, everything, fertile, field, hard, idea, infirmary, Internet café, laboratory/lab, large, last, library, many, market, modern, mosque, much, next (door) to, nowadays, past, playground, population, post office, primary school, quiet, restaurant, round, roundabout, secondary school, sign, sheep, small, staff room, street, supermarket, vehicles, to find, to get to, to grow, to look for, to show, to stop, to turn, to weave*

*Note: Words from 5<sup>e</sup>*

*carp, catfish, common, correctly, pig, plenty, rabbit, through, valley, to catch, to rise, to settle*

#### PREPARATION

You will need:

- Student's Book pages 24-31.
- Workbook pages 11-17.
- PC/laptop with Internet access, if available.
- A map of Senegal showing names of big and small towns.

## Warm up

Talk to the students about towns and villages in Benin. Ask them to name some towns and villages and locate them on a map, if you have one available in the class. Talk about the location of each town – in the north, south, east or west of the country – and discuss the size and the population too. The students should remember this vocabulary from 6<sup>e</sup>.

## Speak

① Talk about the village shown in the pictures on page 24 of the Student's Book. Elicit vocabulary from the students relating to the everyday activities of the people in the village. Introduce and explain the words in MY WORD BANK.

② Let the students read the passage silently by themselves. Then read it aloud and ask students to suggest words to fill the gaps. Discuss the best words. The words need to make sense in context, and the sentences must be grammatically correct. Then let the students work in pairs and take it in turns to read sentences from the paragraph aloud to each other.

### Answers

Students' answers may vary.

This is a village in Benin. It is a large village with both traditional and modern homes. The roads are dusty, but there are many trees and plants. The village is quiet because there are not many vehicles. The people in the village are busy and they work hard. They grow crops. They weave baskets. The village has a few shops, a clinic, a school and an Internet café.

## Listen & repeat

③ The focus here is on word stress. Play the podcast recording, or read the words aloud carefully. The stressed syllables have been underlined to help the students. Students should repeat the words several times.

## Listen

④ Play the podcast, or read the dialogue aloud (the text is on page 104 of the Student's Book).

Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask a few questions to test their understanding of what they have heard.

In this dialogue, students will hear questions like *Where's the...* and *What's this/that?* They should be familiar with these structures from 6<sup>e</sup>. Explain that the word 'laboratory' is often abbreviated to 'lab'. You can also teach the use of *much* with comparative adjectives. Refer to the Grammar check.

## Your turn

⑤ The students work in pairs, asking and answering questions about the text they have heard. It may be easier if students draw a map of the school first, based on the information in the text they have listened to. Let them listen to the text a few times and draw a map, or draw a map together on the board. Then let them use the map to ask and answer questions.

Focus on the intonation in their answers, and demonstrate the sentences to the students. Refer to the Pronunciation check.

⑥ The students work in pairs. If possible, let them walk around the school and talk about the school buildings. They can use the example sentences as a starting point.

## Write

⑦ Students work alone, completing the sentences with words from MY WORD BANK

### Answers

- a Rafiatou was in primary school a long time ago.
- b Sagbo does not know the school library.
- c The library is next door to the science lab.
- d The teachers' room is in that building.
- e The new school is much bigger than the last primary school in Abomey.
- f Rafiatou knows everything about the school!

## EXTRA ACTIVITIES

- Write a section of the listening text from this lesson on the board (see page 104). Erase some of the words and then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words. They can then check their own written texts against the text in the Student's Book (unless you want to check their work yourself).
- Students can work in small groups and draw maps of their own school, or a place where they live. The groups can present their maps to the class and talk about the places and locations of buildings.

- Working in groups of three, students can read aloud the dialogue on page 104 of the Student's Book (activity 4, page 25).
- Students can complete the activities on pages 11–12 of their Workbooks.

## 2 SB pp. 26-27

### Answers to Workbook activities

WB  
pp. 11-12

- 1 a)** There are numerous possibilities. Here are some examples: *a modern city, a quiet village, a fertile land, a noisy city, a large flat, a dusty road, a busy month, a small door, the last month, a red basket, a noisy street, a traditional dance, a black door...*
- b)** Here are some more examples: *Please close the black door. Everything grows in this fertile land. My uncle and aunt have a small flat in the city. We like traditional dances. My sister weaves red baskets.*

**2**

Singular	Plural
basket	baskets
vehicle	vehicles
this	those
What is this?	What are those?
Is this a ...?	Are those ...?

- 3 a)** What's this?  
**b)** What are those?  
**c)** Are these/those apples?  
**d)** Is the library next to the infirmary?  
**e)** Is the police station near the school (or other building)?
- 4 a)** Anne's biscuit is bigger than Ali's.  
**b)** The Nile River is longer than the Congo River.  
**c)** Is Accra bigger than Cotonou and Lomé?  
**d)** Is the Senegalese wrestler stronger than the Malian wrestler?  
**e)** My cell phone is nicer than your cell phone.
- 5 a)** Anne's biscuit is much bigger than Ali's.  
**b)** The Nile River is much longer than the Congo River.  
**c)** Is Accra much bigger than Cotonou and Lomé?  
**d)** Is the Senegalese wrestler much stronger than the Malian wrestler?  
**e)** My cell phone is much nicer than your cell phone.

### Listen & read

- 1** Play the podcast, or read the following dialogue aloud. The text is on page 104.  
 Then read the words in MY WORD BANK. Make sure the students know what all the words mean. Talk about the pictures and then let the students listen to the dialogue again. Ask a few questions to test their understanding of what they have heard.

### Speak

- 2** Let the students read the summary of the story silently by themselves. Then read it aloud and ask students to suggest words to fill the gaps. Discuss the best words. The words need to make sense in context, and the sentences need to be grammatically correct. Then let the students work in pairs and read the whole story aloud to each other.

#### Answers

The boy wanted to get to 16 Zongo Avenue. First, he walked down Second Avenue and turned left at the roundabout. Then he walked over the bridge and past the school. Next, he turned left and went round the corner. After that, he walked up Missebo Street and turned right at the STOP sign. He walked across a field and past a church. He did not find Zongo Avenue!

### Your turn

- 3** Before the students attempt this activity, make sure that they understand the phrasal verbs and prepositions used for giving directions. Refer to the Grammar check.  
 The students work in pairs for this role-play activity. They take it in turns asking for directions to certain places on the map. They can pretend to be in different parts of this town each time they ask for directions. Model the example questions for the students first, and make sure they understand what the correct intonation is in each question.

## Listen

- ④ The focus here is on distinguishing the vowel sounds: /aʊ/, /eʊ/, /ɒ/ and /uː/.  
Play the podcast recording, or read the words aloud carefully.

## Write

- ⑤ The students look at the map and write down directions in answer to the questions.

### Answers

Answers may vary slightly. Here are some examples.

- a Go left, past the bank. It's opposite the clothes shop.  
b Go down the road, past the primary school. Turn left. It's opposite the secondary school.

- ⑥ The students make questions using the words provided. When they have written their questions, ask the students to read them aloud with the correct intonation. The first word and the key words in the question are stressed, and their voice should go up at the end of each question.

### Answers

- a Can you help me, please?  
b Where is the administration building?  
c Can you see the roundabout?  
d How do I get to number 10 Main Road from here?

## EXTRA ACTIVITIES

- Dictate a few sentences with phrasal verbs.  
For example: *Can you help me please? I am looking for the bank. You go down this road and walk until you get to the library.*
- Let the students play the telephone game in groups. One person in the group whispers a direction to a second student in the group. For example: *Go up this road, round the roundabout and walk until you get to the school.* The second student listens carefully and then whispers the direction he or she had heard to the next student. This continues until everyone in the group has had a turn to pass on the direction. The last student to hear the direction says it aloud. The student who started the game reveals the original direction that he or she whispered at the beginning, and the group compares the two directions.
- Students can complete the activities on pages 13-14 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 3-4

- 1 directions, across, corner, turn, past, field, sign
- 2 a) A place where vehicles can join another road.  
b) Engineers build this over a river.  
c) A place where two streets (or lines) meet.  
d) This tells you what you can and cannot do on a road.  
e) This shows you where places are.  
f) A place where you grow crops.
- 3 look for, look up, go up, go down, get to, get out, get up, get down, sit down, pick up
- 4 a) 'Can you help me? I am looking for an Internet café.'  
b) They are tired. They want to sit down.  
c) 'How do I get to the mosque?'  
d) 'You go up/go down this road and then turn left.'  
e) She picks up her books and put them in her bag.
- 5 Students' answers will vary, but they should follow the models.

### 3 SB pp. 28-29

#### Listen & read

① The students are going to listen to a factual text about the Ouémé Valley in Benin. Find the area on a map and ask the students if they know anything about the area. Play the podcast, or read the text aloud. The students can follow the text as they listen to the recording. Read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again.

Now read the text in detail, paragraph by paragraph, and ask the students questions to make sure they understand the text. Use *wh-* questions with the auxiliary verb *did* in your questioning to assess how well the students understand this structure. They will practise this structure in activity 3.

#### Listen & repeat

② The focus here is on word stress. Play the podcast recording, or read the words aloud carefully.

#### Speak

③ Read each question with the students. Let them discuss and decide on the correct answers.

Then revise or teach *wh-* questions with the auxiliary verb *did*. Refer to the Grammar check.

##### Answers

- a In Mauritania, in Benin
- b Wémè
- c 46 500 km<sup>2</sup>
- d rice, beans and soya
- e to start
- f New African Rice

#### Your turn

④ The students work in groups and talk about names of people and places that they know. You can introduce the word 'nickname' at this stage and let them talk about nicknames as well. You may wish to revise the use of *because* as a linking word.

⑤ The students work in pairs and ask each other questions about the text they have read. They should read the text again. Remind them to refer to the Grammar check.

#### Write

⑥ Revise or teach the students how to link sentences with *who*. Refer to the Grammar check. Then let the students complete this activity orally before writing the answers in their exercise books.

##### Answers

- a I have a friend who is a dancer.
- b I know a woman who makes baskets.
- c We have a friend who knows everything.
- d He was a fisherman who caught catfish, carp and large shrimps

⑦ The students look at some of the pronouns in the text and identify the words that each pronoun refers to. Discuss the example first, and do further examples with the students if you think they are unsure of what to do. The students should look for nouns in the same sentence, or in the sentence before the one in which the pronoun occurs.

##### Answers

- a the Ouémé Valley
- b farmers
- c the government of Benin
- d the young men

#### EXTRA ACTIVITIES

- Let the students study one of the paragraphs from the text. Then read the paragraph for dictation.
- Let the students make a summary of the text. Provide some sentences to complete to help them with their summary. For example:  
*The Ouémé Valley is in the ... of ... . It is a ... valley that gets its name from the ... . The original name of the river ... . The valley is ... . Farmers grow crops like ..., ..., ... . Fisherman ... carp, ... and ... . Some years ago, the ... started a new ... . Now young farmers also grow ... and raise ... and ... in the valley.*
- Students can complete the activities on pages 15-16 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 15-16

- 1 a) **A:** What's the population of your country?  
**B:** It's about ten million people.  
**A:** And what does your country produce?  
**B:** Cocoa, cassava, yams, cotton and cars.
- b) **A:** What's your name?  
**B:** It's Henry. But my nickname is 'Kangaroo'!
- c) **A:** What do they make in that factory?  
**B:** I'm not sure. But I think they make soap/clothing.  
**A:** Are there any other industries in this area?  
**B:** Yes, I think that one factory produces cool drinks. And on the other side of the river there is a factory that produces soap/clothing.
- 2 a) We didn't go to school yesterday because it was a holiday.  
b) Her mother is very rich because she is a trader.  
c) She is good at Mathematics and English.  
d) This is an agricultural area but there are some factories.  
e) The farmers grow some crops in this area but the land is not very fertile.  
f) Children like chocolate because it is delicious.
- 3 a) This is the student who won a cell phone!  
b) I know the engineer who built the new factory in our area.  
c) They have a daughter who is very good at computer science.  
d) He has a son who plays for Manchester United.  
e) He's the student who travelled to the States to visit his American friends.
- 4 Here are some of the words that the students should be able to make: *late, school, cool, tea, hot, seat, lot, lost, hole, hate, case, seal, eat, he, she, lose, chose, to, shoe.*

## TIME TO CHECK

SB p. 30

### Answers

- 1 a down, roundabout  
b stop, from  
c to, school
- 2 Students match the pictures and the words.
- 3 Students' answers will vary.
- 4 **GIRL:** Excuse me. I am looking for the clinic.  
**BOY:** Go down the street. Turn right at the roundabout. Go past the school and over the bridge. Then walk across the field.  
**GIRL:** Is the clinic on the left or on the right?  
**BOY:** It's on the left.
- 5 a I have a friend who is a farmer.  
b I know a man who has a canoe.  
c They have a friend who plays football.  
d He was a wrestler who won many competitions.
- 6 The Ouémé Valley is in the south-east of Benin. It is a fertile and beautiful valley. The Valley is named after the Ouémé River, which runs through the valley. A long time ago the name of the river was changed from Wémè to Ouémé. Some years ago the government of Benin helped some young men to settle in the valley. These young men raise livestock and grow crops.

### EXTRA ACTIVITIES

- Students can complete the revision activities on page 17 of their Workbooks.

## Answers to Workbook activities

WB  
p. 17

- 1 b) chocolates, traditional, busy, Internet, library, basket, woman
- 2 a) When did she start the garden?  
b) When did they plant the rice?  
c) When did they live there?  
d) When did you go there?
- 3 a) 'It' refers to New Town. 'They' refers to the farmers.  
b) 'It' refers to New Town. 'They' refers to the factories.

**FUN**

SB p. 31



## Sequence 4

## Let's celebrate!

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

- ❶ The students look at the map, read the directions and try to work out where the boy in the picture is going.

**Answers**

The boy is going to the Internet café.

- ❷ The students can work in pairs to read and solve the riddles. The answers are in the listening and reading texts in this sequence.

**Answers**

- a a fisherman.
- b Rafiatou.
- c Sagbo.

- ❸ Students can play Kim's Game by themselves or in pairs.

**Answers**

- a a roundabout,
- b a jewellery shop
- c an Internet café
- d a park/garden
- e a bank
- f a factory

**SEQUENCE SUMMARY****TOPICS**

Cultural and social events. Dates. Months. Numbers.

**SKILLS**

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

**FUNCTIONS/NOTIONS**

Describe events. Express feelings.  
Express time and dates.  
Use ordinal numbers: *first* to *thirtieth*.  
Talk about future actions.  
Talk about past events.  
Give and ask for information.  
Talk about frequency.  
Talk about obligation.

**GRAMMAR**

Possessive pronouns.  
Questions with *whose*.  
Future forms: *will*, *going to*.  
Short answers with *must*.  
Use *have to* in a sentence.  
Use adverbs of manner and frequency.

**PHONOLOGY**

Word stress.  
Sounds: /k/, /tʃ/, /s/.  
End sounds in ordinal numbers: /θ/.

**VOCABULARY**

*beautifully, branch, break-time, cake, candle, carefully, CD player, Christian, Christmas, common, cool drink, delicious, difficult, Easter, easy, feast, fine, gifts, gold, happily, happy, holy, important, invitation, mass, midnight, month, moon, music, Muslim, only, party, pleasure, prayer, quietly, Ramadan, recipe, sad, service, shiny, silver, snacks, softly, sweets, whose, to be born, to bring, to celebrate, to clean, to cut, to decorate, to end, to fast, to give, to help, to join, to know, to light, to share, to use*

**PREPARATION**

You will need:  
– Student's Book pages 32-39.  
– Workbook pages 18-34.  
– PC/laptop with Internet access, if available.



## Warm up

This learning sequence is about celebrations. Talk to the students about events that they celebrate. Let them try and tell you in English how they celebrate these occasions.

Then revise the names of months and ordinal numbers (first, second, third, etc). Talk about how dates are expressed in English: the *fourth* of October, the *first* of November, etc.

## Speak

① Revise possessive pronouns. Refer to the Grammar check. Then let the students talk about the picture in the Student's Book. Introduce the words in MY WORD BANK, and explain any words that the students do not know.

② This is an oral activity. The students discuss and answer the questions about the picture.

### Answers

- a The fourth of November.
- b They are celebrating Rafiatou's birthday.
- c They are happy.
- d Comlan.
- e In May.
- f The twins, Zinsou and Sagbo.

## Listen & repeat

③ The focus here is on the correct pronunciation of ordinal numbers. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words. Make sure that they pronounce the end sounds made by the letters *th* correctly: /θ/.

④ The focus here is on word stress. Play the podcast recording, or read the words aloud carefully.

## Listen

⑤ Read out the words in MY WORD BANK, and make sure that the students understand all of the words. Then the students can listen to the dialogue

on the podcast. Read the text aloud if the recording is not available (see page 104 of the Student's Book). Remember that the students should **not** follow the text as they listen to the dialogue. The focus is on developing listening skills. Let them listen to the text twice, and then ask them to write down the answers to these questions:

- a What is the date?
- b Whose birthday is it?
- c What song did the students sing?
- d What did they eat and drink?
- e Why did they bring a CD player?
- f When is Sagbo's birthday?

## Your turn

⑥ The students work in pairs. They ask and answer questions about the birthday list.

⑦ Revise the future tense and the future form with *going to*. Refer to the Grammar check. It is quite difficult for the students to decide when to use *will* and when to use *going to*, so all the activities in this unit provide some language clues to help them use the most appropriate future form.

The students work in pairs and complete the dialogue with appropriate and grammatically correct words. They should read the dialogue aloud a few times. The dialogue is based on the dialogue that they listened to in activity 4.

### Answers

STUDENT A: What's the date today?

STUDENT B: It's the fifth of January.

STUDENT A: Whose birthday is it?

STUDENT B: It's Comlan's birthday.

STUDENT A: Are we going to celebrate?

STUDENT B: Yes, we are going to have a party.

STUDENT A: Will Mr Bababola join us?

STUDENT B: Yes, I hope so.

STUDENT A: Good! I will bring a cake and some cool drinks.

STUDENT B: And I'll bring a CD player.

STUDENT A: And we'll sing 'Happy Birthday'.

## Write

⑧ Adding *will* or *going to*, the students make sentences from the words provided. There are clues about when to use each future form. For example, the correct form of the verb *to be* appears when *going to* is needed.

### Answers

- a They are going to give Rafiatou some gifts.
- b Will Mr Bababola join the party?
- c We are going to share the cake at break-time.
- d They will go home this afternoon at four o'clock.

## EXTRA ACTIVITIES

- Read a few sentences from the listening text for dictation. Make sure the sentences you choose include some future forms.
- Let the students work in groups of eight to ten and play chain games. Each student must repeat what the student before said, and then add something to the sentence. For example:  
*Student 1: We are going to have a party. I am going to bring some cool drinks.*  
*Student 2: We are going to have a party. I am going to bring some cool drinks and some ice cream.*  
*Student 3: We are going to have a party. I am going to bring some cool drinks, some ice cream and a cake.*
- Students can read the dialogue on page 104 of the Student's Book (activity 4, page 17).
- Students can complete the activities on pages 18-19 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 18-19

- 1 Students could choose any of the following words:  
*party, drink, to celebrate, music, candles, invitation, CD player, to light, to be born, month.*
- 2 Here are some examples.  
*There were eleven candles on the cake.*  
*We celebrated my brother's birthday last week.*  
*I sent birthday party invitations to all my friends.*
- 3 Here are some examples.  
*I'm going to ask my aunt to make a cake.*  
*I'm going to buy some drinks.*  
*I have to help my mother to prepare the food.*
- 4 a) Why do you have to invite your French teacher?  
b) When will they start school?  
c) Whose birthday is it on Wednesday?  
d) Who was born on the first of December?
- 5 *Dear Anne*  
*It's my birthday on Saturday. I am going to have a party. The party will be at my/our house. Please come. You can bring your brother with you. Ben will come with his cousins. We'll have a lot of fun!*  
*Your friend*  
*Mariam*
- 6 **BEN:** Why is Mariam singing?  
**HELEN:** She's happy! It's her birthday tomorrow.  
**BEN:** Why is Ted carrying a CD player?  
**HELEN:** It's his birthday today!  
**BEN:** Their birthdays are in the same week.  
**HELEN:** Yes. When is your birthday, Ben?  
**BEN:** It's next month.  
**HELEN:** My birthday is next month too!

## 2 SB pp. 34-35

### Listen & read

- 1 Talk about Ramadan and Easter. Ask the students what these events are about, and what they do to celebrate these events.

Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean, before you play back the recording or read the text again. Ask the students questions to test their understanding.

You can revise or teach the following language structures, which are introduced in this text: sentences with *to know*, *have to* and short answers with *must*. Refer to the Grammar checks.

### Speak

- 2 The students discuss and answer the questions about the dialogue.

#### Answers

- a Ramadan is a holy month for Muslims.
- b It is a month long.
- c It means not to eat or drink.
- d No, it isn't (easy).
- e It ends when people see the new moon.
- f It's a holy time for Christians.

### Listen & repeat

- 3 The focus here is on the correct pronunciation of ordinal numbers *eleventh* to *thirtieth*. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words. Make sure the students pronounce the end sounds made by the letters *th* correctly: /θ/.

### Your turn

- 4 The students work in pairs. First they say each date aloud, and then they write the date, as shown in the example.

Note that in some countries, there are different ways of saying and writing dates. For example: 24<sup>th</sup> September can also be written as September 24. You would say, 'the twenty-fourth of September' and 'September twenty-four'.

#### Answers

- a 15<sup>th</sup> August    25<sup>th</sup> December    1<sup>st</sup> May
- b The students should mention the celebrations held in Benin and in other countries on these days: The Day of Assumption, Christmas Day and Labour Day, respectively.
- c Answers will vary, depending on the year.

⑤ Make sure the students understand that *have to* and *have do* not have the same meaning. *Have to* means the same as *must*. Refer to the Grammar check.

The students make lists of the things they have to do every day and the things they have to do every year. They can read out some of the items on their lists to the rest of the class.

⑥ The structure *It isn't easy* + the infinitive was introduced in the dialogue. Now introduce the phrases *It's easy to*, *It's difficult to* and *It isn't difficult to*. The students can work in pairs and make sensible sentences using these phrases and the words in the box. The words should all be familiar to the students, and so this activity provides an opportunity for revision.

## Write

⑦ If necessary, revise linking sentences with *where* before the students complete this activity. They should already be able to link sentences with *who*. Refer to the Grammar check.

#### Answers

- a I have a friend who is a singer.
- b This is the place where I was born.
- c She knows Mr Bababola, who is our teacher.
- d Do you know where she lives?

### EXTRA ACTIVITIES

- Students can work in pairs and dictate dates to each other. One student says the date, and the other student writes down what he or she hears.
- Write pairs of dates on the board. Tell the students that you are going to say one of the dates in each pair. They must write down the date that they hear you say. For example:  
13<sup>th</sup> November    30<sup>th</sup> November  
You say: *the thirteenth of November.*  
24<sup>th</sup> April    14<sup>th</sup> April  
You say: *the fourteenth of April.*  
1<sup>st</sup> June    1<sup>st</sup> July  
You say: *the first of June.*

- Ask the students if they know how to make lakh. Let them try to explain the process, referring to the list of ingredients in the Student's Book (page 34).
- Students can make lists of things they have to do on other celebration days.
- Students can complete the activities on pages 20-21 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 20-21

- 1 The following words are in the puzzle: *feast, fast, Ramadan, Easter, holy, recipe, cake, prayer, moon.*
- 2 a) the twenty-eighth of October  
b) the fifteenth of January  
c) the seventeenth of August  
d) the twenty-seventh of May
- 3 Here are some examples.  
a) Students must do their homework.  
b) Teachers mustn't give students too much homework.  
c) Parents must look after their children.  
d) Parents mustn't hit their children.  
e) I have to go to a music lesson after school.  
f) We must all work hard!
- 4 a) The administration has to build new classrooms.  
b) She has to invite her friends to her party.  
c) We have to grow more crops this year.  
d) Parents have to buy school things for their children.
- 5 a) Does the administration have to build new classrooms?  
b) Does she have to invite her friends to her party?  
c) Do we have to grow more crops this year?  
d) Do parents have to buy school things for their children?
- 6 Here are some possible sentences.  
a) We have to help our mothers.  
b) It's difficult to fast / to make soup.  
c) It isn't difficult to use the Internet / to swim / to start a garden.  
d) It's easy to swim / to start a garden / to use the Internet.  
e) It isn't easy to fast / to make soup.  
f) I know how to use the Internet / to swim / to start a garden.  
f) I don't know when Ramadan begins.  
g) This is the place where we eat our food.

### 3 SB pp. 36-37

## Listen & read

- ① Talk about Christmas celebrations. Ask the students what the event is about, whether their families celebrate the event and, if they do, how they celebrate.

Play the podcast, or read the text aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students questions to test their understanding.

You can revise or teach the following language structures that are introduced in this text: linking sentences with *and* or *but*, and the position of adverbs in sentences. Refer to the Grammar checks. At this stage, students will be prompted to use adverbs in the appropriate position when they complete activities.

## Your turn

- ② The students work in pairs. They can ask and answer questions about the text they have heard, using the question words as prompts.
- ③ **a** The students work in groups. They take it in turns to mime the actions given in the box. Group members ask and answer questions about the mime actions.
- b** The groups mime actions again. This time they try to mime what is suggested by the adverbs in the box. The other students again ask and answer questions.
- ④ Students work in pairs and complete the sentences by using any appropriate words they know. This should be done orally first, and then answers can be written down later.

### Answers

Students' answers will vary. The words must make sense in context, and the sentences must be grammatically correct.

## Listen & repeat

- ⑤ The focus here is on word stress. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times.

## Write

- ⑥ The students work alone to make sentences by matching up the phrases in each column of the table. They should read through all the phrases before they attempt to match them using grammar and vocabulary clues.

### Answers

They celebrate Korité and Christmas.  
We did not go to mass but we had some fun.  
The Christmas tree was beautiful because we decorated it.  
The family had agou and cake.  
We enjoyed ourselves because we played some games.

- ⑦ Students choose an adjective or adverb to complete each sentence.

### Answers

- a** She cut the cake (carefull/carefully).  
**b** They walked (happy/happily) down the road.  
**c** That is a (beautiful/beautifully) song.  
**d** Please be (careful/carefully)!

## EXTRA ACTIVITIES

- Write a section of the reading text on the board. Erase some of the words and then read the complete text to the students. The students copy the text in their exercise books and listen out for the missing words. They can then check their own written texts against the text in the Student's Book (unless you want to check their work yourself).
- The students can make a list of the things that the children did to celebrate Christmas, as given in the reading text. They can make lists in note form, using the past tense. For example:
  - *went to Savè;*
  - *decorated a tree;*
  - *danced happily;*
  - *visited friends.*
- Students can complete the activities on pages 22-23 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 22-23

- 1 a) mass  
b) midnight  
c) decorate  
d) gold  
e) cake  
f) delicious

2

Adjectives	Adverbs
slow	slowly
beautiful	beautifully
nice	nicely
quick	quickly
sad	sadly
careful	carefully
soft	softly
kind	kindly
happy	happily

- 3 a) He walked slowly/happily/quickly down the road.  
b) Please open the box carefully/quickly!  
c) What a beautiful Christmas tree!  
d) He ran to the shop quickly to buy some milk.  
e) My aunt is very kind. She gave me a computer as a present.  
f) I like that music, but please can you play it softly?
- 4 a) They went to the United States.  
b) Friends celebrated with them.  
c) They went to church.  
d) Yes, he did.  
e) They had their Christmas meal after church on Christmas Day.  
f) His friends gave him presents.

## TIME TO CHECK

SB p. 38

### Answers

- 1 a) lunch, cousin  
b) children, branch
- 2 cousin, second, recipe, important, difficult,  
invitation, beautiful
- 3 a) the fifteenth of December  
b) the eighth of January  
c) the twenty-first of May  
d) the thirtieth of September  
e) the eleventh of February  
f) the twenty-seventh of November
- 4 a) This is the man (who/is) made the cake.  
b) I (have to/have) wash myself every day.  
c) Monday is the day (before/after) Tuesday.  
d) I don't celebrate Christmas (but/because) I am Muslim.  
e) This is the place (who/where) I was born.  
f) We played the CD very (quiet/quietly).  
g) When (is going/will) he visit his cousins?  
h) Are we (going/going to) have some cake this afternoon?
- 5 a) Who is she?  
b) When will you go?  
c) Where are they going?  
d) What are they going to celebrate?  
e) Who is he?  
f) What are you doing?
- 6 a) I have breakfast before I go to school.  
b) They cleaned the place before prayers.  
c) Muslim people have a feast after Ramadan.  
d) Ramadan is usually before Christmas.  
e) The thirty-first of October is the day before the first of November.
- 7 Students' answers may vary. Here are some examples.  
a) They are singing happily.  
b) She ran down the road quickly.  
c) He played some music softly.  
d) We are going to decorate the cake beautifully.  
e) They walked down the road slowly.
- 8 a) Yes, you must.  
b) Yes, I hope so.  
c) Yes, I will.  
d) No, we can't.

### EXTRA ACTIVITIES

- Students can complete the revision activities on page 24 of their Workbooks.

## Answers to Workbook activities

WB  
p. 24

- 1 a) church, children  
b) carrots, cake  
c) carefully, common, cousins
- 2 a) He has a son who wants to play for Manchester United.  
b) She has a brother who will be a computer technician one day.  
c) This is the garden where we have our lunch.  
d) This is the place where my mother was born.  
e) There are students who travelled to the States.
- 3 a) Who are you?  
b) Where do you come from?  
c) Where do you live?  
d) What do you do?  
e) When did you first come to this town/village?
- 4 For this cloze activity, accept all answers that make sense and that are grammatically correct. If you think the students need help, let them work in pairs.

*My family is Christian and we always celebrate Christmas. We decorate a Christmas tree with gold and silver balls, we play games and we go to mass on Christmas Day. My mother and my aunts cook a special meal for the family. My cousins are Muslims but they join us for the celebration too.*

## PROJECT CORNER

SB p. 39

Explain to the students that they will do this project in groups. During the project, they will be able to demonstrate their new language skills as they interview an older person about a celebration, and then make a presentation to the class. The project is in two parts. In part A, the students conduct an interview and carry out their own research. In part B, they present their results. At the end of the project, they will be given an opportunity to evaluate their own work.

### PART A

**STEP 1** The students do some research about a celebration. Encourage them to choose less common celebrations, or celebrations that are traditional in their families or in the areas they come from. The research should include an interview with an older person in the community, a discussion with the History/Geography teacher at school, as well as research in libraries and on the Internet (if possible). The students should take notes during their interviews. They may have to conduct the interviews in a language other than English and then translate the information they gather. If necessary, help them with this.

**STEP 2** The students decide how they can make their presentations to the class more interesting. For example, they could provide a recipe of a special dish eaten during or after the celebration. They could even make a sample of this dish for the class to taste. They could also wear traditional clothes associated with the celebration, play some music, or sing a song. If the song is in a different language, they should try to explain what the song means in English (with your help).

All the groups should then prepare a poster displaying the information they have gathered about the celebration.

### PART B

Each group of students makes a short presentation of their posters.

**STEP 1** The posters should be displayed in class.

**STEP 2** Each group talks about the information on their poster.

**STEP 3** The group talks about the special dish they have prepared and lets the class taste the food. Or the group describes a special dish.

**STEP 4** The group plays some music, or sings the song they have prepared. They can teach their song to the rest of the class.

After the students have made their presentations, ask them to think about what they have done and let them assess their own work. They can use the assessment section at the bottom of the page and award themselves a mark out of 5 for each element of their presentation. They need to be honest about this! You can then offer your own comments on what they have achieved and explain why you agree or disagree with the students' self-assessment.

# Sequence 5

1 SB pp. 40-41

## Getting connected

### SEQUENCE SUMMARY

#### TOPICS

Technology. Communication. Nationalities. Jobs.

#### SKILLS

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

#### FUNCTIONS/NOTIONS

Describe people. Describe things and places.  
Ask for and give information. Talk about the recent past. Locate things and people.  
Discuss everyday activities. Introduce and thank people formally. Express possibility.  
Express conditions and consequences.

#### GRAMMAR

Present perfect tense.  
Use *for* and *since*.  
Use adverbs of frequency: *sometimes, ever, often, never, only*.  
Simple past tense irregular verbs.  
Linking clauses with *if* (zero conditional).

#### PHONOLOGY

Word stress.  
Pronouncing dates.  
Pronouncing names of countries.  
End sounds: /z/, /es/ or /Is/.

#### VOCABULARY

*about, always, cable, CD, CD drive, cell phone, computer, doctor, email, ever, external hard drive, fascinating, for, for a long time, for example, how long, information, keyboard, languages, mobile phone, modem, more, mouse, mouse mat, nationality, often, patient, printer, processor, satellite, screen, since, speakers, technician, technology, tourist, to chat, to communicate, to get to, to invite, to listen, to meet, to order, to scan, to talk*

Nationalities.

#### PREPARATION

*You will need:*  
– Student's Book pages 40-47.  
– Workbook pages 25-31.  
– PC/laptop with Internet access, if available.

### Warm up

The focus in this learning sequence is on using technology to communicate in the modern world. You will need to find out how much your students already know. You may need to spend some time discussing the basic vocabulary about mobile phones and computers with some students. Other students may be ready to talk about the latest technology and social communication networks like *blogging, twitter* and *facebook*. If you have a computer room at your school, you may wish to take the class there to start off your discussion. Alternatively, use magazine and newspaper advertisements for mobile phones, and talk about how people use them.

### Your turn

① The students work in pairs and talk about the pictures, using any English vocabulary that they have. Tell the students to look at the words in MY WORD BANK for ideas. If they are not sure of the meanings of the words, they can look the words up in the translated word list at the back of the Student's Book. Ask some of the students to describe the pictures to the whole class. Then invite the class to ask questions and to try and improve on the descriptions. Check that the students have understood the words in MY WORD BANK.

### Speak

② Let the students read the passage silently by themselves. Then read it aloud and ask students to suggest words to fill the gaps. Discuss the best words. The words need to make sense in context, and the sentences must be grammatically correct. Then let the students work in pairs and take it in turns to read sentences from the paragraph aloud to each other.

#### Answers

Technology helps us to communicate with other people. We can use cell/mobile phones to talk to our friends and families. We can also send emails to them. Technology also helps us to get information. Doctors can help their patients. They use technology to scan their patients' bodies. Farmers can order seeds and equipment on the Internet. And technology helps us to enjoy ourselves, too. We can listen to music and watch television programmes from other countries.

You can accept all other sensible and grammatically correct answers.

## Listen & repeat

③ The focus here is on word stress. Play the podcast recording or read the words aloud carefully. Students should repeat the words several times.

## Listen

④ Play the podcast or read the dialogue aloud (the text is on page 104 of the Student's Book). Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask a few questions to test their understanding of what they have heard.

The text provides examples of how the present perfect tense is used in statements and in questions. You may want to teach or revise this tense at this stage. Refer to the Grammar check. Note that the present perfect tense with *since* is already introduced.

The dialogue also introduces the names of nationalities: Mauritanian, Malian, Guinean, Cape Verdian, Ghanaian, and Nigerian. You could write this table on the board and discuss how these adjectives are usually formed:

Country	Person	How to make the adjective
Benin	Beninese	+ <i>ese</i>
Gambia	Gambian	+ <i>n</i>
Mali	Malian	+ <i>an</i>

More nationalities are introduced in the next lesson.

## Your turn

⑤ The students work in groups, asking and answering questions relating to their own lives. They should follow the examples provided.

## Write

⑥ The students work individually, writing the sentences in the present perfect tense in their exercise books.

### Answers

- a She is in Cotonou now. She has been there for three years.  
b They have invited Mr Gbaguidi to speak to the class.

- c Have you seen my book? I can't find it.  
d The Internet has helped me to find information.  
e Has he learned how to use the computer?  
f Have you spoken to Rafiatou today?  
g I haven't watched any television this week.

## EXTRA ACTIVITIES

- Write a section of the listening text on the board (see page 104). Use sentences in which the present perfect tense is used, rather than sentences with the names of nationalities. Erase some of the words and then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words. They can then check their own written texts against the text in their books (unless you want to check their work yourself).
- Some of the students can mime some of the verbs in MY WORD BANK and other verbs that they know that relate to the topic. The others can try to guess what they are doing. Words to try are: *to communicate, to order, to scan, to talk, to chat, to listen*.
- Let the students make adjectives from the names of these countries: Ethiopia, South Africa, Uganda, Gabon, Senegal.
- Students can read the dialogue on page 104 of the Student's Book (activity 4, page 41).
- Students can complete the activities on pages 25-26 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 25-26

- 1 a) Pictures show: a satellite, an email, mobile phones/cell phones, a computer, a scanner.  
b) It travels round the earth to collect information.  
→ a satellite  
This is an electronic message that we send or receive over the Internet. → an email  
Million of people all over the world use these to communicate. → mobile phones  
We use this to store information. → a computer  
Doctors use this to examine our bodies. → a scanner
- 2 a) He is Togolese.  
b) They are Malians.  
c) He is Ghanaian.  
d) We are Nigerians.  
e) Are you Guinean?
- 3 Students' answers will vary. Students should make questions like: *Which part of The Gambia is she from? How long has she lived there? Which languages does she speak? What does her father do?*



## 2 SB pp. 42-43

### Listen & read

① The texts use adverbs of frequency (*always, often, only, sometimes*) and *since* with the present perfect tense in statements and in questions.

Play the podcast, or read the texts aloud. The students can follow the texts as they listen to the recording. Read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Then read the texts in detail, paragraph by paragraph, and ask the students questions to make sure they understand the texts.

Explain to the students how to say year dates in English. Refer to the Pronunciation check.

Revise the present perfect tense used with adverbs of frequency. The students should be familiar with many of these words already. Refer to Grammar check b.

Introduce and explain how *since* is used. Point out the irregular past tense form of the verb *to meet*. Refer to Grammar check c.

### Speak

② Read each question with the students. Let them discuss and decide on the correct answers.

#### Answers

Encourage the students to answer these questions as fully as possible. Some full answers are given here.

- a Yes, he has always lived in Ghana.
- b Kofi went to live in Accra in 2004.
- c He meets them in Accra.
- d Elizabeth speaks Kiswahili, Maasai, some French and English.
- e No, she hasn't. She was born in Nakuru and moved to Nairobi in 2006.
- f It's a fascinating place because there are many tourists. You often meet people from Italy, England, America and Germany, for example.
- g Students' answers will vary.

### Listen & repeat

③ The focus here is on the pronunciation of adjectives that describe nationalities.

The students should already be familiar with the words. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words.

### Your turn

④ First, you may want to revise the difference in meaning between *for* and *since*. The students work in pairs and practise these structures. Refer the students to Grammar check a.

### Write

⑤ and ⑥ The students work individually, writing their own answers. Questions ⑤ and ⑥ provide grammar practice with: the present perfect tense; choosing between *for* and *since*; using adverbs of frequency with the present perfect tense; and using adjectives of nationality.

#### Answers ⑤

- a They have lived in Cotonou (for/since) 2005.
- b I have been at this school (for/since) two years.
- c I (was/have been) born in Lomé.
- d How (often/long) have you lived here?
- e I (sometimes/ever) speak English and Ga but I (never/only) speak Akan.
- f She is from (Togo/Togolese). She is (Togo/Togolese).

#### Answers ⑥

RACHIDATH: Hi, I'm (Beninese/Benin). I (speak/spoke) French and Gounbé.

DAVID: Hi. I'm David. I'm from Botswana.

RACHIDATH: Have you (met/meet) my brother, Auguste?

DAVID: Yes, I (spoke/spoken) to him yesterday. Hi, Auguste!

RODRIGUE: Hi, David. Have you (ever/always) been to Benin?

DAVID: No, I've (often/never) been there. I have (always/ever) wanted to visit. I have (often/for a long time) been to South Africa. Have you (ever/since) (visited/been) Botswana?

### EXTRA ACTIVITIES

- Dictate a few sentences that have adverbs of frequency *for* or *since* and the present perfect tense. For example: *I haven't always lived in Kenya. They have never been to Togo. Have you ever met the President?*
- Students can play a game in groups. They take turns to ask each other about countries they may have visited. The first student begins by naming a country with the letter A. If the answer is 'No', the student who replies uses the next letter of the alphabet. If the answer is 'Yes', the student uses the same letter of the alphabet.

The dialogue might go like this, for example:

*Student 1: Have you ever been to Algeria?*

*Student 2: No, I've never been there. Have you ever visited Bahrain?*

*Student 3: Yes, I've often visited Bahrain. Have you ever lived in Botswana?*

*Student 4: Yes, but I only lived there for a few months. Have you ever been to Belgium?*

- Students can complete the activities on pages 27-28 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 27-28

#### 1 Across

1. fascinating
2. visit
3. Gabonese

#### Down

1. chat
2. language
3. tourists

**2** I visited Gorée Island in Senegal last Sunday. A guide showed me around the island. It's a sad, but fascinating place. More than 100,000 tourists visit the site every year. They speak different languages, for example French, English, Spanish, German and Wolof. There is a cyber-café on the island where you can chat with your parents and friends at home or send them an email.

- 3** a) They have been at Le Printanier since 2000.  
b) She has been the Principal of the new school since last year.  
c) They have had a computer for many years.  
d) He has been the President for one hundred days.  
e) He has been a member of the school drama club for two years.

- 4** A: Have you ever visited Gorée Island?  
B: No, I haven't. I've never visited the island, but I've always wanted to.  
A: Have you ever been to Abidjan?  
B: Oh, I've been there several times.  
A: When did you last visit it?  
B: In the holidays. We always go there at the end of the year.

- 5** a) This is my new friend. I met him last week.  
b) We haven't lived here for a long time.  
c) He has never visited Gorée Island.  
d) I have always lived in Ghana.  
e) Have you spoken to the teacher?  
f) We have lived here for three years.

3 SB pp. 44-45

## Listen & read

- 1** The dialogue introduces sentences linked with *if* (the zero conditional), as well as all the key vocabulary associated with computers.

Play the podcast, or read the text aloud. The students can follow the text as they listen to the recording. Read the labels on the illustrations. Make sure the students know what the labels mean before you play back the recording or read the text again. Then read the dialogue in detail and ask the students questions to check their understanding.

Take the students to the computer room, if you have one at your school. Let them name all the pieces of equipment and attempt to say how each piece is used.

## Speak

- 2** Read the paragraphs with the students. Let them discuss and decide on the correct answers.

Draw the students' attention to the end sounds of the words in the Pronunciation check. Help them to say these words correctly.

### Answers

All computers have processors. They make the computers work. A computer also has a keyboard, a screen and a mouse.

If we have a printer and some speakers, we can use cables to connect them. If we want to use emails and the Internet, we need a modem to connect the computer to a telephone line.

We can store information on a hard drive in the processor. We can also store information on an external hard drive, a CD or a memory stick. Some computers use wireless technology to connect to the Internet.

## Your turn

- 3** The students work in pairs and make sentences about things they have always wanted to do. Help them with the vocabulary, if necessary.

**4** Introduce and teach the use of *if* to link sentences. This will prepare the students for further conditional structures that will be introduced later. Refer to the Grammar check.

Using the table, let the students practise this structure by making sentences with *if* at the beginning, and then by linking the clauses with *if*. This should be an oral activity.

#### Answers

- a** If she needs to use a computer, she can go to the Internet café.  
If you want to store information, you need a hard drive.  
If he wants to contact people, he needs to use the Internet.  
If she wants to listen to music, she needs a CD player.  
If they want to order some seeds, they can use the Internet.
- b** She can go to the Internet café if she needs to use a computer.  
You need a hard drive if you want to store information.  
He needs to use the Internet if he wants to meet people.  
She needs a CD player if she wants to listen to music.  
They can use the Internet if they want to order some seeds.

## Write

**5** Working on their own, students complete the sentences in writing.

#### Answers

Students' answers may vary. You can accept all sensible and grammatically correct answers.

- a** If you want to play a computer game, you need to learn how to use a computer.  
**b** If you want to use the Internet, you need a modem.  
**c** You need a camel if you are in the desert.  
**d** We can go to the beach if we live near the sea.

## EXTRA ACTIVITIES

- The students can work in pairs and tell each other what they know about computers, as Mr Gbaguidi did in the dialogue. Encourage them to ask each other questions too. One student can pretend to know very little about computers.
- The students can write out the sentences they made in activity 4.
- Students can complete the activities on pages 29-30 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 29-30

- 1** The students should have the following labels: speaker, screen, CD, CD drive, external hard drive, modem, printer, cables, processor, mouse mat, mouse, keyboard.
- 2**
- |                     |                                   |
|---------------------|-----------------------------------|
| <b>a)</b> screen    | <b>f)</b> speakers                |
| <b>b)</b> cables    | <b>g)</b> CD, external hard drive |
| <b>c)</b> mouse     | <b>h)</b> modem                   |
| <b>d)</b> mouse mat | <b>i)</b> keyboard                |
| <b>e)</b> printer   |                                   |
- 3** **4** Students' answers will vary.
- 5** Students' answers will vary. Here are some examples.
- a)** If Helen wants to pass to Grade 5, she needs to work hard.  
**b)** If Mum wants to sell eggs every day in the market, she needs to raise lots of hens.  
**c)** If Dad wants to type his own work, he needs a computer.  
**d)** If Uncle Joseph wants to repair his car, he needs a mechanic.

# TIME TO CHECK

SB p. 46

## Answers

- 1 computer, technology, nationality, communicate, information, telephone
- 2 1995: Nineteen ninety-five.  
1856: Eighteen fifty-six.  
2008: Two thousand and eight.  
2020: Twenty twenty, or two thousand and twenty.
- 3 a They live in Lomé now. They have lived here since 2008.  
b They have invited us to the celebration.  
c Have you met Fifa?  
d Have you listened to that new song?  
e I have been here since this morning!
- 4 She was born in Benin, but she has been in Dassa for five years. She has always wanted to visit Lomé because her cousin lives there.
- 5 a They have lived in Dassa (for/since) 2000.  
b How (often/long) have you visited Lomé?  
c You need a modem (if/but) you want to use the Internet.  
d We are from (Togolese/Togo). We are (Togolese/Togo).
- 6 How long have you lived here?  
Have you ever visited Ghana?  
Have you met [name]?
- 7 All computers have a processor, a screen and a keyboard. You will also need a mouse. Some computers also have speakers. If you want to print, you can connect your computer to a printer. You can store information on a CD, an external hard drive or on a memory stick. You need a modem and a telephone line to connect to the Internet. You can use wireless technology or cables to connect the different parts of the computer.
- 8 a Have they worked here for a long time?  
b I have never been to Mali.  
c She has lived here since 2009.  
d I have always wanted to visit South Africa.  
e If you need to use a computer, you can go to an Internet café.

## EXTRA ACTIVITIES

- Students can complete the revision activities on page 31 of their Workbooks.

## Answers to Workbook activities

WB p. 31

- 1 sometimes, fascinating, languages, tourists, neighbouring, American, Italian
- 2 a) If you want to travel in the desert, you need a camel.  
b) If he wants to go to America, he needs to learn English.  
c) If she wants to send an email, she needs to use the Internet.  
d) If they want to watch a movie, they need a television set.  
e) If the farmer wants to order seeds, he can order on the Internet.

- 3 Students' answers may vary.

TEACHER: How long have you been in [name of country/town]?

STUDENT: I've been here for [number of years months].

TEACHER: Where did you live before that?

STUDENT: I lived in [name of country/town]. I was/lived there for ten years.

TEACHER: That's why you speak [language] so well.

STUDENT: Yes, it is. I learned [language] when I was in [country/town]. And I have a friend who lives in [name of country/town]. His/Her name is [name].

## FUN

SB p. 47

- 1 Read this story with the class, or let them read the story alone or in pairs. Then let them try to explain the joke in the story. The boy is looking for the mouse for his computer. His brother and sister think he is looking for the animal called a mouse!
  - 2 Let the students say the tongue twister as quickly as they can. They may like to try and make their own tongue twisters, or you could teach them another. For example:  
Four furious friends fought furiously for the phone.  
2 Ys U R (Too wise you are)  
2 Ys U B (Too wisers you be)  
I C U R (I see you are) 2 Ys 4 me! (Too wise for me!)
- The second tongue twister plays on the sounds of words and letters. It is written in SMS language. Write this tongue twister on the board and ask the students to read it aloud.

- 3 The students play a game in which one student thinks of a country. He or she does not tell the others which country it is. The other students can ask a total of 10 questions in order to guess the name of the country. The first student is only allowed to answer 'Yes' or 'No' to each question.



## Sequence 6

1 SB pp. 48-49

## Clean and green

## SEQUENCE SUMMARY

## TOPICS

Caring for the environment.  
Ecology.

## SKILLS

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

## FUNCTIONS/NOTIONS

Describe places.  
Ask and answer questions.  
Give orders, prohibition and advice.  
Make suggestions.  
Express possibility, frequency and uncertainty.  
Describe a process.

## GRAMMAR

First conditional.  
Phrasal verbs.  
Use *must/mustn't* and *do not/do not have to*.  
Linking clauses with *that*.

## PHONOLOGY

Word stress.  
Stress in exclamations and sentences.

## VOCABULARY

*clean, deforestation, desert, dirty, disastrous, drought, dry, earth, eco-friendly, electricity, enough, exhibition, forest, graffiti, grasslands, green (eco sense), lights, litter, mangrove, money, paper, plastic, rain (noun), rainbow, Sahelian, semi-arid, smoke, soil, tap, tropical, water cycle, wet, to breathe, to burn, to catch, to change, to cut down, to die, to give off, to happen, to look after, to mean, to paint, to pollute, to pick up, to recycle, to remove, to save, to switch on/off, to turn into, to turn on/off, to waste*

## PREPARATION

*You will need:*  
– Student's Book pages 48-55.  
– Workbook pages 32-38.  
– PC/laptop with Internet access, if available.

## Warm up

The focus in this learning sequence is on caring for the environment. Note the pronunciation of 'environment' in English. You may want to start by finding out what the students know about programmes at your school or in your local community. Use this discussion to introduce some of the key vocabulary from MY WORD BANK.

## Note: Project preparation

*The work throughout this learning sequence will prepare the students for the project at the end of the sequence. In the project, students will research and create a poster to draw attention to an environmental issue in their communities.*

## Speak

1 Discuss the illustration in the Student's Book, and introduce the rest of the vocabulary in MY WORD BANK.

In this learning sequence, the students will be introduced to several phrasal verbs, so you may want to start teaching these now. Phrasal verbs can be tricky, as meanings are idiomatic. Refer to the Grammar check on page 49 of the Student's Book. It may help if you explain to students that the particle in the phrasal verb can be a preposition or an adverb.

2 Discuss the questions with the class and help students to arrive at sensible answers.

## Answers

Students' answers will vary. You may ask the students to give short answers first.

a) Yes, it is. c) No, I don't.

Then ask for fuller answers, for example:

a) Yes, it is quite clean, but we all need to help clean the classroom.

c) No, I don't, but I should switch them off.

## Listen &amp; repeat

3 The focus here is on stress patterns in words and in exclamations. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times. The stress in phrasal verbs is usually on the verb and not on the particle, unless for some reason the speaker wishes to stress the particle. For example, you say: *Turn off the tap*. But if you wish to emphasise the instruction, you could say: *Turn off the tap*.

## Listen

- 4 Let the students listen to the poem on the podcast. Read the poem yourself if the recording is not available (see page 104 of the Student's Book). Remember that the students should not follow the text as they listen throughout these activities. The focus is on developing listening skills. Let them listen to the poem twice, and then ask them to tell you what they think the poem is about. Try to elicit the answer that the poem is about caring for our environment.
- Then read the words in MY WORD BANK. Make sure that the students understand all the words.

## Speak

- 5 Let the students read and complete the sentences orally. You could ask them to write the sentences, once they have completed the oral activity.

### Answers

Students' answers will vary. Here are some examples.

- a The earth will be green if we look after it.  
 b We will not have big fish if we catch all the small fish.  
 c If we cut down all the trees, we won't have good rains.  
 d If we don't switch off the lights, we will use too much electricity.  
 e If we turn off the taps, we will save water.

## Write

- 6 Students can work in pairs or individually to make two signs for the school that have an environmental message. Encourage them to make their signs big, attractive and durable. Choose the most appropriate signs for use in the classroom or in the school, so that the students can see that there is a real purpose behind this activity.

### Answers

For example: Look after your school. Pick up your litter. Make the school green.

- 7 The students can work individually on this activity – perhaps as a homework task.

### Answers

For example:

**Cut down:** Don't cut down all the trees.

**Look after:** You must look after your environment.

**Switch off/on:** Switch off the lights when you leave the room. Switch on the lights.

**Pick up:** Please pick up all the litter.

**Turn on/off:** Turn on the tap. Please turn off the taps!

## EXTRA ACTIVITIES

- Write a few lines from the poem on the board. Erase the particles and other small words. For example:  
*We'll see rainbows  
 ... we don't pollute ... earth  
 We ... have good rains  
 If ... don't cut ... all the forests  
 ... will ... beautiful towns  
 If we pick ... the litter*  
 Read the lines to the students, and let them try to write out the lines in full.
- Students can read the poem on page 104 of the Student's Book.
- Students can complete the activities on pages 32-33 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 32-33

- |               |            |              |
|---------------|------------|--------------|
| a) clean      | b) dirty   | c) switch on |
| d) switch off | e) earth   | f) green     |
| g) rainbow    | h) breathe |              |
- Here are some words that the students can make:  
 – eco-friendly: *friend, do, life, find, nice, ride*;  
 – breathe: *the, there, hat, hate, here, hear, eat*.
- a) Switch off the lights class!

b) Sweep your class and tidy/make your chairs and desks up/clean!

c) Help your classmates: they must be eco-friendly!

d) Please turn off the taps!

e) Keep the toilets clean!

f) Keep/Make your school green! And pick up your litter.
- a) We'll see rainbows, if we don't pollute the earth.

b) We'll have good rains, if we don't cut down all the forests.

c) We'll have good crops, if we use water carefully.

d) We will have beautiful towns, if we pick up the litter.

e) The earth will be clean and green, if we look after it.

## 2 SB pp. 50-51

### Listen & read

- ① Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students questions to test that they have understood the main ideas expressed in the dialogue.

You can revise or teach the following two language structures introduced in this text: linking sentences with *that*, and using *must/mustn't* and *have to* to talk about obligation, prohibition and necessity. Refer to the Grammar checks. It is not necessary to teach the rules for changing direct speech into indirect or reported speech at this stage, but getting the students used to linking sentences with *that* is good preparation.

You may want to draw attention to the phrase: *Wow, that's cool*. Students may be familiar with this type of informal language. If not, explain what *cool* means in this context.

### Speak

- ② Discuss the questions with the class and help students to arrive at the correct answers.

#### Answers

- a She has made a poster. The poster says that we must save water.
- b Yes, he does.
- c She made the poster because Mr Bababola says that they have to make the school green or eco-friendly.
- d It means that we must do things to look after our environment.
- e We can recycle paper, plastic, glass, wood.
- f We can save water and electricity.

### Your turn

- ③ Let the students work in pairs and write down their suggestions. Then ask each pair to share their suggestions with the rest of the class. Encourage students to think of different ideas from those suggested in the dialogue and in the examples.

- ④ In this activity, students practise the use of *must* and *have to*. They should do this as an oral activity.

#### Answers

RACHIDATH: We must save water.

SIDI: We have to recycle plastic bottles.

AUNTY ADELE: We must plant trees.

### Write

- ⑤ The students complete the paragraph in their exercise books.

#### Answers

Our school will be green if we look after it. We must not waste water and electricity. We have to turn off the taps and switch off the lights. We must pick up all the litter. We can also recycle paper and plastic bottles.

### EXTRA ACTIVITIES

- Dictate a few sentences with *must/mustn't* and *have to*. Use sentences from the dialogue, or make up your own suitable sentences.
- Working in groups of three, let the students learn and act out the dialogue. Encourage them to add a few words or sentences of their own.
- Students can complete the activities on pages 34-35 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 34-35

- 1 a) a plastic bottle    b) to recycle  
c) a paper bag    d) to paint
- 2 Every year people use more and more paper bags and plastic bottles. They should recycle them!
- 3 a) Mr Brown says that we must save water.  
b) Ted says that we mustn't waste electricity.  
c) Sam says that we have to make our school green.  
d) Anne says that we don't have to watch television every day.  
e) Catherine says that we must paint the house again.
- 4 a) This sign says that we must keep our school clean.  
b) This sign says that we mustn't swim in the sea because it is dangerous.  
c) This sign says that we mustn't leave our litter.  
d) This sign says that we must make our school green.  
e) This sign says that we must switch off the lights when we leave the classroom.  
f) This sign says that we must never smoke because it is bad for our health.  
g) This sign says that we mustn't park here.

### 3 SB pp. 52-53

## Listen & read

① The students are going to listen to and then read a factual account of the water cycle and deforestation. To understand the text, the students need to study the picture diagram and the text diagram on page 52, as well as the content of the paragraphs. They should be familiar with the subject matter from their Geography classes. You may want to start by discussing and explaining the new vocabulary in MY WORD BANK, and then looking at the picture of the water cycle.

Then play the podcast, or read the text aloud. Ask the students questions to test that they have understood the main ideas expressed in the text, and then let them listen to the text again. No new language structures are introduced in the text.

## Speak

② Talk about the sentences, and help the students to decide whether each one is true or false. The students should correct the false statements.

### Answers

- a True. Senegal has a semi-arid climate.
- b False. Tropical forests grow in places where there is a lot of rain.
- c False. Plants are an important part of the water cycle.
- d True. When there is a drought, animals do not have enough food.
- e False. If the grasslands turn into deserts, the plants will not grow.
- f False. Deforestation happens when we cut down too many trees and remove too many plants.

③ The students could do the activity in pairs, and then report back to the rest of the class.

### Answers

**Climate:** the weather in an area.

**Sahelian:** countries that lie to the south of the Sahara Desert.

**Deforestation:** when we remove too many plants from the soil.

**Semi-arid:** an area in Africa that has very little rain.

**Tropical:** hot and wet.

**Grasslands:** a large area where grasses grow well.

## Your turn

④ The students work in pairs and write short definitions of the words. They can do this orally and then make notes. Then let them report back and, as a class, decide on the best definitions for each word. If the students have English dictionaries, encourage them to look the words up too.

### Answers

**Mangrove:** a tree that grows near rivers and the sea, with roots above the ground.

**Desert:** a place or area which is hot and dry, where there is lots of sand and no rain.

**Disastrous:** very bad or serious result.

⑤ The students work in pairs or small groups and ask each other questions about the water cycle. They must follow the example provided.

### Answers

Students should ask and answers questions such as: What will happen if we don't protect our grasslands? If we don't protect our grasslands they will turn into deserts.

Accept all sensible and grammatically correct questions and answers.

⑥ The students work in pairs and talk about deforestation, using the diagram on page 53 as a prompt.

## Write

⑦ The students complete the paragraph in their exercise books.

### Answers

a The Sahelian countries lie near the Sahara Desert. The climate in the Sahelian area is semi-arid. There are grasslands, but no tropical forests. This is because tropical forests need a hot, wet climate.

b Sometimes there is a drought in the Sahelian area. Then people and animals die because they do not have enough food.

c If we remove too many trees and plants from the soil, the water cycle changes. Deforestation is disastrous.

⑧ Make sure that the students understand what they have to do. Explain the activity, and do one or two examples with the class first. Then let them try the rest by themselves. This is an important, but tricky activity. Students need regular practice in identifying pronoun referents.

### Answers

- a when → years; b them → trees and other plants;
- c they → grasslands; d it → deforestation;
- e it → our environment.



## EXTRA ACTIVITIES

- Write some of the words from MY WORD BANK in a jumbled order. Ask the students to write the words correctly in their exercise books.
- Practise the pronunciation of the following words with the students: *deforestation*, *semi-arid*, *disastrous*, *tropical*.
- Write one or two paragraphs from the main text on the board, but remove every fourth word. Tell the students to complete the paragraphs without referring to the Student's Book.
- Students can complete the activities on pages 36-37 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 36-37

- 1 Across**
1. deforestation
  2. tropical
  3. desertification
- Down**
1. dry
  2. drought
  3. desert
  4. grassland
  5. wet
- 2**
- a) It's really hot in some African countries during the rainy season.
  - b) There was a drought in Ethiopia some years ago. Tens of thousands of people and animals died.
  - c) Sahara is the largest desert in Africa.
  - d) He has finished washing the car. The ground is wet!
  - e) Last year there was a drought. It was disastrous for our crops.
  - f) Men, women and children plant new trees every year to prevent desertification in the north of the country.
- 3**
- water these plants every day → grow well and produce nice flowers  
 fall (rain) → grow well (crops)  
 plant new trees → prevent desertification  
 not cut down trees → prevent deforestation
- 4**
- 1) If we water these plants every day, they will grow well and produce nice flowers.
  - 2) If the rain falls, the crops will grow well.
  - 3) If we plant new trees, we will prevent desertification.
  - 4) If we do not cut down trees, we will prevent deforestation.
- 5** and **6** Students' answers will vary.

## TIME TO CHECK

SB p. 54

### Answers

- a) clean and green      bottle and recycle
  - dirty and graffiti      big and litter
  - lights and dry
- a) Don't cut down the forests.
  - b) Switch off the lights.
  - c) Recycle plastic/glass/paper.
  - d) Don't waste water/electricity/paper.
  - e) Look after our school.
- a) The sign says that we must not cut down the forests.
  - b) The sign says that we must switch off the lights.
  - c) The sign says that we have to recycle plastic/glass/paper/everything.
  - d) The sign says that we must look after our school.
  - e) The sign says that we must not waste water electricity/paper.
- a) We (have to/must not) turn off the taps.
  - b) I (don't have to/ have not to) go to school on Saturday.
  - c) We (must/must not) pick up litter.
  - d) She (does not/ must not) have a sister.
- Senegal is a Sahelian country. It lies to the south of the Sahara Desert. The climate is semi-arid. This means that it is dry climate. We must protect this area from deforestation. If we do not look after this area, plants will not grow because there is not enough water. Then we will not have enough food for ourselves or for our animals.
- If we use water carefully, we will have good crops. We'll breathe clean air if the factories don't make smoke.  
 If we plant trees, we will help the environment.  
 We will have clean schools if we pick up the litter.  
 If we look after the earth, it will be clean and green.
- a) Don't waste electricity. Turn off the lights!
  - b) If you want water, you need to turn on the tap.
  - c) The students look after their school well.
  - d) If we do not protect the grasslands, they will turn into deserts.
- Students' answers may vary.
  - a) We will have good crops if we don't waste water.
  - b) If we protect our environment, we will have good crops.
  - c) If there is not enough rain, we will have a drought.
  - d) If the grasslands turn into deserts, people and animals will be hungry.

## EXTRA ACTIVITIES

- Students can complete the revision activities on page 38 of their Workbooks.

### Answers to Workbook activities

WB  
p. 38

- Answers will depend on which words are read aloud.
- a) deforestation. b) crops. c) people and animals.
- The students should write the labels in the following order:  
cut down trees and plants  
there is less water  
crops do not grow  
grasslands become deserts  
there is no food  
people and animals die

## PROJECT CORNER

SB p. 55

Explain to the students that they will do this project in groups. The project is in three parts. In part A, the students will discuss the environmental problems faced in their own communities, and select a problem that they think is important. In part B, they will create a poster to highlight the problem they have identified. In part C, they will present their ideas and their poster to the rest of the class (or to the school). At the end of the project, students will be given an opportunity to evaluate their own work.

### PART A

**STEP 1** The students work in groups and discuss the environmental problems faced in the areas in which they live. Then they must choose a specific problem that they think is important, and which they can help to publicise through their poster campaign.

**STEP 2** The group researches the problem. They can find out whether people are aware of the problem, and what programmes have been set up to deal with the problem.

**STEP 3** At some point, students should consult with their Geography teacher who will be able to provide further assistance and guidance.

**STEP 4** They can also do research on the Internet to find out what is being done about similar problems in other parts of the world.

### PART B

**STEP 1** The students plan their posters by brainstorming all their ideas. Explain that when you do a brainstorm, you write down all your ideas – even those that might seem a bit silly or irrelevant. Then you go through what you have written, cross out the crazy ideas and focus on the good ones.

**STEP 2** The students plan the layout of their poster. The poster must attract people's attention, so the group needs to think about using big, bold and colourful words and pictures.

**STEP 3** The students compile and check all the information that will appear on the poster. The wording on the poster must be written clearly.

### PART C

Each group can present their poster. Each person in the group should be given the opportunity to say something, or make some contribution to the presentation. Remind the students to speak slowly, clearly and loudly so that everyone can hear them.

After the students have made their presentations, ask them to think about what they have done and let them assess their own work. They can use the assessment section at the bottom of the page. You can then offer your own comments on what they have achieved and explain why you agree or disagree with the students' self-assessment.



# Sequence 7

**1 SB pp. 56-57**

## Let's cook!

### SEQUENCE SUMMARY

#### TOPICS

Food and drink. Cooking.  
Cultural and social events.

#### SKILLS

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

#### FUNCTIONS/NOTIONS

Express quantities and conditions. Express likes and dislikes. Make comparisons. Talk about smells and tastes. Make formal introductions. Report what people say. Describe things. Describe processes in sequence. Give and carry out instructions.

#### GRAMMAR

Use phrases *some/any, How many/How much, as many/as much as* in questions and statements with countable and uncountable nouns.  
Change direct speech into reported speech.  
Use past participles to form simple past tense.

#### PHONOLOGY

Word stress. Distinguish different vowel sounds.  
Silent letters.

#### VOCABULARY

*bowl, buddy, by the way, carbohydrates, chilli, chopped, clove of garlic, cornflour, dish, doubtful, dried shrimp, egg, fats, finally, fork, fruit, gently, glass, grated, greedy, guest, healthy, healthier, hungry, ingredient, jug, juice, knife, lemon, milk, mineral, mixture, mush, mustard, napkin, oils, olive, onion, pan, parsley, pepper (salt &), pepper, piece, plate, possible, protein, reunion, salt, sauce, sliced, soap, spoon, sugar, tablespoon, tablecloth, thirsty, tiny, vanilla, vitamin, way, well, to add, to beat, to begin, to keep, to explain, to fry, to hurry, to grill, to mix, to pop into, to press, to pour, to roll, to scramble, to serve, to set (a table), to smell, to sound, to taste, to whisper*

#### PREPARATION

*You will need:*  
– Student's Book pages 56-63.  
– Workbook pages 39-45.  
– PC/laptop with Internet access, if available.

### Warm up

The focus in this learning sequence is on healthy eating, as well as serving and preparing food. So you could start by finding out what the students have learned about healthy eating habits from their science lessons. Find out if they know what a food pyramid is (refer to a science/biology text if necessary). Then introduce the English words for the food categories: carbohydrates, vitamins, mineral, sugars, proteins, fats and oils, etc. Relate each category to the food pyramid. Talk about foods that fall into each food category, and revise or teach the names of foods during the discussion.

#### Note: Project preparation

*The work throughout this learning sequence will prepare the students for the project at the end of the next sequence. In the project, students will make recipe books.*

### Your turn

**1** Look at the picture in the Student's Book with the whole class. Read each label and ask the students to find and identify the related item in the picture. Continue the discussion about healthy food, and discuss which food category each food on the table falls into. Refer the students to the names of the food categories in MY WORD BANK.

Students work in pairs. They discuss the picture for a few minutes, saying as much as they can about the food and other items on the table.

### Speak

**2** Discuss the questions with the class and help students to arrive at sensible answers.

#### Answers

Students' answers may vary. Here are some examples.

- a** Meat, fish, cheese, milk, some vegetables like beans.
- b** Fruits like avocados and palm nuts, meat, fish, milk, cheese.
- c** Fruits, vegetables, milk and fish.
- d** True.
- e** False. Both are healthy, and you should eat both.
- f** Yes, but you can use your hands too.
- g** A plate.
- h** A tablecloth, plates, glasses, knives, forks, spoons, napkins, a water jug.

## Listen & repeat

- ③ The focus here is on stress patterns in words. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times.

## Listen

- ④ Let the students listen to the dialogue on the podcast. Read the dialogue yourself if the recording is not available (see page 105 of the Student's Book). Read the words in MY WORD BANK. Make sure that the students understand all the words. Remember that the students should not follow the text as they listen throughout these activities.

Write the questions below (or your own questions) on the board. Read the questions and tell the students to think about them as they listen to the dialogue. Once they have listened to the text, the students can write their own answers to the questions. Let them listen to the dialogue twice, before they write their answers.

### Questions

- Name the three people who speak in this dialogue. (Rafiatou, Mother, Yaya)
- Who is going to cook for the family reunion? (Rafiatou)
- What is she going to cook? (yassa)
- Which ingredients will she need for the meal? (chicken, garlic, onions, black pepper, lemon juice, salt, mustard, green peppers, olives, oil)
- Who will go to the shop? (Yaya)
- What tasks will Yaya do? (He will grill the chicken and go to the shop.)

After the comprehension activity, teach how to use the phrases *some/any*, *How much/How many* and *as many/much as*. Revise countable and uncountable nouns as required, and refer to the Grammar check. There are several activities in the Workbook, which the students can complete to practise these structures.

## Speak

- ⑤ Help the students to identify the words which have the same sounds. The sounds that they have to compare are highlighted in colour. Ask them if they know any other words with the same sounds. You could make four lists of words on the board, underlining or highlighting the sounds that are the same. For example:

some	knife	fish	juice
mustard	nine	olive	fruit
sun	number	dish	choose
fun, etc.	knee, etc.	kitchen, etc.	spoon, etc.

### Answers

- some mustard
- knife nine
- fish olive
- juice fruit

## Your turn

- ⑥ The students work in groups of three and complete the dialogue, which is based on the dialogue they have listened to. One student can role-play an older person at home or in the shop. Each group must choose a recipe with which they are familiar to use in the dialogue. Students can practise their roles and act their scenes out for the whole class to watch.

## Write

- ⑦ The students copy and complete the sentences in their exercise books. Remind them to check their completed sentences. Students could check each other's work.

### Answers

- I am going to make yassa for lunch. I will need some onions, some mustard, some salt and pepper and lots of lemon juice. I will also use some olives and some peppers. But I don't have any onions or any lemons. Can you get some for me? I am not sure how many onions I will need!
- She set the table for lunch. First, she put a blue tablecloth on the table. Next, she put some plates, some knives, some forks and some napkins. Then she put some glasses and a jug of water.

## EXTRA ACTIVITIES

- Dictate a few sentences with *How much/How many* and *some/any*. Use sentences from Sequence 7.
- The students can write down the dialogues they made up and acted in activity 6.
- The students can play a word chain game in groups. One student can start by saying: 'I am going to set the table. I need a tablecloth.' The next student will repeat what the first student has said, and add an item. For example: 'I am going to set the table. I need a tablecloth and some plates.' The students should be familiar with this game already.
- Students can read the dialogue on page 105 of the Student's Book (activity 4, page 57).
- Students can complete the activities on pages 39-40 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 39-40

- 1 lemon, minerals, ingredients, olive, vitamins, greedy, protein, salt, sugar, pepper
- 2
  - a) greedy
  - b) pepper
  - c) sugar
  - d) minerals and vitamins
- 3
  - a) **A:** Do we need any peppers for this recipe?  
**B:** No, we don't. But we do need some oil, some onions, and some garlic.
  - b) **A:** Do you have any computer technicians in your family?  
**B:** Yes, we do. We also have some mathematicians.  
**A:** What about doctors? Do you have any doctors?  
**B:** No, we don't have any at the moment.
  - c) **A:** What do we need for the dessert?  
**B:** Let me see. There are some pineapples and some guavas in the fridge, but there aren't any oranges. And we will also need some sugar and some vanilla.
- 4
  - a) oranges
  - b) guavas
  - c) onions
  - d) water (no plural)
  - e) sugar (no plural)
  - f) students
  - g) vitamins
  - h) oil (no plural)
  - i) minerals
  - j) carbohydrates

*Note: The plural form of oil (oils) is possible, but the students have not learnt this form yet.*
- 5
  - a) There isn't much water in the glass.
  - b) They are poor. They don't have much money.
  - c) There aren't many mangoes on these trees.
  - d) **A:** How many onions do we need to make this recipe?  
**B:** Ten.  
**A:** How much oil do we need?  
**B:** A cup of oil.  
**A:** And how much water?  
**B:** Just a little.
  - e) How much sugar do you take in your tea?
  - f) How many bottles of oil must I buy?

## 2 SB pp. 58-59

### Listen & read

1 Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students questions to test that they have understood the main ideas expressed in the dialogue.

You can revise or teach the following language structures, which are introduced in this text: polite introductions, changing direct speech into reported speech. Refer to the Grammar checks.

### Speak

2 Discuss the questions with the class and help students to arrive at the correct answers.

#### Answers

- a He is a guest from America.
- b Yes, he does.
- c They are vegetables, cabbage, cassava, fish balls, fish, rice.
- d It means to eat with your hand instead of using a knife and a fork.
- e They put the things that we need for a meal on the table. For example: tablecloth, the glasses, the plates, napkins, water...
- f For people to wash their hands.
- g Answers will vary. For example: You take some fish and vegetables and press them together with your fingers. Then you roll this with some rice.

3 Students can take turns to come up and pretend to introduce various people to the class. You can add real people (both adults and students) to the list in the Student's Book.

You can discuss ways of speaking politely and formally in other situations as well. Students should know acceptable ways of addressing older people and people whom they don't know very well. In English, formal language cannot be signalled by pronouns and verbs (the formal *you*), so special words and phrases are important.

### Answers

- a** – This is Mr Orou. He is our new teacher. He is from England.  
– How do you do, Mr Orou? Pleased to meet you.  
**b** – This is Dr Wolo, who is visiting our school.  
– How do you do, Dr Wolo? Pleased to meet you.  
**c** – This is Fatou. She is a new student.  
– Hello, Fatou.

## Your turn

- 4** This should be oral activity. It is important that students get used to hearing and saying new structures before they have to write them. Check the answers with the whole class afterwards.

### Answers

- a** Henry said that he loves agou.  
**b** Mary said that she was thirsty.  
**c** Adèle said that the meat was too spicy. It tasted awful.  
**d** Paul said that he used his hand.

- 5** In this oral activity, the students describe the tastes and smells of foods they enjoy (or don't enjoy!) Let them practise in pairs for a few minutes, and then ask each pair to share their descriptions with the rest of the class. Find out whether the students agree with their classmates' descriptions of the tastes and smells.

## Write

- 6** The focus of this activity is on using verbs in the simple past tense. Students copy and complete the sentences in their exercise books.

### Answers

- a** He told me that he was hungry.  
**b** What did he call you?  
**c** She told me to hurry up!  
**d** They told us that they were from England.  
**e** I called you but you did not answer.

## EXTRA ACTIVITIES

- Write one or two paragraphs from the dialogue on the board, but remove every fourth word. Tell the students to complete the paragraphs without referring to the Student's Book.
- Working in small groups, students can read aloud and act out the dialogue from the Student's Book.
- Let the students work in pairs and do a verb search. They should look at the dialogue they have read, and write down all the verbs they can find. Then they can try to identify the verb tense of each verb. Remind them to refer to the word list and list of irregular verbs at the backs of their books for help.
- Students can complete the activities on pages 41-42 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 41-42

- 1**
- |               |                    |
|---------------|--------------------|
| 1. tablecloth | 6. napkins         |
| 2. forks      | 7. spoons          |
| 3. knives     | 8. water in a bowl |
| 4. plates     | 9. soap            |
| 5. glasses    |                    |
- 2**
- a)** We always cover the table with a tablecloth.  
**b)** Wow! The chicken yassa Mum is cooking smells delicious. I'm sure it's going to taste good, too.  
**c)** Please set the table. Lunch will be served in ten minutes!  
**d)** A person you invite to your house or a person who visits your house is a guest.  
**e)** **A:** Let's go to the swimming pool this afternoon.  
**B:** That sounds like a good idea.  
**f)** Dad kissed Mum and whispered in her ear, 'I love you, darling'.
- 3**
- a)** sour    **b)** sweet    **c)** salty    **d)** spicy
- 4**
- a)** Helen said that she was happy.  
**b)** Ted said that the food smelled very good.  
**c)** Mike said that he didn't like chicken yassa.  
**d)** Barbara said that she liked fruit salad.
- 5**
- a)** I called you but you didn't answer!  
**b)** Ted said that he was hungry.  
**c)** The food smelled so good!  
**d)** She told me a story when I was in bed.

## Listen & read

- ① As a pre-reading activity, ask the students to describe *Amiwo* and tell you how they think it is made.

Play the podcast or read the recipe aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students questions to test that they have understood what *Amiwo* is and how it is made. There are no new structures introduced in the text.

## Your turn

- ② The students work in pairs, asking and answering questions about the recipe.
- ③ The students work in pairs. They study the pictures and the captions in their books and then describe in reported speech how the woman made the scrambled eggs. Refer students to the Grammar check to make sure that they know how to form the past tenses of the verbs they need to use.

## Write

- ④ The students use the words in the box to join the sentences.

### Answers

#### How to cook the meat and serve the food

**First** you put some salt and pepper on the meat. **Then** you grill the meat for 5 minutes. Do not burn the meat. (OR Then you grill the meat for 5 minutes but you must not burn it.) **After that** you pour the sauce over the meat. **And finally** you serve the food very hot.

- ⑤ The students read the recipe and then correct the mistakes.

### Answers

#### How to make *Amiwo*

First cook the pieces of chicken with parsley, celery, two grated cloves of garlic, one chopped onion, some pepper, salt and water.

Then fry the pieces of chicken.

Then make the mush with shrimps, one clove of garlic and 2/3 of the tomatoes. Cook this for fifteen minutes.

Make a sauce with the rest of the tomatoes, one onion, the peppers and the chillies.

## EXTRA ACTIVITIES

- Students can play a game. One student can say something like: '*I need eggs, butter, milk and a pan. What am I going to make?*' The others have three guesses to get the right answer. Work out a scoring system with the students before they begin.
- The students can read the instructions for making scrambled eggs again (see activity 3). Then they close their books and try to remember what the woman did. They write down the instructions in the simple past tense, like this:  
*First she put the milk and the eggs in a bowl and she beat them.*  
*After that she added salt and pepper.*  
*Then she fried the mixture in a pan and scrambled the eggs.*  
*Finally, she served the eggs.*  
If you think this task is too difficult, write the verb stems that the students will need to use as prompts on the board.
- Students can complete the activities on pages 43-44 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 41-42

- 1 a) knife, five      b) fish, pip      c) butter, hurry
- 2 mustard, flavours, butter, mixture, scramble
- 3 Here are some words:  
a) peanut: tap, up, at, tape, eat, put, pan...  
b) tablespoon: table, spoon, on, no, tap, pot, top, lot, eat...
- 4 The ingredients you need to make this cake are: flour, butter, milk, sugar, cocoa and eggs. You also need baking powder and some salt.  
First, you mix the eggs and the butter. Then you add the cocoa, the salt and the baking powder to the flour. The next step is to mix all the ingredients with the milk. Mix this slowly. Then put the mixture in a dish and bake it in an oven for 40 minutes.  
You can add pieces of chocolate or vanilla to give your cake a special taste.
- 5 a) We use vanilla, nutmeg and cinnamon to add extra flavour to dishes.  
b) There are lots of pips inside some fruits.  
c) To make scrambled eggs, you beat some eggs and milk together.  
d) You can cook scrambled eggs in a pan.
- 6 a) First cook the couscous.  
b) Then mix the peanut butter with the raisins and the couscous.  
c) Follow the instructions on the packet.  
d) Beat the eggs with the milk and add salt and pepper to the mixture.

7

Verb stem	Past participle
scramble	scrambled
fry	fried
add	added
pour	poured
call	called
try	tried
grill	grilled
chop	chopped
cook	cooked
beat	beat

## TIME TO CHECK

SB p. 62

### Answers

- 1 dessert, protein, mustard, carbohydrate, kitchen, knife, vitamin, mineral
- 2 a) guest set      b) easy greedy      c) soap goat
- 3 Students' answers will vary, depending on the recipe. This example uses the recipe for Amiwo.  
MARY: Let's make Amiwo.  
PAUL: OK. What do we need?  
MARY: We will need some chicken, some tomatoes and some onions/garlic/celery.  
PAUL: Do we have any oil?  
MARY: No, we don't have any oil. I will get some.  
PAUL: How much oil do we need?  
MARY: We need 25 cl and we also need peppers, shrimps and chillies!  
PAUL: Let's begin!
- 4 a) Fifa said that the dessert was very sweet!  
b) Comlan said that he loved Amiwo.  
c) Mrs Ourou said that she added salt to the mixture.  
d) Rafiatou said that the food looked very good.  
e) Yaya said that the food was delicious!  
f) Ida said that milk sometimes smelled sour.
- 5 Students' answers may vary, depending on how this dish is made, but the ingredients would probably be: chicken, cornflour, oil, tomatoes, parsley, salt, pepper, chilli.  
Accept all recipes that make sense.
- 6 Students' answers will vary.
- 7 Students' answers will vary, but students must use the simple past tense.

8

Infinitive	Simple past tense	Past participle
to tell	told	told
to pour	poured	poured
to call	called	called
to taste	tasted	tasted
to fry	fried	fried
to beat	beat	beaten

### EXTRA ACTIVITIES

- Students can complete the revision activities on page 45 of their Workbooks.




**Answers to  
Workbook activities**
**WB  
p. 45**

- 1** a) How do you cook the chicken in this recipe?  
→ First you cut (and season) the chicken and then you boil it.
- b) What do you do to the tomatoes, peppers, onions and garlic?  
→ First you chop them and then you mix them together.
- c) What do you add to the water to make the sauce?  
→ You add spices, the tomato mixture and some palm oil. And then you add the maize flour (and some cold water).
- 2** Students' answers will vary.

**FUN**
**SB p. 63**

- 1** The students could work in pairs. They could also jumble other words for their partners to try and work out. They must make sure they know how to spell the words correctly though.

**Answers**

- a tomato, pepper, cornflour, oil, garlic, onion, parsley, chilli, salt
- b We can use these ingredients in Amiwo.

- 2** Let the students discuss and try to agree on what each photo shows before you give them the correct answers.

**Answers**

- a the inside of a lemon
- b some grains of rice
- c the edge of a knife
- d part of a dish
- e an egg in a shell

- 3** Let the students discuss and try to agree on each answer before you give them the correct answers.

**Answers**

- a Amiwo      b scrambled eggs      c chicken

- 4** The students should copy the crossword in their exercise books before they attempt to do it.

**Answers**
**Across**

1. scramble  
5. healthy  
6. pepper

**Down**

2. mixture  
3. egg  
4. whisper

# You have style!

## SEQUENCE SUMMARY

**TOPICS**

Clothes. Cultural events. Jobs.

**SKILLS**

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

**FUNCTIONS/NOTIONS**

Describe people and clothes. Make polite requests. Give advice. Make comparisons. Talk about past actions.

**GRAMMAR**

Simple past tense.  
Simple past tense + infinitive verb.  
Use *could* and *would* in polite requests.  
Present perfect with *yet*, *already* and *just*.  
Use *must have* and *have to/don't have to*.  
Object pronouns.

**PHONOLOGY**

Word stress.  
End sounds: /ɪt/, /fənz/.  
Intonation in polite requests.

**VOCABULARY**

*accessory, already, appointment, barber, bead, bracelet, braid, businessman, catalogue, celebrity, creative, designer, dressmaker's shop, earring, economics, elegant, embroidery, expensive, extensions, fabric, fashion, hairdresser, just, leather, light (colour), local, long-sleeved, matching, outfit, printed, reasonable, ready-to-wear, rich, sandal, seat, sewing machine, sheep, shirt, silver, slipper, smart, still, style, successful, suitable, talented, trousers, tunic, yet, to buy, to choose, to consist of, to continue, to decide, to design, to embroider, to export, to finish, to give up, to import, to laugh, to match, to spend, to take (a seat), to use, to win*

**PREPARATION**

*You will need:*  
– Student's Book pages 64-71.  
– Workbook pages 46-52.  
– PC/laptop with Internet access, if available.  
– Paper, staplers or ribbon, ring binder files (for the project).

# 1 SB pp. 64-65

## Warm up

The focus in this learning sequence is on fashion and clothes that we wear on special occasions. You could begin by discussing the name of the learning sequence, 'You have style!' Ask the students to name people whom they think have style (are stylish in the way they dress). Ask them to try and describe what stylish dressing is. You could bring some pictures from magazines and newspapers and ask the students to choose the people in the photographs who have the best style.

### Note: Project preparation

The work throughout learning sequence will prepare the students for the project at the end of the next sequence. In the project, students will make a book about celebrations.

## Your turn

1 Let the students work in pairs and say what they can about the outfits shown in the pictures. You can read and discuss the words in MY WORD BANK with the whole class before the pair activity. Then each pair can share some of the sentences they made with the rest of the class. Write the best sentences on the board.

### Answers

Here are some examples of sentences the students could make. You can accept all sensible ideas.  
I like this beautiful blouse, wrapper and headscarf.  
I love the red, black and blue colours. This long bubu has embroidery. It is very elegant. This outfit is smart.  
I like the skirt and jacket. Who is the designer?

## Listen

2 Explain what a tailor is, and then let the students listen to the text on the podcast. Read the text aloud if the recording is not available (see page 105 of the Student's Book). Let the students listen to the text a few times, until they are able to identify the outfits that the tailor is describing.

### Answers

- a The outfit on the left on the picture.
- b The outfit on the right on the picture.

## Listen & repeat

3 The focus here is on stress patterns in words. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times.

## Listen

4 Let the students listen to the dialogue on the podcast, or read the dialogue aloud if the recording is not available (see page 105 of the Student's Book). Then read the words in MY WORD BANK. Make sure that the students understand all the words. Remember that the students should not follow the text as they listen in these activities.

Write the questions below (or your own questions) on the board. Read the questions and tell the students to think about them as they listen to the dialogue. Once they have listened to the text, the students can write their own answers to the questions. Let them listen to the dialogue twice, before they write their answers.

### Questions

- a Name the four people who speak in this dialogue. (Tailor, father, Fifa, Comlan)
- b Where are the people? (in the tailor's shop)
- c What did the father bring – fabric or a sheep? (fabric)
- d Who will have an outfit in the light blue fabric? (Fifa)
- e What does Fifa want around the neck of her outfit? (embroidery)
- f Why do they want new outfits? (for Christmas)

## Your turn

5 Teach the students how to make polite requests. Play the podcast, or read the text again. This time, let the students pay attention to the intonation in these requests. Refer to the Grammar check.

Then let the students work in groups and role-play a scene like the one they have listened to. They must use polite language in the role-play.

6 Teach the students the use and meaning of the words *already* and *yet*, and show them how to use these words in sentences. The words are usually used with the present perfect tense. Refer to the Grammar check.

Then let them work in pairs and practise these structures, as directed in the activity.

## Write

7 The students make questions with the words provided in order to practise the structures introduced in this lesson.

### Answers

- a Have they chosen their outfits yet?
- b Has she already bought some new shoes?
- c Have you bought any fabric yet?
- d What would you like to buy?
- e How can I help you?

8 The students rewrite the sentences with the verbs in the correct tense (the present perfect tense).

### Answers

- a I have already bought a new dress.
- b Have you chosen a new outfit yet?
- c She has not bought new shoes yet.
- d They have not made the food yet.
- e Has he already designed the outfit?

## EXTRA ACTIVITIES

- Write one or two paragraphs from the dialogue on the board, but remove every fourth word. The students can complete the dialogue as you read it aloud to them.
- The students can play a listening game. They work in pairs and sit back to back. They may not look at each other (so that they concentrate on listening and speaking clearly). One student describes an outfit and the other student has to draw the outfit, according to their partner's description. Explain that this activity is not meant to practise or test drawing skills! What is important is speaking clearly and listening carefully to give and get accurate information.
- Students can read the dialogue on page 105 of the Student's Book (activity 2, page 64).
- Students can complete the activities on pages 46-47 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 46-47

- 1 designer, fabric, elegant, tunic, smart, embroidery, outfit, printed, match, silver
- 2 a) Last Friday she looked very smart/elegant in her new clothes.  
b) 'Wax Hollandais' is a printed fabric. Most West African women like to wear it.  
c) 'Does the colour of my hat match the colour of my outfit/dress/wrapper?'  
d) Embroidery on 'bazin' fabric is very popular in African countries.

3	Infinitive	Simple past	Present perfect
	to design	designed	have designed
	to add	added	have added
	to decide	decided	have decided
	to be	was	have been
	to match	matched	have matched
	to buy	bought	have bought
	to choose	chose	have chosen

- 4 a) **A:** Has the boat for the Gorée Island left yet?  
**B:** Yes, it has. It left forty minutes ago. You can't see it. It's already in the middle of the ocean!  
b) **A:** Have you made an appointment with your hairdresser yet?  
**B:** Yes, I have. I was last in her shop two days ago. How about you? Have you already made an appointment?  
**A:** No, not yet. I must do it on Thursday.  
c) **A:** Have you already chosen the fabric for your new outfit?  
**B:** Yes, I have. I went to Maman Amour's shop yesterday. And you? Have you already chosen yours?  
**A:** No, not yet. I'll do it tomorrow.

5		
	You are speaking to your friends and classmates.	You are speaking to your teacher or other adults.
	Can I wear your slippers to go to the movies tonight?	Could I wear your slippers to go to the movies tonight?
	Can I use your cell phone to call my parents?	Could I use your cell phone to call my parents?
	I want to use your sandals for tomorrow.	I would like to use your sandals for tomorrow.
	Can I use your bicycle this afternoon?	Could I use your bicycle this afternoon?
	I want to borrow your bubu for Diana's birthday party.	I would like to borrow your bubu for Diana's birthday party.
	Can I use your dictionary tonight?	Could I use your dictionary tonight (please)?

## Listen & read

- ① Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask the students questions to test that they have understood the gist of the dialogue.

The focus in this lesson is on distinguishing between *must*, *have to*, *can* and *should* and using them correctly to give advice and talk about obligation or duties and habits. Read the dialogue in detail with the students and draw their attention to these structures. Refer to the Grammar check.

## Speak

- ② Discuss the questions with the class and help the students to arrive at the correct answers. After the discussion, you could ask the students to write their own answers too.

### Answers

- a Because it is Christmas.
- b He was at the tailor's shop.
- c No, she hasn't. (This is inferred. It is not Christmas yet.)
- d She will have braids because hair extensions are too expensive.
- e Yes, they are.
- f He will wear his new clothes for Christmas and for other feasts.

## Your turn

- ③ The students work in pairs and give advice to the people in the illustrations, using the suggested structures.

### Answers

Here are some examples: *She shouldn't spend all her money! He has to help with the dishes. He must turn off the tap.* And so on.

## Write

- ④ The students complete the sentences using words from the box. This activity enables them to practise various structures.

### Answers

- a I didn't buy a big silver handbag because it was too expensive. I bought a small white bag instead.
- b Ali usually goes to church on Sundays, but today he is ill.
- c Comlan has just arrived. He has just come from the tailor's shop.
- d 'Do you only have one hat?' – 'No. I have a white hat as well.'
- e 'Have you thought about your new dress yet?' – 'No, I haven't.'
- f He came here last Friday.

## EXTRA ACTIVITIES

- Dictate a few sentences that include *must*, *mustn't*, *should* and *have to*.
- Students can read the dialogue aloud in groups of three, and then ask each other questions about it. They can also give each other advice about clothes to wear for special celebrations.
- Students can complete the activities on pages 48-49 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 48-49

- 1 **A. Jobs:** barber, hairdresser, dressmaker, designer, tailor.  
**B. Clothes and accessories:** bracelet, sandals, slippers, bead, braids, earrings, hair extensions, tunic, handbag, ring, necklace.
- 2 a) barber b) dressmaker c) hairdresser d) tailor
- 3 a) bracelets b) hair extensions c) earrings
- 4 a) The students must/have to do their homework.  
b) Tomorrow we must/have to get to school early.  
c) Do students in private schools have to wear uniforms?  
d) You should make an appointment with the hairdresser.  
e) You shouldn't spend so much money on clothes.  
f) They live near the school so they don't have to take the bus. They can walk.
- 5 a) You should listen to the teacher.  
b) She shouldn't play in the street after class.  
c) They should plant trees to fight desertification.  
d) They shouldn't cut down all the trees in this forest.

## Listen & read

① As a pre-reading activity, ask the students to read the title of the passage on page 68 of the Student's Book. Ask them what they think the passage is about. Who is Charlemagne Lolo Andoche? Don't give them the answer. Explain that they will find out the answer when they listen to the passage.

Then play the podcast once and ask the students if they guessed correctly. Read and discuss the vocabulary in MY WORD BANK before you play back the podcast or read the text again.

The text introduces structures with a verb in the simple past tense, followed by an object pronoun and another verb. For example: *They asked him to design...* Point out this structure, and make sure that the students understand it. Refer to the Grammar check.

## Speak

② The students read each sentence aloud and discuss whether it is true or false. The students should correct the false statements.

### Answers

- a True.
- b False. Lolo liked to dress women.
- c False. He started to make clothes for himself.
- d True.
- e True.
- f False. Lolo's clothes are cheaper than imported clothes.

## Your turn

③ This activity provides practice in using verbs in the past tense. It is important that the students try to use all the verbs. If they are not sure of the past tense forms of irregular verbs, they can look at the Grammar check or refer to the list at the back of the Student's Book page 112. Note that all the words are used in the past tense in the reading passage. Check the answers with the whole class, after students have had the opportunity to try the activity out orally in pairs first.

### Answers

Here are some sentences the students could make with the verbs.

He started to work in a dressmaker's shop when he was a young man.  
He decided to become a fashion designer when he was young.  
He made lots of clothes for men and women.  
He did not study dress design at college.  
He continued to design new clothes.  
He got his dressmaker's certificate when he was 23 years old.  
He has always lived in Cotonou.  
He did not import fabrics to make his clothes.  
He won prizes in 2001 and 2002.  
He designed clothes using local fabrics.  
He exported clothes to other countries.  
He worked hard for many years.  
People asked him to design clothes.  
He used local fabrics to make his clothes.  
He became a famous designer.

④ The students work in pairs and make sentences from the table.

### Answers

They decided to go home at 6 o'clock.  
She started to braid her hair.  
We graduated from a college in Cotonou.  
They asked her to sew clothes for them.  
He wanted me to help the dressmaker.  
She employed them to work for him.

## Write

⑤ The students write the sentences using the correct forms of the verbs in a variety of tenses.

### Answers

- a Christian went to study in France last year.
- b She won a competition last week. Her prize was a new sewing machine.
- c Mary owns two shops now. She has become a successful businesswoman.
- d She always imports/imported the fabric from Mali and then exports/exported the clothes to other African countries.
- e 'Have you found your shoes yet?' – 'Yes, I have just seen them under the table.'
- f She laughed when I told her the story.
- g Have you finished your work yet?

## EXTRA ACTIVITIES

- Write one or two of the paragraphs from the dialogue on the board, but remove every fourth word. Tell the students to complete the paragraphs without referring to the Student's Book.
- Students can write a paragraph in which they compare Lolo's clothes with the clothes of other designers. In their comparison, they can use the correct forms of the following adjectives: *cheap, comfortable, suitable, popular*.
- Students can complete the activities on pages 50-51 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 50-51

- 1 healthy/unhealthy  
to begin/to finish  
to continue/to stop  
local/national  
to import/to export  
to win/to lose  
cheap/expensive  
old/new  
to spend/to save
- 2 a) Angélique Kidjo is a celebrity. She has millions of fans all over the world.  
b) She won a scholarship to study at Cambridge University.  
c) His mother is a businesswoman. She buys and sells fabrics and hair accessories.  
d) Many West African countries import machines and cars, and export cotton, coffee and cocoa.  
e) Adèle is a successful fashion designer. She employs many people in her business.  
f) A sewing machine is a machine that helps us to make clothes.
- 3 a) He gave up his job in the USA last year.  
b) Have you found some fabric for your new outfit yet?  
c) When did he become famous?  
d) They decided to go to England last month.  
e) When did she buy the new machines?  
f) She bought them last month.
- 4 a) Dad wanted me to wash his car.  
b) He asked us to water the flowers in the garden.  
c) The teacher asked them to keep the school green.  
d) The hairdresser persuaded her to choose a new hairstyle.  
e) The teacher asked him to come to school on time tomorrow.  
f) 'Hello, Andrew. What did the doctor tell you to do?'
- 5 a) He was born in South Africa.  
b) He studied graphic design.  
c) Yes, he was.  
d) He won a scholarship to study in England.

## TIME TO CHECK

SB p. 70

### Answers

- 2 TAILOR: How (should/can) I help you?  
RAFIATOU: (Have/Did) you made my outfit yet?  
TAILOR: No, I haven't made it (yet/already).  
RAFIATOU: When (is/are) it going to be ready?  
TAILOR: It (should/can) be ready tomorrow morning.
- 3 a  
RAFIATOU: I want to be a fashion designer, but I can't draw. What should I do?  
IDA: Perhaps you shouldn't study design. You should try economics instead!
- b  
ZINSOU: What time do we have to be at school tomorrow?  
ALI: At 7:30. Mr Bababola said that we mustn't be late!
- 6 a She graduated from university and then she went home.  
b She started to sew more clothes because people liked her designs.  
c They buy imported clothes but they also like local clothes.  
d He is a successful designer who started making clothes for his friends many years ago.  
e Her friends laughed when she bought an old sewing machine.

### EXTRA ACTIVITIES

- Students can complete the revision activities on page 52 of their Workbooks.

## Answers to Workbook activities

WB  
p. 52

- 1 HAIRDRESSER: How can I help you?  
HELEN: I would like to make an appointment, please.  
HAIRDRESSER: Would you like to come on Saturday at 12 o'clock?  
HELEN: On Saturday I have to help my mother. It's my brother's birthday and we are going to have a party.  
HAIRDRESSER: Then would you like to come Friday at four o'clock?  
HELEN: Thank you. That would be fine.
- 2 Students' answers will vary, but they should follow the format of the example.

**PROJECT CORNER**

SB p. 71

There is a choice of projects in this learning sequence. The students can choose their own project, or you can allocate projects yourself. The first project involves making a recipe book while the second project involves making a book about celebrations.

In part a, the students make a recipe book. In part b, they have the choice of making a book about celebrations.

The students will need some plain paper and something with which to bind the pages of their books – ribbon or staples for example. They could also use ring binder files.

**PART A**

**STEP 1** The students work in groups and discuss their favourite recipes.

**STEP 2** The group splits up into pairs, and each pair decides on a recipe that they are going to write for the recipe book.

**STEP 3** The group gets together again and makes a Contents list for their recipe book. They must make sure that no recipes are duplicated and that there is a good variety.

**STEP 4** Each pair writes their recipe on a clean sheet of paper. Encourage them to do a draft first and to check their draft carefully for mistakes before writing out the final recipe.

**STEP 5** Each pair draws or provides a picture of the food described in their recipe.

**STEP 6** Help the students to put their recipes together to make a book, with the Contents page at the front. Each group can also design a cover for their book.

The books should be displayed in class for other students to read.

**PART B**

The students can follow the basic steps in part a to make a book about celebrations.

After the students have made their books, ask them to think about what they have done and let them assess their own work. They can use the assessment section at the bottom of the page. You can then offer your own comments on what they have achieved and explain why you agree or disagree with the students' self-assessment.

**Sequence 9****Keep in touch with friends around the world!****SEQUENCE SUMMARY****TOPICS**

Friends. Jobs. Telephone. Technology.

**SKILLS**

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

**FUNCTIONS/NOTIONS**

Describe what people are doing.  
Conduct a telephone conversation.  
Give apologies.  
Greet people and ask questions formally and informally.  
Use telephone numbers. Request assistance.  
Talk about time in relation to events.

**GRAMMAR**

Phrasal verbs.  
Past continuous tense.  
Use *won't* and *shouldn't*.  
Question tag with *to be*.  
Short answers to questions with tags.  
Gerunds as nouns. Pronouns: *you* and *one*.

**PHONOLOGY**

Word stress. Vowel sounds: /i:/ and /ju/.  
Stress in sentences: question tags

**VOCABULARY**

*attractive, creative, early, earlier, e-pal, file, films, forget, graphic design, home page, huge, late, later, layout, links, oneself, ordinary, password, patient, penpal, presentation, problem, responsible (for), secret, software, soon, specialist, the whole of, username, web, website, without, wrong, to apply, to back up, to call, to call back, to click (on), to create, to delete, to dial, to get together, to hang up, to hold on, to lose, to phone, to remember, to save, to set up, to type*

**PREPARATION**

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

# 1 SB pp. 72-73

## Warm up

The first lesson in this learning sequence focuses on the language of telephone conversations. To get started, you could let the students role-play a simple telephone conversation. Write a telephone number on the board. Let the students work in pairs and sit back to back. One student pretends to phone the number and asks to speak to someone called Rafiatou. The other student answers the phone and says that Rafiatou is not there. Then they must continue the conversation. Don't teach the students how to say telephone numbers or how to greet each other yet; let them try first.

Ask one or two pairs to demonstrate their role-play. Use the role-play activity to open a discussion on how to greet each other on the phone in English, and how to say telephone numbers in English.

## Listen & read

① Let the students listen to the story on the podcast, or read the text aloud if the recording is not available. If reading aloud, try to change your voice for each speaker and provide a correct model of the intonation used in natural telephone conversations. The students can follow the story in the Student's Book.

The story introduces the past continuous tense and well as polite telephone language and telephone numbers. You can teach these once the students understand the dialogue. Refer to the Grammar checks. Make sure that the students understand the words in MY WORD BANK.

Let the students work in pairs and read the conversation aloud. Help them to get the correct stress in words.

## Speak

② The paragraphs provide a guided summary of the story that the students have listened to and read. Read the paragraphs with the class and help them to complete the sentences using some of the new words they have learned.

Once they have done this orally, students could write and complete the paragraphs too, perhaps as a homework task.

### Answers

Omer wanted to speak to Sidi. He called Sidi, but he dialled the wrong number. After that, he called/ phoned/dialled again, but Sidi wasn't there. He called back later, but Sidi was taking a shower. At 6:40 Omer spoke to Sidi. He told him that he was in Cotonou.

Sidi's supper was ready, so he had to hang up. He will call Omer later and they will get together some time. Sidi is always very busy!

## Your turn

③ The students work in groups of three and role-play a telephone conversation. They should use the key information in Column B of the table. The key information for the conversation they have already listened to and read is given in column A for easy reference. The students simply substitute the new information. Encourage them to memorise and role-play the telephone conversation without referring to the Student's Book.

### EXTRA ACTIVITIES

- Dictate some telephone numbers, reading at a normal speed, and let the students write down the numbers that they hear. The students could also do this activity themselves – in pairs, sitting back to back – so that the focus is on listening carefully and speaking clearly.
- Students can read the story on page 72 again and write answers to these questions:
  - a What was Sidi doing at 6.30?
  - b Was Sidi jogging or sleeping at 5.45?
  - c Why did Sidi hang up?
- Provide further oral practice with using the past continuous tense. Write a list of familiar verbs (like *sleep, eat, jog, walk, watch, read, cook, talk*) on the board and ask the students to tell you about a certain time in the past. For example: *What were you doing at 6 o'clock yesterday evening? What was your mother doing? What were your friends doing?* The students choose verbs from the list and answer in the past continuous tense. The questions and answers should be done at a brisk pace.
- Students can complete the activities on pages 53-54 of their Workbooks.



## Answers to Workbook activities

WB  
pp. 53-54

- 1 to dial a number  
to make a phone call  
to call back  
to hang up  
to hold on  
to keep in touch  
to get together  
to take a shower

The students can write sentences with phrases they have made too.

- 2 a) **A:** Can you help me, please? How do I make a phone call from this callbox?  
**B:** It's very simple. Do you have the number?  
**A:** Yes, it's [number].  
**B:** Good. First, dial the number. Then press the green button.  
**A:** And what do I do when I've finished?  
**B:** Press the red button.  
**A:** Thank you very much.  
  
b) **A:** Hello. May I speak to Tom, please?  
**B:** Hold on, please. I'll see if he's in his office.  
**A:** Thank you.  
**B:** Hello. I'm sorry, he isn't here at the moment. Can you call back later?  
**A:** Yes, I'll try again at 4 o' clock. Thanks very much.
- 3 a) 0467922: zero/nought, four, six, seven, nine, two two/double two  
b) 9966014: nine nine/double nine, six six/double six, zero/nought, one, four  
c) 5538201: five five/double five, three, eight, two, zero/nought, one  
d) 3301695: three three/double three, zero/nought, one, six, nine, five
- 4 a) Cathy was typing an email.  
b) Mum was cooking in the kitchen.  
c) Remy was taking a shower.  
d) Emma was making a phone call.
- 5 **A:** I called Cathy this morning. She told me that she was typing an email to her friend when the light went out. What were you doing when the lights went out?  
**B:** I was using my laptop, too. In fact, I was typing a letter for my mother.  
**A:** How about Andrew? What was he doing?  
**B:** He was trying to finish his homework. Dad was with him, but he was watching the final of the European Champions League!

## 2 SB pp. 74-75

### Listen & read

- 1 Perhaps start by asking the students if they have pen friends or e-pals in other countries. Talk about how they communicate, and why it is rewarding to have friends like these.

Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again.

This dialogue introduces vocabulary linked to email communication. The dialogue also introduces question tags with the auxiliary verb *to be*, which some students find tricky. Activities in the Student's Book and the Workbook provide plenty of written practice, but it is important to practise this structure orally too. You can introduce the structure orally at this stage, or focus more fully on the structure before the students complete activity 5. Refer to the Grammar checks.

Let the students read the dialogue silently by themselves and aloud in pairs too.

### Speak

- 2 Discuss the questions with the class and help students to arrive at the correct answers. After the discussion, you could ask them to write their own answers.

#### Answers

- a She wanted to send an email to her pen pal.
- b No, she didn't.
- c You must not tell anyone else what it is/give it to anyone else. You must keep it secret.
- d You must remember to save your work and back up your files.
- e You will lose all your work.
- f Friends should help each other.

### Listen & repeat

- 3 The focus here is on stress patterns in words. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times.

## Your turn

- ④ Teach the structures *I must remember to* and *I mustn't forget to*. Then let the students work in pairs to practise using the structures.

## Speak

- ⑤ If you have not already done so, teach the students how to form question tags with the verb *to be*. Then help the students to complete the activity orally. Model the way your voice goes up at the end of such questions, and how the stress falls on the verb (and not the pronoun) in the question tag.

### Answers

- a This is your email address, isn't it?  
b This isn't the whole of your file, is it?  
c She is your e-pal, isn't she?  
d He is your uncle, isn't he?  
e She's not very hungry, is she?  
f He is going to the village next week, isn't he?

## Your turn

- ⑥ The students must give the expected answers to these questions, so that they get used to them. Don't ask them to give unexpected answers at this stage.

### Answers

- a Yes, it is.      b No, it isn't.      c Yes, she is.  
d No, it isn't.      e Yes, it is.      f No, he isn't.

## Write

- ⑦ The students complete the questions with the correct tags.

### Answers

- a Your sister is in the USA, isn't she?  
b This isn't difficult, is it?  
c You are my friend, aren't you?  
d They are happy, aren't they?  
e Ali isn't here, is he?  
f We are early, aren't we?

- ⑧ The students write five sentences.

### Answers

- a Rafiatou said that her password was a secret!  
b Ida said that she had backed up her file.  
c Rafiatou said that she knew him.  
d Ali said that he needed to correct something in his presentation.  
e Comlan said that he was sending Rafiatou an email.

## EXTRA ACTIVITIES

- Dictate a few sentences from the dialogue.
- Write a few sentences from the dialogue on the board and remove all the verbs. Then let the students write the complete sentences. You can let them work out which verbs to use or you can dictate the sentences as well, so that they can listen out for the correct verbs.
- This would be an appropriate time to help students to find e-pals at schools in English-speaking countries, so that they can start practising their written English skills.
- Students can complete the activities on pages 55-56 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 55-56

- 1 Millions of people around the world keep in touch via email. Emails are like letters. Sending emails is like sending letters through a system of post offices. We send and receive emails via an electronic system, the Internet.  
Every email needs to have a mailbox address in which to receive an email. You get this address when you create a username like **maria20752yahoo.fr** for yourself. And you should also set up a password. But you must always keep it secret!
- 2 a) I want to send an email to my e-pal.  
b) You must remember to back up your work.  
c) Do I need to click on 'save' to save my work?  
d) You can't send an email without a username.  
e) You mustn't give your password to anyone else.  
f) Do you always work on a computer?
- 3 a) Your password is a secret, isn't it?  
b) His brother isn't in the USA, is he?  
c) This is your memory stick, isn't it?  
d) She's your friend, isn't she?
- 4 a) Yes, it is.      b) No, it isn't.      c) No, I am not.  
d) Yes, I am.      e) No, she isn't.
- 5 a) I must remember to save my documents.  
b) I mustn't forget to keep my password secret.  
c) I must remember to make back-up copies of my work.  
d) I mustn't forget to shut down my computer when I have finished.
- 6 a) 'my' refers to Anna.      d) 'his' refers to Barry.  
b) 'he' refers to Barry.      e) 'it' refers to the address.  
c) 'me' refers to Anna.      f) 'you' refers to Anna.

## 3 SB pp. 76-77

### Listen & read

- ① Ask the students to look at the picture in the Student's Book. Read what the woman in the picture is saying. Read the title of the article. Ask the students what they think the article is about. Then tell them to close their books and listen to the podcast or your reading of the article. Ask a few questions to see if they have understood the gist of the article, and then play or read it again. Make sure the students understand the words in MY WORD BANK. New language structures in this article include the use of gerunds as nouns and the use of the impersonal pronouns *one* and *you*. Refer to the Grammar checks.

This work will help the students to prepare for the project at the end of the next learning sequence. The project involves interviewing people in different jobs.

### Speak

- ② Discuss the questions with the class and help students to arrive at the correct answers. This may be an appropriate time to talk briefly about the dangers of going on the Internet. For example, students must be careful about giving out personal information. They also should be warned about explicit and disturbing material that is available on the net. You could talk about computer viruses too.

#### Answers

- a It is a place on the Internet that other people can visit and where they can find information.  
b You can read information, look at pictures, download and listen to music and watch films. Encourage the students to make further suggestions. For example: You can also play games and enter competitions.  
c He or she is responsible for the layout (and content) of a website.  
d Accept all reasonable answers. For example: names of teachers, information about school events.

- ③ If you have not already done so, teach the students how to form and use gerunds, and then complete the activity with the class orally.

Provide additional practice by asking the students to make up sentences with the verbs *love*, *like*, *hate* and *enjoy* + gerunds.

#### Answers

- a Applying for a job is not always easy.  
b Being responsible for the layout is fun.  
c Dialling the wrong telephone number is easy!  
d She enjoys working on a computer.  
e Setting up a website is not difficult.

### Your turn

- ④ Students work in pairs and practise using vocabulary linked to using computers. If you have a computer lab at school, you could take students there to make the activity more meaningful.

### Listen & repeat

- ⑤ The focus here is on stress patterns in words. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times.

### Write

- ⑥ This activity provides practice with the impersonal pronoun *one*.

#### Answers

- a One needs chicken, garlic and onions to make Amiwo.  
b One needs a website to get information.  
c One needs a memory stick to save a file.  
d One needs a computer to go on the Internet.

- ⑦ The students complete the paragraphs, filling in new vocabulary words they have learnt in this lesson.

#### Answers

My aunt is a website designer. She studied graphic design at college. She is very patient/creative, and she has always loved working with computers. She designs websites for companies in Benin. First she has to find out what information the company wants to put on the website. Then she designs it and sets it up. She is responsible for the website layout and she makes sure that the website is easy to use.

### EXTRA ACTIVITIES

- Write a paragraph from the article on the board, but remove every fourth word. Tell the students to complete the paragraph without referring to the Student's Book.
- Dictate a few sentences from the lesson, with gerunds.
- Students can complete the activities on pages 57-58 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 57-58

- 1 a) a job  
b) a website  
c) the layout of a website
- 2 a) computer  
b) the World Wide Web  
c) software  
d) website  
e) website designer
- 3 a) Using a cell phone is not difficult at all.  
b) Creating a website is very exciting.  
c) Acting in the school play is great fun.  
d) Visiting Gorée Island is very interesting.
- 4 Students' answers will vary.
- 3 Listen to the students, as pronunciation and intonation are important here.
- 4 a This project is easy, isn't it?  
b It's not difficult to send an email, is it?  
c She is your mother, isn't she?  
d They are hungry, aren't they?  
e He is very tall, is he?  
f We aren't going home at 4 o'clock, are we?
- 5 Designing websites is her job.  
One needs to be creative to be a web designer.  
I hate sending emails!  
He's very patient, isn't he?  
We must remember to switch off the computer.
- 6 wrong number                      write down  
get together                      hang up  
cell phone                      call back

*Note: get down/get back are also correct, but then the students would not be able to use all the words once only.*

- 7 a I love (play/playing) football.  
b I must remember (to call /calling) Comlan.  
c She enjoys (talk/talking) on the phone.  
d You mustn't forget (to finish/finishing) your project.  
e (Got/Getting) information from the website is easy.

## TIME TO CHECK

SB p. 78

### Answers

- 1 CHARLES: Hello. May I speak to Adèle, please?  
ADELE: It's Adèle speaking. Is that Charles?  
CHARLES: Yes, it is. Hi, Adèle. I called/phoned you earlier but you were out/busy/not there.  
ADELE: Yes, my mother told me. How are you, Charles?  
CHARLES: Very well, thanks. I'm in/visiting Cotonou for a few days. Can we get together sometime?  
ADELE: Yes, I would like that. What's your number? I'll call you later.  
CHARLES: It's [any phone number].  
ADELE: I have written it down. I have to hang up now. Bye!  
CHARLES: Bye!
- 2 a She was jogging when he called.  
b What were you doing last night at 12 o'clock?  
I was trying to send you an email!  
c When the phone rang I was having a shower.  
d What was he doing in the supermarket this morning? He was buying some meat.  
e Were you sleeping when I rang last night?

### EXTRA ACTIVITIES

- Students can complete the revision activities on page 59 of their Workbooks.

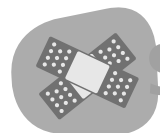
## Answers to Workbook activities

WB  
p. 59

- 1 a) Being a website designer is interesting, isn't it?  
b) He hates sending emails!  
c) Dialling the wrong telephone number is easy.  
d) I enjoy choosing music.  
e) She was jogging when he called.  
f) I'm sorry, but I'm afraid that Oliver isn't here right now.
- 2 Students' answers will vary.

**FUN**

SB p. 79

Sequence **10****What's the matter?**

① The students read a story about a game in which a message gets passed along. But the people playing the game don't listen very well and the message changes! Help the students to understand the story. They may already be familiar with this game.

② Let the students play the same telephone game in groups. Make sure they read the rules first.

③ This activity provides a fun way of practising the past continuous tense.

Let the students try playing this game. They make up stories about what they were doing at a certain time in the past. They can try to be funny. They can act the stories and write them too. They can use the suggested starting sentences provided in the Student's Book. If the students enjoy this activity, give them a few more suggestions. For example: *I was in the shower when...* or *I was walking down the road last night when ...*

**SEQUENCE SUMMARY****TOPICS**

Health.

**SKILLS**

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

**FUNCTIONS/NOTIONS**

Express conditions and symptoms.  
Express duration.  
Use time markers.  
Talk about past actions.

**GRAMMAR**

Question tags.  
Phrasal verbs.  
Gerunds after prepositions.  
*Something* and *anything*.  
Passive forms.  
Pronouns: *one*, *you*.

**PHONOLOGY**

Word stress.  
Stress in questions with tags.

**VOCABULARY**

*AIDS, anxiously, ARVs/antiretroviral drugs, badly, bar, blood, cold, cure, dentist, disco, dizzy, early, feverish, flu, high, HIV, HIV-positive, illness, immediately, infection, injection, life (plural: lives), medicine, mistake, needle, numb, pain, razor blade, sick, soon, sore, stomach, syringe, teenager, temperature, tired, tooth (plural: teeth), toothache, treatment, under, weight, well, wide, X-ray, to ache, to be tired of, to bite, to catch, to cough, to cure, to feel, to hear, to hurt, to infect, to keep still, to persuade, to recover, to rinse out, to ruin, to sleep, to sneeze, to take (a seat), to take out, to tattoo, to test, to transmit, to wear off, to worry*

**PREPARATION**

*You will need:*  
– Student's Book pages 80-87.  
– Workbook pages 60-66.  
– PC/laptop with Internet access, if available.  
– Any relevant pamphlets on health matters.

# 1 SB pp. 80-81

## Warm up

1. Learning sequence focuses on the language you use to describe how you feel when you are not well.
2. The context is a visit to the dentist.
3. Students read about a person suffering from AIDS. To get started, and to begin introducing vocabulary, you could introduce the title of the learning sequence, 'What's the matter?' Get a few of the students to role-play a short scene with you. The students pretend to be unwell and you ask, 'What's the matter?' The students act out what their symptoms are. You describe the symptoms in English.  
For example: 'Do you have a headache? Oh, your stomach is sore. You're feverish!' The other students can watch and listen.

## Your turn

- 1 Once you have introduced all the new words in MY WORD BANK, let the students complete this activity in pairs. One student asks, 'What's the matter?' and the other student explains what is wrong with the person in the picture.
- 2 Working with the same partners, the students offer advice to the person in each picture.  
Now the students can role-play each scene in pairs, with one student pretending to be ill. For example:  
Student 1: What's the matter?  
Student 2: I have (a) toothache.  
Student 1: You should go to the dentist.  
Student 2: Yes. I will. / Yes. If I'm not better tomorrow, I'll go.

## Listen & repeat

- 3 The words in this list are quite tricky to pronounce. Let the students listen carefully to the words on the podcast, or read the words aloud. The spelling of these words can also be difficult, so you could do a spelling activity with the class. For example, jumble up the letters in each word, or write the incomplete words on the board. Then let the students write the correct words, or complete them.

## Listen

- 4 Let the students listen to the dialogue on the podcast, or read the dialogue aloud if the recording is not available (see page 105 of the Student's Book). Try to change your voice for each speaker, and provide a correct model of the intonation used in natural conversations. The students should only be listening at this stage. Do not let them follow the text in the Student's Book. Explain the words in MY WORD BANK.

Let the students listen to the dialogue again and answer the questions.

- a Name the two people who are speaking in the dialogue.
- b Who is ill?
- c What is the matter with the person?
- d What medicine does the sick person get?
- e Will the person have to go to the doctor?

Once the students have understood the gist of the dialogue, you can let them read the text in their books. You can also teach the language structures that are introduced. The dialogue introduces more question tags, gerunds used after prepositions and phrases that express the duration of time. Refer to the Grammar checks.

## Your turn

- 5 Students work in pairs and role-play the scenes, as instructed. This is an extension of activity 2.
- 6 The students will practise question tags with *are/aren't* in this activity. Revise or teach the tags, if you haven't already done so.

### Answers

- a They're good at swimming, aren't they?
- b You're all feeling dizzy, aren't you?
- c We're not at the right place, are we?
- d They're not very excited about going, are they?

## Write

- 7 The students complete the sentences with phrases that indicate duration of time.

### Answers

- a I hope that you will feel better soon.
- b If she is not better by tomorrow, she will go to the doctor.
- c I heard you coughing all night.
- d I took two tablets before I went to bed last night.
- e He must have caught a cold yesterday.

## EXTRA ACTIVITIES

- The students can work in groups and practise the new vocabulary introduced.  
One student can pretend to be ill and act his or her symptoms. The others in the group can guess what is wrong.
- Write some dialogue text from the listening passage on the board, but erase key nouns. Then read the sentences and let the students write the completed sentences. They will need to listen carefully to hear the missing words.
- Students can complete the activities on pages 60-61 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 60-61

- 1 Across**
1. medicine
  3. tired
  4. blood
  6. cough
  10. temperature
  11. stomach
  12. high
- Down**
2. cold
  5. dentist
  7. toothache
  8. sneeze
  9. weight
- 2**
- a) You should go to the clinic/doctor.
  - b) She should go to the dentist.
  - c) You should have an X-ray.
  - d) He should go to the clinic/doctor.
  - e) They should have a blood test/go to the clinic.
- 3**
- a) Awa and Aïcha are sleeping, aren't they? Yes, they are.
  - b) They are feverish, aren't they? Yes, they are.
  - c) You are not feeling sick, are you? No, I am not.
  - d) She is very tired, isn't she? Yes, she is.
  - e) They are not feeling well, are they? No, they aren't.
- 4**
- a) She's good at designing traditional clothes.
  - b) How about going to the beach this Saturday?
  - c) The wrestlers get strong by practising every day.
  - d) They are tired of having the same food for lunch.
  - e) They are excited about meeting their American e-pal in Benin.
- 5** Students' answers will vary.
- A:** What's the matter?  
**B:** I can't stop sneezing.  
**A:** You should go to the clinic.  
**B:** Yes, perhaps I will.  
**A:** I hope you will feel better soon.  
**B:** So do I!

## 2 SB pp. 82-83

### Listen & read

**1** The students will listen to a dialogue about a visit to the dentist. This will provide some insight into the work that a dentist does, which in turn will help the students to prepare for the project at the end of the unit. The project involves interviewing someone about the work they do.

Play the podcast, or read the dialogue aloud. Try to change your voice for each speaker, and provide a correct model of the intonation. The students can follow the text in the Student's Book.

The story introduces question tags with the auxiliary verb *do*, as well as the use of *before* and *after* with gerunds and verbs. *Something* and *anything* are also practised (the students should be familiar with *some* and *any* already). You can teach these once the students understand the dialogue. Refer to the Grammar checks. Activities 3, 4, and 5 provide oral practice to consolidate your teaching.

Make sure that the students understand all the words in MY WORD BANK.

Now let the students read the conversation aloud. Help them to get the correct stress in the questions and short answers.

### Speak

**2** The paragraph provide a guided summary of the story that the students have listened to and read. Read the paragraph with the class and help them to complete the sentences using some of the new words they have learned. Once they have done this orally, students could write and complete the paragraph too, perhaps as a homework task.

#### Answers

Rafiatou went to the dentist because she had toothache. The dentist said that she had an infection under a tooth. He gave her an injection before he started to work. Rafiatou didn't feel pain/anything but her mouth was numb. When the dentist had finished, she rinsed out her mouth and went back to Reception. The dentist said that she must not bite on the tooth that day.

Note that *anything* is not in MY WORD BANK.

## Your turn

③ This is an oral activity. The students work in pairs and practise making questions, using the auxiliary verb *do* in question tags. Walk around the class and check that they are doing this correctly.

### Answers

- a You are not afraid of the dentist, are you? You are afraid of the dentist, aren't you?
- b You are feeling ill, aren't you? You aren't feeling ill, are you?
- c You hate jogging, don't you? You don't hate jogging, do you?
- d You enjoy swimming, don't you? You don't enjoy swimming, do you?
- e You get up early, don't you? You don't get up early, do you?

④ The students practise making questions in the past tense with the auxiliary verb *did* and question tags. You may wish to do this with the whole class first, and then let the students repeat the activity in pairs. The activity should be done orally until the students are familiar with the structures.

As before, make sure the students pay attention to the way they stress the questions.

### Answers

- a You started treatment last week, didn't you?  
You didn't start treatment last week, did you?
- b You telephoned the dentist yesterday, didn't you?  
You didn't telephone the dentist yesterday, did you?
- c You took the tablets last night, didn't you?  
You didn't take the tablets last night, did you?
- d You worried about the treatment all night, didn't you?  
You didn't worry about the treatment all night, did you?
- e The injection wore off at 6 o'clock, didn't it?  
The injection didn't wear off at 6 o'clock, did it?

⑤ The students can work with a partner and make sentences using *before* or *after*. Again, walk around and check that they are doing this correctly. Remind them to check their own progress by looking at the Grammar check.

### Answers

- a Make an appointment before you come to the clinic.  
Make an appointment before coming to the clinic.
- b Go back to Reception after you rinse out your mouth.  
Go back to Reception after rinsing out your mouth.
- c Go to bed after you watch television. Go to bed after watching television.
- d Wash your hands before you eat supper. Wash your hands before eating supper.

## Write

⑥ The students write the sentences, choosing the correct word to complete each sentence.

### Answers

- a The injection will wear (up/off) after half an hour.
- b Please go (back/up) to Reception and make an appointment.
- c I don't want (something/anything) to eat.
- d The dentist said that I should keep (still/early).
- e He also said that I must open my mouth (wide/big).
- f She has a shower (before/after) going to bed.

## EXTRA ACTIVITIES

- The students can work in pairs and ask each other questions about the story they listened to and read. They could also draw up a list of questions to ask the dentist, relating to the work he does. This will help students to prepare for the project.
- Write the following phrases on the board, but in a different order than here:  
*Rafiatou made an appointment.*  
*Rafiatou sat in the dentist's chair.*  
*Rafiatou opened her mouth wide.*  
*Dentist took an X-ray.*  
*Dentist gave an injection.*  
*Dentist treated the infection.*  
*Rafiatou rinsed out her mouth.*  
Let the students put the phrases in order to recall what happened when Rafiatou visited the dentist. They can do this in writing or orally.
- Students can complete the activities on pages 62-63 of their Workbooks.



## Answers to Workbook activities

WB  
pp. 62-63

### 1 Does it hurt?

Toothache can be very painful! You may have an infection under one of your teeth. You need to make an appointment to see your dentist. He or she will examine your teeth and take an X-ray. Sometimes, the dentist needs to take out a tooth. Many patients feel anxious because they think the dentist is going to hurt them. But don't worry! The dentist will give you an injection and you won't feel any pain.

- 2 a) 'Please take a seat. The dentist will be with you soon,' said the receptionist.  
b) 'Please keep still while I have a look inside your mouth,' said the dentist.  
c) 'Will you have to take out one of my teeth?' I asked.  
d) The dentist told me to rinse out my mouth after the treatment.  
e) 'Your mouth will feel numb because the injection will take a while to wear off,' said the dentist.

- 3 a) The dentist will take an X-ray before starting any treatment.  
b) Your mouth will feel numb after an injection.  
c) The injection will wear off after half an hour.  
d) You should make an appointment before you go to the clinic.

- 4 a) Awa doesn't like injections, does she? No, she doesn't.  
b) You like watching wrestling competitions, don't you? Yes, I do.  
c) Francine and her mother sell mangoes at the market, don't they? Yes, they do.  
d) They enjoy swimming, don't they? Yes, they do.  
e) You didn't go to the dentist this morning, did you? No, I didn't.  
f) He took his tablets last night, didn't he? Yes, he did.

- 5 a) **A:** Yesterday I went to the dentist. There was something wrong with one of my teeth.  
**B:** Oh, no! Did it hurt?  
**A:** No, it didn't. She gave me an injection and I didn't feel anything!  
b) **PATIENT:** Can you see anything?  
**DENTIST:** Yes, I can see something.  
**PATIENT:** What is it?  
**DENTIST:** There's an infection under the tooth.

- 6 Students' answers will vary.

## 3 SB pp. 84-85

### Listen & read

- 1 You may wish to talk to the students about HIV and AIDS before they listen to the text. Find out what they already know, and introduce the key vocabulary in MY WORD BANK during your discussion.

Let the students listen to the story on the podcast, or read the story aloud if the recording is not available. The students can follow the text in the Student's Book.

The story introduces sentences with verbs in the passive voice. Students will need to know how to recognise these verb forms and how to form past participles. Refer to the Grammar check.

### Speak

- 2 Read the statements with the class. Let the students discuss whether each statement is true or false.

#### Answers

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

### Listen & repeat

- 3 The focus here is on stress patterns in words. Play the podcast, or read the words aloud carefully. Let the students repeat the words a few times.

### Your turn

- 4 Students work in pairs and make sentences about what may happen in the future. Explain that *one day* often refers to some unspecified time in the future or past. Refer to the Grammar check.

- 5 The students identify passive forms in the text. Students could try to form passive verbs with other familiar verbs. For example: (*make*) It was *made* in China; (*do*) It was *done* last week.

6 The students make passive sentences with the words provided. They should do this orally. Once they are familiar with the structure, ask them to write the sentences too.

### Answers

- a He was tested for malaria.
- b They were given some treatment.
- c The computer was made in China.
- d Their lives were ruined.
- e French is spoken in Benin.
- f My tooth was taken out by the dentist.

## Write

7 The students write the complete sentences. Note that not all of the words are in MY WORD BANK, in which case the students should use alternative words that they know. Remind them to spell the words correctly and to check their grammar as well.

### Answers

- a Holly thought she had 'flu or malaria. She was tested. Then she was told that she was HIV-positive. She was given some antiretroviral drugs called ARVs.
- b One day scientists will find a cure for AIDS.
- c Holly doesn't want other teenagers to make the same mistakes as she made.
- d Remember that HIV is transmitted in many ways and that there is no cure for AIDS.
- e You should see a doctor if you lose too much weight and get tested if you don't recover from an illness.

## EXTRA ACTIVITIES

- The students can work in small groups and make a list of facts about HIV and AIDS, based on information in this lesson and their own knowledge.
- They can then use their facts to draw up quiz questions. Each group can compile a list of ten questions to ask other groups. Discuss and decide with the class how the quiz will be organised and how groups will score points.
- Write sentences from the text on the board, but remove every fourth word. Tell the students to complete the sentences without referring to the Student's Book.
- Students can read the story of Holly Street (page 84) by themselves and write one or two sentences, saying what they think about Holly Street.
- Students can complete the activities on pages 64-65 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 64-65

- 1 Column B = contact, antiretroviral, transmitted, syringe, test, virus, infected, AIDS, cure, HIV, needles, sexual, illness, drug
- 2 a) The abbreviation AIDS means 'acquired immuno-deficiency syndrome', whereas the abbreviation ARV means 'antiretroviral'.  
b) Scientists have not yet found a cure for AIDS.  
c) HIV can be transmitted by sexual contact.  
d) You can shake hands with a person who is infected with HIV.  
e) People can become infected with HIV if they share razors, needles or syringes.

Infinitives	Simple past forms	Past participles
to be	was, were	been
to choose	chose	chosen
to give	gave	given
to teach	taught	taught
to test	tested	tested
to speak	spoke	spoken
to tell	told	told
to transmit	transmitted	transmitted

4

Subject pronouns	Object pronouns
I	me
you	you
he	him
she	her
it	it
we	us
they	them

5

Present (the verb to call)	Past (the verb to give)
I am called Mary.	I was given a new book.
He is called Ben.	He was given a new book.
She is called Ama.	She was given a new book.
We are called Helen and Susan.	We were given new books.
You are called Ali.	You were given new books.
They are called Tony and Mark.	They were given new books.

- 6 a) She is called Holly Street.  
b) English is spoken in the United States.  
c) Antiretroviral drugs are made in India.  
d) We were persuaded to visit the Eiffel Tower before leaving Paris.

# TIME TO CHECK

SB p. 86

## Answers

- ① ache, high, weight, numb
- ② a cough b blood
- ③ SIDI: What's the matter, Fatou?  
 FATOU: I don't feel well, and I can't stop sneezing.  
 I coughed and sneezed all night!  
 SIDI: Perhaps you should go and see the doctor?  
 FATOU: Yes, perhaps I should. If I'm not better  
 by tomorrow, I will.  
 SIDI: You need to get some rest. Can I get you  
anything?  
 FATOU: May I have a glass of water, please?  
 Then I'll go and rest.  
 SIDI: I hope that you'll feel better soon!
- ④ a You aren't sick, are you?  
 b You hate injections, don't you?  
 c You don't like swimming, do you?  
 d You come home early every day, don't you?
- ⑤ wear off, get up, sit down, rinse out, back up, write  
 down, come back, hold on  
 Note that there are other possibilities, which the  
 students will now know yet.
- ⑥ Colds, HIV/Aids.
- ⑦ a I have a cold. I can't stop coughing and sneezing.  
 b They are tired of listening to this music.  
 c He slept badly last night.  
 d I was feeling dizzy before I went to bed.  
 e I'm afraid of catching a cold.  
 f They are excited about going to the play.
- ⑧ a You don't have a headache, do you?  
 b Your leg is painful, isn't it?  
 c They don't like coffee, do they?  
 d His mouth is numb, isn't it?  
 e The X-rays didn't hurt, did they?

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 66

1

Affirmative sentences	Negative sentences	Questions (Interrogative sentences)
a) Injections hurt.	Injections don't hurt.	Do injections hurt?
b) He has toothache.	He doesn't have toothache.	Does he have toothache?
c) They went to the dentist every year.	They didn't go to the dentist every year.	Did they go to the dentist every year?
d) She has a high temperature.	She doesn't have a high temperature.	Does she have a high temperature?
e) She had a blood test.	She didn't have a blood test.	Did she have a blood test?
f) Dad has a nice car.	Dad doesn't have a nice car.	Does Dad have a nice car?
g) She visited her grandparents during the holidays.	She didn't visit her grandparents during the holidays.	Did she visit her grandparents during the holidays?

- 2 Note that the students will have to use different  
 auxiliary verbs for this activity.  
 a) You aren't feeling well, are you?  
 b) Injections hurt, don't they?  
 c) He doesn't have a broken leg, does he?  
 d) It is raining, isn't it?
- 3 Students' answers will vary.

**PROJECT CORNER**

SB p. 87

Explain to the students that they will do this project in pairs. They are going to interview someone to find out more about the job that they do.

In part A, the students prepare their interview questions.

In part B, they conduct the interview.

In part C, they report back to the rest of the class.

To help the students, you may wish to approach some working people in the community and ask them if they would be willing to be interviewed. Choose as wide a variety of jobs as you can. If necessary, help the students to set up the interviews. The interviews must be conducted in English. You could enlist the help of other teachers or university students who speak English with confidence.

**PART A**

**STEP 1** The students discuss who they are going to interview. This could start as a class discussion about the jobs that people in the community do. If you have already gained permission from community members willing to be interviewed, present the list of names to the class and discuss who will interview whom.

**STEP 2** Each pair of students draws up a list of eight questions to ask the interviewee. There are some suggestions on the Project page.

**PART B**

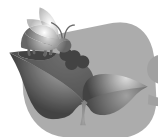
**STEP 1** The students set up and then conduct their interviews. Remind them to greet their interviewee politely, and thank them afterwards.

**STEP 2** The students should record all the answers that the interviewee gives. It is important to write down all the answers during the interview.

**PART B**

The students report back to the class. You may want to give them a frame for this report back. For example: We interviewed [name of person] who is a [job]. He/She studied ... and ... . He/She is responsible for ... and ... . He/she enjoys ... . The job that [name of person] does is [easy/difficult/creative/well-paid].

After the students have completed their report backs, ask them to think about what they have done and let them assess their own work. They can use the assessment section at the bottom of the page. You can then offer your own comments on what they have achieved and explain why you agree or disagree with the students' self-assessment.

**Sequence 11****Plants and animals****SEQUENCE SUMMARY****TOPICS**

Plants. Animals.

**SKILLS**

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

**FUNCTIONS/NOTIONS**

Describe plants and animals.  
Talk about consequences.  
Make comparisons.  
Use numbers.

**GRAMMAR**

Passive forms. Relative clauses.  
Use *both... and*, and *which* to make new sentences.  
Linking clauses with *that*.  
Use the structures *up to...* and *over...*  
Indefinite pronouns: *something, anything, nothing, everything*.

**PHONOLOGY**

Distinguish vowel sounds: /i:/ and /e/.  
Word stress.

**VOCABULARY**

*a group of, a herd of, a pride of, antelope, beak, birdwatcher, birdwatching, both, breast, buffalo, circumference, colourful, commonly, delicious, each, ecology, ecosystem, emblem, even, every, famous, feather, fibre, habitat, head, height, hollow, huge, juicy, kilometre, level, luck, majestic, mammal, mane, mangrove, natural, nothing, pattern, powder, pulp, reason, scientific, shiny, skin, smooth, species, tail, thick, tough, twig, unique, unusual, upside down, useful, wing, zebra, to belong, to climb, to cover, to feed, to hunt, to involve, to take (a photograph), to take part, to tolerate, to understand, to weigh*

**PREPARATION**

*You will need:*  
– Student's Book pages 88-95.  
– Workbook pages 67-73.  
– PC/laptop with Internet access, if available.  
– Pictures of birds, plants, trees and animals found in Senegal.  
– Map of Benin, showing the National Parks if possible.

# 1 SB pp. 88-89

## Warm up

Talk about flora and fauna in West Africa and show the students any pictures you may have collected. If a map is available, ask students to point out the National Parks of West Africa. Introduce words like *game park*, *reserve*, *habitat*, *species*, *ecosystem* and the names of plants and animals as they enter into the discussion. Some words will be similar to words in French, so make a point of modelling the correct English pronunciation.

### Note: Project preparation

*The work throughout this learning sequence will prepare the students for the project at the end of the next sequence. In the project, students will write a short information text about a plant, a tree, a bird or an animal. Then they will tell a story about the same plant, tree, bird or animal.*

## Speak

1 Talk about the birds in the pictures, and find out whether the students know any of the birds. Then help the students to name the birds in English. (The scientific names are given below for reference only.) The students can say what they know about the birds: where they live, the sounds they make, what kind of eggs they lay, what their nests look like, etc.

## Your turn

2 Make sure the students understand, and can say, all the words in MY WORD BANK. Then let them work in pairs to describe the birds in the pictures. One student describes a bird and the other student tries to guess which bird their partner is describing.

### Answers

For example, students can describe the birds like this:  
This bird is colourful. It has red and green feathers and a small beak. (Senegalese parrot)  
This bird has long, pink legs, a long, thin neck and pink wings. (flamingo)

## Listen

3 Play the podcast, or read the bird names aloud to the students. Let them practise saying the words with the correct stress: parrot, bee-eater, flamingo, guinea fowl.

You may want to introduce plural forms of these nouns at this stage. Note that the plural form of *flamingo* can be written as *flamingos* or *flamingoes*.

## Listen & repeat

4 The focus here is on the vowel sounds /i:/ and /e/, which can both be spelled ea. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words a few times.

## Listen

5 Let the students listen to the dialogue on the podcast, or read the text aloud if the recording is not available. Try to change your voice for each speaker and provide a correct model of the intonation used in natural conversations. The students should only be listening at this stage. Do not let them follow the text in the Student's Book. Explain the words in MY WORD BANK. Let the students listen to the text again and answer these questions, before you let them read the passage in pairs.

- a Where are the students from?
- b To whom are the students speaking?
- c Which project do they want to find out about?
- d What does the project involve?
- e Why are mangrove trees important to the project?
- f Why does Mr Léo say 'Say cheese!' at the end?

### Answers

- a Baobab High School in Cotonou.
- b Mr Léo of the Dassa Project.
- c The Dassa tree planting project.
- d The project involves planting mangrove trees in the area. Some women from the local community are taking part.
- e Mangrove trees tolerate the salty soil and they are important as part of the ecosystem in the area.
- f The students are taking a photo. When you want people to smile for a photograph you say, 'Say cheese!'

## Your turn

6 Teach these indefinite pronouns: *something, anything, nothing, everything*. Refer to the Grammar check.

As with *some* and *any*, *anything* is used for questions. For negative answers you can say: *We can't do anything* OR *We can do nothing*; *There is nothing we can do* OR *There isn't anything we can do*.

### Answers

What's the problem? Nothing is growing. Everything is so dry. We must do something. Is there anything we can do?

## Write

7 The students use words from the box to complete the paragraph. Remind them to read the whole paragraph first to get an idea of what it is about.

### Answers

The Dassa project involves planting mangrove trees. The trees are important in the ecosystem of the area. They provide a natural habitat for many species of the animals. Without the mangrove trees, the ground in the area became too salty and people were not able to grow rice and other crops. Nowadays they understand that they must do something about the problem.

8 The students can work alone or in pairs and write a paragraph about birds in West Africa. They should say where the birds are found, what kind of birds there are and, if possible, give more information about birds they know. They could also talk about tourism.

Treat this writing activity as a process.

- Brainstorm ideas with the whole class first (or let students do this in pairs, or small groups).
- Write words and suitable language structures on the board for the students to use (or let them make mind maps with their own words and ideas).
- The students should write their paragraphs in draft form first.
- Review the draft paragraphs yourself, and let the students try and improve their work. You could use peer review instead.

## EXTRA ACTIVITIES

- Students could make a poster about birds in Senegal.
- Dictate a few sentences with the words *something, anything, everything* and *nothing*.
- Students can complete the activities on pages 67-68 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 67-68

- Parts of a bird: beak, wing, tail, species, breast, feather.
  - Types of bird: parrot, habitat, flamingo, eagle, head, guinea fowl.
  - Species of animal: mangroves, salty, monkeys, crocodiles, oysters, birds.
- Here are some example sentences.

  - This bird is flying up in the sky.
  - The photographer is taking a photograph of the bird.
  - This birdwatcher is watching/looking at the birds.
  - Some trees do not grow in mangroves because the soil is too salty.
- People understand that they must look after the environment.
  - What does this project involve? Do you plant lots of trees?
  - She belongs to the Enviro Club. I think I am going to join the Club, too.
  - Did you take a photograph of that beautiful bird?
  - In this area mangrove trees grow better than fruit trees because they tolerate salty soil.
  - People from the local community are taking part in this project.
- A: What's the problem with the land?  
B: Nothing is growing. Everything is dying.  
A: Is there anything we can do?  
B: We must do something quickly. We need to call a specialist.

  - In this project people have planted mangrove trees.
  - Fruit trees won't grow in the soil because they can't tolerate the salty soil.
  - Mangrove trees protect the land from wind and sea water.
  - The mangroves are a natural habitat for many species of birds and animals.

## Listen & read

① Tell the students to look at the text and pictures on page 90 of the Student's Book. Ask questions like: *What are you going to read about? What do lions eat? Where do they live? What animals do lions hunt?* Read the captions under the photographs and make sure the students understand the new vocabulary words. Then play the podcast, or read the text aloud. Discuss and explain new vocabulary in MY WORD BANK. Then let the students read the text silently by themselves before you ask them questions to test their comprehension. Note that the plural form of *buffalo* can be written as *buffalos* or *buffaloes*. Students may notice that you sometimes use the singular forms 'zebra', 'buffalo' and 'antelope' to mean plural nouns. For example: *Buffalo are found in all the national parks*. They don't need to learn the rules about this, but they do need to understand that in sentences like this you are referring to more than one buffalo. (The verb is also plural.)

## Write

② The students copy the fact file into their exercise books and complete it. They should be able to do this for homework, or as an individual activity. Note that the students will need to use their completed fact file in the next activity.

### Answers

#### Lions

Scientific name	Panthera leo
Other names	Man-eater, King of the jungle
Class and order	Mammal, cat family
Food	carnivore, animals like zebra, antelope, buffalo
Size	3 metres (including tail)
Weight	130-150 kilograms
Habitat	grasslands, Africa
Description	bodies covered in brown hair, males have thick mane around their necks
Interesting facts	national emblem of Senegal, sports teams called 'Lions', has a family name (N'diaye')

## Speak

③ Read the fact file about giraffes with the students, explaining the vocabulary as you go along. Then tell the students to look at the fact file they compiled on lions. They are going to compare lions and giraffes. Read the example sentences with them, and ask them to make their own comparisons. Revise comparative forms if necessary, and teach the difference between *each* and *every*. Refer to the Grammar check.

## Write

④ Teach the students how to link sentences with *both... and*, and *which*. Refer to the Grammar check. Then let them complete exercises **a** and **b** in writing.

### Answers a

- a** Both lions and giraffes live in Africa.
- b** Both antelopes and buffaloes are found in the Pendjari National Park and in the W National Park.
- c** Both lions and buffaloes live in groups.
- d** Both zebra and giraffes live on the grasslands of Africa.

### Answers b

- a** Giraffes, which are the tallest animals in Africa, live in the grasslands.
- b** Each giraffe has a pattern, which is unique.
- c** Giraffes live in big groups, which are called 'herds'.
- d** Lions live in small groups, which are called 'prides'.

⑤ Note that there is a similar activity to this in the Workbook (Activity 5). You may decide to use the activity in the Workbook for test purposes.

### Answers

The students could structure their answers like this:  
Paragraph 1: Give the scientific and other names for giraffes.

The giraffe is often called 'zarafah', which means 'one who walks very fast'. Its scientific name is *giraffa camelopardalis*.

Paragraph 2: Describe what giraffes look like and what they eat.

The giraffe is a tall animal, which has a unique brown and white pattern on its skin. Every giraffe has a different pattern. It is about 4.8-5.5 metres tall and it weighs 800-1800kg. Giraffes live in the grasslands and eat leaves, twigs, seeds and fruit from the trees.

Paragraph 3: Two interesting facts about giraffes. Giraffes can run up to 55 kilometres per hour. They only sleep for about 30 minutes every day.

### EXTRA ACTIVITIES

- Write one of the paragraphs about lions on the board, but erase every fourth word. Tell the students to complete the paragraph without referring to the Student's Book.

If you want to make the activity easier, you can read the text aloud so that students can listen out for the missing words.

- Students could work in groups to compile quiz questions based on the information they have read about lions and giraffes. Each group can think of ten questions. Discuss how to organise and score the quiz.
- The students can play a chain game in groups of eight to ten. One student starts off by saying something like: *I went to the Park and I saw some lions*. The next student repeats the sentence and adds the name of another animal: for example, *I went to the Park and I saw some lions and some buffalo*. The next student adds to the list: *I went to the Park and I saw some lions, some buffalo and some elephants*. This goes on until the students cannot think of any more animals or they can't remember the long list of names! You can tell the students to use plural nouns only, if you want them to practise plurals.
- Students can complete the activities on pages 69-70 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 69-70

- 1 antelope, buffalo, lions, giraffes, mammals, carnivore, herbivore
- 2 a) Mammals feed their babies by giving them milk.  
b) Carnivores hunt and eat other animals for food, whereas herbivores eat grass.  
c) Both antelopes/buffaloes/lions/giraffes and antelopes/buffaloes/lions/giraffes are mammals.  
d) Antelopes and buffaloes are hunted and eaten by lions.
- 3 a) The lion, which belongs to the cat family, is a carnivore.  
b) The trees, which grow in water, are called 'mangroves'.  
c) Female lions, which are called 'lionesses', hunt animals like zebra and antelope.  
d) The giraffe, which can run very fast, has a very long neck and long legs.
- 4 a) Both giraffes and antelope are herbivores.  
b) Both lions and giraffes live on grasslands.  
c) Both zebras and buffaloes are hunted by lionesses.  
d) Both eagles and weaver birds are found in forests.  
e) Both parrots and flamingos have beautiful feathers.
- 5 Here is an example of what the students should be able to write: *The giraffe is often called 'zarafah', which means 'one who walks very fast'. Its scientific name is giraffa camelopardalis. The giraffe is a tall animal, which has a unique pattern on its skin. It is about 4.8-5.5 metres tall and it weighs 800-1800kg. Giraffes live in the grasslands and eat leaves, twigs, seeds and fruit from the trees. They can run very fast and they only sleep for about 30 minutes every day, etc.*

## 3 SB pp. 92-93

### Listen & read

① The focus is on trees and plants. Again, before the students listen to the text, do some pre-reading activities with them. Ask them what they think the text is about. Find out what they know about baobab trees. Look at the photograph and read the caption together.

Then play the podcast, or read the text aloud, introducing new vocabulary as necessary.

Note that some sentences in this text are in the passive form, which the students should be able to recognise. You may want to point these out and revise passive forms at this stage.

### Speak

② Help the students to find the answers to the questions. The questions will help them to learn and understand the vocabulary used in the text in more detail.

#### Answers

- a Words to describe:
  - **the trunk:** wide, grey, shiny, smooth;
  - **the branches:** majestic, dry, look like roots;
  - **the fruit:** sweet skin, pulp inside.
- b Other names for:
  - **baobab tree:** upside down tree;
  - **the pulp:** monkey bread.
- c How big:
  - **height:** over 25 metres;
  - **circumference of trunk:** up to 20 metres;
  - **age:** up to 3000 years.
- d Its branches look like roots.
- e The leaves are used in food in and medicine, the fibres from the trunk are made into ropes and nets, the fruit is delicious and healthy to eat and is made into juice and ice cream.
- f You can encourage the students to tell stories that they already know about baobabs.

### Your turn

③ The aim of this activity is to practise giving more detailed descriptions. To do this, students can use more than one adjective to describe a noun.



They should pay attention to the order of adjectives, particularly those relating to colour. Refer to the Grammar check. Read the example with the students before they try the activity in pairs.

## Speak

④ Now let the students improve the style of their descriptions by linking clauses with the word *that*. Refer to the Grammar check. Students should practise linking these clauses orally first. They will write down their answers later, in activity 6.

### Answers

- a The avocado tree produces fruit that has a thick, green skin.
- b The baobab has a huge trunk that is grey and shiny.
- c The orange is a tree that doesn't grow in tropical climates.
- d The baobab has fruit that is used to make a delicious dessert.
- e The baobab is a tree that is sometimes called an 'upside down tree'.

## Write

⑤ The students practise using the passive form. Remind them to check irregular verb forms on page 112 of the Student's Book.

### Answers

- a The tree is called the 'tree of life'.
- b The fibre is used to make rope.
- c Powder is made from the leaves of the tree.
- d Avocado plants are grown for their fruit.
- e Lions are hunted all over Africa.

⑥ The students write the answers that they practised orally in activity 4. This could be done as a homework task.

### Answers

See activity 4.

## EXTRA ACTIVITIES

- Dictate a few sentences including clauses linked with *that*. For example: *This is a mangrove tree that grows near the sea. The baobab tree is a majestic tree that has a huge trunk.*
- Let the students describe other trees that grow in your region. Help them to find the English names for the trees as well.
- Students could try to write a simple rap poem about baobab trees. The rap must have four beats per line.

For example:

The / tree / of / life  
Looks / up / side / down  
It / brings / us / luck  
It / gives / us / food  
Fi/bres / make / rope

The / leaves / can / be  
our /me/di/cine  
That's / the / bao/bab  
Our / na/tion/al  
em/blem! / Oh / yea!

- The students can give written answers to the questions in activity 2.
- Students can complete the activities on pages 71-72 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 71-72

- 1 a) Check that the students have labelled their drawings correctly.  
b) Here is an example of what the students could write.  
*Baobab trees grow on the grasslands of Africa. They are big trees that can grow to a height of over 10 metres and have a circumference of up to 20 metres. The trees are tough and can live for up to 3 000 years. They are sometimes called 'upside down' trees because the branches look like roots.*
- 2 a) The grey fruit of the baobab is rich in minerals and vitamins.  
b) The leaves are made into powder, which is used as a medicine.  
c) Ropes and nets are made from the fibres in the trunk.  
d) Children love to eat the pulp, which is often called 'monkey bread'.  
e) Ice cream is made from the white pulp inside the fruit.
- 3 You may want to do a similar oral activity with the students before they attempt activity 3.

Adjective	New word	Clue
a) juicy	juice (noun)	I drink orange and lemon juice.
b) lucky	luck (noun)	I wish you good luck!
c) useful	use (verb, noun)	We use the fibres of baobab trees to make ropes.

- 4 a) The trunk is a part of a tree that carries branches.  
b) The tree has branches that carry the flowers and the fruits.  
c) The baobab produces grey fruits that contain rich vitamins and minerals.
- 5 The students could write something like this:  
*This is an orange tree. Orange trees are quite small. They are fruit trees that grow to a height of about 10 metres. They have small shiny green leaves and white flowers. The fruit is round and juicy. It is delicious.*

# TIME TO CHECK

SB p. 94

## Answers

- 1 Check that the students can pronounce these words correctly.
- 2 **pride:** a group of lions.  
**trunk:** the part of a tree that has leaves and branches.  
**roots:** the part of a tree that grows under the ground.  
**unique:** special, the only one like this.  
**habitat:** the natural home of a plant or animal.  
**species:** a group of animals that are the same in many ways.
- 3 Have you ever seen a bird like this? It has two small wings, but it can't fly. It has very long legs and it can run very fast. It has big black feathers. Some people use the feathers to make hats. It has a small grey head with big eyes and a small beak. This bird is called an ostrich!
- 4 Here are some examples of what the students could write.
  - a The tree has small, shiny leaves, white flowers and orange fruit.
  - b These beautiful black and grey animals live in the grasslands.
  - c This bird has bright green and orange feathers and a small, grey beak.
  - d I have a juicy, big red and green mango.
- 5 a (Nothing/no) grows here because there is (nothing/no) water.  
 b We need to do (something/anything) about this problem. Can you think of (something/anything) that we can do?  
 c Lions and buffaloes are (both/the two) mammals and carnivores.  
 d What is this bird (called/call)?  
 e Have you ever (belong/belonged) to an ecology club?
- 6 Here are some sentences that the students could make.  
*Both lions and giraffes live in the grasslands.*  
*Lions are carnivores and giraffes are herbivores.*  
*Giraffes weigh more than lions. They are also bigger.*  
*Lions sleep a lot but giraffes only sleep for a few minutes every day.*  
*Both lions and giraffes are mammals.*

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB p. 73

- 1 The students could write something like this:  
*The elephant is a clever animal with a very good memory. The scientific name of the African elephant is Elephantus. This large mammal, which can weigh between 4 and 6 tons, is probably the biggest land mammal in Africa. Adult elephants can be as big as 4 metres long. Elephants have a thick, grey skin and a nose in the form of a trunk. They also have tusks.*  
*Elephants live in the forests and grasslands. They eat between 150 and 180 kilogrammes of grass, leaves, fruit, plants and roots every day. They also drink about 140 litres of water every day. They can run as fast as 25 kilometres per hour.*

## FUN

SB p. 95

This is a fun page, so these stories should not be read and discussed in a formal way.

Read the stories with the class, or let students read the stories in pairs. Encourage them to have fun with the stories. They can talk about them, and act them out. They can change the words and create new stories. And they can even draw their own comic strips including speech bubbles, if they feel confident.

You can encourage the students to tell stories that they already know about baobabs and about Leuk. Help them to tell their own stories in English. Don't correct them too much though – as long as the other students get the general idea of the story, that's fine.



# Sequence 12

**1** SB pp. 96-97

## Let the holidays begin!

### SEQUENCE SUMMARY

#### TOPICS

Social events.  
Time.  
Dates.  
Weather.  
Leisure.

#### SKILLS

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

#### FUNCTIONS/NOTIONS

Talk about future events.  
Talk about past events.  
Describe things.  
Talk about wishes.  
Talk about the weather.  
Read stories and jokes for enjoyment.

#### GRAMMAR

*If + only + past tense.*  
*Wish + past tense.*  
Use it's to talk about weather, date, time.  
Revise present, past and future tenses.

#### VOCABULARY

*address, doughnut, embarrassed, fan, fence, forecast, good at, heavy, hole, humid, interested, left, mathematics, minus, mirror, none, oily, overcast, patient, pen, shepherd, sideways, sky, stifling, stork, subtraction, sunny, tin, tonight, truth, to bake, to begin, to change (your) mind, to choke, to daydream, to end, to follow, to pay attention, to pour, to wait*

#### PREPARATION

*You will need:*  
– Student's Book pages 96-103.  
– Workbook pages 74-80.  
– PC/laptop with Internet access, if available.  
– Suitable stories and jokes in English.

### Warm up

In this learning sequence the focus falls on the holidays. There is little new work in the learning sequence, except for some new vocabulary. There is, however, a stronger focus on reading for pleasure. Students are encouraged to use the language skills they have learned and enjoy being able to read and communicate in English.

### Listen & read

**1** Explain the meaning of *upside-down*. Then play the podcast, or read the poem aloud a few times. They students should realise that it is silly poem, which they are not meant to take seriously. Let the students read the poem in pairs too.

### Your turn

**2** The students work in pairs and discuss the questions first. Talk about, and check, the answers with the whole class to make sure they have understood. Don't tell students the answers until they have had time to try and work them out for themselves.

Make sure that the students understand that rhyming words have the same end sound.

#### Answers

- a** It's about making a cake. The cake is very different!
- b** make/cake/bake, flour/hour, fat/that, begin/tin/in, head/dead, instead/bed
- c** Students' answers will vary. It's funny because it's impossible to do what the poet says and silly to try!

### Listen

**3** Let the students listen to the dialogue on the podcast, or read the text yourself if the recording is not available. The students should not read the dialogue as they listen. Ask a few questions to find out if the students have understood the gist of the dialogue. Explain the words in MY WORD BANK, and let the students listen to the text again.

This sequence introduces the use of *It's...* to talk about the weather and *If only...* to talk about wishes. Teach these structures by referring to the Grammar checks.

## Your turn

4 The students work in pairs and talk about the weather, the date and the time. They must follow the examples in the Student's Book.

## Write

5 The students complete the sentences with words that make sense and are grammatically correct. This could be done as a homework task.

### Answers

- a It's Sunday. It's hot/humid/overcast and I think that it's going to rain.
- b If only we didn't have to go to school today.
- c If only it wasn't so hot!
- d I wish that it was/wasn't sunny today.

6 The students can write a paragraph about what they wish will happen, and what they wish they will do in the holidays.

### Answers

Answers will vary, but students should use the structure: *I wish that...* or *If only...*

## EXTRA ACTIVITIES

- The students could practise reading the poem in groups, and then perform the poem for the rest of the class. Each group member could memorise a few lines.
- Ask the students to write a weather report for the day.
- Students can read the dialogue on page 105 of the Student's Book (activity 3, page 97).
- Students can complete the activities on pages 74-75 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 74-75

- 1 A: What did the weather forecast say?  
B: It said that it's going to be hot and sunny today. The temperature is going to be high, between 37° and 40° Celsius.  
A: Recently it's been so stifling!  
B: Yes, it has, hasn't it? And the fan in my room isn't working.  
A: That's too bad!  
B: But it's going to rain tomorrow. The forecaster said that it will be very humid in the morning. The sky will be overcast. Then in the afternoon the rain will pour down!
- 2 Drawings may vary, but students must follow the instructions carefully.
- 3 Answers may vary a little. Here are some examples.
  - a) I wish that it was sunny. If only it was sunny.
  - b) We wish we had an umbrella. If only we had an umbrella.
  - c) If only he had a computer. He wishes he had a computer.
  - d) If only I knew how to make a cake. I wish I knew how to bake a cake.
  - e) They wish they lived near the sea. If only they lived near the sea.
- 4 Students' answers will vary.

## Listen & read

- ① The passage describes some of the activities that the students in this book have completed this year. There are no new structures or new words in the text.

As a pre-reading activity, ask the students to describe what is happening in each picture. Ask: *What were they doing here?* The students can answer in the past continuous tense.

Then play the podcast, or read the text aloud. Ask questions afterwards, or let the students ask each other questions about what they have heard.

## Speak

- ② The students talk about their own year at school. Use the questions to structure the discussion.

## Your turn

- ③ This time, the students work in pairs and ask each other questions about the pictures on page 98 of the Student's Book. They can follow the examples, using the past continuous tense.
- ④ The students work with the same partner and practise using *probably* with the future form *will*. Some examples and ideas are given in the activity, but students can put forward their own ideas too.

## Write

- ⑤ The students rewrite the sentences, changing the verbs into the present tense.

### Answers

- a We send emails to our e-pals in other countries.  
b We dance and sing and eat cake when we celebrate a birthday.  
c It is raining.  
d He comes and teaches us about computers every week.  
e The food tastes very good.

- ⑥ To prepare the students for this activity, you could brainstorm the vocabulary and structures before they start to write. You could list all the useful verbs on the board, or you could limit the topic so that the students focus on sports events only, for example. Then try to elicit sentences such as this during the brainstorming session: *I have enjoyed playing volleyball this year. Mr X has taught us how to pass the ball to a team mate. We have played lots of volleyball games in teams of four. Our school has also taken part in some volleyball matches against Y school.*

### Answers

Students' answers will vary. The students can use the text on page 98 for ideas, and as models. They should use the perfect perfect tense (if they can) and the past tense.

## EXTRA ACTIVITIES

- The students could try to make up a rap song about the year.
- Students can complete the activities on pages 76-77 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 76-77

- ① I still remember our last school year. We had so much fun! Miss Ginger, our American Peace Corps Volunteer, was our English teacher. She taught us lots of new words and we practised reading, speaking, listening and writing. We did lots of other things, too. A computer expert came to our class. He showed us the different parts of a computer and taught us how to use them.
- I also remember the day we learned how to make chicken yassa. We read the recipe and collected all the ingredients before we made it. When it was finished it tasted delicious!
- But the best day was probably the day when our group presented its project about the Environment Day. Our project was the best one! Miss Ginger gave us a box of chocolates, which we shared with the class!
- ② Ben is going to visit his grandparents in the village. Anne is going to learn how to use a computer. Mariam is going to go to summer classes. Jane is going to pass her driving test.
- ③ Students' answers may vary, here are some examples.
- a) The students were planting trees in the school grounds.  
b) Some students were presenting a project to the class.  
c) Some students were working/typing on computer.  
d) Some students were eating.  
e) Two students were playing 'mancala' in the school yard.  
f) Some students were working in the school garden.

### 3 SB pp. 100-101

#### Listen & read

① Read the dialogue, or play the podcast. It does not follow the usual format as the focus is on listening to, telling and reading stories and jokes.

#### Your turn

② The students read the stories and decide which ones they like best. You could read the stories with the class, or let students try to read the stories by themselves at home. Then students can read aloud the stories they like best in class, and talk about them too. The focus should be on reading for fun and enjoyment, so do not concentrate too much on grammar. Explain anything that the students don't understand.

③ The students work in pairs. They read the riddles and try to work out the answers. The answers are in the Student's Book, but encourage students to work out the answers for themselves rather than cheating!

#### EXTRA ACTIVITIES

- The students can tell their own short stories to the class.
- Students can complete the activities on pages 78-79 of their Workbooks.

#### Answers to Workbook activities

WB  
pp. 78-79

- 1 Note that students do not need to write full sentences.
  - a) found
  - b) cake, take, make...
  - c) daydream
  - d) subtraction
  - e) You eat it.
  - f) At the top of the page.
  - g) green
  - h) a shepherd
- 2 Students' answers will vary, but they must make sure that they know the answers to their own questions.
- 3
  - a) In Senegal juice is made from bissap leaves.
  - b) The pulp of the baobab fruit is called 'monkey bread'.
  - c) In Côte d'Ivoire, atchèkè is made from cassava.
  - d) A new tree was planted in the school grounds last week.
  - e) Many, many years ago lions were hunted in this area.
- 4
  - a) She was good at schoolwork.
  - b) She wasn't good at paying attention in class.
  - c) Under the address.
  - d) It was long and it had embroidery around the neck.
  - e) Because the teacher had asked about an 'address' not a 'dress'. Fatou wasn't paying attention.

## TIME TO CHECK

SB p. 102

### Answers

- ① Students' answers will vary.
- ② a True.      b True.      c True.      d True.  
e False. Fatou was not good at paying attention in class.  
f False. Fatou was daydreaming about a dress when her teacher asked her a question.
- ③ a He (I) was daydreaming when I (he) walked into the room.  
b You must pay attention in class if you want to learn.  
c It was pouring with rain when the match started.
- ④ It will be hot and sunny on Tuesday. It will be 34 degrees. On Wednesday it will be partly cloudy and the temperature will be 33 degrees. It will rain on Thursday and it will be 30 degrees.
- ⑤ It's Saturday! It's 3 o'clock and it's pouring with rain. I wish I had an umbrella! If only I was not outside! I hope it stops raining soon.
- ⑥ a All the sheep ran out. There are (none/no) in the pen.  
b If only we (were/was) already on holiday!  
c (It's/It) very hot and humid today.  
d I wish I (live/lived) near the beach!  
e If you change (you/your) mind, please tell me.
- ⑦ Here are some example answers.  
a If only I had a computer.  
b I wish I had a brother and a sister.  
c I wish it wasn't so hot!  
d If only I didn't have to do this work.  
e This weekend I'll probably visit my grandmother.
- ⑧ Accept all sensible, grammatically correct answers.

### EXTRA ACTIVITIES

- The students can complete the revision activities on page 80 of their Workbooks.

### Answers to Workbook activities

WB  
p. 80

Students should use the past tense for items in the first column, and the future tense *going to* in the second column. Their answers will vary.

It is important to allow the students time to check their drafts, and then correct and improve them. They can ask other students to review their work, and let them ask for your assistance too.

## PROJECT CORNER

SB p. 103

The students are going to write a short information text about a plant, a tree, a bird or an animal and then tell a story about the same plant, tree, bird or animal. Most of the preparation for this project was done in the previous learning sequence. The project is divided into four parts.

### PART A

The students work in groups and decide on the topic that they want to write about. They may prefer to decide on the story they want to tell first.

### PART B

**STEP 1** The students do their own research. They can use information from their school textbooks, but they should do additional research on the Internet and in a library, if possible.

**STEP 2** The students plan their paragraphs. Stress the importance of this step and read the example with the students. You can tell them to write a heading for each paragraph as well.

**STEP 3** The students write their texts in draft form. Then they check their draft texts, edit and improve them. You can provide some feedback at this stage. You could perhaps say things like: *Check the spelling of this word. Read this sentence aloud. Does it make sense?*

The final texts are displayed in class.

### PART C

The students decide on the story they are going to tell, and then practise it. One student could tell the story, or the group could share the story-telling. Remind them to speak clearly and with plenty of expression.

### PART D

Each group tells their story to the rest of the class.

After the students have completed their presentations, ask them to think about what they have done and let them assess their own work. They can use the assessment section at the bottom of the page. You can then offer your own comments on what they have achieved and explain why you agree or disagree with the students' self-assessment.