



3<sup>e</sup>

LISTEN

SPEAK

READ

WRITE

# Keep in Touch

Teacher's guide



 **HODDER**  
EDUCATION GROUP

3<sup>e</sup>

**LISTEN**

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# Keep <sup>in</sup> TOUCH

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# Introduction

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

At the 3<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 and thematic sequences.

There are three parts as well as a revision page in each sequence, except for the last sequence. Topics, vocabulary and grammar structures are introduced through a series of dialogues and other texts. Students will develop listening, speaking, reading and writing skills in every part of sequence but in order to develop skills more carefully each part of sequence has a specific skills focus as well. So in part 1 of each sequence, you will find that the focus is on developing **oral** skills (listening and speaking), in part 2 the focus shifts to **reading** skills and in part 3 the focus is on developing **writing** skills.

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

The last sequence 'Imagine' provides a selection of additional reading material for the students – poems, biographies and extracts from novels.

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

## The Student's Book

### Listen & read (@)

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

### Speak

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

### Listen & repeat (@)

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

### Listen (@)

For these activities, the focus is on developing listening skills. You can play back the podcasts or read the texts aloud to the students. The texts are at the back of the Student's Book, on pages 104-107, but the students should not read them as they listen. At a later time the students can read the texts by themselves for additional reading practice.

### Your turn

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

### Write

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

## MY WORD BANK

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

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

## USEFUL PHRASES

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

## Grammar

## check

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

Further notes and tables are also given in the Grammar section at the back of the Student's Book, on pages 108-109. Encourage the students to refer to this section as they work. A list of irregular verbs is also provided on page 112 of the Student's Book.

## Pronunciation

## check

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

## Time to check

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

## Project corner

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

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

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

## The Workbook

The Workbook provides additional activities to practise vocabulary and structures used in the sequences in the Student's Book. The majority of these activities are writing activities. The students can complete the activities 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.

Note that at 3e level, some of the Workbook exercises are also intended to extend the students through the use of a wider (but topic related) vocabulary.

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

## The podcasts

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

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# Sequence 1

**1** SB pp. 8-9

Listening and Speaking skills

## Heroes and history

### SEQUENCE SUMMARY

#### TOPICS

Cultural heritage, heroes and history.

#### INTERDISCIPLINARY LINKS

History, Cultural Studies.

#### SKILLS

Listening: listen to an historical speech and answer questions, listen to stress patterns in words.

Speaking: read and role-play a dialogue, brainstorm ideas in groups, discuss and answer questions, ask and answer questions.

Reading: read a comic strip, a dialogue and a short information text and answer questions.

Writing: write guided paragraphs.

#### FUNCTIONS/NOTIONS

Exchange information and views. Express gratitude. Communicate in informal situations. Talk about past events. Explain things, giving reasons.

#### GRAMMAR

Revise questions. Revise past tenses.

Use adverbs (*however, instead*) to link ideas and clauses.

Use prefixes to make antonyms.

Form and use present perfect continuous tense.

#### PHONOLOGY

Discriminate and articulate stress patterns within words. Produce intonation patterns in different types of sentences.

#### VOCABULARY

Words: *betrayal, bravery, cause, discrimination, exploitation, farewell, heritage, ingratitude, injustice, labour, orphan, rebellion, troops, victor, vulnerable, warrior.*

Verbs: *to abdicate, to be affected by, to defeat, to exploit, to force, to fund, to provide, to recruit, to rise up.*

Expressions: *Please go on. What happened? to sort something out*

#### PREPARATION

You will need:

- Student's Book pages 8-15.
- Workbook pages 4-10.
- 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.

### Read

**1** The focus in this first part of sequence is on developing listening and speaking skills, although the students will also be required to do some reading and writing as well. Aim to assess the proficiency levels of your students during the opening discussions.

Let the students read the comic strip silently and then read it aloud with them. Ask them to tell you what it is about (generally, but not in detail). Introduce MY WORD BANK at this stage. In the MY WORD BANK students can also make new words with the stems of the words. (The Workbook provides additional activities to develop word building skills and vocabulary.)

Then you can discuss the questions in activity 2 or leave the students to do this as suggested in groups.

#### NOTE: Word lists

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

### Your turn

**2** The students read the dialogue in the comic strip aloud, as realistically as possible. They can try and learn the words so that they can act the scene. If they haven't already answered the questions, they can discuss and answer the questions at this point.

### Answers

- a He learned about child labour and exploitation.
- b No, he doesn't.
- c They can learn about farming, building houses, looking after a home and family and about their cultural heritage.
- d You take advantage of them. For example, you make them work and you don't pay them or you pay a very low wage.
- e & f (Personal answers.)

③ The students work in small groups and brainstorm the names of African heroes. This helps to prepare the students for the listening activities that follow. Let the students share their ideas and reasoning with the whole class afterwards.

### Answers

Answers will vary. Students need to justify their answers as in the example.

## Listen & repeat

④ Play the podcast or read the sentences to the students, using the correct intonation for each type of sentence. Let the students practise these sentences. Intonation provides clues about meaning, so it is important to get this correct.

Here are further examples which you could model for the students. Let them practise these in small groups. The words in italics are the words which should be emphasized in these examples.

I must *always* defend a *good cause*. (Statement – voice goes down at the end)

They talk *rights* all the time, *never duties*!

(Exclamation – voice goes up at the end)

*That* is not *child labour*. (Emphasis on *That*)

What do you know about *African culture*? (Question – voice goes up at the end)

### NOTE: Podcast recordings [a]

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

## Listen

⑤ Prepare the students for the speech they are going to listen to. Read the note in the Student's Book about King Behanzin and find out what they know about this famous king. Then teach the words in MY WORD BANK. Play the podcast a few times or read the speech to the students yourself with as much expression as possible.

### NOTE: Listening texts

The listening texts are printed at the back of the Student's Book, on pages 104-107.

The aim of these texts is to provide listening practice.

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

## Speak

⑥ The students can work in pairs or as a class and discuss the answers to these questions orally. Let them listen to the speech again if necessary or read the text to them yourself this time. Don't let them read the speech yet.

### Answers

- a He was the King of Dahomey.
- b His army/soldiers.
- c He was fighting against the French who wanted to take their lands.
- d The previous kings of Dahomey.
- e The general who led the French army in Dahomey.
- f No, he didn't.
- g The king was sent into exile.

## Write

⑦ The students consolidate what they have heard and practised by completing a gap-fill activity.

### Answers

In 1894 the French defeated the army of Dahomey. Afterwards King Behanzin made a speech to his troops. He said that the army could not defeat the enemy, even though their cause was good. He praised the soldiers for their bravery and he told them that he would not abdicate. He said he would be the real victor because he would continue the fight in his heart. At the end of the speech he said farewell to them.

### NOTE: Written work

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

## EXTRA ACTIVITIES

- Students can read the speech aloud or silently and then write answers to the questions in activity 6.
- Students can complete the activities on pages 4-5 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 4-5

1 a

Verb stem	Simple past	Present perfect
exploit	exploited	has/have exploited
defeat	defeated	has/have defeated
rise up	rose up	has/have risen up
abdicate	abdicated	has/have abdicated

**b** cultural heritage, to say farewell, to rise up, child labour

**c** Industrial development in Europe was one of the causes of colonization in Africa.

The factories in Europe needed raw materials and they needed markets for the goods they produced. The colonizers exploited both the labour and natural resources of these countries. The Europeans sent troops to conquer former African kingdoms. Many African heroes rose up to defend their countries but they were defeated. Africans lost some of their cultural heritage as a result.

- 2** 1. abdicate      5. defeat  
2. rise up      6. farewell  
3. warrior      7. bravery  
4. victor

- 3** **a)** John always wakes up early to help his mother clean the house.  
**b)** Senegal became independent in 1960.  
**c)** Did you learn about the history of your people when you were in primary school?  
**d)** Our countries have been exploited since colonial times.

- 4** **a)** What does 'to exploit' mean?  
It means to force someone to work too hard or for little or no money.  
**b)** How can children help their communities?  
Children can help their parents and families to grow crops, do housework and look after other family members.

- 5** **TONY:** I've heard that child trafficking is a serious form of exploitation.  
**HELEN:** Yes, it is. Didn't you read that article in the newspaper last week?  
**TONY:** No, I didn't. What was it about?  
**HELEN:** A woman was caught taking children between the ages of 5 and 8 to Côte d'Ivoire.  
**TONY:** What for?  
**HELEN:** To work on the cocoa plantations. As child labour, in other words.  
**TONY:** What? Do you mean that women are involved in child trafficking too?  
**HELEN:** Yes! That woman goes from village to village, collecting children from poor families. Some parents sell their children to her.  
**TONY:** Poverty is not an excuse for such cruelty!  
**HELEN:** I agree. We should fight against such exploitation.

## 2 SB pp. 10-11

### Reading skills

The focus in this part of sequence, and in part 2 of each sequence in this course, is on developing reading skills. Reading skills, however, are not developed in isolation and students are also given the opportunity to practise and integrate listening, speaking and writing skills. Here the students will read an extended interview.

### BEFORE YOU READ

To prepare the students for what they are going to listen to and read, find out what the students know about the events in Thiaroye in 1944, using the questions for guidance.

#### Answers

- a** Some African soldiers who had served in the French army were murdered by white French soldiers while they slept.  
**b** In a military camp not far from Dakar.  
**c** In 1944.  
**d** The African soldiers were called the 'Tirailleurs Sénégalais'. They were attacked by soldiers in the French army and by the police under orders of a French general.

### Listen & read

- 1** Play the podcast or read the interview aloud yourself, and let the students follow the text in their books as they listen.  
Ask a few general questions to see if the students have understood the gist of the text.  
Then introduce the words in MY WORD BANK and the expressions in USEFUL PHRASES.  
Allow the students time to read the interview again silently. This is important as it allows the students to try and work out words and meanings by themselves and so consolidate and have a better understanding of what they have read.

#### NOTE: Useful phrases

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



## Speak

② Let the students discuss and answer the questions about the text they have read. Check that the students understand all the different types of questions in this activity (what information is required in each answer).

### Answers

- a They were soldiers from all over West Africa who served in the French army.
- b Between 30 and 40 Tirailleurs were killed by French soldiers while they were asleep.
- c They were not honoured for what they did and they did not receive pensions, like the white French soldiers did.
- d The soldiers did not have any weapons with them at the time.
- e True.
- f It refers to the story about the Tirailleurs.
- g A survivor is a person who remains alive after a dangerous event in which other people were killed.
- h They fought bravely to defend the French during the first and second world wars.

## Listen & repeat

③ Play the podcast a few times or model the correct pronunciation of each of these words for the students. The underlined syllables are the syllables that need to be stressed. Let the students practise.

## Your turn

④ Remind or teach the students that we can use prefixes to make antonyms in English. Refer to the Grammar check a. Then let the students complete this activity orally and in pairs. This could be done as a written activity after the oral practice.

### Answers

- a disrespect
- b unarmed
- c injustice
- d dishonour
- e unhappy

## Write

⑤ Teach the students how to link sentences with 'however' and 'instead'. Refer to the Grammar check b. Let the students try the activity orally before they attempt to write the sentences.

### Answers

- a The soldiers fought in World War II, however not all were treated equally.
- b We should not dishonour our parents, instead we should show them respect! OR Instead of dishonouring our parents, we should show them respect.
- c Instead of going home, they were forced to go to a camp. OR They were forced to go to a camp instead of going home.
- d Discrimination is illegal, however it still occurs in many countries.

### NOTE: Grammar

Students can find information about verb tenses, adverbs, prepositions and other items in the Grammar section at the back of the Student's Book, on pages 108-109. Introduce the students to that section, and encourage them to refer to it.

## EXTRA ACTIVITIES

- Dictate a few sentences from the interview that include the words 'however' and 'instead', or make up your own dictation activity.
- Revise past tenses of verbs. Let the students identify verbs in the interview and say which tense the verbs are in.
- Students can complete the activities on pages 6-7 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 6-7

- 1 heritage, heroes, history, horrible, horror, hostage, honoured

NOTE: Make sure that the students say the 'h' clearly in all these words, except in the word 'honoured', which has a silent 'h'.

- 2 a injustice, ingratitude  
b discriminate (verb), rebellion (noun)  
c To force: to make someone do something when they don't want to do it.  
Betrayal: doing something that is not good or honest.  
To recruit: to find soldiers to join an army, or people to join a company.  
Rebellion: organized resistance against a ruler or government.

3	dis-	in-	im-	un-
appear	✓			
cover				✓
gratitude		✓		
happy				✓
honour	✓			
justice		✓		
organize	✓			
kind				✓

**4** *NOTE: You may want to revise the difference between the active and passive voices with students before they attempt this.*

- a)** We should honour people for their accomplishments.
- b)** The soldiers were massacred.
- c)** People have forced many children to work on mines and plantations.
- d)** In our communities parents have always been helped by their children.

**5** **a)** Instead of paying pensions to the 'Tirailleurs', the French army transferred them to Thiaroye.  
**b)** The Dahomean army was brave, however they were defeated by the French.  
**c)** Instead of sleeping, the Tirailleurs Sénégalais should have taken measures to protect their camp.

**6** **a)** The soldiers were not treated justly. They did not treat the soldiers justly. The soldiers were treated unjustly.  
**b)** Their superiors did not speak to them with respect. Their superiors spoke to them disrespectfully/with disrespect.

**7** The Tirailleurs Sénégalais were African soldiers from several French colonies. They were recruited into the French army in Saint-Louis in Senegal. Because of the discrimination between the African soldiers and the white French soldiers, the Tirailleurs organized rebellions in many parts of France. In November 1944, they were taken/transported to Thiaroye, a military camp near Dakar in Senegal. They continued to demand/ask for the pensions that were paid to the French soldiers. When their superiors refused to pay them, they took a French general as a hostage. Later, most of the Tirailleurs were massacred.

## 3 SB pp. 12-13

### Writing skills

The focus in this part of sequence, and in part 3 of each sequence in this course, is on developing writing skills and on practising work introduced in the first two parts of sequence. The reading text also provides a model for the main writing activity, although it may be longer than what the students can be expected to write. Here the students will write a short factual text, with support.

### Read

**1** Let the students read the text by themselves. Then read it with the students and discuss it. You could discuss the questions in activity 4 briefly to prepare the students for writing their own answers later. Introduce and teach the words in MY WORD BANK as you do this. You can also teach the new grammar at this point. Refer to the Grammar check on page 13 of the Student's Book.

### Your turn

**2** To prepare for the writing activity, students discuss their heroes in groups. They should use the lists of heroes that they made. The aim of this discussion is to share ideas about why a person is a hero. Help with vocabulary as necessary. Encourage the students to make their own notes or mind maps during this discussion.

### Write

**3** The students write two paragraphs about a hero, following the guidelines given in their books. They should keep this work to use in the project page 23.

## Answers

For example:

Nelson Mandela was the first democratically elected President of South Africa. He became president in 1994 after the end of apartheid. When he retired, he continued to help his country. He started the Nelson Mandela Children's fund, which helps poor children and children with HIV. He helped to bring the FIFA World Cup competition to South Africa.

Mandela is a hero because he fought and worked to make South Africa a democratic and peaceful country for all the people who live there. He sacrificed his personal life to serve his country and he was never corrupt. He has inspired people all over the world.

4 The students then answer the comprehension questions about the passage they read.

## Answers

- a She started her work in 1986.
- b sex workers/prostitutes
- c It cares for vulnerable orphans and homeless children, as well as children of divorced parents and sex workers.
- d She is continuing with her work. (The use of present perfect tense of the verbs indicates this.)
- e An orphan.
- f The World Bank (and others not mentioned in the text).

5 If you haven't taught or revised the present perfect continuous tense yet, do this before the students attempt this activity. Let the students compare this with other tenses by looking at the Grammar section at the backs of their books.

## Answers

- a AASED has been providing medical care for the orphans for several years.
- b He has been reading my book. He is enjoying it.
- c They have been waiting outside the clinic for hours.
- d Mother Mary has been talking to journalists today about her work.
- e I have been playing a lot of football recently.
- f We have already been learning English for more than three years.

## EXTRA ACTIVITIES

- Dictate a few sentences from the passage. Choose sentences or a paragraph with verbs in the present perfect continuous tense.
- Students can write about another hero, using the same format as before. Then they can choose which text to use for the project page 23.
- Students can read the passage about Mother Mary aloud in pairs.
- Students can complete the activities on pages 8-9 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 8-9

- 1 a) a) More people are affected by malaria than by HIV/AIDS.  
b) Social activities can include taking care of vulnerable children.  
c) Someone whose parents have died is an orphan.  
d) Who will provide food for these hungry people?  
e) Many non-profit organizations fund social activities all over the world.  
b affected, careful  
c assistant/assistance, infection
- 2 NOTE: You may wish to revise question forms before the students complete this activity.  
a) What does your organization do?  
b) Where does she work?/What work does she do?  
c) What do they do?/ What work do they do?  
d) Why is he a hero?
- 3 a) Mother Mary has been working with HIV-positive women for more than 20 years.  
b) Several organizations have been defending the children's rights for many years.  
c) Africans have been fighting to reduce poverty on the continent for four decades.
- 4 a) The orphanage was supported by her organization.  
b) I have been helping at the school.  
c) She is going to set up an organization to help poor children.  
d) They provide food and shelter for the women.
- 5 a) Thousands of people all over the world are (affect/affection/affected) by malaria.  
b) Uncle Paul is the (founder/found/foundation) of this organization.  
c) You are such a (careful/care/careless) driver. You are always in trouble with the police!  
d) After her mother's (die/dear/death) she went to live in her aunt's house.  
e) They suffered a lot when their parents got (divorced/divorce).
- 6 For example:  
(Paragraph 1) Mother Mary is a modern-day hero who has been caring for people with HIV or AIDS for many years. She has set up an organization in Senegal that cares for vulnerable children and women who are affected by HIV and AIDS.  
(Paragraph 2) She is a hero because she has been doing this important work all her life. She helps other people all the time. She has helped many people to have better lives.

# TIME TO CHECK

SB p. 14

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

## Answers

- 1 bravery, abdicate, defeat, warrior, farewell, rebellion
- 2 a Parents teach their children about their cultural heritage.  
b Some children today are still being exploited.  
c King Behanzin spoke to his troops before he was sent into exile.  
d The story of Thiaroye is a story of injustice and of betrayal.  
e Mother Mary is the co-founder of organizations that help sex workers and vulnerable children.  
f The soldiers were recruited into the French army in Saint-Louis, in Senegal.
- 3 a What happened? Where is your grandpa?  
b I will be late this morning because I need to sort something out first.  
c Are women recruited into the Senegalese army?  
d Grandpa told Rafiatou about the betrayal of the African soldiers when they did not get their pensions.  
e The soldiers were forced to wear red hats.  
f Discrimination on the basis of race, religion or sex is illegal in Senegal.
- 4 armed/unarmed; justice/injustice; gratitude/ingratitude; respect/disrespect; honour/dishonour; happy/unhappy.
- 5 Companions of misfortune, last faithful friends, you know under what circumstances we decided to fight. When French tried to take our ancestral land, we rose up against them.  
I will not turn my back on my destiny. I will go on. A real victor is a person who continues the fight in his heart.  
So I wish you farewell, soldiers...
- 6 a The children should go to school instead of having to work at home.  
b She should be happy, however she is unhappy.  
OR She should be happy instead of being unhappy.

- c King Behanzin was defeated, however he did not abdicate.
- d It is nice not to work, however, no work means no food.
- e I read about the massacre, however I did not understand the whole story.
- f The general did not help the Tirailleurs Sénégalais, instead he used the French Army to attack them.

- 7 a Mother Mary has been caring for HIV infected women for many years.  
b I have been writing a book. It is a lot of work!  
c The United Nations has been funding AIDS projects for a long time.  
d They have been recruiting children as soldiers for the last 10 years. They must be stopped!  
e Have you been doing a lot of sport recently?  
f How long have you been learning English?
- 8 Here is an example of the content that the students could include in their letters.

Do you know the story of the Tirailleurs Sénégalais? They were African soldiers from Mali, Senegal, Burkina Faso, Chad, Central African Republic, and North Africa. They were recruited into the French army in Senegal. They defended the French people during the first and second world wars. But they were not treated in the same way as the white French soldiers. At the end of the war, they did not receive pensions. So they protested in France and then they were all sent back to Senegal. They were taken to a camp called Thiaroye, which is outside Dakar. The French army forced them to wear red hats and they did not honour the work the soldiers had done. So the Tirailleurs took a French general hostage. They freed the general when he promised to help them get their pensions. But the general did not honour his promise. Instead he ordered the French army to kill the Tirailleurs as they were sleeping. Between 30 and 40 were killed and the rest of the soldiers were sent to prison. It's a terrible story.

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 10

- 1** **NOTE:** Explain to the students what they have to do here. All the information is in the passage, so they should read it very carefully.

Questions	Answers			
	Group 1		Group 2	
	Yes	No	Yes	No
1. Do you have any heroes?	HHH HHH HHH II	III	HHH HHH II	HHH III
2. Can political leaders become heroes?	HHH	HHH HHH HHH	HHH HHH HHH	HHH
3. Can ordinary people also be heroes?	HHH HHH	HHH HHH	HHH HHH	HHH HHH
4. Is Samuel Eto'o one of your heroes?	HHH HHH HHH III	II	HHH HHH HHH II	III
5. Is the singer, Lady Gaga, one of your heroes?	HHH II	HHH HHH III	II	HHH HHH HHH III
6. Do you think Barack Obama is a hero?	HHH HHH HHH	HHH	HHH HHH HHH	HHH

## FUN

SB p. 15

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

The activities provide reinforcement of vocabulary and structures learned, but in a less formal way. You may have to explain some of the activities to the students.

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

**2** The students play a game in pairs in which they try to guess the identity of a famous person from the clues given by their partner. Some photographs are given in the Student's Book. The students can make up clues about these people first and then the activity can be extended to include people not shown in the photographs. You can work out a scoring system with the students.





# Sequence 2

**1** SB pp. 16-17

Listening and Speaking skills

## Celebrations and ceremonies

### SEQUENCE SUMMARY

#### TOPICS

Cultural heritage (customs, ceremonies).  
Traditional education (initiation).

#### INTERDISCIPLINARY LINKS

History, Geography, Cultural studies.

#### SKILLS

Listening: listen to stress patterns in words, listen to a poem.  
Speaking: describe photographs, recite a poem, complete dialogues and sentences, ask and answer questions, class discussion.  
Reading: read an extract from an autobiography and a factual description.  
Writing: write a description of a ceremony.

#### FUNCTIONS/NOTIONS

Describe people, activities and impressions.  
Express arguments.  
Give reasons and purposes.  
Talk about past experiences.

#### GRAMMAR

Phrasal verbs and expressions (with *to take*).  
Linking sentences with *when*, *as* and *until*.  
Compound words.  
Revise prepositions *in* and *on*.

#### PHONOLOGY

Discriminate and articulate stress patterns within words.  
End sounds: /ʃən/, /zən/, /izəm/, /idz/.  
Articulate sounds in connected speech.

#### VOCABULARY

Words: *alcoholic, afterwards, beer, blanket, circumcision, content, cranberry, festival, harvest, holiday, loins, mashed, nearby, potatoes, public, pumpkin, safe, sauce, settler, sweat, sweetcorn, turkey, wound, yam*.  
Verbs: *to bathe, to beat (a drum), to drip, to feel, to heal, to hold, to spread (legs), to summon*.  
Expressions: *to come up, to make your way, expressions with 'take'*.

#### PREPARATION

You will need:  
– Student's Book pages 16-23.  
– Workbook pages 11-17.  
– PC/laptop with Internet access, if available.  
– Articles and photographs of any local celebrations.

### Warm up

Collect newspaper and magazine articles about traditional ceremonies and celebrations in your country or region. If these are in another language, translate them broadly or read them in the original language and ask the students to tell you the gist of what they have heard – in English. Photographs could also be used to start off a discussion about celebrations.

### Speak

**1** Discuss the photographs with the students. Let them say as much as they can without having to focus on correct grammar at this stage. The students should describe who the people are, what they are wearing, what they are doing and then talk about the significance of each event. Read the captions under each picture carefully and explain the words in MY WORD BANK. Introduce any other vocabulary that is useful.

### Your turn

**2** The students work in pairs or small groups to describe ceremonies and celebrations that they know. This is a structured exercise in which the students need to use given structures, with the focus on practising correct grammar and vocabulary.

**3** Discuss the phrasal verbs/idiomatic expressions given in the Grammar check and make sure the students understand what each expression means. Help the students to make sentences with the expressions, orally. Then let the students work in pairs to complete the dialogues, also orally. They should read the dialogues aloud a few times too. Help them to use the correct intonation for the different types of sentences used in the dialogue.

#### Answers

**a** RAFIATOU: When did your aunt's marriage take place?  
IDA: It took place in May this year.  
RAFIATOU: And where did the ceremony take place?  
IDA: It was at the Catholic church.  
RAFIATOU: Did you take lots of photographs?  
IDA: Yes, of course!

**b ALI:** People say I take after my father. Who do you take after?

**ZINSOU:** My grandfather. Look at this photograph that I took. You will see what I mean!

**ALI:** I like to take long walks, like my father.

**ZINSOU:** I like to eat, like my grandfather!

## Listen & repeat

- ④ Play the podcast or read the words clearly and let the students practise saying them aloud, paying attention to the stress and the end sounds.

### NOTE: Phonetics

There are phonetic transcriptions in the *Listen & repeat* activities and in the *Pronunciation check* blocks to help the students pronounce words correctly.

Point out the phonetic alphabet on the first page of the book. Then teach the sounds and symbols as they are introduced throughout the course, if the students are not already familiar with them.

## Listen & read

- ⑤ Play the podcast or read the poem aloud to the students with as much expression as possible. Explain the vocabulary in MY WORD BANK and discuss what the poem means. Ask the students if they know any other poems by this well-known Senegalese poet.

## Read

- ⑥ The students listen to the podcast again a few times and then learn the poem and recite it aloud. Reciting poems is a good way of practising the rhythm and sounds of a language.

## Write

- ⑦ Students work alone and consolidate the vocabulary they have learned by completing sentences in their exercise books.

### Answers

- a** It is my little sister's baptism today. We are going to name her.  
**b** Young boys become men during circumcision/  
initiation rituals.  
**c** The Imam will whisper a name in the baby's ear and give the baby his name.  
**d** The drummers will summon the spirits during the ceremony.

## EXTRA ACTIVITIES

- Dictate a few sentences with the verb 'take' in them. Use expressions from the Grammar check, in complete sentences.
- Give the students an additional vocabulary activity to do, or let them to make up activities for the class to do. You can focus on the choice of correct words and/or spelling. For example:  
Choose the correct word.
  - 1 The wrestler was dripping with (sweets/sweat) after the fight.
  - 2 During the marriage ceremony the man (took/ wore) the woman's hand.
  - 3 The drums help to (sum up/summon) the spirits.
  - 4 The child was (initiated/baptized) with oil and water in a church.
  - 5 The (celebration/celebrity) was held in a village.
- Students can complete the activities on pages 11-12 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 11-12

- 1 **a)** initiation  
**b)** decision
- 2 Baptism: religious ceremony during which a name is given to someone.  
Circumcision: the act by which the foreskin of the penis is cut off.  
Initiation: a ceremony during which a person is admitted to a new social group.  
Marriage: agreement between a man and a woman to live together as wife and husband.
- 3 **a)** circumcision: circumcise/circumcate  
**b)** initiation: intiatise/initiate  
**c)** baptism: baptize/baptimize  
**d)** marriage: marry/marrigise  
**e)** celebration: celebrate/celebreat  
**f)** decision: decidiz/decide  
**g)** revision: revise/revisize
- 4 **NOTE:** The students need to complete expressions with the verb 'take'.
  - a)** My sister takes after our grandmother.
  - b)** All the village boys who were 16 years old took part in the initiation.
  - c)** You have missed the plane. It has already taken off.
  - d)** I take [no word needed] a long walk every evening.
  - e)** He has malaria. I think he should take some medicine.
  - f)** The festival takes place in London next year.
  - g)** Take my hand and lead me wherever you want.
  - h)** You can take a taxi to get from the station to our house.

- 5 In my family, naming ceremonies are very important. After the traditional rituals, we celebrate by eating and drinking different traditional foods and drinks. Some of the food is said to fill the new mother's breasts with milk for the baby. After the meals, the women sing songs to praise our ancestors. Then the drummers start to beat their drums. Men and women get up and dance. During the dancing some of the elders of the village reward the dancers with money. My family is proud of its traditions and culture, and we make sure that everyone in the family knows and understands this.

- 6 **NOTE:** Answers will vary. Let the students write freely, focussing on content rather than on grammar and spelling at first. They can edit their work afterwards if necessary.

## 2 SB pp. 18-19

### Reading skills

### BEFORE YOU READ

To prepare the students for reading an extract from Nelson Mandela's autobiography, find out what they know about Mandela. The box below provides a few key facts, but of course there is a lot more information available in books and on the Internet. See also the Timeline given as an example in the Project in the Student's Book on page 23.

#### NELSON MANDELA

- ▶ Nelson Rolihlahla Mandela was born in South Africa in 1918.
- ▶ He is often called by his honorary clan name Madiba.
- ▶ He is a hero to people all over the world because he has always fought for social justice for everyone.
- ▶ Before South Africa became a democratic country, Mandela was an anti-apartheid activist. He was the leader of the ANC's military wing *Umkhonto we Siswe*, which means 'Spear of the nation' and he helped to wage guerrilla warfare against the apartheid government in South Africa.
- ▶ He was arrested, tried and found guilty of treason. He was imprisoned for 27 years on Robben Island near Cape Town.
- ▶ He was a leader of the African National Congress (ANC) political party for many years.
- ▶ He was elected President of South Africa in 1994 and he served until 1999 when he retired.
- ▶ As President he focussed on achieving reconciliation between people in South Africa.
- ▶ He has won many awards for his leadership and work, including the Nobel Prize for peace. He has been honoured in songs, poems and works of art as well. The United Nations has declared his birthday – the 18 of July – as Mandela Day.
- ▶ Mandela has been married three times and has several children and many grandchildren.

## Listen & read

① Play the podcast a few times or read the text aloud to the students. Then give them a chance to read the passage silently as well before you ask them a few general questions to see if they have understood the gist of the passage. Explain the words in MY WORD BANK and the USEFUL PHRASES as necessary.

## Speak

② Help the students to discuss and answer the questions. To extend the activity, ask students to make up a few more questions about the passage to ask each other.

### Answers

**NOTE:** You could ask the students to give short answers or full answers. Both are given below.

- a The Xhosa (or amaXhosa)./Mandela is from the amaXhosa cultural group.
- b At the age of 16./He was circumcised at the age of 16.
- c On the banks of the Mbashe River./The circumcision took place on the banks of the Mbashe River.
- d A blanket/He wore a blanket.
- e Parents and relatives./Parents and relatives watched the circumcision.
- f The *ingcibi* (circumcision expert)./He was circumcised by an *ingcibi*.
- g An *assegai*./An *assegai* was used for the circumcision.
- h To a special hut./They went to a special hut after the circumcision.

③ Discuss these questions with the students. Let them speak freely and help them with vocabulary as needed.

## Your turn

④ The students use the vocabulary they have learned to describe ceremonies and celebrations in their own lives. They should use the past tense for this. Let students share a few of the sentences they have made with the rest of the class afterwards.

### Answers

Answers will vary; these are examples.

- a He was 16 when he was confirmed.
- b They were 25 when they were married.
- c When I was 14, my mother died and we attended her funeral.
- d As they saw the young girls, they started to clap.
- e The baby was not named until she was a year old.
- f The drum started to beat as the dancers came out to dance.

## Write

⑤ Students work alone. They should read all the sentences carefully before they attempt to write them in the correct order.

### Answers

The boys went to the grass huts near the river.  
Women came from villages nearby. Everyone sang and danced.  
Early the next morning, the boys washed themselves in cold water.  
At midday, they put on blankets and stood in a line.  
The drums started to beat.  
The boys sat down and opened their legs.  
The *ingcibi* circumcised each boy.  
Each boy shouted, 'I am a man!'  
They stayed in the huts until their wounds healed.  
Afterwards, the guardian told the boys how to be men.

⑥ Teach the students how to join sentences with 'when', 'as' and 'until'. This will help them to improve their writing styles. Then let the students complete the exercise by themselves.

### Answers

- a The young men started to beat the drums when the sun came up. OR When the sun came up the young men started to beat the drums.
- b When the visitors arrived, we served the first cup of strong tea. OR We served the first cup of strong tea when the visitors arrived.
- c The boys shouted as they were circumcised. OR As they were circumcised the boys shouted.
- d The people shouted as the young boys danced around the huts. OR As the young boys danced around the huts the people shouted.
- e He said he was not a man until he was circumcised.
- f We waited until the last people left the party.

## EXTRA ACTIVITIES

- Dictate a few sentences from the reading passage. Include sentences with 'when', 'as' and 'until'.
- Students can write a short biography of Mandela using the information they provided in the pre-reading discussion and any other information that is available.
- Let students identify all the verbs in the passage and write them in the present tense.
- Students can complete the activities on pages 13-14 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 13-14

- 1 Women came from nearby villages the night before the circumcision, to sing and dance with the young boys. The next morning, the boys bathed in cold water. At noon, they put on their blankets and stood in two lines. When the drums started beating/to beat, the boys sat down and spread their legs. Pain shot through their loins as the circumcision expert used his spear to change the boys into men. They did not leave the grass huts on the banks of the Mbashe River until their wounds were healed.
- 2 to beat a drum, to spread your legs, to become a man, the sun comes up, to dance into the night.
- 3
  - a) The traditional Wolof marriage won't take place as the man has not given the present of kola nuts yet.
  - b) The spirits appeared in their masks and clothes as OR when the blessing ceremony started.
  - c) Whatever their age, boys can't be considered as men in my village until they have been circumcised.
  - d) The men left the house as they had taken their third glass of tea.
  - e) The baby's name won't be known until the ancestral spirit has whispered it into the baby's ear.
- 4 **NOTE:** Students do not have to be able to understand every word of the text in order to complete this activity. You could pre-teach these words: deceased, spirit, sacrificial.
  - 1 When your mother or father dies, you have to observe a mourning period of three moons (or months). A special ritual takes place at the end of the mourning period.
  - 2 For this ritual, every child of the dead person gives an animal such as a chicken or a goat. Some of the other relatives of the deceased person also contribute animals for the ritual. The legs of the chickens are tied together and cords are attached to the necks of the goats.
  - 3 First, the priest in charge calls the spirit of the deceased person. Then he puts all the animals together and spreads food in front of them. The chickens creep forwards and start eating the mixture of corn flour and water on the floor. The goats rush to the fresh green leaves and start chewing them. The priest makes sure the goats do not run away, by carefully holding the ends of the long cords.
  - 4 Then all animals that have started eating are slaughtered with a sacrificial knife. This is a sign of harmony between the people who have offered animals and the spirit of the dead person.
  - 5 But sometimes, some of the chickens or goats do not eat. Then priest will ask: 'Whose animal is this?' The owner of the chicken or goat must reply. This means that the spirit of the dead person has not accepted the gift of the animal. The priest will give this person a symbolic beating with a whip made of purifying plants, and the person will have to pay a small amount of money.
  - 6 After this, all the animals are cooked and the food is shared among relatives and guests. Then a drum beats and funeral songs put an end to the mourning period.

## 3 SB pp. 20-21

Writing skills

### Listen & read

- 1 Play the podcast or read the passage aloud while the students follow the text in their books. Let them read the text silently. Then discuss the words in MY WORD BANK and see how many of the words the students understand. Ask a few questions to make sure the students have understood the main ideas of the passage.

### Your turn

- 2 Explain what compound words are and give the students a few examples. Refer to the Grammar check.  
The students work in pairs to make compound words. The answers are all in this sequence or they are words the students should know. In some cases more than one word can be made.

#### Answers

- a football
- b grandmother, granddaughter
- c password, passport
- d newspaper
- e someone, something
- f sweetcorn, sweetmilk (a type of cheese)

### Write

- 3 Students read the passage about Thanksgiving again and then write their answers to the questions.

#### Answers

- a Thanksgiving is celebrated on the 4th Thursday of November every year in the USA.
- b The first Thanksgiving celebrations were held in the 17th century.
- c The American Indians taught the settlers how to catch fish, how to hunt and how to grow crops.
- d Thanksgiving was (or is) a religious celebration.
- e A Thanksgiving dinner consists of roast turkey with stuffing, mashed potatoes, cranberry sauce, sweetcorn and pumpkin pie.



- 4 Students work alone and use the key words to make a summary about Thanksgiving.

### Answers

Thanksgiving is celebrated in the USA in November each year. The idea of Thanksgiving goes back to the 17th century when white settlers called the Pilgrim Fathers arrived in the land. Many of these settlers died until the American Indians helped them to grow food, hunt and catch fish. So the following year the settlers had a celebration to thank God for the food they had and for being able to live in safety. In the 19th century, Thanksgiving became a public holiday. Now every year there are family reunions across the USA on Thanksgiving day. Families, friends and visitors get together to eat a special dinner of turkey with stuffing, cranberry sauce, pumpkin pie and sweetcorn.

- 5 Students write about a ceremony they know, in a structured way. They should use the framework given in their books and make sure they use the correct grammar. Remind them to look at the prepositions in the Grammar check box to make sure they use these correctly.

## Your turn

- 6 Students can work in groups to make these lists. They should not only include possessions on their lists. Encourage them to include things like: happiness, family, living in a nice house, friends...

## Speak

- 7 Introduce an informal class discussion about Thanksgiving, using the given questions to guide the discussion. This will help the students to practise and consolidate what they have learned, and they will have a chance to express their own opinions as well.

### EXTRA ACTIVITIES

- Students can work in groups or pairs and make up questions about the reading passage on page 20 of their Student's Book. They can then ask each other questions.
- Give the students some adjectives that were used in the passage and ask them to say which nouns could be described with these adjectives. (This can also be done the other way around.) For example: first (settlers, thanksgiving), new (homeland), special (dinner), mashed (potatoes), sweet (potatoes).
- Students can complete the activities on pages 15-16 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 15-16

### 1 Across

- stuffing
- cranberries
- pies
- potatoes
- millet
- Americans
- pumpkins

### Down

- turkey
- sweetcorn
- Indians

- 2 **NOTE:** Students should use dictionaries to complete this task.

Compound word	Two words	New words
password	pass, word	passport, crossword
grandson	grand, son	grandmother, grandfather, stepson
somebody	some, body	someone, sometimes, nobody, anybody
sweetheart	sweet, heart	sweetcorn, heart-shaped
underground	under, ground	underworld, groundwork

- 3 One way of dealing with a forced marriage is to elope with your sweetheart. This is done everywhere in the world. The young people hide everything from their parents. They sometimes find a clergyman to marry them. Then later they come back home with a baby. Their parents are no longer angry when they see their grandchild. Naming ceremonies and thanksgiving rituals are held.
- 4 a) Côte d'Ivoire became independent on the 7th of August 1960.  
 b) The event took place in the 18th century.  
 c) Thanksgiving is celebrated in the USA, Canada and Grenada.  
 d) At what age are people circumcised in your tribe?  
 e) The people gave thanks to God because they had food to eat.  
 f) Thanksgiving dinner usually consists of roast turkey, mashed potatoes and pumpkin pie.
- 5 Answers will vary.

# TIME TO CHECK

SB p. 22

## Answers

- 1 **NOTE:** *There are some words in the list which are not about celebrations or ceremonies.*  
initiation, blessing, baptism, marriage, thanksgiving, public holiday, circumcision
- 2 **NOTE:** *Some words in the box are not relevant. Students should select the words they need.*
  - a sweat
  - b blanket
  - c pumpkin
  - d settler
  - e wound
  - f turkey
- 3 Answers will vary. Here are some examples.
  - a I took part in a long walk to raise money for orphans last week.
  - b It's such a beautiful day. Let's take a walk to the beach.
  - c The ceremony will take place at the cathedral in town.
  - d She is very ill so she has to take medicine every few hours.
  - e I take after my grandmother. She was also short and cheeky!
  - f When you greet someone, you take their hand and shake it./To take someone's hand and shake it is a form of greeting.
- 4
  - a We play football (out through/throughout) the year.
  - b My grandmother made a nice (pie of pumpkin/pumpkin pie).
  - c If you travel to another country you need a (pass port/passport).
  - d Do you read the (newspaper/paper news) every day?
  - e I like to boil (sweetcorn/sweetcorns) and eat it with butter.
- 5 *For example:*  
 SAM: When did your cousin's circumcision take place?  
 SUE: It was in November last year.  
 SAM: And where did the ceremony take place?  
 SUE: In the mountains./At a special place.  
 SAM: Was there lots of singing and dancing?  
 SUE: Yes, there was.  
 SAM: Did you take lots of photographs?  
 SUE: No, we were not allowed to take photographs!
- 6
  - a He was 16 (when/until) he was circumcised.
  - b They were 25 (as/when) they got married.
  - c The baby was not named (until/when) she was a week old.

- d The drum started to beat (as/until) the girls came out to dance.
- e The Pilgrim Fathers settled (in/on) America (in/on) the 17th century.

- 7
  - a The American Indians taught the settlers how to catch fish, how to hunt and how to grow millet. The following year they had food to eat and they felt safe in their new homeland.
  - b The night before the ceremony, we all sang and danced into the night. The next day, we bathed, put on blankets and stood in a line. The drums started to beat and we sat down with our legs open. The circumcision expert changed each of us from boys into men. We stayed in the huts until our wounds healed/had healed.
- 8 Answers will vary but students should include the given words in their answers.

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 17

### NOTES

*Students will need to read this passage in detail in order to be able to answer the questions. Help them with vocabulary if necessary but let them try and answer the questions by themselves. This activity could also be used as comprehension test. A suggested mark scheme is given with the answers. Total: 10 marks*

- 1
  - a) Chief Mwata Yamva celebrated the first Umutomboko. → false [✓]
  - b) The Lunda people came from the Congo to Zambia. → true [✓]
  - c) Umutomboko celebrates the defeat of Chief Yamva. → false [✓]
  - d) The Lunda people migrated to Luapula on foot. → true [✓]
  - e) Umutomboko takes place in Lunda every year in July. → false [✓]
  - f) The women bring beer and food to the chief during the Umutomboko celebrations. → true [✓]
- 2
  - a) He wanted to get the sun and the moon from the sky. [✓]
  - b) No, they didn't. The tower fell down. [✓]
  - c) Chief Mwata Kazembe. [✓]
  - d) two days [✓]

## PROJECT CORNER

SB p. 23

Explain to the students that they will do this project in groups. During the project, they will be able to demonstrate their new language skills. They can choose either Project 1 or Project 2.

Each project has four suggested steps.

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

Remind the students that when they make presentations, they should practise them first and then speak quite slowly and clearly so that everyone can hear what they are saying.

### PROJECT 1

**STEP 1** The students brainstorm and choose heroes. They can use notes from previous discussions.

**STEP 2** The groups do their research. Again, they can use materials they have written in exercises. Explain what a timeline or historical flow diagram is, that it sets out a summary of events in chronological order. Discuss the example given in the Student's Book. The students can make a similar timeline using the information they have about their own heroes.

**STEP 3** Students find or draw pictures of their heroes and then design their posters.

**STEP 4** When the posters are complete, the groups use the posters to make presentations to the rest of the class.

### PROJECT 2

**STEP 1** The students brainstorm and share ideas about celebrations. They can use notes from previous discussions and written exercises.

**STEP 2** The students decide who will do the research required.

**STEP 3** Students prepare for their presentations, doing various tasks as suggested. Encourage them to bring samples of clothing and foods to class if they can.

**STEP 4** Students practise their presentations before they make them to the class.

### ASSESSMENT

Let the groups assess themselves and then let each student in the class give marks for the projects.

An important part of this assessment would be to discuss why some presentations were better than others, after the class has given marks. Provide your own assessment of the projects as well.



# Sequence 3

**1** SB pp. 24-25

Listening and Speaking skills

## Solidarity

### SEQUENCE SUMMARY

#### TOPICS

Traditional life, community life, solidarity, moral values.

#### INTERDISCIPLINARY LINKS

Social studies, Religious Education.

#### SKILLS

Listening: listen to and complete a poem, listen to an extract from a novel, listen to a dialogue.

Speaking: role-play, discussion, making sentences, rap a poem, read aloud.

Reading: read a comic strip, an extract from a novel and a dialogue.

Writing: complete sentences, write a dialogue.

#### FUNCTIONS/NOTIONS

Impart and seek information.

Make assumptions and draw conclusions.

Describe events.

Express agreement and disagreement.

#### GRAMMAR

Express future using present continuous tense.

Use *shall* and *will* to express the future.

Use the verb *get* in different ways.

Use different negatives (*not*, *no*, *none*, *nothing*, *nobody*, *no one*).

#### PHONOLOGY

Discriminate and articulate stress patterns within words.

Articulate sounds in connected speech.

Manipulate variation in stress in connected speech.

Produce intonation patterns to express meaning.

#### VOCABULARY

Words: *band*, *beam*, *husky*, *intolerance*, *itch*, *matches*, *one another*, *pain*, *pilgrimage*, *queer*, *solidarity*, *sponsor*, *still*, *tolerance*, *unusual*, *value*, *warn*, *weed*.

Verbs: *to care*, *to donate*, *to hang*, *to join in*, *to leak*, *to share*, *to stand together*.

Expressions: *For sure!* *Never mind!* *to get things done*, *kilometres to go*, *to lend a hand*, *have a rest*, *lost all sense of direction*, *led the way...* *Are you new here?* *What do they call you?*

#### PREPARATION

You will need:

– Student's Book pages 24-31.

– Workbook pages 18-24.

– PC/laptop with Internet access, if available.

### Warm up

You could start by trying to define the word 'solidarity' with the class and by finding out what the students know about the annual march that people make to Dassa.

### Read & speak

① Let the students read the comic strip carefully in pairs or as a class. Then let them ask each other questions about the text and the pictures. Introduce the new vocabulary during the discussion.

### Listen & repeat

② In this activity students focus on the intonation in different types of sentences. Intonation helps to convey meaning, so it is important for the students to practise this. Play the podcast or read the sentences yourself. The students should listen carefully and then repeat them. This work reinforces what the students did in the previous sequence.

### Your turn

③ The students work in pairs to role-play the comic strip, paying attention to the intonation that they practised in the previous activity.

④ Teach the students to use the present continuous tense to express the future. Refer to the Grammar check. Then let the students work in pairs again to practise this structure by asking and answering questions with the given key words.

#### Answers

**a** RAFIATOU: At what time are you going to the concert tonight?

**IDA:** I'm leaving at 17:30.

**b** ZINSOU: Are they sponsoring the walk?

**ADELE:** They are donating hats and sunglasses to the pilgrims.

⑤ Let the students work in pairs to choose and discuss the best meanings for these words and then report back to the rest of the class.

### Answers

**a** Solidarity: when a group of people support each other.  
Tolerance: allowing other people to do and think things, even if you do not agree with them.

**b** Religious tolerance: allowing people to practise the religion that they choose to practise.

Racial tolerance: living in harmony with people of other races.

Community solidarity: helping and supporting other people in your community.

## Listen

**6** Play the podcast or read the poem to the students a few times with as much expression as possible (Student's Book, page 104). Explain the new vocabulary and the meaning of the expressions in the USEFUL PHRASES box. Talk about what the poem says about the concept of 'solidarity'. The students should not read the poem at this stage. Keep the focus on listening and speaking.

## Write

**7** The students work in pairs. They copy the poem with the gaps into their exercise books. Then they listen to the poem again before they complete it. Make sure that the students do not read the poem, as this is a listening exercise. When they have filled in the gaps, let them read the poem with their partner to check if they have filled in the gaps correctly.

### Answers

**a** Life is more  
– than just you and me  
We are who we are  
– because of groups, you see.

**b** It's all about sharing  
It's all about caring  
Being part of a community  
And that means solidarity.

**c** We are all the same  
We feel happiness and pain  
But when things go wrong  
We can make each other strong.

**d** Troubles will come our way  
To you tomorrow, to me today  
But we can help one another  
We all need each other.

**e** Chorus  
So let's stand together  
We'll lend each other a hand  
Come and join our band  
And get things done!

## Your turn

**8** The students work in small groups to rap the poem they have studied. Each student could rap one verse and then all the students could rap the chorus together. Here the focus is on getting some rhythm (beat) into the poem. Paying attention to the rhyming words will help with this.

### EXTRA ACTIVITIES

- Read a few sentences from previous sequences aloud and ask the students to listen to the intonation and say if each sentence is a question, a statement, an exclamation or a sentence with a particular emphasis.
- Students can complete the activities on pages 18-19 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 18-19

**1** strong: wrong  
me: see  
sharing: caring  
hand: band  
way: today  
community: solidarity

**2 a** to get things done  
to stand together  
one another  
religious tolerance  
community solidarity  
to lend a hand  
**b** Answers will vary.

**3** **NOTE:** You may wish to revise basic greetings before the students complete this activity.  
**ANNE:** Good morning/afternoon, Mrs Smith. Please can your company help us?  
**MRS SMITH:** How can we help?  
**ANNE:** We are organizing a concert in November. We want to raise money to help orphans. November is still far away but we are already looking for sponsors.  
**MRS SMITH:** Yes, of course we will help. We will donate caps and T-shirts, which you can sell at the concert.  
**ANNE:** Thank you very much.  
**MRS SMITH:** It's a pleasure.



- 4** a) We are going to mend the leaking roof of the community centre tomorrow.  
 b) Peter is flying to New York in a few days.  
 c) I am sponsoring this year's football tournament.  
 d) The students are resuming classes next month.  
 e) Rotary International is donating materials for building the village school.  
 f) You are marching this year, aren't you?
- 5** a) Is the bank (will sponsor/sponsoring) the walk?  
 b) I (am leaving/to leave) at 6.00 tomorrow morning.  
 c) She (is caring/cared) for her younger brothers and sisters while her parents are away.  
 d) Solidarity is all about caring for others and (to share/sharing) what we have.  
 e) The company (donating/donated) bottles of water to the players who were taking part in the match.
- 6** Answers will vary. For example:  
*Solidarity means supporting and helping one another and standing together in times of trouble. Being part of a group and lending a hand to other people in the group when they need it, is solidarity.*  
*Sharing pain and happiness is also part of solidarity.*

## 2 SB pp. 26-27

### Reading skills

### Before YOU Read

Students work in pairs to skim the text that they are going to listen to and read and answer the questions. This will prepare them for a more intensive study of the passage.

#### Answers

- a** Xuma, Ma Plank, Leah and other characters who are not named.  
**b** In southern Africa somewhere, either Lesotho or South Africa.  
**c** Personal answers. For example: They can give other people food, drinks or shelter when they need it.

### Listen & read

- 1** Play the podcast or read the extract to the students. Then let them read the passage silently by themselves. They should ask questions after this if there are things they do not understand. Explain the words in MY WORD BANK as necessary. Then let the students listen to the text again before discussing the questions in the following activity.

### Speak

- 2** The students discuss and answer the questions. Make sure they understand the meanings of the expressions in USEFUL PHRASES.

#### Answers

- a** Leah, Ma Plank and Xuma.  
**b** nighttime  
**c** No, he didn't.  
**d** She wanted to judge if she could trust him.  
**e** He wanted to rest and have something to drink (and eat).  
**f** She took him to a room in her house.  
**g** Lesotho/Basutoland  
**h** Personal answers. (Probably not, especially in big towns.)

### Your turn

- 3** The students choose adjectives that they think would be best describe Leah and Xuma.

### Answers

Leah: strong, kind, hospitable, beautiful.  
Xuma: tired, hungry, poor.

④ Review the different tenses of the verb 'to get' and ask the students to make a few sentences with the verbs. Let them say what they know. Then teach different meanings and ways of using 'get' as shown in the Grammar check. Note that 'get' is also commonly used in phrasal verbs in expressions like: *to get over something*, *to get better*, *to get off*, *to get away with something*, *to get along with someone*, and so on. You may wish to introduce some of these expressions as well.

### Answers

**NOTE:** Students should make up suitable answers.

- a Can you please get me some water? Yes, where should I get it?
- b Can you get your friends to help us? Yes, I can get them to help us.
- c How do I get to Dakar? You can get to Dakar by air, by ship or by train.
- d What time do you get up in the morning? I get up early!
- e Is it getting late? Yes, it is getting late.
- f Does he get up at 6 o'clock in the morning? No, he doesn't. He gets up at 5 o'clock. Yes, he gets up at 6 o'clock.
- g What have you got in that bag? I've got some oranges.

## Write

⑤ Students complete the sentences using appropriate words that they have learned pages 26-27.

### Answers

- a I am so tired that I really need to have a rest before I go on.
- b She didn't know where to go, so I had to lead the way.
- c He needs some matches to light the fire.
- d The dogs barked to warn us that someone was approaching the house.
- e After walking around town for an hour we had lost all sense of direction and we were lost!

⑥ Students complete the paragraph with any words that make sense to make a short summary of the extract they have read. The missing words are both content/vocabulary words and words needed to make sentences grammatically correct. The students should read the paragraph first, before attempting to complete the gaps.

### Answers

Xuma from the North arrived late at an unknown place. He met a woman who was standing at her gate. It was Leah. Because Xuma had walked far, he felt tired and hungry and he badly wanted a place where he could rest. Leah brought a light from her house and shone it on Xuma's face. After studying the stranger's face, Leah accepted him into her house/home where she provided him with food and accommodation. What a great sense of kindness and solidarity!

## EXTRA ACTIVITIES

- Revise the punctuation used in direct speech in narrative text, by referring to the extract. Then dictate a few sentences from the extract which include direct speech.
- The students can act out the scenes described in the extract in small groups.
- Students can complete the activities on pages 20-21 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 20-21

- 1 palm wine, weed, shrine, thatch, widow, roof, mend, leak, itch, hung
- 2 a) Please can you lend a hand? We need some help to move these chairs.  
b) He has to leave early tomorrow because he has to see to a problem at home.  
c) They want to fix the roof before the rains set in.  
d) I can't bear to watch my team lose a match!  
e) You should not go to school on an empty stomach. Try to eat before you come to school.  
f) 'I'm sorry that I'm so late.' 'Never mind. There is still plenty of food!'
- 3 a) He got to the village early in the morning last Saturday.  
b) Please switch on the light; it's getting dark.  
c) Have I got to tell you that you must help your mother in the kitchen?  
d) It's 5.30. It's time to get up!  
e) Our school got/is getting a prize for reading.
- 4 a) 'I' refers to Nnadi.  
b) 'his' refers to Nnadi.  
c) 'he' refers to Nnadi.  
d) 'so' refers to working on Ihuoma's roof.  
e) 'my' refers to Nnadi's wife.  
f) 'her' refers to Ihuoma.  
g) 'that' refers to a roofs with holes in it.  
h) 'You' refers to Nnadi.  
i) 'his' refers to Ekwueme.
- 5 **NOTE:** The students should select six correct sentences only.  
Ihuoma was the widow of a man called Emenike. Ihuoma's roof was broken because there was nobody to fix it for her. Her son was still too young to help. The rainy season was coming, so Nnadi decided to help Ihuoma.  
Nnadi asked his friends Ekwueme and Wodu Wakiri to help mend the roof.  
They fixed the roof with fresh thatch and rope.

### 3 SB pp. 28-29

#### Writing skills

## Listen & read

- 1 The students are going to write a dialogue. Before you play the podcast or read the dialogue to the students, ask them to look at the text and tell you what type of text it is. They should be able to identify the features and tell you that it is a dialogue or a short play. We know this because of the way the text is organized – the names of the characters who speak are given in capital letters followed by semi-colons on the left-hand side of the extract. Short descriptions of what the characters say are given in italic print in brackets, for example (*laughing*). No direct speech punctuation is used. Then play the podcast or read the dialogue in the usual way, teaching new vocabulary as necessary. Discuss the passage briefly with the students to make sure they have the gist of it.

## Write

- 2 The students read the dialogue silently and then write their own answers to the questions.

#### Answers

- a No, she isn't.  
b False. Zinzou says: 'Most people are animists in my family.'  
c Because they share the same values and culture.  
d The Red Cross, the Red Crescent, Christian and Muslim Associations and NGOs.  
e Mary  
f They support each other during festivals, all religions are welcome at festivals, children from all religions get gifts at festivals.  
g Parents should teach their children tolerance (or, to be tolerant).  
h He leads the prayers when his father is at work.

## Speak

- 3 This activity helps to prepare the students for the writing activity which follows. Students can work in groups or as a class. Let them take note of the ideas that are exchanged.

## Write

- 4 The students work alone or in pairs to write a dialogue. They could use the names of characters in this book with whom they are familiar, or they could use their own names. The dialogue should include questions. They should look at the dialogue they read for ideas.

- 5 Teach and revise the negatives: *not, no, none, nothing, nobody/no one*. Refer to the Grammar check. The best way to teach these is probably by giving students lots of practise. Activities are provided in Time to check and in the Workbook as well. The students can do the exercise orally first and then write their answers.

#### Answers

- a I am not surprised that you are unhappy.  
b She has no reason to be angry.  
c None of us has a cousin living in Gabon.  
d Nobody from the class is going on the pilgrimage this year.  
e 'There will be no intolerance in our village', said the chief.  
f You were going to help us, but you did not!

## Your turn

- 6 Students work in pairs and talk about events they have heard about that show a lack of solidarity or tolerance. They will find examples in news reports in local papers and on the Internet. Each pair then reports back on one event that they feel is interesting or important.

#### EXTRA ACTIVITIES

- Dictate a few sentences with negatives in them. Use sentences from the dialogue.
- Let the students take a few paragraphs from the novel extract page 26 and write it as a dialogue.
- Students can complete the activities on pages 22-23 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 22-23

- 1 solidarity, tolerance, intolerance, pilgrimage, unusual, Christian, Muslim
- 2 a tolerate: *My parents will not tolerate bad behaviour!*  
b a pilgrimage  
c usual  
d Example: *Many different groups are going to join in the celebrations next week.*
- 3 a) He's hungry because he has not eaten.  
b) No one has helped them with their work. They have done it all themselves.  
c) You are not alone. You can rely on our support.  
d) I have no reason not to trust him.  
e) She has nothing but her love to give you.  
f) None of our friends missed the party we gave for the baby's naming ceremony.  
g) He says that he has no time to help other people.  
h) I am not against the idea of solidarity, but then everyone has to work towards it.

4	News about solidarity	News about tolerance	News about intolerance
	Community helps rebuild school. Village flooded. Students help to clean up.	Muslim family joins Easter celebrations. All welcome!	No more foreigners, leader says. Christmas celebrations to be banned. Civil war breaks out.

- 5 **NOTE:** *This is the order of the first part of the dialogue. The rest will vary.*  
**GIRL:** Is your family Christian, David?  
**BOY:** Yes, it is. But my aunt married a Muslim man.  
**GIRL:** That's interesting. We are Muslim, but our cousins aren't.  
**BOY:** So, I guess you go to all the Christian celebrations as well then, Mariam?  
**GIRL:** Yes, some of them. One needs to show solidarity and be tolerant too, you know.  
**BOY:** I agree. Intolerance leads to trouble.

## TIME TO CHECK

SB p. 30

### Answers

- 1 a sharing: caring  
b solidarity: community  
c same: pain  
d wrong: strong  
e way: today  
f another: other
- 2 a Christians and Muslims are making a pilgrimage to Mary's shrine in Dassa.  
b They are going to the shrine of Mariama.  
c Religious tolerance is not unusual in Benin.  
d He warned us that the pilgrimage was very long.  
e Where can I get some matches to light the fire?  
f Nobody should be treated differently. We are all equal.
- 3 to stand together  
to lend a hand  
to help one another  
a sense of direction  
to lead the way  
to have a rest  
to get things done
- 4 a It took us a long time to get to the village.  
b It's far away. We still have 45 kilometres to go.  
c You will never feel alone in our village.  
d This is too heavy. I need to get someone to help me.  
e Are you going to Dassa next month?  
f Please can you lend me a hand?
- 5 a She is leaving at 8 o'clock.  
b I am going to Benin next week.  
c Are they joining in Tabaski this afternoon?  
d He is mending his sister's roof tomorrow.  
e Are you joining your friends on the pilgrimage at the end of the month?  
f When are they writing exams?
- 6 a He has no money to spend on clothes.  
b None of my family are Muslims.  
c I have nothing to show you.  
d She has never been on a pilgrimage to Dassa.  
e Everyone is welcome at our celebration.  
No one will be turned away.  
f I am not surprised that you are unhappy.  
Nobody helps anybody in this school!
- 7 **SUSAN:** Is there any solidarity in your community?  
**DANIEL:** Oh yes. I think there is.  
**SUSAN:** Can you give me an example?  
**DANIEL:** Well, when/if one of us has a problem, someone will lend a hand.  
**SUSAN:** And do you share things like water/clothes/houses and food?  
**DANIEL:** For sure! If we need to share, then we do.
- 8 Answers will vary.

## EXTRA ACTIVITIES

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

### Answers to Workbook activities

WB  
p. 24

**NOTE:** Students will need to read this passage in detail in order to be able to answer the questions. Help them with vocabulary if necessary but let them try and answer the questions by themselves.

- a) It is a famous trade union in Poland.
- b) It started in 1980 in the shipyards of Gdansk in Poland.
- c) Lech Walesa.
- d) He worked in the Lenin Shipyards, in Gdansk.
- e) Ordinary people, the Catholic Church, anti-Soviet organizations.
- f) Yes, it was because democratic elections were held in 1989.
- g) It means to support or be a friend of the Soviet Union. 'Anti-Soviet' means to be against the Soviet Union.
- h) (Answers may vary.) Yes, because trade unions work as a group to help each other.

## FUN

SB p. 31

The students can complete the activities on this page when they have finished their other work. The activities provide reinforcement of vocabulary and structures learned but in a less formal way. You may have to explain some of the activities to the students.

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

② The students read the clues to solve the riddles.

### Answers

pain, thatch, intolerance

③ The students can work in teams to make these words. They can check their words in a dictionary, but they should also work as fast as possible.

### Answers

Here are some of the words the students could make:  
*air, also, day, dart, dry, lay, lid, load, lost, oil, rail, raid, soil, sold, solid, sail, soar, sort, said, sit, sat, try, tail, toil, told.*





# Sequence 1

## Respect, duty and recreation

1 SB pp. 32-33

Listening and Speaking skills

### SEQUENCE SUMMARY

#### TOPICS

Respect, community life, school life.

#### INTERDISCIPLINARY LINKS

History, Cultural Studies.

#### SKILLS

Listening: listen to a poem, listen to a short speech.  
Speaking: express agreement and disagreement, discuss questions, make a speech in groups, tell a story, take part in a class debate.  
Reading: read a speech, read a comic strip.  
Writing: make sentences, write a short narrative text.

#### FUNCTIONS/NOTIONS

Express agreement and disagreement.  
Use formal expressions of welcome.  
Suggest a course of action. Ask others to do things.

#### GRAMMAR

Use expressions with *responsible (to/for)*.  
Talk about the future using different structures.  
Use suffixes to make nouns.  
Write questions and statements in indirect speech.  
Use the prepositions *at* and *in* correctly.

#### PHONOLOGY

Discriminate and articulate stress patterns within words.  
Articulate sounds in connected speech.  
Manipulate variation in stress in connected speech.  
Produce intonation patterns to express meaning.

#### VOCABULARY

Words: *ashamed, ballroom, breast, cheek (face), committee, dance, drummer, duty, highlights, mad (angry), permission, respect, responsibility, shameful, supportive, tightly, tough, waist*.  
Verbs: *to coil, to elect, to encourage, to get out, to obey, to rehearse, to welcome*.  
Expressions: *as you know, that's enough, to do your best, to give a round of applause, to take part in*.

#### PREPARATION

You will need:  
– Student's Book pages 32-39.  
– Workbook pages 25-31.  
– PC/laptop with Internet access, if available.

### Warm up

Focus on the title.

Ask students to try and explain what these words mean in English. Try to elicit this vocabulary:

- *respect*: to admire, to have a good opinion, to think someone is very good, to obey (the law).
- *duty*: something you have to do or must do, responsibility.
- *recreation*: things you do to relax and have fun – sports, clubs, music, etc.

### Speak

- 1 Let the students read the captions and speech bubbles with the pictures. Then discuss each picture and let the students say whether they agree or disagree with what each person said.  
You can also find out what the students know about Simon Bolivar and Oprah Winfrey. Short profiles are given below.

#### Simon Bolivar

BOLIVAR was a political and military leader in South America. He led the countries that we now call Bolivia, Colombia, Ecuador, Panama, Peru and Venezuela to independence from Spain in the 1820s. Born into a wealthy aristocratic family, he used his wealth to finance revolution in territories that were Spanish colonies.

He used his military training to lead armies against the Spanish. He admired and was influenced by the American and French revolutions and introduced the idea of democracy to South America. He did not, however, believe that the government systems in America and France were appropriate in South America.

He strongly opposed slavery. Bolivar died of tuberculosis in 1830.

## Oprah Winfrey

OPRAH WINFREY was born in the United States in 1954. She suffered great hardship and maltreatment as a young girl but she has become one of the wealthiest and most influential women in the world today. Her award-winning television talk show, *The Oprah Winfrey Show*, is televised throughout the world. She started as a TV talk show host in the early 1980s and her own show has been running since 1986. The last show will be aired in September 2011, by which time the show will have been running for 25 years. The Oprah Winfrey show has allowed stars and ordinary people to share their feelings and ideas on television.

Oprah also has a production company and publishes a magazine called 'O'. Her charity, *Oprah's Angel Network*, supports people in need of help all over the world, but especially in America. She has also set up a special school for disadvantaged girls in South Africa, called *The Oprah Winfrey Academy*.

## Your turn

- ② Teach the students how to use the words 'responsible' and 'responsibility'.

Refer to the Grammar check. Students should be aware that the prepositions and structures used after these words can change the meaning of a sentence.

Students work in pairs using the given prompts to talk about duty, respect and responsibilities in their own lives. They could then share some of what they have discussed with the rest of the class.

## Speak

- ③ As a pre-listening activity, the students discuss the given questions as a class.

## Listen

- ④ Read the note about Okot p'Bitek and the famous poem from which this listening text is extracted before you play the podcast or read the poem to the class. Teach the new vocabulary and let the students listen to the poem several times. Don't let them read the poem at this stage.

### Okot p'Bitek (1931–1982)

Okot p'Bitek was born in northern Uganda. He was a poet, a musician and a university professor, and he also played football for Uganda. He studied in the United Kingdom and later taught at universities in Uganda and in the United States. His poems draw on the oral tradition of storytelling. They are amusing and have helped many people to enjoy poetry.

## Speak

- ⑤ The students discuss and choose the best answers to the multiple-choice questions. Once they have answered the questions, let them review their own answers by reading the poem at the back of their books.

### Answers

- a She feels ashamed to be held tightly in public.
- b Men and women hold each other around the waist and the neck.
- c parents dance with their children
- d dance closely with her father or her uncle

### EXTRA ACTIVITIES

- The students can read the poem aloud individually or in small groups. Help them to get the intonation and pronunciation correct.
- Students can write a short paragraph saying what they think about the poem. Give them a few questions to answer to help them with this task, for example: *Did you understand it? Did you enjoy it? Do you agree with Lawino?* This should be a free writing activity in which the students focus on trying to express themselves without having to worry too much about grammar and spelling.
- Students can complete the activities on pages 25-26 of their Workbooks.

**1 I Do Not Know the Dances of White People**

It is true, Ocol  
I cannot dance the ballroom  
dance.  
Being held so tightly  
I feel ashamed,  
Being held so tightly in public  
I cannot do it,  
It looks shameful to me!  
[...]  
Women throw their arms  
Around the necks of their  
partners  
And put their cheeks  
On the cheeks of their men.  
Men hold the waists of the  
women  
Tightly, tightly...

- 2 a** duty: duties  
responsibility: responsibilities  
waist: waists  
ballroom: ballrooms  
**b a)** You must respect your elders. (verb)  
**b)** My father is a respectable person in the community.  
(adjective)  
**c)** She respects herself. (verb)  
**d)** Please show some respect towards the people who  
are praying! (noun)

- 3 a)** You have a responsibility to make sure that  
the children in your village respect the elders.  
**b)** Governments should be responsible for education.  
**c)** We have a duty to look after our parents, particularly  
when they are old.  
**d)** I respect my secretary although she is responsible to me.  
**e)** The treasurer gave them the money because they are  
responsible for organizing the party.  
Answers will vary. Here are some examples.

- 4 a)** Who was Simon Bolivar?  
**b)** Where did Simon Bolivar come from?  
**c)** Is it true that children should wait on their elders?  
Is it true that Oprah said that she was responsible  
for her own life?  
**d)** Was Simon Bolivar a Venezuelan leader?  
**e)** What is the name of the leader who helped Latin  
American countries to get their independence?

Answers will vary. For example:

**5 Paragraph 1**

I have duties and responsibilities at home and  
in my community. I feel I have a duty to help and support  
my parents as much as I can. I am also responsible for  
my younger sister when she is at home and my parents  
are not at home. I need to show respect to the elders  
in my community and it is my duty to help them  
if they need help.

*Paragraph 2*

At school my responsibilities change. This week I am  
responsible for keeping the classroom clean and tidy.  
Last month I was responsible for looking after the younger  
children at break time. It is my duty to work hard and to  
make sure I do not damage the reputation of the school.

*Paragraph 3*

I think that it is the responsibility of the government  
to provide a good education and good health care for  
all citizens. It is my duty to serve my country if there is  
a war and to work hard and pay tax so that my country  
can continue to develop.

## 2 SB pp. 34-35

### Reading skills

### BEFORE YOU READ

To familiarize the students with formal and informal means of address in speeches, read the given sentences aloud and let the students decide whether they are formal or informal and when they would be appropriate.

#### Answers

*Good afternoon ladies and gentlemen. Welcome to the meeting.*

Formal: Appropriate for a school or meeting.

*Hi everyone! Welcome! It's great to see you all again!*

Informal: Appropriate for club meeting.

*What's up brothers and sisters? Hellooooo!*

Very Informal: Appropriate only for meetings between friends.

*Your Majesty, Prime Minister, honourable members of the House...*

Formal: Appropriate for official/government meetings, important international meetings. 'Your majesty' is only used if a king or queen is present, 'honourable' is often used to describe members of parliament and elected political leaders.

### Listen & read

① The students listen to the speech, either from the podcast or your own reading. Let them read the text as they listen. Then explain and teach the new words and phrases in the usual way. You may wish to focus on the future forms highlighted in the text at this stage to make sure that the students recognize these as ways of expressing the future. Refer to the Grammar check on page 35 of the Student's Book.

### Speak

② The students discuss and decide on the correct answers to the questions. This should be done orally but the students could also be asked to write their own answers to the questions at a later stage if you feel they need to consolidate what they have read about.

#### Answers

- a Everyone at the meeting, the members of the club, parents and teachers.
- b The poets, drummers and rappers at the National Festival.
- c A Drama competition and an Art Workshop.
- d The people enjoyed their poems even though they were only starting to learn English.
- e He is a good rapper.
- f The English Club from this school.
- g The new Secretary General or leader of the English Club.

### Your turn

③ The students work in small groups to compile and make a short speech, similar to (but shorter than) the one they have heard and read. If you have not yet taught the future forms given in the Grammar check, it would be appropriate to do this before the students prepare and make their speeches. Although the students need to be able to recognize all of these ways of expressing the future, do not expect them to be able to use all of these ways immediately. The students should follow the steps given in the instructions and treat this like a mini-project.

### Write

④ The students match up parts of sentences to practise using new vocabulary and structures. Encourage them to read all the clauses before they begin.

#### Answers

In June they are going to enter the poetry competition.  
Will you be entering the competition next month?  
He will be joining the club this year.  
The draw will take place at 3.00 p.m.  
They are not choosing the new team today.  
Lots of exciting events are being organized.  
I will have finished my work by this afternoon.

⑤ Revise or teach the students to use suffixes to make nouns that describe the jobs or work that people do. Note that the suffix *-ar* can also be used, but it is not as common as the other suffixes listed here. Remind the students about spelling rules – that consonants are usually doubled when adding suffixes after single consonants that are preceded by short vowel sounds (like rap → rapper). This may be a good time to remind them about using 'an' in front of nouns that begin with vowels as well.

## Answers

a teacher, a farmer, a rapper, an actor, an artist,  
a musician

### EXTRA ACTIVITIES

- Dictate a few sentences from the text which express the future.
- Do a detailed study of pronoun referents in one of the paragraphs of the speech, for example the first paragraph. Ask the students to whom the words 'I', 'you', 'our', 'who' refer in each sentence.
- Students can read the speech with a partner, focussing on getting the correct intonation and tone of voice. Play the podcast as often as you need to or read the text again to the students, demonstrating and explaining the correct intonation.
- Students can complete the activities on pages 27-28 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 27-28

- a) comitee → committee
  - b) enuff → enough
  - c) elekt → elect
  - d) incurige → encourage
- a) 'Ladies and gentlemen. As you know, we are here today to elect a new committee. But before we do that, let us first give a round of applause to the outgoing committee which has worked so hard this year.'
  - b) 'I would like to say a very big thank you to our teachers. They have been very supportive this year. They have encouraged us to do our best and they have helped us where they could.'
- 3 Everyone plays an important role in a community through the jobs that they do. Tailors and seamstresses make clothes. Teachers are responsible for children's education. Nurses and doctors take care of people's health. Musicians like singers, drummers, and guitarists help people to have fun and to relax. Taxi drivers take us where we need to go. Farmers produce our food. Imagine if all the street cleaners went on strike for a week! And imagine if there were no journalists to tell us all the news? Every single job is very important in a community.
- a) The Presidential elections take place on the 6th of November.
  - b) We are going to put on a play this year.
  - c) I don't think she will win the most votes in the election.
  - d) 'Where are you going?' 'I am going home!'
  - e) By 18:00 we had finished the meeting.
- a) We are not going to rehearse this evening but we will rehearse tomorrow morning.
  - b) Peter is going to show us what he does.
  - c) Are they going to help us mend the roof?
- a) Speech B is formal. The speaker uses words like 'It is my great honour...' and the speaker addresses the guests formally: 'The honourable Minister of Sport, special guests, ladies and gentlemen...'
  - b) Members of the Drama Club.
  - c) The President of the club.
  - d) They are going to celebrate the successes of the boys and girls who have done well in sports.



### 3 SB pp. 36-37

#### Writing skills

## Read

- Let the students read the comic strip by themselves silently. Then read and discuss it with them. Ask the students to tell you the story as they understand it.

## Write

- Revise and teach the students how to change direct speech into reported speech. Some notes are given in the Grammar check and there are further notes on page 109 of the Student's Book. The students need to know how to report statements and exclamations as well as questions. You could begin by writing sentences in both direct and reported speech on the board and then asking the students to compare them and tell you what elements are changed. For example:

Direct speech	Indirect/ reported speech	Changes
'I am very angry,' said Mary.	Mary said that she was very angry.	present verb tense changes to past verb tense, pronoun changes
'Where are you going?' the teacher asked Ali.	The teacher asked Ali where he was going.	present verb tense changes to past verb tense, word order in question changes, pronoun changes
'I hate you!' he yelled.	He yelled that he hated me.	present verb tense changes to past verb tense, 'that' is inserted, pronoun changes

While it is useful to teach the rules of reported speech, students will also pick this up naturally if given enough practice. Use the dialogues and other texts in the Student's Book to provide regular practice with these structures.

#### Answers

- The supervisor asked what I was doing there.
- The supervisor told Ali that he had not shown his teacher respect.
- Ali said/explained that he had needed to go to the toilet.
- The supervisor told Ali to come to his office.
- The supervisor explained that his/Ali's teacher didn't think that he respected her.

- The supervisor told Ali that he should have been in class.
- The supervisor said that Ali had not asked permission to leave.
- The teacher shouted to Ali to get out of the class.

- The students can work alone or in pairs and write a short story in narrative form, based on the comic strip that they have read. They need to use reported speech in their narratives. Let them do this orally first before they attempt to write the story.

#### Answers

Here is an example of the story the students could write.

**Frame 1:** One day everyone was working in class. Ali wanted to go to the toilet but he didn't want to disturb the teacher. He walked out of the classroom quietly while the teacher was writing on the board.

**Frame 2:** When Ali came back into the classroom, his teacher was very angry. She told him to get out of the class.

**Frame 3:** Ali left the classroom and went into the corridor outside. The supervisor saw him and asked him what he was doing. He told him to go to his office.

**Frame 4:** In the supervisor's office, Ali explained what had happened. He said that he had gone to the toilet and that when he had got back the teacher was angry. The teacher had told him to get out of the classroom. The supervisor asked Ali if he had got out.

**Frame 5:** Ali replied that he had not left the classroom, but he had sat down instead. The teacher had then yelled at him again as she was really mad with him. The supervisor explained to Ali that the teacher had yelled at him because he had not shown her any respect.

**Frame 6:** The supervisor told Ali that because he had not asked for permission to leave the class and because he had not obeyed her, the teacher had thought that he did not respect her. Ali felt unhappy because in fact he did have respect for the teacher. He was just trying not to disturb her.

## Listen & repeat

- Play the podcast or read the sentences to the students and let them practise saying them, using the correct intonation.

## Speak

- The students read or tell the stories they wrote in activity 3. This time they should focus on pronunciation and intonation and they should use their voices to make the story interesting and to emphasise meaning. Praise all their efforts.
- Help the students to organize a short class debate, following the given guidelines.

## EXTRA ACTIVITIES

- Provide additional practice in turning direct speech into indirect speech. Let the pupils do this orally using sentences from the speech they read pages 34-35 (or any other passage with which they are familiar).
- Students can complete the activities on pages 29-30 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 29-30

1 permission, respect, toilet, society, disturb, supervisor

- 2 a) Don't yell at me!  
b) Are you mad at me?  
c) You should be in class!  
d) Get out now!

### 3 Across

3. permission  
5. respect  
6. get out  
8. office  
9. yells

### Down

1. supervisor  
2. angry  
4. sat  
7. obey

- 4 a) 'Maria yelled at me,' Susan explained.  
b) 'Why was he out of the classroom?' the teacher asked.  
c) 'Clubs are important in my community,' he said.  
d) 'I am going to help to organize an exhibition,' she said.

- 5 Answers will vary but students should use the given suggestions to start. They need to use reported (indirect) speech. Here is an example.  
*Yesterday I witnessed a fight between a big, strong man called Ben and a short, thin man called Jason. Ben called Jason a mosquito and asked what Jason had told the villagers about him. Jason had told them that Ben respected no one. Ben then called Jason a useless basket maker. Jason replied that Ben's wife needed his baskets to keep corn for their children's meals. Ben then asked Jason if he was challenging him to a fight. He shouted that he would teach Jason a lesson. Then he tried to grab Jason, but Jason moved away. Jason quickly bent down, lifted Ben up and threw him over his shoulders. He said that was to teach Ben to respect other people. Ben exclaimed that even if Jason told the villagers that he had thrown him, nobody would believe him.*

## TIME TO CHECK

SB p. 38

### Answers

- 1 a a drummer  
b a rapper  
c an actor  
d an artist  
e a musician  
f a politician
- 2 a Who is responsible for the finances on this committee?  
b Anna is responsible for making all the arrangements.  
c She has a duty to do all her work.  
d I think that we should all respect our elders.  
e It is the responsibility of the government to protect the citizens of the country.  
f 'I would like to welcome you all to the meeting,' said Adèle.
- 3 ballroom dances: formal Western dances that take place in a large room.  
ashamed: to feel embarrassed or bad about something you have done.  
waist: the middle part of your body.  
cheek: the parts of your face under your eyes.  
tightly: very firmly.  
to coil: to move around something else, in a circle.
- 4 a Please welcome the past president and our principal, Mr Ayite!  
b Please give a round of applause to our teachers, who are always very supportive!  
c As you know, we won the drama competition last year.  
d This afternoon we are electing a new committee.  
e The competition is going to be tough. We will have to rehearse every day!  
f He described the highlights of the previous year to the club members.
- 5 Here are some examples.  
a The president will welcome all the new members at the meeting tonight.  
b I am going to prepare for my examinations next month.  
c They are electing a new secretary this afternoon.  
d We are going to rehearse from 4 p.m. until 6 p.m.  
e Ali is going to obey his teacher in future.  
f I am going to listen to some music a bit later.
- 6 a Paul said that he was very happy to see them all.  
b The speaker asked where Radama Z was.  
c Lawino said that she could not do ballroom dancing.  
d The chairperson said that they were electing their new committee and discussing their finances that day.

- 7 a 'Why are you crying?' the teacher asked the boy.  
 b 'My teacher yelled at me,' the boy explained.  
 c 'The girls are not the best dancers in the school,' Rafiatou said.  
 d 'I am responsible for my own life,' Oprah said.
- 8 Here are some examples of questions.  
 Why did Ali want to leave the classroom?  
 What was the teacher doing when he left the classroom?  
 Who spoke to Ali afterwards?  
 Was the supervisor angry with Ali?  
 Ali was disrespectful, wasn't he?
- 9 Answers will vary.

### EXTRA ACTIVITIES

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

### Answers to Workbook activities

WB  
p. 31

- a) Citizens have duties and responsibilities.  
 b) to protect its citizens, to provide education and health care  
 c) to obey the laws of the country, to respect others, to pay tax, to vote  
 d) This means that if you don't vote, the wrong people may be elected.  
 e) You would have to go to court and listen to all the evidence. Then you would have to help decide if the person who has been accused of a crime is guilty or not guilty of that crime.

## 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. They are going to write and rap a poem.

### PART A

**STEP 1** Play the podcast from page 25 again or rap the poem yourself for the students. (The full text is on page 104 of the Student's Book.)

**STEP 2** Discuss the rhythm and beat of rap songs with the class. If they do not have an instinctive feel for this, then clap the rhythm with them and let them count the syllables in each line of the poem. They should also look at the rhyming. Students may also want to go on the Internet to get more information about how to write rap songs.

They could try these two websites:

[www.wikiHow.com/Write-a-Rap-Song/](http://www.wikiHow.com/Write-a-Rap-Song/)  
 or [www.eHow.com](http://www.eHow.com) (use the site's search facility).

**STEP 3** Students rap the song on page 25 again.

### PART B

**STEP 1** The students brainstorm ideas for their own poems.

**STEP 2** They choose a theme.

**STEP 3** They write down all their ideas. This doesn't mean they need to use all the ideas and words they have written down.

**STEP 4** Then the students should try and find words that rhyme with the key words that they want to use. Again, if they have access to the Internet, they can get help from this source.

**STEP 5** The students write their rap poems. They need to choose the beat (number of words/syllables) and the structure of their poems. They may want to have a chorus that they repeat after each verse, for example. They should try and write a 'catchy' chorus or first verse if they can.

### PART C

**STEP 1** The students improve and then learn their rap poems.

**STEP 2** The students perform their poems for the rest of the class.

### ASSESSMENT

Let the class give marks for each performance. Provide your own assessment as well. Praise and encourage the students!



# Sequence 2

**1 SB pp. 40-41**

Listening and Speaking skills

## Problems have solutions

### SEQUENCE SUMMARY

#### TOPICS

Youth problems, healthy lifestyles, leisure activities.

#### INTERDISCIPLINARY LINKS

Life skills, guidance.

#### SKILLS

Listening: listen to and solve problems, listen to a magazine article.

Speaking: discuss and answer questions, make up maths problems, brainstorm ideas, take part in a class discussion.

Reading: read a comic strip, a magazine article and a pamphlet.

Writing: complete sentences, compile a pamphlet of information.

#### FUNCTIONS/NOTIONS

Express wishes and regrets.

Agree and disagree.

Make suggestions.

Exchange ideas.

#### GRAMMAR

Express regrets (*If only* + past perfect tense).

Revise contractions. Past perfect tense.

Use *would* to give advice.

Gerunds as subjects, objects and complements.

Differentiate use of *interested* and *interesting*.

Use infinitive to express purpose.

#### PHONOLOGY

Discriminate and articulate stress patterns within words.

Articulate words with silent letters and contracted forms.

#### VOCABULARY

Words: *benefits, considerate, fit, per cent, physiological, professional, psychological, self-esteem, solution, times, two thirds.*

Verbs: *to fill up, to participate, to regret.*

Expressions: *to face a problem, to keep in shape, to keep it up, to keep trying, to work as a team.*

#### PREPARATION

You will need:

– Student's Book pages 40-47.

– Workbook pages 32-38.

– PC/laptop with Internet access, if available.

### Warm up

You could start with a short, general discussion about the types of problems young people face today and how they go about solving these problems.

### Read

- Let the students read the comic silently. Then ask them to talk about what they have read. Explain the new words and expressions. Revise contractions in general if necessary and point out the contraction for 'would'. See the Grammar check.

### Speak

- The students discuss and agree on answers to the questions.

#### Answers

Answers will be personal and will vary. Accept all sensible ideas and help the students to express their ideas in good English.

### Your turn

- Teach the students how to express regret using the structure *If only I had...* Revise or teach the past perfect as well. Refer to Grammar check a. Then let the students work in pairs to make sentences about things that they regret.

- Teach the students how to give advice, using the structure *If I were you...* Refer to Grammar check b. Then let them work in pairs to practise using this structure to give advice.

#### Answers

Answers will vary. Here are some examples.

- If I were you, I would beg them to let me try and finish school.
- If I were you, I would help her to get ARVs and to lead a healthy life.
- If I were you, I would advise him to go to the bank and invest his money.
- If I were you, I would go and buy a treated mosquito net.

## Listen

- 5 Explain to the students that they are going to listen to some problems, and that they will need to find the answers to the problems. Some of the problems involve basic arithmetic. Play the podcast or read the problems yourself. The students will need to listen to these a few times. Encourage them to make notes as they listen.

### Answers

Problem A: CFA 2800.

Problem B: The person is one of the children in the family. John must be the brother, Catherine must be the sister, David must be the father, Karen is older than Sharon so she is the mother, and so the answer is Sharon, a girl.

Problem C: 54.

Problem D: a candle and matches.

## Speak

- 6 The students work in pairs and explain to each other how they worked out the solutions to the problems. They can also suggest other ways of solving the problems.
- 7 The students compile problems for the rest of the class to solve. These can be used for a short class quiz.

## Write

- 8 Students use new words from MY WORD BANK or USEFUL PHRASES to complete the sentences.

### Answers

- a solution
- b trying
- c regrets
- d face
- e two thirds

### EXTRA ACTIVITIES

- Make up additional maths problems for the students to listen to and solve. The maths should not be too difficult as the aim of this activity is to improve listening skills rather than maths skills.
- Dictate a few sentences from the comic strip to practise the new structures.
- Students can complete the activities on pages 32-33 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 32-33

- 1 un/der/stand, prob/lems, so/lu/tion, busi/ness
- 2 **MIKE:** What would you do if you thought you were HIV-positive?  
**ALEX:** I wouldn't tell anyone else.  
**NINA:** Why not? It's no good trying to hide it.  
**MIKE:** If I were you I would have a test immediately.  
**ALEX:** Yes, I would have a test, but it's hard to tell other people about things like this.  
**NINA:** You're right. But sometimes it's hard to do the right thing.  
**MIKE:** You need help and support if you get HIV, so you need to tell your family and friends.  
**ALEX:** I suppose you are right. You should face your problems, shouldn't you?  
**NINA:** Yes, you should! And remember – problems have solutions too!
- 3 to keep trying, to face a problem, It's no good, you're right, for example
- 4 a) If only I had not fought with my brother.  
 b) If I were you I wouldn't take drugs.

5	Infinitive form	Simple past tense	Past perfect tense
	to understand	understood	had understood
	to drink	drank	had drunk
	to give	gave	had given
	to win	won	had won
	to tell	told	had told

- 6 a) She could not find the money her mother had given her the day before.  
 b) If only they had not drunk so much beer.  
 c) He said that he had understood what I had told him.  
 d) Who won the race this afternoon – Ben or Ali?  
 e) If only she had told me that she needed help!
- 7 Answers will vary. These are only examples.  
 a) I disagree. If one of my friends started taking drugs, I would try to help him or her to stop.  
 b) I agree. If I won a lot of money I would save it all in the bank.  
 c) I disagree. If I couldn't find a job, I would try to improve my qualifications.



## 2 SB pp. 42-43

### Reading skills

### BEFORE YOU READ

Let the students work in pairs to answer the questions, which will help them to prepare for the reading passage that follows. You could ask some of the pairs to share their answers to question **b** before reading the passage.

### Listen & read

① Play the podcast or read the passage aloud to the students. Ask a few questions to see if the students have understood the main ideas. Then let them read the text silently before you explain new words and expressions and look at the passage in more detail. You may wish to revise and teach gerunds at this stage as well. Refer to the Grammar check on page 43 of the Student's Book.

### Listen & repeat

② Play the podcast or read the words and let the students practise saying these words with the correct stress. Referring to the Pronunciation check, discuss words in English that have silent letters and let the students practise saying these aloud as well.

### Speak

③ The students can complete the sentences in the table orally and then afterwards they can copy them into their exercise books and complete them in writing. The activity provides some practice in using gerunds as well as being a comprehension activity.

#### Answers

Answers may vary. Here are some examples.

#### Physiological reasons

Exercise makes you strong.

Sport is also a good way of keeping in shape.

Sport keeps our hearts working/beating properly.

It's also good for our muscles.

#### Psychological reasons

Belonging to a group is important.

We learn to work as a team.

Sport can increase self-confidence/esteem.  
Sport teaches us to be fair and considerate.  
Sport makes us more disciplined.

### Your turn

④ Students work in pairs and make statements as instructed. This provides further practice in using gerunds. It is meant to be fun and light-hearted so allow the students to make silly statements too.

### Write

⑤ The students make up sentences from the table. Encourage them to look for clues as to which parts of the sentences are questions and which are statements (i.e.: 'Do' at the beginning and '?' at the end).

#### Answers

Playing tennis is a good way of keeping in shape.

Doing sport is more fun than watching it!

They hate dancing and singing/exercising.

She can't live without dancing and singing/exercising.

Do you enjoy listening to classical music/going to the beach?

Do you feel like listening to classical music/going to the beach?

⑥ Explain the difference between 'interested' and 'interesting'. Refer to Grammar check b and give additional examples of your own. Then let the students complete the activity in writing.

#### Answers

**a** Is he (interested/interesting) in cycling?

**b** I don't enjoy (to watch/watching) television. It's usually not very (interested/interesting).

**c** How often do you practise (to shoot/shooting) goals?

**d** Does he feel like (joining/to join) us for a game?

**e** (To learn/Learning) to work as a team is one of the (psychological/physiological) benefits of sport.

**f** (Running/To Run) (keeps/makes) me in shape!

### EXTRA ACTIVITIES

- Students can read the passage aloud in pairs, focussing on correct pronunciation and intonation.
- Let the students work in pairs and write a summary of the passage. They can write a sentence for each paragraph. For example:  
Paragraph 1: *There is a lot of news in the media about sport, which people enjoy.*
- Students can complete the activities on pages 34-35 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 34-35

- 1 muscle, wrong, knee, know, walk, psychology

Noun	Adjective
profession	professional
psychology	psychological
physiology	physiological
fitness	fit

- 3 Taking part in sport is good for us. It helps to keep our bodies and minds in shape. Exercise has both psychological and physiological benefits. It helps us look good, it keeps us fit and it helps our bodies to work properly. But taking part in sport also teaches us how to work as a team, to obey rules and to be disciplined. It can also improve our self-esteem. So, don't just watch – participate!
- 4 a) Exercising is good for us.  
b) It is fun to watch football on television.  
c) Getting up early every morning to go jogging is difficult.
- 5 a) (Play/Playing) basketball keeps me (in/on) shape.  
b) I'm not very (interesting/interested) in dancing but I can't live (with/without) music.  
c) (Do/Does) she enjoy (helping/help) her friends with their problems?  
d) We are starting a Keep Fit Club. Are you (interested/interesting) in joining?
- 6 a) 'us': this refers to the writer and the readers (all the people who read this extract).  
b) 'we': refers to people in general.  
c) 'It': refers to sport.  
d) 'our': refers to people in general.  
e) 'you': refers to the readers.  
f) 'it': refers to sport.
- 7 a) In the media.  
b) They play less sport than they used to.  
c) You have to eat properly.  
d) We can learn to work as a team.  
We learn how to be considerate and fair towards other people.  
We learn how to become leaders.  
We learn how to feel positive and good about ourselves.

## 3 SB pp. 44-45

Writing skills

### Read

- 1 The students are going to compile an information pamphlet. Before they read the pamphlet in their books, ask them to look at the text and tell you what type of text it is. They should be able to identify the features and tell you that it is a pamphlet or a text that provides information. We know this because of the way the text is organised – there are headings with short notes under each heading. Then let them read the pamphlet and discuss it briefly with them to make sure they have the gist of it.

### Speak

- 2 The students discuss and agree on the answers to these questions.

#### Answers

- a GLC = Good Life Club. ENS = École Nationale Supérieure. UNFPA = United Nations Population Fund.  
b To help young people by giving them information and encouraging them to get a good education and to live healthy lives.  
c The African Youth and Adolescent Network (AfriYAN).  
d It is free, costs nothing.  
e Conferences, films, debates, theatre and community work.  
f A committee which consists of a chairperson, a secretary, a treasurer, an activities co-ordinator and a membership co-ordinator.

- 3 Teach the students about the infinitive of purpose, referring to the Grammar check. Then let them compile sentences from the table. They should do this orally.

#### Answers

The club aims to give students an opportunity to practise their English.  
The club was started by a group of students.  
Students join the club in order to make new friends.  
Membership costs 500 CFA.  
Meetings take place every Tuesday evening from 5:30-6:30.  
The club is open to all young people between the ages of 13 and 16.  
The club encourages young people to share English books, magazines and newspapers.  
The club provides students with English books and newspapers to read.

## Your turn

④ Activities 4 and 5 make up a mini-project that will take a little time to complete. Working in small groups, the students prepare for the next activity in which they will compile their own pamphlets. They brainstorm their ideas, making notes or simple mind maps to summarize their discussion. They should focus on the words that are given, as these are the headings they will need to use in their pamphlets.

## Write

⑤ The students make up their pamphlets, following the instructions and using the tips that are given. They can display their pamphlets in the class and present them to the rest of the class afterwards as well.

## Speak

⑥ Facilitate a class discussion to consolidate ideas and to help students to practise new vocabulary they have learned.

### EXTRA ACTIVITIES

- Revise and teach common abbreviations that the students could find useful, for example: Mr, Mrs, Dr, PO and the common abbreviations for internationally known organizations and countries like the UN, WHO, UNICEF, USA and UK.
- Students can complete the activities on pages 36-37 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 36-37

- 1 a) *Membership*: the other words are names of committee members.  
b) *The United Nations*: it is not a club like the others.  
c) *healthy*: it is not an activity of a club.  
d) *education*: it is not a verb.

- 2 a) Mr: Mister  
b) kg: kilogram  
c) PO Box: Post Office Box  
d) Aug: August  
e) St: Street or Saint  
f) N°: number

- 3 a) Our club aims (to help/helping) students to improve their English.  
b) Students join the club (to having fun/to have fun).  
c) The club (is encouraging/encourages) young people (to keep healthy/to keeping healthy).  
d) The club was started in 2010 (to encourage/for encouraging) more students to learn English.  
e) Membership (costs/is costing) 300 CFA.

- 4 Answers will vary, but students should use the pamphlet on page 44 of the Student's Book as a model. The students should correct the following spelling mistakes in the information given.

#### Aims

- help students improve their English
- provide books and magazines for people to read
- time to have fun together

#### Members

- all students in secondary schools

#### Activities

- meetings twice a month on Wednesdays
- reading
- put on a play (theatre) every year
- debates
- listening to music

#### Committee

- chairperson
- secretary
- treasurer
- co-ordinator of activities OR co-ordinate activities

## TIME TO CHECK

SB p. 46

### Answers

- 1 benefit, run, solution, professional, psychological, sport
- 2 a) How do you keep fit? Do you play sport every day?  
b) Our club is affiliated to the National Youth League.  
c) Our teachers have always given our club a lot of support.  
d) Sport can improve one's self-esteem because it makes you feel good about yourself.  
e) When you work in a team, you have to learn to be considerate towards other people.  
f) All the club members are participating in this event.

- 3 **NOTE:** Example sentences will vary.  
 to face a problem: *It's usually better to face a problem than to try and run away from it.*  
 to keep in shape: *He keeps in shape by wrestling three times a week.*  
 to keep it up: *You are going so well! Keep it up!*  
 to keep trying: *I haven't passed my driver's licence test yet but I am going to keep trying.*  
 to work as a team: *If we work as a team we can finish this project by next week.*  
 to run a club: *He has been running the club successfully for the last three years.*

- 4 a They told us that they had not seen the film.  
 b He could not find the membership card we had given him.  
 c We didn't go to the meeting because Adèle had forgotten to tell us about it.  
 d The meeting had already started when we arrived.  
 e She was angry because we had not phoned her.  
 f I had never participated in a youth conference before the conference last week.

- 5 a The club was formed in order (get/to get) people to take more exercise.  
 b If only I had (studying/studied) harder!  
 c My parents enjoy (to sing/singing) old songs.  
 d I think that reading a book is more (interesting/interested) than watching television.

- 6 a Doing sport is more fun than watching TV.  
 b Do you enjoy listening to music?  
 c I don't feel like watching the news.  
 d Mike can't live without dancing.  
 e He hates cooking food.

- 7 a **SANDY:** If only my brother didn't drink so much! I don't know what to do. What would you do?  
**KEVIN:** If I were you, I'd make him go to a counsellor.  
**SANDY:** But he says that because he does lots of sport, it's fine.  
**KEVIN:** Playing sport doesn't mean that you can drink a lot!  
 b **ALY:** You are very slow today.  
**TIM:** Yes, I know. I'm not very fit. If only I had trained harder!  
**ALY:** If I were you, I would follow a training programme.  
**TIM:** Yes, that's a good idea. I really do need to keep in shape.

- 8 Answers will vary. Students could write something like this:  
*Last week I was really rude to my mother and I regret it. She asked me why I was late for supper and I told her that it was none of her business! That was not kind as I realize she must have been worried when I didn't come home on time. If only I had just told her that I had been finishing off some work at school!*

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 38

- 1 Answers will vary, but the students should give sensible advice and use appropriate structures like 'You should...', 'If I were you...', 'It would be...' , 'Perhaps you should...', etc.
- 2 Answers will vary. Here is an example.  
*One day, David and Étienne were watching television at home. David said that he needed to get back into shape. Étienne reminded him that he had tried that before. But David said that this time he was going to take it seriously. He said that he was going to get up early every morning and go running. Étienne didn't believe David of course, but David insisted. Then David explained that he wanted Étienne to go running with him. Étienne was rather surprised!*

## FUN

SB p. 47

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

- 2 Let the students discuss these and find the mistakes themselves.

### Answers

**COMLAN:** If only I had studied harder.

**IDA:** Running is a good way of keeping fit.

**ALI:** Do you enjoy watching football matches?

**RAFIATOU:** The club aims to empower young people.

- 3 Let the students discuss these photographs and work out what sort of sport these young people are playing. They will probably not be familiar with this, so they will need to use their imaginations. This sport is called horseball. It is a ball game, played on horseback. The teams have to try and score goals by putting a ball in a net. The players are all on horses. The game is like basketball in many ways. The players use a ball which has straps around it to make it easier to pick the ball up.



# Sequence 3

**1 SB pp. 48-49**

Listening and Speaking skills

## Just the job!

### SEQUENCE SUMMARY

#### TOPICS

Different types of employment (jobs, trades, professions, occupations), job advertisements, job applications and interviews.

#### INTERDISCIPLINARY LINKS

Careers guidance.

#### SKILLS

Listening: listen to a radio programme, a short poem, an interview, and a letter.  
Speaking: describe pictures, ask and answer questions, make comparisons, talk about past activities, discuss ways of writing letters.  
Reading: read a poem, read an interview and a job advertisement, read a job application letter.  
Writing: complete questions, write a letter of application.

#### FUNCTIONS/NOTIONS

Describe people and places. Talk about possibility and preferences. Make comparisons. Talk about past activities.

#### GRAMMAR

Use the structure *would rather*. Use question tags (verb to *be*). Make comparisons. Use the verbs *used* and *seem*. Prepositions.

#### PHONOLOGY

Articulate sounds in contractions in connected speech.  
Produce correct intonation in questions.  
Manipulate variation in stress in connected speech.

#### VOCABULARY

Words: *documentary, internship, on-the-job, part-time, power failure, referee (for a job application) strike, team player*.  
Verbs: *to denounce, to direct, to exchange, to gain experience, to hire*.  
Expressions: *It seems that... to be in a better position to... to come first in something, to work under pressure, to gain experience, You made it!*

#### PREPARATION

You will need:  
– Student's Book pages 48-55.  
– Workbook pages 39-45.  
– PC/laptop with Internet access, if available.  
– Job advertisements from local news media, translated into English.

### Warm up

Collect some short job advertisements from your local media and translate them into English for your students or get them to help you to translate them.  
Discuss the jobs that are advertised and start introducing English vocabulary like 'qualifications', 'experience' and 'skills'.

### Speak

**1** Let the students discuss the pictures and describe the jobs listed on the page. Let them try to use question tags. Don't teach/review all the rules and all the auxiliaries that can be used to make question tags yet. Review these afterwards if necessary, referring to the Grammar check. Review the expected short answers as well.

### Listen

**2** Play the podcast or read the sentences at a normal speed so that students can hear the way contractions are used in statements and questions in connected speech. Let the students practise reading these sentences aloud in pairs as well.

### Your turn

**3** Teach the students how to use 'would rather' to express preference. Refer to the Grammar check. Then let the students work in small groups to discuss unusual jobs and to practise this structure.  
*NOTE: This could be extended to include 'would rather' + past tense with a present or future meaning. For example: 'I'd rather you came tomorrow than today.'*  
*But you may feel you're your class is not ready for this yet.*

### Listen

**4** Play the podcast or read the passage to the students a few times. (See page 105 of the Student's Book.) Let them ask each other questions about what they have heard. Explain the new words in MY WORD BANK as necessary.



## Write

- 5 The students copy this table into their exercise books. Then they listen to the passage again and complete the table.

### Answers

Personal details		
Full name: Mariette Chantal Mélé		
Date of birth: 1965	Place of birth: Cotonou	
First jobs: Head of television programming		
Films		
Year made	Name of film	Subject
2004	<i>The yam in Benin</i>	A documentary about different varieties of yam.
2006	<i>Treasure in the bin</i>	A documentary about recycling plastic bags and toys.
2008	<i>Being born and being</i>	A documentary about the birth of children.

## Listen & repeat

- 6 Play the podcast or read the short poem to the students a few times. Let them discuss the poem, say it aloud a few times and express their agreement or disagreement with the ideas in the poem.

NOTE: The comparative form 'the more..., the...' is introduced later.

## Write

- 7 The students consolidate by completing the sentences in their exercise books.

### Answers

- a *Treasure in the bin* is a documentary/good film, isn't it?  
b Mrs Mélé isn't an actor, is she?  
c *Being born and being* isn't an action movie, is it?  
d He's an election observer, isn't he?  
e She is not a tailor, is she?

## EXTRA ACTIVITIES

- Dictate a few sentences from the listening text or some sentences with question tags.
- The students can work in groups and play a guessing game about jobs. One student thinks of a job and the other students get 10 chances to guess what that job is. Only 'yes' or 'no' answers can be given. The students should be familiar with this game by now.
- Students can complete the activities on pages 39-40 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 39-40

- Answers will depend on which sentence is read in each case.
- a tailor
  - a film director
  - a radiologist
- Note that questions e) and f) are more difficult as other auxiliary verbs are used to form the question tags.

  - She is a film director, isn't she?
  - They live in London, don't they?
  - You don't have any money to lend me, do you?
  - It's a wonderful job, isn't it?
  - You wouldn't like to be a pilot, would you?
  - He didn't enjoy taking the exam, did he?
- MARK:** What would you rather be, Julie? A writer or an actor?

**JULIE:** I would rather be a writer. I can't act! And you? What would you rather be?

**MARK:** I'd rather be an actor, of course. I can't write!

**BEN:** You're a dancer, aren't you, Maria?

**MARIA:** Yes, I am. And I'm also a singer. And you, Ben? Are you also a dancer?

**BEN:** Oh no! I would rather work all day in the fields than be a dancer!
- Answers will vary. Here is an example.  
Jonathan Shapiro is a cartoonist who was born in Cape Town in South Africa in 1958. He is better known by his pen name 'Zapiro'. Zapiro was educated at Rondebosch Boy's High School and the University of Cape Town. He later won a Fulbright Scholarship to study in New York. He has published many books of cartoons since 1996. Some of these books are: The Madiba Years, The ANC went in 4x4, Da Zuma Code and The Mandela Files.

## 2 SB pp. 50-51

### Reading skills

### BEFORE YOU READ

The students skim the job advertisement quickly before they listen to and read the interview. Explain that the person who is being interviewed in the passage has applied for this job.

#### Answers

- a The job of Marketing Assistant
- b World Connections
- c Mrs Chantal Todagbé Laminou
- d A Marketing and Communications degree or diploma

### Listen & read

1 Play the podcast or read the interview to the students once or twice, using as much expression as possible. Ask the students a few general questions about the interview to see if they have understood the gist of it. Then proceed to a more detailed reading, explaining the new vocabulary and expressions as necessary. Afterwards, you can have a class discussion about whether Daniel will get this job or not. Ask the students to give their opinions about this and to justify them.

### Speak

2 The students read the multiple choice questions and discuss the correct answers. Here are some other multiple choice questions about the passage that the students could answer orally.

- c What qualification does Daniel have?
  - an HR degree
  - a computer science diploma
  - a BTS degree
- d What type of business is World Connections?
  - a marketing company
  - a telecommunications company
  - a training institute
- e Who would earn a higher salary?
  - Someone with more experience.
  - Someone with better qualifications and more experience.
  - Someone with little experience.

#### Answers

- a If he played in the local football team.
- b He has the right qualifications, skills and qualities for the job.
- c a BTS degree
- d a telecommunications company
- e Someone with better qualifications and more experience.

### Your turn

3 Revise comparatives and the use of 'than' in comparisons. Then teach the students how to make comparisons using 'The more..., the...'. Refer to the Grammar check a. Then let them work in pairs to practise this new structure.

#### Answers

- a The more experience you have, the better job you will get.
- b The more I study, the more I learn.
- c The faster you drive, the more dangerous it is.
- d The more pressure she has, the better she works.

4 Teach the students how to use the verb 'used to'. Refer to Grammar check b. Then let them work in pairs again to talk about the things they used to do and the things with which they have experience (are used to doing). They can share some of their sentences with the rest of the class afterwards.

### Write

5 Teach the students how to use the verb 'seem'. Refer to Grammar check c. Then let the students complete the activity in writing.  
*NOTE: We can also use 'not' to make a negative, for example: 'They seem not to be happy', but this is old-fashioned.*

#### Answers

- a The company (seems/is seeming) satisfied with my work.
- b Are you used to (work/working) in a team?
- c We are (used/used to) power failures.
- d Your job is more interesting than (mine/my).
- e (The more/More it is) I practise, the better I play!

### EXTRA ACTIVITIES

- Dictate a few sentences from the interview, preferably some that have the words 'used' and 'seem' in them.
- The students can make a list of all the questions that Daniel was asked during the interview.
- The students can work in pairs and make up questions to ask each other about the interview.
- Students can complete the activities on pages 41-42 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 41-42

- 1** a) to work under pressure  
to be in a better position to do something  
It seems that...  
to come first  
a power failure  
a team player  
b) Answers will vary. Here are a few examples.  
You are in a better position than I to report on the event because you saw what happened.  
It seems that we will have a new manager next year.  
Who came first in the 800 m race yesterday?  
It is difficult to communicate via email at the moment because there are frequent power failures.  
She enjoys working with other people, which is why she is a good team player.
- 2** a) The higher your qualifications, the better your job.  
b) The less experience you have, the harder you will have to work.  
c) His job is more exciting than mine is.  
d) She has a better job than I have.
- 3** a) I am not used to working under so much pressure.  
b) What did you use to do before coming to work at this company?  
c) They used to live in Dakar, but now they are living in Cotonou.  
d) There seems to be a problem with your application.  
e) You don't seem very happy. What's the matter?  
Are you ill?

	Job A	Job B	Job C
Type of job	Website designer	English Teacher	Musician
Name of organization	WEST AFRICAN IMPORTERS GROUP	St Mary's Secondary School	The Johnny Diamond Group
To whom should you apply	Mr Ben Black bb@ africanimports.com	Sister Mary Rose St Mary's Secondary School PO Box 6578 Yaoundé Cameroon	Fax: 788 8670 90
Qualifications	A diploma or a degree in Computer Science	A university degree, recognized TEFL qualification	No special qualifications
Experience	At least 5 years' experience	Experience is preferable	No experience

## 3 SB pp. 52-53

Writing skills

### Listen & read

- 1** The students are going to write a job application letter. To prepare for this, they will read the letter that Daniel wrote when he applied for the job of Marketing Assistant at World Connections. Play the podcast or read the letter aloud yourself. Then explain the new vocabulary. Let the students read the letter silently. Then ask how this letter is different from a friendly letter. Try to elicit the idea that the language needs to be more formal in a job application letter.

### Speak

- 2** In this activity, you can discuss letters of application in more detail. Write the table in the Student's Book on the board and then ask students to suggest the Dos and Don'ts of writing job application letters. (Explain *Dos* and *Don'ts*.) They should refer to the letter in their books.

#### Answers

Here are some ideas.

Do	Don't
Use polite language.	Make spelling mistakes.
Use the correct layout for the letter.	Say things that are not true.
Include all the information you need to give.	Use slang or informal language.
Include your personal details.	Write too much.

### Your turn

- 3** Let the students work in pairs and discuss how to rewrite each of the sentences in a more formal way. They should do this orally before they write the sentences. Then elicit a quick class discussion to see who has the best ideas.

### Answers

Here are some ideas.

- a I wish/I would like to apply for the job of Secretary.
- b I obtained my BTS last year.
- c I am interested in joining/would like to join the Company because I think the Company provides good opportunities and excellent training.
- d You can contact me/I can be contacted at this number: 789 9856.
- e I would be grateful for the opportunity/chance to come in for an interview.
- f I understand that the Company provides excellent training.

## Write

- ④ The students work individually and complete the sentences. The answers are all in the letter which they have read.

### Answers

- a She wishes to apply for a job as a nurse.
- b He has a degree in engineering.
- c We work for World Connections.
- d Why are you interested in joining our team?
- e Can we contact you at this address?
- f I would be grateful for the opportunity to work at your company.

- ⑤ The students should now be prepared to write their own letters of application. A writing frame has been provided for them. Make sure the students understand that this is not just a gap filling activity. There are some gaps to fill in but there are also some instructions in square brackets, which they need to read and respond to. They can copy this frame and then fill in the appropriate details after reading the job application carefully. Make sure that the students understand that 'Java' is a computer software program.

### EXTRA ACTIVITIES

- Let the students write another job application letter, perhaps in response to one of the local advertisements that were discussed.
- Students can complete the activities on pages 43-44 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 43-44

- 1 referees, advertisement, qualifications, experience, interview, position
- 2 a) We are looking for an English teacher.  
b) He applied for a job as an office assistant.  
c) Please could you give the names of two referees?  
d) Are you interested in playing in a band?  
e) She used to work for Global Industries before she joined our company.  
f) I need to find a part-time job to earn money while I am studying.
- 3 a) Where did you study?  
b) Which languages do you speak?  
c) Can you use a computer?  
d) What other skills do you have?  
e) Where/When did you obtain your qualifications?  
f) Why do you think you would be good at this job?

4

Peter Abrahams  
65 Independence Road  
Lagos

Mr Ben Black  
WEST AFRICAN  
IMPORTERS GROUP  
PO Box 568  
Lagos

12 June 2011

Dear Mr Black

I wish to apply for the job of a website designer which was advertised in the Times yesterday.

I believe that I have the qualifications and experience needed for the job. I obtained a certificate in Computer Science and I have some work experience. I have worked for a Marketing company in Lagos during the holidays.

I am interesting in joining West African Importers because it is a market leader in the region. I also understand that the Company provides excellent on-the-job training.

I can be contacted at any time on this number: 870 00632.

I would appreciate the opportunity to come in for an interview and look forward to hearing from you.

Yours sincerely  
Peter Abrahams

# TIME TO CHECK

SB p. 54

## Answers

- 1 **1-a** Human resources manager: manages the staff at a company, helps to recruit new staff.  
**2-b** Marketing assistant: helps to promote and sell things that a company produces.  
**3-c** Film director: is responsible for interpreting the script and directing actors.  
**4-g** Tourist guide: takes visitors on tours to places of interest.  
**5-d** IT operator: operates and manages the computer systems.  
**6-e** Tailor: designs and makes clothes.  
**7-f** Election observer: checks to see that voting in elections is free and fair.
- 2 I'm applying for a job as a marketing assistant. He always comes first in the 100 metre races. She is the best-known film-maker in Africa. We are interested in studying engineering. Can he be contacted at this address? Do you work for Worldwide Communications?
- 3 **a** I worked part-time while I was studying.  
**b** Can you work as part of a team? Are you a team player?  
**c** Well done! You passed all your exams. You made it!  
**d** There was a power failure last night. We had no electricity for 3 hours.  
**e** She has her own film production company.  
**f** After studying you will need to gain some experience before you find a job with a good salary.  
**g** He wishes to apply for a job as an electrician.
- 4 **a** He's a computer technician, isn't he? Yes, he is.  
**b** They aren't professional football players, are they? No, they aren't.  
**c** I'm not late, am I? No, you aren't.  
**d** You aren't going to apply for that job, are you? No, I am not.  
**e** It's a difficult job, isn't it? Yes, it is.  
**f** She isn't a human resources manager, is she? No, she isn't.
- 5 **a** **TOM:** What's the matter? You don't seem happy.  
**JAMIE:** There seems to be a problem with my computer. It's not working!  
**b** **LAURA:** Do you like working under pressure?  
**MALICK:** I'm used to it.  
**c** **BEN:** Would you like to be a singer?  
**ALICE:** No. I'd rather be a dancer.  
**BEN:** But the life of a dancer is harder than the life of a singer.  
**ALICE:** It doesn't matter!

- 6 **a** Daniel replied that his name was Daniel Mahugnon Tonon. He had obtained his BTS qualification in Marketing and Communication three months before.  
**b** Daniel said that he thought he was a good candidate. He had had good grades at the training institute. He had also come first at the national exam. His trainers had seemed satisfied with him and with what he had done.  
**c** The HR Manager asked him what he knew about their company.

- 7 Answers will vary.

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 45

- 1 **a** **a)** Allan wants to be a journalist. → True  
**b)** Allan thinks he has the skills to become a journalist. → True  
**c)** Karen will apply for an internship. → False  
**d)** To be a journalist you don't have to be inquisitive. → False
- b** For example:

### THE TIMES

#### Trainee Journalist

We are looking for a young, enthusiastic student to be trained as a journalist.

#### Do you have these skills and qualities?

- ☐ Do you have good writing skills?
- ☐ Can you work under pressure?
- ☐ Are you curious about everything?
- ☐ Are you a good listener?
- ☐ Are you prepared to work hard?
- ☐ Do you have a good general knowledge?
- ☐ Do you have good computer skills?

Please contact Fay Smith at this email address if you wish to apply:

[fsmith@thetimes.com](mailto:fsmith@thetimes.com)



## PROJECT CORNER

SB p. 55

Explain to the students that they will do this project in groups. During the project, they will be able to demonstrate their new skills as they role-play a job interview. Some students will pretend to apply for a job and other students in the group will interview them. They can swap roles later as well so that everyone has a chance to be an interviewer and a candidate for the job.

### PART A

**STEP 1** The students find an interesting job advertisement in their local media. Each group could choose a different advertisement.

**STEP 2** They translate the advertisement into English. Help as necessary and make sure they have the correct details.

**STEP 3** They discuss the job and the sorts of skills and qualifications that would be needed for this job.

### PART B

The interviewers (2 in each group) prepare a set of 10 questions which they will ask all of the candidates.

The candidates write notes and prepare themselves for the interviews.

*NOTE: If there is time, the candidates could write letters of application for the job as well.*

### PART C

**STEP 1** The interviewers conduct the interviews and make notes of the answers that each candidate provides.

**STEP 2** The interviewers discuss the candidates and decide who will be best for the job. They need to be very careful here as they will need to give reasons for their selections. They may not simply choose their best friends!

**STEP 3** The interviewers inform the successful candidate and tell the other candidates why they were not successful. (Did they answer all the questions clearly? Were they polite? Did they show a real interest in the job? Did they seem to be positive and confident?)

### ASSESSMENT

Let the groups assess their own work. Provide your own assessment as well.



# Sequence 1

**1 SB pp. 56-57**

Listening and Speaking skills

## You are what you eat

### SEQUENCE SUMMARY

#### TOPICS

Village life, food, healthy living, families.

#### INTERDISCIPLINARY LINKS

History, Biology/Science.

#### SKILLS

Listening: listen to an interview, an information text and to emphasis in sentences.

Speaking: discussions, role-play an interview, ask and answer questions, exchange ideas.

Reading: read a comic strip, an interview and a factual text.

Writing: write a factual/information text using topic sentences and supporting sentences.

#### FUNCTIONS/NOTIONS

Explain, define and reassure. Give advice using different structures. Exchange information.

Describe daily routines. Classify and compare.

#### GRAMMAR

Use modals to give advice (*should/shouldn't, must/mustn't, ought/ought not*). Use *to try* and *have to*. Understand and use the active and the passive voice (all tenses). Use *so* in different ways. Recognize and use the past perfect tense.

#### PHONOLOGY

Discriminate and articulate stress patterns within words. Manipulate variation in stress in connected speech. Recognize the use of stress to indicate emphasis. Pronounce difficult words and numbers.

#### VOCABULARY

Words: *amount, battery, calorie, cowshed, dawn, diet, honey, kilojoules, nutritional, sunset, value*. Verbs: *to aim, to oversleep, to pound, to refine, to sustain*.

Expressions: *to be all ears, to be an early bird, to try hard, Why not...?*

#### PREPARATION

You will need:

- Student's Book pages 56-63.
- Workbook pages 46-52.
- PC/laptop with Internet access, if available.
- Books, pamphlets, posters about healthy living (if available).

### Warm up

Use any pictures or diagrams you have to start off a discussion about food groups and healthy eating habits. Let the students help you translate these into English as you work if necessary. This way you can revise (or introduce) the key vocabulary. Students should be familiar with some of this vocabulary from previous years.

### Read

**1** Let the students read the comic strip silently. Then read it aloud to them or ask some students to read aloud. Ask the students to say in one sentence what this is about. For example: *It's about eating healthy food to have a healthy body, or it's about the proverb 'You are what you eat'.*

### Speak

**2** Discuss the questions with the class and help them to formulate the correct answers.

#### Answers

**a** *You are what you eat:* The food that you eat is reflected in the way your body looks and the way you feel.  
*You should eat to live and not live to eat:* You should eat enough food to stay healthy. Eating should not be the main event or entertainment in your life.

**b** Vegetables: beans, cabbage, spinach, carrots...  
Fruits: pears, apples, watermelon, guavas...  
Meat: beef, pork, lamb, goat...  
Poultry: chicken, turkey, duck...  
Carbohydrates: bread, potatoes, pasta, couscous...  
Fats and oils: butter, olive oil, nuts...

**c** Proteins: meat, beans, fish...  
Vitamins: fruits, vegetables...  
Sugar: sugar cane, cakes, chocolates...  
Oil: nuts, avocados, fish...  
Fat: meat, cakes ...  
Minerals: fruits, vegetables, water...  
Fibre: cereal, fruits, vegetables...  
Starch: bread, potatoes...  
Foods to eat every day: fruits, vegetables, some meat/fish.  
Foods to eat in moderation: cakes, sweets, foods with high fat/oil content, processed foods.

## Your turn

③ Revise the use of modal verbs to give advice and teach the students how to use 'have to' and 'to try' to express advice. Refer to the Grammar check. Then let the students work in pairs and use these structures to give one another advice about healthy eating.

### Answers

Accept all sensible suggestions and be sensitive to students who may not have much choice about what they eat every day.

④ Let the students try and say these words with their partners first. Then read the words aloud for them or write the phonetic transcriptions on the board and let them try again. They can also use dictionaries if these are available.

### Answers

birth → /bɜːθ/; drought → /draʊt/; fought → /fɔːt/;  
lights → /laɪts/; enough → /ɪnʌf/; laughter → /lɑːftər/

## Listen

⑤ The students are going to listen to quite a long interview. The text does not introduce any new language structures and the students should be familiar with most of the vocabulary. Play the podcast or read the interview to the students, but do not let them read it. They should only listen at this stage. The students can make short notes as they listen and try to focus on the main ideas of the interview. Ask a few questions to see if the students have a general idea of what the interview is about, then play the podcast again or read the text again yourself. Then try to elicit the main ideas of the passage and summarize these with the class on the board. Explain any new words and expressions as you do this.

### Answers

The students are studying food and health at school. They are interviewing healthy people who eat traditional food. Grandmother Lena is interviewed in this passage. She does not know exactly when she was born but she was about 10 when World War Two started (in 1939). They did not have food shortages during the war. Grandmother has always had fresh food to eat but she has also kept healthy by being active and getting up early in the mornings. She takes care of her body. She also has a secret for keeping healthy – smiling and laughing!

## Listen & repeat

⑥ **a** The students listen to and practise saying the given words, focussing on getting the end sounds correct. These words are similar to French words, but they are pronounced differently.

**b** The students listen to the way we can give emphasis to what we are saying by stressing different words. Discuss what the differences are. Students need to infer meaning (implications) from this stress.

### Answers

It's not only fresh *food* that makes a healthy life.

→ This means that there are other things (other than food) that can make a healthy life.

It's not only *fresh* food that makes a healthy life.

→ This means that other types of food (canned, frozen, dried for example) can also contribute to a healthy life.

Do you *still* do that every morning? → The person asking the question implies that this is something that you have been doing for a long time and may be surprised that you have continued to do this.

Do you still do that *every* morning? → The person asking the question wants to know if you do this every morning or only on some mornings.

Do you still do that every *morning*? → The person asking the question wants to know if you perhaps do this action at other times of the day.

## Write

⑦ This activity tests comprehension of the listening passage. It would be better if students listened to the passage again before they answered these questions. If they find this too difficult, you could let them read the passage on page 105 of their Student's Books at this stage.

### Answers

**a** Grandma Lena does not know how old she is.

**b** Grandma Lena was born about 10 years before World War Two.

**c** When Grandma Lena was born there was a drought in the villages in the south of Benin.

**d** Grandma Lena likes to get up early in the morning.

**e** Grandma Lena keeps healthy because she works.

**f** Grandma believes that one of the secrets of a healthy life is to smile and laugh.

**g** The young men from the village had to fight in World War Two.

## EXTRA ACTIVITIES

- The students can read aloud and then role-play the interview in groups of four.
- The students can work in pairs and make up five questions about the interview to ask another pair of students. Remind them that they need to know the correct answers to their own questions. Encourage them to use different question forms. They could also add two further questions that they would like to ask Grandma Lena.
- Students can complete the activities on pages 46-47 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 46-47

- 1 Answers will depend on the words that are read aloud.
- 2 a) greedy, diet, need, eat, protein  
b) drought, fought, bought, enough, poultry, ought  
c) laughter, hard, arm, starch, fat
- 3 to be all ears: to be ready to listen to something  
to eat too much: to be greedy  
to eat enough food in order to live: to eat to live  
to work in the way that it should work: to function properly  
should not: ought not to
- 4 a) She's such an early bird. She gets up every morning at 5 o'clock to go jogging.  
b) 'Do you want to get fit quickly?' 'Yes! Please tell me. I'm all ears.'  
c) I have been trying hard to eat healthy meals every day, but it's not easy.  
d) Laughter is the secret to a happy life. Why not tell everyone this secret?
- 5 Here are some ideas.  
a) Advice: You should eat a balanced diet. Don't eat food with a lot of fat or sugar.  
b) Advice: You should eat vegetables like beans.  
c) Advice: He should try to eat more slowly and enjoy each mouthful of food.  
d) Advice: She should get some exercise and eat three healthy meals a day.  
e) Advice: You should eat simple, fresh food, stay active and busy and get enough sleep every night.
- 6 a) When my grandmother was young, women (did not have to/had not to) join the army.  
b) You should (try to not eat/try not to eat) so much fat.  
c) I know that I (ought not to/ought not) smoke, but I still do.  
d) You (not have to/don't have to) eat meat if you don't want to.  
e) What (should you eat/you should eat) every day to stay healthy?  
f) I am not sure if (I am understanding/I understand) what that means.

## 2 SB pp. 58-59

### Reading skills

## BEFORE YOU READ

The students are going to read the next part of the interview with Grandmother Lena. They should answer these questions before they begin to read.

### Answers

- a It's an interview. We know this because of the way the text is laid out, like a playscript.  
b moni, amiwo, cassava (yam), stew, corn

## Listen & read

- 1 Play the podcast or read the interview yourself. The students can follow as they listen. Then give them time to read the passage by themselves as well. The students could also be asked to read the passage as homework and to write down words which they do not understand. Discuss and explain new vocabulary and see if the students can recognize or work out the highlighted verb forms in the passage. You could teach these verbs at this stage as well. Refer to the Grammar check.

## Speak

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

### Answers

- a The cock (crowing)  
b moni porridge  
c rice, fish, yassa chicken  
d fresh fruit  
e meat, fish, vegetables, peanut butter, fresh milk  
f It means, 'I am surprised. Your way of life was ecologically friendly.'  
g They had a variety of fresh foods to eat, there was enough food, they had fresh water, they worked hard.

## Your turn

- 3 a Let the students work in the same groups as before to read and role-play the interview. This will help them to understand the passage in more detail.

**b** In the groups the students can discuss other things that Grandmother Lena and her family used to do. If there is time and you feel the students can manage this, let them work their own ideas into the dialogue to extend or personalize it a little. This is an excellent way of providing additional oral practice.

## Write

**4** The students focus on the structure of the sentences to complete this activity in writing.

### Answers

After the millet had been pounded it was sieved to make flour.

After the fruit had been picked it was sold at the market along the road by the railway.

Grandma Lena used to eat couscous every day.

They didn't have gas so they used to make fires.

After they had interviewed Grandma Lena they made a presentation to the class.

After they had collected some fresh milk they poured it on their food.

When we had eaten all the food we went to sleep!

When she had made the millet flour she added water and rolled it into little balls.

**5** The focus in this activity is on correct verb forms. Students complete this activity in writing, individually.

### Answers

**a** Grandma Lena (used to eat/had been eaten) moni porridge for breakfast when she was young.

**b** After they (had made/make) the flour, they rolled it into balls.

**c** The interview (had already started/has already started) when she walked in.

**d** Grandma Lena said that she (had eaten/eats) couscous every day when she was young.

**e** I couldn't find the recipe that my grandmother (has given/had given) me.

**f** The student asked Grandma if she (was ever oversleeping/had ever overslept) when she was young.

## EXTRA ACTIVITIES

- Students can make a list of words in the text that they do not understand very well and then working with a partner, try to work out what the words mean. They can use context clues and dictionaries.
- Students could write down the text that they added in their role-plays, using the correct format for an interview.
- Students can complete the activities on pages 48-49 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 48-49

- a)** honey: This is something which we can eat. It is sweet and is made by bees and collected from flowers.

**b)** sunset: This is the time in the evening when the sun goes down.

**c)** dawn: This is the time, early in the morning, just before the sun starts to rise.

**d)** oversleep: To sleep longer or later than you wanted to sleep.

**e)** battery: A small cylinder that provides electrical power in machines like clocks and radios.
- vegetables: from the garden or the market  
fish: from the river or sea
- a)** The wives used to wash (there/their) maize and sorghum every morning.

**b)** When shall we (meat/meet)? Tomorrow or the next day?

**c)** She said that (eye/I) should listen to my grandmother.

**d)** I think you are (right/write)! Living in a village is healthier than living in a town.
- a)** What happened after the millet had been pounded by the women? → VOICE: passive  
Active voice → What happened after the women had pounded the millet?

**b)** Sarah, has the fruit for dessert been picked?  
→ VOICE: passive  
Active voice → Sarah, have you picked the fruit for dessert?

**c)** A reporter from the television station interviewed my grandfather. → VOICE: active  
Passive voice → My grandfather was interviewed by a reporter from the television station.

**d)** They eat fish, rice and vegetables every day.  
→ VOICE: active  
Passive voice → Fish, rice and vegetables are eaten by them every day.
- My grandfather is old but he is very fit and healthy. He says that he walked a lot when he was young. Every morning after he had eaten breakfast, he used to walk to school. After he had walked back home again, he went to help with the animals. Grandfather says that if he had not been forced to walk so much when he was young, he would not be so fit today!
- a)** 'we' refers to grandmother and her family.

**b)** 'it' refers to the couscous.

**c)** 'which' refers to the milk.

**d)** 'where' refers to the stables.
- a)** All our meals were prepared over a fire. We used the wood we had collected and chopped up. My mother made a fire every morning and every evening. She used big metal pots for cooking over the fire.

**b)** We made porridge with the millet. The millet was first pounded and then crushed to make flour. The flour smelled so nice! After that, we added water to the flour and rolled it into little balls. Finally, the little balls were cooked. Sometimes we added a bit of honey too. The porridge tasted so good!



### 3 SB pp. 60-61

#### Writing skills

## Listen & read

- 1 The students are going to plan and write a short information text, using topic sentences and supporting sentences. To prepare for this, let them listen to and then read this passage, which serves as a model for the writing activity. Explain the use of the word 'so' as used in this passage. Refer to the Grammar check on page 61 of the Student's Book.

## Speak

- 2 If the students are not familiar with topic sentences, explain that these are the key sentences in paragraphs. If we take these sentences out of the paragraphs, the paragraphs will not make sense. It's important to use topic sentences when writing factual or information text as this helps to organize the information in a coherent way.

Let the students read the passage again and find the topic sentences in the passage.

#### Answers

Bread, rice, pasta (spaghetti), cereals and potatoes are all carbohydrates which are important in a balanced diet. Some carbohydrates are refined, while others are unrefined.

If you look carefully you will find information about the nutritional value of the food on the packaging.

- 3 Read the table of information from the box of Lorenzo's spaghetti, modelling the correct way of saying these quantities in English. Then discuss the nutritional content of spaghetti with the class. Refer them to the Pronunciation check.

#### Answers

Accept all valid answers based on the information provided. For example: *Spaghetti has more carbohydrates than fats. There is no fibre in this spaghetti.*

## Write

- 4 Let the students work individually and write a paragraph about the nutritional value of spaghetti. They should write a topic sentence first, followed by at least three supporting sentences.

#### Answers

*For example:*

Spaghetti is a refined carbohydrate that provides our bodies with a lot of energy. It also contains some proteins and a little fat and sodium. But spaghetti does not provide all the nutrients that we need to be healthy. There are no vitamins or minerals in spaghetti, for example. So it is important to eat other foods as well. Spaghetti can be eaten as part of a balanced diet.

- 5 The students write three factual paragraphs as instructed and using the key words.

#### Answers

Accept all sensible answers. Students should use the key words that are given. Ask them to underline their topic sentences so that you can see how they have planned their work.

## Your turn

- 6 This can be treated as a mini-project. The students work in groups to compile questions, set up interviews and then interview an older person in their community, using the interviews they have read as models. They should make notes or record the answers they get.

**NOTE:** *This will probably need to be done in a language other than English. If so, the students should first write their questions in English. They should then translate the information that they obtain in the interview into English, with your help if necessary. They can then present this to the rest of the class.*

## Speak

- 7 Wrap up with a discussion to summarize and consolidate what has been discussed pages 60-61. Ask the students what they have learned about healthy living.

### EXTRA ACTIVITIES

- Dictate a few sentences from the passage.
- Revise numbers and quantities with the students, if they seem unsure of these.
- Students can complete the activities on pages 50-51 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 50-51

- 1 Answers will depend on which information is read.
- 2
  - a Refined carbohydrates are found in bread and cakes. Some carbohydrates, like beans and wholemeal bread, provide us with sustained energy.
  - b calories, amounts
  - c kilojoule, kilogram, kilometre, kilowatt
  - d Carbohydrates are essential in a healthy diet. They provide us with minerals, fibre and vitamins but most importantly, they provide us with energy or glucose which give us energy.
- 3
  - a) Some foods are full of fats and sugar, so read the labels on the packaging carefully.
  - b) We have fruit trees in the garden, so we don't need to buy dessert!
  - c) They didn't have electricity in those days, so they cooked all their food over a fire.
  - d) I am feeling tired and I have no energy, so I have decided to be more careful about what I eat.

- 4 Answers will vary. Here are some examples.

### Paragraph 1

Fruits and vegetables are perhaps the most important part of a healthy diet. They provide vitamins, minerals and fibre that is essential in a healthy, balanced diet. The fresher the vegetables and fruit, the more vitamins and minerals they contain.

### Paragraph 2

Fruits and vegetables are also the cheapest and most easily available of foods. We can grow some of our own fruits and vegetables. We can also buy them from markets. Fruits and vegetables that are grown locally and are in season are fresher and cheaper than those that are imported or that come from other areas.

### Paragraph 3

There are many ways to prepare and to enjoy fruits and vegetables. You can peel them and eat them raw or you can cook them. Vegetables can be steamed, boiled, fried or roasted. Spices can be added to the vegetables. Fruit is usually eaten raw but it can also be cooked and used in puddings and cakes.

## TIME TO CHECK

SB p. 62

### Answers

- 1
  - a We used to get up at dawn when the cock woke us up.
  - b Did you use to go to bed early, after sunset?
  - c My grandfather likes to use honey on his porridge, to make it taste sweet.
  - d 'Are the cows in the cowshed?' 'I hope so!'
  - e Ali's grandmother is very old but she still does her chores every day.
  - f 'Why are you so late?' 'I overslept! I need new batteries for my alarm clock.'
- 2
  - a Beans, meat and poultry all have proteins.
  - b You should not eat too much sugar.
  - c I'm an early bird. I get up at 5 o'clock every morning.
  - d We try hard to eat healthy food every day.
  - e When Grandma started to tell her story we were all ears.
  - f We don't have to eat couscous every day but we must drink water.
  - g Some people say that we are what we eat.
  - h Laughing can help to keep you healthy too!
- 3
  - a drought, fought, bought, enough
  - b laughter, photographer, fun, bought
  - c protein, sweet, diet, batteries
- 4 dessert, diet, village, secret, presentation, traditional
- 5
 

11.6g: eleven point six grams  
0.35g: point three five grams  
0.04g: point zero/nought four grams
- 6
  - a We should not eat lots of fats and sweets.
  - b He ought not to eat so much.
  - c Our teacher advised us not to take drugs.
  - d Try not to drink water from the river.
  - e You must not believe everything you hear about healthy diets!
  - f Girls did not have to go to school when Grandma was young.
- 7
  - a After the women had washed the millet, they pounded it.
  - b When I arrived he had not finished his homework.
  - c Grandma Lena used to eat couscous every day.
  - d After Ali had interviewed his grandmother, he made a presentation.
  - e They used to make fires because they did not have gas.

- 8 a** **BEN:** I am so thirsty! I must have a soft drink.  
**SUE:** You should drink more water. You shouldn't drink too many soft drinks.  
**BEN:** Why not?  
**SUE:** Soft drinks can make you thirsty. They contain lots of sugar.  
**BEN:** I didn't know that. I mustn't drink soft drinks.  
**SUE:** So/Well, try water next time!

**b** **ZINSOU:** Did you have to fight in World War Two, Grandpa? Ali's grandfather did.

**GRANDPA:** Yes, I fought/had to fight too. We all had to go to France.

**ZINSOU:** What would have happened if you had not come home?

**GRANDPA:** You would not have been born, Zinsou!

- 9** Accept all sensible answers which include most of the words given in the box.

### EXTRA ACTIVITIES

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

## FUN

SB p. 63

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

**2** Students can work in pairs. They should copy the blank puzzle first and use a pencil in case they make mistakes and need to change words.

### Answers

#### Across

- 2.** vitamins
- 4.** sodium
- 5.** oil
- 7.** refined
- 8.** cereal

#### Down

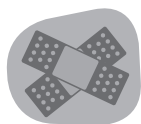
- 1.** kilojoule
- 3.** minerals
- 6.** fibre

### Answers to Workbook activities

WB  
p. 52

*NOTE: This could be used as a short comprehension test. Allocate marks or use the suggested mark scheme.*

- 1 a)** Our bodies contain a lot of water. → true [✓]  
**b)** Water is a liquid. → true [✓]  
**c)** Fruits and vegetables do not contain water. → false [✓]  
**d)** We get thirsty when we need to drink water. → true [✓]  
**e)** It is healthy to drink lots of coffee and tea instead of drinking water. → false [✓]  
**f)** We will not die if we stop eating for a few days. → true [✓]
- 2 a)** If you feel thirsty, you should drink some water. [✓]  
**b)** Drinking enough water will help to keep you healthy. [✓]
- 3 a)** dehydrated: not having enough water / having too much water [✓]  
**b)** toxins: poisonous substances / food [✓]



# Sequence 2

**1** SB pp. 64-65

Listening and Speaking skills

## Is it a pandemic?

### SEQUENCE SUMMARY

#### TOPICS

Health and diseases (AIDS, malaria, cholera, flu).

#### INTERDISCIPLINARY LINKS

Guidance, Science/Biology.

#### SKILLS

Listening: listen to news reports, listen to newspaper articles.

Speaking: talk about news reports, report current news to the class, role-play an interview, discuss and answer questions, express opinions.

Reading: read newspaper headlines and articles.

Writing: complete sentences, write a short structured news article.

#### FUNCTIONS/NOTIONS

Describe, classify and compare information.

Express agreement and disagreement.

Share knowledge.

Suggest a course of action.

#### GRAMMAR

Revise verb tenses.

Change direct speech into reported/indirect speech.

Use the past perfect tense.

Use the present continuous passive voice.

#### PHONOLOGY

Pronunciation of difficult words.

Discriminate and articulate stress patterns within words.

Manipulate variation in stress in connected speech.

#### VOCABULARY

Words: *awareness, bedridden, blitz, cough, epidemic, heart disease, immune system, isolation, joint, obesity, outbreak, pandemic, polio, reduction, rejection, so far, sore, swine, thanks to, throat, throughout, weakened, witchcraft.*

Verbs: *to avoid, to confine, to decrease, to overhear, to pass, to rebuild, to rehabilitate, to spread, to vaccinate.*

#### PREPARATION

You will need:

- Student's Book pages 64-71.
- Workbook pages 53-59.
- PC/laptop with Internet access, if available.
- Newspaper articles and headlines about serious health issues.

### Warm up

In this sequence the focus is on serious health issues that affect people all over the world. To get going you could read or show the students some headlines or articles relating to diseases like AIDS, cholera and malaria. If the headlines are in French, let the students help you translate them into English. Use this opportunity to start introducing vocabulary. (See the MY WORD BANK boxes.)

### Speak

- ① Read and then discuss the headlines with the class. Remind the students that words are often left out in headlines. Explain the new vocabulary as necessary.

#### Answers

Accept all sensible suggestions.

### Your turn

- ② Let the students work in groups and do some research on diseases that are being reported in the news at the moment. Each group should present an item of news to the rest of the class in English. This should include a headline. Students can get ideas from newspapers or the Internet. All the big English news websites (like [www.bbc.co.uk/news](http://www.bbc.co.uk/news), CCN. com, [english.aljazeera.net](http://english.aljazeera.net) for example) provide health reports in English.

### Listen

- ③ There is a strong focus on listening skills, with two listening texts, each followed by questions. Play the podcast or read the newswatches aloud to the students. Do this twice and try not to explain the texts to the students and do not let them read the texts.

## Speak

④ Let the students read the sentences they are going to complete. Let the students listen to the newsflashes again. Then let them complete the sentences orally to test their comprehension.

### Answers

- a** In 2005 health authorities in Indonesia vaccinated 6.4 million children against polio.  
**b** In 2009 the H1N1 virus caused outbreaks of swine flu all over the world. In Nairobi/Kenya, students in a high school were placed in isolation.  
**c** According to UNAIDS and WHO reports in 2009, new HIV infections have decreased/dropped throughout the world. In sub-Saharan Africa there were about 15% fewer infections between 2001 and 2008.

## Listen

⑤ The students are going to listen to a news report about the 2009 flu pandemic. Teach the words in MY WORD BANK and then play the second listening text or read it to the students. Do this twice.

## Speak

⑥ Let the students read the sentences they are going to complete. Let the students listen to the news article again. Then let them choose the best words to complete each sentence.

### Answers

- a** The new type of flu identified in 2009 was caused by the (H1N1/H2O/HIV) virus.  
**b** The flu was declared (a pandemic/an epidemic/an academic) because people all over the world became ill with the flu.  
**c** The flu was commonly called (bird flu/swine flu/season flu).  
**d** The flu was first identified in (Mexico/Brazil/The United States).  
**e** Swine flu is usually quite (mild/bad/serious) and only (a few/lots of/hundreds of) people have died from the illness.  
**f** The virus is spread through (the blood/coughing and sneezing and touching).  
**g** Symptoms of the illness are similar to those of (diabetes/seasonal flu/heart disease).  
**h** The best way to stop the spread of the virus is for people (to stay at home/wear a mask) if they think they have the illness.

## Write

⑦ The students complete these sentences in writing to practise the new vocabulary that has been introduced.

### Answers

- a** In 2009 there was an outbreak of flu caused by the H1N1 virus. The flu, which many people called swine flu, started in Mexico and then spread to other countries. In June it was declared a pandemic.  
**b** In some countries they have started to vaccinate children against polio again as there have been new outbreaks of the disease.  
**c** People who have heart disease, diabetes or weakened immune systems, are likely to be more seriously affected by the H1N1 virus than healthy people.  
**d** The symptoms of swine flu are similar to the symptoms of seasonal flu, for example a sore throat, a cough or fever.

### EXTRA ACTIVITIES

- The students can read the newsflashes and article in their Student's Books on pages 105-106. They could do this aloud in pairs.
- Students can complete the activities on pages 53-54 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 53-54

- 1** **a)** hire, virus, hit, diabetes, fire, blitz  
**b)** giraffe, cough, enough, laugh, through, stuff

- 2 Across**  
**6.** throughout  
**7.** spread  
**8.** pandemic

- Down**  
**1.** isolation  
**2.** outbreak  
**3.** cough  
**4.** immune  
**5.** sore



3 a

Noun	Verb
<i>isolation</i>	to isolate
<i>reduction</i>	to reduce
<i>vaccination</i>	to vaccinate
<i>outbreak</i>	to break out
<i>avoidance</i>	to avoid

**b** pig: swine  
up until now: so far  
not so strong: weakened  
decrease: reduction  
illness: disease

**4 CHOLERA EPIDEMIC SPREADS TO NEIGHBOURING COUNTRIES**

There are many people in one country who have cholera and now people in countries nearby are also getting cholera.

**SEASONAL FLU HITS BUSINESS**

Many people are not going to work because they have flu and this is affecting business.

**NO MORE POLIO OUTBREAKS?**

There are no further reports about people getting polio.

**FINALLY – A CURE FOR THE COMMON COLD?**

At last, after many years of research, scientists may have found a cure for colds.

## 2 SB pp. 66-67

Reading skills

### BEFORE YOU READ

As a pre-reading activity, the students skim the introductory paragraph of the article they are going to read. A good introductory paragraph will provide the key information about a text. It will answer questions like: *What happened? Where and when did it happen? To whom did it happen?*

**Answers**

- a** It's about a farmer called Comlan Houessou.
- b** It's about how AIDS has affected his life.
- c** It comes from Benin.
- d** It was made in October 2007.

### Listen & read

**1** Read the poster next to the passage with the students and ask them if they agree with what it says. Then play the podcast or read the article and let the students follow in their books.

Note that the passage is quite challenging because of the vocabulary used. Teach the new words and give the students time to listen to the passage and read it by themselves as well.

### Listen & repeat

**2** The students listen to and practise saying the given words with the correct stress.

### Speak

**3** Help the students to discuss and agree on the correct answers.

**Answers**

- a** He got the land from his family.
- b** Headaches.
- c** He had to sell his farm to pay for treatment when he became ill.
- d** ARV treatment.
- e** His community rejected him, and his neighbours did not want to talk to him or see him. He was also not allowed to leave his house.
- f** He wants to make sure they get information and help so that they can lead better lives again.

## Your turn

- ④ The students work in pairs and, using information from the article they have read, role-play an interview with Mr Houessou. The students can use the actual answers given by Mr Houessou. They will have to make up the questions that the journalist asked him.

## Write

- ⑤ Revise the past perfect tense and then let the students complete this activity in writing.

### Answers

- a Houessou explained that his relatives had attributed his illness to witchcraft.  
b I told my sister that I had overheard people talking about the flu pandemic.  
c She said that she had bought a farm the previous year.  
d They said that they had had to sell their land because they had no more money.

- ⑥ The students identify the verb tenses used in the sentences.

### Answers

- a Houessou has lost everything because of HIV. (present perfect)  
b He is fighting to rebuild his life. (present continuous)  
c He did not know what was wrong with him. (simple past)  
d Houessou bought back some of his land and started farming again. (simple past)  
e Houessou said that his neighbours had avoided him. (past perfect)

- ⑦ Students should already know how to change direct speech into reported speech, but this is worth revising. Revise how statements are reported first, referring to the Grammar check. Students may benefit from doing this activity orally before trying to write the sentences in reported speech.

### Answers

- a Houessou reported that he had had to pay for his treatments. At first he had used his savings but when they hadn't been enough he had had to sell his land.  
b Houessou explained that he had decided to leave the hospital and go home. He had got himself tested. The test had confirmed that he did indeed have HIV.

- ⑧ Students read the passage again and identify what the pronouns refer to in the passage. If students find this too difficult, discuss a few of them with the students first.

### Answers

- a it<sup>1</sup> = the land  
b it<sup>2</sup> = headaches  
c they<sup>3</sup> = his headaches  
d they<sup>4</sup> = his savings  
e his<sup>5</sup> = Houessou's  
f where<sup>6</sup> = rural environments  
g whom<sup>7</sup> = HIV positive people in Benin

## EXTRA ACTIVITIES

- Dictate a short paragraph from the passage.
- Let the students identify the verb tenses used in the passage. Let the students work in pairs and allocate a paragraph to each pair. The students can compare and correct their answers afterwards.
- Students can complete the activities on pages 55-56 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 55-56

1	1st syllable	2nd syllable	3rd syllable
	positive virus relatives	inherited particularly awareness	conversation rehabilitate information

- 2 a to overhear: to hear what someone is saying when that person is not speaking to you  
to confine: to keep someone or something in one place  
to rebuild: to build something again, after it has been damaged  
to rehabilitate: to help someone recover or get better after they have been ill or have had a serious problem  
to pass: to go away

### b

to overhear	had overheard
to confine	had confined
to rebuild	had rebuilt
to rehabilitate	had rehabilitated
to pass	had passed

- c He said he had overheard the doctor saying that he was very ill. He had been confined to bed for a month. But the sickness had eventually passed and he had been rehabilitated. After being sick for such a long time he had worked hard and he had rebuilt his life.

- 3** a) He said that it had started with headaches. He had told himself that it would pass.  
 b) The official said that there had been a new outbreak of cholera in China.  
 c) The little girl said that she had been vaccinated on Tuesday.  
 d) The doctor explained that people who had a heart disease were more likely to be affected by the virus.  
 e) The Health Minister announced that the disease had spread to other countries in the region.
- 4** a) Last year Sam had malaria. It started with a high fever. The doctor told him that the fever would pass, but it got worse.  
 b) These doctors work in the rural areas. They provide the people in these areas with information about HIV and ARV treatments. They also show the people how to look after themselves.
- 5** Here are some suggestions.  
 a) First of all, could you tell me how you became infected with AIDS?  
 b) When did you know that you had AIDS?  
 c) Did you feel ill at all at that stage?  
 d) So, what did you do when you found out?  
 e) What treatment did you receive?  
 f) How has the treatment helped you?  
 g) Are you able to work and lead a normal life now?

## 3 SB pp. 68-69

### Writing skills

## Listen & read

- 1** The students are going to write another information text. The text they are going to listen to and read provides a model (although students could write a shorter passage). Play the podcast or read the passage a few times.

## Speak

- 2** Help the students to discuss and answer the questions about the passage they have read.

### Answers

- a** The treatment and prevention of malaria  
**b** *Paragraph 1:* Malaria ('Sibirou' in Wolof) kills more children than any other disease.  
*Paragraph 2:* The prevention of malaria is particularly important.  
*Paragraph 3:* Drugs used to treat malaria can be very expensive. In recent years researchers in Africa have been making progress on some new herbal treatments.  
**c** To prevent something: to stop something before it happens.  
 To become resistant to a drug: when a drug is no longer effective.  
 To treat a disease: to use medicine or other means to cure someone of a disease.  
 Traditional medicine: medicine that has been used in traditional communities for a long time, natural remedies, usually from plants.

## Listen & repeat

- 3** The students listen to and practise saying the given words with the correct stress.

## Your turn

- 4** Teach the present continuous passive tense, referring to the Grammar check. Then let the students work in groups to discuss the questions in the activity. Walk around and assist with vocabulary as necessary.

## Write

- 5 The students complete the activity in writing and individually.

### Answers

- a More children die every year from malaria than from any other disease.  
b Malaria has become resistant to certain drugs.  
c My father went to the shop yesterday and bought mosquito nets which had been treated with insecticide.  
d We have always used mosquito nets and we have never had malaria.  
e What is this new medicine called?

- 6 The students complete the activity in writing and individually.

### Answers

Traditional medicines can be used to treat malaria. One of the herbs that is being tested by scientists in Nigeria is *Enatia chlorantha*. It is better to try to prevent diseases than it is to treat diseases. In some rural areas there is not enough information about preventing diseases. Scientists have been making progress on new treatments for some diseases like malaria.

- 7 The students complete the activity in writing and individually.

### Answers

- a *Tetrapleura tetraptera* is being tested to use against malaria.  
b The child is being treated with a new drug.  
c Are you being treated for tuberculosis?  
d What is being done to help these children?  
e A new clinic is being built in this town.

- 8 The students plan and then write their own articles on a specific disease, using information from this sequence, from their discussions and from their own research. Remind them that writing is a process and that to be successful, they should complete each step carefully.

### Answers

Accept all sensible answers. Students should show evidence of having planned their work. You could ask them to underline the topic sentences in each paragraph.

## Speak

- 9 To consolidate the work done, have a short class discussion about the statements. Allow students to express agreement or disagreement and encourage them to justify their answers.

## EXTRA ACTIVITIES

- Let the students read the reports they have written out aloud to the class. Encourage the class to ask questions about what they hear in the reports.
- Students can write a paragraph saying why they agree or disagree with the statements in activity 9.
- Students can complete the activities on pages 57-58 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 57-58

- a) resist → resistance  
For example: *Malaria is showing signs of resistance to older drugs used to treat it.*

b) prevent → prevention  
For example: *Prevention is often easier and cheaper than a cure.*

c) treat → treatment  
For example: *The treatment for HIV consists of ARVs and a healthy balanced diet.*

d) report → report  
For example: *I am writing a report about the effects of AIDS on agriculture in the area where I live.*
- a) She is being confined in a hospital until doctors know what is wrong with her.

b) They are being taught how to look after themselves if they become ill.

c) The mosquito nets are being supplied by UNESCO.

d) Do you know what is being done about the cholera outbreak?

e) New medicines are being tested all the time by scientists around the world.
- a) PREVENT MALARIA  
Sleep under a treated net!  
Cover your body!

b) PREVENT HIV INFECTIONS  
Don't have sex without a condom!  
Don't share syringes or razor blades!

c) PREVENT CHOLERA  
Wash your hands!  
Drink only clean, boiled and filtered water.

d) PREVENT the spread of FLU  
Stay at home if you are ill.  
Don't sneeze or cough on someone else.  
Get treatment.

- 4 Here are some suggestions.
- a) It is better to try to prevent a disease than to try and cure it later.
  - b) The people who are most affected by malaria are young children and mothers.
  - c) Many types of malaria are becoming resistant to drugs.
  - d) One of the herbs that is being tested as a treatment for malaria is *Enatia chlorantha*.
  - e) If you sleep under a mosquito net you have less chance of being bitten by a mosquito.

5 **NOTE:** Students will have their own ideas about what to write here, but they should answer the given questions. They should start by writing a topic sentence to state the main idea that they wish to convey. Accept all sensible answers.

## TIME TO CHECK

SB p. 70

### Answers

- 1 epidemic, polio, rebuild (or builder), vaccinate, rehabilitate, bedridden
- 2 a cough, enough, high, flu  
b virus, swine, epidemic, buy  
c weak, seasonal, spread, eat  
d diabetes, outbreak, treatment
- 3 a Cough: to make air come out of your throat, with a little noise!  
b Reduce: to make less of something.  
c Throughout: during the whole time, all over the place.  
d Swine: a formal word which means 'pig'.  
e Vaccinate: to give medication which prevents diseases.  
f Obesity: the fact of being very fat and overweight.
- 4 a In 2009 there was a flu pandemic.  
b So far more than 100 people in our country have been affected by the H1N1 virus.  
c Reports say that there is an outbreak of polio in Nigeria.  
d Fewer children are getting malaria now, thanks to mosquito nets.  
e There will be a vaccination programme next month to stop children getting polio.  
f You should avoid sugar and sweets if you have diabetes.  
g The health authorities have asked people to stay at home to stop the spread of the disease.  
h The NGO has started a malaria awareness campaign to help people prevent malaria.
- 5 a The drugs that are used/have been used to treat malaria are very expensive. Traditional treatments for malaria are cheaper, but are they as effective?

In the last few years, researchers have made progress on new herbal treatments. *Enatia chlorantha* is one of the herbs that has been tested/is being tested.

b Fifty-five new cases of the H1N1 flu have been confirmed at a school in London. Students have been placed in isolation and they are receiving treatment. More than 160 cases of H1N1, or 'swine flu', have been reported in the UK so far this year.

- 6 a It = *Enatia chlorantha*.  
b It = a global outbreak of a new type of flu  
c His = Houessou's  
d my = Houessou's, them = Houessou's wives
- 7 a The doctor told us that twenty new cases of the H1N1 flu had been confirmed at a high school.  
b The man explained that he had started to raise public awareness of the problems facing people who were infected.  
c The scientist said that the highest reduction in new infections had been observed in east Asia, where infections had been reduced by 25%.

### EXTRA ACTIVITIES

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

### Answers to Workbook activities

WB  
p. 59

- 1 Acquired Immune Deficiency Syndrome
- 2 It makes your immune system too weak to fight against illness and so you die.
- 3 The HIV virus.
- 4 a) Yes.  
b) No.  
c) No.  
d) No.
- 5 more than 25 million people
- 6 Losing a lot of weight (getting thin), being sick all the time.
- 7 For example: by having unprotected sex with someone who has AIDS, from a blood transfusion if the blood is infected with AIDS, a child can get AIDS when being born to an infected mother, from sharing a needle/razor/syringe with someone who has AIDS.
- 8 For example: many people do not go to work. Some people are not be able to work hard. People are less productive. The government has to spend a lot of extra money on health care.



## PROJECT CORNER

SB p. 71

Explain to the students that they will do this project in groups. They will follow the guidelines to make posters which can be used in their own communities. The posters should provide accurate information about a serious disease that affects the community. At the end of the project, they will be given an opportunity to evaluate their own work.

### PART A

**STEP 1** Students decide what research they will do, by choosing a topic.

**STEP 2** The students decide how they will work together. Encourage them to choose a group leader and to make sure that every member of the group has a specific task.

### PART B

**STEP 1** The students make up a title and write it in rough on their posters.

**STEP 2** The students divide up the rest of the space on the poster and decide what they will put in each section.

**STEP 3** They write their draft text, using their research. They should not do this on the poster yet, but on scrap paper. Remind them not just to copy what they read. They should write things in their own words. They should not try to include too much text. Short, clear sentences will be more helpful and are better suited to a poster.

**STEP 4** They edit and improve their draft. You could provide assistance at this point.

**STEP 5** They copy their corrected drafts onto the poster carefully.

**STEP 6** They add pictures or decorative elements.

### PART C

**STEP 1** The group makes a presentation to the rest of the class.

**STEP 2** They answer questions about the poster and their presentation. This is an important part of the project, so allow time for this.

**STEP 3** The posters are used and displayed as appropriate in the community.

*NOTE: You should check the content of all posters before they go out into the community to make sure that the posters present accurate information.*

### ASSESSMENT

Let the groups assess themselves using the given questions. An important part of this assessment would be to discuss why some posters were better than others. Provide your own assessment of the projects as well.



## Sequence 3

1 SB pp. 72-73

Listening and Speaking skills

## Where does it come from?

## SEQUENCE SUMMARY

## TOPICS

Food, community life, crops, occupations.

## INTERDISCIPLINARY LINKS

Science, Biology, Geography, Home Economics.

## SKILLS

Listening: listen to an article and choose a title.  
Listen to an interview. Listen to a short article.  
Speaking: discuss and answer questions, play a game, ask questions, describe a process (recipe).  
Reading: read a table of information, read an interview, read a recipe.  
Writing: write a recipe.

## FUNCTIONS/NOTIONS

Exchange points of view, draw conclusions, describe places and things, explain, give reasons and purposes, describe a process.

## GRAMMAR

Revise comparatives, question tags, emphatic *you*, linking sentences (*although, when, while*), use the imperative forms of verbs, revise passive forms.

## PHONOLOGY

Pronounce difficult words.  
Discriminate and articulate stress patterns within words.  
Manipulate variation in stress in connected speech.  
Recognize the use of stress to indicate emphasis.

## VOCABULARY

Words: *cereal, couscous, curd, dairy, economic downturn, enclosure, fresh, hamburger, ice cream, impact, mentality, mould, outlet, pasture, popcorn, powdered milk, rennet, sieve, surplus, whey, yoghurt*.  
Verbs: *to breed, to retire, to soak, to treat*.  
Expressions: *meet your objectives, take a decision, to be better off*.

## PREPARATION

You will need:  
– Student's Book pages 72-79.  
– Workbook pages 60-66.  
– PC/laptop with Internet access, if available.  
– Some empty food boxes and tins (with nutritional information on the labels).

## Warm up

To start a discussion about food and where it comes from, you could examine the information provided on the packaging of some foods (like packets of breakfast cereal and couscous, tins of powdered milk, cheese). Discuss what is in the food and where the food is made or where it comes from.

## Speak

① Copy the table on the chalkboard if necessary and discuss the foods shown in the table. Explain the new vocabulary and make sure the students know how to pronounce the words. Refer to the MY WORD BANK and the Pronunciation check.  
Students will practise using both the active and passive voices during this discussion.  
Talk about other foods that the students know and enjoy and ask them to work out what they are made from and where they come from.

## Answers

Food	Made from	Local/imported	Origin
popcorn	corn (maize)	local	Native Americans
yoghurt	milk	local and imported	Perhaps in Turkey? More than 4 500 years ago.
breakfast cereal	corn, wheat, rice, seeds, nuts, raisins	imported	United States
hamburger	beef or lamb, bread, onions, tomatoes	local	Germany, United States
couscous	semolina, wheat	local and imported	Maghreb, Middle East
ice cream	cream, sugar	local	Middle East

## Your turn

② Before the students attempt this activity teach the students that in English we have different names for animals and the meat that we eat that comes from these animals.

So for example: we raise 'cattle', but we eat 'beef'.

The meat from young cattle is called 'veal'.

We raise 'pigs' but we eat 'pork'.

We raise 'sheep' but we eat 'mutton'.

The meat from a young sheep is called 'lamb'.

We also call the baby animal a 'lamb'.

Antelope and other 'buck' live in the wild, but we eat 'venison'.

The word 'chicken' is used for the animal as well as for the meat of all hens and cocks.

We use the word 'goat' for the animal as well as the meat from the animal.

Let the students play the game in pairs. Work out a scoring system with them before they start to play.

## Listen

③ Play the podcast or read the article aloud to the students once or twice (page 106 in the Student's Book). Explain the words in MY WORD BANK. Then read the possible titles in the Student's Book and discuss which title would be best suited to the article.

### Answers

The best title is: *A new dairy farming project in Senegal has a positive impact.*

## Speak

④ Let the students listen to the article again and discuss the answers to these questions. The questions have been divided into two sections, so that the students can listen to one section of the text at a time.

There are some comparative and superlative forms in the passage, which you could revise with the students as necessary.

### Answers

*La Laiterie du Berger*

**a** They import milk powder from other countries.

**b** They use powdered milk.

**c** Fresh milk tastes better.

**d** They get it from the Fulani cattle farmers in northern Senegal.

**e** They treat it and package it and sell the fresh milk in Dakar.

**f** Some young Senegalese entrepreneurs, supported by the French Development Agency.

*Yeo Mariem Sow*

**a** He used to sell his cows.

**b** He sells milk to 'La Laiterie du Berger'.

**c** He has 70 cows.

**d** He sells 15 litres of milk per day.

**e** It has helped him to increase the size of his herd of cows and he therefore earns more money.

## Write

⑤ This activity provides the students with an opportunity to use the new vocabulary.

### Answers

**a** This dairy farm produces thousands of litres of milk per day.

**b** As a result of the economic downturn, factories are using imported powdered milk instead of fresh milk.

**c** The milk is treated and then put into packages and sold in supermarkets.

**d** The cows are kept in an enclosure every night.

**e** The cows graze in different pastures in summer and in winter.

**f** 'La Laiterie du Berger' provides an outlet for the milk that farmers produce.

### EXTRA ACTIVITIES

- The students could write some sentences about the table that was completed orally (or on the board).
- The students can read aloud in pairs the article they listened to.
- Students can complete the activities on pages 60-61 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 60-61

- 1 Answers will depend on the words that are read aloud each time.
- 2 a) yoghurt: yog/hurt  
b) popcorn: pop/corn  
c) hamburger: ham/bur/ger  
d) economic: e/co/no/mic
- 3 a) cereal/semolina/yoghurt/couscous  
→ Yoghurt is a dairy product, the others are wheat/cereals.  
b) beef/mutton/lamb/pork/cattle  
→ Cattle is a name for animals, the others are types of meat that we eat.  
c) hen/beef/cow/sheep/cock  
→ Beef is the name of a meat, the others are names of animals.
- 4 The words are: beef, popcorn, hamburger, cereal, mutton, chicken, ice cream, yoghurt, eggs, lamb, bread, soup.
- 5 a) We move the cows between summer (enclosures/pastures) and winter grounds.  
b) The farmer sells 25 (litres/litre) of milk a day.  
c) The milk is (treated/tried) before it is packaged and sold.  
d) There has been an economic (impact/downturn) in many countries, but now things are getting better.
- 6 a) powdered milk  
b) in a dairy  
c) a hen  
d) in pastures  
e) treated  
f) outlet  
g) herd  
h) yoghurt  
i) beef  
j) enclosure

## 2 SB pp. 74-75

### Reading skills

### BEFORE YOU READ

The students are going to listen to and read an interview with a woman who has helped to develop agricultural activities in some rural areas of Benin. To prepare for this, the students work in pairs and discuss food products, where they come from and what is needed to produce these. They follow the examples in their books.

#### Answers

Beef comes from cattle/cows. To raise cattle you need quite a lot of land for the cattle to graze on, as well as an enclosure to protect them at night. You may also need to provide additional food and water.

Mutton comes from sheep. To raise sheep you need land for grazing and an enclosure.

Shrimps come from rivers or from the sea. You need nets and a boat to farm or collect shrimps.

Millet comes from a plant. You need seeds, fertilizer, water/rain, land/good soil, labour and sunlight to grow millet.

Mangoes come from trees. You need to plant young trees and wait for them to produce fruit.

You need land, and a hot climate with plenty of rain to grow mangoes.

Bread is made of wheat or other grains. You need yeast to make the bread rise. You also need a little water, salt and oil and you can add fruit or nuts to the bread.

You will need an oven or a fire and a pot/dish to bake the bread in.

### Listen & read

- 1 Play the podcast or read the interview aloud to the students while they follow in their books. Then allow them time to read the interview silently (or let them do this for homework). Ask them to make a list of the words and phrases that they do not understand. Discuss and explain these words to the class. Check that the students understand the questions with question tags in this passage. (You can teach these more formally before the students do activity 4.)

Ask the students some questions to check general understanding. You could also discuss the meanings of phrases like: 'to take a decision', 'to meet your objectives' and 'to be better off'.

## Speak

- ② Read the questions with the students and help them to discuss and arrive at the correct answers.

### Answers

- a** Mr Ahui used to be a teacher.  
People did not work in an organised way before Mr Ahui started the groups.  
The women in the village have to convince everyone to transform.
- b** Alliance FM is a (community/national) radio station.  
The women's groups have (fewer/more) products that needed (to satisfy/sacrifice) the foreign markets.  
The women in Allada (work/sleep) more quickly with the mills.
- c** more than is needed: surplus  
to raise (sheep): to breed  
the way people think: mentality
- d** *I can't see myself sitting under a tree.* = I can't imagine wanting to sit under a tree.  
*They will be better off than they are.* = They will be happier, healthier or have more money than they have.

## Listen & repeat

- ③ Teach or revise question tags with the students. Refer to the Grammar check. Then play the podcast or read the sentences in the Grammar check carefully, focussing on the correct intonation in each question. (The stress in the tags needs to fall on the auxiliaries, not on the pronouns.)

## Your turn

- ④ The students work in pairs and add question tags to the sentences. They should do this orally. Check that the students get the answers correct.

### Answers

- a** You're planting cassava, aren't you? (Expected answer: Yes)
- b** There isn't enough water, is there? (Expected answer: No)
- c** We couldn't grow palm tree here, could we? (Expected answer: No)
- d** She hasn't been to Agovié, has she? (Expected answer: No)
- e** He bought some new cassava mill, didn't he? (Expected answer: Yes)
- f** They don't breed cattle in Gabon, do they? (Expected answer: No)
- g** She works in the fields every day, doesn't she? (Expected answer: Yes)

## Write

- ⑤ The students read the interview again and write their answers to the questions.  
This could be a homework task.

### Answers

- a** It's in the subdistrict of Agbanou, Allada in the south of Benin.
- b** He started the project after he had retired.
- c** He works with two NGOs: UCADES-Benin and LAS-ONG.
- d** Personal answers.

### EXTRA ACTIVITIES

- Give the students a collocation activity to complete, based on the reading passage. Let them match the following words and make sentences with the phrases (orally), for example:

to be better	a decision
to meet	off
to take	active
to stay	your objectives
a long	sufficient in something
to be self	tradition
to travel	luck
good	abroad

- Let the students complete this dialogue, orally or in writing. (The expected answers are given in square brackets.)  
**BEN:** You [have] been to Agovié, haven't you?  
**MARY:** [Yes], I have. [It's] a fascinating place.  
**BEN:** They cultivate cassava there, [don't] they?  
**MARY:** Yes – and lots of other things [too]!  
**BEN:** And they have modern farming equipment there, [don't] they?  
**MARY:** Yes, they [do]. They have small [mills] to grind the cassava.  
**BEN:** And they can sell their surplus [production/products] to other markets, [can't] they?  
**MARY:** No, [not] yet. They still need [trucks] to transport their products.
- Students can complete the activities on pages 62-63 of their Workbooks.



## Answers to Workbook activities

WB  
pp. 62-63

- 1 a breed  
b retired  
c an attempt to solve a problem  
d well-behaved: behaves or acts in an appropriate way  
well-read: has a good general knowledge because he or she has read a lot  
well-paid: earns a good wage or salary  
e a) We improved our irrigation systems last year. After that we were able to produce better crops and this year we have a large surplus which we can sell at the market.  
b) My grandfather used to breed sheep and goats. But he has retired now, so he doesn't work any more. He is still very interested in farming though!
- 2 a) You can't grow rice in dry areas, can you?  
b) His aunt is a farmer, isn't she?  
c) You haven't seen my goats, have you?  
d) This has been a successful project, hasn't it?  
e) He retired last year, didn't he?  
f) This cheese was made in Benin, wasn't it?  
g) They could grow better crops if they improved their irrigation, couldn't they?  
h) She doesn't know much about farming, does she?  
i) We haven't been there, have we?  
j) Marie didn't bring us any cheese last week, did she?
- 3 a) We no longer envy the women in the big cities. = We used to want the things that women in the big cities had.  
b) You are better off than they are. = You have more money than they have.  
c) We travel abroad. = We travel to foreign countries, outside our own country.  
d) They are trying to change the mentality of the people. = They are trying to change the way the people think about things.  
e) We need to reduce the number of early marriages. = We need fewer people to get married when they are very young.
- 4 Accept all sensible dialogues that answer the questions and are grammatically correct.

## 3 SB pp. 76-77

Writing skills  
SB pp. 76-77

### Listen & read

- 1 The students are going to write a recipe and then describe the process by which a type of food is made. To prepare them for this, they will first read a passage about how cheese is traditionally made in Benin.  
Play the podcast or read the passage to the students. Discuss the new vocabulary (which is quite specialized this time.) Let the students read the passage silently. Encourage them to make their own brief notes while they read. They can draw a diagram or make notes about the process of making Woagachi cheese. These notes will be useful for the activity that follows and will help them to understand and follow the sequence of activities described in the passage. You may want to draw attention to and revise passives as they occur in this passage.

### Your turn

- 2 The students work in pairs and using their notes explain to each other how to make Woagachi cheese. Explain the use of 'you' in instructions. Refer to Grammar check a.

#### Answers

See the method in the answer to question 4. The students should add the emphatic 'you' when giving oral instructions: *First you filter the milk...* and so on.

### Write

- 3 The students work individually and write the recipe for Woagachi cheese. Draw their attention to the Writing tips.

## Answers

### Ingredients:

5 litres of fresh milk  
rennet

### Method:

First filter the milk and pour it into a big pot.

Then heat the pot gently to about 50°C.

Stir the milk while it is getting warm.

Then pour the rennet through a sieve into the warm milk.

After that, let the milk warm until it starts to boil.

Remove the pot from the heat when the curds and whey start to form.

Then separate the curds and whey.

Make small, soft shapes with the curds and put them in small baskets.

Let the cheese get hard and then remove the cheese from the baskets.

④ Teach the students how to improve the style of their writing by joining sentences with 'although', 'until', 'while' and 'when'. Refer to the Grammar check b. 'Before' and 'after' have already been introduced, and may need to be revised. Make sure students think about the meaning of sentences they are linking.

Then let the students complete the activity in writing.

### Answers

a Stir the milk while it is warming.

b Heat the milk gently before you add the rennet./Heat the milk gently before adding the rennet./After heating the milk, add the rennet.

c After the curds and whey are sieved, they are made into soft shapes./After the curds and have been sieved, they are made into soft shapes./The curds and whey are sieved before they are made into soft shapes.

d The milk is heated until it boils.

e When the cheese is ready it is placed in cool water.

f Although cheese is made in Benin, I have never tasted it.

⑤ If you have not already revised the active/passive voice, then you may wish to do this before the students do this activity.

### Answers

a The women usually make the rennet from the *Calotropis procera* plant.

b The women pour the milk through a filter and into a big metal pot.

c The women make the curds into soft shapes.

d The women chop the leaves and add them to half a cup of warm water.

## Your turn

⑥ This can be treated as a mini-project. The students research how a product is made and then make a short presentation to the class about this. These should be products that one can buy in the shop rather than just food recipes. Some suggestions: couscous, biscuits, coffee.

*Note that the instructions for making yoghurt are given in Time to check activity 5 on page 78 of the Student's Book.*

### EXTRA ACTIVITIES

- Dictate a short recipe to the students. Anything familiar would work. You could help them by writing up a list of ingredients on the board first. Dictate the recipe once and then read it again so that the students can check their work.
- The students can play a game in groups. One person in the group calls out a letter of the alphabet and everyone in the group writes down the names of as many foods that he or she can think of beginning with that letter. The students have only one minute to write. The student with the most correct answers gets to call out a letter next. And so on.
- Students can complete the activities on pages 64-65 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 64-65

- 1 a) whey: way  
b) sieve: live  
c) soak: folk  
d) mould: told  
e) cheese: please

2 **NOTE:** The students will not need all the words in the box.

First, you need some rennet, which will make the milk coagulate. You can make your own rennet or you can buy some. Then you will need about 5 litres of fresh milk to make 1 kg of cheese. You pour the milk through a filter and into a big metal pot. Then you heat the milk over a low heat before adding the rennet. You stir the milk while it is heating up. After the milk has started to boil, it will begin to change into curds and whey. At this point you take the pot off the heat and pour it through a sieve. This separates the curds and whey. The curds are then made into small balls and left to dry.

- 3 a) You can buy cheese from a supermarket but it is easy to make cheese at home. / Although you can buy cheese from a supermarket, it is easy to make cheese at home.  
 b) I like to listen to the radio while I am cooking supper.  
 c) To make tea, you need to heat some water until it boils.  
 d) Cheese is kept in a cool place until/before it is sold.  
 e) She always washes her hands before she makes cheese.

- 4 For example:  
**Loaf of bread**

*Ingredients*

- 3 cups of flour
- 1 cup of warm water
- 2 teaspoons (10 ml) dry yeast
- a little salt
- 2 teaspoons oil
- a little sugar or honey

*Method*

- First you put the yeast in the cup of warm water and leave it for a few minutes.
- Then you add the salt and the oil to the yeast and stir everything together.
- Add the flour slowly to the yeast mixture.
- Then stir the mixture until you have a ball of dough.
- After that, knead the dough with your hands until it becomes soft.
- Wipe some oil around the inside of a bowl and then put the dough in the oiled bowl.
- Cover the bowl with a cloth and leave it for at least an hour until the dough has risen to double the size.
- Then knead the dough again and put it in an oven dish.
- Leave it to rise for 30 minutes, then bake it in the oven for 30 minutes at 170-180°C.

- 2 The town of Gaya is well-suited to rice farming because there is a river and a dam which makes irrigation possible. Some years ago, a project was set up to encourage the women in the village to grow rice. The aim of the project was to produce enough rice to feed local families. The project also aimed to improve the lives of women in the area. The project was very successful and the village is now self-sufficient in rice. But, although the women have succeeded, they still have a battle to convince the men in the village that the project benefits the whole community.

- 3 a They breed cattle in Senegal, don't they? Yes, they do.  
 b We couldn't grow rice here, could we ? No, we couldn't.  
 c She works at the dairy, doesn't she? Yes, she does.  
 d You're planting maize, aren't you? Yes, I am.  
 e She hasn't tasted pizza, has she? No, she hasn't.  
 f There isn't enough water, is there ? No, there isn't.  
 g They make cheese in Benin, don't they? Yes, they do.  
 h Popcorn originally comes from America, doesn't it? Yes, it does.

- 4 a You should stir the milk while you heat it.  
 b They are self-sufficient in rice but they don't produce enough meat.  
 c I first tasted popcorn when I went to visit my cousin in Dakar.  
 d Yoghurt is made in Benin, although people still import it. / Although yoghurt is made in Benin, people still import it.  
 e Rennet is usually made from the *Calotropis procera* plant, although the leaves of the pawpaw tree can also be used.  
 f My uncle makes cheese although he doesn't sell it.

- 5 Answers may vary but here are some examples.  
 a You need some milk and a live culture or a tub of ready-made yoghurt. First you boil the milk and then you let it cool down to 45°C. After that you can add the live culture or the tub of ready-made yoghurt and stir this into the milk. Then pour the mixture into containers and cover the containers. You should keep the containers quite warm and leave the yoghurt for 8-10 hours to set. Afterwards you can keep it in the fridge.  
 b Recipe for yoghurt

**Ingredients**

- 1 tub ready-made plain yoghurt
- 1 litre of milk



**Method**

- Boil the milk. Let it cool down to 45°C.
- Stir the tub of yoghurt into the milk.
- Pour the mixture into cups or dishes.
- Cover the dishes.
- Leave the mixture in a warm place for 8-10 hours.
- Store the yoghurt in the fridge.

## TIME TO CHECK

SB p. 78

**Answers**

- 1 a rennet, to heat, gently, curds, to stir, whey, sieve, mould  
 b Heat the milk and stir it gently while it is heating. Then pour the rennet into the milk through a sieve. Heat the milk some more until it starts to boil. When curds and whey start to form, take the milk off the heat. Separate the curds and whey through a sieve. Then make the curds into shapes or put them into moulds. Let the cheese ripen and get hard.

## EXTRA ACTIVITIES

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

## Answers to Workbook activities

WB  
p. 66

**1**

Name of food	Ingredients/Made from	Origin
chocolate	cacao beans, sugar, milk, fat (nuts, raisins, coconut)	Central and South America
hot chips	Potatoes, oil	Belgium
feta cheese	goats', sheeps' or cows' milk	eastern Mediterranean countries

- 2** Here are the broad outlines of what the students need to say. They do not have to represent it in this format. The methods and ingredients may vary.

	What you need	How you make it
a cup of coffee	boiling water, coffee powder or beans, sugar, milk	Boil the water. Put a spoon of powdered coffee into a cup and pour the hot water over it. Stir. Leave it for a few minutes. Serve with sugar and milk or cream.
a sandwich	bread, butter/margarine, cheese, jam, meat, tomatoes	Spread some butter or margarine on the bread. Add a filling – for example jam, cheese, ham.
a salad	tomatoes, lettuce, onions, cucumbers, peppers, herbs, oil, vinegar, lemon juice, salt, pepper	Wash the vegetables. Peel them if necessary and cut into small pieces. Make a salad dressing with oil, vinegar (or lemon juice), salt and pepper. Pour this over the salad and mix.
a loaf of bread	flour, yeast, warm water, oil, salt	(See recipe given earlier)
a hot dog	a sausage, a bread roll, tomato sauce, mustard	Warm or cook the sausage and place it inside the roll. Add tomato sauce or mustard to taste.

## FUN

SB p. 79

- 1** Students read the comic strip, discuss it informally, and then act out the scenes in groups.

- 2** The students can work in pairs and discuss what they can see in the pictures.

### Answers

(pictures from left to right) popcorn, hamburger, cheese, aubergine

- 3** Students can have fun trying to say these tongue twisters clearly and quickly – and understand why they are called 'tongue twisters'!

- 4** The students can design a simple form to record the answers they get. Then they can report back to the class. The emphasis should be on having fun and trying to communicate in English. Don't worry about the grammar this time, but as always correct pronunciation.



# Sequence 1

1 SB pp. 80-81

Listening and Speaking skills

## Natural disasters

### SEQUENCE SUMMARY

#### TOPICS

Environmental disasters, drought, floods, storms, weather.

#### INTERDISCIPLINARY LINKS

Geography.

#### SKILLS

Listening: listen to news reports, listen to and interpret a poem, listen to a newspaper report, listen to a story (recount of an event).

Speaking: describe and compare photographs and information, read a poem aloud, ask and answer questions, discussion.

Reading: read a poem, a newspaper report and a story.

Writing: write a summary, write interesting descriptions using adjectives, adverbs and both direct and reported speech.

#### FUNCTIONS/NOTIONS

Describe events.

Explain, illustrate, compare and give reasons.

Make assumptions, draw conclusions.

Make comparisons.

#### GRAMMAR

Use *better/worse, fewer/more, too few/too much, too much/too little, not enough, the same as, similar to*, to make comparisons, present and past perfect passive voice, revise reported speech.

#### PHONOLOGY

Discriminate and articulate stress patterns within words.

Manipulate variation in stress in connected speech.

#### VOCABULARY

Words: *belongings, blessing, deadliest, deadly, homeless, infrastructure, mudslide, pod, record-breaking, relief, shelter, sibling*.

Verbs: *to burst, to collapse, to crack, to destroy, to drag, to evacuate, to rage, to ravage, to recede, to smash, to stumble, to trigger*.

#### PREPARATION

You will need:

- Student's Book pages 80-87.
- Workbook pages 67-73.
- PC/laptop with Internet access, if available.
- Newspaper articles about current natural disasters.

### Warm up

To get started collect current news reports and headlines and discuss them in class. Translate the articles with the students if necessary. This will provide an opportunity to revise and introduce vocabulary.

### Speak

- 1 Make sure the students understand what 'causes' and 'consequences' are. Then discuss each natural disaster briefly using the given information. After that, review and teach ways of making comparisons in English. Refer to the Grammar check. Then let the students make sentences about the natural disasters, using comparative words. They can do this as a class or in groups.

#### Answers

For example: droughts.

Droughts occur when there is *not enough* rain. Droughts occur when there is *too little* rain. There have been *more* droughts in some areas in recent years. The drought we are experiencing this year *is similar to* the drought we experienced in 1996.

### Listen

- 2 Let the students listen to the podcast or read the news articles to them a few times (Student's Book, pages 106-107). There are three articles. Depending on the level of the class, you may wish to play all the articles at once or you may wish to deal with them one at a time. (In activity 3, the questions have been split up into three groups so that they can be dealt with separately as well.)

Explain the words in MY WORD BANK as necessary.

*Note that the texts are authentic news reports, with typical vocabulary and constructions. The students should focus on understanding the gist of the texts, not every word and structure. Let them listen a few times until they understand. As usual, they should not read the passages at this stage.*



## Speak

- ③ Let the students listen to the reports again and discuss the answers to the questions.

### Answers

#### Floods in Benin

- a Athiémé
- b River Mono
- c Lands flooded, crops destroyed, infrastructure damaged, people have no clean drinking water, communications affected
- d the hydroelectric power plant in Nangbéto

#### Floods in south-western Pakistan

- a six
- b up to the main road
- c on the road, under a neighbour's tractor
- d their home, their cattle, their rice crop

#### The worst fires in Australia's history

- a Victoria, New South Wales
- b up to 46°C
- c the Australian Army
- d No. These are the worst.

## Listen & read

- ④ Play the podcast or read the poem to the students yourself. Don't analyse the poem in detail. Explain briefly that this is set in Pakistan, in an area with a communal water supply. Explain that the 'blessing' is the water of which the people usually don't have enough. The students only need to get the gist of the poem. Let them try reading it aloud to get a feel of the rhythm of the poem.

## Speak

- ⑤ Help the students to discuss and answer the questions correctly.

### Answers

- a Because a municipal water pipe burst open.
- b The people do not normally have enough water and suddenly they have water from the burst pipe. They feel lucky, as if someone (a god?) has been kind to them and blessed them with a gift of water.
- c The skin cracks because it is so dry (and probably because the people are not well nourished too.)
- d plastic
- e The children are shouting and screaming and playing in the water from the burst pipe.
- f (Personal answers.)

## Write

- ⑥ The students read the information about the natural disasters on page 80 again silently and then write their answers to the questions.

### Answers

- a Cause: deforestation; consequence: illness.
- b Way of preventing floods: building restrictions near rivers and estuaries; cause: unplanned building.
- c Cause: extreme heat; consequence: houses and crops destroyed.

## EXTRA ACTIVITIES

- Let the students make sentences with the words in MY WORD BANK. They can do this orally first in pairs and then write the sentences afterwards.
- If the students feel confident, they could try and write poems about natural disasters. The poems can consist of a series of words and phrases which express their feelings about a disaster. The poems do not have to rhyme or follow any type of pattern. The students could work in pairs and brainstorm ideas. You could also do this as a group writing activity, with yourself as the facilitator.  
For example:  
*Drought*  
*Thirsty*  
*Everyone is thirsty*  
*Cracked dry earth*  
*Crops wilt and die under the sun*  
*Animals grow thinner and collapse*  
*Can it get worse than this?*  
*Please – send us some rain!*
- Students can complete the activities on pages 67-68 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 67-68

- 1** **NOTE:** You could use as a dictation activity for the whole class. Read the text yourself at a normal speed and let the students fill in the gaps.

### The worst fires in Australia's history

The deadliest bushfires in Australia's history are still raging across the south of the country, leaving hundreds of homes and towns destroyed.

Described as 'hell on earth', Victoria is currently ablaze with 26 fires. They began yesterday amid record-breaking temperatures and left a trail of death and devastation across the state, burning through 350,000 hectares. 50 fires are also now burning across the border in New South Wales, where temperatures reached 46°C today.

- 2**
1. stumble
  2. recede
  3. sibling
  4. pod
  5. wind
  6. bridge
  7. similar
  8. rain
  9. drag
  10. blessing

New word (in the shaded column): belongings.

- 3**
- a ground, around
  - b a) drip kind wisely
  - b) small splash water
  - c) bones flow copper
  - d) hut burst mug
  - e) ground enough rush
- 4**
- a) It was the deadliest flood in many years.
  - b) The fires were worse last year than they have been this year.
  - c) Conditions in Pakistan are better this year than they were last year.
  - d) We need to build stronger buildings which will not be destroyed by storms.
- 5**
- a) There has not been (enough/little) rain this year.
  - b) Hurricanes are (worst than/worse than) ordinary storms.
  - c) The consequences of the floods were (deadlier/deadly) than expected.
  - d) The floods in Italy were (the same/similar) to the floods in Poland the month before.
  - e) There are too (more/many) buildings and too (less/few) trees in this town.
  - f) There were (less/fewer) hurricanes in the Caribbean area this year than there were last year.

## 2 SB pp. 82-83

### Reading skills

### BEFORE YOU READ

The students use skimming skills to prepare for listening to and reading the newspaper article. Show them that they can get the essential information by reading the headline and the first paragraph of the article.

### Answers

**a** There has been a serious flood in Burkina Faso. Other countries in West Africa, which include Niger and Senegal, have also been affected. Yes, the flood is bad.

### Listen & read

- 1** Play the podcast or read the text to the students. Try to read it to make it sound like a radio or television news broadcast. Explain the vocabulary as necessary. The article is quite difficult because once again it is an authentic text. Again the students should focus on the gist of the article. The passive is used quite a lot in this passage, a typical feature of newspaper articles. Introduce the students to the present and past perfect passive voice by making sure they understand the meaning of sentences in this voice in the text. Refer to the highlighted words in the passage and the Grammar check. Give the students time to read the passage silently. This could also be a homework task.

### Speak

- 2** Read the sentences with the students and help them discuss and decide which sentence best describes each paragraph in the article they have read. At any appropriate time, focus briefly on the words given in the Pronunciation check and help the students to say these words with the correct stress.

## Answers

*Paragraph 1:* There have been serious floods in some countries in West Africa.

*Paragraph 2:* The government of Burkina Faso and aid agencies have been trying to help the homeless people.

*Paragraph 3:* Bridges, dams, a hospital and an electrical plant have been destroyed by the floods.

*Paragraph 4:* In Niger, the River Kora flooded and made many people in the Agadez area homeless.

*Paragraph 5:* There are often floods in West Africa during the rainy season.

## Your turn

③ Focus on the passive voice again and teach the students how to form these verbs. Discuss when and why the passive voice is used at this stage too. Refer to the Grammar check and to the answers below. The students can work in pairs to answer the questions and then discuss their ideas with the rest of the class.

### Answers

**a** All of these sentences are in the passive voice. Five people have been killed and 150,000 people have been left homeless in Burkina Faso. In neighbouring Niger, at least two people have been killed and 20,000 people have been left without shelter. Aid groups in Ouagadougou said that bridges and roads had been smashed by the flood waters. 'Bridges and dams have been destroyed. The main hospital in Ouagadougou has been flooded and some patients, including about 60 children, have been evacuated,' Rosine Jourdain of the Belgian Red Cross in Burkina Faso said. 'An electrical plant has also been destroyed, so I think we are going to have some power supply problems.' In Niger, thousands were made homeless in the uranium-rich region of Agadez. An official source said at least two bodies had been found and that three people were missing. In 2007 more than 800,000 people were affected when homes, crops and infrastructure were washed away.

**b NOTE:** Most of these sentences can be written in the active voice, but this results in a repetition of the subject 'flood waters' or 'heavy rainfall'. The passive voice is usually used in reports like this.

- Heavy rainfall has killed five people and left 150,000 people homeless in Burkina Faso.
- In neighbouring Niger, heavy rainfall has killed at least two people and left 20,000 people without shelter.
- Aid groups in Ouagadougou said that the flood waters had smashed bridges.
- 'The flood waters have destroyed bridges and dams. The flood waters have flooded the main hospital in Ouagadougou and we have evacuated some patients, including about 60 children,' Rosine Jourdain of the Belgian Red Cross in Burkina Faso said.
- 'The flood waters have also destroyed an electrical plant, so I think we are going to have some power supply problems.'

– In Niger, the floods made thousands homeless in the uranium-rich region of Agadez.

– An official source said that they (?) had found at least two bodies and that three people were missing. (*We are not sure who found the bodies, so this sentence is better in the passive voice.*)

– In 2007 floods affected more than 800,000 people when homes, crops and infrastructure were washed away.

**c** Passives are commonly used in more formal writing. We use a passive when we are emphasising what has been done to a person or a thing.

We use passives when we don't want to repeat the same subject too often.

We use a passive when we don't know (or don't want to mention) who has done the action.

## Write

④ The students work alone and write a summary of the article they have read, using the key verbs given.

### Answers

For example: *Heavy rainfalls triggered floods in several countries in West Africa. In Burkina Faso roads and bridges were destroyed and many people were left without any shelter. The Red Cross evacuated people from the main hospital in Ouagadougou. In Niger the River Kora broke its banks and caused severe flooding in the area of Agadez. There are seasonal floods every year in West Africa.*

⑤ The students practise transforming direct speech into reported speech, using different verb tenses, including the past perfect passive, as necessary.

### Answers

- a** The Prime Minister of Burkina Faso told reporters that they had been able to find shelter for about 110,000 people.
- b** Rosine Jourdain said that bridges and dams had been destroyed.
- c** Rosine Jourdain added that she thought they were going to have some power supply problems.
- d** Ali Hamidou said that this was one of the worst disasters in the history of Agadez.

## EXTRA ACTIVITIES

- Dictate a few sentences from the passage, especially sentences with verbs in the past and perfect passive voice.
- Let the students work in pairs to tell each other about the floods in West Africa. Or let them ask each other questions about the floods, using different types of questions.
- Students can complete the activities on pages 69-70 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 69-70

1 hea/vy, rain/fall, trig/gered, a/cross, A/fri/ca, kill/ing, peo/ple, lea/ving, thou/sands, home/less, Bur/ki/na, Fa/so, sma/shing, in/fra/struc/ture, Ni/ger, Se/ne/gal

- 2 a) a) to evacuate  
b) to destroy  
b) a) They have no children.  
b) He did not know what to say. He had no words.  
c) She has no money (no pennies).  
d) It will not harm you.

c

Present continuous	Past continuous	Past perfect
The cars are being smashed by the flood waters.	The cars were being smashed by the flood waters.	The cars had been smashed by the flood waters.
Several bridges are collapsing.	Several bridges were collapsing.	Several bridges had collapsed.
The floods are destroying our crops!	The floods were destroying our crops!	The floods had destroyed our crops!

- 3 A shop and a few apartment blocks in the city have been damaged by the storm. Two people have also been killed and more than 50 others have been injured. Hundreds of people have been left without shelter.
- 4 a) 150,000  
b) two  
c) in Senegal  
d) bridges, roads, dams, buildings  
e) Ougadougou  
f) An electrical plant has been destroyed.  
g) uranium  
h) River Kora  
i) in Agadez

## 3 SB pp. 84-85

Writing skills

### Warm up

Note that this lesson has activities which prepare the students for the project page 87.  
The focus is on developing basic story writing skills.

### Your turn

1 The students are going to read a short extract from a personal account/story about an experience during a flood. As a pre-reading activity this time, get the students to give their own ideas before they read the story. Ask them to write their answers to the questions – even if they make mistakes.

#### Answers

For example:

See: rain, lots of water, things being swept away by water, people running around in a panic, animals floating in the water...

Feel: cold, wet, frightened, panicky, worried, terrified, anxious...

Hear: rushing noise of water, people shouting, crying, animals barking/crying, sound of things falling and breaking...

People do: panic, run around, try to save some of their things, carry young children and old people...

### Listen & read

2 Let the students listen to the story on the podcast, or read the story yourself. Discuss the story briefly to make sure everyone understands it.

### Your turn & write

3 The students work in groups and try to imagine what happened next in the story. There are some questions to guide them. Then they begin the process of writing the next part of the story. This can be done in groups or individually. Encourage the students to plan their writing, to make notes or mind maps and to brainstorm words and phrases they could use. They should refine and improve their stories and then read them aloud to the rest of the class.

4 The students develop their writing skills by replacing words with more interesting synonyms. They should read the sentences aloud as well. Help the students with intonation and stress in the sentences.

### Answers

For example:

- a The people slid through the mud.
- b She raced out of the house.
- c Someone yelled 'There's a big storm coming!'
- d All the bridges have collapsed.
- e People have been evacuated out of the area.
- f A big fire was raging in the bush.
- g We dragged our friends out of the mud.
- h The floodwaters hit the houses and smashed them.

5 This time the students improve their writing skills by joining sentences. They should do this orally in pairs first and then write the sentences afterwards.

### Answers

- a Everything changed last month as/when the floodwaters ravaged Najma's village.
- b Deadly bushfires are still raging across the south of the country where hundreds of homes and towns have been destroyed.
- c The hospital in Ouagadougou has been flooded so patients have been evacuated.
- d In 2007 more than 800,000 people were affected as/when homes, crops and infrastructure were washed away.

6 The students now work on making a paragraph more interesting, using various techniques.

### Answers

For example:

There was a raging fire in the field near our house. 'Run quickly and fetch your brother from the house,' my mother told me. I raced there and picked him up. 'What's happening?' he asked me anxiously. I told him to hold my hand and run with me. We ran outside and joined my mother. The fire was big and dangerous now.

## EXTRA ACTIVITIES

- Give the students another paragraph or a few sentences and let them try and make the sentences more interesting by using synonyms, direct speech, additional adjectives and adverbs and by joining sentences.
- Students can complete the activities on pages 71-72 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 71-72

- 1 evacuate: be taken out  
slide: move along a surface  
yell: scream, shout  
drag: pull  
afraid: scared  
collapse: fall down/break  
cry: weep  
follow: go behind
- 2 to burst its banks                      bits and pieces  
seasonal floods                      get up  
I don't know                      flood waters
- 3 a) a fire, a storm  
b) a boat, a person, pieces of wood, cardboard, plastic  
c) a person, an animal
- 4 a) the woman  
b) the person who is telling the story  
c) everyone  
d) I could see bits and pieces of wood floating next to the road.
- 5 For example:  
'A big storm is coming!' someone shouted. We raced to bring the animals into the shelters. 'Get into the house!' my mother yelled. We covered the windows and locked the doors. Then we waited.
- 6 Answers will vary. Help the students to plan their stories by answering the given questions.

## TIME TO CHECK

SB p. 86

### Answers

- 1 a e/va/cu/a/ted                      d be/long/ings  
b trig/gered                      e cy/clone  
c dead/li/est                      f de/fo/res/ta/tion
- 2 A deadly fire raged across parts of California last week. The fire burnt/raged for more than a week. The fire began as temperatures reached more than 40°C. Many people were left homeless and thousands of hectares of forests/farmlands were destroyed. Hundreds of firefighters battled to put out the fires. The government has announced an emergency relief fund to help the thousands of people now left homeless.



- 3 a** She has five siblings.  
**b** As I was walking along, I stumbled some stones.  
**c** The government is trying to provide shelter for the homeless people.  
**d** Most of the people were evacuated from the flooded area by helicopter.  
**e** The bridge collapsed when the floodwaters hit it.  
**f** The water in the river burst the banks and flooded the nearby land.  
**g** The water in the river has receded at last.  
**h** Many buildings have been destroyed in the floods.
- 4** Some answers may vary (a-c).  
**a** floods, volcanoes, hurricanes, earthquakes  
**b** no rain, deforestation  
**c** people left homeless, crops destroyed, buildings damaged or destroyed  
**d** destruction  
**e** infrastructure  
**f** deforestation
- 5 a** Conditions are (better/best) than they were last year.  
**b** There was too (many/much) rain last year in Ethiopia.  
**c** There is a drought because there (has been/has not been) enough rain this year.  
**d** (Most/Many) of the village has been evacuated and there are only (a few/a little) people left.  
**e** The big fires in Australia are (similar to/similar with) the fires in California this year.  
**f** There were (less/fewer) fires in California this year because there was (more/many) rain and (less/fewer) wind.
- 6** Reports from Mozambique say that there have been floods all over the country. Bridges have been destroyed and roads have been flooded. No one has been killed but many people have been injured. Thousands of people have been left homeless. Many people have been evacuated from their homes and from other buildings. Some shelter has been provided by the government.
- 7 a** I asked a woman which way I should go. She mumbled that she didn't know.  
**b** The reporter said that five people had been killed and 150,000 people had been left homeless in Burkina Faso. Many people had been left without shelter. The rain had also caused major floods in Senegal.

### EXTRA ACTIVITIES

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

### Answers to Workbook activities

WB  
p. 73

- 1** Students should read the report silently, by themselves.
- 2 a)** An earthquake, measuring 5.8 on the Richter scale, struck the central region of Italy on the 6th of April 2009.  
**b)** More than 300 people died and thousands of buildings were damaged in this earthquake.
- 3** This picture shows what happens when there is a drought. There is no rain and no water, so the land gets very dry. Rivers and lakes dry up and nothing grows. There is also no water for the animals. Only animals like camels and dromedaries can survive a drought.

## PROJECT CORNER

SB p. 87

The students are going to work in pairs to write a story about a natural disaster. They will use the vocabulary they have learnt and the narrative story writing skills they have practised. The stories should read like personal accounts, so the students need to use the first person as the narrator of the story.

### PART A

The students brainstorm their ideas, writing down any idea that could perhaps be used. They then discuss what they will focus on in the story.

### PART B

The students write a draft, focusing on a good beginning and a good ending to the story.

### PART C

The students improve what they have written, using the writing techniques that they practised pages 84-85. Help them to go through this step by step as this will improve their confidence and ability to write in English.

### PART D

The students then practise reading and telling their stories, in pairs. This time they use intonation, tempo and tone to make their story sound exciting and interesting. Some students will be natural storytellers, others will need to work on these skills.

### PART E

Explain what 'body language' is and demonstrate to the students the difference that body language can make to the telling of a story. Gestures and facial expressions can draw the attention of the audience. Then the students tell their stories to the rest of the class with as much expression as possible.

**ASSESSMENT** The class can rate each story they hear using the criteria given in the assessment section.



# Sequence 2

**1 SB pp. 88-89**

Listening and Speaking skills

## 'Green' jobs

### SEQUENCE SUMMARY

#### TOPICS

Careers and employment.  
Job applications and descriptions.  
Ecology.

#### INTERDISCIPLINARY LINKS

Career guidance, Science.

#### SKILLS

Listening: listen to information texts and take notes, listen to a dialogue.  
Speaking: discuss information, make a short presentation, role-play a dialogue, ask and answer questions, role-play interviews.  
Reading: read a table of information, read a dialogue, read an advertisement and a job description.  
Writing: write a job description and a job advertisement.

#### FUNCTIONS/NOTIONS

Explain and define, classify information, give reasons and purposes, exchange ideas, make arrangements, make suggestions.

#### GRAMMAR

Future continuous tense, revise gerunds.

#### PHONOLOGY

Pronounce end sounds: /kəl/, /bəl/, /tʃət/.  
Discriminate and articulate stress patterns within words.  
Manipulate variation in stress in connected speech.

#### VOCABULARY

Words: *advisor, battery, dye, implementation, jewellery, landfill, lead, mercury, mould, profit, relevant.*  
Verbs: *to cool down, to crush, to go flat, to maintain, to polish, to sort.*  
Expressions: *as long as (they don't...), take responsibility (for), to be green with envy, wouldn't mind, I'm only joking!*

#### PREPARATION

You will need:  
– Student's Book pages 88-95.  
– Workbook pages 74-80.  
– PC/laptop with Internet access, if available.

### Warm up

Discuss the name of this sequence with the students. They should remember what 'green' means. Ask them what they think a 'green' job is.

### Speak

① Let the students read the table of information about energy sources silently. Then read it with them and explain any vocabulary that they do not understand. Then discuss and answer the questions together. You could also invite the science teacher at your school to provide additional information to the students.

### Your turn

② Revise future forms briefly and then introduce and teach the future continuous tense. Refer to the Grammar check.  
Let the students work in pairs and discuss the energy sources that we will be using in the future. They should ask each other questions and answer the questions. Then ask each pair to make a 2-minute presentation on energy sources in the future.

### Listen & repeat

③ Play the podcast or read the words to the students so that they can hear how the words are pronounced. Let them listen and practise a few times.

#### Answers

**b** renewable, nuclear, geothermal, entrepreneur, recycle, recycling, environmental, advantage, disadvantage

## Listen

- ④ There are three listening passages in this section. You can let the students listen to them one at a time. As they listen, they should try to note the key words and ideas. It is important that they don't read the texts at the back of their books at this stage. Explain the vocabulary after the students have listened to each passage. Then let them listen again and ask a few questions to see if they have the gist of the passage.

## Speak

- ⑤ These gap-fill activities are closely based on the listening passages. Read one text at a time with the students and let them discuss which words are missing (without looking at the texts at the back of their books). Help them to choose appropriate parts of speech to fill in the gaps. Once they have done this orally, they could work in pairs and read the passages to each other, filling in words as they read. This will keep the focus on listening and speaking skills.

### Answers

**NOTE:** You may want to warn the students that many of the verbs in these passages are in the passive voice.

#### Text A: Reused plastics make profits

Pape Amadou Sow has a factory which recycles used plastic bags and other plastic goods. The factory is called Recyplast. Old plastic items are collected and brought to the factory. Some people also bring old plastic items that they have collected to the factory. At the factory, the plastic items are cleaned and turned into plastic flakes or powder. The plastic flakes and powder are then sold. This green business makes a profit, provides an income for several people and helps to keep the environment clean.

#### Text B: Recycling batteries

Batteries contain substances such as lead and mercury, which are harmful to the environment. They can also poison the air if they are burned. However, all over the world most people throw used batteries in the rubbish bin when they go flat. We should be collecting these batteries and sending them for recycling. Car batteries are recycled in many countries though. The lead and other components in the batteries are melted down and used to make new batteries and other products.

#### Text C: Making beads from recycled glass

The Krobo beads of Ghana are made from recycled glass. Old bottles and pieces of glass are collected, washed and sorted into colours. The glass is then broken up or crushed into small pieces. Sometimes dyes are also added to the crushed glass. The glass is put into moulds. To make the holes in the beads, dry sticks of cassava are put into the middle of each bead. These sticks burn when the beads are baked in the oven, making the holes. The moulds are put into traditional clay ovens and baked. Then the beads are allowed to cool down before they are removed from the moulds. The beads are washed and polished. They are then ready to be made into beautiful pieces of jewellery.

## Write

- ⑥ The students work alone to consolidate the new vocabulary they have learned. They write their answers.

### Answers

- a** Solar energy is an example of a renewable energy source. There will always be heat from the sun.
- b** Energy from geothermal springs can be used to provide electricity for cities and towns.
- c** Fossil fuels are a non-renewable energy source which cause a lot of pollution.
- d** By the year 2050 we should all be using more renewable/nuclear energy sources.
- e** Car batteries can be safely recycled. The lead and other components are used to make new batteries and other products.

### EXTRA ACTIVITIES

- The students could make posters advising people to use renewable energy sources.
- Students can complete the activities on pages 74-75 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 74-75

- 1 a) bicycle / bible / tricycle  
b) football / global / noble  
c) able / curdle / call  
d) structure / future / nuclear
- 2 a) batteries  
b) cool down  
c) dye  
d) water, wind, algae  
e) wind turbines  
f) Yes, unless there is an accident.  
g) They are expensive to set up, they may threaten food supplies.  
h) It can be eco-friendly when properly managed.  
i) beads, any items made of metal, shoes  
j) paper, glass, plastic, wood, metal objects  
k) solar energy, energy from plants  
l) Yes it is, because items are reused. This means there is less rubbish to get rid of and less pollution from factories which make the goods.
- 3 metal, ten, tin, men, environment, mental, time, none, name, main, mane, team, tale, toil
- 4 a) What will we be using sugar cane for in the future?  
b) We will not be burning fossil fuels any more.  
c) By 2015 our factories will be recycling all the glass, paper and plastic used in our country.  
d) 'What will you be doing with this glass?' 'I will be making it into beads.'  
e) We will be sending all our old batteries to the new battery recycling factory in future.  
f) Will the government not be building nuclear power stations in the next 10 years?
- 5 Answers will vary here. Accept all sensible answers. Let the students focus on expressing their ideas freely, without having to worry too much about grammar and spelling.

## 2 SB pp. 90-91

Reading skills

### BEFORE YOU READ

The students have already discussed this question pages 88-89, so just recap quickly.

### Listen & read

1 Play the podcast or read the dialogue aloud to the students yourself. Let them read the dialogue silently. Then discuss it very briefly to make sure they have the gist. (Note that they will make up their own questions about this dialogue in the next activity in order to understand the passage in more detail.) Make sure they understand the meaning of the phrases in the USEFUL PHRASES box.

### Your turn

2 The students work in groups, making up questions about the dialogue they have read. This activity will help them to read and understand the passage in more detail. For students at this level it is a good alternative to just answering comprehension questions.

#### Answers

*For example:*

Does Ida think that Comlan is reading an interesting or a boring book?

Whose uncle will be starting up a recycling factory?

What is as important as recycling?

What other possible sources of energy do we have on Earth?

Which business do Ida, Rafiatou and Comlan want to visit?

3 Let the students listen to the dialogue again, either on the podcast or your reading of it. Then let them practise reading it aloud in groups of six, focussing on getting the correct intonation in their sentences.

4 Revise gerunds, referring to the Grammar check. Then the students work in pairs to make up sentences with the given words.

#### Answers

*For example:*

Making new items from recycled plastic could be a good business.

Collecting plastic bottles and taking them to the recycling depot is a good way to help clean up the environment.

I remember thinking that recycling was a waste of time. Now I know better!  
The whole school is getting involved in recycling plastic and glass.  
Studying solar energy is a very good idea as there will be many job opportunities in this field in the future.  
My parents are thinking of setting up a new business in the village.

## Write

**5** The students revise gerunds by rewriting the sentences correctly.

### Answers

- a Setting up a factory to make solar panels is expensive.
- b Studying solar engineering must be quite exciting.
- c Making beautiful beads from old glass bottles is a good idea.
- d Have they found a way of making cheap electricity?
- e I remember seeing some Krobo beads in the shop last year.
- f He wouldn't mind helping you make jewellery.

**6** The students match beginnings and endings to make sentences. This activity also provides practice with gerunds.

### Answers

Starting up a new business can be very expensive.  
Scientists have found ways of using algae as an energy source.  
I wouldn't mind learning more about geothermal energy.  
If we use fewer fossil fuels we will be helping to reduce pollution.  
Recycling is profitable and it is good for the environment.  
We can use the heat of the sun as an energy source, can't we?

**7** The students choose the correct words to complete the sentences. This activity has a vocabulary focus.

### Answers

- a 'My brother has a wonderful new job,' said Duncan. 'I'm (green/blue) with envy.'
- b She said she wouldn't (think/mind) working at a recycling factory.
- c 'Are you serious?' asked Robyn. 'No, I'm (only/own) joking!' replied Peter.
- d Batteries can be recycled, as (long/well) as this is done carefully.
- e The government is going to help with the setting (up/on) of the business.
- f (Soon/Still) there will be no more coal to burn.

## EXTRA ACTIVITIES

- Dictate a few sentences from the passage. Choose sentences with gerunds.
- Students can complete the activities on pages 76-77 of their Workbooks.

## Answers to Workbook activities

WB  
pp. 76-77

- 1** Answers will vary. Here are some suggestions.
  - a) If my friend went on holiday to London or Paris.
  - b) I wouldn't mind having my own mobile phone.
  - c) Yes, you can. But you should take them to a factory that recycles batteries. Don't try and do this yourself.
  - d) You need solar energy panels.
  - e) Oil (petrol).
- 2** set up, get started, fossil fuels, sugar cane, make arrangements, renewable energy, the sun shines, solar panels  
I am going to set up a recycling system at home so that we don't throw away things that can be recycled. There is a lot to do. Let's get started today.  
Fossil fuels will soon run out, so we need to start using alternative energy sources now.  
Sugar cane can be used to provide energy.  
The committee will make all arrangements for the recycling competition.  
By using renewable energy, we are helping to keep our planet 'green'.  
The sun shines every day of the year!  
We have installed solar panels on the roof of our house so that we don't have to use so much electricity.
- 3**
  - a) It can be dangerous (to recycle/to recycling) batteries.
  - b) Do you remember (to see/seeing) that programme on television?
  - c) They are going to (set up/setting) a new recycling factory in our town.
  - d) We are putting up solar panels on the roof of our house so that we don't (have to /having to) buy electricity.
  - e) She is thinking (of becoming/to become) an engineer when she finishes school.
- 4**
  - a) a) present perfect
  - b) Scientists are still working on projects to produce energy.
  - b) a) 'they' refers to the scientists.
  - b) 'this' refers to using plants like wheat and sugar cane to produce energy.
  - c) a) Using plants such as wheat and sugar cane to produce energy.
  - b) It could be a problem in the future.
- 5** For example:

Infinitive form	Gerund
to read	reading
to go	going
to think	thinking
to make	making
to start	starting
to help	helping
to recycle	recycling
to provide	providing
to pollute	polluting
to produce	producing



### 3 SB pp. 92-93

Writing skills

## Read

① Ask the students what information they think they will find in the job advertisement and job description. Then let them read both texts silently. Ask a few questions about each text. Explain any words that the students do not understand.

## Your turn

② The students role-play an interview in pairs, using the information in the job description they have read. The person who is being interviewed is asking questions about the job. The other person explains what the job is about. (Note that the focus here is not on finding out whether an applicant is suitable for the job, it is on explaining what a job is all about.)

## Write

③ The students work in pairs or small groups and write a job description for one of the jobs given in the Student's Book. This activity can be treated as a mini-project as it involves research, writing and editing. Students should follow the given steps. Students should use the job description they have read as a model. Point out the verbs (in the imperative) used at the beginning of each key responsibility. The students should use these verbs.

### Answers

There are many possible job descriptions for all of these jobs. Accept all sensible answers that show some understanding of what each job might involve. Don't expect the students to provide professional job descriptions! Let the students display their job descriptions afterwards.

## Your turn

④ The students write a short job advertisement for the same job as the job description they have written. The advert can be short (even shorter than the model they read). Let them display their advertisements afterwards.

⑤ The students work in pairs and role-play another interview. They can use the job description that they helped to write or they can use one of the other job descriptions displayed in class.

### EXTRA ACTIVITIES

- If the students are confident let them role-play a job interview for one of the jobs they have researched, but this time the interviewer asks the applicant questions to find out if he or she is suitable for the job or not. The person being interviewed has to try and convince the interviewer that he or she is the best person for the job.
- Students can complete the activities on pages 78-79 of their Workbooks.

### Answers to Workbook activities

WB  
pp. 78-79

- ① **NOTE:** Students should close their books and listen while you read this text to them. You can do similar activities with other reading texts in the Student's Book for additional listening practice.

#### Key responsibilities

- Assist with the planning of environmental education programmes.
- Liaise with education department advisors.
- Organize and run camps for school students.
- Take groups of students on organized tours of the park.
- Create posters and pamphlets providing information about the park.
- Maintain and take responsibility for camping equipment.
- Respond to queries by telephone and email.
- Attend on-the-job training and develop relevant knowledge and skills.

2	Singular	Plural
	key responsibility	key responsibilities
	a programme for a child	programmes for children
	a query from a customer	queries from customers
	a solar hot water cylinder	solar hot water cylinders
	a man and a woman	men and women
	an environmental issue	environmental issues

- 3 a Solar technology technician  
b Salesperson – solar hot water cylinders  
c Biofuels engineer  
d Horticulturist: organic farm  
e Lawyer: environmental issues  
f Wind energy engineer  
g Land conservation manager

#### 4 Maintenance Manager: Solar Energy Panels

- ➡ Are you good at solving problems?
- ➡ Do you have a sound knowledge of solar panel technology?
- ➡ Do you have a driver's licence?

We require an enthusiastic and skilled man or woman to manage our installation team. The successful candidate will have a diploma in solar energy systems and at least 5 years' experience in installing solar energy panels at domestic and industrial sites. The ability to speak both English and French would be an advantage.

Please send in your application by email to:  
fatimaH@solenergy.com

Closing date: 15 April 2011

#### MAINTENANCE MANAGER

Reports to: CEO

##### Job purpose

To manage a team of people who install solar energy panels in domestic and industrial buildings.

##### Key responsibilities

- ▶ Manage installation team.
- ▶ Maintain a high standard of work.
- ▶ Solve problems that may arise on jobs.
- ▶ Plan the work schedule.
- ▶ Recruit new staff as necessary.
- ▶ Liaise with sales team and CEO.
- ▶ Maintain and take responsibility for equipment.
- ▶ Attend on-the-job training and develop relevant knowledge and skills.

## TIME TO CHECK

SB p. 94

### Answers

- 1 recycle, renewable, nuclear, entrepreneur, environment, environmental, advantage, disadvantage
- 2 **NOTE:** The students should use the passive voice for this activity. They can make one sentence with each verb, but encourage them to join some of the sentences and to use sequencing words as well. First of all, old bottles and pieces of glass are collected and sorted into colours. Then the glass is crushed into small pieces. After that the glass is put into moulds and baked in clay ovens. The beads are then cooled down before they are polished.
- 3 a I love your new mobile phone. In fact, I'm green with envy.  
b The radio is not working. I think the battery may be flat.  
c Don't get angry. I was only joking!  
d You can buy cool drinks in plastic bottles, as long as you recycle the bottles afterwards.
- 4 We can classify energy sources into three main categories: fossil fuels, renewable energy and nuclear energy. Examples of fossil fuels are coal, oil and natural gas. These are the most widely used energy sources at the moment. However we cannot continue to use these sources because they are not renewable and supplies will soon run out. Using fossil fuels also causes a lot of pollution. So, in the future we will be using renewable energy sources such as wind and solar power to meet our needs. Some countries are also developing safer forms of nuclear energy.
- 5 Answers will vary. Here are some examples.  
a By 2050 we will be using renewable energy sources.  
b By 2050 we won't be using petrol in our cars any more.  
c Will we be living by 2020?  
d I hope to be in the first football team by the end of next year.  
e What will you be doing at the end of the year?  
f This time tomorrow she will be in London!
- 6 a Using non-renewable energy sources is not a good idea.  
b Building wind turbines is expensive.  
c Some people think that building nuclear power stations is not safe.  
d Scientists have found ways of using sewage to make energy.  
e Creating jewellery from recycled materials is fun.  
f Recycling batteries can be very dangerous.

- 7 a Mr Venane ~~he~~ is making a profit by recycling plastic goods.  
 b In Krobo, Ghana, they make beads ~~of~~ from recycled glass.  
 c In this job, you will need to take responsibility for the camping equipment.  
 d Scientists have found new ways of using sugar cane.  
 e Burning coal produces a lot of pollution, doesn't it?  
 f I think I am going to study solar engineering next year.

- 8 Here are some suggestions.  
 BIO BAGS: Produce bags from recycled materials.  
 SOLARHEAT: Supply and fit solar energy panels, hot water cylinders.  
 ARISTON ORGANICS: Supply or produce organic food, supply organic fertilizers for farmers  
 WINDTECH: Manufacture or install wind turbines, windmills and other machines that use wind energy.  
 ECO CLEAN PRODUCTS: Manufacture cleaning products which are environmentally friendly.  
 ENERGY SMART: Produce or install energy-saving equipment or equipment to make electrical appliances use less energy, provide advice on how to save energy.

#### EXTRA ACTIVITIES

- Students can complete the activities on the CHECK YOUR KNOWLEDGE page (p. 80) of their Workbooks.

## FUN

SB p. 95

- 1 Students read the comic strip, discuss it informally, and then act out the scenes in groups.  
 2 The students work in groups and make up quiz questions using the MY WORD BANK and USEFUL PHRASES boxes in their textbooks. Discuss with the students how the quiz will work and how they will score their answers.  
 3 The students copy the puzzle and then find the answers to the clues. The students can work in pairs or alone.

#### Answers

##### Across

1. wind  
 4. coal  
 7. renewable  
 9. turbine  
 10. solar  
 12. energy  
 13. pollute

##### Down

2. nuclear  
 3. recycle  
 5. oil  
 6. green  
 8. environment  
 11. fusion

### Answers to Workbook activities

WB  
p. 80

- 1 The students should replace the words in the speech bubbles with their own words. It will be easier if they use the same structures but if they are more confident, they could substitute any other appropriate words. They could role-play this scene after they have drafted their texts to see if the words are appropriate. They can then edit and improve their texts afterwards. Accept all sensible answers.  
 2 The students fill in the form with their own questions and then record the answers they get. Read the form with the students and make sure they know what to do.



## Discovery sequence

# Imagine!

### SEQUENCE SUMMARY

This sequence provides additional reading material for the students to read and to listen to. All the poems and texts are also available on the podcast.

The poems and extracts give the students a 'taste' of English literature at a level which they can enjoy. Current research confirms that not only should students use the language they are trying to learn as much as possible, but they should also read as much as possible in the target language. However it is important that students should be interested in what they read. Reading should be pleasurable. Students should also not always have to answer lots of written comprehension questions and write long essays about what they have read. We suggest that you let students choose what they want to read. Let them have a look at all the poems, for example. Then ask them which poem they think looks the most interesting. Let them vote and then proceed to read the poem, discuss it and complete the activities. Then on another occasion, let them choose another poem, or another extract to read.

#### PREPARATION

You will need:

- Student's Book pages 96-103.
- Workbook pages 81-87.
- PC/laptop with Internet access, if available.

## Poems

SB pp. 96-97

### I've got a cold

This poem is meant to be light-hearted and fun. The poet describes what it feels like to have a cold. He exaggerates the symptoms to create humour. The poet uses rhyming and controlled sentence lengths to create rhythm in the poem.

Read the poem aloud or play the podcast a few times. Explain any words that the students don't understand.

#### Answers

- 1 Students can describe symptoms like coughing, sneezing, being feverish, having a headache, feeling dizzy, and so on.

#### Answers to Workbook activities

WB  
p. 81

- 1 a) jelly: belly  
b) white: night  
c) insane: rain  
d) funny: runny
- 2 For example:  
My head hurts/is aching.  
My nose is runny/sore/red.  
My eyes are itchy/burning.  
My ears are painful/sore/blocked.  
I can't stop coughing and sneezing!

### Who are you?

This poem is about the identity of a griot. Before you play the podcast or read the poem, find out what the students know about griots and their way of life. The poem is written in the same style that a griot would use to tell stories – asking and answering questions, and using rhythm and repetition. The poem could also be sung. The students don't have to understand every word of this poem in order to enjoy it, but they should try reading it aloud.

#### Answers

- 2 a A griot moves around to different places singing and performing traditional songs/poems.  
b He means that he sings songs that are relevant to people in all of these countries. He also means that he moves around and identifies with all of these countries.

#### Answers to Workbook activities

WB  
p. 81

- 3 a) Mamadi  
b) Diabate  
c) He was also a griot.  
d) He wears a big blue bubu and no shoes.  
e) White people laugh at him.

## Ref rap

This poem is meant to be performed as a rap song, so it has short sentences, with a controlled number of words in each sentence which create rhythm. Play the podcast a few times or read the poem to the class yourself. Try to make it sound like a rap song! Some of the verses are the words of the referee and other verses are the words of the fans.

The students could try performing this poem in groups once they have understood what it is about. One student can take the role of the referee and the others can be the fans. The fans can also clap throughout the performance.

### Answers

- 3 a** His job is to make sure the players obey the rules of the game and to impose penalties if they don't.  
**b** Supporters don't always like the referee because they don't always agree with his decisions, especially when his decisions go against the team they are supporting.  
**c** Yes. He is proud of what he does and he thinks it is an important job.

### Answers to Workbook activities

WB  
pp. 81-82

- 4 a)** 'Uphold the rules' means to make sure that the players obey the rules.  
**b)** The 'card' refers to the red or yellow card that the referee shows a player who does not obey the rules.  
**c)** 'Them' refers to the players.  
**d)** 'I've had enough' in this poem means 'I want something to stop'.

## My Black Skin

This short poem was written by a Zimbabwean writer. He describes how he feels about being a black person. He describes the colour of his skin, comparing it to a beautiful dark night and a ripe grape which is round, soft, smooth and black. Play the podcast or read the poem aloud to the class. Then let them read it silently.

### Answers

- 4 a** He compares his skin with the night and with a ripe grape.  
**b** He feels very good and happy about being black.

### Answers to Workbook activities

WB  
p. 82

- 5 a** Answers will vary. Accept all sensible descriptions.  
**b** as fast as lightning, as quiet as a mouse, as sweet as honey, as slow as a tortoise, as white as snow  
*Note that these comparisons are also 'clichés' but the students need to recognize them.*

## Verbs

In this poem, the poet complains about the different forms of English verbs that he or she is trying to learn and tries to show why the verbs are so difficult to learn. The poem is meant to be humorous and light-hearted. Play the podcast or read it to the class a few times. Then discuss it in more detail so that they understand the verbs the poet is taking about.

### Answers

- 5 a** It tells us that English verbs can be difficult to learn because they are not all formed in the same regular way, following the same spelling patterns.  
**b** to be: am/is/are, was/were, have/has been  
to grow: grow/grows, grew, have/has grown  
to bake: bake/bakes, baked, have/has baked

### Answers to Workbook activities

WB  
p. 82

- 6 a** (Students can look at the list of irregular verbs on page 112 of the Student's Book.)  
**b a)** bring / think / drink / buy  
drink → drank. All the other verbs are formed with -ought in the past tense.  
**b)** fetch / teach / catch  
fetch → fetched. This verb has a regular -ed ending. The other verbs are formed with -aught.  
**c)** play / say / work  
say → said. The other two verbs have regular -ed endings.

## Biographies

SB pp. 98-99

## Kenya

In this extract, Barack Obama describes an event during a trip he made to visit his father's family in Kenya. Play the podcast or read the extract and let the students follow in their books.

Make sure they read the footnotes which explain who the people in the extract are.

### Answers

- 1 a** He went to meet and visit his family. (Obama's father was from Kenya and his mother was American. He was brought up in America and this was his first visit to his father's family.)  
**b** They call him 'Barry'.  
**c** She means that Auma should make sure that he stays in contact with his family and that he sees them regularly.



### Answers to Workbook activities

WB  
p. 83

- 1 a) To wag your finger: to move your finger from side to side.  
b) To drop someone off somewhere: to give someone a lift to a certain place.  
c) To go to the West: to go to Western Europe or the United States.  
d) To send for someone: to send someone a message and then help them to come and visit you or live with you.  
e) To get settled: to find a place to live and a way of earning money.

## The struggle is my life

In this extract, Nelson Mandela explains why he enjoyed the sport of boxing when he was a younger man. Fort Hare was the university he attended in the Eastern Province of South Africa. Later Mandela went to live and work in the city of Johannesburg. Play the podcast or read the extract and let the students follow in their books.

### Answers

- 2 a His passions were the fight (struggle) against apartheid in South Africa, his work as a lawyer and boxing.  
b He enjoyed learning the techniques (the science) of boxing, he enjoyed the time he spent with his son when he was boxing, and he also enjoyed the exercise which helped him cope with stress.  
c He did not like the violence of boxing (hurting other people).  
d He had a good relationship with his son.

### Answers to Workbook activities

WB  
p. 83

- 2 a rough ride  
to pick up  
to take up a struggle  
to take/waste time  
to take hours to do something
- 3 Mandela loved to box when he was younger. He started boxing at university, but when he moved to Johannesburg he started boxing every evening in order to cope with the stress in his life. He trained with his son Thembi, with whom he had a good relationship. Mandela never fought against other people in competitions because he did not like the violent side of boxing.

## An interview with Sagbohan Danialou

This interview provides biographical information about the Beninese musician Sagbohan Danialou.

### Answers

- 3 The students can say anything that they have read in this interview or that they might know about the musician.

### Answers to Workbook activities

WB  
p. 84

- 4 Sagbohan Danialou started playing music at a young age. He never studied classical music. He has composed more than 100 songs which were inspired by traditional music. Thousands of recordings of his music have been sold. His most famous song is 'Homage to the Armed Forces'. He performs all over the world. Many of his songs are about education because he wants to be useful to society.
- 5 The journalist asked Sagbohan Danialou when his career in music had started. Then the journalist asked him if the lack of classical music training had had an effect on his music. After that the journalist wanted to know what sort of music he composed and played. The journalist also wanted to know how many songs he had composed, if he knew how many recordings of his work had been sold and which song had had the most success. Then the journalist asked if he had performed outside Benin and if he knew why generations of Beninese loved his music. The journalist also asked what he sang about and where the name 'L'Homme Orchestre' came from.

## Novels

SB pp. 100-103

## In the company of cheerful ladies

This is an extract from a book called *In the company of cheerful ladies*.

The book is one of many books in a series about a woman in Botswana who runs a successful detective agency.

The books are humorous and enjoyed by adults and young people alike.

They present a moral, but very real picture of life in Botswana.

There are many books in this series and they have become best sellers all over Africa and in Europe and the United States. The books have also been translated into other languages. A TV series has also been made, based on these books.

Let the students read the text by themselves and then listen to it a few times to get used to the style of writing and to get the gist of the extract. Then let the students ask you questions about the story (or let them ask each other questions in groups). This will help them to engage with the text. Focus on the gist of the story and not on individual words and structures. (The Workbook provides activities that focus on details.)

#### Answers

- 1 Let the students work in groups and act the scene they have read.

#### Answers to Workbook activities

WB  
p. 85

- 1 a) She was drinking tea at the café.  
b) Not paying for her tea.  
c) No, she asked Mma Ramotswe to give her money so that she would not go to the police.  
d) Because she wanted to stop the woman stealing the bangle.
- 2 A woman tried on some sunglasses at the informal market.  
Mma Ramotswe watched her.  
The woman went to another stall and tried on a bangle. She gave the bangle back to the trader and asked to see another item.  
The trader stretched out to fetch the other item.  
The woman slipped the bangle into her bag.  
She didn't pay for it.  
The trader showed her the other item.  
Mma Ramotswe walked towards the woman and the trader.

## A matchbox full of scorpions

This is an extract from a book called *My Family and Other Animals*. The book is an autobiographical account of the writer's life with his family when he was young. The writer, Gerald Durrell, is called 'Gerry' by his family. Durrell was fascinated by all types of animals when he was young and he later became a famous conservationist.

Play the podcast or read the extract to the students with as much expression as possible. Make sure the students know what a scorpion is. Then let them read the passage silently before you discuss the questions with them. Again, remind the students that they should try and understand the gist of the events described in the story. They do not have to understand every word they read.

Some students may enjoy trying to act out the scene they have read. Others may find it interesting to find out more about scorpions.

#### Answers

- 2 a He liked to collect and study animals (including insects).  
b From this extract it seems that they did not like his hobby. His brother shouts 'It's that boy again!' which suggests that this was not the only time that he had upset his family.  
c He put them inside a matchbox.  
d The scorpions jumped out of the box and ran all over the table.  
e They were afraid of the scorpions.  
f Gerry picked them up and took them outside into the garden.

#### Answers to Workbook activities

WB  
p. 86

- 3 a) With great care I lifted up the baby and took her inside.  
b) 'Have you given the dog something to eat yet?' my mother asked.
- 4 This is quite a challenging activity. The students could do this in pairs.

One day when he was a young boy, Gerald Durrell found a female scorpion with some baby scorpions. He put the scorpions in a matchbox and left the box on the table while he went to have lunch. His brother Larry picked up the box of matches because he wanted to light a cigarette. When he opened the box, the female scorpion ran out of the box with her babies on her back. They ran up Larry's arm. He screamed when he saw them and he threw them back on the table. The dog started to bark. The scorpions started to run towards the other people sitting at the table. Soon everyone was screaming and jumping up and down. Gerald's sister threw a glass of water at the scorpions, but the water went all over their mother instead. She wanted to know what was going on! In the end, Gerald picked up the scorpions with a spoon and took them outside into the garden.

## Magic, Mystery and Mister Prince

This passage is from another detective story. Missis Queen asks a private detective, Paulo Lumbe, to find her husband, who is missing. Missis Queen believes that her husband has found a way to make himself invisible. Paolo does not believe this but he agrees to help her look for her husband. Let the students read the extract by themselves and then play the podcast and discuss the story with them in more detail.

### Answers

- ③ Encourage the students to be imaginative here. They shouldn't worry too much about how they express themselves. The important thing is to try and say and act a part of the story.

### Answers to Workbook activities

WB  
p. 87

- 5 Answers may vary. Students should look up the meanings of words in dictionaries if possible.  
a) Paulo Lumbe: polite, patient, clever, intelligent.  
b) Missis Queen: formidable, strong, rude, curt, impatient, foolish.
- 6 a) Paulo Lumbe was a detective.  
b) Missis Queen stood in Paulo's office and explained why she had come to see him.  
c) Paulo sat down to listen to Missis Queen because he wanted to switch on the hidden tape recorder to record their conversation.  
d) Missis Queen explained that she thought her husband had found a way to make himself invisible.  
e) Missis Queen wanted Paulo/the detective to go to Johannesburg.  
f) Mister Prince was a professional herbalist.
- 7 Accept all reasonable ideas and encourage the class to share their ideas.

# Revise your grammar

WB pp. 88-96

This section of the Workbook provides a selection of varied activities for additional practice. Each activity focuses on a specific language structure.

## Verbs

### 1 (identifying verbs in different tenses)

Past participle	Infinitive form	Past participle	Infinitive form
said	to say	been	to be
sold	to sell	become	to become
brought	to bring	begun	to begin
caught	to catch	spoken	to speak
done	to do	bought	to buy
found	to find	won	to win
thought	to think	written	to write
sung	to sing	seen	to see
kept	to keep	met	to meet
told	to tell	put	to put

### 2 (future forms)

- a) (Shall I/Am I going to) help you prepare supper tonight?  
b) 'What are you going to do this afternoon?' 'I'm meeting/I'll meet) Bob at the cybercafé.'  
c) Don't tell her your secrets. She (will tell/is telling) everybody!  
d) Do you think it (is going to rain/is raining) tomorrow?

### 3 (using correct verb tenses and forms)

- a) She (has been working/was working) at the bank for 10 years.  
b) He (used to/uses to) live in Abidjan. Where does he (living/live) now?  
c) 'What time are you (leave/leaving) tomorrow?' 'I'm (will leaving/leaving) at 7 p.m.'  
d) It (don't/won't) rain tomorrow but I think it may (rain/to rain) over the weekend.  
e) Our team (will to play/will be playing) in the basketball tournament next month.  
f) Alan said that his friends (are shouting/had shouted) at him.  
g) After we (had finished/are finishing) lunch we drank some coffee.  
h) The report says that no one (is injured/has been injured) in the train accident.

### 4 (composing sentences using correct verb tenses and forms)

She couldn't find the book that her father had given her.  
We have been sitting at the station for more than two hours now.  
He was taking photographs when he saw his childhood friend.  
I can't find the shoes that my mother bought me last week.  
Have you read the book that Barack Obama wrote before he became president?  
I have read the book but I didn't understand the story very well.  
He has lived in Dakar since he was a young boy.  
If I were you I would get tested for HIV.  
I think the meeting will have finished by lunch time.  
What would you do if one of your friends was taking drugs?

### 5 (identifying and explaining use of verb tenses)

Sentence	Tense	Use
He <u>has broken</u> his leg, so he can't play tonight.	present perfect	Used to describe something that happened in the past but is still important or having an effect now.
They <u>were watching</u> television when the electricity went off.	past continuous	Used to describe an action that was happening at a certain time in the past (when something else happened).
The teacher explained that the planets <u>revolve</u> around the sun.	simple present	Used to describe things that are always true, even in reported speech.
I'm <u>cooking</u> supper now, so I'll talk to you later.	present continuous	Used to describe an action that is happening at the present time.
After I <u>had washed</u> my clothes, I hung them outside to dry.	past perfect	Used to describe an action that happened before another action in the past.

## 6 (verbs in the active and passive voice)

- a) They (make/are made) this yoghurt from milk that is produced in Senegal. The milk (is come/comes) from Fulani cattle farmers in the north.
- b) All the bridges in the area (have been destroyed/have destroyed) by the floods.
- c) To make bread you first (mix/are mixed) flour with yeast and a little water. The mixture has (to kneaded/to be kneaded) and left in a warm place to rise. Then it (is baked/bakes) in an oven.
- d) They announced that Barack Obama (had been elected/elected) as the new President of the United States.
- e) Has the government (provided/been provided) shelter for all the people that have been affected by the earthquake?

Ben has been playing football since he was 5 years old. He practises twice a week and never misses a practice. Ben plays games very often, sometimes twice a week. He seldom gets sick.

## 10 (adverbs or adjectives?)

- a) Please don't talk so (loud/loudly)! I am trying to work.
- b) You have done a (good/well) job. Thank you very much.
- c) The thief ran away so (quick/quickly) that we were not able to catch him.
- d) She is always (beautiful/beautifully) dressed but she (hard/hardly) wears any make-up.
- e) The business requires an (enthusiastic/enthusiastically) young person to promote their products.

## Gerunds and infinitives

### 7 (using gerunds and infinitives)

She doesn't feel like going out tonight.  
The government aims to have all children sleeping under mosquito nets by the year 2015.  
I am going to the pharmacy to get some malaria medicine.  
Sleeping under a treated mosquito net is the best way of preventing malaria.  
Do you enjoy watching boxing matches?  
Educating people not to discriminate against women is one of this government's aims.  
I like to watch the wrestlers training on the beach.  
Are you interested in finding out more about this scholarship?

## Questions

### 11 (question tags)

You can't drive a car, can you?  
We'll see you next week, won't we?  
Tim isn't afraid of the sea, is he?  
Paul and Anna are cousins, aren't they?  
You don't speak Spanish, do you?  
The party was such fun, wasn't it?  
She didn't win a gold medal, did she?  
The workers could go on strike, couldn't they?  
He has played tennis before, hasn't he?  
You are going to play tomorrow, aren't you?

## Conditionals

### 8 (conditionals)

For example:

- a) If I get ill, I will go to the doctor.
- b) If I couldn't go to school, I would ask my mother to teach me.
- c) If I didn't like my friend's new clothes, I would not say anything.
- d) If I see my friends tomorrow, I will tell them about my new idea.
- e) If my teacher caught someone cheating in a test, she would give the person zero for the test score.

## Negatives

### 12 (use different negative forms)

- a) None of us failed the exam.
- b) I have not/never been to South Africa.
- c) She's not a lawyer, she's an accountant.
- d) Nobody/No one knows where Mary is. Maybe she is sick?
- e) If you have nothing to do, perhaps you can help me?
- f) There is no money in my bank account.

## Adverbs

### 9 (position of adverbs of frequency in sentences)

Anna has been playing basketball for 6 years. She practises three times a week and she very seldom misses a practice. Anna plays matches every Thursday (or once a week, on Thursdays) except during the holidays. She doesn't get sick very often.

## Modal verbs

### 13 (giving advice)

For example:

If you want to be healthy you have to eat a balanced diet and you ought to take regular exercise. You must work hard but you should also try to get enough sleep and relaxation as well. You also have to take care not to get HIV or AIDS. You ought to get medical care if you are ill.



## Indirect (reported) speech

### 14 (transforming direct speech into indirect speech)

- a) John told us excitedly that his cousin had won a lot of money in a competition.
- b) She explained that a Beefeater's job is to tell tourists about the Tower of London.
- c) Peter said that he had applied for a new job the previous week.
- d) Alan said that his grandfather was healthy because he didn't eat junk food and he still walked far every day.

### 15 (writing reported speech)

- a) My father asked us (what the problem was/ what was the problem).
- b) The teacher asked Sally (why she was crying/ why was she crying).
- c) My sister asked (was I mad at her/if I was mad at her).

## Conjunctions

### 16 (joining sentences)

- a) The boys started to dance when/as the drums started to beat.
- b) I love chocolate because it tastes so good.
- c) I love to walk on the beach but I don't like to swim in the sea.

## Making comparisons

### 17 (different types of comparisons)

- a) There has been (less/fewer) rain this year than last year.
- b) There is too (many/much) salt in this food!
- c) (Most/Much) of the people have already gone home.
- d) The floods in Pakistan this year are similar (to/with) the floods they had in China last year.

## Prepositions

### 18 (appropriate prepositions)

- a) He wishes to apply for a job as a teacher.
- b) She obtained her qualification at the university.
- c) Please send your application form to the secretary.
- d) Would you be able to come to the office for an interview?
- e) Has she worked in an office before?
- f) We can send you more information on request.

## Phrasal verbs and expressions

### 19 (phrasal verbs and expressions with 'take' or 'get')

- a) She took many photographs on holiday.
- b) How long does it take to get to the sea from here?
- c) What time does she get up in the morning?
- d) I think I'm going to get someone to show me how this computer works!
- e) The conference will take place in October next year.
- f) Is it quicker to take a bus or a train?

### 20 (phrasal verbs and expressions with 'make' and 'do')

We do...	We make...
homework	friends
a puzzle	a speech
well in an exam	a mess
	a noise
	an effort
	supper

## Word building

### 21 (using suffixes: -tion, -sion, -ism)

Verb	Noun
to initiate	<i>initiation</i>
to celebrate	<i>celebration</i>
to decide	<i>decision</i>
to baptize	<i>baptism</i>
to revise	<i>revision</i>
to reduce	<i>reduction</i>
to produce	<i>production</i>

### 22 (using prefixes: un-, in-, dis-)

respect/disrespect  
happy/unhappy  
able/unable  
honour/dishonour  
healthy/unhealthy  
complete/incomplete  
successful/unsuccessful  
expensive/inexpensive

## Punctuation

### 23 (using punctuation)

- a) 'This is where I was born,' she said.
- b) 'What's the matter? Aren't you feeling well?'