



3^e

Let's LISTEN

Let's SPEAK

Let's READ

Let's WRITE

Let's Keep in TOUCH

Teacher's Guide

NOUVEAUX PROGRAMMES

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 **HODDER**
EDUCATION GROUP

Let's Keep in TOUCH

Teacher's Guide 3^e

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 **HODDER**
EDUCATION GROUP

INTRODUCTION

to the teachers

How to KEEP IN TOUCH?

Let's keep in touch is a carefully constructed programme built around structured lessons. The lessons provide students with the tools to communicate effectively and to develop skills in listening, speaking, reading and writing English.

At the 3^e level the course is made up of the following components:

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

The books are divided into 10 thematic units. There are three lessons and a revision page in each unit. Topics, vocabulary and grammar structures are introduced through a series of real dialogues. Many of these dialogues involve a group of school students called Fanta, Adou, Amari and Gondo whom the students will remember from 4^e level.

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

Then in the section 'Time for testing' you will find the results of the BEPC preparation exercises for better passing your exam.

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

The Student's Book

Let's find out

'Let's find out' gets the students to **discover the new language items** (*Vocabulary* and *Grammar*) and the **language functions** they will have to practise and master in order to communicate effectively.

This is done through reading selected texts, dialogues and conversations, giving comments on pictures, or listening to recordings. Here, your full guidance is needed.

Give short, clear instructions to the students.

Let's practise

'Let's practise' invites the students to **practise the new language items by completing tasks and activities**.

At this stage, you should give minimum guidance to your students, encouraging them to work individually, in pairs or in groups.

Provide help when necessary. Give short, clear instructions to the students.

Let's communicate

At the let's communicate stage, **communicative activities** are provided to encourage your **students to apply and use the language skills and items they have been exposed to** during the previous stages (**let's find out and let's practise**) and to communicate among themselves.

Integrated Skills Activities are included at this last stage of the lesson. This will allow you to assess how much you have taught and how much your students have learnt.

MY WORD BANK

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

Additionally, the French translations (and parts of speech) are given in alphabetical order in the 'MY WORD BANK' section at the back of the Student's Book (pages 109-111). The students will need to refer to the word banks when they do written exercises, and when they complete oral activities in pairs and groups.

USEFUL PHRASES

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

Grammar check

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

Further notes and tables are also given in the Grammar section at the back of the Student's Book, on pages 106-108. Encourage the students to refer to this section as they work. A list of irregular verbs is also provided on page 112 of the Student's Book.

Pronunciation check

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

Time to check

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

Project corner

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

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

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

Time for fun

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

The Workbook

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

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

The podcasts

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

So **LET'S KEEP IN TOUCH!**

The Authors

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Unit

1

African heroes

Lesson 1

Listening and Speaking skills
SB pp. 8-9

UNIT 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 family conversation, 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 and 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, famous, formerly, farewell, homeless, hostage, ingratitude, injustice, orphan, pension, rebellion, troops, victor, vulnerable, warrior.*

Verbs: *to abdicate, to be affected by, to care for, to defeat, to force, to fund, to lead, to praise, to provide, to reach out to, to recruit, to rise up, to settle.*

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, *Let's 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.

Let's find out

① The focus in this first lesson is on developing listening and speaking skills, although the students will also be required to do some reading and writing as well. 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 109-111 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.

Let's practise

② The students read the family conversation 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 had History/a history lesson.
- b Yes, they were.

- c** He learned about Anglophone heroes such as Kwame N'krumah, Jomo Kenyatta and Julius Nyerere, and Francophone heroes like Houphouët Boigny, Léopold Sédar Senghor and Sékou Touré.
d Students' own answers. For example: Kenneth Kaunda, Nelson Mandela.
e Students' own answers.

3 The students work in small groups and brainstorm the names of people whom they consider to be 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.

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

NOTE: Podcast recordings [@]

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

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 102-105.

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

The students can work in pairs or as a class and discuss the answers to the 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.

6 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 Lesson 1

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

Let's communicate

7 Play the podcast of King Behanzin's speech a few times and then let students read and learn the speech. Students can work in pairs or small groups to role-play the speech. Each student can focus on delivering a section of the speech. Assist them with pronunciation and intonation. They should try to imagine that they are the King giving this speech.

EXTRA ACTIVITIES

- Students can read the speech aloud or silently and then write answers to the questions in activity 5.
- 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
defeat	defeated	has/have defeated
struggle	struggled	has/have struggled
rise up	rose up	has/have risen up
abdicate	abdicated	has/have abdicated

b to sound interesting, to say farewell, to rise up

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) Côte d'Ivoire 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)** He was the leader of Upper Volta when it gained independence from France in 1960 and became the independent state of Burkina Faso.
b) Answers will vary, for example: They led their countries to independence. / They helped to fight for the liberation of their countries from colonial rule.

- 5 **TONY:** I have been reading an article about Kwamé N'krumah. Have you heard of him?
HELEN: He was the leader of Ghana at the time of independence, wasn't he?
TONY: Yes, he was. He was one of the anglophone heroes of African independence. Jomo Kenyatta and Julius Nyerere were others.
HELEN: And what about the francophone heroes, like Léopold Sédar Senghor and Modibo Keita? What do you know about them?
TONY: Well, I know that Senghor was also a poet and that Keita was the leader of Mali.
HELEN: Those leaders really struggled for the independence of African countries.
TONY: And many of the leaders who struggled for independence became leaders of the new independent African countries.
HELEN: Yes, like the first President of our own country, Félix Houphouët Boigny.

Lesson 2

Reading skills
SB pp. 10-11

The focus in this lesson, and in lesson 2 of each unit in this course, is on developing reading skills. Reading skills, however, are not developed in isolation and students are also given the opportunity to practise and integrate listening, speaking and writing skills. In this lesson, the students will read 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** (Personal answers)
b Some African soldiers who had served in the French army were murdered by white French soldiers while they slept.
c 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.

Let's find out

- 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.

Let's practise

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 West African soldiers who fought as part of the French army in the First and Second World Wars.
- b They came from countries in West Africa like Senegal, Burkina Faso, Mali, Côte d'Ivoire, Benin, Chad, Central African Republic, and from countries in North Africa.
- c It is a story of injustice because the French army did not honour and respect these soldiers. They made them change their uniforms and they did not pay them their pensions.
- d The soldiers took a French general as a hostage in order to negotiate for their rights.
- e Students' own answers. For example: Yes, they were right because they had been cheated and badly treated.
- f They said that they would keep the French general as a hostage until their pensions were paid. (Students will need to infer this answer.)
- g They freed the general because he promised to sort out/solve their problems/complaints.
- h No, he did not.
- i He promised to settle their problems, but he didn't keep his promise.
- j The general ordered the French army and the police to attack the Tirailleurs as they were sleeping.

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.

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

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 106-108. Introduce the students to that section, and encourage them to refer to it.

Let's communicate

⑥ The students debate the questions. Encourage them to give different opinions and to give reasons for their answers.

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.

Lesson 3

Writing skills
SB pp. 12-13

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

Let's find out

- 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 3 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.

Let's practise

- 2 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).

- 3 To prepare for the writing activity, students discuss their heroes in groups. They should use the lists of heroes that they made in lesson 1. 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.

④ 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 AAASED 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.

Let's communicate

⑤ 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 at the end of Unit 2.

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.

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 in the next unit.
- 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 Houphouët Boigny and others struggled hard for the independence of African countries.
b Many of the prostitute's children are infected with HIV.
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 settle a minor problem first.
c In Côte D'Ivoire, are women recruited in the army?
d Grandpa told Fanta about the betrayal of the African soldiers when they did not get their pensions.
e The 'Tirailleurs Sénégalais' were forced to wear red hats.
f A French General was taken as a hostage by the African soldiers in Thiaroye.
- 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 or mails.

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?	### ### ### II	III	### ### II	### III
2. Can political leaders become heroes?	###	### ### ###	### ### ###	###
3. Can ordinary people also be heroes?	### ###	### ###	### ###	### ###
4. Is Samuel Eto'o one of your heroes?	### ### ### III	II	### ### ### II	III
5. Is the singer, Lady Gaga, one of your heroes?	### II	### ### III	II	### ### ### III
6. Do you think Barack Obama is a hero?	### ### ###	###	### ### ###	###

TIME FOR 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.



Unit

2

Traditions and celebrations

Lesson 1

Listening and Speaking skills
SB pp. 16-17

UNIT 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: *afterwards*, *baptism*, *blanket*, *circumcision*, *cranberry*, *holiday*, *initiation*, *loins*, *mashed*, *nearby*, *potatoes*, *public*, *pumpkin*, *safe*, *sauce*, *settler*, *sweat*, *sweetcorn*, *turkey*, *wound*.
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.

Let's find out

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.

Let's practise

② 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 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.

③ Students should use words that they know and words from the MY WORD BANK on page 16 of their books.

Answers

- a My sister was born a week ago. Today the family is going to give her a name.
b The Imam whispers a name in the baby's ear and everybody claps and shouts the name.
c In some parts of our country, young boys are initiated into manhood during an initiation/circumcision ritual.
d The drummers will call/summon the spirits during the ceremony.
e In the Roman Catholic religion, a baby is baptised by a priest.

4 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 dialogue, also orally. They should read the dialogue aloud a few times too. Help them to use the correct intonation for the different types of sentences used in the dialogue.

Answers

FANTA: When did your aunt's get married?

AMARI: She got married in May this year.

FANTA: And where did the wedding ceremony take place?

AMARI: It took place in a Catholic Church in Dabou.

FANTA: Did you take lots of pictures?

AMARI: I did. Would you like to see them?

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. The students listen to the podcast again a few times and then learn the poem by heart. Reciting poems is a good way of practising the rhythm and sounds of a language.

Let's communicate

6 Students work in small groups and share their knowledge about one of the rituals or celebrations on page 16. They can describe the dances and clothes that they wear, the food that is served and they can describe the people who are involved in the ritual or celebration.

7 Students recite the poem that they have learned. They should practise this before reciting the poem for assessment. Explain that you will award marks for pronunciation and intonation and the expression with which they recite the poem.

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.
 - The wrestler was dripping with (sweets/sweat) after the fight.
 - During the marriage ceremony the man (took/wore) the woman's hand.
 - The drums help to (sum up/summon) the spirits.
 - The child was (initiated/baptized) with oil and water in a church.

- Students can recite another poem or song that they know in English.
- Students can complete the activities on pages 11-12 of their Workbooks.

Answers to Workbook activities

WB
pp. 11-12

- a) initiation b) decision
- 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.
- a) circumcision: circumcise/circumcate
b) initiation: intiate/initiate
c) baptism: baptize/baptimize
d) marriage: marry/marrigise
e) celebration: celebrate/celebreat
f) decision: decidiz/decide
g) revision: revise/revisize
- 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.
- 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.
- 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.

Lesson 2

Reading skills
SB pp. 18-19

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.

Let's find out

- 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.

Let's practise

- 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 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.

- 4 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.

Let's communicate

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

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.

Lesson 3

Writing skills
SB pp. 20-21

Let's find out

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.

Students then find the paragraphs (five) and say what each paragraph is about (name of ceremony, historical background of ceremony, what food is served, other general information).

Let's practise

2 Students read the passage about Thanksgiving again and then say 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.

3 Answers

- a homework: Our teacher gives us homework every day.
homeland: He went back to his homeland after years of living in a foreign country.
- b grandfather: My grandfather is sixty-five years old, but he still works.
- c passport: You will need a passport if you want to travel to another country.
password: I have a password on my computer so that other people can't read my files.
- d newspaper: I read the newspaper every morning before I go to school.
news headlines: The new headlines this morning are all about the World Cup competition.

e someone: Can someone please help me with this problem?

something: I need something to eat and drink as I did not have breakfast this morning.

f mother tongue: My mother tongue is French, but I also speak English.

g underground: The train travels underground between the two suburbs of the city.

h throughout: It is always hot here and it rains throughout of the year.

i riverbank: The people were having a picnic on the riverbank and watching the birds and animals in the water.

river plant: Some river plants cause problems because they block the rivers.

j bedroom, bathroom: The house has three bedrooms and two bathrooms.

4 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.

Let's communicate

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.

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

1. stuffing
3. cranberries
5. pies
7. potatoes
8. millet
9. Americans
10. pumpkins

Down

2. turkey
4. sweetcorn
6. 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 in Unit 1.

STEP 2 The groups do their research. Again, they can use materials they have written in exercises in Units 1 and 2. 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 in Unit 2.

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.

Our rights and duties

Lesson 1

Listening and Speaking skills
SB pp. 24-25

UNIT 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: *achievements, ashamed, ballroom, breast, busy, challenge, cheek (face), committee, corridor, dance, duty, events, mad (angry), permission, respect, responsibility, shameful, tightly, tough, waist*.
Verbs: *to coil, to elect, to encourage, to fetch, to get out, to obey, to rehearse, to welcome, to yell*.
Expressions: *as you know, to give a round of applause, enough is enough*.

PREPARATION

You will need:
– Student's Book pages 24-31.
– Workbook pages 18-24.
– PC/laptop with Internet access, if available.

Warm up

Focus on the title of this unit for the warm up.

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

– *duty*: something you have to do or must do, responsibility.

Ask the students to tell you what they think their rights are as students. Do they have a right to education? Do they have a right to free education? Why or why not? They talk about the duties that are associated with rights.

Let's find out

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*.

Let's practise

- ② Students can discuss in groups. They should express a clear opinion about each picture and be able to state their opinions to the rest of the class.

Answers

For example:

SIMON BOLIVAR: We agree. Education is most important because without it students cannot work and build their nation.

YOUNG MAN AND GRANDFATHER: We disagree. Older people should not expect young people to do everything for them. /We agree. Older people have helped young people and so young people must give something back and wait on their elders.

OPRAH WINFREY: We agree. We shouldn't expect other people to do things for us. /We disagree. We do not always have control over our lives. Our lives depend on our families and the countries we live in.

SCHOOL PRINCIPAL: We agree. If you do not respect yourself, then how can you respect other people?

- ③ 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 using the given prompts to talk about duty, respect and responsibilities in their own lives. They share some of what they have discussed with the rest of the class.

- ④ As a pre-listening activity, the students discuss the given questions as a class.

- ⑤ Read the note about Okot p'Bitek 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.

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

Let's communicate

- ⑥ Opinions will vary. You could arrange a formal class debate. Ask some students to agree with Lawino and other students to disagree with Lawino. They should give reasons for this. The class can vote afterwards on who gave the most convincing arguments.

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 18-19 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.

Lesson 2

Reading skills
SB pp. 26-27

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.

Good morning, Your Excellency. Thank you very much, Your Honour.

Formal: Appropriate for official/government meetings, important international meetings.

Let's find out

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 27 of the Student's Book.

Let's practise

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 The Principal, the Club Coordinator and members of the English Club.

b They must use English when they speak to each other.

c They have a right to vote, they have a right to a discount at some shops and they have the right to borrow books from certain libraries in Abidjan.

- d** Lycée Sainte Marie won the competition.
- e** The 6^e students wrote some good poems for the National Poetry Competition.
- f** He is a great rapper.
- g** Peace and Reconciliation
- h** The Chairperson of the club.
- i** Yes, it does.
- j** They will need to be creative, work hard and rehearse regularly.

③ 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, an actor, an artist, a musician, a singer, an economist, a politician, a philosopher, a journalist, a director.

TEACHER: My mother is an English teacher at Lycée Sainte Marie.

FARMER: The farmers grows vegetables that he sells at the local market.

ACTOR: Denzel Washington is a famous American actor.

ARTIST: The artist first drew a rough sketch and then he painted the picture.

MUSICIAN: The musicians are rehearsing for their concert later this week.

SINGER: She is the lead singer in the female band.

ECONOMIST: The economists predict that employment opportunities will increase because of the latest government incentives.

POLITICIAN: To become a politician you should study law and economics so that you understand how a country works.

PHILOSOPHER: The philosopher explained his theory about how people behave in certain ways.

PHYSICIAN: My father went to see a physician as he needed special treatment for his heart condition.

JOURNALIST: The journalist interviewed many people at the National Day celebrations.

DIRECTOR: The director of the film selected an actor from West Africa to play the leading role in his new film.

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.

Let's communicate

5 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.

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 20-21 of their Workbooks.

Answers to Workbook activities

WB
pp. 20-21

- a) comitee → committee
 - b) aplause → applause
 - 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 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.

Lesson 3

Writing skills
SB pp. 28-29

Let's find out

- 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.

Let's practise

- 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 108 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 teacher asked Gondo where he had been.
- The teacher told Gondo to get out of the class.
- The Principal asked Gondo what he was doing there.
- The boy said that he needed (or had needed) to go to the toilet.
- The Principal told Gondo to come (or go) to his office.
- The headmaster asked the boy if he had permission to leave.

- The Principal explained that his teacher was angry at him because he didn't respect her.
- The Principal said angrily that he (Gondo) should go and fetch his parents.

- 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.

Gondo 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 Gondo came back into the classroom, his teacher was very angry. She told him to get out of the class.

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

Frame 4: In the Principal's office, Gondo 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 Principal asked Gondo if he had asked permission to leave.

Frame 5: Gondo replied that he had not asked permission to leave, but he had sat down instead. The teacher had then yelled at him again as she was really mad with him. The Principal explained to Gondo that the teacher had yelled at him because he had not shown her any respect.

Frame 6: The principal told Gondo that he did not respect his teacher. He told him to go and fetch his parents. He said that enough as enough.

Let's communicate

- 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 in lesson 2 (or any other passage with which they are familiar).
- Students can complete the activities on pages 22-23 of their Workbooks.

Answers to Workbook activities

WB
pp. 22-23

- 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
 2. get out
 4. office
 6. respect
 7. angry

Down

 1. permission
 3. yells
 5. principal
 8. 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. 30

Answers

- 1 a a drummer
b a rapper
c an actor
d an artist
e a musician
f a politician
g a waiter
- 2 a Who is responsible for the finances on this committee?
b Anna is responsible for making all the arrangements.
c She has the 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 a Please welcome the former President of the club and our Principal, Mrs Katié.
b Please give a round of applause to our teachers!
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.
- 4 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.
- 5 a Paul said that he was very happy to see them all.
b The speaker asked where DJ Ayato 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.
- 6 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,' Fanta said.
d 'I am responsible for my own life,' Oprah Winfrey said.

- 7 Here are some examples of questions.
Why did Gondo want to leave the classroom?
What was the teacher doing when he left the classroom?
Who spoke to Gondo afterwards?
Was the Principal angry with Gondo?
Gondo was disrespectful, wasn't he?

- 8 Answers will vary.

EXTRA ACTIVITIES

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

TIME FOR FUN

SB p. 31

- The students read a story about a game in which a message gets passed along. But the people playing the game don't listen very well and the message changes! Help the students to understand the story. They may already be familiar with this game.
- Let the students play the same telephone game in groups. Make sure they read the rules first.

Answers to Workbook activities

WB
p. 24

- 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.



Unit 4

Life skills

Lesson 1

Listening and Speaking skills
SB pp. 32-33

UNIT SUMMARY

TOPICS

Youth problems, healthy lifestyles, leisure activities.

INTERDISCIPLINARY LINKS

Life skills, guidance.

SKILLS

Listening: listen to a poem, listen to a magazine article.

Speaking: discuss and answer questions, 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: *abstinence, benefits, considerate, fit, headache, lazy, needs, physiological, pocket money, professional, psychological, self-esteem, skills, solution, youth.*

Verbs: *to acquire, to fetch, to participate, to pound, to regret, to set up.*

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

PREPARATION

You will need:

- Student's Book pages 32-39.
- Workbook pages 25-31.
- 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.

Let's find out

- ① 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.

Let's practise

- ② 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.

- ③ Students use new words from MY WORD BANK or USEFUL PHRASES to complete the sentences.

Answers

- a solution
- b aware
- c regrets
- d pocket money

- ④ 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.

- ⑤ 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.

- a If I were you, I would beg them to let me try and finish school.
- b If I were you, I would suggest that your sister tells her parents. /If I were you I would go and speak to your parents.

- c If I were you, I would advise him to go to the bank and invest his money.
d If I were you, I would phone my parents and explain what happened.

⑥ Read the whole poem to the students and play the podcast. The students then read the incomplete lines from the poem. Then read the poem again and let them complete the poem.

Answers

Sorry, I've got a headache
Sorry, my leg isn't right
Sorry, my hands are hurting
Hold on, let me wash my hands!

Let's communicate

⑦ Students work in pairs and give each other advice, using the structure: *If I were you, I would...*

Answers

Accept all reasonable and grammatically correct answers.

For example: *If I were you, I would think hard about the future! / If I were you I would stop dreaming and start working! / If I were you I would set up a daily programme for myself.*

EXTRA ACTIVITIES

- Give students some statements from pages 32 and 33 and let them put the statements on the past perfect tense (and in indirect speech). For example: 'My parents have asked me to leave school and look for a job.' (Answer: He said that his parents had asked him to leave school and look for a job.)
- Dictate a few sentences from the comic strip to practise the structures introduced in this lesson.
- Students can complete the activities on pages 25-26 of their Workbooks.

Answers to Workbook activities

WB
pp. 25-26

- 1 un/der/stand, prob/lems, so/lu/tion, abstinence
- 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 make someone aware, It's no good, you're right, for example, pocket money.
- 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.

Lesson 2

Reading skills
SB pp. 34-35

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 students to share their answers to question **b** before reading the passage.

Let's find out

① 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 35 of the Student's Book.

Let's practise

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.

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.

Sport/Exercise makes you strong.

Sport is also a good way of staying/keeping in shape.

More importantly doing sport keeps our organs in shape/healthy.

Belonging to a group is important for us as human beings.

Through sport we learn how to work as a team and how to obey rules / be fair / be considerate.

Sport can increase self-esteem/self-discipline.

Taking part in sport teaches us skills.

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.

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!

Let's communicate

⑦ Explain to students that they will interview others in the class to find out what they enjoy and don't enjoy doing. To prepare for this, let them draw up a list of 5-6 questions to ask. Examples of questions: *Do you enjoy playing basketball? Do you enjoy exercising? What don't you enjoy doing?* Ask students to report back to the class one of their interviews afterwards.

Answers

For example: *I interviewed [name]. He/She enjoys reading and watching football but she/he does not enjoy singing and going to the gym club.*

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 27-28 of their Workbooks.

Answers to Workbook activities

WB
pp. 27-28

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.

Lesson 3

Writing skills
SB pp. 36-37

Let's find out

1 The students are going to compile an information pamphlet in this lesson. 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.

Let's practise

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

Answers

a LSC = Life Skills Club. 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 Yes.
d In 2005.
e It is free, costs nothing.
f The African Youth and Adolescent Network (AfriYAN).
g Conferences, films, debates, theatre and community work.
h Meetings are organized on Wednesday afternoons.
i A committee which consists of a chairperson, a secretary, a treasurer and an activities 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.
The membership fee is only 500 CFA per year.
The English Club meetings take place every Wednesday afternoon from 3:30 to 6:30.
The club is open to all the students of our school.
The club encourages students to share English books, magazines and newspapers.
The club also provides students with English books, magazines and newspapers to read.

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.

Let's communicate

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.

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

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 29-30 of their Workbooks.

Answers to Workbook activities

WB
pp. 29-30

- 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.
- a) Mr: Mister

b) kg: kilogram

c) PO Box: Post Office Box

d) Aug: August

e) St: Street or Saint

f) N°: number
- 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. 38

Answers

- benefit, run, solution, professional, psychological, sport
- 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.
- NOTE: Example sentences will vary.

to make someone aware: *The programme on healthy living makes people aware of the importance of regular exercise.*

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 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.*
- 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. 31) of their Workbooks.

Answers to Workbook activities

WB
p. 31

- 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 Here is an example of what the students could write:
We all face problems in our lives, but we can overcome these problems. The first thing we should do is to keep our bodies and minds in shape. This will help us to avoid some problems and deal with others.

Exercise is good for us because it keeps our minds and bodies healthy. It is also fun! Joining a health club is a good way to keep in shape because other people help and inspire us. Don't try and do everything alone! We must also be careful about what we put into our bodies. Try to eat fresh food. Don't smoke or drink alcohol. You will regret it if you do. And of course, protect yourself against HIV and AIDS. Don't be negative about life. Be positive!

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 and vocabulary skills. The project has four steps. In the last step they will make a presentation to the rest of the class. At the end of the project, students will be given an opportunity to assess their own work.

PART A

The students choose one of the topics in their books (or you can give them similar topics). They brainstorm their ideas in their groups. Encourage them to make notes while they talk and to use vocabulary from Unit 4. Encourage positive thinking!

PART B

The groups plan their presentations, using the notes they made during their brainstorming session. They will need to draw up an argument. To do this they should make a list of main ideas that they want to present in their arguments. For example, for Topic 2, they may want to make these points: Advantages: easy to use, convenient, help us to keep in contact with others. Disadvantages: Disruptive, can be expensive, make us less sociable. Students should also think of interesting ways to begin and conclude their presentations.

PART C

Students make a poster with the main ideas of their argument. They can add pictures or diagrams as well. Students will use this poster in the presentation that they are going to make, so it must be clear and easy to read.

PART D

Students plan and practise their presentations before they present them to the class. Allow time for a question and answer session at the end of each presentation. Encourage students to challenge each other by asking questions about the presentations.

ASSESSMENT

Let the groups assess their own work. Provide your own assessment as well and discuss them if necessary.



Unit 5

Food and health

Lesson 1

Listening and Speaking skills
SB pp. 40-41

UNIT 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 *must* 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. Use the verb *used*.

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, calorie, cowshed, dawn, diet, honey, kilojoules, nutritional, sunset, value.*

Verbs: *to aim, 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 40-47.
- Workbook pages 32-38.
- 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.

Let's find out

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'.*

Let's practise

② 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/;
bought → /bɔːt/; light → /laɪt/; enough → /ɪnʌf/;
laugh → /lɑːf/; laughter → /lɑːftər/; cough → /kɒf/

③ 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.

4 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.

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 Béhahi 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!

Then the students do the activity: it 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 pages 102-103 of their Student's Books at this stage.

Answers

- a** False. Grandma Béhahi does not know how old she is.
- b** False. Grandma Béhahi was born about 10 years before World War Two.
- c** False. When Grandma Béhahi was born there was a drought in the village.
- d** False. Grandma Béhahi likes to get up early in the morning.
- e** False. Grandma Béhahi keeps healthy because she works.
- f** True. Grandma believes that one of the secrets of a healthy life is to smile and laugh.
- g** False. The young men from the village had to fight in World War Two.

Let's communicate

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

Answers

You are what you eat: The food that you eat is reflected in the way your body looks and the way you feel.

Eat to live, not live to eat: You have to eat enough food to stay healthy. Eating must not be the main event or entertainment in your life.

7 a 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...

b Foods to eat every day: fruits, vegetables, some meat/fish.

c Foods to eat in moderation: cakes, sweets, foods with high fat/oil content, processed foods.

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

Answers to Workbook activities

WB
pp. 32-33

- 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.

Lesson 2

Reading skills
SB pp. 42-43

BEFORE YOU READ

The students are going to read the next part of the interview with Grandmother Béhahi. 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 porridge, chicken yassa, plantains, boiled yams, bush meat.

Let's find out

- 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.

Let's practise

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

Answers

- a The crowing of the cock woke them up.
b They had moni porridge for breakfast.
c It was made from millet which had been crushed and rolled into little balls.
d No, they didn't.
e They ate fruit when they were hungry.
f They grew vegetables in gardens behind their huts in the compound.
g They only ate fresh and natural food.
h For example: Yes, I do because fresh food does not have chemicals in it.

- 3 Students read again the text.

Answers

simple past passive: was crushed, were added,
was rolled, were cooked, were picked
past perfect passive: had been pounded
past perfect active: had had, had bought.

- ④ Students choose phrases from each column to make meaningful sentences.

Answers

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

After the vegetables had been picked they were cooked with some fish over a fire.

Grandma Béhahi used to have moni porridge every morning. The villagers didn't have gas-cookers so they used to make fires.

After Gondo and his friends had interviewed Grandma Béhahi they made a good presentation to the class.

After the children had collected some fresh milk they poured it on the porridge.

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

When women had made the millet flour they added some water and rolled it into little balls.

As the women didn't have sugar they added some honey to the porridge.

The villagers looked fit and healthy because they used to eat fresh and natural food every day.

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

Answers

a Grandma Béhahi used to eat moni porridge when she was young.

b After the women had made the flour, they rolled it into balls.

c The interview had already started when Gondo walked in.

d The old woman said that they hadn't had dessert after their meals. (Note: *didn't have dessert* could also be used in this sentence as it refers to a repeated action).

e Amari said she had lost the recipe that her grandmother gave her.

Let's communicate

- ⑥ Let the students work in groups to read and role-play the interview. This will help them to understand the passage in more detail.

- ⑦ Students should prepare for the interviews by drawing up a list of 5-6 questions that they would like to ask their parents. For example: *Did you used to walk to school? What did you used to do in the evenings? Did you use to prepare you food on gas-cookers?* Give the students a few days to complete their interviews. Then ask a few students to report back to the class each day.

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 34-35 of their Workbooks.

Answers to Workbook activities

WB
pp. 34-35

- 1 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) cultivate: To grow crops to eat or sell.
- 2 vegetables: from the garden or the market
fish: from the river or sea
- 3 a) The wives used to wash (there/their) maize and sorghum every morning.
b) When shall we (meet/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.
- 4 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.
- 5 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!
- 6 a) 'you' refers to grandmother and her family.
b) 'it' refers to rice or fish.
c) 'which' refers to gas cookers.
d) 'your' refers to grandmother.
- 7 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!

Lesson 3

Writing skills
SB pp. 44-45

Let's find out

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 later in the lesson. Explain the use of the word 'so' as used in this passage. Refer to the Grammar check on page 45 of the Student's Book.

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.

Let's practise

② 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.*

③ 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.

Let's communicate

④ Students have a discussion in class about how to lead healthy lives. They can share ideas about health and food, using vocabulary from this unit. They can also include ideas on healthy living from Unit 4.

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.

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 36-37 of their Workbooks.

Answers to Workbook activities

WB
pp. 36-37

- 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. 46

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 Gondo's grandmother is very old but she still does her chores every day.
- 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 fought, bought; drought, out
 - b laughter, photographer; fun, enough
 - c protein, sweet; batteries, diet
- 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 Béhahi used to eat rice every day.
 - d After Gondo 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** ASSOUMOU: Did you have to fight in World War Two, Grandpa? Adou's grandfather did.
 GRANDPA: Yes, I fought/had to fight too. We all had to go to France.
 ASSOUMOU: What would have happened if you had not come home?
 GRANDPA: You would not have been born, Assoumou!
- 9** Accept all sensible answers which include most of the words given in the box.

TIME FOR FUN

SB p. 47

- 1** Students read the comic strip in pairs, discuss it informally, and then act out the scenes in groups. The emphasis should be on having fun.
- 2** Here are some examples of words the students could find:
 responsibility: rest, rose, rib, role, rib, nose, nor, nest, sore, son, sit, list, lone, best, bet, yes
 committee: come, met, meet, mitt, tie, cot
 membership: ship, hip, sip, rip, her, his, him, herb, mesh, sheep, beer
 activity: act, cat, vat, city

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

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 [✓]

Unit 6

Is it a pandemic?

Lesson 1

Listening and Speaking skills
SB pp. 48-49

UNIT 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, discuss and answer questions, express opinions.

Reading: read newspaper headlines and articles.

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

FUNCTIONS/NOTIONS

Describe, classify and compare information.
Express agreement and disagreement.

GRAMMAR

Revise verb tenses.

Practise direct speech and indirect speech.

Use the past perfect tense.

Use the present continuous passive.

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 48-55.
- Workbook pages 39-45.
- PC/laptop with Internet access, if available.
- Newspaper articles and headlines about serious health issues.

Warm up

In this unit 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.)

Let's find out

- 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.

Let's practise

- 2 There is a strong focus on listening skills in this lesson, with two listening texts, each followed by questions.
Play the podcast or read the newsflashes 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.
Then 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 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.

- 3 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.
Then 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/epidemic/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.

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

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.

Let's communicate

5 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, CCN.com, english.aljazeera.net for example) provide health reports in English.

EXTRA ACTIVITIES

- The students can read the newswatches and article in their Student's Books on page 103. They could do this aloud in pairs.
- Students can complete the activities on pages 39-40 of their Workbooks.

Answers to Workbook activities

WB
pp. 39-40

- 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
isolation	to isolate
reduction	to reduce
vaccination	to vaccinate
outbreak	to break out
avoidance	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.

Lesson 2

Reading skills
SB pp. 50-51

BEFORE YOU READ

1 Students should be able to work out that the text has something to respecting people who have HIV/AIDS because these people have the same rights as people who do not have HIV/AIDS.

2 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.
- e Internet.

Let's find out

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.

Let's practise

2 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.

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

4 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)

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 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.

7 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 it¹ = the land
- b it² = headaches
- c they³ = his headaches
- d they⁴ = his savings
- e his⁵ = Houessou's
- f where⁶ = rural environments
- g whom⁷ = HIV positive people in Benin

Let's communicate

8 To prepare for this debate, students work in groups of five and discuss their own opinions. Do they agree with the poster on page 50 or not? The group needs to agree on a response and then present it to the rest of the class. Encourage them to try to give reasons for their opinions. For example: *We agree because all citizens of a country should enjoy the same rights. A person with HIV has the right to an education and the right to work, just like a person who is not infected.*

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 41-42 of their Workbooks.

Answers to Workbook activities

WB
pp. 41-42

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?

Lesson 3

Writing skills
SB pp. 52-53

BEFORE YOU READ

Students read the poster in their Student's Books about malaria. Ask them to find the most important words in the poster. Discuss what the words mean.

Answers

prevent, malaria, mosquitoes, bite, night, mosquito net, cover, body, cure

Let's find out

① The students are going to write another information text in this lesson. 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.

Let's practise

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

③ 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.

④ Ask students to read the key and then interpret the map.

Answers

Continents with no malaria: North America, Europe, Australia.

Countries with no malaria: France, USA, Egypt, Norway, Russia, New Zealand... (Accept all correct suggestions.)

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 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.

⑨ The students plan and then write their own articles on a specific disease, using information from this unit, 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.

10 Students can discuss the topic in pairs first to prepare for this writing activity. Give students a writing plan:

Paragraph 1: State your view clearly.

For example: *I agree with the statement that traditional medicines are better than modern medicines.* Students could also decide to add a statement like this: *However I believe that some modern medicines can also be useful.*

Paragraph 2: Give two reasons for your point of view:

For example: *Traditional medicines are all made from natural ingredients, so they are healthier. Traditional medicines are also much cheaper than modern medicines, which are often imported from other countries.*

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 43-44 of their Workbooks.

Answers to Workbook activities

WB
pp. 43-44

- 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.
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.
- 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. 54

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 smaller in size, number, degree or price.
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: 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. 45) of their Workbooks.

Answers to Workbook activities

WB
p. 45

- 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. 55

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.



Unit

7

Information and communication technologies (ICTS)

Lesson 1

Listening and Speaking skills
SB pp. 56-57

Let's find out

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

Let's practise

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

Answers

Model answers follow the adjectives:

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

UNIT SUMMARY

TOPICS

Communications, technology.

INTERDISCIPLINARY LINKS

Computer Studies.

SKILLS

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

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

Reading: captions, dialogue, description.

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

FUNCTIONS/NOTIONS

Express opinions.

Give advice.

Attract attention.

Classify information.

Explain a process.

GRAMMAR

Use suffixes to build words.

Use *would* and *should*.

Verbs followed by gerunds and infinitives.

Gerunds after prepositions.

Synonyms.

Use different question forms.

PHONOLOGY

Discriminate and articulate stress patterns in words.

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

VOCABULARY

Words: *access, blog, booth, careful, celebrity, common, emergency, ICTS, profile, rescue workers, social network, tweet, useful, website.*

Verbs: *to imagine, to log on/off, to restrict, to surf, to send a text message, to text, to update.*

Expressions: *I'm off to... How clever of you! What a good idea!*

PREPARATION

You will need:

- Student's Book pages 56-63.
- Workbook pages 46-52.
- PC/laptop with Internet access, if available.

③ The students are going to participate in a survey by listening to some questions and answering them. They should not read the questions while they listen. Play the podcast or read the questions yourself once. Then let the students listen a second time and answer the questions. Tell them that there are ten questions and that they only have to answer 'Yes' or 'No'. There are no right and wrong answers. They need to give personal answers and state their own opinions. They should write down their answers. Then read the questions again and do a tally, to see how many students answered 'Yes' or 'No' to each question.

Ask the class to draw conclusions about the survey they have participated in. They could say things like: *Most of the students in the class think that mobile phones are useful. Only one student thinks that they are dangerous.* (And so on.)

Answers

Personal answers.

④ & ⑤ The students work in groups and conduct their own small surveys about the use of computers. They should follow the step-by-step instructions given in their Student's Books. To prepare for this activity, let the students read the questions they heard during the survey they participated in (see page 103 of the Student's Book).

Note that the focus of this activity should be on listening and speaking. The students will need to write the questions but they should conduct the survey and report back to the class orally. Students will need to make a checklist/survey form for recording the answers. A sample is given in the Student's Book. The number of groups surveyed can of course be changed according to the number of students in the class.

Let's communicate

⑥ & ⑦ For the report back, students will need to use phrases like: *some of..., none of..., a few of..., most of..., only (two) of...*

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
pp. 46-47

- 1 Cell phones and the Internet are examples of the new Information and Communication Technologies (ICT). At school for example, you can communicate with your friends, create a school newspaper and do research on projects. You can also design and set up websites to promote your school, and share or work on common projects with other schools.

Social networks like Twitter and Facebook share photographs and send messages to your friends. However, some people do not like using these new technologies – but have they ever found themselves in situations where one needs to make an emergency call?

- 2 **NOTE:** One student reads the question while the other student listens and completes the activity. The students then swap roles.

- a) Do you have a mobile phone?
b) Do you know how to send a message with a mobile phone?
c) Do you think that mobile (phones) are useful?
d) Do you think that a mobile phone is dangerous in any way?
e) Should people be allowed to talk on their phones during cultural events?
f) Should students be allowed to bring phones to the classroom and the meetings?
g) Would you buy an expensive mobile phone if you had a lot of money?
h) If you had a cell phone, how many messages would you send every day?
i) Should people be allowed to use their cell phones while driving?

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

- 4 a) Green, yellow and red are Benin's national colours.
b) The Internet is very powerful/useful nowadays.
c) Water is one of the most precious natural resources on our planet.
d) My computer is a very powerful/useful machine. It's fast and the hard disk has a large storage capacity.
e) She has two tribal scars on her face, one on each cheek.
f) She's not only beautiful, she's also a very good sportswoman.
g) B: That's wonderful!
h) A: Why do you think African kings waged so many tribal wars?
i) A: Their house is not far from the industrial zone.
j) She is a very successful businesswoman. She makes a lot of money.
- 5 Answers will vary. Examples: *How often do you go to the cybercafé in a week? What do you do at the cybercafé? Does it provide good connectivity?*

Lesson 2

Reading skills
SB pp. 58-59

BEFORE YOU READ

To develop pre-reading skills, students answer the questions.

Answers

- a Gondo, Linda and the cybercafé manager.
- b The cybercafé/Internet café.

Let's find out

- 1 Play the podcast or read the dialogue yourself using natural intonation and an informal tone. Allow the students time to read the text silently by themselves as well and ask questions about words or sentences they do not understand. Teach the words in MY WORD BANK. Draw attention to certain features in this dialogue by asking the students these questions.
What word does Linda use to greet Gondo? (Hi!)
Is this informal or formal? Would you say this to your teacher? (No, it's very informal. You would say 'Hello!' to your teacher.)
What words does the manager use to greet the students? (Welcome!)
What phrases does Gondo use to show that he agrees with Linda? (Sure! and What a bright idea!)
Remind the students to go back and check the answers they gave to the questions in the pre-reading activity.

Let's practise

2 Answers

an Internet café: a cybercafé; a mobile phone: a cell phone; a text message: an SMS; to restore and repair or fix up: to renovate; to text: to send a message; to look at different Internet sites: to surf

- 3 Read the questions and discuss the answers with the class. Guide them to the correct answers by reading them relevant sentences from the text.

Answers

- a She needs to do some research for a project.
- b She does not want to watch football.
- c To protect the students from dangerous and violent websites.
- d You can send a message using your cell phone or via the Internet on a computer.
- e Because then she can also see the person to whom she is sending a message.

- f To call someone on the computer rather than send a text message.
- g He dreams about being in an Internet café, and having no work to do, only having fun.
- h No, he doesn't.

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

Answers

- a I am going to the cybercafé.
- b We have arrived at the Internet café.
- c You are clever.
- d Gondo must add a video clip to the class blog.

5 Answers

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

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

Answers

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

Let's communicate

- 7 Students work in pairs to read and then role-play the dialogue in their books. Walk around and help students to use the correct intonation for questions and exclamations. Let them swap roles.

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
pp. 48-49

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

Lesson 3

Writing skills
SB pp. 60-61

Let's find out

- 1 The students are going to write a short description of the way people use mobile phones to communicate in this lesson. To prepare for this, they will first read a description of how the social networking system 'Twitter' works. You could discuss networking websites (like Facebook, MySpace...) with the students first, if they already use them. Ask them which ones they use and how they use them. Let the students read this description by themselves a few times. The next activity will guide the students towards reading and understanding the description in detail.
- 2 Teach or revise what topic and supporting sentences are. Refer to the Grammar check. Then let the students work in pairs to understand the text in more detail. You can walk around and help but it is important to give them time to try and work things out for themselves as well. If they are not used to making word spiders to summarise ideas, help them with this stage (d) or let them just make lists of the key words.

Answers

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

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

So, how does one use Twitter?

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

c Personal answers.

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

Paragraph 1: see example in Student's Book.

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

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

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

Let's practise

③ Students work alone and make sentences from the table. Some phrases can be used more than once.

Answers

Here are some of the sentences the students could make.

Are you interested in using Twitter?

It is useful for communicating with friends.

It is useful for campaigning.

The candidate used messages for campaigning.

We are excited about learning about new technologies.

We are excited about campaigning.

She often talks about getting a new cell phone.

She often talks about communicating with friends.

Thank you for helping me to send this message.

Please finish your homework before you start playing computer games.

We are looking forward to finding out more about new technology.

④ Students work in groups to prepare for the writing activity. It is important to allow time for preparation like this.

⑤ Students should read the example notes in activity 4 and practise making topic sentences with the notes for paragraphs 2 and 3.

Let's communicate

⑥ Students work alone to write a description of modern methods of communication. They should use the notes in their Student's Books as well as notes and ideas from their brainstorm sessions. Once they have drafted their descriptions, they should give them to a partner to check. The partner should check that the description makes sense and also that the spelling, vocabulary and grammar is correct. After editing and making improvements, each student can read their own description aloud to the rest of the class.

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
pp. 50-51

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

TIME TO CHECK

SB p. 62

Answers

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

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

3 Personal answers.

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

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

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

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

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
p. 52

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

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

TIME FOR FUN

SB p. 63

1 Students read the comic strip and discuss it informally.

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

Answers

No problem. I will see you tomorrow at school.
Please come before 12:30.
Are you okay? Are you late?

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

Answers

to surf, character, blog, tweet



Lesson 1

Listening and Speaking skills
SB pp. 64-65

Natural disasters

UNIT SUMMARY

TOPICS

Environmental disasters, drought, floods, storms, weather.

INTERDISCIPLINARY LINKS

Geography.

SKILLS

Listening: listen to news reports, 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: 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: *aftermath, belongings, breakdown, crops, deadliest, deadly, drought, hardware store, heat, homeless, homelessness, hurricanes, infrastructure, lack, mudslide, record-breaking, relief, shelter, sibling, storms, wisely*.

Verbs: *to burst, to collapse, 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 64-71.
- Workbook pages 53-59.
- 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.

Let's find out

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.

Let's practise

② Students should first copy the table into their exercise books, with the headings and the information that has been included as an example. Then they reread the texts on page 64 and use information from the texts to complete the table. They should write notes or words, not full sentences. Students can use their own words or words from the texts.

Answers

	Storms/ Hurricanes	Floods	Drought	Fires
Causes	<ul style="list-style-type: none"> – climate – temperature – wind 	<ul style="list-style-type: none"> – too much rain – deforestation – unplanned building – soil erosion 	<ul style="list-style-type: none"> – not enough rain – deforestation 	<ul style="list-style-type: none"> – extreme heat – not enough water – wind
Consequences	<ul style="list-style-type: none"> – homelessness – destruction – repair costs – communication breakdown 	<ul style="list-style-type: none"> – houses and crops destroyed – homelessness – death and illness – poverty – repair costs 	<ul style="list-style-type: none"> – no water – no crops (food) – death and illness – poverty 	<ul style="list-style-type: none"> – houses and crops destroyed – homelessness – death
Solutions/ Prevention	<ul style="list-style-type: none"> – build stronger buildings – better farming practices 	<ul style="list-style-type: none"> – no building near rivers and estuaries – stronger houses – better farming practices 	<ul style="list-style-type: none"> – plant trees – use water carefully 	<ul style="list-style-type: none"> – use water wisely – no fires near dry grass – protect houses and crops

③ Students work in pairs to ask and answer questions about the table they have completed. Read the examples with the class first and encourage them to use different types of questions and to give full answers with reasons if they can.

Answers

Example

What causes floods? There are several things that cause floods. For example, deforestation can cause floods because there are no trees to hold the soil.

④ Let the students listen to the podcast or read the news articles to them a few times (Student's Book, page 104). 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.

Explain the words in MY WORD BANK as necessary.

Note that in this unit 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.

Let the students listen to the reports again and discuss the answers to the questions.

Answers

Floods in Benin

- a Athiéme
- 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.

Let's communicate

⑤ Students work alone and use the ideas from this unit to write a paragraph about how to prevent natural disasters on the place where they live. They then read their paragraphs aloud to the class.

Answers

Answers will vary, but here is an example of what the students could write and present.

There are often floods in the part of the city where I live. There are floods because the houses are too close to a river. When there is a lot of rain, the water from the river flows into the streets. To prevent this, people must stop building houses near the river. Or, if they want to build houses, they should make the walls stronger. They could also raise the houses so that they are not so low on the ground. This will help to stop the damage from the floods.

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 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 53-54 of their Workbooks.

Answers to Workbook activities

WB
pp. 53-54

- 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) 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.

Lesson 2

Reading skills
SB pp. 66-67

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.
- b Other countries in West Africa, which include Niger and Senegal, have also been affected.
- c Yes, the flood is bad.

Let's find out

- 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.

Let's practise

- 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.

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.

4 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.

Let's communicate

5 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.*

6 Students can prepare for this discussion by reading or listening to the news. Prompt them to listen or read for details about the floods so that they can report back to class. You could also bring newspaper articles to the class to read and discuss.

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 55-56 of their Workbooks.

Answers to Workbook activities

WB
pp. 55-56

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

Lesson 3

Writing skills
SB pp. 68-69

Warm up

Note that this lesson has activities which prepare the students for the project at the end of the unit. The focus is on developing basic story writing skills.

Let's find out

1 Let the students read the story. Discuss the story briefly to make sure everyone understands it. The students are going to read a short extract from a personal account/story about an experience during a flood.

Let's practise

2 Ask the students 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...

3 Students read the story on page 68 again. Then, in groups, they identify and discuss the main idea in each paragraph.

Answers

Paragraph 1: There was shouting early in the morning.

Paragraph 2: The boy got out of bed as he heard more screams.

Paragraph 3: The boy picked up his sister and ran outside.

Paragraph 4: The boy ran towards the road with the other people.

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.

Let's communicate

⑦ Students can work in pairs or alone, depending on how confident they are. Encourage them to brainstorm their ideas before they begin to write. You could also read the sample answer below to the class as a prompt.

Answers

Answers will vary but here is an example of what the students could write:

We got to the road. Everyone was crying and shouting. My little sister woke up. 'Why are we here?' she asked. 'Where are we going?' I did not want to make her afraid, so I said, 'We are going to find Daddy. There was too much rain tonight, so we can't stay at home.'
'I'm cold!' she said. I hugged her tightly and ran as fast as I could. Perhaps someone in town would give us shelter.

⑧ Give the students time to edit their paragraphs and to practise reading them with a partner. Encourage them to read their paragraphs with expression, to make the story sound exciting. They should use different voices to read the direct speech and remember to change the tone of voice. They can also stress a few words to give them emphasis.

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 57-58 of their Workbooks.

Answers to Workbook activities

WB
pp. 57-58

- 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. 70

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. 59) of their Workbooks.

Answers to Workbook activities

WB
p.59

- 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. 71

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 in Lesson 3. 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.



Unit 9

'Green' jobs

Lesson 1

Listening and Speaking skills
SB pp. 72-73

UNIT 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 the end sounds /kəl/, /bəl/, /tʃər/.
Discriminate and articulate stress patterns within words.
Manipulate variation in stress in connected speech.

VOCABULARY

Words: *advisor, battery, clay oven, components, dump, dye, factory, flakes, harmful, implementation, jewellery, landfill, lead, mercury, mould, powder, profit, recycling items, relevant, renewable, rubbish, sewage, shopping, solar panels.*

Verbs: *to bake, to cool down, to crush, to get started, to go flat, to leak, to maintain, to polish, to provide, to set up, 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 72-79.
– Workbook pages 60-66.
– PC/laptop with Internet access, if available.

Warm up

Discuss the name of this unit with the students. They should remember what 'green' means from previous lessons. Ask them what they think a 'green' job is.

Let's find out

① The focus of this unit is on ecology. Explain that the word 'green' is usually associated with ecology. Students discuss the photographs in their books. Prompt them to talk about what they see and to relate the pictures to ecology.

Answers

Here are some ideas:

The Ayamé dam: *This dam is used to generate electricity/power. This is called hydroelectric power because it uses the energy of the water to create power. This is a 'green' way of creating electricity because water is a renewable resource and this way of making electricity does not cause pollution.* Solar panels: *These are solar panels. They capture energy from the sunlight, which is used to create power/electricity. These panels are out on the land, but they are often also placed on the roofs of buildings. This is another 'green' and fairly inexpensive way of making electricity.*

Let's practise

② 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

③ Ask the students what information they think they will find in this table. Prompt them to read the headings. Then give the students time to read the information in the table by themselves.

Answers

a Most people use fossil fuels but some also use renewable energy sources like wind and solar power. Some also use nuclear energy.

b Students can mention any of the advantages or disadvantages given on the table.
For example: *The advantage of using coal is that there are already many coal mines and many countries have large reserves of coal. The disadvantage of using coal is that it causes a lot of pollution. It is also not a renewable source of energy.*

c Answers will vary. For example: *In my opinion we should all use solar power because it is cheap, it does not cause pollution and it is available.*

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. The 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

shopping; recycling; factory; employees; items; turned; powder; products; income; environment.

Text B: Recycling batteries

harmful; leak; dumps; poison; flat; recycling; components; melted.

Text C: Making beads from recycled glass

glass; sorted mould; dyes; clay ovens; baked; sticks; cool; polished; jewellery.

⑤ 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.

Let's communicate

⑥ 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.

EXTRA ACTIVITIES

- The students could make posters advising people to use renewable energy sources.
- Students can complete the activities on pages 60-61 of their Workbooks.

Answers to Workbook activities

WB
pp. 60-61

- 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.

Lesson 2

Reading skills
SB pp. 74-75

BEFORE YOU READ

The students have already discussed this question at the beginning of the unit, so just recap quickly.

Let's find out

- 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.

Let's practise

- 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 Amari think that Adou 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 Amari, Fanta and Adou want to visit?

- 3 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.

- 4 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.

- 5 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?

Let's communicate

- 6 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.

EXTRA ACTIVITIES

- Dictate a few sentences from the passage. Choose sentences with gerunds.
- Students can complete the activities on pages 62-63 of their Workbooks.

Answers to Workbook activities

WB
pp. 62-63

- 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

Lesson 3

Writing skills
SB pp. 76-77

Let's find out

- 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.

Note that a listening activity, based on this job description, is provided in the Workbook. You may wish to let the students complete this Workbook activity after they have read and discussed the job description.

Let's practise

- 2 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.

- 3 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.)

Let's communicate

- 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 64-65 of their Workbooks.

Answers to Workbook activities

WB
pp. 64-65

- 1 **NOTE:** This is taken from the Student's Book on page 76. 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. 78

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 Setting up a solar panels business is not expensive.
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 Yavo 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. 66) of their Workbooks.

Answers to Workbook activities

WB
p. 66

- 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.

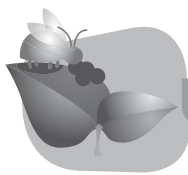
TIME FOR FUN

SB p. 79

- 1 Students read the comic strip, discuss it informally, and then act out the scenes in groups.
- 2 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



African fauna and flora

UNIT SUMMARY

TOPICS

Plants. Animals.

SKILLS

Orally communicate information.

Read descriptions.

Write compositions.

FUNCTIONS/NOTIONS

Describe plants and animals.

Express consequences.

Make comparisons.

Use numbers.

GRAMMAR

Passive forms. Relative clauses.

Use *both... and*, and *which* to make new sentences.

Linking clauses with *that*.

Use the structures *up to...* and *over...*

Indefinite pronouns: *something, anything, nothing, everything*.

PHONOLOGY

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

Word stress.

VOCABULARY

Words: *a group of, a pride of, antelope, beak, birdwatcher, birdwatching, both, breast, buffalo, circumference, colourful, commonly, delicious, ecology, ecosystem, emblem, even, famous, feather, fibre, habitat, head, height, hollow, huge, juicy, level, luck, majestic, mammal, mane, mangrove, natural, nothing, powder, pulp, reason, scientific, shiny, smooth, species, tail, thick, tough, unusual, upside down, useful, wing, zebra*.

Verbs: *to belong, to climb, to cover, to feed, to hunt, to involve, to take (a photograph), to take part, to tolerate, to understand, to weigh*.

Expressions: *to be on one's own, to be fond of*.

PREPARATION

You will need:

– Student's Book pages 80-87.

– Workbook pages 67-73.

– PC/laptop with Internet access, if available.

– Pictures of birds, plants, trees and animals found in Ivory Coast.

– Map of Ivory Coast, showing the National Parks if possible.

Warm up

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

Note: Project preparation

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

Let's find out

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

Let's practise

② Play the podcast, or read the bird names aloud to the students. Let them practise saying the words with the correct stress: parrot, bee-eater, flamingo, guinea fowl, weaverbird, owl, African fish eagle, toucan, peacock, vulture, sparrow, dove. You may want to introduce plural forms of these nouns at this stage. Note that the plural form of *flamingo* can be written as *flamingos* or *flamingoes*.

③ Ask the students if they know any traditional stories about the birds on this page. If they do, help them to tell the stories in English.

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

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

- a Where are the students from?
- b To whom are the students speaking?
- c Which project do they want to find out about?
- d What does the project involve?
- e Why are mangrove trees important to the project?

Answers

- a The project involves planting mangrove trees on the coast of Grand-Lahou.
- b Young people and women from the community are talking part in the project.
- c There are three reasons: mangroves can grow in salty soil, mangroves protect the soil from erosion and from becoming too salty, mangroves provide a natural habitat for many animals.
- d oysters, prawns, fishes, crocodiles, monkeys and birds
- e They use the wood for building, making furniture and for firewood.
- f The desert is getting bigger in that area so the trees will protect the area.

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

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

Answers

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

Let's communicate

⑦ Let the students work in groups and discuss what they know about the animal symbols used for the Cup of Nations. These symbols are associated with the nicknames by which the teams are known. Let them present their ideas about what each symbol means. The symbols usually represent strength of some kind or represent animals that are found in the country (as in the examples of Botswana and Angola for example).

Answers

Here are some examples:
Cameroon: lions
Cote d'Ivoire: elephants
Senegal: lions of Teranga

Nigeria: eagles
Botswana: zebras
Angola: sable antelopes
Gabon: panthers
Tunisia: eagles

EXTRA ACTIVITIES

- Dictate a few sentences with the words *something, anything, everything* and *nothing*.
- Students can complete the activities on pages 67-68 of their Workbooks.

Answers to Workbook activities

WB
pp. 67-68

- 1 Here are some example sentences.
 - a) to fly: This bird has big wings and long legs. It is flying away to another country because the seasons have changed.
 - b) photograph: The woman is taking a photograph of the bird. The bird is sitting on a branch in a tree.
 - c) birdwatcher: The birdwatcher is looking at the birds in the tree. He is using binoculars.
 - d) mangrove: There are many big trees in this mangrove. The trees protect the soil and provide a habitat for animals.
- 2
 - a) People understand that they must look after the environment.
 - b) What does this project involve? Do you plant lots of trees?
 - c) She belongs to the Enviro Club. I think I am going to join the Club, too.
 - d) Did you take a photograph of that beautiful bird?
 - e) In this area mangrove trees grow better than fruit trees because they tolerate salty soil.
 - f) People from the local community are taking part in this project.
- 3

A: What's the problem with the land?
B: Nothing is growing. Everything is dying.
A: Is there anything we can do?
B: We must do something quickly. We need to call a specialist.
- 4
 - a) In this project people have planted mangrove trees.
 - b) Fruit trees won't grow in the soil because they can't tolerate the salty soil.
 - c) Mangrove trees protect the land from wind and sea water.
 - d) The mangroves are a natural habitat for many species of birds and animals.

Lesson 2

SB pp. 82-83

Let's find out

- ① Tell the students to look at the text and pictures on page 82 of the Student's Book. Ask questions like: *What are you going to read about? What do lions eat? Where do they live? What animals do lions hunt?*

Read the captions under the photographs and make sure the students understand the new vocabulary words. Discuss and explain new vocabulary in MY WORD BANK. Then let the students read the text silently before you ask them questions to test their comprehension.

Note that the plural form of *buffalo* can be written as *buffalos* or *buffaloes*. Students may notice that you sometimes use the singular forms 'zebra', 'buffalo' and 'antelope' to mean plural nouns.

For example: *Buffalo are found in the Niokolo Koba National Park.* They don't need to learn the rules about this, but they do need to understand that in sentences like this you are referring to more than one buffalo. (The verb is also plural.)

Let's practise

- ② The students copy the fact file into their exercise books and complete it using information from the reading text. They should be able to do this for homework, or as an individual activity.

Answers

Lions

Scientific name	<i>Panthera leo</i>
Other names	Man-eater, King of the jungle
Food	carnivore, animals like zebra, antelope, buffalo
Size	3 metres (including tail)
Habitat	grasslands, Africa
Description	bodies covered in brown hair, males have thick mane around their necks
Habits or other	live in groups

- ③ Read the whole text with the students. Then go back and read the paragraphs one at a time. Let students write what the main idea is in each paragraph.

Answers

paragraph 1: The African elephant is the largest land animal on the Earth.

Paragraph 2: There are elephants in Africa and in Asia.
paragraph 3: African elephants have big ears and a long nose.

paragraph 4: The tusks of the elephants are valuable and many elephants are killed for their tusks.

paragraph 5: Elephants eat plants./They are herbivores.

paragraph 6: Elephants like water, they don't sleep much and they live in groups called herds.

paragraph 7: Elephants have different names and are symbols in some countries.

- ④ Students copy the fact file into their exercise books and then complete it using information from the reading text.

Answers

African elephants	
Scientific name	<i>Loxodonta Africana</i>
Other names	sui, sonon...
Food	roots, grasses, fruit, bark
Habitat	forests and grasslands of Africa and Asia
Description	very large, big ears, long nose, tusks
Habits and other interesting facts	live in herds, national emblem of some countries

- ⑤ Students make sentences in which they compare lions and elephants, following the examples in their books. Encourage the students to use the structure 'both ... and' as well as comparative forms of adjectives and adverbs in their sentences. They could also contrast the animals by using 'but' in sentences.

Answers

Here are some more examples of comparisons:

Both lions and elephants live in Africa. Both lions and elephants are used as symbols in African countries. Elephants are bigger than lions. Lions can run faster than elephants. Elephants eat grass and roots but lions eat meat.

- ⑥ Teach the students how to link sentences with *both... and*, and *which*. Refer to the Grammar check. Then let them complete exercises **a** and **b** in writing.

Answers a

- a** Both lions and elephants live in Africa.
b Both antelopes and buffaloes are found in the Morahoué National Park.
c Both lions and female elephants live in groups.
d Both zebras and giraffes live on the grasslands of Africa.

Answers b

- a** Female elephants, which live in family herds with their young, are called cows.
b Giraffes, which are the tallest animals in Africa, live in the grasslands.
c Giraffes and elephants live in big groups, which are called 'herds'.
d Lions live in small groups, which are called 'prides'.

Let's communicate

- 7 Students write a short description of an animal that they like. They can then read their descriptions or tell the rest of the class about the animal.

EXTRA ACTIVITIES

- Write one of the paragraphs about lions on the board, but erase every fourth word. Tell the students to complete the paragraph.
- Students could work in groups to compile quiz questions based on the information they have read about lions and elephants. Each group can think of ten questions. Discuss how to organise and score the quiz.
- The students can play a chain game in groups of eight to ten. One student starts off by saying something like: *I went to the Park and I saw some lions*. The next student repeats the sentence and adds the name of another animal: for example, *I went to the Park and I saw some lions and some buffalo*. This goes on until the students cannot think of any more animals or they can't remember the long list of names!
- Students can complete the activities on pages 69-70 of their Workbooks.

Answers to Workbook activities

WB
pp. 69-70

- 1 a) pride; b) hunt; c) mane; d) mammals, feed; e) natural; f) weigh; g) Zebra, antelope; h) carnivores.
- 2 a) The lion, which belongs to the cat family, is a carnivore.
b) The trees, which grow in water, are called 'mangroves'.
c) Female lions, which are called 'lionesses', hunt animals like zebra and antelope.
d) The giraffe, which can run very fast, has a very long neck and long legs.
- 3 a) Both giraffes and antelope are herbivores.
b) Both lions and giraffes live on grasslands.
c) Both zebras and buffaloes are hunted by lionesses.
d) Both eagles and weaver birds are found in forests.
e) Both parrots and flamingos have beautiful feathers.
- 4 Elephants, which are the largest land animals in the world, live in the grasslands and forests of Africa and Asia. Elephants have many different names and are widely used as symbols. Elephants are big and grey with big ears, long noses and tusks. They eat a lot of plants, grass, roots and bark every day. Female elephants live in herds, while male elephants sometimes live alone.

Lesson 3

SB pp. 84-85

Let's find out

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

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

Let's practise

2 Answers

- a Words to describe:
- **the trunk:** wide, grey, shiny, smooth;
 - **the branches:** majestic, dry, look like roots;
 - **the fruit:** sweet skin, pulp inside.
- b Other names for:
- **baobab tree:** upside down tree;
 - **the pulp:** monkey bread.
- c How big:
- **height:** over 10 metres;
 - **circumference of trunk:** up to 20 metres;
 - **age:** up to 3000 years.
- d Its branches look like roots.
- e The leaves are used in food in and medicine, the fibres from the trunk are made into ropes and nets, the fruit is delicious and healthy to eat and is made into juice and ice cream.
- f You can encourage the students to tell stories that they already know about baobabs.

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

Answers

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

- 4 Now let the students improve the style of their descriptions by linking clauses with the word *that*. Refer to the Grammar check.

Answers

- a The avocado tree produces fruit that has a thick, green skin.

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

Let's communicate

5 The aim of this activity is to practise giving more detailed descriptions. To do this, students can use more than one adjective to describe a noun. They should pay attention to the order of adjectives, particularly those relating to colour. Refer to the Grammar check. Read the example with the students before they try the activity in pairs.

6 Students write a short description of a tree that they like best. Encourage them to use the words given in the box in the Student's Book.

Answers

Answer will vary. Here is an example:

The mango tree in our compound is old and tall. It has lots of branches. The leaves are long thick and they are dark green. Every year the tree produces lots of delicious, juicy mangoes. We pick the mangoes when they are juicy and ripe.

EXTRA ACTIVITIES

- Dictate a few sentences including clauses linked with *that*. For example: *This is a mangrove tree that grows near the sea. The baobab tree is a majestic tree that has a huge trunk.*
- Let the students describe other trees that grow in your region. Help them to find the English names for the trees as well.
- The students can give written answers to the questions in activity 2.
- Students can complete the activities on pages 71-72 of their Workbooks.

Answers to Workbook activities

WB
pp. 71-72

- 1 Other common names: upside down tree, tree of life
Where they grow: Africa and Australia
Age and size: Can live up to 3000 years, can have a circumference of up to 25 metres
Shape: a thick trunk with branches at the top
Description
– trunk: thick, brown
– fruit: grey skin with sweet, white pulp
– flowers: white
Uses
– leaves: powder, to flavor food, medicine
– fibres: used to make ropes and nets
– fruit: eating
– pulp: for fruit juice, ice-cream
- 2 Here is an example of what the students could write.
Baobab trees grow on the grasslands of Africa. They are big trees that can grow to a height of over 10 metres and have a circumference of up to 20 metres. The trees are tough and can live for up to 3 000 years. They are sometimes called 'upside down' trees because the branches look like roots. Old baobab trees are huge.
- 3 a) The grey fruit of the baobab is rich in minerals and vitamins.
b) The leaves are made into powder, which is used as a medicine.
c) Ropes and nets are made from the fibres in the trunk.
d) Children love to eat the pulp, which is often called 'monkey bread'.
e) Ice cream is made from the white pulp inside the fruit.
- 4 a) The pulp of the baobab fruit is loved by children.
b) Baobab trees are never cut down by people.
c) Elephants are found in Africa and Asia.
d) Elephants are killed for their ivory tusks.
- 5 a) The trunk is a part of a tree that carries branches.
b) The tree has branches that carry the flowers and the fruits.
c) The baobab produces grey fruits that contain rich vitamins and minerals.
- 6 The students could write something like this:
This is an orange tree. Orange trees are quite small. They are fruit trees that grow to a height of about 10 metres. They have small shiny green leaves and white flowers. The fruit is round and juicy. It is delicious.

TIME TO CHECK

SB p. 86

Answers

- 1 a The pulp of the fruit is used to make ice cream.
b Medicine is made from the leaves of the baobab tree.
c Lions live in groups which are called prides.
d Parrots are found in many countries in Africa.
- 2 **pride:** a group of lions.
trunk: the part of a tree that has leaves and branches.
roots: the part of a tree that grows under the ground.
unique: special, the only one like this.
habitat: the natural home of a plant or animal.
species: a group of animals that are the same in many ways.
- 3 bird; wings; legs; feathers; head; beak;
- 4 Here are some examples of what the students could write.
a This is a big orange tree that is full of big juicy oranges. The oranges are ripe and ready to be picked. The tree has many small dark green leaves and a straight brown trunk.
b These antelope are grazing in the grasslands. The antelope are quite big and they have long straight horns. The antelope have brown bodies with white and black markings on their backs and faces.
c This colourful small bird is a type of parrot. It has a grey head with a sharp beak. The feathers that cover its body are green and orange.
d This beautiful giraffe has a very long neck which it uses to eat the leaves from the tops of the trees. The giraffe has brown and white patterns on its back. Each giraffe has a different pattern.
- 5 a (Nothing/no); (nothing/no)
b (something/anything); (something/anything)
c (both/the two)
d (called/call)
e (belong/belonged)
- 6 a Birds of the same feather flock together:
People (or animals) that are similar in some way or who like the same things, like to be together.
For example, people who enjoy football will go and watch matches.
A bird in the hand is worth two in the bush:
To have something real in your hand is better than just hoping to have something that is available.
b Answers will vary.

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
p. 73

Students read the fact file about giraffes and then write three paragraphs about giraffes, based on the information in the fact file. Students should write a draft on a sheet of paper first. They should then edit and check their work before writing it neatly and correctly in their Workbooks.

Answer

Here is an example of what the students could write:

The scientific name for a giraffe is giraffe camelopardalis.

Giraffes can be up to 5.5 metres tall and weigh up to 1 800 kilograms. They live in the grasslands.

Giraffes are the tallest mammals in Africa. They are light brown with white patterns. They have very long necks and legs. Giraffes can run very fast and they only sleep for a short time every day.

PROJECT CORNER

SB p. 87

PART A

The students work in groups and decide on the topic that they want to write about.

PART B

STEP 1 The students do their own research. They can use information from their school textbooks, but they should do additional research on the Internet and in a library, if possible.

STEP 2 The students plan their paragraphs. Stress the importance of this step and read the example with the students. You can tell them to write a heading for each paragraph as well.

STEP 3 The students write their texts in draft form. Then they check their draft texts, edit and improve them. You can provide some feedback at this stage. You could perhaps say things like: *Check the spelling of this word. Read this sentence aloud. Does it make sense?* The final texts are displayed in class.

PART C

The students decide on the story they are going to tell, and then practise it. One student could tell the story, or the group could share the story-telling.

PART D

Each group tells their story to the rest of the class.

After the students have completed their presentations, ask them to think about what they have done and let them assess their own work.

Time for testing

SB pp. 88-93

This section provides materials that students can use to revise and to prepare for examinations.

1 PART ONE: Reading comprehension

Students should work alone to do these comprehension exercises. Allow them to ask questions about vocabulary if necessary but encourage them to try and work things out for themselves first. They can discuss their answers in pairs or groups afterwards.

TASK 1

Students choose the best meanings of the words, according to the way the words are used in the passage they have read.

Answers

- | | |
|------------------------|--------------------------|
| a. (1) very weak | f. (3) did not succeed |
| b. (3) pale | g. (2) weaker and weaker |
| c. (2) getting thinner | h. (2) precisely |
| d. (2) growing bigger | i. (1) died |
| e. (2) cry | |

TASK 2

Students write answers to the questions in full sentences.

Answers

- He felt tired (worn out).
- No, Kouyaté thought he was ill.
- He was tired and pale, he had lost weight and his stomach was swelling.
- No, she did not.
- No, it was not working.
- He was not worried because he was not in any pain.
- He was hurried to hospital because he suddenly got worse and started to feel a lot of pain.
- No, the doctor did not. Cheik died.

2 PART TWO: Language in use

The focus here is on direct and indirect/reported speech. You may wish to revise this with the class before they begin. They can also read the notes on page 51 of their Student's Books. Remind students to pay attention to punctuation when they write direct speech and to remember to change pronouns and verbs.

Answers

- 'I am worn out,' replied Cheik.
- Cheik reassured his friends not to worry and that he would be all right.
- 'I have been watching Cheik for several days,' said my Mum.
- I asked Kouyaté if Cheik had seen the doctor.
- 'Your friend is seriously ill,' said the doctor.

3 PART THREE: Writing

In this section students write a short essay, a letter and they complete a dialogue.

1. and 2. Answers will vary. Accept all ideas that are expressed clearly with motivation.

3. Answers will vary.

Author: Doctor! Doctor! Our friend Cheik is very ill.

Doctor: What is wrong with him? / What is the matter with him?

Author: We don't know. He has no appetite, and his stomach is swollen./ and he is in pain.

Doctor: How long has he been ill? /How long has he been like this?

Author: For about three/four/five days.

Doctor: Does he speak English?

Author: Yes, he does.

Doctor: OK! Please, can you wait outside? I would like to examine him.

Author: Yes, of course. Thank you.

Doctor: What is your name?

Cheik: Cheik Omar.

Doctor: How old are you?

Cheik: I'm seventeen.

Doctor: What's the matter?

Cheik: I have no appetite and my stomach is swollen. I also have a lot of pain.

Doctor: Do you have headaches?

Cheik: Yes, Doctor. My head hurts a lot.

Doctor: Does your chest hurt?

Cheik: My chest hurts, too. And I have no appetite.

Doctor: You need an X-ray and some blood tests.

Cheik: Does the X-ray hurt, Doctor?

Doctor: No, it doesn't.

LET'S PRACTISE THE BEPC WRITTEN PAPER

Students can complete these sample BEPC exam papers to prepare for the examinations. Give the students a reasonable amount of time to complete the questions and then go over the answers with the whole class afterwards.

TEST 1

PART ONE: READING COMPREHENSION

• Comprehension check

Students work alone to read the comprehension passage and answer the questions.

TASK 1

Students choose the best meanings of the words, according to the way the words are used in the passage they have read.

Answers

- | | |
|----------------------------|---------------------|
| a. (2) talks | e. (3) signs |
| b. (2) to come to his mind | f. (1) to check |
| c. (1) former | g. (2) outcasts |
| d. (2) disappeared | h. (2) is important |

TASK 2

Students write a short answer of one or two sentences.

Answers

- He has come to discuss his marriage plans with his family.
- The father wants to know about the girl's family and where she comes from.
- Yes, Obi's father did know the girl's father.
- According to the text, an 'osu' is an outcast because people do not want to associate with the family.
- He did not want him to marry her because of the status of her family.



Let's read for pleasure

PART TWO: LANGUAGE IN USE

The focus is on reported/indirect speech.

Answers

- The father asked his son if he knew who the girl's father was.
- The father wanted to know from which family the girl came.
- The mother asked what her father's name was.
- Obi asked his father why he could not marry her.
- The young man asked his father if he could tell him what an osu was.
- Obi asked his father if he knew that they were Christians.

PART THREE: WRITING

Students write a composition of 10-12 lines. Allow them to state their own opinions in the composition.

TEST 2

PART ONE: READING COMPREHENSION

• Comprehension check

Students work alone to read the comprehension passage and answer the questions.

TASK 1

Students match the words and their definitions.

Answers

- d. fight
- i. wild plants
- f. dangerous
- e. be on the alert
- c. production
- h. yams, rice, plantains, groundnuts, etc.
- b. not an easy job
- a. moved from side to side
- g. to cut down dead branches or leaves

TASK 2

Students write a short answer of one or two sentences.

Answers

- After his death the farm became overgrown with weeds and bushes because it was neglected.
- Farmers have to fight against the weather, harmful insects and harmful animals every day.
- It means that you have to use your brain and think as well as do the manual work with your hands.
- The uncle grew food crops and coffee trees.

PART TWO: LANGUAGE IN USE

This activity tests the ability to identify and form verbs and making meaningful sentences.

Answers

- to leave, left, left; to struggle, struggled, struggled; to be, was/were, been; to say, said, said; to fall, fell, fallen; to go, went, gone; to bring, brought, brought; to see, saw, seen; to take, took, taken; to arrive, arrived, arrived; to crush, crushed, crushed; to have, had, had
- Answers will vary.

PART THREE: WRITING

Students write a composition of 10-12 lines.

UNIT SUMMARY

This section 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. 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 94-101.
- Workbook pages 74-75.
- PC/laptop with Internet access, if available.

Poems

SB pp. 94-95

Solidarity rap

Read this poem aloud to the class with a rap rhythm if you like. Then invite the class to read the poem with you. Discuss the questions and then let students work in pairs or small groups to practise reading and saying the poem out aloud. They can rap the poem, sing it and do actions as well.

Answers

- It invites us to share with others and to help others.
 - Answers will vary. For example: *When there is a problem, it is easier to solve the problem if we work together and help each other.*
 - Answers will vary. For example: *We can support and encourage one another.*

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.

Answers

- ② **a & b** A griot moves around to different places singing and performing traditional songs/poems.
c 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. 74

- 1 **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.

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. 74

- 2 **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 For example:
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. 74

- 3 **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. 96-97

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.

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. 75

- 4 a rough ride
to pick up
to take up a struggle
to take/waste time
to take hours to do something
- 5 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.

Aung San Suu Kyi

Students can work in pairs or in small groups to read and discuss this text. You could prepare them for this task by having a quick class discussion before to find out what the students already know about this famous woman.

Answers

- 3 Answers will vary. For example: I think it is interesting to read about her education and about the time she spent in prison. She did not give up even when times were very difficult for her and her family.

Novels

SB pp. 98-101

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.

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. Focus on the gist of the story and not on individual words and structures.

Answers

- 1 Let the students work in groups and act the scene they have read.

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.

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.

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. Paulo does not believe this but he agrees to help her look for her husband.

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. 75

- 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.
- 7 Accept all reasonable ideas and encourage the class to share their ideas.

Revise your grammar

WB pp. 76-80

This section of the Workbook provides a selection of varied activities for additional practice. Each activity focuses on a specific language structure.

Verbs

1 (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?

2 (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.

3 (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.

Gerunds and infinitives

4 (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?

Conditionals

5 (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.

Adverbs

6 (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.

7 (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.

Negatives

8 (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.

Indirect (reported) speech

9 (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.

Conjunctions

10 (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.

Prepositions

11 (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

12 (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?

Word building

13 (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>

14 (using prefixes: un-, in-, dis-)

respect/disrespect
happy/unhappy
able/unable
honour/dishonour
healthy/unhealthy
complete/incomplete
successful/unsuccessful
expensive/inexpensive

Punctuation

15 (using punctuation)

- a) 'This is where I was born,' she said.
- b) 'What's the matter? Aren't you feeling well?'