



5^e

Let's LISTEN

Let's SPEAK

Let's READ

Let's WRITE

Let's Keep in TOUCH

Teacher's Guide

NOUVEAUX PROGRAMMES

édicef



 **HODDER**
EDUCATION GROUP

Let's Keep in TOUCH

Teacher's Guide 5^e

OKPO Drama (Inspecteur Général de l'Éducation Nationale, coordinateur de l'équipe)

KOUADIO DOLOU Roger (Inspecteur de l'Enseignement Secondaire)

KOUAKOU KONAN François (Conseiller pédagogique)

KOUA ASSOUMOU Charles (Conseiller pédagogique)

KOUAME YAO Félix (Conseiller pédagogique)

GNANGORAN KOUADIO Jérôme (Conseiller pédagogique)

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 5^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 6^e level. New student characters are introduced as well.

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

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.

LET'S DISCOVER

Let's discover 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 discover 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, on pages 92-95. The students will need to refer to the word banks when they do written exercises, and when they complete oral activities in pairs and groups.

Grammar

check

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

Further notes and tables are also given in the Grammar section at the back of the Student's Book, on pages 90-91. Encourage the students to refer to this section as they work.

Pronunciation

check

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

Time to check

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

Project corner

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

There is a new project at the end of every second unit. Each project requires the use of the vocabulary and language structures that have been introduced and practised in 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. As well as helping to motivate them, it allows the students to use English in real situations and to play with the language.

The Workbook

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

@ The podcasts








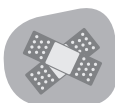


All the listening texts and pronunciation activities in this course are available as podcasts on the Internet. They can be played back, free of charge, at the website www.edicef.com.

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

Lesson 1

SB pp. 8-9

It's good to see you again!

UNIT SUMMARY

TOPICS

Personal identification.
School and classroom.
Numbers.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

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

VOCABULARY

Note: Words from 6^e

The students should be familiar with some of these words from 6^e level.

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

PREPARATION

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

Warm up

Introduce yourself to the class, and introduce new students who may not know each other yet.
Introduce the students to their textbook, *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 discover

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

Let's practise

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

@3 Play the first dialogue on the podcast then let the students practise the dialogue. The main characters in the 6^e book Fanta, Amari, Adou and Gondo feature in this first dialogue. The dialogue revises greetings and introduces some new words too. The key words are included in MY WORD BANK. Make sure the students understand the structure *It's...* and the auxiliary *must*. The structure *We hope (that) we'll like...* is also introduced in the dialogue. You can teach this structure now, or just make sure that the students understand it. Refer to the Grammar checks in the Student's Book.

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

NOTE: Listen

Podcast recordings

The recordings are available, free of charge, on line at www.edicef.com. If you do not have the recording, read the dialogues aloud in a natural and expressive way. Try to change your voice as each person speaks.

Listening texts

The listening texts are printed at the back of the Student's Book, on pages 88-89.

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

Word lists

There is a complete list of vocabulary words, with French translations, in MY WORD BANK section, on pages 92-95 of the Student's Book.

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

Let's communicate

- ⑤ The students make up sentences with the words provided. The sentences all have two clauses, which are linked without a pronoun. Refer to the Grammar check. You could do this activity orally first in class, and then let the students write the sentences for homework.

Answers

- a Amari thinks she will be very good at English.
- b We hope we will see Mrs Appiah again.
- c She hopes she will not miss the bus this time.
- d They think they will meet the new teacher today.

- ⑥ Let the students read the Listening text again. (See page 88 of the student's Book.) Then using this as model, they write and then role-play their own dialogues in groups.

EXTRA ACTIVITIES

- Write some of the words from MY WORD BANK on the board and erase a few of the letters. Let the students try and complete the words.
- Write a section of the listening text (from page 88) on the board, but erase some of the words. Then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words, which they can fill in. They can then check their own written text against the text in the Student's Book (unless you want to check their work yourself).
- Students can read the dialogue for lesson 1, on page 88.
- Introduce the students to the Workbook. Students can complete the activities on page 3 of their Workbooks. They can do the second activity in pairs. Try to listen to the dialogues that the students create. In particular, listen to their pronunciation and intonation. Model the sentences for them, or play back the podcast.

Answers to Workbook activities

WB
p. 3

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

Lesson 2

SB pp. 10-11

Let's discover

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

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

To sit is an irregular verb, although the students are not required to use it in the past tense yet. There is a list of all the irregular verbs used in this course on page 96 of the Student's Book. Reflexive pronouns are taught more formally in Unit 2.

Let's practise

- 2 Practise the dialogue with the class, students take turns to read parts of the dialogue. Make sure the students use the correct intonation for the questions and answers.

- 3 Students answer questions about the dialogue. This should be done orally first with the whole class. You can ask the students to respond in full sentences, or you can accept shorter answers as the focus is on comprehension at this stage. Then let the students read the dialogue aloud in groups of seven.

Answers

- a His name is Mr Kouamé.
- b No, she isn't. She is from Dabou.
- c He is thirteen years old.
- d Assoumou is sitting next to Gondo.
- e Assoumou, Essis and Akem are new students in the class.
- f Essis and Akem are brothers.
- g It's the 22nd of September.

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

- 5 Make sure the students are familiar with the words in MY WORD BANK before they attempt this activity. The activity could be done in pairs or groups. It aims to give students the opportunity to

practise using structures and vocabulary that have been introduced already.

The students can also play a game in pairs. One student gives a clue and the other student has to guess who the person is. For example:

Student 1: She is Akem and Essis' cousin. She is from Divo. Who is she?

Student 2: Corine

Answers

- What is your name?
Where are you from?
How old are you?
In which form are you?
Do you have any brothers or sisters?
Where do you live?

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

Answers

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

Let's communicate

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

Answers

Students' answers will vary.

EXTRA ACTIVITIES

- Dictate a few sentences for the students to write, revising verbs like *to be* and *to have*. For example: *Hello, my name is Fama. I am fifteen years old. This is Sam. He is from The Gambia. He has a baby brother and many cousins.*
- Write additional sentences, such as those in activity 6, on the board. Let students complete the sentences using the correct verbs.
- Students can work in pairs and ask each other simple questions about the characters in activity 5.
- Students can complete the activities on page 4 of their Workbooks.

Answers to Workbook activities

WB
p. 4

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

The words in the sentences are:

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

2

present simple tense			
Infinitive	Affirmative form	Negative form	Interrogative form
to be	I am a student. He is a teacher. She is my sister. We are students. They are students.	I am not a teacher. He is not a student. She is not my mother. We are not teachers. They not teachers.	Am I a student? Is he a teacher? Is she my sister? Are we students? Are they students?
To have (got)	I have (got) one sister. She has (got) a brother.	I have not (got) two sisters. She has not (got) a sister.	Have I (got) one sister? Has she (got) a brother?
To live	I live in a house. He lives in a house	I do not live in a flat. He does not live here.	Do I live in a house? Does he live in a house?
To go	She goes home at 5. They go to school on Saturdays.	We do not go home at 5. They do not go to school on Sunday.	Does she go home at 5? Do they go to school on Saturdays?

Lesson 3

SB pp. 12-13

Let's discover

- @1** Play the podcast, or read the dialogue aloud. Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Only key words are included in MY WORD BANK. The other words in the dialogue should either be familiar to students already, or the same as French words and therefore easy to decode.
- Revise, or teach, the use of the auxiliary verb *can*. Refer to the Grammar check on page 13 of the Student's Book.

Let's practise

- @2** Practise the dialogue with the class or let the students practise in groups. Once again, pay attention to the intonation in questions and exclamations.
- 3** Students read the statements about the dialogue. This activity should be done orally at first with the whole class. The students identify and answer the questions.

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

Answers

- a** Amari can sing very well and write letters in English.
b Yes, Fanta can dance very well.
c Adou can swim.
d No, Gondo cannot swim.
e No, Essis and Akem can't play football.
f Yes, Akem can sing in English.
g Assoumou can count and read short stories in English.

- 4** Revise the auxiliary 'can' as it used to talk about abilities. Refer to the Grammar check. Then let the students work in pairs to practise using this auxiliary, following the examples in the Student's Book.

@5 Focus on the sounds /ɪ/ and /aɪ/ in the given words. Play the podcast recording, or read the words aloud carefully. Students then repeat the words. It is useful for the students to know that the /ɪ/ sound in a word changes into a long sound /aɪ/ if it is followed by a consonant and the letter e at the end of the word. This is useful to know for spelling as well.

6 Students can play 'Simon Says'. They should be familiar with this game from 6^e, but if they are not, explain how it works. Try to teach the game in English, using simple rules and actions. The students will soon understand the game. For example:
When I say, "Simon Says 'Sit down'", you sit down. (make a gesture)
But when I say, 'Sit down', you don't sit down. (gesture)
 You may want to revise imperative forms before the students play the game. They can use the verbs in MY WORD BANK for the game, as well as any other suitable verbs. The students should be familiar with these words from 6^e.

Let's communicate

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

Answers

Students' answers will vary.

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
p. 5

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

TIME TO CHECK

SB p. 14

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

Answers

- 1 and 2 Pronunciation.
- 3 **MARY:** Hello I'm Mary. What's your name?
Esso: My name is Esso. It's good to meet you.
MARY: Is Adou your brother?
Esso: No. We're cousins.
MARY: That's interesting. Are you from Dabou?
Esso: Yes, I am.
- 4 a She (is/are) from Bouaké.
 b He (is/has) 13 years old.
 c They (is/are) twins.
 d We (are/have) cousins in Grand Lahou.
 e She (has/have) a brother and a sister.
- 5 a Can you swim?
 b She can dance and sing.
 c I have a brother and a sister.
 d They live in a flat in Abidjan.
- 6 a How are you?
 b It's good to see you again.
 c Good evening. What's your name?
 d Well, I must go now. See you later!
 e I'm fine, thanks.
 f I miss you a lot
 g Dorcas. I'm pleased to meet you.

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
p. 6

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

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

3 and 4 Students' answers will vary.

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

Answers

- a He is Assoumou.
 b She is Sopi.
 c They are Essis and Akem.

2 The whole class can play this game, or it can be played in groups or pairs. Explain how 'Kim's Game' works if the students have not played it before. Use real classroom objects.

1. Put a selection of objects on a table, for example: three rulers, two bags, one calculator, four erasers and six pens. Let the students look at the objects on the table for 30 seconds. They have to try and remember what they see on the table. They may not write down what they see.

2. When 30 seconds has passed, remove the objects from the table (or cover them). The students must try to list all the objects, or as many as they can. Once students understand the game, you can increase the number of objects on the table and let them play the game in groups.

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

Answers

- | | | |
|-----------|--------|--------|
| 1 what | 4 can | 7 very |
| 2 morning | 5 are | 8 good |
| 3 two | 6 meet | 9 you |

The new greeting is: *How are you.*



2

Lesson 1

SB pp. 16-17

We always have a good time

UNIT SUMMARY

TOPICS

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

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

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

VOCABULARY

Note: Words from 6°

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

PREPARATION

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

Warm up

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

Note: Project preparation

The activities in the three lessons in Unit 2 will prepare the students for the project at the end of the unit. Students will need to be able to name different activities, form questions with How often...?, use adverbs of frequency and use verbs in the simple past tense in order to complete the project successfully.

Let's discover

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

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

Answers

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

Let's practise

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

- @4 Play the podcast, or read the dialogue aloud (the text is on page 88 of the Student's Book). Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask a few questions to test their understanding of what they have heard.

Answers

- a Some students are having fun in the sea and playing volley-ball on the beach.
- b Some students are playing football match.
- c Some students are in a canoe on the river.
- d Some people are having a meal at a restaurant.
- e One student is reading a book.
- f Some people are sleeping. Other people are watching television.

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

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

Answers

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

Let's communicate

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

Answers

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

EXTRA ACTIVITIES

- Write a section of the listening text from this lesson on the board (see page 88). Erase some of the words and then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words. They can then check their own written text against the text in the Student's Book (unless you want to check their work yourself).
- The students can work in pairs and extend activity 5 by asking each other how often they do everyday activities. For example: *Do you like dancing? (Yes, I do./No, I don't.) How often do you dance? (I dance every day. / I never dance.)*
- Students can write out the complete sentences they made for activity 2.
- Students can read the dialogue for lesson 1 on page 88.
- Students can complete the activities on page 7 of their Workbooks.

Answers to Workbook activities

WB
p. 7

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

Lesson 2

SB pp. 18-19

Let's discover

@1 In this lesson the focus switches to talking about past events and activities.

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

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

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

Answers

Amari went to Accra during the holidays. Fanta visited Grand-Bassam with Doris. They watched canoe races. Gondo went to Man with the school drama club. He acted in a play. He and his friends enjoyed themselves watching wrestling matches. Adou went to the beach with his friends. Mr Kouamé's students enjoyed the holidays.

Let's practise

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

Answers

- a Fanta enjoyed herself in Grand-Bassam.
- b Adou protected himself from the sun with a hat.
- c Koffi and Fatou made themselves some breakfast.
- d Take care of yourself/yourself.
- e We bought ourselves some ice-cream.
- f People look at themselves/themselves in a mirror.

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

You might want to revise the simple past tense before the students start this activity. If necessary, refer the students to page 90 of the Student's Book and revise the formation of this verb form. Make lists of familiar verbs on the board or on a poster, and invite the students to come up and write the past tense forms of the verbs. You may want to display this list in the class for students to refer to. Help the students to pronounce the verb endings correctly: /d/, /ɪd/ or /t/. Refer to the Pronunciation check.

Answers

For example:

- I listened to some music.
- I celebrated a birthday with my friends.
- I cooked supper for my family.
- I worked in the village.
- I climbed the mountain with my brother.

Let's communicate

5 The students write a short paragraph about their holidays. Remind them to use the simple past tense for verbs. When they read their paragraphs aloud, they should pay attention to the way they pronounce the past tense verbs as well.

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
p. 8

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

Lesson 3

SB pp. 20-21

Let's discover

@1 The focus now shifts to asking about past events and activities.

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

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

Students answer questions about the dialogue.

Answers

- 1 Doris wrote a letter.
- 2 Doris comes from the USA.
- 3 Doris wrote to her pen-friend Fanta.
- 4 Doris spent her holiday in Côte d'Ivoire.
- 5 No, she doesn't. Doris lives in Washington DC.
- 6 Fanta's friend likes the Côte d'Ivoire a lot.
- 7 Doris invites Fanta to come to the USA.

Let's practise

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

3 The students work in pairs and practise asking and answering questions in the past tense. Work through the examples with the students first and make sure that they know how to give short answers to questions. The students can use the words and ideas given in their Student's Book and they can also add their own ideas.

④ The students make questions in the simple past tense using the given words.

Answers

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

⑤ The students work alone, copying and completing the paragraph in their exercise books.

Answers

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

Let's communicate

⑥ The students write a short informal letter in response to the letter they have read. They should use the salutations that are provided to guide their writing. Encourage them to proofread their letters before they hand them in for checking. They could write the letters in draft form first.

Answers

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

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB
p. 9

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

3

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

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

TIME TO CHECK

SB p. 22

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

Answers

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

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

EXTRA ACTIVITIES

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

Answers to Workbook activities

WB p. 10

- 1 sometimes, acting, excellent, wonderful, often, beautiful, traditional
- 2 a) I made myself a fruit cake.
b) Carol and Chantal enjoyed themselves on the beach.
c) He needs to protect himself from the sun.
d) We enjoyed ourselves at the concert last night.
e) She washed herself with soap and water.
- 3 Students' answers will vary. Here is an example.
Dear Sue
I hope you are well. Did you enjoy yourself during the Christmas holidays?
My sister Karen and I went to the village. We stayed with our grandparents. We worked on the farm every day with grandfather and our uncles. In the evenings we cooked food with grandmother. Then we listened to stories at night. We also watched some traditional games.
Please write to me soon.
Your friend
Annabel

PROJECT CORNER

SB p. 23

This is the first project that the students will do. Explain to the students that they will do this project in pairs. In the project they will be able to show off their new language skills as they complete a survey about daily activities. The survey is in two parts. In part a, the students draw up and complete a survey, and in part b they present their results. At the end they will be given an opportunity to evaluate their own work in pairs.

PART A

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

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

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

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

PART B

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

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

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

Where is it?

UNIT SUMMARY

TOPICS

Villages and towns. Jobs.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

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

VOCABULARY

Note: Words from 6^e

The students should be familiar with some of these words from 6^e level.

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

PREPARATION

You will need:

- Student's Book pages 24-31.
- Workbook pages 11-15.
- PC/laptop with Internet access, if available.
- A map of Côte d'Ivoire showing names of big and small towns.

Lesson 1

SB pp. 24-25

Warm up

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

Let's discover

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

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

Answers

Students' answers may vary.

This is Sorokaha, a village in the north of Côte d'Ivoire. It is a large village with both traditional and modern houses. The roads are dusty. There are many trees and plants in the compounds. The village is very quiet because there are not many vehicles. The population of Sorokaha is very young, but they work hard: they grow crops and they weave baskets to sell. The village has a few shops, a medical centre, a school and a cyber café.

Let's practise

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

@④ Play the podcast, or read the dialogue aloud (the text is on page 88 of the Student's Book). Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again.

Ask a few questions to test their understanding of what they have heard.

In this dialogue, students will hear questions like *Where's the...* and *What's this/that?* They should be familiar with these structures from 6^e. Explain that the word 'laboratory' is often abbreviated to 'lab'.

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

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

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

Let's communicate

⑦ The students write short paragraphs about places in their own villages, or villages that they know well.

Answers

Answers will vary but the students should attempt to explain where places are in relation to other places. They can use any prepositions that they know to do this. For example: There is a fountain next to/outside/near the school.

EXTRA ACTIVITIES

- Write a section of the listening text from this lesson on the board (see page 88). Erase some of the words and then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words. They can then check their own written texts against the text in the Student's Book (unless you want to check their work yourself).
- Students can work in small groups and draw maps of their own school, or a place where they live. The groups can present their maps to the class and talk about the places and locations of buildings.

- Working in groups of three, students can read aloud the dialogue for lesson 1, on page 88 of the Student's Book.
- Students can complete the activities on page 11 of their Workbooks.

Lesson 2

SB pp. 26-27

Answers to Workbook activities

WB
p. 11

- 1 a)** There are numerous possibilities. Here are some examples: *a modern city, a quiet village, a fertile land, a noisy city, a large flat, a dusty road, a busy month, a small door, the last month, a red basket, a noisy street, a traditional dance, a black door...*
- 2 a)** What's this?
b) What are those?
c) Are these/those apples?
d) Is the library next to the infirmary?
e) Is the police station near the school (or other building)?
- 3** For example:
Where is Sorokaha? It is in the north of Côte d'Ivoire.
Are the roads in the village very busy? No, they aren't.
Is there a school in the village? Yes, there is.
Are there any modern houses in the village? Yes, there are.
Do many young people live in the village? Yes, they do.

Let's discover

- @1 Play the podcast, or read the following dialogue aloud. The text is on page 88.
Then read the words in MY WORD BANK. Make sure the students know what all the words mean. Talk about the pictures and then let the students listen to the dialogue again. Then, answer questions about the text.

Answers

- a** The Nigerian Embassy.
b He tells him to go down the road, to turn left at the roundabout and then to turn left again.
c No, they didn't.
d Gondo.
e To go up the road and then to turn right at the stop sign.
f No, he doesn't.
g He needs a map.

Let's practise

- 2 Before the students attempt this activity, make sure that they understand the phrasal verbs and prepositions used for giving directions. Refer to the Grammar check.

The students work in pairs for this role-play activity. They take it in turns asking for directions to certain places on the map. They can pretend to be in different parts of this town each time they ask for directions. Model the example questions for the students first, and make sure they understand what the correct intonation is in each question.

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

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

Answers

- a** Can you help me, please?

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

Let's communicate

5 The students refer to the map again and give directions to complete the dialogue. Let them do this orally first and then let them consolidate by writing the dialogue as well. There are various ways to get from the restaurant to the Internet café, so let the students try different options.

Answers

For example:

YOU: I'm at the Internet Café.

ABOU: How can we get there?

YOU: Walk down the Boulevard of the Republic until you get to Elephant Avenue. Turn left and walk down to Princess Street. The Internet café is on the corner of Princess Street and Elephant Avenue, on your left.

EXTRA ACTIVITIES

- Dictate a few sentences with phrasal verbs from the lesson. For example: *Can you help me please? I am looking for the bank. You go down this road and walk until you get to the library.*
- Let the students play the telephone game in groups. One person in the group whispers a direction to a second student in the group. For example: *Go up this road, round the roundabout and walk until you get to the school.* The second student listens carefully and then whispers the direction he or she had heard to the next student. This continues until everyone in the group has had a turn to pass on the direction. The last student to hear the direction says it aloud. The student who started the game reveals the original direction that he or she whispered at the beginning, and the group compares the two directions.
- Students can complete the activities on page 12 of their Workbooks.

Answers to Workbook activities

WB
p. 12

- 1 look for, look up, go up, go down, get to, get out, get up, get down, sit down, pick up
- 2
 - a) A place where vehicles can join another road.
 - b) Engineers build this over a river.
 - c) A place where two streets (or lines) meet.
 - d) This tells you what you can and cannot do on a road.
 - e) This shows you where places are.
 - f) A place where you grow crops.

Lesson 3

SB pp. 28-29

Let's discover

@1 The students are going to listen to a factual text about a town in Senegal called 'Richard-Toll'. Find the town on a map and ask the students if they know anything about the town. Play the podcast, or read the text aloud. The students can follow the text as they listen to the recording. Read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Now read the text in detail, paragraph by paragraph, and ask the students questions to make sure they understand the text. Use *wh-* questions with the auxiliary verb *did* in your questioning to assess how well the students understand this structure. They will practise this structure in activity 3.

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

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

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

Answers

- a in Senegal, on the Senegal River, near the town of Rosso
- b gas, chocolates
- c sugar, rice, fruit, vegetables

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

Answers

- a Jean-Michel Richard
- b the Wolof word 'toll'
- c some farmers
- d Richard-Toll

Let's practise

5 The students work in groups and talk about their own nicknames and the nicknames of other people

and places that they know. You may wish to revise the use of *because* as a linking word.

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

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

Answers

- a I have a friend who is a dancer.
- b I know a woman who makes baskets.
- c We have a friend who knows everything.
- d He was a botanist who started a garden.

Let's communicate

8 Help the students collect information or enlist the help of the Geography teacher at your school for this exercise. The students should write a paragraph of about 6-7 sentences. In the paragraph they should:

- say where the town or city is;
 - say when it was founded (date);
 - explain who used to live there;
 - list the names of some old buildings and places
 - describe an important event in the town.
- You could give the students a frame like this to complete.

_____ is an historical town in
_____. It was founded in
_____ by _____.
_____ lived here in the past. There
are many interesting places to see in this town,
like the _____, the _____ and
the _____. In _____
there was a _____ in the town and
_____.

EXTRA ACTIVITIES

- Let the students study one of the paragraphs from the text. Then read the paragraph for dictation.
- Let the students make a summary of the text. Provide some sentences to complete to help them with their summary. For example:
Richard-Toll is a town in Senegal. It is ...
In 1830 Jean-Michel Richard started ...
Later people planted ... Today farmers in the area grow ...
There are also some industries like ... in Richard-Toll.
- Students can complete the activities on pages 13-14 of their Workbooks.

Answers to Workbook activities

WB
pp. 13-14

- 1 a) **A:** What's the population of your country?
B: It's about 18 million people.
A: And what does your country produce?
B: Cocoa, coffee, plantains, yams, cotton and oil.
- b) **A:** What's your name?
B: It's Henry. But my nickname is 'Kangaroo'!
- c) **A:** What do they make in that factory?
B: I'm not sure. But I think they make soap/clothing.
A: Are there any other industries in this area?
B: Yes, I think that one factory produces cool drinks. And on the other side of the river there is a factory that produces soap/clothing.
- 2 a) We didn't go to school yesterday because it was a holiday.
b) Her mother is very rich because she is a trader.
c) She is good at Mathematics and English.
d) This is an agricultural area but there are some factories.
e) The farmers grow some crops in this area but the land is not very fertile.
f) Children like chocolate because it is delicious.
- 3 a) This is the student who won a cell phone!
b) I know the engineer who built the new factory in our area.
c) They have a daughter who is very good at computer science.
d) He has a son who plays for Manchester United.
e) He's the student who travelled to the States to visit his American friends.
- 4 Here are some of the words that the students should be able to make: *late, school, cool, tea, hot, seat, lot, lost, hole, hate, case, seal, eat, he, she, lose, chose, to, shoe.*

TIME TO CHECK

SB p. 30

Answers

- 1 a down, roundabout
b stop, from
c to, school
- 2 Students match the pictures and the words.
- 3 Students' answers will vary.
- 4 **GIRL:** Excuse me. I am looking for the clinic.
BOY: Go down the street. Turn right at the roundabout. Go past the school and over the bridge. Then walk across the field.
GIRL: Is the clinic on the left or on the right?
BOY: It's on the left.
- 5 a I have a friend who is a farmer.
b I know a man who has a canoe.
c My sister a friend who plays the guitar.
d He was a wrestler who won many competitions.
- 6 A long time ago, in 1830, Jean-Michel Richard started a garden on the south bank of the Senegal River. People called this area 'Richard-Toll'. In 1949 some farmers planted rice in the area. Later they also planted sugar. Nowadays farmers grow a variety of crops in the area.

EXTRA ACTIVITIES

- Students can complete the revision activities on page 15 of their Workbooks.

Answers to Workbook activities

WB
p. 15

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

TIME FOR FUN

SB p. 31

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

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

Answers

The boy is going to the Internet café.

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

Answers

- a Jean-Michel Richard.
- b Fanta.
- c Obi.

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

Answers

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



Unit

4

Let's celebrate!

UNIT SUMMARY

TOPICS

Cultural and social events. Dates. Months. Numbers.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

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

VOCABULARY

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

PREPARATION

You will need:
– Student's Book pages 32-39.
– Workbook pages 16-22.
– PC/laptop with Internet access, if available.

Lesson 1

SB pp. 32-33

Warm up

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

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

Let's discover

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

② Help the students to read the birthdays on the class list in the picture. Pay attention to pronunciation of the numbers and months. Refer to the Grammar check.

③ This is an oral activity. The students discuss and answer the questions about the picture.

Answers

- a The fourth of November.
- b It's ten thirty.
- c They are celebrating Fanta's birthday.
- d In march.
- e It's on the fifth of January.
- f Nafi.
- g It's on the twenty-first of October.

@④ The focus here is on the correct pronunciation of ordinal numbers. Play the podcast recording, or read the words aloud carefully. Let the students repeat the words. Make sure that they pronounce the end sounds made by the letters *th* correctly: /θ/.

Let's practise

@⑤ The focus here is on word stress. Play the podcast recording, or read the words aloud carefully.

@⑥ Read out the words in MY WORD BANK, and make sure that the students understand all of the words. Then the students can listen to the dialogue

on the podcast. Read the text aloud if the recording is not available (see page 88 of the Student's Book). Remember that the students should **not** follow the text as they listen to the dialogue. The focus is on developing listening skills. Let them listen to the text twice, and then ask them to write down the answers to these questions:

- a What is the date?
- b Whose birthday is it?
- c What song did the students sing?
- d What did they eat?
- e Why did they bring a CD player?

⑦ The students work in pairs. They ask and answer questions about the birthday list.

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

Answers

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

Let's communicate

⑨ The students ask and answer questions about birthdays, using *Whose*. Refer to the Grammar check.

EXTRA ACTIVITIES

- Read a few sentences from the listening text for dictation. Make sure the sentences you choose include some future forms.
- Let the students work in groups of eight to ten and play chain games. Each student must repeat what the student before said, and then add something to the sentence. For example:
Student 1: We are going to have a party. I am going to bring some cool drinks.
Student 2: We are going to have a party. I am going to bring some cool drinks and some ice cream.
Student 3: We are going to have a party. I am going to bring some cool drinks, some ice cream and a cake.
- Students can read the dialogue for lesson 1, on page 88 of the Student's Book.
- Students can complete the activities on pages 16-17 of their Workbooks.

Answers to Workbook activities

WB
pp. 16-17

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

Lesson 2

SB pp. 34-35

Let's discover

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

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

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

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

Answers

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

Let's practise

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

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

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

Answers

- a 17th August 25th December 1st May
twelve o'clock quarter to seven half past five

- b** The students should mention the celebrations held in Côte d'Ivoire and in other countries on these days:

The Day of Assumption, Christmas Day and Labour Day, respectively.

- c** Answers will vary, depending on the year.

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

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

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

Let's communicate

7 Students write a short letter in which they explain how Ramadan is celebrated in Côte d'Ivoire. They should say what they eat (or don't eat), where they go, what they do and what they wear.

Answers

Answers will vary depending on individual families and celebrations.

EXTRA ACTIVITIES

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

- Ask the students if they know how to make *déguè*. Let them try to explain the process, referring to the list of ingredients in the Student's Book (page 34).
- Students can make lists of things they have to do on other celebration days.
- Students can complete the activities on pages 18-19 of their Workbooks.

Answers to Workbook activities

WB
pp. 18-19

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

Lesson 3

SB pp. 36-37

Let's discover

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

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

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

- 2 The students work in pairs. They can ask and answer questions about the text they have heard, using the question words as prompts.

Let's practise

- 3 The groups mime actions again. This time they try to mime what is suggested by the adverbs in the box. The other students again ask and answer questions.

- 4 Students work in pairs and complete the sentences by using any appropriate words they know. This should be done orally first, and then answers can be written down later.

Answers

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

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

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

Answers

They celebrate Ramadan and Christmas.

We did not go to Church but we had some fun.

The Christmas tree was beautiful because we decorated it.

The family had chicken Kédjénou and cake.

We did not sleep last night because we had a lot of fun.

Let's communicate

- 7 This time the students write a short letter in which they explain how Christmas is celebrated in Côte d'Ivoire. They should say what they eat (or don't eat), where they go, what they do and what they wear.

Answers

Answers will vary depending on individual families and celebrations.

EXTRA ACTIVITIES

- Write a section of the reading text from this lesson on the board. Erase some of the words and then read the complete text to the students. The students copy the text in their exercise books and listen out for the missing words. They can then check their own written texts against the text in the Student's Book (unless you want to check their work yourself).
- The students can make a list of the things that the children did to celebrate Christmas, as given in the reading text. They can make lists in note form, using the past tense. For example:
 - *went to Mbour;*
 - *decorated a tree;*
 - *danced happily;*
 - *visited friends.*
- Students can complete the activities on pages 20-21 of their Workbooks.

Answers to Workbook activities

WB
pp. 20-21

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

2

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

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

TIME TO CHECK

SB p. 38

Answers

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

EXTRA ACTIVITIES

- Students can complete the revision activities on page 22 of their Workbooks.

Answers to Workbook activities

WB
p. 22

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

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

PROJECT CORNER

SB p. 39

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

PART A

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

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

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

PART B

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

STEP 1 The posters should be displayed in class.

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

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

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

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



Let's keep in touch with the modern world

UNIT SUMMARY

TOPICS

Technology. Communication. Nationalities. Jobs.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

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

VOCABULARY

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

Nationalities.

PREPARATION

You will need:
– Student's Book pages 40-47.
– Workbook pages 23-29.
– PC/laptop with Internet access, if available.

Warm up

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

Let's discover

- 1 The students work in pairs and talk about the pictures, using any English vocabulary that they have. Tell the students to look at the words in MY WORD BANK for ideas. If they are not sure of the meanings of the words, they can look the words up in the translated word list at the back of the Student's Book. Ask some of the students to describe the pictures to the whole class. Then invite the class to ask questions and to try and improve on the descriptions. Check that the students have understood the words in MY WORD BANK.
- 2 Let the students read the passage silently by themselves. Then read it aloud and ask students to suggest words to fill the gaps. Discuss the best words. The words need to make sense in context, and the sentences must be grammatically correct. Then let the students work in pairs and take it in turns to read sentences from the paragraph aloud to each other.

Answers

Technology helps us to communicate with other people. We can use technology/computers/cellphones to talk to our friends and families anywhere in the world. We can also send them messages/emails. In addition, modern technology permits us to get/find/research/obtain information. Nowadays, doctors can use scanners to examine their patients. Farmers can buy/order seeds and equipment on the Internet. And technology helps us to enjoy ourselves too. We can listen to music and watch many/interesting/some TV programs from other countries.

You can accept all other sensible and grammatically correct answers.

Let's practise

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

@4 Play the podcast or read the dialogue aloud (the text is on page 88 of the Student's Book). Then read the words in MY WORD BANK. Make sure the students know what all the words mean before you play back the recording or read the text again. Ask a few questions to test their understanding of what they have heard.

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

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

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

Answers

- a My sister is in Abidjan now. She has been there for three years.
- b They have invited Mr Bayala to speak to the class.
- c Have you seen my book? I can't find it.
- d The Internet has helped people to find information very fast.
- e Has Abou learned how to use the computer?
- f Have you spoken to Fanta today?
- g I haven't watched television this week.

Let's communicate

7 Brainstorm ideas with the whole class first and write useful words up on the board. Encourage the students to think about key sentences for the paragraphs they are going to write. Then let them write their paragraphs and edit them (or get another student to help them edit their work) before it is published in the English Club magazine.

EXTRA ACTIVITIES

- Write a section of the listening text from this lesson on the board (see page 88). Use sentences in which the present perfect tense is used. Erase some of the words and then read the complete text to the students. The students copy the dialogue in their exercise books and listen out for the missing words. They can then check their own written texts against the text in their books (unless you want to check their work yourself).
- Some of the students can mime some of the verbs in MY WORD BANK and other verbs that they know that relate to the topic. The others can try to guess what they are doing. Words to try are: *to communicate, to order, to scan, to talk, to chat, to listen.*
- Students can read the dialogue for lesson 1 on page 88 of the Student's Book.
- Students can complete the activities on pages 23-24 of their Workbooks.

Answers to Workbook activities

WB
pp. 23-24

- 1 a) Pictures show: a satellite dish, an email, mobile phones/cell phones, a computer, a scanner.
b) It receives information and pictures from satellites.
→ a satellite dish
This is an electronic message that we send or receive through Internet. → an email
Million of people all over the world use these to communicate. → mobile phones
We use this to store information. → a computer
Doctors use this to examine their patients.
→ a scanner
- 2 1 He is phoning Eric's father, Mr Mensah.
2 He is Eric's father.
3 He is a computer specialist.
4 He wants Mr Mensah to speak at an English club meeting.
5 It's on Wednesday afternoon at 4 o'clock.
6 Yes, he does.
7 He wants to know how he is doing at school.
- 3 KUMALO: Hello! This is Kumalo. We've just landed.
YOU: Oh, great! Welcome to Abidjan. Dad and I are waiting for you inside the building/in the arrivals hall.
KUMALO: OK. I'm waiting for my luggage/suitcase.
YOU: Where are you exactly?
KUMALO: Just behind the security check point.
YOU: Fine. Don't move. I'm coming with Dad.
KUMALO: Oh, that's good. I'm wearing blue shirt/T-shirt/jacket and red trousers/shorts.
What are you wearing?
YOU: I'm wearing a yellow shirt/jacket, a white cap and jeans/shorts.
KUMALO: OK. I'm waiting for you.

Lesson 2

SB pp. 42-43

Let's discover

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

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

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

- 2** Let the students discuss and answer the comprehension questions.

Answers

- a** He is a computer specialist.
- b** Computers.
- c** It's the processor. A computer can't work without a processor, like a human being can't work without a brain.
- d** A portable computer, a computer that is small so that you can carry it around with you.
- e** To store information, to copy information.
- f** They use a keyboard, which is like a typewriter.
- g** No, you can't (unless there is a wifi/wireless connection).

Let's practise

- 3** The students match the parts and functions of a computer.

Answers

- 1** F
- 2** H
- 3** E
- 4** G
- 5** D
- 6** A
- 7** B
- 8** C
- 9** I

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

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

Answers

- a** If Amari needs to use a computer, she can go to the cybercafé.
If you want to save your documents, you must use a pendrive.
If Gondo wants to contact people, he can use the Internet.
If she wants to listen to music, she needs a CD player.
If they want to order some seeds, they can use the Internet.
- b** Amari can go to the cybercafé if she needs to use a computer.
You must use a pendrive if you want to save your documents.
Gondo can use the Internet if he wants to contact people.
Fanta needs a CD player if she wants to listen to her CDs.

Let's communicate

- 5** Students can work in pairs to make short presentations about computers. Encourage them to use a picture or a real computer during the presentation. Tell them that they only have 5-6 minutes in which to describe the parts of the computer and how it works. Their presentations should be simple and clear.

EXTRA ACTIVITIES

- The students can write out the sentences they made in activity 4.
- Students can complete the activities on pages 25-26 of their Workbooks.

Answers to Workbook activities

WB
pp. 25-26

- 1 The students should have the following labels: speaker, screen, CD, CD drive, pendrive, modem, printer, cables, processor, mouse mat, mouse, keyboard.
- 2

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

Lesson 3

SB pp. 44-45

Let's discover

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

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

This dialogue introduces vocabulary linked to email communication. The dialogue also introduces question tags with the auxiliary verb *to be*, which some students find tricky. Activities in the Student's Book and the Workbook provide plenty of written practice, but it is important to practise this structure orally too. You can introduce the structure orally at this stage, or focus more fully on the structure before the students complete activity 4. Refer to the Grammar checks.

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

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

Answers

- a She wanted to send an email to her pen-friend/e-pal.
- b No, she didn't.
- c Yes, it is.
- d You could lose all of your work.
- e Yes, they are.
- f & g (Personal answers.)

Let's practise

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

④ If you have not already done so, teach the students how to form question tags with the verb *to be*. Then help the students to complete the activity orally. Model the way your voice goes up at the end of such questions, and how the stress falls on the verb (and not the pronoun) in the question tag.

Answers

- a This is your email address, isn't it?
- b You're using this computer, aren't you?
- c The cybercafés aren't open today, are they?
- d Pam is your e-pal, isn't she?
- e It's going to rain, isn't it?
- f Cell phones are very cheap nowadays, aren't they?
- g Laptops aren't very expensive, are they?

⑤ The students complete the questions with the correct tags.

Answers

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

⑥ The students write five sentences.

Answers

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

Let's communicate

⑦ Let the students work individually to make notes about what they can do with the Internet and with cell phones. Later they can use these notes to participate in a class discussion on the subject.

Answers

For example:

Internet: For research, to get information, read news, read weather forecasts, play games, send emails, communicate with friends and family, listen to music, watch movies.

Cell phones: communicate with friends and family, talk, send text messages, play music, access the Internet.

EXTRA ACTIVITIES

- Dictate a few sentences from the dialogue.
- Write a few sentences from the dialogue on the board and remove all the verbs. Then let the students write the complete sentences. You can let them work out which verbs to use or you can dictate the sentences as well, so that they can listen out for the correct verbs.
- This would be an appropriate time to help students to find e-pals at schools in English-speaking countries, so that they can start practising their written English skills.
- Students can complete the activities on pages 27-28 of their Workbooks.

Answers to Workbook activities

WB
pp. 27-28

- 1 Millions of people around the world keep in touch via email. Emails are like letters. Sending emails is like sending letters through a system of post offices. We send and receive emails via an electronic system, the Internet.
Every email needs to have a mailbox address in which to receive an email. You get this address when you create a username like **maria20752@yahoo.fr** for yourself. And you should also set up a password. But you must always keep it secret!
- 2 a) I want to send an email to my e-pal.
b) You must remember to back up your work.
c) Do I need to click on 'save' to save my work?
d) You can't send an email without a username.
e) You mustn't give your password to anyone else.
f) Do you always work on a computer?
- 3 a) Your password is a secret, isn't it?
b) His brothers aren't in the USA, are they?
c) This is your pendrive, isn't it?
d) She's your friend, isn't she?
- 4 a) Yes, it is. b) No, it isn't. c) No, I am not.
d) Yes, I am. e) No, she isn't.
- 5 a) I must remember to save my documents.
b) I mustn't forget to keep my password secret.
c) I must remember to make back-up copies of my work.
d) I mustn't forget to shut down my computer when I have finished.
- 6 a) 'my' refers to Anna. d) 'his' refers to Barry.
b) 'he' refers to Barry. e) 'it' refers to the address.
c) 'me' refers to Anna. f) 'you' refers to Anna.

TIME TO CHECK

SB p. 46

Answers

- 1 computer, technology, confidential, communicate, information, telephone
- 2 a Your sister is in the USA, isn't she ?
 b English isn't difficult, is it?
 c Akem and Essis are twins, aren't they?
 d You're coming to the English Club meeting, aren't you?
 e It's easy to send emails, isn't it?
- 3 a They live in Abidjan now. They have lived here since 2008.
 b They have invited us to the celebration.
 c Have you met Eric?
 d Have you listened to that new CD by Alpha Blondy?
 e Are your brother ever used the Internet before?
 f I have been here since this morning!
- 4 She was born in Benin, but she has been in Bassam for five years. She has always wanted to visit San Pedro because her cousin lives there.
- 5 a They (lived/have lived) in Bouaké for many years.
 b How (often/long) have you been in Abidjan?
 c You need a modem (if/but) you want to use the Internet.
 d You need a (modem/printer) to print your documents.
- 6 How long have you lived here?
 Have you ever visited Ghana?
 Have you met [name]?
- 7 All computers have a processor, a monitor and a keyboard. If you want to print, you can connect your computer to a printer. You can store work/ information on a CD or on a pendrive. You need a modem and a telephone line to connect to the Internet. You need cables to connect the different parts of the computer.
- 8 a Have they worked here for a long time?
 b I have never been to Benin.
 c She has lived here since 2009.
 d I have always wanted to visit South Africa.
 e If you need to use a computer, you can go to an Internet café.

EXTRA ACTIVITIES

- Students can complete the revision activities on page 29 of their Workbooks.

Answers to Workbook activities

WB
p. 29

- 1 a) Being a website designer is interesting, isn't it?
 b) He hates sending emails OR choosing music.
 c) Dialling the wrong telephone number is easy.
 d) I enjoy sending emails OR choosing music.
 e) She was jogging when he called.
 f) I'm sorry, but I'm afraid that Olivier isn't here right now.
- 2 Accept all grammatically correct and sensible answers for part b) of this exercise.

TIME FOR FUN

SB p. 47

- 1 Read this story with the class, or let them read the story alone or in pairs. Then let them try to explain the joke in the story. The boy is looking for the mouse for his computer. His brother and sister think he is looking for the animal called a mouse!
- 2 Read the tongue twisters slowly to the class and let them repeat them. Then let them try and read the tongue twisters again several times, reading faster each time.
- 3 Let the students play a game. One person thinks of a part of a computer and the other students have to guess what it is. He or she may only answer YES or NO and the others only have 10 chances to guess the answer. Work out a system of scoring with the students and make sure they take turns.



Lesson 1

SB pp. 48-49

Let's protect
our environment

UNIT SUMMARY

TOPICS

Caring for the environment.
Ecology.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

Word stress.
Stress in exclamations and sentences.

VOCABULARY

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

PREPARATION

You will need:
– Student's Book pages 48-55.
– Workbook pages 30-36.
– PC/laptop with Internet access, if available.

Warm up

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

Note: Project preparation

The work throughout unit 6 will prepare the students for the project at the end of the unit. In the project, students will research and create a poster to draw attention to an environmental issue in their communities.

Let's discover

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

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

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

Answers

- a It is clean.
- b Yes, the school is trying to be eco-friendly but the students have forgotten to do some things.
- c No.
- d No.
- e Yes.

The students' answers about their own schools will vary.

Let's practise

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

@4 Let the students listen to the poem on the podcast. Read the poem yourself if the recording is not available (see page 88 of the Student's Book). Remember that the students should not follow the text as they listen throughout these activities. The focus is on developing listening skills. Let them listen to the poem twice, and then ask them to tell you what they think the poem is about. Try to elicit the answer that the poem is about caring for our environment. Then read the words in MY WORD BANK. Make sure that the students understand all the words. The students can learn the poem and say it aloud in class.

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

Answers

Students' answers will vary. Here are some examples.

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

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

Answers

For example:

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

Look after: You must look after your environment.

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

Pick up: Please pick up all the litter.

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

Let's communicate

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

Answers

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

EXTRA ACTIVITIES

- Write a few lines from the poem on the board. Erase the particles and other small words. For example:
We'll see rainbows
... we don't pollute ... earth
We ... have good rains
If ... don't cut ... all the forests
... will ... beautiful towns
If we pick ... the litter
 Read the lines to the students, and let them try to write out the lines in full.
- Students can read the poem on page 88 of the Student's Book.
- Students can complete the activities on pages 30-31 of their Workbooks.

Answers to Workbook activities

WB
pp. 30-31

- 1 a) clean b) dirty c) switch on
 d) switch off e) earth f) green
 g) rainbow h) breathe
- 2 Here are some words that the students can make:
 – eco-friendly: *friend, do, life, find, nice, ride*;
 – breathe: *the, there, hat, hate, here, hear, eat*.
- 3 a) Switch off the lights class!
 b) Sweep your class and tidy/make your chairs and desks up/clean room!
 c) Help your classmates: they must be eco-friendly!
 d) Please turn off the taps!
 e) Keep the toilets clean!
 f) Keep/Make your school green! And pick up your litter.
- 4 a) We'll see rainbows, if we don't pollute the earth.
 b) We'll have good rains, if we don't cut down all the forests.
 c) We'll have good crops, if we use water carefully.
 d) We will have beautiful towns, if we pick up the litter.
 e) The earth will be clean and green, if we look after it.

Lesson 2

SB pp. 50-51

Let's discover

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

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

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

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

Answers

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

Let's practise

- ③ The students work in pairs to answer the question, following the example.

Answers

For example:
We mustn't waste water.
We must recycle plastic bottles and waste paper.
We must turn off taps and lights.

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

Answers

Tina says that we must to save water.
Boka says that we must recycle plastic bottles.
Auntie Adèle says that we have to plant trees.

Let's communicate

- ⑤ Enlist the help of the biology/science teacher to explain to the students how water can be recycled. The students should take notes while they listen and then use these notes to make short group presentations to the rest of the class.

EXTRA ACTIVITIES

- Dictate a few sentences with *must/mustn't* and *have to*. Use sentences from the dialogue, or make up your own suitable sentences.
- Working in groups of three, let the students learn and act out the dialogue from the lesson. Encourage them to add a few words or sentences of their own.
- Students can complete the activities on pages 32-33 of their Workbooks.

Answers to Workbook activities

WB
pp. 32-33

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

Lesson 3

SB pp. 52-53

Let's discover

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

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

Let's practise

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

Answers

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

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

Answers

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

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

Answers

Climate: the weather in an area.

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

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

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

Tropical: hot and wet.

Grasslands: a large area where grasses grow well.

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

Answers

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

Accept all sensible and grammatically correct questions and answers.

Let's communicate

- 6 This writing activity should be treated as a process, with steps. First help the students to get started. Brainstorm ideas with the whole class or let the students brainstorm ideas in pairs or in groups. Help them with additional vocabulary if necessary. Encourage them to plan their essays before they begin to write their drafts. Then help them to edit the drafts they have written.

EXTRA ACTIVITIES

- Write some of the words from MY WORD BANK in a jumbled order. Ask the students to write the words correctly in their exercise books.
- Practise the pronunciation of the following words with the students: *deforestation*, *semi-arid*, *disastrous*, *tropical*.
- Write one or two paragraphs from the main text on the board, but remove every fourth word. Tell the students to complete the paragraphs without referring to the Student's Book.
- Students can complete the activities on pages 34-35 of their Workbooks.

Answers to Workbook activities

WB
pp. 34-35

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

TIME TO CHECK

SB p. 54

Answers

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

EXTRA ACTIVITIES

- Students can complete the revision activities on page 36 of their Workbooks.

Answers to Workbook activities

WB
p. 36

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

PROJECT CORNER

SB p. 55

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

PART A

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

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

STEP 3 At some point, students should consult with their Geography teacher who will be able to provide further assistance and guidance. They can also do research on the Internet to find out what is being done about similar problems in other parts of the world.

PART B

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

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

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

PART C

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

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



Unit

7

Lesson 1

SB pp. 56-57

Cooking is fun

UNIT SUMMARY

TOPICS

Food and drink. Cooking.
Cultural and social events.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

Word stress. Distinguish different vowel sounds.
Silent letters.

VOCABULARY

bowl, buddy, butter, by the way, carbohydrates, cinnamon, couscous, doubtful, dish, egg, fats, flavour, finally, fork, fruit, garlic, glass, greedy, guest, healthy, healthier, hungry, ingredients, jug, juice, knife, lemon, less, milk, minerals, mixture, mustard, napkin, nutmeg, oils, olive, onion, pan, pepper (salt &), pepper, pip, plate, possible, pre-cooked, proteins, raisins, reunion, salt, sauce, sliced, soap, special, spoon, sugar, tablespoon, tablecloth, thirsty, tiny, vanilla, vitamins, way, to add, to beat, to begin, to keep, to explain, to fry, to hurry, to grill, to pop into, to press, to pour, to roll, to scramble, to serve, to set (a table), to smell, to sound, to taste, to whisper

PREPARATION

You will need:
– Student's Book pages 56-63.
– Workbook pages 37-43.
– PC/laptop with Internet access, if available.

Warm up

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

Note: Project preparation

The work throughout unit 7 will prepare the students for the project at the end of Unit 8. In the project, students will make recipe books.

Let's discover

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

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

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

Answers

Students' answers may vary. Here are some examples.

- a** Meat, fish, cheese, milk, some vegetables like beans.
- b** Fruits like avocados and palm nuts, meat, fish, milk, cheese.
- c** Fruits, vegetables, milk and fish.
- d** True.
- e** False. Both are healthy, and you should eat both.
- f** Yes, but you can use your hands too.

Let's practise

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

@4 Let the students listen to the dialogue on the podcast. Read the dialogue yourself if the recording is not available (see page 89 of the Student's Book). Read the words in MY WORD BANK. Make sure that the students understand all the words. Remember that the students should not follow the text as they listen throughout these activities.

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

Questions

- Name the three people who speak in this dialogue. (Fanta, Mother, Habib)
- Who is going to cook for the new neighbour? (Fanta)
- What is she going to cook? (Attiéké)
- Which ingredients will she need for the meal? (chicken, garlic, onions, fresh tomatoes, fresh fish, oil)
- Who will go to the shop? (Habib)

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

5 Help the students to identify the words which have the same sounds. The sounds that they have to compare are highlighted in colour.

Ask them if they know any other words with the same sounds. You could make four lists of words on the board, underlining or highlighting the sounds that are the same. For example:

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

Answers

- some bunch
- knife nine
- fish minerals
- juice fruit

6 The students can work in pairs to explain how to set a table. They should use the vocabulary on page 56 of their books.

Answers

For example: First you put the tablecloth on the table. Then you put on the plates. Put a knife, a fork, a napkin and a glass next to each plate. (And so on. Students may have different ways of doing this.)

Let's communicate

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

Answers

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

EXTRA ACTIVITIES

- Dictate a few sentences with *How much/How many* and *some/any*. Use sentences from Unit 7.
- The students can play a word chain game in groups. One student can start by saying: *'I am going to set the table. I need a tablecloth.'* The next student will repeat what the first student has said, and add an item. For example: *'I am going to set the table. I need a tablecloth and some plates.'* The students should be familiar with this game already.
- Students can read the dialogue for lesson 1 on page 88 of the Student's Book.
- Students can complete the activities on pages 37-38 of their Workbooks.

Answers to Workbook activities

WB
pp. 37-38

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

Note: The plural form of oil (oils) is possible, but the students have not learnt this form yet.

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

Lesson 2

SB pp. 58-59

Let's discover

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

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

- 2 Let the students discuss the answers to the questions.

Answers

- a He is a guest from America.
b Fanta and her family.
c They are having dinner.
d Yes, he does.
e No, she doesn't.

Let's practise

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

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

Answers

- a** – This is Mr Moore. He is our new teacher. He's from England.
– How do you do, Mr Moore? Pleased to meet you.
b – This is Mr Mensah, who is visiting our school.
– How do you do, Mr Mensah? Pleased to meet you.
c – This is Essis. He is a new student.
– Hello, Essis.

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

Answers

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

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

Answers

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

Let's communicate

6 Students talk about the smells and tastes of foods in their regions. Help them with vocabulary as necessary.

EXTRA ACTIVITIES

- Write one or two paragraphs from the dialogue on the board, but remove every fourth word. Tell the students to complete the paragraphs without referring to the Student's Book.
- Working in small groups, students can read aloud and act out the dialogue from the Student's Book.
- Let the students work in pairs and do a verb search. They should look at the dialogue they have read, and write down all the verbs they can find. Then they can try to identify the verb tense of each verb. Remind them to refer to the word list and list of irregular verbs at the backs of their books for help.
- Students can complete the activities on pages 39-40 of their Workbooks.

Answers to Workbook activities

WB
pp. 39-40

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

Lesson 3

SB pp. 60-61

Let's discover

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

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

Answers

- a Mrs Zahui from Star Cuisine magazine.
- b Akpessi
- c The South-East
- d Palm oil
- e (Personal answers.)

Let's practise

- 2 The students work in pairs, asking and answering questions about the recipe.

- 3 The students work in pairs. They study the pictures and the captions in their books and then describe in reported speech how the woman made the scrambled eggs.

Refer students to the Grammar check to make sure that they know how to form the past tenses of the verbs they need to use.

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

Answers

How to make Fried Rice

Cut up the onions, the carrots, the garlic and the cabbage.

- Season the meat with salt and pepper.
- Put the pot on the fire.
- Pour the oil into the pot.
- Fry the meat and stir for 2 minutes.
- Cover the pot and let the meat cook for 10 minutes.
- Mix the tomato paste with the water and pour it into the pot. Then stir.
- Let the tomato sauce boil until it dries.
- Add the onions, tomatoes and garlic.
- Wash the rice and put it into the pot.

- Add the vegetables and water, and cook for 5 minutes.
- Add salt and pepper.
- After 10 to 15 minutes, your Fried Rice is ready to be served.

Let's communicate

- 5 Students should use the correct format to write their recipes. They should use headings: **Ingredients** and **How to make ...**

They should use the imperative forms of verbs that give instructions.

Answers

Answers will vary

EXTRA ACTIVITIES

- Students can play a game. One student can say something like: *'I need eggs, butter, milk and a pan. What am I going to make?'* The others have three guesses to get the right answer. Work out a scoring system with the students before they begin.
- The students can read the instructions for making scrambled eggs again (see activity 3). Then they close their books and try to remember what the woman did. They write down the instructions in the simple past tense, like this:
First she put the milk and the eggs in a bowl and she beat them.
After that she added salt and pepper.
Then she fried the mixture in a pan and scrambled the eggs.
Finally, she served the eggs.
If you think this task is too difficult, write the verb stems that the students will need to use as prompts on the board.
- Students can complete the activities on pages 41-42 of their Workbooks.

Answers to Workbook activities

WB
pp. 41-42

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

7

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

TIME TO CHECK

SB p. 62

Answers

- 1 dessert, protein, mustard, carbohydrate, kitchen, knife, viitamin, mineral
- 2 a) guest set b) easy greedy c) soap goat
- 3 Students' answers will vary, depending on the recipe. This example uses the recipe for Ngalakh.
MARY: Let's make Ngalakh.
PAUL: OK. What do we need?
MARY: We will need some couscous, some raisins and some butter.
PAUL: Do we have any sugar?
MARY: No, we don't have any sugar. I will get some.
PAUL: How much sugar do we need?
MARY: We need 300 grams and we also need some baobab juice, some peanut butter and some vanilla!
PAUL: Let's begin!
- 4 a) Koumi said that the dessert was very sweet!
b) Adou said that he loved fried rice.
c) Mrs Enoch said that she added salt to the mixture.
d) Fanta said that the food looked very good.
e) Jim Jackson said that the food was delicious!
f) Amari said that milk sometimes smelled sour.
- 5 Students' answers may vary, depending on how this dish is made, but the ingredients would probably be: beef, vegetables, oil, cabbage, tomatoes, salt, pepper, rice.
Accept all recipes that make sense.
- 6 Students' answers will vary.
- 7 Students' answers will vary, but students must use the simple past tense.

8

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

EXTRA ACTIVITIES

- Students can complete the revision activities on page 43 of their Workbooks.

**Answers to
Workbook activities**WB
p. 43

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

TIME FOR FUN

SB p. 63

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

Answers

- a plantains, tomato, palm oil, aubergines, carp, adjovan, fish.
- b We can use these ingredients in Akpessi.

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

Answers

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

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

Answers

- a Akpessi b scrambled eggs c fish

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

Answers**Across**

1. scramble
5. healthy
6. pepper
7. raisins

Down

2. mixture
3. egg
4. whisper

**I would like to be
a fashion designer****UNIT SUMMARY****TOPICS**

Clothes. Cultural events. Jobs.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

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

VOCABULARY

accessories, already, appointment, barber, bead, bracelet, braids, businessman, catalogue, celebrity, designer, earring, economics, elegant, embroidery, expensive, extensions, fabric, hairdresser, just, leather, light (colour), local, long-sleeved, matching, outfits, printed, reasonable, rich, sandals, scholarship, seat, sewing machine, sheep, silver, slipper, smart, style, successful, suitable, tunic, yet, to buy, to choose, to consist of, to continue, to decide, to design, to embroider, to employ, to export, to finish, to give up, to import, to laugh, to match, to spend, to take (a seat), to use, to win

PREPARATION

You will need:

- Student's Book pages 64-71.
- Workbook pages 44-50.
- PC/laptop with Internet access, if available.
- Paper, staplers or ribbon, ring binder files (for the project).

Lesson 1

SB pp. 64-65

Warm up

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

Note: Project preparation

The work throughout Unit 8 will prepare the students for the project at the end of the unit. In the project, students will make a book about celebrations.

Let's discover

- @1 Explain what a tailor is, and then let the students listen to the text on the podcast. Read the text aloud if the recording is not available (see page 89 of the Student's Book). Let the students listen to the text a few times, until they are able to identify the outfits that the tailor is describing.

Let's practise

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

- @3 Let the students listen to the dialogue on the podcast, or read the dialogue aloud if the recording is not available (see page 89 of the Student's Book). Then read the words in MY WORD BANK. Make sure that the students understand all the words. Remember that the students should not follow the text as they listen in these activities.

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

Questions

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

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

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

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

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

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

Answers

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

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

Answers

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

Let's communicate

8 Students write sentences about what people in their own families wear for celebrations. They should use vocabulary from their Student's Books. The descriptions can be read aloud and corrected in class and then published in the English Club or school magazine. The students could provide photographs too if they wish.

Answers

The students' answers will vary.

EXTRA ACTIVITIES

- Write one or two paragraphs from the dialogue on the board, but remove every fourth word. The students can complete the dialogue as you read it aloud to them.
- The students can play a listening game. They work in pairs and sit back to back. They may not look at each other (so that they concentrate on listening and speaking clearly). One student describes an outfit and the other student has to draw the outfit, according to their partner's description. Explain that this activity is not meant to practise or test drawing skills! What is important is speaking clearly and listening carefully to give and get accurate information.
- Students can read the dialogue for lesson 1 on page 89 of the Student's Book.
- Students can complete the activities on pages 44-45 of their Workbooks.

Answers to Workbook activities

WB
pp. 44-45

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

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

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

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

Lesson 2

SB pp. 66-67

Let's discover

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

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

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

Answers

- a She was at the tailor's shop.
- b The celebration is Tabaski.
- c No, she doesn't celebrate Tabaski.
- d To make a 'Things to do' list, to make an appointment at the hairdresser and not to spend too much money.
- e Fanta would like to buy a small silver handbag, a pair of navy blue sandals, bracelets and fashionable earrings.
- f Habib would like Moroccan slippers (but they are too expensive).
- g On Fridays at the mosque.

Let's practise

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

Answers

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

- ④ The students work in pairs, asking each other questions about their dreams and ambitions. They follow the given example and use words and phrases from the box.

- ⑤ The students complete the sentences using words

from the box. This activity enables them to practise various structures.

Answers

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

Let's communicate

- ⑥ The students make sentences to describe the things people should and shouldn't do to prepare for Christmas. They read their advice to a partner.

EXTRA ACTIVITIES

- Dictate a few sentences that include *must*, *mustn't*, *should* and *have to*.
- Students can read the dialogue aloud in groups of three, and then ask each other questions about it. They can also give each other advice about clothes to wear for special celebrations.
- Students can complete the activities on pages 46-47 of their Workbooks.

Answers to Workbook activities

WB
pp. 46-47

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

Lesson 3

SB pp. 68-69

Let's discover

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

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

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

- 2 Let the students read the passage silently by themselves. Then let the students read and discuss the best answers to the questions.

Answers

- a He was born in 1954.
- b His father wanted him to be a modern farmer.
- c He migrated to Côte d'Ivoire in 1969.
- d It's the short form of his name Pathé Ouédraogo.
- e He became famous when he won the first Golden Scissors Competition.
- f In 1987.
- g Celebrities wore outfits in official ceremonies.
- h In many big cities like Bamako, Yamoussoukro...

Let's practise

- 3 This activity provides practise in using verbs in past tense. If they are not sure of the past tense forms of irregular verbs, they can look at the Grammar check or refer to the list at the back of the Student's book page 96.

Answers

Irregular verbs:

To be, was/were, been. To send, sent, sent.
To go, went, gone. To become, became, become
To learn, learnt, learnt. To take, took, taken.
To win, won, won. To have, had, had.

Regular verbs:

To want, wanted. To migrate, migrated.

To decide, decided. To rent, rented.
To introduce, introduced. To open, opened.
To launch, launched. To support, supported.
To succeed, succeeded.

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

Answers

Pathé'O's father wanted him to be a modern farmer. Customers asked him to open new shops in big cities. Many African leaders ask Pathé'O to make clothes for them.

He wanted African fashion to be known all over the world.

The TV announcer asked him to talk about his experience.

He asked some tailors to work for him.

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

Answers

- a He was sent to the village agricultural school by his father.
- b Then Pathé'O was enrolled in a modern farming institute.
- c Pathé'O was introduced to the public on television by Odette Sauyet.
- d The Golden Scissors Competition in 1987 was won by the young designer.
- e The Golden Scissors Competition was sponsored by a local textile company.
- f Nowadays, Pathé'O's clothes are sold in many modern cities.

Let's communicate

- 6 The students write a short bibliography about someone who has a successful career or job. They can correct and improve their bibliographies in class before publishing them in the English Club magazine.

EXTRA ACTIVITIES

- Write one or two of the paragraphs from the dialogue on the board, but remove every fourth word. Tell the students to complete the paragraphs without referring to the Student's Book.
- Students can write a paragraph in which they compare Pathé'O's clothes with the clothes of other designers. In their comparison, they can use the correct forms of the following adjectives: *cheap, comfortable, suitable, popular*.
- Students can complete the activities on pages 48-49 of their Workbooks.

Answers to Workbook activities

WB
pp. 48-49

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

TIME TO CHECK

SB p. 70

Answers

- 2 TAILOR: How (should/can) I help you?
FANTA: (Have/Did) you made my outfit yet?
TAILOR: No, I haven't made it (yet/already).
FANTA: It (should/can) be ready tomorrow.
- 3 a
FANTA: I want to be a fashion designer, but I can't draw. What should I do?
AMARI: Perhaps you shouldn't study design. You should try economics instead!
b
ESSIS: What time do we have to be at school tomorrow?
GONDO: At 7:30. Mr Kouamé said that we mustn't be late!
- 6 a I asked my tailor to make me a shirt.
b My Mum told me to buy 5 kg of rice.
c Pathé'O told us to come and work for him.
d I asked my sister to repair my trousers.
- 7 a Have you chosen your outfit yet?
b I found a beautiful pair of shoes last week.
c This designer has already won many awards.
d He didn't buy the outfit because he thought it was too expensive
e Her clothes are sold all over the world.

EXTRA ACTIVITIES

- Students can complete the revision activities on page 50 of their Workbooks.

Answers to Workbook activities

WB
p. 50

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

PROJECT CORNER

SB p. 71

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

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

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

PART A

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

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

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

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

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

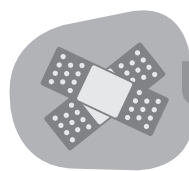
STEP 6 Help the students to put their recipes together to make a book, with the Contents page at the front. Each group can also design a cover for their book.

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

PART B

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

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



Unit

9

What's wrong with you?

UNIT SUMMARY

TOPICS

Health.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

PHONOLOGY

Word stress.
Stress in questions with tags.

VOCABULARY

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

PREPARATION

You will need:
– Student's Book pages 72-79.
– Workbook pages 51-57.
– PC/laptop with Internet access, if available.
– Any relevant pamphlets on health matters.

Lesson 1

SB pp. 72-73

Warm up

The first lesson in this unit focuses on the language you use to describe how you feel when you are not well. The context of the second lesson is a visit to the dentist, and in the third lesson students read about a person suffering from AIDS.

To get started, and to begin introducing vocabulary, you could introduce the title of the unit, 'What's wrong with you?' Get a few of the students to role-play a short scene with you. The students pretend to be unwell and you ask, 'What's wrong with you?' The students act out what their symptoms are. You describe the symptoms in English. For example: 'Do you have a headache? Oh, your stomach is sore. You're feverish!' The other students can watch and listen.

Let's discover

① Once you have introduced all the new words in MY WORD BANK, let the students complete this activity in pairs. One student asks, 'What's wrong with you?' and the other student explains what is wrong with the person in the picture.

Let's practise

② Working with the same partners, the students offer advice to the person in each picture.

Now the students can role-play each scene in pairs, with one student pretending to be ill. For example:

Student 1: What's wrong with you?

Student 2: I have (a) toothache.

Student 1: You should go to the dentist.

Student 2: Yes. I will. / Yes. If I'm not better tomorrow, I'll go.

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

@④ Let the students listen to the dialogue on the podcast, or read the dialogue aloud if the recording

is not available (see page 89 of the Student's Book). Try to change your voice for each speaker, and provide a correct model of the intonation used in natural conversations. The students should only be listening at this stage. Do not let them follow the text in the Student's Book. Explain the words in MY WORD BANK.

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

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

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

⑤ The students will practise question tags with *are/aren't* in this activity. Revise or teach the tags, if you haven't already done so.

Answers

- a They're going to hospital, aren't they? Yes, they are.
 - b You're feeling dizzy, aren't you? Yes, you are.
- note If the students are working in pairs, the natural answer to this question would be: 'Yes, I am.'
- c The doctor isn't in yet, is he? No, he isn't.
 - d We're not going to the doctor, are we?
No, we aren't.
 - e She's losing weight, isn't she? Yes, she is.
 - f Mum's at home, isn't she? Yes, she is.
 - g Your tummy is painful, isn't it? Yes, it is.

⑥ The students complete the sentences with phrases that indicate duration of time.

Answers

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

Let's communicate

⑦ The students describe the symptoms of the listed illnesses and medical problems. Then they give advice about what to do if you suffer from any of these. The students should follow the models given in exercises 1 and 2.

Answers

Accept all sensible answers.

EXTRA ACTIVITIES

- The students can work in groups and practise the new vocabulary introduced in lesson 1. One student can pretend to be ill and act his or her symptoms. The others in the group can guess what is wrong.
- Write some dialogue text from the listening passage on the board, but erase key nouns. Then read the sentences and let the students write the completed sentences. They will need to listen carefully to hear the missing words.
- Students can complete the activities on pages 51-52 of their Workbooks.

Answers to Workbook activities

WB
pp. 51-52

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

Lesson 2

SB pp. 74-75

Let's discover

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

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

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

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

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

Let's practise

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

Answers

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

Note that *anything* and *must* are not in MY WORD BANK.

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

Answers

- a Fanta is not afraid of the dentist, is she? Fanta is afraid of the dentist, isn't she?
- b You are feeling ill, aren't you? You aren't feeling ill, are you?
- c Your sister loves jogging, doesn't she? Your sister doesn't love jogging, does she?
- d Amari enjoys swimming, doesn't she? Amari doesn't enjoy swimming, does she?
- e The secretary gets up early, doesn't she?
The secretary doesn't get up early, does she?

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

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

Answers

- a The dentist started treatment last week, didn't he?
The dentist didn't start treatment last week, did he?
- b My father telephoned the dentist yesterday, didn't he?
My father didn't telephone the dentist yesterday, did he?
- c Adou took the tablets last night, didn't he?
Adou didn't take the tablets last night, did he?
- d Your tooth hurt all night, didn't it?
Your tooth didn't hurt all night, did it?
- e The injection wore off at 6 o'clock, didn't it?
The injection didn't wear off at 6 o'clock, did it?

⑤ The students can work with a partner and make sentences using *before* or *after* or *without*. Again, walk around and check that they are doing this correctly. Remind them to check their own progress by looking at the Grammar check.

Answers

- a Make an appointment before you come to the clinic.
Make an appointment before coming to the clinic.
- b Brush your teeth after you have a meal.
Brush your teeth after having a meal
- c Don't eat with your hands before you have washed them.
Don't eat with your hands without washing them.

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

Answers

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

Let's communicate

⑦ The students each write a short description/story about a visit to the doctor. They should say what was wrong with them (what their symptoms were) and what treatment and advice the doctor gave them. Then they can share their stories with the class and discuss similar experiences.

EXTRA ACTIVITIES

- The students can work in pairs and ask each other questions about the story they listened to and read. They could also draw up a list of questions to ask the dentist, relating to the work he does. This will help students to prepare for the project.
- Write the following phrases on the board, but in a different order than here:
Fanta made an appointment.
Fanta sat in the dentist's chair.
Fanta opened her mouth wide.
Dentist took an X-ray.
Dentist gave an injection.
Dentist treated the infection.
Fanta rinsed out her mouth.
Let the students put the phrases in order to recall what happened when Fanta visited the dentist. They can do this in writing or orally.
- Students can complete the activities on pages 53-54 of their Workbooks.

Answers to Workbook activities

WB
pp. 53-54

1 Does it hurt?

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

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

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

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

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

- 6 Students' answers will vary.

Lesson 3

SB pp. 76-77

Let's discover

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

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

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

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

Answers

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

Let's practise

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

- 4 The students identify passive forms in the text. Students could try to form passive verbs with other familiar verbs. For example: (*make*) It *was made* in China; (*do*) It *was done* last week. Teach the students the different meanings of the word 'one'. Refer to the Grammar check. Then let the students work in pairs and make sentences following the given example.

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

Answers

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

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

Answers

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

Let's communicate

7 Students write a friendly letter to Holly Street. In the letter they should say how they feel about her story. Let them try and say what they feel and think in the best way that they can. They can use structures like: 'I think that you are' 'Thank you for ...'

EXTRA ACTIVITIES

- The students can work in small groups and make a list of facts about HIV and AIDS, based on information in this lesson and their own knowledge.
- They can then use their facts to draw up quiz questions. Each group can compile a list of ten questions to ask other groups. Discuss and decide with the class how the quiz will be organised and how groups will score points.
- Write sentences from the text on the board, but remove every fourth word. Tell the students to complete the sentences without referring to the Student's Book.
- Students can complete the activities on pages 55-56 of their Workbooks.

Answers to Workbook activities

WB
pp. 55-56

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

3	Infinitives	Simple past forms	Past participles
	to be	was, were	been
	to have	had	had
	to choose	chose	chosen
	to give	gave	given
	to teach	taught	taught
	to go	went	gone
	to speak	spoke	spoken
	to tell	told	told
	to transmit	transmitted	transmitted

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

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

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

TIME TO CHECK

SB p. 86

Answers

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

EXTRA ACTIVITIES

- The students can complete the revision activities on page 57 of their Workbooks.

Answers to Workbook activities

WB
p. 57

1

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

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

TIME FOR FUN

SB p. 63

- 1 The students read the comic strip which is about some children playing a telephone game. The comic is amusing because it shows how messages can be passed on incorrectly. The students are probably familiar with the game.
- 2 Let the students play the same game in pairs. Read the rules together. The students can make up their own sentences or use sentences from passages in their Student's Books.
- 3 The students should copy the crossword grid on to a piece of paper and then try and do the crossword. Suggest that they do this in pencil in case they need to change any words.

Answers

Across	Down
a tongue	1 wear off
b Xray	2 teeth
c infection	3 numb
	4 dentist



What did we do this year?

UNIT SUMMARY

TOPICS

Social events.
Time.
Dates.
Weather.
Leisure.

SKILLS

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

FUNCTIONS/NOTIONS

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

GRAMMAR

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

VOCABULARY

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

PREPARATION

You will need:
– Student's Book pages 80-87.
– Workbook pages 58-64.
– PC/laptop with Internet access, if available.
– Suitable stories and jokes in English.

Warm up

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

Let's discover

@1 Let the students look at the picture and say what they think the dialogue is about. Then let them listen to the passage on the podcast. Introduce the new words in MY WORD BANK and then let the students practise reading the dialogue aloud themselves.

2 The students work in pairs and discuss the questions first. Talk about, and check, the answers with the whole class to make sure they have understood.

Answers

- a The students are in the classroom.
- b The students and the teacher are talking about the written tests.
- c No, they aren't.
- d The teacher promised to drop all the zeros if students didn't make too much noise.
- e Amari got 8 instead of 10 because she didn't do the last exercise.
- f Fanta got zero because she made too much noise in class.

Let's practise

@3 Let the students listen to the dialogue on the podcast. Ask a few questions to find out if the students have understood the gist of the dialogue.

4 The students work in pairs to practise the new structures they have learned. They follow the example and use the phrases in the box.

5 The students complete the sentences with words that make sense and are grammatically correct.

Answers

- a It's Sunday. It's hot/humid/overcast and I think that it's going to rain.

- b If only we didn't have to go to school today.
 c If only it wasn't so hot!
 d I wish that it was/wasn't sunny today.

Let's communicate

- ⑥ Facilitate a class discussion about school work and marks during the year. Get the students to talk about things they wish they had done as well. For example: I wish I had worked harder. I wish we had learned more English songs and so on.

EXTRA ACTIVITIES

- Ask the students to write a weather report for the day.
- Students can read the dialogue for lesson 1 on page 89 of the Student's Book.
- Students can complete the activities on pages 58-59 of their Workbooks.

Answers to Workbook activities

WB
pp. 58-59

- 1 A: What did the weather forecast say?
 B: It said that it's going to be hot and sunny today. The temperature is going to be high, between 37° and 40° Celsius.
 A: Recently it's been so stifling!
 B: Yes, it has, hasn't it? And the fan in my room isn't working.
 A: That's too bad!
 B: But it's going to rain tomorrow. The forecaster said that it will be very humid in the morning. The sky will be overcast. Then in the afternoon the rain will pour down!
- 2 Drawings may vary, but students must follow the instructions carefully.
- 3 Answers may vary a little. Here are some examples.
 a) I wish that it was sunny. If only it was sunny.
 b) We wish we had an umbrella. If only we had an umbrella.
 c) If only he had a computer. He wishes he had a computer.
 d) If only I knew how to make a cake. I wish I knew how to bake a cake.
 e) They wish they lived near the sea. If only they lived near the sea.
- 4 Students' answers will vary.

Lesson 2

SB pp. 82-83

Let's discover

- @1 The passage describes some of the activities that the students in this book have completed this year. There are no new structures or new words in the text.

As a pre-reading activity, ask the students to describe what is happening in each picture. Ask: *What were they doing here?* The students can answer in the past continuous tense.

Then play the podcast, or read the text aloud. Ask questions afterwards, or let the students ask each other questions about what they have heard.

Let's practise

- 2 The students talk about their own year at school. Use the questions to structure the discussion.
- 3 This time, the students work in pairs and ask each other questions about the picture. They can follow the example, using the past continuous tense.
- 4 Let the students work in pairs and talk about their holiday plans, following the example and using the given prompts. They can add their own ideas as well.
- 5 The students rewrite the sentences, changing the verbs into the present tense.

Answers

- a We send emails to our e-pals in other countries.
 b We dance and sing and eat cake when we celebrate a birthday.
 c It is raining.
 d He comes and teaches us about computers every week.
 e The food tastes very good.

Let's communicate

- ⑥ Students write real emails to friends and e-pals, telling them about the school year. Remind them to use past tenses. They can also talk about the things that they wish they had done (using the structures If only I had..., I wish we had ...). They should read

their drafts to a partner and get their partners to help them correct their spelling and grammar. Then they can send their corrected letters and emails to their friends.

EXTRA ACTIVITIES

- The students could try to make up a rap song about the year.
- Students can complete the activities on pages 60-61 of their Workbooks.

Answers to Workbook activities

WB
pp. 60-61

- I still remember our last school year. We had so much fun! Miss Ginger, our American Peace Corps Volunteer, was our English teacher. She taught us lots of new words and we practised reading, speaking, listening and writing. We did lots of other things, too. A computer expert came to our class. He showed us the different parts of a computer and taught us how to use them. I also remember the day we learned how to make Attiéké. We read the recipe and collected all the ingredients before we made it. When it was finished it tasted delicious! But the best day was probably the day when our group presented its project about the Environment Day. Our project was the best one! Miss Ginger gave us a box of chocolates, which we shared with the class!
- Ben is going to visit his grandparents in the village. Anne is going to learn how to use a computer. Mariam is going to go to summer classes. Jane is going to pass her driving test.
- Students' answers may vary, here are some examples.
 - The students were planting trees in the school grounds.
 - Some students were presenting a project to the class.
 - Some students were working/typing on computer.
 - Some students were eating.
 - Two students were playing 'mancala' in the school yard.
 - Some students were working in the school garden.

Lesson 3

SB pp. 84-85

Let's discover

- Read the dialogue, or play the podcast to introduce this lesson. The lesson does not follow the usual format as the focus is on listening to, telling and reading stories and jokes.
- The students read the stories and decide which ones they like best. You could read the stories with the class, or let students try to read the stories by themselves at home. Then students can read aloud the stories they like best in class, and talk about them too. The focus should be on reading for fun and enjoyment, so do not concentrate too much on grammar. Explain anything that the students don't understand.
- The students work in pairs. They read the riddles and try to work out the answers. The answers are in the Student's Book, but encourage students to work out the answers for themselves rather than cheating!

EXTRA ACTIVITIES

- The students can tell their own short stories to the class.
- Students can complete the activities on pages 62-63 of their Workbooks.

Answers to Workbook activities

WB
pp. 62-63

- Note that students do not need to write full sentences.

a) found	e) You eat it.
b) cake, take, make...	f) At the top of the page.
c) daydream	g) green
d) subtraction	h) a shepherd
- Students' answers will vary, but they must make sure that they know the answers to their own questions.
- In Senegal juice is made from bissap leaves.
 - The pulp of the baobab fruit is called 'monkey bread'.
 - In Côte d'Ivoire, Attiéké is made from cassava.
 - A new tree was planted in the school grounds last week.
 - Many, many years ago lions were hunted in this area.
- She was good at schoolwork.
 - She wasn't good at paying attention in class.
 - Under the address.
 - It was long and it had embroidery around the neck.
 - Because the teacher had asked about an 'address' not a 'dress'. Fatou wasn't paying attention.

TIME TO CHECK

SB p. 86

Answers

- ① Students' answers will vary.
- ② a True. b True. c True. d True.
e False. Fatou was not good at paying attention in class.
f False. Fatou was daydreaming about a dress when her teacher asked her a question.
- ③ a He (I) was daydreaming when I (he) walked into the room.
b You must pay attention in class if you want to learn.
c It was pouring with rain when the match started.
- ④ It will be hot and sunny on Tuesday. It will be 34 degrees. On Wednesday it will be partly cloudy and the temperature will be 33 degrees. It will rain on Thursday and it will be 30 degrees.
- ⑤ It's Saturday! It's 3 o'clock and it's pouring with rain. I wish I had an umbrella! If only I was not outside! I hope it stops raining soon.
- ⑥ a All the sheep ran out. There are (none/no) in the pen.
b If only we (were/was) already on holiday!
c (It's/It) very hot and humid today.
d I wish I (live/lived) near the beach!
e If you change (you/your) mind, please tell me.
- ⑦ Here are some example answers.
a If only I had a computer.
b I wish I had a brother and a sister.
c I wish it wasn't so hot!
d If only I didn't have to do this work.
e This weekend I'll probably visit my grandmother.
- ⑧ Accept all sensible, grammatically correct answers.

EXTRA ACTIVITIES

- The students can complete the revision activities on page 64 of their Workbooks.

PROJECT CORNER

SB p. 87

The students are going to write a passage or a story about an illness or an experience with a doctor or a nurse. They will work in groups. Most of the preparation for this project has been done in Unit 9. The project is divided into three parts, with a self assessment activity at the end.

PART A

The students work in groups and choose the topic they are going to write about. They can choose a real experience and write a narrative composition about this, or they can choose to write a factual text about a disease or illness.

PART B

In this part of the project, the students plan and draft their texts and then edit them before they are displayed in the class for others to read. You may want to give them some initial feedback at this stage to help them improve their work.

PART C

The groups plan their presentations. They decide who will read and then they practise their presentations. If one person is to make the presentation, then the others in the group must give advice to help that person make a good presentation.

Assessment

Each group should assess their own work, using the given questions. You can give your own assessment at this stage too.

Answers to Workbook activities

WB
p. 64

Students should use the past tense for items in the first column, and the future tense *going to* in the second column. Their answers will vary.

It is important to allow the students time to check their drafts, and then correct and improve them. They can ask other students to review their work, and let them ask for your assistance too.