

Way

in English!

3^e

Ahead

Teacher's Book




MACMILLAN

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Teacher's Book

Secondary English
for Francophone Cameroon Level 3^e

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Introduction

► DESCRIPTION OF THE COURSE

Way Ahead in English! is a new five-level course for Cameroon. It is designed specifically for young teenage students in the first cycle of Secondary school. The syllabus, which covers all the requirements of the ministry curriculum, is presented through a wide variety of topics and activities which are designed to interest students and encourage their participation. The course components for each level comprise a Student's Book, a Workbook and a Teacher's Book.

The **Student's Book** is organised into five modules corresponding to the five teaching sequences. The book contains fifteen topic-based teaching units, each divided into two lessons. One lesson provides sufficient work for two or three teaching sessions. Each lesson presents one or two new grammar points / language items and gives practice in all the basic skills of reading, speaking, listening and pronunciation.

After each unit, there is a *Practice page* designed to revise and consolidate the language covered in the unit. The *Practice page* includes a *Grammar* section with revision exercises, followed by a *Let's have fun* section with games and communication activities.

After each module of three units, there is an *Exam practice and evaluation* section designed to give students an opportunity to practise BEPC-type questions and to help them monitor their progress.

At the end of the book, there is a *Grammar summary*, the listening material and a word list.

The **Workbook** has fifteen units corresponding to the fifteen teaching units in the Student's Book. The Workbook provides additional practice of the work covered in class. The activities are designed as self-study material and can be used for homework.

The **Teacher's Book** contains an introduction, the teaching notes and answers for all the Student's Book and Workbook material with ideas for extra activities and the listening material.

► AIMS OF THE COURSE

Way Ahead in English! is a communicative course which teaches secondary students how to use language in real situations. It aims to develop language skills that will enable students to communicate both fluently and

accurately. It also gives students a clear and systematic presentation of grammar and provides vocabulary related to appropriate topics for the age group. The topics and texts are designed to both educate and motivate teenage learners. There are many typical BEPC exercises throughout the book. These are identified with a special logo. These activities give students an opportunity to become familiar with the type of exercises they will be expected to answer in the BEPC exam.

► TEACHING WITH *WAY AHEAD IN ENGLISH!*

VOCABULARY

The vocabulary presented in each lesson is related to the topic and the items have been selected for their frequency and usefulness. The vocabulary is presented through pictures or texts. Encourage students to write down new words in their exercise books and learn vocabulary as they go along. Point out that there is a wordlist at the back of the book for reference.

READING

There is a wide variety of text types, including poems, dialogues, descriptions, questionnaires and quizzes. The Reading texts present new language and recycle language previously taught. Avoid translating into French. Encourage students to guess the meaning of new words by looking at the pictures and context of the text.

LISTENING

Listening texts and tasks are carefully graded and avoid introducing new language items. Before they listen, make sure that students understand the task, and read through the questions so they know what to expect. Read the texts aloud to the class twice so they can first gain a general understanding, then listen for specific information. Students should only use the Listening texts in the back of the book at home for revision purposes and not during the lesson.

SPEAKING

Pair work gives students the opportunity to practise speaking without feeling intimidated. Ideally, students should work with a variety of partners, not just the person sitting next to them. Always demonstrate

a pair-work task so students know exactly what is expected. This can be done as an exchange with a strong student or the whole class, or between two strong students. If possible, walk around the class checking students' exchanges.

PRONUNCIATION

There are one or two pronunciation activities in each unit. These activities are in the form of rhymes, or words and sentences that students listen to and repeat. The pronunciation syllabus covers individual sounds, word and sentence stress and intonation and focuses on specific problem areas for French speakers.

WRITING

Writing tasks are very controlled at the beginning and include gap-filling or sentence completion and punctuation tasks. The tasks gradually become less controlled, until students are required to write with prompts or using a model. Writing is time-consuming so you may like to prepare a task in class and ask students to do it for homework.

GRAMMAR

Each lesson teaches a new grammatical structure which is presented in a Reading text. There are also a number of controlled practice activities. Make sure students write down the grammar structures in their exercise books. A *Remember* box highlights specific grammar points. Point out that there is a *Grammar summary* at the back of the book which students can use for reference and revision purposes.

► EXTRA ACTIVITIES

There are a number of extra activities in the Teacher's Book. These are optional activities which you may or may not choose to do.

► REVISION AND EVALUATION

There is a *Practice* page after each unit which provides extra practice of the main language points of the unit. There is a *Grammar* section with three or four activities followed by a *Let's have fun* section with two or three language games or fun activities.

There are five *Exam practice and evaluation* sections, one after each module of three units. These are typical exam-style exercises which will enable students to revise the material covered in the units, as well as familiarising themselves with the types of questions they will be required to answer in the BEPC exam. Encourage students to assess their progress and take responsibility for their own learning by getting them to complete the self-assessment charts in the second part of this section. They can use these charts to help them revise more efficiently.

► ENCOURAGEMENT

It is important to build up your students' confidence by praising them when they do a task well. Never make a student feel foolish if they make mistakes; encourage them instead. Avoid asking them to do something that is too difficult.

Unit summary

COMMUNICATION FOCUS

- talking about appearance and clothes
- asking questions
- note-taking

VOCABULARY

- clothes and accessories: *garment, outfit, jeans, trainers, dress, overalls, pocket, sunglasses, belt, bag, rivet, cotton, denim, fabric*
- fashion: *casual, classic, fashionable, formal, smart, (un)comfortable, label, designer, style, trendy, catwalk*
- dimension words: *high, height, deep, depth, long, length, lengthen, wide, width, widen, strong, strength, strengthen, short, shorten, weak, weakness, weaken*
- verbs: *afford, nag, show off, identify, tear, suit*
- phrasal verbs and expressions with keep: *keep up with, keep on, keep away from, keep out (of), keep to, keep warm, keep dry, keep in touch (with), keep a record of, keep your word, keep a promise, keep doing something*

Lesson 1 The clothes we wear ► Page 6

TOPIC: clothes

GRAMMAR AIMS:

- to ask *wh-* and *yes / no* questions
- to practise short answers

SPEAKING AND READING Page 6

Aim: to read about the history of jeans

Warm-up: With books closed, ask students: *Do you wear jeans? Why do you wear jeans? Why do you think jeans are so popular?* Help them with new vocabulary. Write some of the new words on the board.

Activity 1: Look at the pictures with the class. Ask students to describe the people's clothes and say what they have in common.

→ *Students' own answers*

Activity 2

- Read the rubric with the class.
 - Students read the passage and answer the questions.
 - Check the answers orally with the class.
- *Workers wore jeans in the past. Today, everyone wears jeans.*

Activity 3

- Students read the passage again and complete the sentences with the correct option a, b or c. Encourage students to justify their answers. Make sure students understand any new words.
 - Check their answers around the class.
- *1c 2c 3a 4c 5b*

READING AND GRAMMAR Page 7

Aim: to read an interview and complete questions; to write questions

Warm-up: Write the following sentence on the board: Ngono went shopping on Saturday. Point to the underlined words and ask students to make questions which would have these words for answers. Write the questions on the board: *Who went shopping on Saturday? Where did Ngono go on Saturday? When did Ngono go shopping?* Ask students to say other question words. Write the words on the board. (Suggested answers: *What, How, How often, Which, Why*) Ask students to make questions about Ngono using these words. (Suggested answers: *How did Ngono get to the shops? How often does Ngono go shopping? What did Ngono buy? Which shops did she go to?*)

Activity 1

- Ask students in pairs or individually to read the interview and complete the questions with the words in the box.
- Check any new vocabulary with the class.
- Check the answers by asking pairs of students to read the interview aloud. Write the answers on the board. Draw

students' attention to the *Wh-* questions which require extra information in the answer and the shorter *Yes / No* answers.
 → **1** *What* **2** *Don't* **3** *How often* **4** *Where* **5** *Have* **6** *Whose* **7** *Did* **8** *Who*

Activity 2

- Read the short answers with the class.
- Ask students to work in pairs and write questions for these short answers.
- To check their answers, ask pairs of students to read their questions and answers to the class. Write some of their questions on the board. Point out that the auxiliary verb in the short answer is used to form the questions.
 → *Students' own answers*

Remember Page 7

- Read the Remember box with the class.
- Ask students to write examples of the different question types in their exercise books.
 ⇒ **Grammar, Page 136**

PRONUNCIATION Page 7

| Aim: to practise rising and falling intonation with different kinds of questions

Activity 1

- Read the sentences aloud to the students and ask them to notice the rise and fall in intonation for different types of questions.
- Ask them to work out the rule governing intonation for questions.
- Compare ideas as a class.
 → *In wh- questions the intonation falls, in other questions it rises.*

Activity 2

- Ask students to practise saying the questions with appropriate rising or falling intonation.
- Go round and monitor that they are using the correct intonation.

VOCABULARY Page 8

| Aim: to learn adjectives, nouns and verbs to talk about dimension and strength; to practise antonyms
Warm-up: Write the word *long* on the board. Ask students what part of speech the word is. Ask students to say the noun and verb from this word. Write their answers on the board: *length, lengthen*.

Activity 1

- Students complete the table. Encourage them to use a dictionary if they have one. Point out that some words may not have three different parts of speech.
- Write the answers on the board.

Adjective	deep	high	long	weak	wide
Noun	depth	height	length	weakness	width
Verb	deepen	-----	lengthen	weaken	widen

Activity 2

- Students complete the sentences with words from activity 1.
- Check the answers orally around the class. Write the words on the board.
 → **1** *strengthen* **2** *lengthen* **3** *high* **4** *deep* **5** *length*

PRONUNCIATION Page 8

| Aim: to identify important information and take notes
Warm-up: Point out that some words are more important than others for the meaning of the sentence.

Activity 1

- Read the sentences with the class.
- Students answer questions 1, 2 and 3.
- Discuss their answers with the class.
 → **1** *The underlined words are the most important words.* **2** *These words are important because they carry the meaning of the sentences.* **3** *The most important words are stressed.*

Activity 2

- Ask students to underline the important words for meaning in the sentences.
- Check the answers by asking individual students to read out their answers.
 → **1** *I like to wear funky clothes.* **2** *I buy a lot of things at international airports.* **3** *I've been to Paris and Milan.*
4 *The models on the catwalk looked superb!*

Activity 3

- Ask students to listen as you read the sentences in Activity 2.
- Ask them to notice the stressed words.

LISTENING AND WRITING Page 8

Aim: to listen to different opinions about fashion and take notes; to write about their style of clothes

Warm-up: Write the following groups of words on the board: *jeans / made / cotton; Gloria / fashion show / Paris*. Ask students to make sentences with these words. (Suggested answers: *Jeans are made of cotton. Gloria saw a fashion show in Paris.*)

Remember Page 8

- Read the Remember box with the class.
- Check that students understand what is meant by “small words”. To illustrate this, point to the small words in Activity 2.

Activity 1

- Tell students that they are going to hear four people giving their opinions about fashion.
- Read the opinions to the class. Students listen and take down notes for each person.
- If necessary, read the opinions again.

→ *Students' own answers*

Listening text: Calvin: I am a classic dresser and like to feel safe in my clothes. I can be described as a jacket and tie person. My clothes may be classic but they are always trendy. They are never old-fashioned. I match them with fashionable accessories like dark glasses and jewellery.

Ngono: I don't care about fashion trends. Some people may describe my clothes as outdated but it doesn't matter because whatever I wear I look good. The secret is that I choose trendy accessories like scarves and dark designer glasses to go with them. On Sundays, I dress in traditional African style, with a boubou or a wrapper.

Fred: I prefer plain casual clothes. Jeans and a T-shirt are my favourites. It doesn't really matter to me whether they are trendy or not. All I care about is being comfortable in them. When I have to dress formally, I have a black suit. I wear that to weddings and to church.

Diane: There is nothing that makes me look as classy and graceful as an African outfit. So my style is African. For formal occasions, I like to wear a flowing boubou or Kaba Ngondo or a wrapper and a headscarf. I dress casually on other occasions.

I believe you should feel comfortable in the clothes you wear. I feel comfortable in African clothes.

Activity 2

- Ask students to use their notes and reproduce one of the opinions they listened to in Activity 1. If you like, divide the class into four groups and tell each group to write a different opinion.
- Students read out their texts to the class.
- Write the completed and corrected texts on the board.

→ *Students' own answers*

Activity 3

- Students write a paragraph about their own style of clothes. You may like to ask students to do this activity for homework.
- Ask different students to read out their texts to the class.

→ *Students' own answers*

SPEAKING Page 8

Aim: to talk about celebrities and how they dress

Warm-up: Ask students to call out the names of some famous Cameroonian people. Ask them what type of clothes these people wear.

Activity 1

- In pairs or small groups, students discuss the questions. Ask them to note down their answers.
- Discuss the questions with the class. If you like, hold a class vote for the best- or worst-dressed celebrity.

→ *Students' own answers*

WORKBOOK

- 1 1 Modern jeans were first created in the USA. 2 They were made of cotton. 3 Levi Strauss was the creator of modern jeans. 4 The original name, waist overalls, was changed to jeans in the 1960s. 5 Levi Strauss and Jacob Davis strengthened jeans at the pocket corners because they kept tearing there.
- 2 1 outdated – modern / up-to-date 2 informal – formal 3 safe – dangerous 4 expensive – cheap 5 beautiful – ugly 6 clever – stupid 7 strong – weak 8 strengthen – weaken 9 success – failure
- 3 1 Has 2 Where 3 Whose 4 Why 5 How often 6 Does

- 4 1 Who made jeans stronger? 2 What were jeans originally called? 3 When does Fred dress formally? 4 Where does Ngono wear her best clothes? 5 What did Diane wear to the cultural event? 6 How much do designer jeans cost?
- 5 1 strength 2 pronunciation 3 comfort 4 purification 5 advertisement
- 6 1 smart 2 celebrity 3 casual 4 immigrant 5 tailor 6 catwalk
- 7 1 Does Ngono wear jeans? 2 Was Levi Strauss born in America? 3 Was Gloria shopping at 8.00 a.m. yesterday? 4 Have you ever worn designer jeans? 5 Are they working on the farm today? 6 Has Aunt Coco taken her medicine?
- 8 1 Yes, she does. 2 No, he wasn't. 3 No, she wasn't. 4 No, I haven't. 5 Yes, they are. 6 Yes, she has.
- 9 Students' own answers

Lesson 2 Fashion victims

TOPIC: fashion

GRAMMAR AIM: to use question tags

SPEAKING AND READING Page 9

Aim: to read a passage for main ideas, specific information and to infer information

Warm-up: Write the expression *fashion victim* on the board. Ask students what they think this means.

Activity 1

- Ask students to read the passage and find out what a fashion victim is.
- Tell them to do this activity quickly and not to worry about words they do not understand. If you like, you can set students a time limit for this activity, for example 2-5 minutes depending on the level of the class.
- Discuss their answers with the class.
 - Students' own answers

Activity 2

- Explain to students that in English texts the first sentence of a paragraph very often contains the main idea of the paragraph. This sentence is called a "topic sentence". The rest of the paragraph may contain explanations or examples of this main idea.
- Read the topic sentences with the class. Check understanding.
- Ask students to read the passage again and match the topic sentences with the paragraphs. Tell them that they do not need to understand every word to do this activity.
- Check the answers with the class.
 - A1 B5 C3 D4 E2

Activity 3:

- Students read the passage again in pairs or individually and answer the questions. Encourage them to justify their answers.
- Check the answers with the class.
- Discuss question 4 with the class giving students an opportunity to express their own ideas.
 - 1 Keeping up with fashion is expensive because trends change so often and they have to buy new clothes. 2 People wear designer clothes in order to look cool and give themselves confidence. 3 They wear their designer clothes in the wrong place or at an inconvenient time. 4 Students' own answers

LISTENING Page 10

Aim: to listen to a conversation to identify speakers and specific information

Warm-up: Ask students if they know young people who nag their parents to buy them things that the family cannot afford. Ask: *Have you ever nagged your parents for something? What was the result? How did you feel?*

Activity 1

- Explain to students that they are going to hear a conversation and they should decide who the people are. You may like to read this conversation with a strong student.
- Students listen and identify the people.
 - a mother and her daughter

Listening text: Raisa: You remember the saying, "a promise is a debt", don't you?

Mum: Yes, I do. What about it?

Raisa: You promised you'd give me money to buy a pair of stonewashed jeans if I passed my exams. And I've passed, haven't I?

Mum: Did I? But you already have a pair of jeans, haven't you?

Raisa: Yes, I have, but they're black and three months old. I want a blue pair this time.

Mum: You aren't serious, are you?

Raisa: Yes, I am. I'm quite serious Mum. I must have the jeans and a pair of leather trainers by the end of the week for Binta's party. All the other girls will have them.

Mum: It's not possible dear. We spent a lot of money last week to repair the broken fence, didn't we? There's no way I can find enough money to give you before your deadline.

Raisa: But Mother, you promised me and you've always told us to keep to our word, haven't you?

Mum: Yes, I have. But try to understand the difficult situation your father and I are in at the moment.

Raisa: No, Mum. Difficult situation or not, all I want is for you to keep your promise. You'll have to borrow money to give me.

Activity 2

- In pairs, students read the questions.
- Check that they understand any new vocabulary.
- Read the conversation again to the class.
- Students choose the correct answers, a, b or c.
- Ask different students to read out their answers to the class. You may like to discuss question 6 with the class, as more than one answer is possible. Ask students what they think of Raisa's attitude and if they think it is justified.

→ 1b 2c 3a 4c 5a 6c / a

EXTRA ACTIVITY

- Ask students to remember and practise the conversation in pairs. First, they make notes for the different stages of the conversation, for example *Raisa: You promised to buy me some new jeans. Mum: I can't afford them. etc.*
- In pairs, they practise the conversation. Tell them that it doesn't matter if their sentences are different from the original ones. If possible, go around the class helping students.
- Ask different pairs of students to demonstrate their dialogues to the class.
- If you like, you can ask students to invent similar dialogues for different situations.

GRAMMAR Page 10

Aim: to use and practise question tags

Warm-up: Write the following sentence on the board: *You don't like wearing jeans, do you?* Ask students what we call this type of question. Ask them if there are similar questions in French (*n'est-ce pas?*).

Activities 1 and 2

- Read the questions a-d from the Listening text with the class.
 - Students then choose the correct words to complete the rules about question tags.
 - Check the answers with the class. Point out that question tags are quite complex in English because they can be formed with all the different tenses and modal verbs.
- 1 negative 2 positive 3 do 4 have 5 down 6 up

Activity 3

- Ask students to complete the sentences with question tags.
 - Check the answers by asking different students to read out their sentences.
- 1 don't they 2 have you 3 isn't it 4 won't they 5 can he 6 was she 7 aren't they 8 don't they

PRONUNCIATION

Aim: to practise saying sentences with question tags

Warm-up: Read sentence 1 from Grammar Activity 3 as a real question (with a rising intonation) and as a polite sentence for agreement (with a falling intonation). Draw students' attention to the difference between the two sentences.

Activities 1 and 2

- Read the sentences in Listening Activity 2 aloud.
 - Students decide if your voice goes up or down at the end of the sentence.
 - Ask students to practise saying the sentences aloud using rising and falling intonations.
- *Students' own answers*

SPEAKING Page 11

Aim: to practise reading a dialogue and to use question tags

Activity 1

- In pairs, students read the dialogue and complete the question tags.
 - Check the answers with the class by asking different students to read out sentences. Make sure students use the correct intonation. Check students understand any new vocabulary.
- 1 didn't 2 should 3 didn't 4 did 5 aren't 6 haven't

Activity 2

- In pairs, students practise the conversation.

VOCABULARY Page 11

Aim: to learn phrasal verbs and expressions with the verb *keep*

Warm-up: Write the verb *keep* on the board. Ask students to make as many sentences as they can with this verb. Write some of their suggestions on the board. Tell students to look back at the unit and find expressions with *keep*.

Activity 1

- Ask students to match the two parts of the sentences.
- Check the answers with the class. Make sure students understand the expressions and phrasal verbs.
→ 1 d 2 a 3 e 4 b 5 c

Remember Page 11

- Read the Remember box with the class. Point out that some phrasal verbs have one particle (*keep on / out*) while others have two (*keep up with / away from*).
- Encourage students to write examples sentences in their exercise books

Activity 2

- Ask students to complete the sentences with the expressions and phrasal verbs in the box.
- Check the answers with the class.
→ 1 *keep losing* 2 *keep you dry* 3 *keep on* 4 *keep away from* 5 *keep out*

WORKBOOK

- 1 1 e The clothes we wear can say who we are. 2 d Are designer clothes really worth their cost? 3 a I don't wear clothes that make me a walking advertisement for a brand. 4 b She doesn't spend much money on clothes. 5 c It is silly to wear sunglasses inside a room.
- 2 1 She was dressed smartly for the occasion, wasn't she? / She wasn't dressed smartly for the occasion, was she? 2 Ngono wore blue jeans to the party, didn't she? 3 Gloria loves new clothes, doesn't she? 4 We shouldn't spend a lot of money on clothes, should we? 5 You can't feel comfortable in such high-heeled shoes, can you?
- 3 1 They look beautiful, don't they? 2 They're expensive, aren't they? 3 I can't afford them, can I? 4 It was delicious, wasn't it? 5 You aren't well, are you? 6 The television isn't working, is it?
- 4 1 My father would wear a jacket and tie for a job interview. 2 My brother would wear jeans and a T-shirt to watch a football match. 3 My sister would wear a mini skirt and close-fitting blouse to a class party. 4 My mother would wear a kaba Ngondo or a boubou to a tribal social meeting.
- 5 1 afford 2 logo 3 wear them 4 brands 5 keep up
- 6 1 well-known 2 keep asking 3 fashionable 4 very small 5 set of clothes 6 not enough
- 7 1 keep away from 2 keep to 3 keep out of 4 keep up 5 keep on 6 keep 7 word / promise
- 8 debt – b, neighbourhood – g, comb – b, know – k, high – gh, designer – g, climb – b

Practice page ► Page 12

GRAMMAR

Activity 1: Students complete the questions with suitable words.

- 1 How often 2 Have you 3 Where 4 Why 5 Who

Activity 2: Students complete the short answers.

- 1 it wasn't 2 she has 3 he did 4 I don't

Activity 3: Students write the question tags.

- 1 doesn't he 2 is she 3 have you 4 do they

Activity 4: Students complete the sentences with the verbs in brackets and suitable particles.

- 1 keep up 2 show off 3 take down 4 keep away

LET'S HAVE FUN

Activity 1: Students match the adjectives with their opposites.

- casual – smart; formal – informal; long – short; old-fashioned – trendy; strong – weak

Activity 2: Students complete the groups with words from the unit.

- Students' own answers

Unit summary

COMMUNICATION FOCUS

- talking about sport
- describing past actions
- talking about actions which began in the past and continue in the present

VOCABULARY

- Sport: *rugby, opponent, bullfighting, ring, matador, picador, cape, sword, sumo wrestling, fight, martial art, basketball, tennis*
- Verbs: *charge, weaken, stab, slap, punch, kick, push, trip, perform*
- Idioms: *over the moon, heart of gold, laid back, scared stiff, big-headed*

Lesson 1 Tough sports ► Page 13

TOPIC: sport

- GRAMMAR AIMS:
- to use and contrast the past simple and present perfect
 - to practise using *for, since* and *ago*
 - to use gerunds

SPEAKING AND READING Page 13

Aim: to describe pictures and sports**Warm-up:** With books closed, ask students to name as many sports as they can. Write some of their ideas on the board.

Activity 1

- Look at the photos with the class.
 - Discuss the questions with the class. Write any new vocabulary on the board.
- *Students' own answers*

Activity 2

- Ask students to read the passages and find out where the sports are practised.
 - Check the answers with the class.
- *A Spain and Portugal B 120 countries worldwide*

Activity 3

- Tell students, in pairs or individually, to read passage A and answer the questions.
 - Check the answers by asking different students to read out their answers. Make sure students understand any new vocabulary.
- **1** *It has existed for around 300 years.* **2** *The matador plays with the bull at the beginning and kills it at the end of the fight.* **3** *He has a red cape to attract the bull's attention.* **4** *The picador sticks lances into the bull's neck to weaken the animal.* **5** *There is opposition to bullfighting because the bull suffers a slow, painful death.*

Activity 4

- Tell students, in pairs or individually, to read passage B and correct the false statements.
 - Check the answers with the class. Write the correct sentences on the board. Make sure students understand any new vocabulary.
- **1** *Rugby got its name from a school in England called Rugby School.* **2** *The rules of rugby have changed many times since the game started.* **3** *There are fifteen players in a rugby team.* **4** *Players are not allowed to kick and punch their opponents.* **6** *Rugby has spread to 120 countries in the world.*

LISTENING Page 14

Aim: to predict language on a topic; to listen for specific information**Warm-up:** Write *sumo wrestling* on the board. Ask the class what they know about sumo wrestling. You may like to help them by asking specific questions: *Where is it practised? How old is it? What is special about the wrestlers?* etc. Write some of their correct ideas on the board.

Activity 1

- Tell students that they are going to hear a description of sumo wrestling.
- Ask students to work in pairs and write down words they think they may hear.
→ *Students' own answers*

Activity 2

- Read the description aloud to the class.
- Students take down notes about sumo wrestling. Remind them only to note down important words for meaning and not to write complete sentences.
→ *Students' own answers*

Listening text: Sumo wrestling is a popular competitive sport in Japan. Sumo wrestlers are very big and overweight. They style their hair according to their rank and they wear thick silk belts around their waists. The Japanese have practised sumo wrestling since ancient times. Even though it has existed for many centuries, the Japanese consider it to be a modern martial art. Today, the sport still has many traditional ritual elements which already existed hundreds of years ago. One of such rituals is the use of salt for purification. The aim of a sumo fight is to throw one's opponent to the ground or to push him outside the combat area. The first wrestler to touch the ground with any part of his body other than the soles of his feet or to be pushed out of the ring is the loser. A fight can last for as long as three minutes or just a few seconds. Pushing, tripping and slapping are allowed but pulling hair and punching are not allowed.

Activity 3

- Read the questions with the class. Make sure students understand any new vocabulary.
- Students answer the questions. Encourage them to use their notes and write complete sentences.

Activity 4

- Read the description aloud a second time.
- Students check their answers.
→ **1** *b* **2** *It has existed since ancient times.* **3** *Salt is used for purification.* **4** *He is very big and overweight.* **5** *He must throw his opponent to the ground or to push him outside the combat area.* **6** *The bottom part of your feet.*

GRAMMAR Page 14

Aim: to use the present perfect with *for* and *since* and the past simple with *ago*

Warm-up: Write the following words on the board: *for*, *since* and *ago*. Ask students to make sentences with the words. Write some of their correct suggestions on the board.

Activity 1

- Read the sentences a-e with the class.
- Ask students to identify the underlined verb tenses.
- Correct the answers orally with the class.
→ **a** *present perfect* **b** *present perfect* **c** *past simple* **d** *past simple, past simple* **e** *present perfect*

Activity 2

- Ask students to study the sentences a-e in Activity 1 and complete the rules with *past simple*, *present perfect*, *ago*, *for* and *since*.
- Ask different students to write the complete rules on the board. Tell students to write the examples and rules in their exercise books.
→ **1** *past simple* **2** *present perfect* **3** *ago* **4** *for, since*

EXTRA ACTIVITY

- Ask students to translate the sentences in Activity 1 into French.
- Draw their attention to the use of the present perfect with *for* and *since* where they would use the present tense with *depuis* in French.
- As a follow-up, dictate the following questions to the class:
1 *When did you last go to the market?*
2 *How long have you lived in your present home?*
3 *When did you arrive at school today?*
4 *How long have you been at this school?*
5 *How long have you studied English?*
- Ask students to write answers using *for*, *since* and *ago*.

Activity 3

- Tell students to complete the sentences with *for*, *since* or *ago*.
- Check their answers orally around the class.
→ **1** ago **2** since **3** for **4** since **5** ago **6** for

GRAMMAR Page 15

Aim: to use gerunds

Warm-up: Write the following sentences on the board: *I like swimming*. *I like tennis*. Ask students what they notice about the underlined words. (They both function as nouns and they are both objects of the verb *like*.)

Activity 1 and 2

- Ask students to read the sentences and say what verbs the underlined words come from.
- Check the answers with the class and write the verbs on the board. Draw students' attention to the spelling of the present participle. The consonant is doubled in verbs of one syllable ending in a vowel and a consonant.
- Ask students to choose the correct words to complete the statements.
→ **1** punch, kick, slap **2** watch **3** trip up
→ **1** noun **2** gerund

EXTRA ACTIVITY

- Revise the spelling of present participles. Dictate the following verbs and students write down the participle form: *sit*, *walk*, *start*, *swim*, *hit*, *shop*, *make*, *take*, *go*, *get*.
(Answers: *sitting*, *walking*, *starting*, *swimming*, *hitting*, *shopping*, *making*, *taking*, *going*, *getting*)

Activity 3

- Tell students to write the nouns from the verbs.
- Check the answers orally around the class. Write the words on the board.
→ *boxing*, *cycling*, *smoking*, *reading*, *running*, *singing*

Activity 4

- Ask students to complete the sentences with the nouns from Activity 3
- Ask different students to read out their sentences to the class.
→ **1** boxing **2** cycling **3** reading **4** running **5** singing **6** smoking

Activity 5

- Ask students to read the sentences, explaining any unknown words.
- Ask them to answer questions 1 and 2 in pairs.
- Compare answers as a class.
→ **1** They are all participles. **2** carrying and living

Activity 6

- Read the sentences with the class. Point out that the *-ing* form of the verbs in these sentences are not nouns but participles.
- Tell students to rewrite the sentences using *who* + verb.
- Ask different students to write their sentences on the board.
→ **1** The man who is walking into the arena is the matador. **2** The girl who is wearing the green dress is my sister.
3 The man who is holding the cup is the winner. **4** The people who are standing over there are my relations.

WRITING Page 15

Aim: to write a description of a tough sport

Warm-up: Ask students to name some tough sports they know. Write their suggestions on the board.

Activity 1

- Students work in pairs and answer the questions. Tell them to make notes during the discussion then, write complete sentences.
- Go around the class asking students the questions.
→ Students' own answers

Activity 2

- Ask students to use their answers in Activity 1 and write a description of the tough sport they chose. If you like, you can set this activity for homework.
→ Students' own answers

WORKBOOK

- 1 1 What is made up of three parts? 2 Where was rugby first played? 3 Who practises bullfighting in Spain? 4 When was the first Rugby World Cup played?
- 2 1 c Animal rights activists are against bullfighting. 2 e Rugby started in 1823 when a schoolboy picked up a ball and ran with it in football match. 3 a Have many matadors been killed since bullfighting started? 4 b Almost everyone who plays rugby has suffered from injuries. 5 f How many points is a try worth in a rugby match? 6 d How long has bullfighting existed for?
- 3 1 Sumo wrestling has existed in Japan for many years. 2 She screamed when she saw a snake on her bed. 3 John has already drunk three glasses of water. He must be very thirsty. 4 The Rugby World Cup started in 1987. 5 This village hasn't had any palm oil for a month.
- 4 1 for 2 ago 3 since 4 ago 5 since 6 for
- 5 1 for four years. 2 for three and a half years. 3 two years ago. 4 since Wednesday. 5 two days ago.
- 6 1 G 2 P 3 G 4 P 5 P 6 P
- 7 1 d 2 i 3 f 4 g 5 h 6 a 7 e 8 b 9 c
- 8 1 stab, punch; stabbed, punched 2 pass, carry, kick; passed, carried, kicked 3 matador, picador, bull 4 stick, sword, lance 5 opponents 6 team
- 9 1 world 2 blood 3 heart 4 though

Lesson 2 Like father, like son ► Page 16

TOPIC: sport and famous sports people

GRAMMAR AIMS:

- to learn and use the present perfect continuous
- to practise using *for* and *since*

SPEAKING AND READING Page 16

Aim: to talk about the achievements of sports people; to read a passage for specific information

Warm-up: With books closed, ask students to name famous sports people that they particularly admire. Ask them to justify their answers.

Activity 1

- Ask students to look at the photos.
- Discuss the questions with the class.
→ *Students' own answers*

Activity 2

- Ask students to read the passage and check their answers in Activity 1.
- Check by asking different students to read out their answers.
→ *Students' own answers*

Activity 3

- Ask students to read the passage again and choose the correct answers a, b or c to the questions.
- Tell students to check their answers with a partner.
- Go around the class checking the answers orally. Make sure they understand any new vocabulary.
→ 1a 2a 3c 4a 5b

VOCABULARY Page 17

Aim: to learn some idioms

Warm-up: Write the following sentences on the board: *He has his feet on the ground. She is top of the class.* Ask students if they can guess the meaning of the underlined expressions. (Answers: *He is sensible. She is the best student in the class.*) Explain that these expressions are idioms and their meaning is different from the meaning of the individual words.

Activity 1

- Ask students to find the idioms 1-5 in the passage and match them with their meanings a-e.
- Check the answers with the class.
→ 1d / e 2e / d 3a 4c 5b

Remember Page 17

- Read the Remember box with the class. Remind students that when they write down idioms in their exercise books, they should write a sentence demonstrating its meaning.
- Tell students that it is important to understand common idioms but not necessarily to use them a lot.

Activity 2

- Ask students to complete the sentences using the idioms in Activity 1 and the Remember box.
 - Check the answers orally with the class.
- **1** a heart of gold **2** down in the dumps **3** pain in the neck **4** as good as gold

GRAMMAR Page 17

Aim: to learn and practise the present perfect continuous tense

Warm-up: Write the following sentences on the board: *I am thinking. I was sleeping. I have learned English for four years.* Ask students to name the tenses of the verbs (present continuous, past continuous, present perfect). Write the following sentence on the board: *I have been learning English for two years.* Ask students if they can guess the name of the tense (present perfect continuous).

Activity 1

- Read sentences a-d with the class.
 - Ask students to answer the questions.
 - Check answers with the whole class.
- **1** c d **2** a b **3** c d **4** a b

Activity 2

- In pairs, students study the sentences in Activity 1 and complete the rules.
 - Check the answers with the class.
- **1** have / has + been + present participle **2** have / has + past participle

Activity 3

- Ask students to complete the sentences with the verbs in brackets in the present perfect continuous tense.
 - Check the answers with the class.
- **1** has been playing **2** has been doing **3** has been wearing **4** has been following

LISTENING AND SPEAKING Page 18

Aim: to listen to an interview with a sportsman for specific information

Warm-up: With books closed, ask students to think of a famous athlete. Ask them what questions they would ask this person if they had the opportunity.

Activity 1

- Explain to students that they are going to hear an interview with an athlete called Kevin.
 - Read the questions with the class.
 - Read the interview to the class. You may like to do this with a strong student.
 - Students answer the questions.
 - In pairs, they compare their answers.
 - Check the answers with the class by asking different students to read out their answers.
- **1** He won the Kilum mountain race. **2** He is training as a marathon runner. **3** He wants to run the marathon for his country.

Listening text: Journalist: Congratulations Kevin! You've just won the Kilum mountain race. It was a brilliant victory.

Kevin: Thank you. It was my best mountain race to date.

Journalist: The race was rather difficult, wasn't it?

Kevin: Yes, it was. There were many other very good athletes participating.

Journalist: I imagine you are happy with the result.

Kevin: Yes, I've been longing for this moment since I started training. I'm happy that I won, but I'm not entirely satisfied with my time though. I can do better.

Journalist: How long have you been running mountain races?

Kevin: I have only been running mountain races for two years.

Journalist: What are you going to do with your prize money?

Kevin: Since 2005 I've been supporting a common initiative group in my village. Its main aim is development. We've just finished building a bridge in the village. Half of the prize money will be used in other development projects and half for personal projects.

Journalist: I see you have a heart of gold, Kevin.

Kevin: If you say so. But I have received a lot of support from the community and I believe in giving something back. I have been doing so since I started earning an income.

Journalist: Have you any sports projects?

Kevin: Yes, I've been training as a marathon runner for some time now. I want to run the marathon in international events. I want to run the marathon for my country. That's my next goal.

Journalist: I wish you luck.

Kevin: Thank you. I shall need it!

Activity 2

- Ask students to complete the paragraph about Kevin with the words in the box in the present perfect or the present perfect continuous. Tell them to work with a partner.
- Check the answers with the class. Tell students that it is possible to use both the present perfect continuous and the present perfect simple for some answers. Point out that we can never use the present perfect continuous for completed actions.

Activity 3

- Read the interview to the class again.
- Students check their answers to Activity 2.
- Check the answers with the class.
 - **1** has won **2** has been longing **3** has been running **4** has been supporting **5** have built **6** has been giving / has given **7** has been training

Activity 4:

- Tell students to work in pairs and practise the interview with Kevin. Explain that they do not have to reproduce the exact interview.
- Ask different pairs to demonstrate their interviews to the class.
 - *Students' own answers*

READING AND WRITING Page 18

Aim: to complete interview questions; to practise interviews

Warm-up: Ask students to think of three questions using the present perfect continuous which they asked Kevin in Activity 4. Write their suggestions on the board.

Activity 1

- Ask students to read the interview and complete the questions. Tell them to use the present perfect simple and continuous.
- Check their answers by asking different students to read out their questions.
 - **1** have you been **2** have you been staying **3** have you been doing **4** has, been performing / performed **5** have you been playing **6** have you played for **7** Have you decided

Activity 2: In pairs, students practise the interview.

Activity 3

- Ask students to read the interview again and answer the questions. Encourage them to write full answers.
- Check the answers orally around the class.
 - **1** Belibi is a famous Cameroonian footballer who works in Europe. **2** He is in Cameroon having a rest. **3** He has been playing there for nine months. **4** He has played for four clubs.

Activity 4: Ask students to write an article about Belibi. Tell them to use the answers in Activity 3 to help them. You may like to set this activity for homework.

→ *Students' own answers*

WORKBOOK

- **1** **1** Yannick retired from tennis in 1996. **2** Joachim won the US University Championship with his team the Florida Gators. **3** Yannick has performed as a singer throughout Europe. **4** Does Joakim plan to be a professional footballer? **5** How long has he been wearing his hair in dreadlocks?
- **2** **1** Who is Joakim (Noah)? **2** When did Joakim become a member of the Chicago Bulls team? **3** What (competition) did Yannick win in 1983? **4** Is Joakim a US citizen? **5** Who is involved in two charities? **6** How long has Yannick been a rock star?
- **3** Possible answers: big-hearted, laid back, over the moon, down in the dumps, scared stiff, a pain in the neck, round the bend, good-hearted, hard-hearted, good as gold
- **4** **1** a pain in the neck **2** big-headed **3** over the moon **4** laid back **5** scared stiff
- **5** **1** has been working **2** did **3** Have you finished **4** have been harvesting, have had **5** has bought, has been wearing
- **6** **1** classed **2** stopped doing **3** reached **4** best point
- **7** **1** amateur **2** sadness **3** lost **4** failure **5** ashamed
- **8** **1** Zacharie Noah **2** Yannick Noah **3** Joakim Noah **4** the Paris Open **5** charity work

Practice page ► Page 19

GRAMMAR

Activity 1: Students complete the paragraph with the past simple or the present perfect tense of the verbs in brackets.

→ 1 watched 2 started 3 became 4 has been 5 have not changed 6 has become

Activity 2: Students match the questions with the answers.

→ 1c 2a 3e 4b 5d

Activity 3: Students complete the sentences with the verbs in brackets in the present perfect continuous.

→ 1 has been living 2 has he been playing 3 has not been performing 4 have you been learning 5 have been holding

Activity 4: Students complete the sentences with the correct word in brackets.

→ 1 for 2 yet 3 entering 4 had won 5 for

LET'S HAVE FUN

Activity 1: Students punctuate the paragraph.

→ In rugby, France beat England in Paris yesterday to qualify for the World Cup quarter final. England has already won the cup once. France hopes to win the cup this year for the first time.

Activity 2: Students put the letters in order and write words from the unit.

→ 1 wrestling 2 punching 3 matador 4 weaken 5 marathon 6 athlete

Module

1

UNIT 3 Celebrations

Unit summary

COMMUNICATION FOCUS

- talking about celebrations and ceremonies
- describing special events
- inviting and responding to invitations

VOCABULARY

- Weddings: bride, (bride)groom, reception, invitation, newlyweds, veil, honeymoon, altar, ring, guest, (civil) ceremony, bouquet, marriage, marry, fiancé
- Festivals: Halloween, witch, ghost, spirit, costume, scary, masquerade, sweets, candy, shrine, crane, turtle, prosperity, happiness, kimono, funeral
- Verbs: dress up, pray, blame, knock, attend
- Other words: panic, clumsy, childish, stress, stain, mess

Lesson 1 Wedding customs ► Page 20

TOPIC: wedding ceremonies

GRAMMAR AIMS:

- to use relative pronouns in defining relative clauses
- to practise the present continuous for present actions and future arrangements

SPEAKING AND READING Page 20

Aim: to describe wedding ceremonies; to read for main ideas and specific information

Warm-up: With books closed, ask students to brainstorm words to talk about weddings. Write their ideas on the board.

Activity 1: Look at the photos and discuss the questions with the class.

→ *Students' own answers*

Activity 2

- Ask students to read the web page and find out which country has similar customs to Cameroon.
- Discuss their answers with the class.

→ *Students' own answers*

Activity 3

- Ask students to match the statements with the countries.
- Check the answers orally. Make sure students understand any new words.

→ **1** China **2** Brazil **3** China **4** Germany **5** Britain

Activity 4

- Tell students to find words with the meanings 1-6 in the passage.
 - Check the answers with the class.
- **1** bride **2** honeymoon **3** guest **4** bridegroom **5** wedding dress **6** prosperity

GRAMMAR Page 21

Aim: to use defining relative pronouns and clauses

Warm-up: Write the following sentences on the board: *That is the woman. She is getting married on Saturday.* Ask students to join the two sentences together and make one sentence. (Answer: *That is the woman who is getting married on Saturday.*) Ask: *What word do we use to join the two sentences?* (Answer: *who*)

Activity 1

- Tell students to work in pairs and study the words in blue in the passage on page 20.
 - Ask students to answer the questions about the sentences.
 - Check the answers by asking pairs of students to give their answers.
- **1** relative pronouns **2** who **3** which **4** where **5** whose **6** which and who
- Ask students to find more examples of relative pronouns in the passage.
- *Students' own answers*

Activity 2

- Tell students that this is a BEPC-type question.
 - Ask students to complete the sentences with the correct relative pronoun from the brackets.
 - Ask different students to read out their sentences to the class. Check any new words. Point out that whom is used in formal written English.
- **1** where **2** that **3** whose **4** where **5** which **6** whom

Remember Page 21

- Read the Remember box with the class.

⇒ **Grammar, Pages 135-136**

Activity 3

- Ask students to rewrite the pairs of sentences as one sentence using relative pronouns. Point out that there may be more than one possible answer.
 - Ask different students to write their sentences on the board.
- **1** *This is the friend who will be my best man.* **2** *They consulted a fortune-teller who chose the 5th April.* **3** *I gave them a present which / that I bought in Dakar.* **4** *Why not spend your honeymoon in Kribi where there are fantastic sandy beaches?* **5** *This is my friend whose mother made her wedding dress.* **6** *At the wedding, he met the girl whom he married six months later.* **7** *That is the limousine which / that we hired for the wedding.* **8** *I gave them the photos which / that I took at the wedding.*

Activity 4

- Ask students to say which sentences in Activity 3 they can rewrite leaving out the relative pronoun.
- **3 6 7 8**

EXTRA ACTIVITY

- Dictate the following sentences to the class.
 - 1 *That's the girl who is getting married to John.*
 - 2 *He drove the limousine which took them to the church.*
 - 3 *There's the man to whom I wanted to speak.*
 - 4 *A bridesmaid is a person who accompanies the bride.*
 - 5 *They gave them a gift which they already had.*
 - 6 *She loves the ring that her fiancé gave her.*
 - 7 *They thanked us for the gift that we had given them.*
 - 8 *That's the priest who married my sister.*
- Ask students if the relative pronoun is the subject or the object of the clauses.
- Check the answers with the class.
(Answers: 1 subject 2 subject 3 object 4 subject 5 object 6 object 7 object 8 subject)
- Ask students to look at the sentences in which the relative pronoun is the object, and rewrite them without *who(m)*, *which* or *that*.

SPEAKING AND WRITING Page 21

Aim: to talk about superstitions and rituals; to write about a Cameroonian wedding

Warm-up: Go around the class asking students about wedding ceremonies in their tribes.

Activity 1

- Ask students to look back at the web page on page 20 and to say what superstitions are mentioned for each country.
- Ask them if any of these superstitions are followed in their culture.
 - *Germany: guests break old dishes. Brazil: the groom mustn't see the bride in her dress before the ceremony. China: a fortune-teller chooses the wedding day. Britain: it was unlucky to marry a man whose surname began with the same letter as the bride's.*

Activity 2

- Ask students what superstitions and rituals surround wedding ceremonies in their parts of Cameroon.
- Ask students why people follow these superstitions and rituals today.
 - *Students' own answers*

Activity 3

- Ask students to write a paragraph about a Cameroonian wedding. Encourage them to use the texts on the web page as models. They do not need to include all the details, just one or two interesting rituals and superstitions.
- Students can do this activity in pairs or individually.
- Ask some students to read their texts aloud to the class.
 - *Students' own answers*

LISTENING Page 22

Aim: to listen to a telephone conversation for specific information

Warm-up: With books closed, ask: *Where do weddings usually take place? Is there always a religious ceremony? What is the difference between a Muslim and a Christian wedding ceremony?*

Activity 1

- Read the information with the class.
- Explain to students that they are going to hear a telephone conversation.
- Read the conversation aloud to the class. Students listen and complete the missing information. You may like to read the conversation with a strong student.

Activity 2

- Read the conversation again and students check their answers.
 - *Bride's name: Laura Ngombi; Groom's name: Robert Njoya; Date and time: Saturday 28th December at 10 a.m.; Place: The Town Hall, Bafia; Type of ceremony: civil; Place for reception: Plaza Hotel*

Listening text:

Ngono: Hello Raisa. What are you doing?

Raisa: Hi, Ngono. Nothing much, I'm just watching TV. What's up?

Ngono: We're meeting this evening at my home to make arrangements for my sister's wedding. I'd like you to come over.

Raisa: You mean Laura is marrying Robert Njoya?

Ngono: Yes, of course. The wedding is taking place on Saturday, 28th December at 10 a.m. We have to organise everything well in advance.

Raisa: That's in three months' time. Where are they getting married?
 Ngono: Here in Bafia, in the Town Hall.
 Raisa: Is it a civil wedding?
 Ngono: Yes. The church wedding is being held in January.
 Raisa: Is there going to be a wedding reception?
 Ngono: Yes. It's the day after the civil wedding. The Ngombi and Njoya families are having a big reception in honour of their son and daughter. This is being held at the Plaza Hotel.
 Raisa: Wow! What a fantastic place for a wedding reception. You seem to have made all the arrangements already so why are you asking me to come?
 Ngono: There's still a lot to do. This evening we're helping Laura choose her dress. We're also making a guest list and checking all the other details.
 Raisa: That sounds fun. I'd love to come.
 Ngono: Emma and Amina are coming too. See you then.

Remember Page 22

- Read the Remember box with the class.
- Remind students of the use of the present continuous tense for future arrangements which are certain.

EXTRA ACTIVITY

- Dictate or write the following prompts on the board.
 1 civil ceremony / Town Hall 2 reception / bride's village 3 meeting / on Friday 4 party / by Ngono's friends
 5 bride / to church / in limousine
- Ask students to write sentences in the passive form using the prompts.
 (Answers: 1 The civil ceremony is being held at the Town Hall. 2 The reception is being held in the bride's village. 3 The meeting is taking place on Friday. The party is being organised by Ngono's friends. 5 The bride is being driven to church in a limousine.)

READING AND WRITING Page 22

Aim: to read a wedding invitation; to write and reply to a wedding invitation

Warm-up: With books closed, ask students what type of information they would expect to find on a wedding invitation. Ask: *Have you ever received a wedding invitation?*

Activity 1

- Tell students to read the wedding invitation and answer the questions.
- Check the answers by asking different students to answer the questions orally.
 → 1 Paul Ngombi 2 Annie Ekambi 3 at Douala Town Hall 4 on Saturday, 16th December 5 not mentioned
 6 at Disney Restaurant, Bonaberi

Activity 2

- Ask students to use the information they completed in Listening Activity 1 and write an invitation to Laura's wedding. They should do this on a piece of paper. Tell them to use this invitation as a model. Point out the use of the prepositions *on* for dates, and *at* for places and times. You can ask students to do this activity in pairs or individually.
 → *Students' own answers*

Activity 3

- Read the expressions with the class. Make sure students understand which expressions can be used to accept an invitation and which can be used to decline an invitation.
- Tell students to exchange their invitations with another student or pair of students.
- Ask students to write a reply to the invitation. You may like to set this activity for homework.
- Ask different students to read out their replies to the class. If you like, you can write a model reply on the board which students copy into their exercise books.
 → *Students' own answers*

PRONUNCIATION Page 22

Aim: to read rhymes

Activity 1

- Ask students to read the rhymes. Explain that these are traditional English rhymes about wedding superstitions.
- Ask students to explain the rhymes to the class. Check any difficult vocabulary.
- Ask students if they have any similar traditional rhymes in Cameroon.
 → *Students' own answers*

Activity 2

- Read the rhymes aloud to the class.
- Ask students to practise reading the rhymes aloud.

EXTRA ACTIVITY

→ Ask students the following questions about the rhymes:

Rhyme 1: **1** What five things should a bride include in her dress on her wedding day?

Rhyme 2: What superstition on the web page on page 20 of the Student's Book does this rhyme refer to?

Rhyme 3: What is the best day for a wedding? What is the worst day?

(Answers: **1** something old, new, borrowed, blue, silver sixpence **2** British **3** Wednesday, Saturday)

WORKBOOK

- **1** **1** honeymoon **2** bride **3** fortune-teller **4** veil **5** guests **6** bouquet **7** rings **8** reception
- **2** **1** The bride throws her bouquet to the guests. **2** The single woman who catches it will be the next to marry. **3** During the reception, guests eat, drink and dance. **4** The bride chooses her best friend to be her bridesmaid. / The bridgroom chooses his best friend to be his best man.
- **3** **1** maid **2** whose **3** dishes **4** onion
- **4** **1** who **2** where **3** whom **4** whose **5** where **6** which
- **5** **1** We found the place. The thief kept the stolen money there. **2** You called a number. I want to know the person you called. **3** The newlyweds gave their guests calendars. The calendars had their photos on them. **4** A little boy won first prize in the competition. Do you know him?
- **6** **Across:** **1** bridegroom **4** couple **5** parent **8** honeymoon **Down:** **2** reception **3** old **6** ring **7** wed
- **7** **1** Did you find out where the wedding is taking place? **2** They are leaving tomorrow for their honeymoon in Kribi. **3** I think red is a strange colour for a wedding dress. **4** Are there any wedding superstitions in your tribe? **5** We were delighted to hear that Laura and John are getting married soon.
- **8** **1** guest **2** wedding **3** bouquet **4** honeymoon **5** reception **6** church **7** bride **8** ring

Lesson 2 Special occasions ► Page 23

TOPIC: celebrations

GRAMMAR AIMS:

- to use relative pronouns in non-defining relative clauses
- to practise *so* and *such* before adjectives and nouns

READING Page 23

Aim: to predict what a text is about; to read for specific information

Warm-up: With books closed, ask students to name as many well-known festivals as they can in Cameroon and in other countries. Write some of their suggestions on the board. Discuss what they know about these festivals.

Activity 1

- Tell students to look at the pictures and the titles of the passages.
 - Ask students to guess what the celebrations are about. Encourage them to predict words they think may be mentioned in the passages.
- *Students' own answers*

Activity 2

- Ask students to read the passages and find out if they guessed correctly. Help students with any new words.
- *Students' own answers*

Activity 3

- Tell students to read the passages again and answer the questions. Encourage them to write full answers.
 - Check by asking different students to read out their answers. If necessary, write the answers on the board.
- **1** It is celebrated in November. **2** They are the ages of the children taking part. **3** The festival is to thank the gods for the children's good health. **4** People buy a special candy for children. **5** It is celebrated on 31st October. **6** They go from house to house asking for a trick or a treat. **7** There are neighbourhood parties. **8** They collect money to send to needy children.

VOCABULARY Page 23

Aim: to identify antonyms and synonyms

Warm-up: Remind students of the difference between antonyms and synonyms. Write the following words on the board: *light, heavy, huge, enormous*. Ask students which two words are antonyms and which are synonyms (*light / heavy* are antonyms; *huge / enormous* are synonyms).

Activity 1

- Tell students to read passage A again and find the antonyms of the words.
- Check the answers with the class.
→ **1** good health **2** prosperity **3** evil **4** happiness

Activity 2

- Tell students to read passage B again and find the synonyms of the words.
- Check the answers with the class.
→ **1** funny **2** scary **3** gifts **4** grown-ups **5** needy

GRAMMAR Page 24

Aim: to use non-defining relative pronouns and clauses

Warm-up: Write the following sentence on the board: *Our English teacher, who lived for many years in the USA, speaks English with an American accent.* Ask: *Which clause is it possible to leave out of this sentence without changing any other words?* (Answer: *who lived for many years in the USA*) Explain to students that this type of clause is called a non-defining relative clause.

Activity 1

- Ask students to study the sentences and decide if it is possible to leave out the underlined clauses.
- Explain that these are all non-defining relative clauses and they can be left out.
→ *They can all be left out.*

Remember Page 24

- Read the Remember box with the class.
- Explain that it is not possible to leave out defining relative clauses because they contain essential information in a sentence. Encourage students to write examples of these sentences in their exercise books.

Activity 2

- Ask students to read the sentences and decide which are defining and which are non-defining relative clauses. Tell them to put commas round the non-defining relative clauses.
- Ask students to read out their answers to the class.
→ *Defining relative clauses: 1 3 5 Non-defining relative clauses: 2 Halloween, which is an American festival today, is celebrated on the 31st October. 4 Sohato, who is their eldest daughter, is very intelligent. 6 They spent their honeymoon in Kribi, where the beaches are beautiful.*

EXTRA ACTIVITY

- Dictate the following pairs of sentences to the class.
1 Douala is a very big port. Douala is on the Atlantic coast.
2 John is studying physics at university. John is my best friend.
3 Mount Cameroon erupted in 1999. It is the second highest mountain in Africa.
4 She lives in Bamenda. The countryside is beautiful there.
5 Easter is an important festival for Christians. Easter is celebrated in March or April.
- Ask students to rewrite the sentences as one sentence. The second sentence is a non-defining relative clause.
(Answers: *1 Douala, which is on the Atlantic coast, is a very big port. 2 John, who is my best friend, is studying physics at university. 3 Mount Cameroon, which is the second highest mountain in Africa, erupted in 1999. 4 She lives in Bamenda, where the countryside is beautiful. 5 Easter, which is celebrated in March or April, is an important festival for Christians.*)

LISTENING Page 24

Aim: to predict the content of texts; to listen to descriptions of events for main ideas

Warm-up: With books closed, ask students to say what important family or religious events they celebrate in their communities. Ask: *Are these happy or sad events?* Look at the picture with the class and ask students what the event may be.

Activity 1

- Ask students to read the list of occasions and think of three words they can use to talk about each one.
- Write some of their suggestions on the board.
→ *Students' own answers*

Activity 2

- Explain to the class that they are going to hear four descriptions of events.
- Read the descriptions aloud to the class. Students match the descriptions to the events in Activity 1.
- Check the answers orally with the class.
→ **1** a memorial celebration **2** a birthday party **3** an exam celebration **4** New Year party

Listening text: Speaker 1: Two weeks ago I went to a memorial celebration for Edzoa's grandfather. So many people attended that it seemed as if the whole village was there. The village elders, who wore traditional clothes, were the first guests to arrive. Everyone else was dressed in their Sunday best. There was so much to eat and drink. I had never seen such quantities of food and drink before.

Speaker 2: Last June, Emma celebrated her sixteenth birthday at the Dean Hotel. The guests had dinner and we drank juice. After dinner we danced and we gave her gifts. Everyone had such a good time. Emma went home loaded with lots of beautiful presents.

Speaker 3: Ahmadou's parents organised a party to celebrate his success in the BEPC exams. All his classmates and teachers attended the party. Everyone danced all until the early hours of the morning. Even some of the very stern teachers whom we dreaded joined in. We couldn't believe our eyes when we saw the teachers dance to rap music. The party was such fun!

Speaker 4: We celebrated New Year at my grandparents' house in the village. It was a huge family reunion after such a long time. Everyone was so happy. My grandmother prepared a traditional meal for us. There was so much to eat that we invited the neighbours. It was such a wonderful party that nobody wanted to go home afterwards.

Activity 3

- Tell students to read the sentences and match them with the events.
- Check the answers with the class. If necessary, read the descriptions again.
- Check the answers with the class.
→ **1** exam celebration **2** birthday party **3** New Year party **4** memorial ceremony

EXTRA ACTIVITY

- Dictate the following questions to the class.
- Read the descriptions again to the class. Students answer the questions.

Answers: 1 Where did the memorial service take place? (in the village) 2 Who attended the celebration? (the elders and most of the village) 3 Where did Emma's party take place? (at the Dean Hotel)

4 How old was she? (sixteen) 5 Who attended the exam celebration? (parents, students and teachers) 6 How long did the party last? (until the early hours of the morning) 7 Where did they hold the New Year party? (at the grandparents' house) 8 Who was invited to the party? (family and neighbours)

SPEAKING AND WRITING Page 24

Aim: to describe an event; to write about an event

Warm-up: Ask students to say what special events they have attended recently. Ask: *Did you enjoy these events?*

Activity 1

- Tell students to work in pairs and choose a special event they have attended.
- Ask students to ask and answer the questions about the event. Tell them to make short notes if they wish.
- Ask pairs of students to ask and answer the questions around the class.
→ *Students' own answers*

Activity 2

- Ask students to write a description of the event they discussed in Activity 1. Encourage them to use their answers to the questions to help them. You may like to set this activity for homework.
- Ask some students to read out their descriptions to the class.
→ *Students' own answers*

READING AND LISTENING Page 25

Aim: to read a story for main ideas and specific information

Warm-up: Look at the picture with the class. Ask: *What is the occasion? Can you guess what is happening?*

Activity 1

- Ask students to read the first part of the story and find out the information.
- Check the answers orally with the class.
→ **1** a wedding **2** the bride, her sister and her father **3** The sister has spilled coffee on the bride's wedding dress.

Activity 2

- Ask students to work in pairs and guess what happens next in the story.
- Ask students to give their ideas to the class.
→ *Students' own answers*

Activity 3

- Explain that the students are going to hear the next part of the story.
- Read the questions with the class and check any new vocabulary.
- Read the next part of the story aloud. Students choose the correct answers a, b or c.
- Encourage students to compare their answers with a partner.

Activity 4

- Read the story to the class again. Students check their answers.
- Check the answers by asking different students to read out their answers to the class.
→ **1** a **2** c **3** b **4** c

Listening text: Then Alison thought about her mother. She missed her terribly. She had died about a year ago. In her mind she could hear her mother's voice telling her to stop being so childish and get down to the registry office. "Okay, I'm ready," she said, standing up. She arrived over an hour and a half late but thankfully not too late. Her fiancé was so relieved when he saw her that he nearly fell over. "I'm so sorry," she whispered. "I thought you'd changed your mind," he replied. "My sister spilt coffee down the dress and everything was mad and..." Alison glanced at the man who was going to become her husband and noticed blood on his collar from where he had obviously cut himself shaving. She smiled to herself and began to feel a lot better about the mark on her dress. In fact it didn't seem to matter so much any more. Yes, today was going to be such a beautiful day, a day that she would always remember.

GRAMMAR Page 25

Aim: to practise using *such* and *so* before nouns and adjectives

Warm-up: Write *so* and *such* on the board. Ask students to make sentences using these words. Write some of their suggestions on the board.

Activity 1

- Tell students to read the sentences a-d and complete the rules with *so* and *such*.
- Check the answers with the class. If necessary, translate the sentences into French.
→ **1** so **2** such **3** so

Activity 2

- Ask students to complete the sentences with *so* or *such*.
- Ask different students to read out their completed sentences.
→ **1** so **2** so **3** such **4** so **5** so **6** such

WORKBOOK

- **1** **1** During the 7-5-3 Festival, the parents of boys who are 3 and 5 years old and girls who are 3 and 7 are taken to the Shinto shrine. **2** Before modern medicine, many children died of ill health in Japan. **3** A crane and turtle represent long life in Japan. **4** Halloween originated in Ireland and Britain. **5** During Halloween neighbours give gifts to children. **6** Grown-ups / adults also participate in Halloween celebrations.
- **2** **1** joy **2** started **3** poor **4** presents **5** tradition **6** frightening **7** adults
- **3** **1** d He was so angry that he shouted at everyone. **2** e It was so hot he took his jacket off. **3** a There were so many people at the party that there weren't enough chairs. **4** f He felt so ill that he went home to bed. **5** b They were so poor that they couldn't afford any meat. **6** c We were so early that we waited for over an hour.
- **4** **1** wealth **2** poor, cheap **3** (an) ordinary / normal **4** better **5** under-sized
- **5** **1** die **2** prosper **3** live **4** celebrate **5** receive **6** succeed **7** fail

- 6 1 The artist who painted the president's portrait won first prize. 2 Andin, who is our class head boy, got a visa to travel abroad. 3 Justine went to the market with the girl who is her neighbour. 4 The pen that Adi sold to me does not write. 5 Mrs Ekambi, who is their English language teacher, is my friend. 6 Douala, which is the economic capital of Cameroon, is a very busy town. 7 John borrowed the book which I wanted to read.
- 7 1 which 2 who 3 which 4 which 5 where
- 8 1 so 2 so 3 such 4 so 5 such
- 9 1 festival 2 costume 3 ghost 4 shrine 5 Halloween 6 witch 7 sweet 8 masquerade 9 fiancé 10 kimono
- 10 1 wish 2 age 3 fortune 4 broken

Practice page ► Page 26

GRAMMAR

Activity 1: Students complete the conversation with *so* and *such*.

- 1 so 2 such 3 so 4 so 5 such 6 such 7 so

Activity 2: Students complete the sentences with suitable relative pronouns.

- 1 who 2 which / that 3 which / that 4 whose 5 where

Activity 3: Students decide which relative pronouns can be left out.

- 1 who 3 which 4 which

Activity 4: Students decide where the non-defining relative clauses can go in the sentences and insert commas where necessary.

- 1 Halloween, which is an American festival, is celebrated on the 31st October. 2 The children wore unusual costumes, which they had made themselves. 3 The feast, which the parents held at their home, was to celebrate Sohato's seventh birthday. 4 Sohato, who is their eldest daughter, is very beautiful and intelligent.

LET'S HAVE FUN

Activity 1: Students find words in the unit for the definitions.

- 1 guest 2 honeymoon 3 reception 4 bridegroom 5 invitation

Activity 2: Students read the sentences and guess the ceremony or festival from the unit.

- 1 Chinese wedding 2 Halloween 3 German wedding 4 7-5-3 Festival 5 Brazilian wedding

EXAM PRACTICE FOR MODULE 1

Page 27

Do this section in class when you have finished Module 1. Point out to students that the activities on this page are typical BEPC-style exercises. The aim of this section is for them to revise vocabulary and grammar from the module and also to familiarise themselves with exam-type questions.

VOCABULARY

Activity 1: Students complete the sentences with the words or expressions in the box.

- 1 out of 2 in touch 3 warm 4 your word 5 out

Activity 2: Students circle the words or expressions in brackets which mean the same as the underlined words.

- 1 stay in contact with people 2 calm and relaxed 3 very frightened 4 a nuisance

GRAMMAR

Activity 1: Students choose the correct words in brackets to complete the sentences.

- 1 doesn't he 2 has left 3 What 4 such 5 have been waiting

Activity 2: Students match the two parts of the sentences.

- 1c 2d 3a 4e 5b

Activity 3: Students put the words in order and write questions. Students then answer the questions.

- 1 What clothes do you like to wear? 2 Why are all sumo wrestlers overweight? 3 What colour signifies love and prosperity in Chinese culture? 4 Who pays for weddings in your country? Students' own answers

CHECK YOUR PROGRESS

Page 28

Activity 1: Students complete the questions with suitable words.

→ **1** What **2** Where **3** What / Which **4** Why **5** Who **6** Do **7** Have **8** Which / What

Activity 2: Students complete the sentences with the past simple or present perfect tense of the verbs in brackets.

→ **1** has lost; opened **2** have come; arrived **3** have just answered; sent **4** Have, seen; left **5** has lived; moved

Activity 3: Students complete the sentences with the correct words in brackets.

→ **1** such **2** ago **3** so **4** for

Activity 4: Students complete the dialogue with suitable words.

→ **1** won't she **2** she will **3** isn't she **4** she is **5** has **6** gone **7** hasn't she **8** has **9** isn't she

SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Tell them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Tell them to read the relevant sections in the units and to do the exercises in the Practice page grammar section again. They can also look at the Grammar summary at the back of the Student's Book.

Unit summary

COMMUNICATION FOCUS

- talking about likes and dislikes
- discussing preferences
- agreeing and disagreeing

VOCABULARY

- television: *aerial, satellite dish, remote control, DVD player, decoder, television set, cable, channel, programme, record, video, digital TV, volume, gadget, broadcast*
- TV programmes: *documentary, cartoon, the news, chat / reality / lifestyle / games show, sports programme, film, weather forecast, detective series*
- films, music and books: *science fiction, horror, historical novel, fiction, album, cassette, CD, actor, director, special effects, concert, movie, classical, rhythm*
- phrasal verbs: *turn on / off / down / up / into / out / over / to*

Lesson 1 What's on TV? ► Page 29

TOPIC: television

GRAMMAR AIMS:

- to talk about likes and dislikes using the *-ing* form of verbs
- to use *so, neither, either* and *also* for agreement and disagreement

VOCABULARY AND READING Page 29

Aim: to learn vocabulary about television; to practise phrasal verbs with *turn*

Warm-up: Look at the picture with the class. Ask students to brainstorm as many words as they can to do with television. Write some of their ideas on the board. Look at the picture with the class. Ask students to name as many things as they can.

Activity 1

- Ask students to read the passage and match the words in blue with things in the picture.
 - Check their answers orally with the class.
- *Students' own answers*

Activity 2

- Ask students to find five phrasal verbs with *turn* in the passage.
 - Check the answers with the class.
 - Ask students to read the dictionary extract for the word *turn*. They can do this individually or in pairs.
 - Tell students to find the definitions of two of the phrasal verbs from the passage.
 - Check the answers with the class.
- You can turn the television on and off with it; turn the volume up or down; that turns your television into a computer
- *turn sth down 2: to reduce the amount of sound...; turn (sth) into sth: to change or develop into something different...*

Remember Page 29

- Read the Remember box with the class.
- Remind students that there are very many phrasal verbs with other verbs such as *put, take, keep*, etc. It is important that they learn these verbs when they come across them. Encourage them to write an example sentence in their exercise books to illustrate the meaning.

Activity 3

- Ask students to complete the sentences with the correct phrasal verbs with *turn*.
 - Ask different students to read out their answers.
- 1 *turn*, up 2 *turn off* 3 *turn out* 4 *turned to*

EXTRA ACTIVITY

→ Dictate the following questions to the class.

1 *What is a remote control for?*

2 *What can you use to record television programmes?*

3 *What programmes are the most popular with children?*

4 *What programmes are the most popular with adults?*

5 *What type of television will develop in the future?*

6 *What will be the advantages of digital TV?*

→ Tell students to answer the questions.

Check the answers orally with the class. (Answers: 1 for changing channels 2 a video recorder or a DVD recorder 3 cartoons and adverts 4 documentaries and films 5 digital TV 6 There will be more channels to watch.)

VOCABULARY AND READING Page 30

Aim: to read a TV guide for specific information

Warm-up: With books closed, ask students what type of programmes they watch on TV. Ask: *What are your favourite programmes? Why?*

Activity 1

- Ask students to look at the pictures and the TV guide. Students decide which programmes are illustrated in the pictures.
- Check the answers with the class. Explain to students that they do not need to read the TV guide in detail to do this activity.
 - *Who wants to become a millionaire? and Kitchen corner*

Activity 2

- Tell students to find some of the types of programmes in the box in the TV guide. They can do this activity in pairs or individually.
- Check the answers with the class.
 - *Students' own answers*

Activity 3

- Ask students to read the TV guide again and answer the questions.
- Check the answers by asking different students to read out their answers.
 - 1 *The News* 2 *At 8.30* 3 *the murder of a university professor* 4 *four schools are competing* 5 *Channel 1* 6 *at 8.00* 7 *at 11.45*

Activity 4

- In pairs, students discuss which programmes they would like or wouldn't like to watch. Encourage them to give their reasons.
- Discuss their answers with the class.
 - *Students' own answers*

LISTENING AND SPEAKING Page 30

Aim: to listen to a dialogue for specific information

Warm-up: Look at the table with the class. Read the questions.

Activity 1

- Explain to students that they are going to hear three people talking about their viewing habits. Tell students to copy the table into their exercise books.
- Read the texts aloud to the class. Students listen and complete the table.

Activity 2: Read the texts again to the class. Students listen, check and complete their answers.

	Mbarga	Rita	Robert	Your partner
What's your favourite programme?	<i>Fou Fou Foot</i>	<i>What in the world?</i>	<i>Sky Lights</i>	
What type of programme is it?	<i>sports news</i>	<i>game show</i>	<i>love story (series)</i>	
When is it on?	<i>Sunday at 3.30 p.m.</i>	<i>10 a.m. weekdays</i>	<i>10.30 p.m. on Mondays, Wednesdays and Fridays</i>	
Why do you like it?	<i>I'm crazy about football.</i>	<i>I learn a lot.</i>	<i>It soothes away the stress of the day.</i>	
What programme don't you like?	<i>adverts</i>	<i>the news</i>	—	

Listening text: Mbarga: I'm Mbarga. I'm fond of sports news. My favourite programme is Fou Fou Foot. It's a review of sequences of important football competitions. It is broadcast on Sundays at 3.30 p.m. I'm crazy about football so I really like this programme. I'm also keen on nature programmes. They teach me such a lot. There's a good one called Wildlife on Channel 2 on Saturday evenings. I hate watching the adverts. I think they are a waste of time.

Rita: My name's Rita. I never watch television in the evening. I don't like the news. I think it's boring. The programme I like most, What in the world?, is on in the morning at ten o'clock. It's on every weekday. It's a game show. The presenter asks four candidates questions about current events in the world. The winners receive a lot of money. I enjoy watching it because I learn a lot. One day, I hope to be a candidate myself!

Robert: My name is Robert. Every day, I watch the 7.30 news before going to work in the morning. That way, I keep up with what's going on in the world. But the programme I enjoy watching most is the series Sky Lights at 10.30 p.m. on Mondays, Wednesdays and Fridays. It's a love story. I like it because it soothes away the stress of the day. I'm interested in science so I sometimes watch a documentary called Technology Today. It's on every Tuesday evening.

Activity 3: Students work in pairs to ask and answer the questions about Mbarga, Rita and Robert's viewing habits. Tell them to use the information in the table to find their answers.

→ *Students' own answers*

Activity 4

- Read the example dialogue in pairs.
- Tell students to ask and answer the questions with a partner about viewing habits and complete the table.

→ *Students' own answers*

Activity 5

- Read the expressions in the box and the example text with the class.
- In pairs, students talk about their viewing habits using these expressions.

→ *Students' own answers*

Remember Page 31

- Read the Remember box with the class. Remind students that we use the *-ing* form of the verb after many verbs and expressions which express likes and dislikes.

⇒ **Grammar, Page 134**

WRITING Page 31

Aim: to write about their viewing habits

Activity 1

- Ask students to write about Rita's viewing habits. Tell them to use the information in the table from Listening and speaking Activity 1.
- Check the answers by asking different students to read out their sentences.

→ *Students' own answers*

Activity 2

- Ask students to write a paragraph about their own viewing habits. Tell them to use the paragraph in Activity 1 as a model. You may like to set this activity for homework.
- Ask different students to read out their paragraphs to the class.

→ *Students' own answers*

PRONUNCIATION Page 31

Aim: to practise sentence stress

Activity 1

- Read the sentences aloud to the class. Make sure you stress the bold words and syllables.
- Ask students to repeat the sentences, stressing the correct words and syllables.

Activity 2

- Ask students to write four sentences of their own, then underline the stressed words and syllables.
- Check that they have placed the stress correctly.

READING AND GRAMMAR Page 32

Aim: to read a conversation for specific information; to practise using *neither*, *either*, *so* and *also* for agreeing and disagreeing

Activity 1

- Ask students to read the conversation and find out what programmes John and Kate like and don't like.
- Check the answers orally with the class.
 - *John likes chat shows, Inter School-Games, music programmes, horror films. He doesn't like detective series. Kate likes Inter-School Games, music programmes, horror films. She doesn't like detective series.*

Activity 2: Ask students to practise the conversation in pairs.

Activity 3

- Tell students to study the sentences a-c.
- In pairs, students practise saying the sentences.

Remember Page 32

- Read the Remember box with the class.
- Tell students that we use these short expressions in spoken English to agree and disagree with people's opinions.
 - ⇒ **Grammar, Page 136**

Activity 4

- Ask students to complete the sentences using *so*, *neither*, *either* or *too*.
- Check the answers by asking different students to read out their sentences.
 - **1 so 2 too 3 neither 4 neither 5 either 6 so**

Activity 5

- In pairs, students make dialogues using the prompts. Tell them to take it in turns giving their opinions and agreeing with them.
- Ask different pairs of students to demonstrate their dialogues to the class.
 - *Students' own answers*

WORKBOOK

- **1** 1c 2a 3d 4e 5b
- **2** 1 watching 2 programme 3 satellite 4 aerial 5 news 6 set 7 control 8 film
- **3** 1 on 2 up 3 down 4 off 5 on
- **4** 1 turned on 2 turned up 3 turn down 4 turned into 5 turned to 6 turned out 7 turn over
- **5** 1 My sister is very keen on lifestyle programmes. 2 I can't stand watching the news because it is boring. 3 People watch sport more than any other programmes. 4 My parents are very keen on watching documentaries but I hate them.
- **6** 2 So is Flora. 3 Neither can his sister. 4 So did we. 5 Neither do Kevin and John. 6 Neither have I. 7 Neither have we. 8 So is my family.
- **7** 1 So did I 2 too 3 Neither do I 4 too 5 either 6 Me too
- **8** 1 broadcast 2 viewer 3 advert 4 cartoon
- **9** 1 cable 2 documentary 3 nature 4 coat
- **10** video – aerial – cartoon – documentary – reality – satellite – commercial

Lesson 2 Entertainment ► Page 33

TOPIC: entertainment

GRAMMAR AIMS: • to use (would) prefer and would rather to express preferences
• to practise the structures *so / too + adjective + that*

SPEAKING AND VOCABULARY Page 33

Aim: to talk about different types of entertainment; to discuss different types of films

Warm-up: With books closed, ask students to name the last film they have seen. Ask: *Do you enjoy watching films?*
Where do you watch films? Ask them if they enjoy reading. Ask: *What is the best book you have ever read?*

Activity 1

- Discuss the questions with the class.
- Find out what form of entertainment students like best.
 - *Students' own answers*

Remember Page 33

- Read the Remember box with the class.
 - ⇒ **Grammar, Page 134**

Activity 2

- Read the example sentences with the class.

- In pairs, students make similar sentences using the prompts to describe their own preferences.
- Ask random pairs of students to say their sentences aloud.
→ *Students' own answers*

Activity 3

- Ask students to look at the film posters and decide what type of films they are. Tell them to choose from the list in the box.
- Check their answers with the class. Ask students which film they would like to see.
→ **1** cartoon **2** science fiction **3** historical / action **4** horror film

Activity 4

- Ask students to say which types of films they prefer.
- Discuss with them the best and worst films they have ever seen. Encourage them to explain their answers.
→ *Students' own answers*

LISTENING Page 33

Aim: to listen to opinions for main ideas

Warm-up: Ask students to say adjectives they can use to describe entertainment they like or dislike. Make two lists on the board with their ideas under the headings *Like* and *Dislike*. For example: *Like – fantastic, brilliant; Dislike – awful, boring.*

Activity 1

- Ask students to copy the table into their exercise books.
- Tell students that they are going to hear six people talking about a book, a film or a piece of music.
- Read the texts aloud to the class. Students listen and complete the table. They put a tick (✓) if the person likes something and a cross (X) if the person dislikes something. Tell students that they don't have to understand every word of the texts to understand the main ideas.

Activity 2

- Read the texts again and students check and complete their answers.
- If you like, ask students to compare their answers with a partner.
- Check the answers with the class.

Speaker	1	2	3	4	5	6
Topic	music	film	book	music	film	book
Like?	✓		✓		✓	
Dislike?		x		x		x

Listening text: Speaker 1: My favourite song on the album is the last one. The title is High Fire. They're a brilliant band. I'd love to see them live.

Speaker 2: The special effects are amazing. They were all done with computers. Unfortunately the acting is awful. It's not worth seeing.

Speaker 3: It's the best book I've read for ages. I can't put it down. The story line is really exciting and the characters are realistic. I'm sure it will be a best-seller.

Speaker 4: The lead singer was OK but the music wasn't very good. It was too slow, not enough rhythm. I prefer music you can dance to. They need to change the drummer. He was hopeless.

Speaker 5: I can lend you the DVD if you like. It's a brilliant movie. I'm sure you'd enjoy it. The actors are fantastic and the dialogues were great.

Speaker 6: I'm only reading it because it's on the school reading list. I wouldn't bother if I were you. It's really boring. It's going to take me ages to finish it.

EXTRA ACTIVITY 1

- Dictate the following adjectives to the class:

1 brilliant **2** amazing **3** awful **4** exciting **5** realistic **6** OK **7** too slow **8** hopeless **9** brilliant **10** fantastic **11** great **12** boring

Ask students to copy the adjectives with a space next to each one into their exercise books.

- Read the texts again. Tell students to listen and write down the features that each adjective describes.
- If you prefer, you can dictate the features and ask students to listen and write down the corresponding adjectives.
- Check the answers orally with the class. Encourage students to write full sentences.

(Answers: **1** the band **2** special effects **3** acting **4** story line **5** characters **6** lead singer **7** music **8** drummer **9** movie **10** actors **11** dialogues **12** school book)

EXTRA ACTIVITY 2

- Write the following sentences from the Listening text on the board:
I'd love to see them live.
It's not worth seeing.
I can't put it down.
I wouldn't bother if I were you.
- Ask students to work in pairs and make short dialogues using at least one of these expressions.
- Ask different students to demonstrate their dialogues to the class.

GRAMMAR AND SPEAKING Page 34

Aim: to practise using *I'd rather* and *I'd prefer* to express preferences

Warm-up: With books closed, write the following sentence on the board: *I'd rather go shopping than stay at home.*
Ask students what the contraction *I'd* is short for (*I would*).

Activity 1

- Ask students to read the dialogue and answer the questions.
- Check the answers around the class. Check any new vocabulary.
→ **1** *He likes traditional music.* **2** *rock music* **3** *Because there will be ice cream.*

Activity 2

- In pairs, students practise reading the dialogue.
- Ask pairs of students to demonstrate the dialogue. Make sure they use the correct rhythm and intonation.

Activity 3

- Ask students to complete the sentences with the correct words in brackets. Point out that this is a BEPC-type exercise.
- Check the answers with the class.
→ **1** *to go* **2** *listen* **3** *watch* **4** *dancing* **5** *to play*

Activity 4

- Ask students to read the dialogue. Check any new vocabulary.
- Ask two strong students to read the dialogue to the class. Make sure they use the correct intonation and rhythm.
- In pairs, students practise reading the dialogue.

Remember Page 34

- Read the Remember box with the class.
⇒ **Grammar, Page 135**

Activity 5

- Read the example sentences with the class.
- Ask students to make sentences with these structures using the adjectives, the expressions in the Remember box and their own ideas. They can do this activity orally with a partner, then write the sentences in their exercise books.
- Ask different students to read out their sentences to the class. Write some of their ideas on the board.
→ *Students' own answers*

Activity 6

- In pairs, students talk about their favourite pastimes and make notes.
- Ask students to make a dialogue. Encourage them to use the grammar structures in this lesson and use the dialogue in Activity 1 to help them.
- Ask pairs of students to demonstrate their dialogues to the class.
→ *Students' own answers*

READING AND VOCABULARY Page 35

Aim: to read a passage for specific information; to find synonyms

Activity 1

- Ask students to read the passage and find out how different people choose films to watch.
- Check the answers around the class.
- Ask students how they choose films and which way they think is the best. Discuss these questions with the class.
→ **1** *DVD or cassette cover* **2** *reviews in magazines* **3** *well-known directors or actors* **4** *let my friends choose* **5** *by word of mouth, recommendation by friends*

Activity 2

- Ask students to find synonyms in the passage for the words and phrases in the box.
- Check the answers orally with the class.
→ **1** movie **2** famous **3** boring **4** awful **5** similar **6** recommend

Activity 3

- Tell students to complete the sentences with the correct form of words from the passage.
- Check the answers with the class.
→ **1** boring **2** recommends, taste **3** worth **4** too **5** disappointed, awful

SPEAKING AND WRITING Page 35

Aim: to discuss films and books; to write a description of a book or a film

Warm-up: Ask students to name books they have read and films they have seen recently. Write some of their ideas on the board.

Activity 1

- Tell students to choose a film they have seen or a book they have read recently.
- Ask students to answer the questions about this book or film. Encourage them to make notes.
→ *Students' own answers*

Activity 2: In pairs, students tell their partner about the book or film. Their partner can help by asking the questions in Activity 1.

→ *Students' own answers*

Activity 3

- Ask students to write a description of a book or film. Tell them to use their answers in Activity 1 as a guide. You may like to set this activity for homework.
- Ask different students to read out their descriptions to the class.
→ *Students' own answers*

WORKBOOK

- **1** 1 c 2 f 3 e 4 b 5 a 6 d
- **2** 1 band 2 film 3 band 4 book 5 film
- **3** 1 I prefer listening to music to dancing. 2 I prefer seeing bands live to listening to CDs. 3 I prefer reading novels to watching DVDs. 4 I prefer going to concerts to watching television.
- **4** *Students' own answers*
- **5** 1 rather 2 than 3 Would 4 'd rather 5 prefer
- **6** 1 so, that 2 too 3 so, that 4 too 5 so, that
- **7** 1 My dad is too old to walk a long way. My dad is so old that he can't walk a long way. 2 That piano is too heavy to carry upstairs. That piano is so heavy we can't carry it upstairs. 3 It's too noisy to hear the music. It's so noisy that we can't hear the music.
- **8** asleep – awake, boring – interesting, cheap – expensive, complicated – simple, difficult – easy, dry – wet, famous – unknown
- **9** **Across:** 1 fond 2 actor 4 short 6 author 7 movie 8 single **Down:** 1 fiction 3 cartoon 5 realistic 6 album 9 novel

Practice page ► Page 36**GRAMMAR**

Activity 1: Students rewrite the sentences so they have the same meaning, using the words in brackets.

- **1** I enjoy watching films. **2** I can't stand dancing Dombolo. **3** I hate hunting. **4** I'm fond of receiving letters from friends. **5** I dislike being disturbed.

Activity 2: Students complete the sentences with *so*, *too*, *neither* or *either*.

- **1** so **2** either **3** too **4** neither **5** so

Activity 3: Students complete the sentences with *rather* or *prefer*.

- **1** rather **2** rather **3** prefer **4** rather

Activity 4: Students put the words in order to make sentences. Point out that this is a BEPC-type of exercise.

- **1** The music was so good that I bought the CD. **2** It was so noisy that I couldn't read. **3** It is too hot to go for a walk. **4** I'd prefer to watch a film than work.

Activity 5: Students circle the words in brackets which have a similar meaning to the underlined words. Point out that this is a BEPC-type of exercise.

→ **1** turn up **2** like **3** noisy **4** as well

LET'S HAVE FUN

Activity 1: Students put the letters in order and write words from the unit.

→ **1** video recorder **2** horrified **3** concert **4** documentary **5** cartoon **6** turn on

Activity 2: Students match the words in the box with their meanings.

→ **1** viewers **2** documentary **3** cartoon **4** broadcast **5** video DVD recorder **6** channel

Module 2

UNIT 5 Environment

Unit summary

COMMUNICATION FOCUS

- expressing purpose and reasons
- expressing opinions
- expressing complaints

VOCABULARY

- wildlife and environment: *gorilla, chimpanzee, elephant, biodiversity, poaching, bush meat, trap, climate, global warming, deforestation, endangered*
- economy: *livelihood, companies, taxes, services, trade, logging, poverty, malnutrition, resource, energy, coal mine, oil*
- pollution: *smog, soot, smoke, dust, sewage, waste, steel, factory, power plant, rubbish, tyres, plastic bag, drains, compost*

Lesson 1 Saving the rainforests ► Page 37

TOPIC: rainforests

- GRAMMAR AIMS:**
- to use *in order to, so as, so that, to + infinitive* to express purpose
 - to identify passive forms of all tenses

SPEAKING AND READING Page 37

Aim: to describe pictures and discuss deforestation; to read a passage for main ideas and for specific information

Warm-up: With books closed, ask: *What is a rainforest? Where are the world's biggest rainforests? Do you know why they are important?* Ask students to look at the title of the unit and the title of the reading passage. Ask: *What do you think the passage mentions?*

Activity 1

- Tell students to look at the pictures and describe what is happening.
- Discuss the questions with the class. Write any new vocabulary on the board.
→ *Students' own answers*

Activity 2

- Ask students to read the passage and find out if they guessed correctly in Activity 1. Point out that they should read the passage for its main ideas at this stage and not worry about difficult vocabulary.
- Discuss the questions with the class.
→ *Students' own answers*

Activity 3

- Ask students to read the passage again and answer the questions. Point out that this is a BEPC-type exercise.
- Check the answers by asking different students to read out their sentences.
 - **1** It is important for wildlife and for the regulation of the climate. **2** Logging and poaching destroy the rainforest. **3** People kill wild animals and sell them for bush meat. **4b** **5** These roads make remote parts of the forest accessible to people who clear the land for farming. **6** The destruction of biodiversity is one consequence. The destruction of rainforests also contributes to global warming and climate change.

EXTRA ACTIVITY

- Dictate the following statements to the class.
 - 1** The Congo rainforest is the biggest in the world.
 - 2** More than half of Africa's plant species are found in this rainforest.
 - 3** International logging companies and national governments are responsible for the destruction of the rainforest.
 - 4** These logging companies help local communities by providing essential services for people.
 - 5** The trade in bush meat is a serious threat to wildlife.
 - 6** Cutting down the rainforest helps regulate the climate.
- Ask students to decide which statements are true and which are false.
- Tell students to correct the false statements.

(Answers: **1** False – It is the second biggest. The biggest is the Amazon rainforest. **2** True **3** True **4** False – The local people do not receive any money from taxes paid by the logging companies. **5** True **6** False – Rainforests are essential for regulating the climate; cutting them down contributes to global warming.)

VOCABULARY Page 38

Aim: to learn words from a passage

Warm-up: Ask students, in pairs, to look back at the passage and find two new words. Tell them to decide what part of speech each word is. Then, tell them to look carefully at the context of the words and try and guess their meaning. If they have dictionaries, encourage them to check their guesses.

Activity 1

- Read the words with the class.
- Ask students to find the words in the passage and then match them with the meanings 1-8.
- Check the answers orally with the class.
 - **1** wildlife **2** logging **3** livelihood **4** maim **5** poaching **6** havoc **7** climate **8** alleviate

GRAMMAR Page 38

Aim: to use the expressions *in order to*, *so as*, *so that*, *to* + infinitive to talk about purpose

Warm-up: Write the following words on the board: *They cleared the land in order to grow crops.* Ask: *Why did they clear the land?* (Answer: *In order to grow crops.*) Point out that *in order to* is an expression which we use to express purpose.

Activity 1

- Ask students to study the sentences and identify the words or expressions in them that tell us the purpose of the actions.
- Discuss the answers with the class.
 - **1** *so that* **2** *in order to* **3** *so as to*

Remember Page 38

- Read the Remember box with the class.
- Remind students that we often use *to* + infinitive to express purpose in informal spoken English: *I bought a book **to give** to my friend.*
- Encourage students to write complete sentences in their exercise books to demonstrate the meaning of these expressions.
 - ⇒ **Grammar, Page 134**

Activity 2

- Read the example with the class. Draw students' attention to the expression of purpose.
- Ask students to join the two parts of the sentences using the word in brackets. Tell them to make any necessary cuts or changes.
- Check the answers by asking different students to read out their sentences. If necessary write the answers on the board.
 - **1** *Local people set traps to catch animals.* **2** *They sell the animals they catch so as to buy their basic necessities.* **3** *The logging companies are building roads so that the trucks can get in to the forest.* **4** *Some companies avoid taxes in order to make more profit.* **5** *The government is holding a meeting with the companies to remind them of their responsibilities.*

LISTENING AND SPEAKING

Page 38

Aim: to distinguish fact from opinion; to express personal opinion; to listen to people expressing opinions

Warm-up: With books closed, write the following sentences on the board: *I think poachers are criminals. Poaching destroys wildlife.* Ask: *Which statement is a fact and which expresses an opinion?* (Answers: **1** opinion **2** fact) *Which words helped you to recognise the opinion?* (Answer: *I think.*)

Activity 1

- Ask students to read the sentences and decide which are opinions and which are facts.
- Check the answers with the class. Discuss the reasons for their choice. Make sure students understand any new words.
→ **1** fact **2** opinion **3** opinion **4** opinion **5** fact **6** fact **7** opinion

Activity 2

- Explain to students that they are going to hear three people – a logger, a rainforest campaigner and a local inhabitant – talking about logging.
- Read the texts aloud to the class. Students match the sentences in Activity 1 with the speakers.

Activity 3

- Read the texts again. Students listen and check their answers in Activity 2.
 - Ask students to say which statements they agree or disagree with. Encourage them to give their reasons.
→ **1** logger **2** logger **3** campaigner **4** campaigner **5** local inhabitant **6** campaigner **7** local inhabitant
- Listening text:*
- Campaigner:** *I think logging companies should be banned from exploiting our forests and local people should stop poaching and hunting in the forest. The activities of logging companies destroy the rainforest and its wildlife.*
- Logger:** *That's not true. We've developed safer logging techniques to preserve the wildlife and the forest. We even plant trees to replace those we cut down.*
- Local inhabitant:** *How do you expect us to survive? We need to hunt animals for food and to sell. We also need to cultivate the land to grow crops. We don't have jobs like you. How can we buy our clothes and medicines if we can't sell bush meat?*
- Campaigner:** *I believe that if you organise yourselves you can protect the wildlife and forests. You can then attract tourists and this will create new jobs.*
- Local inhabitant:** *It's not our responsibility. In my opinion, the government should stop deforestation if it is a problem. Although logging companies always promise to build schools, hospitals and create jobs, they never keep these promises.*
- Logger:** *We pay very high taxes. We expect the government to use the money to build schools, hospitals and create jobs for local inhabitants so that they benefit from the exploitation of their forests.*

Activity 4:

- Tell students to work in groups of three.
- Ask students to take it in turns presenting the arguments of the three people in Activity 2.
- Ask different students to present the arguments to the class.
→ *Students' own answers*

GRAMMAR

Page 39

Aim: to identify passive forms of all tenses

Warm-up: Dictate these sentences to the class: *Loggers are destroying the rainforests. The rainforests are being destroyed by loggers.* Ask: *What is the difference between the verb forms in these sentences?* (Answer: *The first sentence is in the active form and the second is in the passive form.*)

Activity 1

- Read the sentences with the class. Tell students that all the sentences are in the passive form. Check students understand the meaning of the sentences.
- Ask students to decide what tenses the verbs are in.
- Check the answers with the class.
→ **1** present continuous **2** present simple **3** present perfect **4** past simple **5** future simple

Remember Page 39

- Read the Remember box with the class.
⇒ **Grammar, Page 135**

Activity 2

- Tell students to look back at the passage in Speaking and reading Activity 2 on page 37 and find more passive sentences.
- Ask students to say what tenses the verbs are in.
- Check the answers by asking different students to read out the sentences.

- 70% of the African continent's plants are found...: present simple; The area is made up of...: present simple; It is being sold off to...: present continuous; Huge taxes are paid by...: present simple; These taxes should be used...: modal; But not a single franc is received by...: present simple; ... the benefits they had been promised: past perfect; must be controlled...: modal; has to be preserved...: modal

WRITING Page 39

Aim: to read an opinion essay and identify sequencing words; to write an opinion essay

Warm-up: Tell students that they are going to read an essay about the problems of deforestation. Ask: *What ideas would you expect to find in an essay against deforestation? What arguments against deforestation could be included in the essay?*

Activity 1

- Tell students to read the essay and number the paragraphs in the correct order.
- Ask students to underline the words and expressions which helped them order the paragraphs.
- Check the answers with the class.
 - 1E 2A 3B 4D 5C *I believe; The main consequence of this... (= deforestation); Another consequence...; Unfortunately...; In conclusion...*

Activity 2

- Read the questions with the class.
- Ask students to match the questions with the paragraphs of the essay.
- Check the answers with the class.
 - 1E 2A 3B 4D 5C

Activity 3

- Tell students to choose another environmental problem and answer the questions in Activity 2. They can do this activity in pairs or individually.
- Discuss their ideas with the whole class.
 - *Students' own answers*

Activity 4

- Ask students to write an essay about the environmental problem they chose in Activity 3. If students have difficulty choosing a topic you may wish to suggest one of your own ideas or one of the following: *The creation of new national parks to protect wildlife. Planting huge palm oil plantations instead of developing small farms. Forcing pygmy children to go to school in towns.* Encourage students to use the essay in Activity 1 as a model. You may like to set this activity for homework.
- Ask different students to read their essays to the class.
 - *Students' own answers*

EXTRA ACTIVITY

- Choose one of the issues chosen by the students and hold a class debate.

WORKBOOK

- 1 2 the Congo Basin 3 the rainforest 4 international logging companies 5 remote parts of the forest 6 taxes 7 local people
- 2 1 False – The Congo rainforest is the second largest rainforest in the world. 2 True 3 False – Six countries make up the Congo rainforest. 4 True 5 False – The taxes raised do not reach the local communities. 6 True 7 False – They cut down trees indiscriminately and deplete the forest resources.
- 3 1 The local people catch animals by setting traps. 2 The rainforest regulates the climate. 3 Forest resources are diminishing because of over-exploitation. 4 People cut down trees to grow crops. 5 In the Congo Basin trading in bush meat is illegal.
- 4 1 controls 2 deceived 3 reduce 4 illegal hunting 5 maim 6 logging
- 5 1 living 2 taxes 3 remote 4 traps 5 climate
- 6 1 so that 2 to 3 in order to 4 so as to 5 so that 6 to
- 7 1 was taken back 2 were transported 3 has been cleaned 4 are set 5 are awarded 6 was layed
- 8 **Nouns:** biodiversity; logging; trade **Verbs:** alleviate; improve; preserve **Adjectives:** global; inaccessible; remote
- 9 1 encourage 2 three 3 food 4 catch 5 chaos

Lesson 2 Fighting pollution ► Page 40

TOPIC: pollution

GRAMMAR AIM: to practise passive forms of all tenses

READING Page 40

Aim: to talk about pollution; to read a newspaper article for main ideas and for specific information

Warm-up: With books closed, write the word *pollution* on the board. Ask students to brainstorm any words which they would use to talk about pollution. Write some of their suggestions on the board.

Activity 1

- Ask students to look at the picture and discuss the questions with the class.
- Write any new vocabulary the students need on the board.
→ *Students' own answers*

Activity 2

- Ask students to read the newspaper article and choose the best title. Remind students that they do not need to understand every word in order to understand the main ideas of the article.
- Check the answer with the class. Encourage students to justify their answer.
→ *A The most polluted city in the world*

Activity 3

- Read the questions with the class and check students understand any new words.
- Ask students to read the article again and choose the correct options *a*, *b* or *c* to complete the sentences.
- Check the answers by asking different students to read out their completed sentences.
→ **1b 2b 3b 4a 5a 6b**
- Discuss with the class what could be done to reduce pollution in Linfen.

EXTRA ACTIVITY

- Dictate the following statements to the class.

- 1 *Why can't you see the blue sky in Linfen?*
- 2 *Why are the vegetable fields black?*
- 3 *Why do people cough a lot in Linfen?*
- 4 *What is special about the region of Linfen?*
- 5 *Why are there a lot of factories in Linfen?*
- 6 *How does this pollution affect people?*
- 7 *Why has nothing been done to clean the air and water?*

- Ask students to write full answers to these questions.

(Answers: 1 *Because there is thick smog over the city.* 2 *Because they are covered in soot.* 3 *Because the air is polluted.* 4 *It is a region with thousands of coal mines.* 5 *Because there is a lot of coal for energy.* 6 *People suffer from respiratory illnesses, cancer and asthma and some people die.* 7 *Because corrupt officials have protected the polluting industries.*)

GRAMMAR Page 41

Aim: to practise using passive forms in all tenses

Warm-up: Ask students to look back at the sentences in Reading Activity 3 and say which sentences are in the passive and which are in the active form. Do this activity orally with the whole class. (Answers: active: 2, 3; passive: 1, 4, 5, 6)

Activity 1

- Tell students to study the passive sentences in blue in the article in Reading Activity 2 on page 40 and answer the questions for each sentence. Encourage students to look back at the Remember box on page 39 for help.
- Check the answers with the class.
→ **1** *Linfen was ranked as the most polluted city in the world...: past simple; It is located in a region with thousands of coal mines: present simple; A huge amount of money is being spent...: present continuous; ... which may be linked to pollution: modal; have been killed...: present perfect; were being protected...: past continuous; blue sky will soon be seen...: future*
→ **2** *past simple: was + past participle; present simple: is + past participle; present continuous: is being + past participle; present perfect: have been + past participle; past continuous: were being + past participle; future: will + be + past participle*
→ **3** *modal + be + past participle*

Activity 2

- Read the example with the class.
- Ask students to rewrite each sentence in the passive form leaving out the underlined words.
- Ask different students to write their sentences on the board.
 - **1** *The polluted rivers are being cleaned.* **2** *A corrupt official was sentenced to prison last month.* **3** *Water from polluted rivers was being used for cooking.* **4** *The government had been informed about the pollution.* **5** *A lot of money has been spent to clean the rivers.*

LISTENING AND SPEAKING Page 41

Aim: to listen to people complaining about pollution; to listen for main ideas and specific information

Warm-up: Ask: *What types of pollution exist in the city and in the country?* Write some of their suggestions on the board.
Ask: *What causes the pollution? Is anything being done to stop it?*

Activity 1

- Explain to students that they are going to hear four teenagers talking about pollution in their town neighbourhoods.
- Ask students to list the things they think the people may mention.
 - *Students own answers*

Activity 2

- Tell students to copy the table into their exercise books.
- Read the texts aloud to the class. Students listen and tick the problems each speaker mentions.

Activity 3

- Read the texts again to the class. Tell students to listen and check their answers.
- Check students' answers with the class.

	Kevin	Nana	Binta	Edzoa
Noisy bar music	✓	✓		
Plastic bags	✓	✓		
Traffic pollution	✓		✓	
Factory smoke		✓		✓
Toilet and bathroom waste	✓	✓		
Household rubbish		✓		

- Discuss the questions with the whole class.

→ *Students own answers*

Listening text: Kevin: *The worst thing in my neighbourhood is the noise. Loud music is played in the bars from morning till late at night. There are no toilets in these bars so customers go in the street. It's disgusting and it smells awful. There's a lot of traffic so the air is badly polluted too. There are a lot of street vendors who throw away plastic bags. They are everywhere.*

Nana: *My neighbourhood is not only noisy but it is also dirty. Our neighbours pour their waste from the bathroom and kitchen into the road. Most of the public drains are used as dustbins. Plastic bags and household rubbish are littered all over the place. And all this rubbish attracts rats. Fortunately there isn't a lot of traffic so the air isn't too dirty.*

Binta: *I live in a peaceful residential neighbourhood. Residents are very conscious of pollution problems. For instance, if you want to organise a party, the neighbours have to be informed. It isn't dirty because every Saturday the drains and streets are cleaned by local young people. But we have a serious problem of air pollution because of all the traffic.*

Edzoa: *I live in the suburbs where there are no bars and not much traffic. But there are factories nearby and they pump smoke into the air. The smell that comes from the rubber factory is horrible. I'm sure it's dangerous. People are afraid to complain because they think they will be told to leave the area. One factory dumps its waste in the river. This is the main source of water for many people.*

Activity 4

- Read the conversation with the class. Draw students' attention to the passive modal sentences.
- Tell students to practise the conversation with a partner.

Activity 5

- Look at the information with the class. Check students understand any new vocabulary.
- Ask students to work in pairs and make similar dialogues to the one in Activity 4 by using the information in the table.

- Ask different pairs of students to read their dialogues to the class.
→ *Students' own answers*

WRITING Page 42

Aim: to write a letter of complaint

Warm-up: Ask: *Have you ever complained about anything at home or at school? What did you complain about? What did you say?*

Activity 1

- Read the letter of complaint with the class.
- Ask students to label the parts of the letter with the words and expressions from the box.
- Check the answers with the class.
→ **1** sender's address **2** date **3** name and address of receiver **4** opening greeting **5** body of the letter **6** end greeting **7** signature **8** sender's name

Activity 2

- Ask students to read the letter again and match the paragraphs with the ideas.
- Check the answers with the class.
→ request action: *I would be grateful if you could intervene...; explain the situation: I live in the Tsinga...; present the problem: My house is directly opposite...; describe actions already taken: The other neighbours and I...*

Activity 3

- In pairs, students discuss these problems. Encourage them to take notes.
- Discuss their ideas with the whole class.
→ *Students' own answers*

Activity 4

- Tell students to choose one of the problems they discussed in Activity 3 and write a letter of complaint to their local authority about it. Remind students that this does not have to be a real problem in their area. However, if there is a real pollution problem in their neighbourhood, they can write about this instead. Encourage students to use their ideas in Activity 3 and the letter in Activity 1 as a model. You may like to set this activity for homework.
- Ask students to read their letters to the class.
→ *Students' own answers*

WORKBOOK

- **1** 1 Which city was the most polluted in 2006? 2 What is the dirtiest form of energy? 3 How do people try to protect themselves from air pollution? 4 Where is the sewage and waste poured? 5 Why will blue skies be seen above Linfen again?
- **2** 1 d 2 f 3 g 4 a 5 c 6 b 7 e
- **3** 1 shocked 2 thick 3 barely 4 constantly 5 be aware of 6 gain
- **4** 1 pleasure 2 same 3 vast 4 but
- **5** 1 smoke 2 traffic 3 sewage 4 Drains 5 Rubbish 6 throw 7 affect 8 clean
- **6** 1 has been mined 2 is covered 3 is being spent / is spent 4 were killed 5 were sent 6 is being polluted / is polluted
- **7** 1 Ways of reducing pollution in our neighbourhood are being discussed. 2 Money has been collected by the residents to buy equipment to clean the drains. 3 Posters are being put up by the young people to educate the residents about pollution. 4 This will be done actively for one year. 5 Rubbish was being thrown all over the place by residents. 6 The health ministry had been informed by some residents about the rubbish in the neighbourhood.
- **8** 1 The authorities have given young people permission to block the roads during the cleaning campaign. 2 The shopkeepers keep all the shops closed before 8 a.m. 3 They had locked the door before they went out. 4 The teacher is correcting their homework. 5 Kevin's parents will give him some pocket money at the end of this month.
- **9** 1 H 2 E 3 K 4 B 5 J 6 I 7 C 8 D 9 G 10 F 11 A

Practice page ► Page 43

GRAMMAR

Activity 1: Students rewrite the sentences using the passive form.

- **1** Four mountain gorillas have been killed by poachers this week. **2** The forest is being cut down by local people to grow crops. **3** Roads will be built by loggers to remote parts of the forest. **4** Animals were trapped and killed by poachers for bush meat. **5** Two people were arrested by the police for poaching.

Activity 2: Students complete the text with the passive form of the verbs in brackets.

- **1** have been abandoned **2** have been found **3** is / has been banned **4** were stored **5** were / have been discovered **6** had been made **7** had also been noticed

Activity 3: Students complete the sentences with the correct words in brackets. Point out that this is a BEPC-type of exercise.

→ *in order 2 are used 3 so as to 4 are sold*

Activity 4: Students complete the sentences with words from the box. Point out that this is a BEPC-type of exercise.

→ *1 Smog 2 cough 3 sewage 4 Coal 5 waste*

LET'S HAVE FUN

Activity 1: Students find the odd word out.

→ *1 fun 2 protecting 3 energy 4 waste 5 sewage 6 noise*

Activity 2: Students match the words which go together.

→ *bush meat, health care, rainforest, global warming, wildlife, respiratory illness*

Module 2

UNIT 6 Medicine

Unit summary

COMMUNICATION FOCUS

- talking about the past
- talking about AIDS
- talking about preventing disease
- giving advice

VOCABULARY

- Medicine: *injection, stethoscope, syringe, thermometer, temperature, X-ray, anaesthetic, antibiotic, vaccine, blood transfusion, disinfectant, painkiller, antiseptic, needle, bacteria, operation, surgery, infection, sterilisation, germ, prescription, pain, urine, immune*
- Diseases: *diabetes, AIDS, malaria, rabies, polio*
- Verbs: *infect, sterilise, disinfect, prescribe, examine, treat, operate, inject, cure, vaccinate, spread, share*

Lesson 1 Discoveries that changed the world ► Page 44

TOPIC: medicine and health

GRAMMAR AIM: to talk about the past with *used to*

SPEAKING AND VOCABULARY Page 44

Aim: to describe pictures; to learn medical vocabulary; to read and talk about medical discoveries and inventions

Warm-up: With books closed, asked students to say as many words to do with medicine as they can think of. Write some of their ideas on the board.

Activity 1

- Read the words in the box with the class. Check students understand the new words.
 - Tell students to look at the pictures and say what the people are doing. Encourage them to use some of the words in the box.
- *Students' own answers*

Activity 2

- In pairs, students read the facts 1-10 about medical history. Check any new vocabulary.
- Ask students to guess which four facts are incorrect. If they find this difficult, tell them to think carefully about the dates.

Activity 3

- Ask students to find words in the sentences in Activity 2 which match the descriptions 1-6.
- Check the answers with the class.
 - **1** antibiotic **2** insulin **3** X-ray **4** aspirin **5** anaesthetic **6** vaccine

Activity 4: Discuss the questions with the class.

→ *Students' own answers*

LISTENING Page 44

Aim: to listen to a doctor talking about medical advances

Activity 1

- Explain to students that they are going to hear a doctor answering the questions in Activity 4.
- Tell students to listen and check their answers in Activity 2.
- Read the text aloud to the class.
- Discuss their answers with the class.

→ *Incorrect statements: 1, 2: in 1922, 3, 8: in the 19th century*

Listening text: There have been so many medical advances that it's difficult to choose one. Imagine if eye glasses didn't exist. They have changed people's lives incredibly. However, there are two discoveries which changed medicine for ever. Firstly, the use of disinfectants at the end of the 19th century. Secondly, the discovery of antibiotics in 1922. I believe that these two things have saved more lives than anything else. The next question is more difficult. I think scientists will find a vaccine for AIDS in the next ten years. I also hope that they will find one for malaria. I think a vaccine against malaria would affect Cameroonians more than anything else. It would improve their lives enormously.

READING AND VOCABULARY Page 45

Aim: to read an interview about medicine in the past

Warm-up: With books closed, ask students: *What happens if you have an infection today? What happened when your grandparents had an infection fifty years ago? What has changed?*

Activity 1

- Look at the picture with the class.
- Ask students to describe what is happening in the picture.
 - *Students' own answers*

Activity 2

- Tell students to read the interview with a doctor and find two important discoveries which the doctor says have changed medicine.
- If you like, ask students to read the interview in pairs.
- Check the answers with the class. Make sure students understand any new vocabulary.
 - *anaesthetics and disinfection*

Activity 3

- Ask students to write the nouns from these verbs.
- Check the answers with the class. Draw students' attention to the common suffixes *-tion*, *-ion*, *-ation* and *-ment* which are used to form nouns.
 - *infection, sterilisation, disinfection, prescription, examination, treatment, operation, injection, vaccination*

Activity 4

- Ask students to complete the sentences with the correct form of words from Activity 3.
- Check the answers with the class.
 - **1** sterilises or disinfects **2** treatment **3** vaccination **4** infected **5** examines, prescription

GRAMMAR Page 46

Aim: to talk about the past with *used to*

Warm-up: Write the following sentences on the board: *I went to stay with my grandparents in the summer. I used to go and stay with my grandparent in the summer.* Ask students if there is a difference in meaning between the two sentences. (Answer: when we use **used to** it means that we don't do this any more.)

Activity 1

- Read the sentences with the class.
- Ask students to study the sentences and answer the questions.
- Discuss the answers with the class.
→ **1** No, they don't. **2** Yes, they do.

Remember Page 46

- Read the Remember box with the class.
- Tell students that we use *used to* to talk about past actions or states which don't exist any more. If you like, you can translate a sentence into French. Give them an example: *I used to go to bed at 8 p.m. but I don't any more.* and the translation: *Autrefois je me couchais à 8 heures mais plus maintenant.*
⇒ **Grammar, Page 135**

Activity 2

- Ask students to find more examples with *used to* in the interview page 45.
- Check the answers by asking different students to read out their sentences.
→ *People used to believe... People used to pray... Many people used to die. They used to tie... They used to put something... Not many people used to survive. They used to spread... people used to die...*

Activity 3

- Ask students to complete the sentences with *used to* and the verbs in the box.
- Ask different students to read out their complete sentences.
→ **1** used to remove **2** used to die **3** used to believe **4** used to suffer **5** used to spread

Activity 4

- Ask students to write four more sentences with *used to* and the prompts.
- Ask different students to read out their sentences. Write some sentences on the board.
→ *Students' own answers*

LISTENING AND WRITING Page 46

Aim: to listen to a conversation for specific information

Warm-up: Pre-teach the following words: *cheek, swollen, tooth filled, alleviate, tablet.*

Activity 1

- Read the questions with the class.
- Tell students that they are going to hear a conversation between Binta and Ali about a visit to the dentist.
- Read the conversation aloud to the class. If you like, read it with a strong student. Students answer the questions.
- If necessary, read the conversation again.
- Check the answers by asking the questions around the class.
→ **1** She went because her cheek was swollen and she had toothache. **2** He removed one tooth and filled two teeth. **3** She couldn't sleep because of the pain. **4** She felt much better. **5** He prescribed antibiotic tablets, a painkiller and an antiseptic mouthwash. **6** Because he's afraid of the pain.

Listening text: Ali: Hello, Binta! Where are have you been? You look odd.

Binta: I've been to the dentist's surgery. I've just had two teeth filled and one removed.

Ali: Oh dear! That sounds awful.

Binta: I had no choice. I've been taking aspirin to alleviate the pain for nearly a month. But last night, I hardly slept at all. I felt awful. My cheek was swollen so I decided to see a dentist.

Ali: Hm! Wasn't it painful? Did you cry?

Binta: Oh! No! He gave me an anaesthetic injection and the pain immediately disappeared. I didn't feel anything. I feel much better. I now have to follow his instructions.

Ali: What do you have to do?

Binta: He's prescribed me antibiotic tablets, a painkiller and an antiseptic mouthwash.

Ali: I've got some bad teeth too. Maybe I should see a dentist. But I'm afraid of the pain.

Binta: I used to be afraid of the pain but I'm not any more. It didn't hurt at all.

Activity 2

- In pairs, students talk about their experiences at the dentist and at the doctor.
- Discuss their conversations with the class.
→ *Students' own answers*

Activity 3

- Ask students to write a paragraph about the last time they were ill and saw a doctor.
- Tell them to use the questions as a guide. You can set this activity for homework.

- Ask some students to read their paragraphs to the class.
→ *Students' own answers*

PRONUNCIATION Page 46

Aim: to practise the weak /ə/ sound

Activity 1

- Read the sentences to the class. Make sure you use the weak /ə/ sound in *the* and *doctor*, etc.
- Ask students to practise saying the sentences using the correct sound.

WORKBOOK

- **1** 1 anaesthetics 2 Antibiotics 3 painkiller 4 disinfectant 5 thermometer 6 transfusion
- **2** *Students' own answers*
- **3** 1 e 2 d 3 f 4 a 5 c 6 b
- **4** 1 False – X-rays were not used 200 years ago. 2 True 3 True 4 True 5 False – Disinfection was not used until Pasteur discovered germs and invented sterilisation. 6 False – Most people died from ordinary infections and illnesses.
- **5** 1 prayer 2 sacrifice 3 death 4 invention 5 sterilisation 6 life 7 suffering 8 injection
- **6** 1 used to suffer 2 used to die 3 used to live 4 used to sacrifice 5 used to pray
- **7** 1 People didn't use to use disinfectants. Did people use to use disinfectants? 2 We didn't use to wash ourselves with rain water. Did we use to wash ourselves with rainwater? 3 They didn't use to distribute malaria drugs in schools. Did they use to distribute malaria drugs in schools? 4 Girls didn't use to go to school. Did girls use to go to school? 5 Doctors didn't use to be regarded as gods. Did doctors use to be regarded as gods?
- **8** 1 is used 2 will discover 3 have saved 4 has brought 5 carry out 6 were not yet invented
- **9** aspirin, vaccine, blood, nurse, inject, insulin

Lesson 2 Fighting diseases ► Page 47

TOPIC: addictions and diseases

GRAMMAR AIMS:

- to practise the modal verbs *should* and *must* for advice
- to use the expressions *ought to*, *if I were you...* and *you'd better...*

SPEAKING AND READING Page 47

Aim: to give advice; to read letters for main ideas and for specific information

Warm-up: Ask students to name as many diseases as they can think of. Write some of their suggestions on the board.

Ask: *Which are the most / least serious? Do you know anyone who has suffered or who suffers from any of these diseases? How are they treated?*

Activity 1

- Tell students to look at the pictures and say what is happening.
- Discuss with the whole class the risks these people are taking and the possible consequences of their actions. Point out that when a pregnant woman smokes her unborn baby suffers. The baby may be born prematurely and may suffer from disabilities.
→ *Students' own answers*

Activity 2

- Ask students to read the letters 1-4 to the health page of a magazine. Check any new vocabulary.
- Ask students to discuss with a partner the advice they would give the writers of these letters.
- Discuss their ideas with the whole class.
- Now ask students to read the doctor's replies A-D and match them with the readers' letters. Point out that there is one extra letter with no reply.
→ **1 C 2 A 3 B**
- Discuss the doctor's advice with the class and students compare it with their own advice in Activity 2.
→ *Students' own answers*

Activity 3

- Ask students to read the letters and replies again and answer the questions.
- Check by asking different students to read out their answers.
→ **1** cigarettes and alcohol **2** heart and lung diseases **3** from dirty water **4** It is very difficult to stop using it so you need medical help. **5** Terrible because he or she has a hangover. **6** He thinks it means he is not a man.

EXTRA ACTIVITY

→ Dictate these incomplete sentences to the class and ask students to complete them with information from the letters and replies on the health page of the magazine.

1 You become and alcoholic if _____.

2 _____ and _____ are drugs.

3 When you smoke a lot, your teeth and fingers _____.

4 Smoking is not only dangerous for the smoker but also _____.

5 If you wash in dirty river water, you may catch _____.

6 If you don't give up smoking, you may _____.

→ Check the answers with the class.

GRAMMAR Page 48

Aim: to practise modals, *ought to*, *If I were you* and *You'd better* for giving advice.

Activity 1

- Ask students to look at the doctor's letters in Speaking and reading Activity 2 page 47 again and find sentences in which the doctor gives advice.
- Tell students to underline the expressions he uses. Write these expressions on the board.
 - **A** They should be examined... You mustn't wash yourself... **B** You must give up... You ought to gradually reduce... You'd better consult... **C** You ought to talk... If I were you, I would encourage... stop...

Remember Page 48

- Read the Remember box with the class.
- Point out that *ought to* means the same as *should*. It is more common in the affirmative form than in the negative form which is *you ought not to* do something. *You'd better* and *If I were you* are common in informal spoken English.

⇒ **Grammar, Page 133**

Activity 2

- Ask students to complete the sentences with suitable modal verbs. Tell them that there may be more than one possible answer.
- Ask different students to read out their sentences.
 - 1 should / ought to 2 must 3 should / ought to 4 shouldn't / mustn't / ought not to 5 mustn't

Activity 3

- Ask students to work in pairs and give advice for the situations. Encourage them to use modal verbs and expressions.
- Ask different pairs to read out their advice.
- Discuss their advice with the class and decide which is the best advice.
 - Students' own answers

WRITING Page 48

Aim: to write a letter to a magazine; to write a reply

Activity 1

- Ask students to write a letter to the health page of the magazine. Tell them to use one of the situations in Activity 3 or another health problem. Encourage them to use the letters in Speaking and reading activity 2 page 47 as models.
- Ask different students to read out their letters to the class.
- Discuss with the whole class the advice you would give.
 - Students' own answers

Activity 2

- Ask students to exchange their letters with another student.
- Tell students to imagine that they are Dr D and they write a reply. Encourage them to use expressions for advice. You may like to set this activity for homework.
- Read some of the letters to the class.
 - Students' own answers

LISTENING Page 48

Aim: to listen for specific information

Warm-up: Ask students to say all they know about malaria. Ask: *Have you or someone you know suffered from malaria? How did you / they feel?*

Activity 1

- Ask students to copy the table into their exercise books.
- Explain that they are going to hear a health worker talking about malaria prevention. The worker will answer the questions in the table.
- Read the text aloud to the class. Students complete the table.

Activity 2

- Read the text again and students check and complete their answers.
- Discuss the answers with the class.

What is the cause?	<i>a parasite</i>
How is it transmitted?	<i>by mosquitoes</i>
Is there a vaccine?	<i>no</i>
Can it be treated?	<i>yes, but not easily</i>
Can it kill?	<i>Yes, it kills more than AIDS.</i>
How does the parasite react to drugs?	<i>It becomes resistant to drugs.</i>
What methods of prevention are there?	<i>avoid dirty water, use insecticides indoors, sleep under a mosquito net</i>

Listening text: Malaria is one of the top killers in most parts of Africa. 72% of the population lives with malaria. It kills more than AIDS. It is a parasite which is transmitted by female mosquitoes. There is no vaccine against malaria. However, there is a treatment. Unfortunately, the parasite keeps developing resistance to the drugs. It adapts very quickly. That is why it is more difficult to treat malaria than prevent it. Here is what you should do to avoid catching malaria. First, you must keep your surroundings clean and dry. There should be no dirty water. Next, you should avoid mosquito bites by spraying insecticides in the house. You should also sleep under a mosquito net. Finally, you must have your blood checked in a hospital regularly.

Activity 3: Discuss with the class the methods of prevention that they use.

→ *Students' own answers*

SPEAKING AND READING Page 49

Aim: to discuss and read about AIDS

Warm-up: Ask students to tell you as much as they can about AIDS: causes, consequences, prevention and treatment. Write any new vocabulary on the board.

Activity 1

- In pairs, students read the statements about AIDS and decide if they are true or false.
- Make sure they understand any new vocabulary.

Activity 2

- Ask students to read the AIDS factfile and check their answers to Activity 1.
 - Discuss their answers with the class. Check they understand new vocabulary.
- *True: 3, 4, 5; False: 1, 2, 6*

SPEAKING AND LISTENING Page 50

Aim: to talk about AIDS prevention; to listen for specific information; to practise dialogues

Warm-up: Discuss with the students whether they have any experience of the way AIDS can affect families.

Activity 1

- Ask students to read the extra letter 4 on page 47 again and say what advice they would give the person.
 - Discuss their ideas with the class.
- *Students' own answers*

Activity 2

- Ask students to copy the table into their exercise books.
- Explain that they are going to hear two people talking to a nurse about AIDS.
- Read the texts aloud to the class and students complete the table.

Activity 3

- Read the texts to the class again.
- Tell students to check and complete their answers.
- Check and discuss the answers with the class.

Listening text: Sarah: My name is Sarah. My elder sister spent the night with a boy who has a lot of sexual partners. I am very worried because there is a rumour that he has got AIDS. I am afraid that my sister may have caught the disease. I don't know what to do. I think my sister has heard the rumours because she looks very unhappy. What should I do?

Kevin: My name is Kevin. My uncle has come to live with our family because he is ill and needs care. But he has AIDS and I am afraid that I shall catch it from him. I don't like having meals with him or doing the washing-up. I'm also scared of sharing the toilet with him or touching his clothes. I'm really worried. What should I do?

Activity 4: Tell students to work in pairs and complete the column with their own advice.

→ *Students' own answers*

Activity 5

- Tell students to read the nurse's advice to Sarah and Kevin.
- Ask them to complete the table with the nurse's advice.
- Discuss the answers with the class and find out if students gave the same advice as the nurse did.

	Problem	Why they are worried	Your advice	Nurse's advice
Sarah	Her sister spent the night with a boy who has a lot of sexual partners.	There is a rumour that he has AIDS.		Your sister must talk to your mother. She must have a blood test.
Kevin	An uncle with AIDS lives with him.	He is afraid he will catch AIDS from him.		You cannot catch AIDS in this way from your uncle. He needs love and care.

Activity 6: Ask students to work in pairs and prepare a dialogue between either Sarah or Kevin and the nurse. Tell them to use the information in the table and to practise modals and expressions for advice.

→ *Students' own answers*

Activity 7: Ask pairs of students to demonstrate their dialogues to the class.

→ *Students' own answers*

WRITING Page 50

Aim: to design and write a poster on AIDS prevention

Warm-up: Ask students where they have got their information about AIDS. Ask: *Where can you find posters and leaflets? Do you read these? What is the best way to inform people about AIDS prevention?*

Activity 1

- Ask students to work in small groups.
- Explain that they are going to design and write a poster on AIDS prevention for the waiting room of a clinic or hospital.
- Tell them to discuss what information they will include in the poster and how they will present it. Remind them that it is important that the poster attracts people's attention so they will read it. Tell them to think about the features listed.

→ *Students' own answers*

Activity 2

- If possible, give students a poster-size piece of paper.
- Tell students to write the poster.

→ *Students' own answers*

Activity 3

- Ask the different groups to present their posters to the class.
- Discuss which are the most effective. Make sure that all the facts in the posters are correct.
- If you like, you can hold a class vote for the best poster.
 - *Students' own answers*

WORKBOOK

- **1** **a 4 b 2 c 3 d 1 e 2 f 1**
- **2** **1 c** When you have bilharzia, your urine is red. **2 e** When you are addicted to cigarettes, you may get a heart and lung disease. **3 d** When you drink too much alcohol, it affects your liver. **4 b** When a mosquito bites you, you may catch malaria. **5 a** When you're HIV positive, your immune system is weakened.
- **3** **1** should **2** mustn't / shouldn't **3** should **4** shouldn't / mustn't **5** should **6** mustn't / shouldn't
- **4** **1** better have **2** were you, would see **3** ought to / should take **4** better give up **5** were you, would buy
- **5** **1** stop smoking **2** dirty water, don't wash yourself or dishes in dirty water **3** malaria **4** virus, avoid unprotected sex and blood **5** brush your teeth regularly **6** control your diet
- **6** **2** It is transmitted by blood and other body fluids. **3** Neither is not a vaccine yet. **4** Yes, it can be treated with anti-viral drugs. **5** The virus affects your immune system. **6** You should avoid unprotected sex and be careful around blood.
- **7** **1** being unfaithful **2** a virus **3** blood test **4** weight loss **5** sympathise
- **8** **1** impolite **2** invisible **3** impossible **4** incorrect **5** immature
- **9** Suggested answers: **1** cure **2** body **3** vaccine **4** virus **5** adults **6** precautionary **7** positive **8** sympathy **9** pandemic
- **10** **1** AIDS is spread by infected blood. **2** You catch AIDS by sexual contact. **3** We should show love and care to AIDS sufferers. **4** The best protection is sexual abstinence.
- **11** **1 c 2 f 3 e 4 d 5 a 6 b**
- **12** **1** temperature **2** injection **3** symptom **4** infected **5** transfusion **6** protection **7** vaccine **8** parasite

Practice page ► Page 51

GRAMMAR

Activity 1: Students complete the sentences with *used to* or *didn't use to*.

- **1** didn't use to **2** used to **3** didn't use to **4** used to **5** used to

Activity 2: Students complete the sentences with suitable words.

- *Students' own answers*

Activity 3: Students complete the sentences with the correct words in brackets. Point out that this is a BEPC-type of exercise.

- **1** were **2** used to **3** ought **4** better **5** will be made

Activity 4: Students complete the sentences with the correct form of the words in brackets.

- **1** prescription **2** examined **3** operating **4** vaccinated **5** infection

LET'S HAVE FUN

Activity 1: Students complete the word using the letters.

- ANTIBIOTIC

Activity 2: Students find words in the unit to complete the sentences.

- **1** catch **2** surgeon **3** antibiotic **4** transfusion **5** virus

EXAM PRACTICE FOR MODULE 2

Page 52

Do this section in class when you have finished Module 2. Point out to students that the activities on this page are typical BEPC-style exercises. The aim of this section is for them to revise vocabulary and grammar from the module and also to familiarise themselves with exam-type questions.

VOCABULARY

Activity 1: Students write the opposites of the underlined words.

- **1** interesting **2** old-fashioned / unfashionable **3** order **4** weakness **5** accepted

Activity 2: Students complete the sentences with suitable words.

→ **1** anaesthetic **2** infection, sterilised **3** channels **4** exhibition **5** pollution

GRAMMAR

Activity 1: Students complete the sentences with a suitable word or phrase from the list in brackets.

→ **1** either **2** too **3** didn't use to **4** so **5** was bought **6** play

Activity 2: : Students complete the sentences with suitable words or phrases.

→ **1** used to **2** turn down **3** enjoy / like **4** neither **5** order

Activity 3: Students match the phrases in column A with the endings in column B.

→ **1c 2d 3e 4a 5b**

CHECK YOUR PROGRESS

Page 53

Activity 1: Students complete the sentences with the correct word that goes with *turn*. They choose from: *into, up, down, on* and *out*.

→ **1** down **2** out **3** into **4** on, up

Activity 2: Students change the active sentences into passive sentences.

→ **1** She will be given anti-malarial drugs (by the doctor). **2** A campaign was launched last year (by the government) to vaccinate children from 0-5 years. **3** Three quarters of the children have been vaccinated. **4** The campaigns is carried out by nurses and trained personnel.

Activity 3: Students make one sentence by joining the pairs of sentences. They use *so... that*.

→ **1** The party was so enjoyable that we didn't realise it was very late. **2** The food was so hot that it burnt her mouth. **3** The shop was so crowded that I could not move around. **4** We were so tired that we decided to have a rest. **5** It was so cold that we couldn't sit outside.

Activity 4: Students complete the dialogue with the following words: *ought, either, had better, rather, shouldn't*. They use each word once.

→ **1** had better **2** rather **3** ought **4** either **5** shouldn't

SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Tell them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Tell them to read the relevant sections in the units and to do the exercises in the Practice pages grammar sections again. They can also look at the Grammar summary at the back of the book.

Unit summary

COMMUNICATION FOCUS

- describing strange events
- talking about feelings
- reporting what people say
- drawing conclusions
- making deductions

VOCABULARY

- Feelings adjectives: *afraid, terrified, surprised, worried, proud, angry, weird, strange, horrified, frightened*
- Feelings nouns: *fear, horror, fright, terror, pride, anger*
- Verbs: *glance, peep, stare, study, shout, scream, whisper, tremble, frown, smile, mourn, sacrifice, dispel, utter, expel, rot, pierce, suck, capture, lift*
- Nouns from stories: *moonlight, bridge, corpse, rumour, gossip, sorcerer, encounter, blanket, vision, ghost, nightfall, servant, appointment, sleeve, goldsmith, sighting, submarine, cave, corpse, vet, sect*

Lesson 1 **Weird stories** ► *Page 54*

TOPIC: stories

- GRAMMAR AIMS:**
- to report what people say using the verbs *say* and *tell*
 - to use participle clauses after verbs of the senses

SPEAKING AND READING Page 54

Aim: to discuss supernatural phenomena; to read a story for main ideas and specific information

Warm-up: Pre-teach the following words from the story: *full moon, moonlight, sect, sorcerer*

Activity 1

- Explain to students that they are going to read two strange stories in this lesson.
- Discuss the questions with the whole class.

→ *Students' own answers*

Activity 2

- Ask students to read the story and find out why the village has become the scene of horror and fear.
- Discuss their answers with the class. Tell students not to worry about new words at this stage. They should read the passage for general meaning.

→ *Two children have mysteriously disappeared on nights with a full moon.*

Activity 3

- Tell students to read the passage again, this time more carefully, and answer the questions.
- In pairs, they compare their answers.
- Ask individual students to read out their answers.

→ **1** *Because someone called him.* **2** *Because the child was a "Gift from God" and had returned to the one that sent him.*
3 *The second child to disappear was not an only child.* **4** *Students' own answers.* **5** *Students' own answers*

Activity 4

- Ask students to find the words in the passage and answer the questions. Tell them to look carefully at the context of the words before deciding. You may wish to point out that some words are quite difficult for example *offspring*, and not very commonly used. However, it is useful for them to practise guessing the meaning of difficult words from context.
- Check the answers with the class.

→ **1** *dead* **2** *something people say* **3** *unhappy* **4** *children*

Activity 5

- Tell students to work in pairs and imagine why the children disappeared.
- Ask the pairs of students to tell their stories to the class.

→ *Students' own answers*

WRITING Page 54

Aim: to write a story ending

Activity 1

- Ask students to write an ending for the story. Tell them to use their ideas from Activity 5. Tell them that they can write a happy or an unhappy ending. You may like to set this activity for homework.
- Ask students to read out their endings to the class. If you like, have a vote for the best ending.
→ *Students' own answers*

READING Page 55

Aim: to read a story for main ideas and specific information

Warm-up: Look at the title of the story and discuss the question with the class. Ask them to explain their views.

Activity 1

- Ask students to read the story and find out who Mbarga met and why this encounter was strange. Tell students to read for main ideas and not to worry about new vocabulary.
- Check the answers with the class.
→ *Mbarga met his step-grandfather. This was strange because he had died before Mbarga's birth.*

Activity 2

- Ask students to read the story again and answer the questions. Encourage them to write full answers.
- Check by asking different students to read out their answers.
→ **1** *Because he was frightened. Although he had locked his door, someone had entered the room.*
2 *He discovered that the ghost was his step-grandfather.* **3** *No, he wasn't. He called to the man to come back.*
4 5 6 *Students' own answers*

EXTRA ACTIVITY

- Ask students to work in pairs and read the story *Don't answer "Yes" again*. They then write four false sentences.
- Tell students to exchange their sentences with another pair.
- Students correct the sentences. Encourage them to write full answers.

VOCABULARY Page 55

Aim: to find words in a story; to use nouns and adjectives which express feelings

Warm-up: Ask students to choose two words in the passage which they do not understand. Write the words on the board. Ask: *What part of speech are the words? Are they similar to any French words? Can you guess their meaning from the context?*

Activity 1

- Tell students to find words in the story to match the definitions.
- Check the answers with the class.
→ **1** *a nightmare* **2** *study* **3** *a blanket* **4** *a vision* **5** *lock* **6** *peep*

Activity 2

- Ask students to copy and complete the table in their exercise books. Tell them that these nouns and verbs can be used to express feelings.
- Check the answers with the class. You may like to complete the table on the board.
→ **1** *terror* **2** *sadness* **3** *happiness* **4** *horrified* **5** *frightened* **6** *surprise* **7** *worry / worries* **8** *pride* **9** *anger*

Activity 3

- Read the words with the class. Check they understand their meaning.
- Ask students to put the words into two groups: ways of looking and ways of speaking.
- Check the answers with the class.
→ *Ways of looking: peep, glance, stare, study; Ways of speaking: scream, shout, whisper*

GRAMMAR Page 56

Aim: to report statements with the verbs *say* and *tell*

Warm-up: Write the following sentences on the board: *"I'm bored."* *Anna said she was bored.* Ask: *What is the difference between these two sentences? Point out that the first sentence is in direct speech and there are speech marks (inverted commas). The second sentence is in reported or indirect speech. There are no speech marks.*

Activity 1

- Read the pairs of sentences with the class.
- Ask students to answer the questions. They can do this with a partner or individually.

- Check their answers with the class.
 - **1** direct statements: 1a 2a 3a; reported statements: 1b 2b 3b
 - 2** 1a past simple 1b past perfect 2a past simple 2b past perfect 3a future simple 3b modal would
 - 3** In reported statements the verb tense is "one tense back" from the tense in the direct statement.

Remember Page 56

- Read the Remember box with the class. Point out that an indirect object is always necessary with the verb *tell*: *you tell someone something*; it is not necessary with the verb *say*: *you say something (to someone)*.

⇒ **Grammar, Page 136**

EXTRA ACTIVITY

- Dictate the following sentences to the class.
 - 1 "She's working tomorrow," he said.
 - 2 "We didn't go out yesterday," they said.
 - 3 "I'll go there next week," she said.
 - 4 "I won't be home tonight," he said.
 - 5 "They left ten minutes ago," she said.
- Dictate the following time expressions: *before, the following week, that night, the next day, the day before*.
- Tell students to write the sentences in reported speech using the time expressions.
(Answers: 1 He said that she was working the next day. 2 They said that they hadn't been out the day before. 3 She said that she would go there the following week. 4 She said that she wouldn't be home that night. 5 She said that they had left ten minutes before.)

Activity 2

- Read the example with the class.
- Ask students to rewrite the reported sentences as direct speech. Remind them to use speech marks (inverted commas).
- Ask different students to read their sentences to the class. Write the sentences on the board.
 - **1** "Ghosts do not exist." **2** "I saw / have seen my step-grandfather." **3** "Ndassi walked to the monkey bridge."
 - 4** "You have to come into the house before dark." **5** "The girl is playing near the river."

Activity 3

- Read the example with the class.
- Ask students to rewrite the sentences in reported speech using *say* or *tell*. Remind them to change any pronouns where necessary.
- Ask different students to read out their answers. Ask one student to write the sentences on the board. Point out that it is possible to leave out the word *that*.
 - **1** The chief told the sorcerers that there was a reward for them. **2** The elders said that Ndassi was a gift from God. **3** The chief told the villagers that whoever spread rumours would be punished. **4** The villagers said that the secret society was sacrificing their children. **5** His mother said that Mbarga was sleeping.

EXTRA ACTIVITY

- Dictate the following sentences to the class:
 - 1 "I'm going to the office," said John.
 - 2 "I have seen a ghost," said Flora.
 - 3 "I can't do this exercise because it's too difficult," Ngono told her teacher.
 - 4 "You can't go out at night, it's too dangerous," mother told me.
- Ask students to rewrite the sentences as reported speech.
- Check the answers orally with the class.
(Answers: John said (that) he was going to the office. 2 Flora said (that) she had seen a ghost. 3 Ngono told her teacher that she couldn't do the exercise because it was too difficult. 4 My mother told me that I couldn't go out at night because it was too dangerous.)

SPEAKING Page 56

I Aim: to talk about superstitions and reactions

Activity 1

- Tell students to work in pairs to ask and answer the questions.
- Ask and answer the questions with the whole class.
 - *Students' own answers*

Activity 2

- Read the superstitions with the class. Check any new words.

- Ask students to read the superstitions with a partner and decide if they believe them or not.
 - Go around the class asking students for their opinions. If you like, have a class vote to find out how many students believe the superstitions and how many don't.
- *Students' own answers*

GRAMMAR Page 57

Aim: to practise participle clauses after sense verbs

Warm-up: Write the following verbs on the board: *see, hear, feel, listen to, watch*. Ask students which verbs are used to talk about *sight, touch or hearing*.

Activity 1

- Read the sentences with the class.
 - Ask students to say which stories they come from.
 - Check the answers orally.
- *They both come from story 1.*

Remember Page 57

- Read the Remember box with the class.

Activity 2

- Ask students to look back at story 2 and find four sentences with a similar structure.
 - Ask students to read out the sentences and write them on the board.
- *He heard the door opening. ... and saw somebody sitting at his computer. ...he felt somebody lifting his blanket. ... he heard a person approaching behind him.*

WRITING AND LISTENING Page 57

Aim: to listen to a story and take notes; to write the story using notes

Activity 1

- Tell students to look at the notes from story 2 and match the question words with the answers.
 - Check the answers with the class.
- *1c 2f 3d 4a 5e 6b*

Remember Page 57

- Read the Remember box with the class.

Activity 2

- Ask students to look back at story 1 and take notes using the table in Activity 1 as a model.
 - Check the answers with the whole class. Write the table on the board.
- *Students' own answers*

Activity 3

- Tell students that they are going to hear another story of the supernatural.
- Pre-teach the following words: *goldsmith, servant, sleeve, nightfall, appointment*.

Activity 4

- Tell students to take notes as they listen to the story. Remind them to use the notes in Activity 1 as a model.
 - Read the story aloud to the class. Students take notes.
 - Ask students to compare their notes with a partner.
- *Students' own answers*

Listening text: I'm Baba Ali, a goldsmith in the south. I had a servant that I loved very much. One day, I sent him to the market to do some shopping. The market was very crowded. He felt someone pulling his sleeve. He turned around and recognised Death. Terribly frightened, he dropped the shopping and ran to me. "Master" he said "I've met Death. I must leave this city at once."

So, I gave him my fastest horse to take him to his brother's house in the north before nightfall. However, I still needed the shopping. I went to the market and saw the old woman, who was indeed Death. I went up to her:

"Excuse me, why did you frighten my servant this morning?"

"Oh! Did I? I was only surprised to see him here."

"Surprised? Why should you be surprised?"

"Because I have an appointment with him in the north tonight."

Activity 5

- Read the story to the class again. Students listen, check and complete their notes.

- Check their answers orally around the class. Make sure that all the students have understood the main ideas of the story.
→ *Students' own answers*

Activity 6

- Ask students to write the story using their notes. They can do this individually or in pairs.
- Tell them to think of an interesting title for the story.
- Ask some students to read out their stories and titles to the class. Find out which title the class likes best.
→ *Students' own answers*

PRONUNCIATION Page 57

Aim: to identify and practise stressed syllables in sentences

Warm-up: Dictate the following words to the class: woman, injured, accident. Ask students to underline the stressed syllables in the words. Dictate the following sentence: A woman from work was seriously injured in an accident. Say the sentence aloud again and ask students to underline the stressed syllables. Point out that the stressed syllables of important words for meaning are usually stressed in sentences. We don't usually stress the small words.

Activity 1

- Read the sentences aloud to the class. Tell students to notice how the syllables in blue are stressed.
- Ask students to practise saying the sentences aloud. Make sure they stress the correct syllables.

WORKBOOK

- 1 1 The boy heard an unknown voice calling him. 2 The voice called again but the boy couldn't see anyone. 3 The boy began to tremble and felt someone pull him into the river. 4 The girl who disappeared had brothers and sisters. 5 Both children disappeared on nights with a full moon. 6 Rumours said that the children had been sacrificed to prevent a drought but the chief denied this. The chief tried to find out what had happened to the children.
- 2 1 When did the children disappear? 2 Who was pulling him into the river? 3 What did the chief's messengers tell the villagers to answer? 4 How did the Nkavu children disappear? 5 Why did the secret society sacrifice the children? 6 Where did the boy stand? 7 What did the boy's name mean?
- 3 2 unable, A / disable, V 3 disqualify, V 4 dishonest, A 5 unfaithful, A 6 unpredictable, A 7 disapprove, V 8 unfair, A 9 uneasy, A 10 discourage, V
- 4 Students' own answers
- 5 1 e 2 f 3 d 4 b 5 c 6 a
- 6 1 peeping 2 opening 3 disappearing 4 coming 5 scratching
- 7 afraid, scream, terrified, whisper, worried, glance, peep, proud
- 8 Students' own answers
- 9 2 The father told his children they didn't work hard enough. 3 Mary said she was afraid to go out at night. 4 The chief said the police were investigating the case. 5 Peter told John he could come with him to the party. 6 The guide told the tourists they were safe here.
- 10 Students' own answers
- 11 **First syllable stressed:** mystery, nightmare, secret, justify **Second syllable stressed:** police, appointment, receive, reported, identify, before
- 12 Students' own answers

Lesson 2 Unsolved mysteries ► Page 58

TOPIC: monsters

GRAMMAR AIMS:

- to report questions with the verb ask
- to use the modal verbs *could*, *must*, *may / might* and *can't* to make deductions and draw conclusions

READING Page 58

Aim: to read a passage for main ideas and specific information; to learn about "false friends"

Warm-up: With books closed, ask students if they can name any mythical monsters, for example unicorn, dragon, sphinx, etc. *Do they know of any modern-day monsters?* Ask: *Do you think there are any strange animals which people do not know about?* Discuss ideas with the class.

Activity 1

- Look at the illustrations with the class and ask students to describe the monsters in the pictures.
→ *Students' own answers*

Activity 2

- Ask students to read the passage and find out which picture they think best represents the Loch Ness Monster. Encourage students to justify their answers. Tell them not worry about difficult vocabulary at this stage.
- Discuss their answers with the class.
 - *Students' own answers*

Activity 3

- Ask students to read the passage again and answer the questions. Point out that this is a BEPC-type of exercise.
- If you wish, get them to check their answers in pairs.
- Check the answers with the class by asking different students to read out their answers.
 - *Suggested answers: 1 Nessy is a monster which lives in a Scottish Loch. 2 Because many people say they have seen the monster but there is no scientific proof of its existence. 3 They found no sign of the monster. 4 Nobody knows because the descriptions vary a lot. 5 The writer probably does not believe that Nessie exists. In the final sentence of the passage, the writer suggests that Nessie is a fantastic tourist attraction. This implies that the local tourist office maintains the myth of the monster to attract tourists.*

Activity 4

- Tell students to read the passage again and find the words listed.
- Ask students to say what French words these words are similar to.
- Discuss their answers with the class.
 - *ancient – ancien; caves – caves; confident – confident; corpse – corps; rot – rot*

Activity 5

- Ask students to match the words in Activity 4 with the definitions 1-5.
- Ask students if the words have a similar meaning in French. Point out that these words are all “false friends” and do not translate as the same word.
 - *1 corpse 2 ancient 3 cave 4 rot 5 confident*
 - *These have very different meanings from the similar French words.*

Remember Page 58

- Read the Remember box with the class. Point out that there are many “false friends” in English and French. Sometimes this can help you guess the meaning of a new word if you look carefully at the context, but it can also cause you to make mistakes. It is a good idea to note down words which are confusing in your exercise books.

GRAMMAR Page 59

Aim: to use modal verbs to make deductions

Warm-up: Ask students to list the modal verbs they know. Write the words on the board. Ask them to make a sentence with each of the words.

Activity 1

- Read the sentences with the class.
- Ask students to answer questions 1 and 2.
- Check their answers with the class. Point out that we use these modals to make deductions about something or someone.
 - *1 possibilities 2 must and cannot*

Activity 2: Ask students to make two more deductions about the Loch Ness monster using the modal verbs in Activity 1 and the prompts.

→ *Students' own answers*

Activity 3

- Ask students to complete the paragraph using suitable modal verbs. Point out that in some cases, there may be more than one possible answer.
- Check the answers by asking different students to read out complete sentences.
 - *1 may / might / could live 2 could be 3 may / might be 4 cannot be 5 must be*

EXTRA ACTIVITY

- Read the following description of an animal to the class:
It is very large and it has thick fur. It doesn't live in Cameroon. It prefers cold climates. It eats meat and it catches fish. What is it?
- Ask students to make guesses. Help them if they are on the wrong track. For example:
 - *It can't be a fish because it has got fur. It must be a mammal. It could be a tiger.*
 - *No, it isn't a tiger. It has got white fur.*
 - *Then it must be a polar bear.*
 - *Yes!*
- In pairs, students write short descriptions of animals without giving all the details.
- Students work with another pair and take it in turns to read their descriptions and guess the animals. Remind them to use modals for guesses.

LISTENING Page 59

Aim: to listen to and identify speakers; to infer who is speaking from their attitude and to listen for specific information

Warm-up: Read out the different people 1-4 in Activity 1. Ask students to say what these different people might say about the monster. Ask: *What would be important for each of these people?* For example, a scientist would be interested in proving if the monster exists.

Activity 1

- Read the statements a-d with the class.
- Ask students to match the people 1-4 with the statements they might say. Encourage them to justify their answers.
- Discuss the answers with the class.
→ **1b 2a 3c 4d**

Activity 2

- Tell students that they are going to hear each person talking about the monster.
- Ask students to number the people in the order in which they speak. Tell them to decide who believes that the monster exists.
- Read the texts aloud to the class. Students number the speakers.
- Check the answers with the class.
→ **1** local fisherman (believes in the monster) **2** scientist (doesn't believe in the monster) **3** someone who saw the monster (believes in the monster) **4** director of local tourist office (says he believes in the monster)

Listening text: Speaker 1: It was very early. It must have been about 5 a.m. because it was still dark. The Loch was calm and I wasn't very far from the shore. Suddenly, I saw something big and dark near the boat. Then it hit my boat and nearly overturned it. I rowed back to shore as fast as possible. It must have been the monster. It couldn't have been a tree trunk because it was moving.

Speaker 2: We had a small submarine which was able to go down to the bottom of the Loch. We hoped to find evidence of the monster during the scientific expedition. We saw no sign of a monster anywhere. There are some caves down there which we weren't able to explore. The monster may have been hiding in these caves but we don't think this is likely.

Speaker 3: It was amazing. At first I thought it was a piece of wood floating on the water. Then I saw its head. It was looking straight at me! I didn't see its body but it had a very long tail. It must have been Nessie. It couldn't have been anything else. I watched it for a few minutes then it dived underwater.

Speaker 4: There is no doubt in my mind that Nessie exists. There have been sightings for centuries and local people regularly see the monster. There must be a monster down there. The monster is very important for the local economy. Without Nessie, there would be hardly any tourists in this part of Scotland. We are very careful to protect our monster.

Activity 3

- Read the sentences with the class.
- Read the texts aloud to the class again. Students match the sentences with the speakers.
- Check the answers with the class.
→ **1** fisherman **2** person who saw the monster **3** person who saw the monster **4** director of local tourist office **5** fisherman **6** scientist

Remember Page 59

- Read the Remember box with the class.
- Point out the use of modal + have + past participle to talk about deductions about past events.
⇒ **Grammar, Page 133**

SPEAKING AND WRITING Page 59

Aim: to role play interviews; to write a newspaper article

Warm-up: Ask: *Which speakers in the Listening texts saw Nessie? What did they say? Where were they when they saw the monster? What did it look like?*

Activity 1: In pairs students prepare an interview with someone who has seen Nessie. Tell them to think about the points mentioned. Tell students that they can imagine a sighting or they can interview one of the speakers from the Listening activity.

→ *Students' own answers*

Activity 2: Ask pairs of students to act out their interviews to the class.

→ *Students' own answers*

Activity 3

- Ask students to write a newspaper article about the person who saw Nessie. Tell them to use reported speech where possible and modals for deductions. You may like to set this activity for homework.

- Ask students to choose an interesting title for their article.
- Ask different students to read out their articles to the class.
→ *Students' own answers*

READING Page 60

Aim: to read an article for main ideas and specific information

Warm-up: Look at the picture of the Chupacabra with the class. Ask students what type of animal this is and where they think it lives. Tell them to read the title of the article. Ask: *Do you think it is a dangerous creature?*

Activity 1

- Ask students to read the article and find out what the Chupacabra is. Remind them not to worry too much about new words at this stage. They are reading for general meaning.
- Check the answers with the class.
→ *It is a strange creature which is supposed to kill goats in Puerto Rico.*

Activity 2

- Ask students to read the article again and correct the false statements. Check any new vocabulary with the class.
- Ask different students to read out their corrected sentences.
→ **1** *The local people believe that this creature has killed over fifty goats but it is not certain.* **2** *The local people believe that this creature sucks the goats' blood, but this has not been proven.* **3** *The creature is not a dinosaur because they became extinct millions of years ago.* **4** *The farmers have asked the authorities to capture the creature.*

GRAMMAR Page 60

Aim: to practise reported questions

Warm-up: Ask students to read the passage again and find reported statements and questions. Read them out to the class.

Activity 1

- Ask students to study the sentences in the chart in direct and reported speech. They then read the statements 1-4 and say which ones are true.
- Ask different students to read out the sentences.
- Check the answers around the class. Demonstrate each answer with one of the sentences.
→ **1** *true* **2** *false* **3** *true* **4** *true*

Remember Page 61

- Read the Remember box with the class.
⇒ **Grammar, Page 136**

Activity 2

- Read the example with the class. Point out the tense change *find* → *had found*; the use of *if* for a *yes / no* question.
- Ask students to rewrite the direct questions as reported questions using the verb *ask* and making any necessary changes.
- Ask different students to read out their sentences. Write them on the board.
→ **1** *The farmer asked the vet how big the animals were.* **2** *The scientist asked Kevin what he was doing there.*
3 *The vet asked the farmer how many goats he had.* **4** *The vet asked the farmer if he kept his goats inside.*

PRONUNCIATION Page 61

Aim: to recognise and practise the silent *r*

Activity 1

- Read the sentences aloud to the class.
- Ask students to decide when the *r* is silent.
- If necessary, say the sentences again.
→ *silent r in: 1 massacre; 2 farmers, work, hard; 3 are, here, under*

Activity 2: Ask students to practise saying the sentences aloud. Make sure they pronounce the *r* correctly.

WRITING Page 61

Aim: to write a newspaper article about a monster based on a interview read

Activity 1

- Ask the students to read the interview by a newspaper reporter. They should find out what the Mokele-mbembe is and where it is seen.

- Check answers around the class.
→ *It is a monster that lives in the Boumba River.*

Activity 2

- Ask students to imagine they are a newspaper reporter and write an article about the sighting of the Mokele-mbembe.
- They should include sentences in reported speech.
→ *Students' own answers*

WORKBOOK

- 1 1 1 must 2 can't 3 could / might 4 might / could 5 could / might
- 2 1 the scientists 2 the locals 3 the locals 4 the fact that nobody has found a dead one 5 Loch Ness
- 3 1 The Chupacabra eats goats. 2 The vet said the crime was committed by wandering dogs. 3 Some local people said it is an extra-terrestrial creature. 4 The farmers asked the authorities if they could capture the monster. 5 Nobody has a clear idea of what the creature is.
- 4 1 e 2 f 3 a 4 c 5 b 6 d
- 5 1 The tourist asked if the monster really existed. 2 The vet asked the farmers if they had seen the monster. 3 John asked his friends if they wanted to go out. 4 Ngono asked me if I was going to the party.
- 6 1 The tourist asked, "Does the monster really exist?" 2 The vet asked the farmers, "Have you seen the monster?" 3 John asked his friends, "Do you want to go out?" 4 Ngono asked me, "Are you going to the party?"
- 7 1 John asked Fred if he had ever seen a monster. 2 The police asked the farmers how many goats had been killed. 3 The biologist asked the locals what the monster looked like. 4 The tourist asked the guide if he / she could describe Nessie.
- 8 1 Mary said that she didn't like horror films. 2 Bob asked John if he had visited the museum. 3 People wanted to know if there are any creatures living in space. 4 Sarah exclaimed that her mobile phone had disappeared. 5 The man asked the children if they were afraid of the monster. 6 The child asked John if he could walk on his hands.
- 9 Ways of looking: watch, glance, peep, stare; Ways of speaking: shout, whisper, scream; Ways of reacting: jump, tremble
- 10 1 sad. All the others are to do with happiness. 2 fear. All the others are to do with sadness. 3 honour. All the others are to do with fear. 4 tall. All the others are emotions.

Practice page ► Page 62

GRAMMAR

Activity 1: Students complete the sentences with the correct form of the verbs *hear*, *feel* and *see*.

- 1 saw 2 saw 3 heard 4 felt

Activity 2: Students match the adjectives to the statements.

- 1 afraid 2 worried 3 horrified 4 surprised 5 terrified

Activity 3: Students rewrite the sentences in reported speech.

- 1 The chief said that the villagers were in danger. 2 Mbarga said that he could find a photo of the ghost in the family album. 3 Mbarga told his parents that he had seen a ghost. 4 The scientist said that Nessie was hiding in an underwater cave. 5 The fisherman said that he was going fishing in the lake.

Activity 4: Students rewrite the questions as reported questions.

- 1 The children asked their father if the monster only ate goats. 2 The citizens asked the authorities if they would kill the monster. 3 The chief asked the sorcerers what they could do to solve the mystery. 4 The ghost asked Mbarga if he knew him. 5 The reporter asked the scientist when the expedition started.

Activity 5: Students complete the sentences with modal verbs in the correct tense.

- 1 could be 2 must be 3 must have been 4 can't

LET'S HAVE FUN

Activity 1: Students find the odd word out.

- 1 whisper 2 angry 3 nightmare 4 disappear

Activity 2: Students match the words with the stories in the unit they come from.

- Lesson 1 story 1: bridge, moonlight, sorcerer; Lesson 1 story 2: blanket, ghost, nightmare; Lesson 1 story 3 (Listening): appointment, servant; Lesson 2 The Loch Ness monster: cave, lake, submarine; Lesson 2 Chupacabra: dinosaur, goat
- *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- talking about human rights and specifically children's rights
- talking about obligation and lack of obligation
- talking about absence of necessity
- talking about choices
- talking about refugees, war and the consequences of war

VOCABULARY

- rights: *freedom, safety, shelter, labour, slavery, exploitation, health care, malnutrition, homeland, education, leisure*
- war: *soldier, rifle, gun, armed conflict, mine detector, troops, combat, front-line, spies, supplies, atrocities, refugee, persecution, exile, violence, rebel fighters, border, tragedy, civilian, burden, starvation, weapon, train*
- adjectives: *brutal, humanitarian, scarce, cruel, luxury*
- verbs: *recruit, flee, loot, cope with, suffer, witness, attack*
- other words: *coffin, tutor, orphanage, orphan*

Lesson 1 Children's rights ► Page 63

TOPIC: children's rights

GRAMMAR AIM: to talk about obligation, lack of obligation and absence of necessity

SPEAKING Page 63

Aim: to describe and interpret pictures; to discuss children's rights

Warm-up: With books closed, tell students that they are going to read about children's rights. Ask students what they think will be mentioned in this lesson. Write some of their suggestions on the board.

Activity 1: Tell students to look at the pictures and discuss the questions with the class.

→ *Students' own answers*

NOTE TO THE TEACHER

The United Nations Convention on the Rights of the Child (UNCRC) is an international human rights treaty that grants all children and young people (aged 17 and under) a comprehensive set of rights.

In 1989, world leaders decided that children needed a special convention just for them because people under 18 years old often need special care and protection that adults do not. The leaders also wanted to make sure that the world recognised that children have human rights too. The convention sets out these rights in 54 articles. It spells out the basic human rights that children everywhere have: to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; to participate fully in family, cultural and social life.

Activity 2

- Ask students to read the children's rights.
 - Tell students to decide which of these rights are violated in the pictures.
 - Discuss their answers with the class.
- *The right to go to school and the right to protection from child labour.*

Activity 3

- Ask students to work in groups.
 - Tell students to read the rights again and decide which they think are the most important. Ask them to list the rights in order of importance.
 - Tell them to add other rights to the list. Example: *The right to enough food and clean water.*
 - Ask a speaker from each group to present their lists. Ask each group to justify their choices.
 - Discuss their ideas with the whole class.
- *Students' own answers*

Activity 4

- Read the situations with the class.
- Ask students, in their groups or with a partner, to decide which rights are violated in each case.
- Ask different groups or pairs to present their answers to the class.
 - *Suggested answers: 1 right to healthcare 2 a decent shelter, a family environment, love and affection, school, freedom and safety 3 a decent shelter, a family environment, love and affection 4 survival and development 5 protection from child labour and slavery, right to freedom and safety 6 survival 7 live in a family environment and to receive love and affection 8 protection from child labour and exploitation*

READING Page 64

Aim: to describe a picture story; to read a passage for main ideas and specific information

Warm-up: Write the word orphan on the board. Ask: *What is an orphan? What happens to orphans? How do orphans live? Where do they live?*

Activity 1

- Ask students to look at the pictures with a partner and describe Ngando's life. Help them with any difficult vocabulary.
- Describe the pictures with the class.
 - *Students' own answers*

Activity 2

- Ask students to read the passage and match the paragraphs 1-5 with the pictures A-E. Tell them not to worry about new vocabulary at this stage just read for main ideas.
- Check the answers with the class.
 - *1B 2E 3A 4C 5D*

Activity 3

- Ask students to read the passage again and answer the questions. Point out that this is a BEPC-type of exercise.
- Check their answers around the class. Make sure students understand any new words.
 - *1 Right to a family environment and receive love and affection; education; child labour; slavery and exploitation; leisure and play; protection from war 2b 3 So he would be strong and fit to become a soldier. 4 Because he gained the boy's confidence by looking after him well but he never told him he was to be a soldier. 5 To become child soldiers. 6 rifle, heaven, fled*

VOCABULARY Page 65

Aim: to learn words from a story; to understand some common similes

Warm-up: Write the following words on the board: *as... as*. Ask students to make sentences comparing things using these words. Example: *My brother is as tall as my father.*

Activity 1

- Ask students to look back at the passage in Reading Activity 2 and find the endings for these sentences.
- Check the answers with the class.
 - *1 as pigs 2 as a rake 3 as a bird 4 as death*

Remember Page 65

- Read the Remember box with the class.
- Point out that it is useful to understand common similes and perhaps learn a small number of them, but students are not expected to use them a lot when they are speaking or writing.
- If you wish, translate some of the similes into French. Many have French equivalents.

Activity 2

- Ask students to try and complete the similes with the words in the box. They can do this activity with a partner.
- Check the answers with the class.
 - *1 bat 2 lamb 3 baby 4 coal 5 bee 6 feather*

GRAMMAR Page 65

Aim: to contrast *must* and *have to*; to talk about obligation, lack of obligation and necessity

Warm-up: Ask students to look back at the passage in Reading Activity 2 page 64 and find four sentences with the verb *have to* (*had to work..., had to do..., had to put up with..., didn't have to work...*) Ask students to say the sentences in the present and future forms (*has to / will have to / won't have to*).

Activity 1

- Ask students to read the sentences a-f and complete the rules 1-5.
- Check the answers with the class. Make sure students understand that *have to* is stronger than *must*. We can use *must* for strong advice. We cannot use *have to* for strong advice.
 - *1 have to 2 mustn't 3 don't have to 4 needn't 5 must*

Remember Page 65

- Read the Remember box with the class.
- Point out that *don't have to* and *needn't* have similar meanings.

⇒ **Grammar, Page 133**

Activity 2

- Ask students to complete the sentences with the correct words in brackets. Point out that this is a BEPC-type question.
 - Ask different students to read out their answers to the class.
- 1 *will have to* 2 *mustn't* 3 *should* 4 *don't have to* 5 *needn't* 6 *ought to / should*

WRITING Page 65

Aim: to write rules and laws

Activity 1

- Ask students to work in groups.
 - Tell students to think of laws and rules they would like to make in their home, school and country. Encourage them to use their imagination and think of some unusual laws.
 - Ask students to write a list of their laws and rules using *must / mustn't*, *have to / don't have to* and *needn't*.
 - Ask the groups to present their rules to the class. If you like, have a vote for the most unusual or funny rules. You may also like to extend this activity and ask the groups to make posters with their rules to put on the classroom wall.
- *Students' own answers*

READING AND LISTENING Page 66

Aim: to read and discuss about child soldiers; to listen for specific information

Warm-up: Ask: *What country do you think the orphan Ngando may have come from? Where are children used as soldiers in the world today? How do you think that this affects their lives?*

Activity 1

- Ask students to read the paragraph. Check they understand any new vocabulary.
 - Discuss the questions with the class, then ask the students to answer them.
- 1 *in over 20 countries worldwide* 2 *front-line combat, serve as human mine detectors, carry out suicide missions, carry supplies, act as spies, messengers and lookouts* 3 *because of hunger, forcible recruitment* 4 *They are forced commit atrocities against their own community.* 5 *They end up on the street or become involved in crime.*

Activity 2

- Explain to students that they are going to hear two former child soldiers talking about their experiences.
 - Read the statements with the class. Check students understand any new vocabulary.
 - Read the texts aloud to the class. Students listen and match the statements with the speakers.
 - Read the texts aloud to the class again. Students listen and check their answers.
 - Check the answers orally with the class.
- *Emilio: 1, 3, 6; Susan: 2, 4, 5*

Listening text: Emilio: My name is Emilio. I was recruited by the army when I was 14. The army was a nightmare. We all suffered greatly because of the cruel treatment we received. We were constantly beaten. Mostly for no reason at all, just to keep us in a state of terror. I still have pains in my stomach from being kicked by the older soldiers. The food was scarce and they made us carry heavy loads. They forced us to fight the enemy. But I had no idea why I was fighting and what the war was about.

Susan: My name is Susan. I was taken by force when I was 16. I had no idea what the war was about and I was terrified all the time. One boy tried to escape but he was caught. They made us kill him by beating him with sticks. I felt sick. We were from the same village. I refused to hit him and they pointed a gun at me and said they would shoot me. I still have nightmares about the boy. I see him in my dreams. He is asking me why I am killing him and I wake up crying.

EXTRA ACTIVITY

- Dictate these questions to the class:

1 How old was Emilio when he was recruited by the army?	4 How did Susan join the army?
2 Why has he still got pains in his stomach?	5 Why did they force the children to kill a boy?
3 Why was he fighting?	6 Why does she have nightmares?
 - Tell students to look at the Listening text at the back of the Student's Book and answer the questions. Alternatively, you can read the text again.
 - Check the answers with the class.
- (Answers: 1 He was 14. 2 Because he was kicked by older soldiers. 3 He didn't know. 4 She was recruited by force. 5 Because he had tried to escape. 6 Because she helped to kill the boy.)

Activity 3: Ask students to read the two passages and find out what happened to the two child soldiers.

VOCABULARY Page 66

Aim: to use phrasal verbs with get

Warm-up: Write the verb *get* on the board. Ask students to make as many sentences as they can with this verb. Write some of their suggestions on the board.

Activity 1

- Ask students to match the verbs in blue in the passages in Reading and listening Activity 3 with the definitions.
- Check the answers with the class.
 - **1** get away **2** get over **3** get on with **4** get back

Remember Page 66

- Read the Remember box with the class.

EXTRA ACTIVITY

- Write the following verbs on the board: *get on, get by, get away with, get down to, get through.*
- Ask students to look in their dictionaries and find examples of sentences with these phrasal verbs with *get*.
Examples: I don't know how we'll get on without my grandmother. We can't get by with what I earn alone. The thieves got away with a lot of money. I'll have to get down to work soon. She got through her exams OK.

PRONUNCIATION Page 66

Aim: to practise consonant-vowel links

Warm-up: Write the following sentences on the board: *We can't open it. That is an interesting answer.* Ask students to say the sentences aloud. Underline the consonant-vowel sounds which are linked.

Activity 1

- Read the sentences to the class.
- Ask students to listen and repeat. Draw students' attention to the consonant-vowel links.

Activity 2

- Ask students to underline the consonant-vowel links in the sentences.
- Tell students to say the sentences aloud.
 - **1** The staff at the orphanage ate a lot of food. **2** Ngando was as agile as a monkey. **3** They gave us guns and taught us how to fight. **4** His cruel uncle died on Monday.

WRITING Page 66

Aim: to write a poster for children's rights

Activity 1

- Ask students to work in groups to design and make a poster about children's rights.
- Tell them to use the information from this unit and any other ideas they have. Encourage them to illustrate their posters. Remind them to use the grammar structures practised in this lesson wherever possible.
- Students present their posters to the class.
 - *Students' own answers*

WORKBOOK

- **1** **1** Ngando's mother died the day he was born. **2** He was sent to live on a farm. **3** He ran away from the farm to go to an orphanage. **4** The children were not well fed at the orphanage. **5** Ngando was sold by the orphanage to a coffin maker. **6** He left the coffin maker and went to stay with a rich man. **7** Ngando was terrified / afraid when he was given a rifle.
- **2** **1** orphan **2** cruel **3** hard **4** orphanage **5** abandoned **6** eat **7** coffin **8** sleep **9** ran away **10** modern **11** training **12** rifle
- **3** **1** e **2** c **3** g **4** h **5** a **6** b **7** d **8** f
- **4** **2** as a mouse **3** as bees **4** as a feather **5** as a lamb **6** as a monkey
- **5** **1** mustn't **2** must **3** don't have to **4** mustn't **5** needn't **6** didn't have to
- **6** **1** mustn't **2** must **3** needn't / don't have to **4** has to / must **5** mustn't
- **7** **1** Children must obey their parents. **2** Children mustn't fight at school. **3** Children must respect school rules. **4** Children mustn't use guns. **5** Children must be vaccinated. **6** Children mustn't be beaten by their parents.

- 8 1 get away 2 get over 3 get back 4 getting on with 5 get up 6 got away with
 → 9 1 terrified 2 suffering 3 education 4 hungry 5 cruelty
 → 10 1 Come in as soon as you finish. 2 The orphans ate only once a day. 3 There are a lot of street children in Yaoundé.
 4 John is as free as a bird. 5 Put it in the fridge as soon as you get home.

Lesson 2 Human tragedies ► Page 67

TOPIC: refugees and war

GRAMMAR AIMS:

- to use *neither... nor, either... or* and *both... and*
- to practise quantifiers with countable and uncountable nouns

SPEAKING AND READING Page 40

Aim: to talk about refugees; to read a passage for specific information

Warm-up: With books closed, ask: *Why do people leave home to live in another country? Can you think of situations where people do this against their will?*

Activity 1

- Tell students to look at the picture and say what is happening and who the people are.
- Discuss the questions with the class.
 → *Students' own answers*

Activity 2

- Ask students to look at the figures for the numbers of refugees in the world at different times.
- Ask students if they can think of any explanations for the increase in numbers.
- Discuss their ideas with the class.
 → *Students' own answers*

NOTE TO THE TEACHER

The increase in the number of refugees is explained by a large increase in the numbers of “internally displaced people” – people who are forced to move to different regions of their own country. The main cause of these population movements is civil war, but natural disasters also affect the statistics. Regions where there are civil wars include: the Darfur region of Sudan; Afghanistan; and Colombia. Natural disasters in Bangladesh and South-East Asia have also caused massive population movements.

Activity 3

- Ask students to read the passage and answer the questions in Activity 1. Encourage them to justify their answers.
- Check their answers with the class.
 → 1 A person who has been forced to leave his or her homeland. 2 When they suffer persecution and violence which threaten their lives. 3 The Darfur region of Sudan. 4 They compete with the local population for scarce resources.

Activity 4

- Ask students to find the words in the passage and match them with their meanings.
- Check the answers orally.
 → 1c 2d 3f 4e 5b 6a

VOCABULARY AND LISTENING Page 68

Aim: to pre-teach vocabulary about refugees and war; to match speakers with their statements

Warm-up: Tell students to imagine they are talking to a refugee in a camp. Brainstorm words they think the person might use to describe his / her experience. Write some of their ideas on the board. Now do the same for an aid worker in a refugee camp.

Activity 1: Ask students to check the meaning of the words in a dictionary.

Activity 2

- Tell students to complete the sentences with the correct forms of the words from Activity 1.
- Ask random students to read out their sentences.
 → *malnutrition* 2 *desperate* 3 *looted* 4 *lacks* 5 *raped* 6 *distress*

Activity 3

- Explain to students that they are going to hear three people talking about a refugee camp. These people are a refugee, an aid worker and a journalist.

- Ask students to read the sentences in Activity 2 again and decide which of these people said them.

Activity 4

- Read the texts aloud to the class.
- Tell students to listen and check their answers in Activity 2.
- Discuss their answers with the class.
→ **1** aid worker **2** journalist **3** refugee **4** journalist **5** refugee **6** aid worker

Activity 5

- Tell students to read the questions. Make sure they understand any new words.
- Read the texts again and ask students to listen and choose the correct answers.
- Ask different students to read out their answers.
→ **1c 2c 3b 4c 5a 6a**

<i>Listening text:</i>	<i>Refugee:</i>	<i>When the rebels attacked our village, they killed my husband like most of the other men. They looted our homes and burnt the village to the ground. I fled with my eight-month-old baby. It took me two days to reach this refugee camp. I am lucky. Many of my friends were killed, or abducted and raped. I live here in a grass shelter but it doesn't keep the rain out. We receive little aid, only about three and a half kilos of wheat every three months. I manage to earn a little money by collecting and selling firewood.</i>
	<i>Aid worker:</i>	<i>The situation in this camp is critical and it is getting worse. I am the only doctor here and there are few nurses and hardly any medicine. The refugees here suffer terrible psychological distress. All have witnessed terrible scenes of violence which have scarred them for life. There is very little support we can offer them because we are too few aid workers. We haven't got enough food so malnutrition is a serious problem. Lack of clean water is another. There are only a few water pumps and there are over 12,000 people living here.</i>
	<i>Journalist:</i>	<i>The situation in the refugee camp on the Chad border has become desperate. More refugees arrive at the camp every day, creating serious overcrowding. People are living in makeshift huts covered with plastic sheets. All of these people have suffered terrible persecution in their homeland. Many have lost loved ones. Humanitarian aid is starting to get through but the camp lacks basic supplies in both food and medicines.</i>

GRAMMAR Page 68

Aim: to practise sentences with *either... or*, *neither... nor* and *both*

Warm-up: Write the following words on the board: *neither*, *either*, *both*. Ask students to make sentences with these words. Write some of their correct sentences on the board.

Activity 1

- Read the sentences with the class.
- Ask students to translate them into French and say what they notice about the blue words.
→ **1** *Ils ont été obligés de fuir soit vers un autre pays, soit vers une région plus sûre de leur propre pays.*
2 *Les pays d'accueil n'ont ni les ressources ni les terres pour prendre en charge tant de monde.*
3 *Le camp manque de nourriture et de médicaments de base.*
→ *In French we use ni... ni to translate neither... nor and soit... soit to translate either... or.*

Remember Page 68

- Read the Remember box with the class.

Activity 2

- Ask students to complete the sentences with *either... or*, *neither... nor* or *both... and*.
- Ask random students to read out their sentences to the class. If you wish, ask students to translate the sentences to check understanding.
→ **1** *both*, and **2** *either*, or **3** *neither*, nor **4** *Both*, and **5** *neither*, nor **6** *Either*, or

Activity 3

- Ask students to choose the correct words to complete the sentences.
- Check the answers orally with the class. Check that students remember which quantifiers are used with countable or uncountable nouns or with both.
→ **1** *fewer* **2** *many* **3** *hardly any* **4** *a few*, more **5** *little* **6** *less*

Activity 4

- Ask students to complete the passage with the words in the box.
- Check the answers by asking different students to read out sentences.
→ **1** *a few* **2** *little* **3** *All* **4** *Many* **5** *little* **6** *too few* **7** *enough* **8** *a few* **9** *more* **10** *more* **11** *much* **12** *fewer*
13 *less* **14** *hardly any*

EXTRA ACTIVITY

- Revise countable and uncountable nouns with the class.
- Ask students to look back at the texts in this unit and find countable and uncountable nouns.
- Do this activity orally with the class.
- If you wish, ask random students to make sentences with some of these words using the quantifiers from the box in Grammar Activity 4.

SPEAKING AND WRITING Page 69

Aim: to role play an interview; to write a newspaper article

Warm-up: Ask students to imagine they are talking to a refugee in a camp. Ask: *What questions would you ask the person?* Do the same activity for an aid worker in a camp.

Activity 1

- Explain to students that they are going to prepare an interview with either a refugee or an aid worker in a refugee camp.
- Ask students to work with a partner and choose the person they wish to interview and then write questions they would ask.
- Tell students to make notes for the answers to the questions.
- Ask some pairs to read out some of their questions.
 - *Students' own answers*

Activity 2: Ask pairs of students to act out their interviews to the class.

Activity 3: Discuss these questions with the whole class. Note some of their ideas on the board. Encourage students to make notes about one conflict which the class discusses.

→ *Students' own answers*

Activity 4

- Ask students to write a newspaper article about a conflict. Tell them to use their notes from Activity 3 or to choose another conflict they know about. You may like to set this activity for homework.
- Ask a few students to read out their articles to the class.
 - *Students' own answers*

WORKBOOK

- 1 1 There are so many refugees because people are fleeing from violence or persecution. 2 Most refugees live in refugee camps in other countries or safer regions of their own country. 3 They lack sufficient food, water, healthcare and education. 4 In Darfur in 2003 a civil war broke out between government troops and rebel fighters. 5 More than three million people were forced to leave their homes.
- 2 1 False – Refugees are not safe from violence even in the camps. 2 False – Tens of thousands of civilians have been killed. 3 True 4 False – There had been tension there for decades. 5 True 6 False – Most Darfur refugees are supported by developing countries.
- 3 1 persecution 2 crowded 3 looting 4 brutal 5 conflict
- 4 1 persecution 2 war 3 rebels 4 neighbouring 5 competed
- 5 1 The situation in the refugee camps is desperate. 2 Humanitarian aid is at last starting to get through. 3 The rebels attacked and killed everyone in my village. 4 There are not enough medical supplies in the camps. 5 Neither the women nor the children were safe from the soldiers. 6 They either starve or they flee to refugee camps.
- 6 1 both, and 2 neither, nor 3 either, or 4 Both, and 5 Neither, nor 6 either, or
- 7 1 many 2 more 3 less 4 a little 5 any 6 A few
- 8 1 health 2 peace 3 suffering 4 psychologist 5 persecution 6 fled 7 unfortunately 8 violent
- 9 1 ten 2 violence 3 helping 4 kill 5 train
- 10 1 Is there war in your country? 2 Do you think this problem can be solved? 3 What's the cause of the conflict? 4 Are there more refugees today than before? 5 When do you intend to leave? 6 How many people were killed in that war?

Practice page ► Page 70

GRAMMAR

Activity 1: Students complete the dialogue with the modals listed.

→ **1** should **2** should **3** should **4** ought **5** mustn't **6** must **7** shouldn't

Activity 2: Students complete the sentences with *don't have to* or *needn't*.

→ **1** needn't **2** don't have to **3** needn't **4** don't have to **5** needn't

Activity 3: Students write true sentences using *neither... nor* or *both ... and* and the prompts.

→ *Students' own answers*

Activity 4: Students make sentences with *either... or* and the prompts.

→ **1** You can either come with me or stay at home. **2** You can either eat at home or take a snack. **3** You can either join the army or become a doctor. **4** You can either have tea or coffee.

LET'S HAVE FUN

Activity 1: Students find mistakes in the sentences.

→ **1** they don't have enough food **2** who has lost both parents **3** who is forced to leave his homeland **4** there are more refugees in the world today **5** has left his homeland

Activity 2: Students put the words in order and write words from the unit.

→ **1** orphanage **2** protection **3** weapon **4** soldier **5** civil war **6** persecution **7** civilian **8** refugee

Module 3

UNIT 9 World heritage

Unit summary

COMMUNICATION FOCUS

- describing places
- expressing regrets
- apologising

VOCABULARY

- Constructions: *palace, tower, statue, pyramid, monument, tomb, museum, building, cathedral*
- Other words: *sarcophagus, mummy, grave-robbers, curse, pharaoh, archaeologist, vengeance, treasure, souvenir, customs, black market, ebony*
- Crafts: *basketry, beading, embroidery, painting, pottery, leather work, metal work, sculpture, tapestry, weaving, wood carving, blacksmith, mask*
- Adjectives: *mass-produced, hand made, tanned, flourishing*
- Animal parts and products: *claw, horn, skin, fur, wool, feather, shell, bone, ivory*
- Verbs: *export, import, confiscate, fine*
- Homophones: *site – sight, wait – weight, threw – through, new – knew, pray – prey, whether – weather, aloud – allowed, sale – sail, scene – seen, weak – week, plain – plane, by – buy, write – right*

Lesson 1 Wonders of the world ► Page 71

TOPIC: famous landmarks and world heritage sites

GRAMMAR AIMS:

- to use the impersonal passive form *It is said / believed that*
- to use the conjunctions *although* and *as though / as if*

SPEAKING AND READING Page 71

Aim: to talk about famous landmarks; to read for specific information

Warm-up: With books closed, ask students to name as many famous world monuments (buildings) or landmarks (man-made and natural sites) as they can. Write some of their suggestions on the board. Ask students if they have heard of “the seven wonders of the ancient world”. Ask: *Can you name any of these ancient monuments?*

NOTE TO THE TEACHER

‘The seven wonders of the ancient world’ are seven remarkable man-made constructions from classical antiquity (the ancient Greek world). They comprise: the Great Pyramid of Giza, the Hanging Gardens of Babylon, the Temple of Artemis at Ephesus, the Statue of Zeus at Olympia, the Mausoleum of Mausollos at Halicarnassus, the Colossus of Rhodes, and the Lighthouse of Alexandria.

Activity 1

- Tell students to look at the map and name the landmarks, choosing from the list on the right.
- Ask students if they can name any other landmarks in different countries.
 - **1d 2j 3b 4g 5h 6a 7f 8i 9e 10c**
 - *Students’ own answers*

Activity 2

- Tell students to read the passage and find out how many wonders of the ancient world existed originally and how many remain today.
- Check the answers with the class.
 - *There were originally seven wonders. Only one remains today, the Great Pyramid of Giza in Egypt.*

Activity 3

- Ask students to answer the questions. Encourage them to write complete answers.
- Ask different students to read out their answers. Check any new vocabulary.
 - **1** It is about 4,570 years old. **2** It was built for the pharaoh Khufu. **3** It was built around 2560BC. **4** It took about 20 years to build. **5** Tourists can visit two other pyramids, the Sphinx, a museum where they can see the Sun Boat.

Activity 4

- Tell students to read the passage again and find out what the figures and dates refer to.
- Check the answers around the class.
 - **1** the construction of the pyramid **2** The pyramid was the world’s tallest building for 3,800 years. **3** 100,000 workers built the pyramid. **4** It took 20 years to build it. **5** Two million blocks of stone were used to build it. **6** The Sun Boat was discovered in 1954.

GRAMMAR Page 72

Aim: to use the impersonal passive form

Warm-up: Ask students to look back at the passage in Vocabulary Activity 2 page 71 and find verbs in the passive form. Revise the structure of passive sentences: *be + past participle*

Activity 1

- Ask students to find the sentences 1-4 in the passage page 71 and copy and complete them in their exercise books.
- Check their answers with the class.
 - **1** ... visible from the moon **2** ... a tomb for the Egyptian pharaoh Khufu around 2560BC. **3** ... 100,000 workers about 20 years to build this huge construction. **4** ... the body of Khufu on his last journey on earth before being buried near the pyramid.

Remember Page 72

- Read the Remember box with the class.
- ⇒ **Grammar, Page 135**

Activity 2

- Ask students to rewrite the sentences using the impersonal passive form.
- Ask individual students to read out their sentences.
 - **1** It is believed that the stones for the pyramids were transported by boat to Giza. **2** It is said that slaves built the pyramids. **3** It is thought that it took 20 years to complete the Great Pyramid. **4** It is estimated that the cathedral was built 1,000 years ago.

SPEAKING AND LISTENING

Page 72

Aim: to discuss world heritage sites; to listen to an interview for main ideas and specific information; to present an exceptional site in your country

Warm-up: Write the following word on the board: *heritage*. Ask students what they would include in the idea of national heritage (for example languages, sites, sculptures, exceptional natural features).

Activity 1

- Explain to students that they are going to hear an interview with a UNESCO representative.
- Before they listen, discuss the questions with the class.
→ *Students' own answers*

Activity 2

- Read the interview aloud to the class. You may like to read it with a strong student.
- Ask students to number the questions in Activity 1 in the order in which the interviewer asks them.
- Check the answers with the class.
→ **1c 2a 3e 4b 5d**

Activity 3

- Read the statements with the class. Check students understand them.
- Read the interview aloud to the class again. Students listen and decide which statements are true and which are false. Encourage students to justify their answers.
- Check the answers with the class. Ask students to correct the false statements.
→ **1 true 2 false 3 false 4 true 5 false 6 true**

Listening text:

Interviewer: What is UNESCO and what are World Heritage Sites?

Representative: UNESCO is the United Nations Educational, Scientific and Cultural Organisation. It created the World Heritage Site list in order to protect exceptional places worldwide. World Heritage Sites are places of international importance for the conservation of mankind's cultural and natural heritage. These can be either natural sites like the Serengeti Park in Tanzania or manmade structures like the Asante Houses in Ghana.

Interviewer: Where can we find World Heritage Sites?

Representative: On every continent of the world. In Cameroon, the Dja Faunal Reserve is listed as a World Heritage Site. In 2007 there were 851 sites listed.

Interviewer: Why is the World Heritage list important?

Representative: When a site is on the list, the country agrees to protect the site. World Heritage status also brings enormous prestige to a site. It can help to promote the site internationally and attract new visitors.

Interviewer: How can we get a site added to the list?

Representative: A site has to be nominated by the government of the country to the World Heritage Committee. This committee then decides which sites are of international importance for future generations. However, it is important that local people nominate sites within their countries by writing letters to their government.

Interviewer: Why is it important to preserve old monuments and buildings?

Representative: Heritage is our legacy from the past and what we pass on to future generations. These sites are unique and they tell us about our history and our ancestors.

Activities 4 and 5

- Tell students to work in groups.
- Ask each group to choose an exceptional site in their country and make a list of reasons why they think it should be a World Heritage Site. Students use the ideas listed to help them. Tell them that it doesn't matter if groups choose the same sites.
- Ask each group to present the reasons for their choice. Groups can choose one person to present the ideas or, alternatively, they can divide the presentation amongst themselves.
- Hold a class vote for one site to be nominated for the World Heritage List.
→ *Students' own answers*

WRITING

Page 72

Aim: to write a formal letter

Activity 1

- Ask students to write a formal letter to UNESCO explaining why their site should be on the World Heritage list. Tell students to include the information listed.

- Students can do this activity individually or as a group. Remind them to present their letter correctly. They can look back at Unit 5 Lesson 2, on page 42 of their Student's Books for the layout of a formal letter.
- Ask students to read their letters to the class.
→ *Students' own answers*

VOCABULARY AND READING Page 73

Aim: to learn words from a story; to make predictions; to read a story for main ideas and specific information

Warm-up: Ask students if they can name any Egyptian pharaohs. Ask: *What do you know about the pharaoh Tutankhamen?* Write some of their ideas on the board.

Activity 1

- Read the words in the box with the class. Ask students if they remind them of any French words.
- Tell students to complete the sentences with the words in the box.
- Check the answers with the class.
→ **1** mummy **2** curse **3** Treasure **4** sarcophagus

Activity 2

- Read the title of the passage with the class.
- Ask students to guess what the passage may be about.
- Tell students to read the passage and find out if they guessed correctly.
→ *Students' own answers*

Activity 3

- Ask students to read the passage again and choose the correct answers to the questions.
- Check the answers with the class. Ask students to justify their answers.
→ **1** Because it was discovered intact. **2** They liked the story of the curse. **3** From blood poisoning from a mosquito bite. **4** 11 people initially, and later 21.

LISTENING AND SPEAKING Page 74

Aim: to listen to an interview for main ideas; to express personal opinions

Warm-up: Ask students to look back at the story page 73 and say what the media said caused the death of Lord Carnarvon. Ask: *What other facts support the idea of the curse of the mummy?*

Activity 1

- Explain to students that they are going to hear an interview with an archaeologist about the curse of the mummy.
- Read the interview aloud to the class. Students listen and find out if the archaeologist believes in the curse of the mummy.
→ *No, he doesn't. He thinks that the media were responsible for the stories.*

Activity 2

- Ask students to read the statements and decide which are true and which are false.
- Read the interview aloud to the class again. Students listen and check their answers.
- Check the answers with the class. Ask students to correct the false statements.
→ **1** False. Carter was the first to enter the tomb. **2** False. He said that this had never been proved. **3** True **4** False. Only six people died within the next ten years. **5** True

- Listening text:*
- Interviewer: Do you think there really was a curse on King Tut's tomb?
Archaeologist: Look at the evidence. The first person to enter the tomb was Carter and he lived until he was 66. Why didn't he die?
- Interviewer: What about the story of Lord Carnarvon's dog? It was as though it knew that its master was going to die.
Archaeologist: Nobody has ever proved the truth of that story.
- Interviewer: And the lights went out in Cairo at the moment of his death. It was as if the mummy was announcing the curse to the world.
Archaeologist: It was very common for the lights to go out in Cairo. There were power cuts all the time.
- Interviewer: Don't you think it is strange that so many people died? It was as if the mummy's curse came true.
Archaeologist: Most of these stories were invented by the press. Of the 26 people present at the opening of the tomb, only 6 had died within the next ten years.
- Interviewer: You really don't believe in the curse, do you?
Archaeologist: No. I think it was the newspapers having fun.

Activity 3: Discuss the questions with the class. Ask students to answer the questions and to give their reasons.

→ *Students' own answers*

EXTRA ACTIVITY 1

- Ask students to write a summary of the interview with the archaeologist. Remind them to use reported speech.
- Ask different students to read their summaries to the class.

EXTRA ACTIVITY 2

- Dictate the following interview questions:
 - 1 Do you think there really was a curse on King Tut's tomb?
 - 2 Has anyone proved the truth of the story of Lord Carnarvon's dog?
 - 3 Why did the lights go out in Cairo?
 - 4 Do you think these deaths were only a coincidence?
 - 5 Do you believe in the curse?
- Ask students to rewrite the questions in reported speech using the verb *ask*.
(Answers: 1 He asked the archaeologist if he thought there really had been a curse on King Tut's tomb. 2 He asked the archaeologist if anyone had proved the truth of the story of Lord Carnarvon's dog. 3 He asked if the archaeologist knew why the lights went out in Cairo. 4 He asked if the archaeologist thought that the deaths had only been a coincidence. 5 He asked if the archaeologist believed in the curse.)

GRAMMAR Page 74

Aim: to practise using the conjunctions *although*, *as though* / *as if*

Warm-up: Ask students to say as many conjunctions as they can. Ask: *What is the function of a conjunction in a sentence?* (Answer: *Conjunctions join words, phrases or sentences.*)

Activity 1

- Ask students to read the sentences and decide if the words in blue are prepositions or conjunctions.
- Check the answers with the class.
 - *conjunctions*

Remember Page 74

- Read the Remember box with the class.
 - ⇒ **Grammar, Page 136**

Activity 2

- Ask students to complete the sentences with the conjunctions *although*, *but* and *as though* / *as if*.
- Ask different students to read out their complete sentences.
 - **1** *as if* / *as though* **2** *Although* **3** *but* **4** *as if* / *as though* **5** *Although* **6** *as if* / *as though*

PRONUNCIATION Page 74

Aim: to recognise silent letters

Warm-up: Write the following words on the board: *write*, *knife*, *comb*. Ask students to say the words aloud. Ask: *What do they notice about the spelling of these words?* Point out the silent letters *w*, *k*, and *b*.

Activity 1

- Ask students to underline the silent letters in the words listed.
ghost, *knowledge*, *science*, *pharaoh*, *chemist*, *tomb*, *wrath*, *listen*, *design*, *wrong*
- Ask them if they can think of any other words with these spelling patterns. Make a list on the board by spelling pattern, for example *ghetto*, *ghastly*, *spaghetti*; *knee*, *knock*; *scissors*, *scene*; *school*, *Christmas*, *stomach*, *ache*; *comb*, *thumb*, *lamb*, *bomb*, *climb*; *wrap*, *wrist*, *write*; *castle*, *whistle*; *gnaw*, *sign*.
- Point out that *pharaoh* is unusual in that there are no common words with this spelling pattern.

Activity 2: Say the words aloud. Students listen and repeat.

WORKBOOK

- **1** 1 d 2 e 3 f 4 b 5 a 6 c
- **2** 1 ancient 2 famous 3 built 4 around 5 discovered 6 visible 7 remain 8 tomb
- **3** 1 wonders 2 pyramids 3 tomb, pharaoh 4 discovered 5 journey
- **4** 1 nineteen fifty-four 2 two thousand and ten 3 nineteen ninety-seven 4 eighteen sixty-five 5 three thousand eight hundred 6 one hundred and twenty-five thousand 7 two thousand and forty-nine 8 six hundred and ninety-eight
- **5** 1 It is believed that the pyramid was built by paid workers. 2 It is estimated that the pyramid took twenty years to build. 3 It is said that there are more hidden tombs. 4 It is thought that the other wonders were destroyed.

- 6 1 It is thought that Egypt was an important country in ancient times. 2 It has been estimated that tens of thousands of workers built the pyramids. 3 It is believed that there are many more treasures yet to be discovered. 4 It is said that the pharaohs were treated like gods.
- 7 1 Although 2 as though / as if 3 but 4 as if / as though 5 Although 6 but
- 8 1 modern 2 collection 3 knowledge 4 built 5 loudly 6 determined 7 invisible 8 mysterious 9 archaeologist
- 9 Across: 1 past 3 mummy 7 tomb 8 legend 9 treasure 10 buried Down: 2 stone 4 museum 5 pyramid 6 curse 9 Tut 11 god
- 10 ghost – h, pharaoh – a, sight – g, tomb – b
- 11 1 tourist 2 dare 3 tomb 4 suffer

Lesson 2 Traditional arts and crafts ► Page 75

TOPIC: crafts

GRAMMAR AIM: to practise the first conditional with *if* and *unless*

VOCABULARY AND READING Page 75

Aim: to learn vocabulary for crafts; to read for specific information

Warm-up: With books closed, ask students to name as many arts and crafts as they can. Write some of their ideas on the board.

Activity 1

- Ask students to look at the pictures and say what the people are doing. Tell them to use the words in the box.
- Check the answers with the class and make sure students understand the new words.

→ A metal work B leather work C pottery D basketry E weaving F sculpture / wood carving

Activity 2: Read and discuss the questions with the class.

→ Students' own answers

Activity 3: Ask students to read the passage and compare the information with their answers in questions 1 and 2.

→ Students' own answers

Activity 4

- Ask students to read the passage again and decide which statements are true and which are false. Point out that this is a BEPC-type of exercise.
 - Correct the answers by asking different students to read out their answers.
- 1 Because Cameroon is an extremely diverse society. 2 You would go to Bamoun and the Bamileke regions of Cameroon. 3 They use the tanned skins of cows and antelopes. 4 Blacksmiths pass their craft from one generation to the next. 5 They are threatened because a lot of cheap mass-produced products are being imported into the country. 6 Because local crafts are unique and reflect traditional knowledge.

EXTRA ACTIVITY

- Ask students to work in pairs and write four statements about the passage. Two should be true and two false.
- Tell pairs to exchange their sentences and decide which are true and which are false.

GRAMMAR Page 76

Aim: to use first conditional sentences with *if* and *unless*

Warm-up: Write the word *unless* on the board. Ask students to make sentences with this word. Write some of their suggestions on the board.

Activity 1

- Tell students to look at the two sentences in the first conditional and answer the question in the rubric.
 - Check the answer with the class. If you like, translate the sentences into French.
- to talk about a likely event

Remember Page 76

- Read the Remember box with the class.
- Remind students that in English, we use the present tense in the *if / unless* clause of first conditional sentences. In French, we use the future tense in both clauses.

⇒ **Grammar, Page 134**

Activity 2

- Ask students to complete the sentences with *if* or *unless*.
- Ask different students to read out their sentences to the class.
→ **1** *if* **2** *unless* **3** *if* **4** *unless*

Activity 3

- Ask students to rewrite the sentences using *unless*. Tell them to make any other necessary changes.
- Check the answers with the class.
→ **1** *She won't survive in the city unless she gets a job.* **2** *She won't make ends meet unless she gets a better-paid job.*
3 *The children won't wake up unless the alarm goes off.* **4** *You won't be able to take any photos unless you take your camera.*

LISTENING Page 76

Aim: to listen to a dialogue for specific information

Warm-up: Ask students where a customs officer works. Ask: *What is a customs officer's job?* Discuss the answers with the class.

Activity 1: Ask students to read a dialogue between a customs officer and a traveller and guess the missing words.

Activity 2

- Read the complete dialogue aloud to the class. You may like to do this with a strong student.
- Tell students to listen and check their answers.
- Check the answers with the class.
→ **1** *May I* **2** *Here you* **3** *don't you* **4** *bought* **5** *afraid* **6** *country* **7** *sorry* **8** *illegal* **9** *souvenir* **10** *allowed*

Listening text:

Customs officer: Good afternoon, sir. May I have a look in your bag, please?
Traveller: Yes, of course. Here you are.
Customs officer: You know that you are not allowed to take these sculptures out of the country, don't you?
Traveller: But I bought them in a souvenir shop. I have the receipts. Look. Here they are.
Customs officer: I see. But I am afraid they are illegal items. I will have to confiscate them. They are national property and cannot be taken out of the country.
Traveller: I'm really sorry. I had no idea that it was illegal to buy them. I only wanted a souvenir of Cameroon to take home with me.
Customs officer: I am supposed to fine you, too. But this time I will simply confiscate them because you have the receipts. Next time, don't attempt it at all.
Traveller: How do I know what items I am allowed to take home with me?
Customs officer: There is a poster in the airport lounge. You can also have this leaflet with information.

Activity 3

- Tell students to answer the questions. Encourage them to write full answers.
- Check the answers around the class.
→ **1** *He is at the airport.* **2** *He has got some sculptures in his bag.* **3** *Because they are illegal items and national property.*
4 *Because he bought them in a souvenir shop and he has the receipts.* **5** *Because he had the receipts.* **6** *On a poster in the airport lounge and in a leaflet.*

EXTRA ACTIVITY

- In pairs, ask students to practise reading the dialogue.
- Then, tell students to practise the dialogue without reading the text.

VOCABULARY AND READING Page 77

Aim: to learn vocabulary for animal parts and products; to read a leaflet to identify aim and purpose and for specific information

Warm-up: Brainstorm with the class words for parts of animals. Ask questions like: *What covers birds / lions / snakes?* *What does a rhinoceros have on its nose?* etc.

Activity 1: Look at the picture of a souvenir shop with the class. Ask students to say what the objects are, what they are made of and where they come from.

→ *Students' own answers*

Activity 2

- Read the list of words with the class.
- Ask students to decide what animals they relate to.
→ *Students' own answers*

Activity 3

- Ask students to look quickly at the passage and decide who it is written for and what its purpose is. Tell them not to read the passage in detail at this stage, simply run their eyes over the text. Tell them to pay attention to the general layout, headings and sub-headings.
- Check the answer with the class. Ask students to justify their answers.
 - *The passage is written for the international traveller. Its purpose is to warn people about taking illegal goods out of the country and it lists some of these illegal products.*

Activity 4

- Tell students to read the passage and answer the questions.
- Correct the questions by asking individual students to read out their answers.
 - *1 It warns against goods it is illegal to take out of the country. 2 ivory, turtle shells, wild cat fur, all live animals, wood carvings made of ebony 3 products made from crocodile and snake skins, fur products 4 The products will be confiscated and you will be fined heavily.*

WRITING Page 77

Aim: to design and write a warning poster for international travellers

Activity 1

- Ask students to work in groups. Explain that they are going to design and write a warning poster for the customs at Nsimalen International Airport. The purpose of the poster is to inform travellers about illegal goods and the penalties for taking these goods out of the country.
- Tell students to use the information in the leaflet in Vocabulary and reading Activity 3 to help them. Tell them to include the three points listed. Encourage students to make the poster look as effective as possible.
- Ask the groups to present the completed posters to the class. If you wish, you can hold a class vote for the most effective poster.
 - *Students' own answers*

PRONUNCIATION Page 77

Aim: to identify and use homophones

Warm-up: Dictate the following words to the class: *wait, new, buy*. Ask a student to write the words on the board. Ask the class if they wrote the same words or did they spell the words differently (*weight, knew, by*). Ask: *What do we call words which have the same pronunciation but a different spelling?* (homophones)

Activity 1: Ask students to say the homophones aloud. Point out that they are pronounced in exactly the same way even though they are spelt differently.

Activity 2

- Ask students to write homophones for the words in the box. They can do this activity with a partner.
- Tell students to say the words aloud.
- Ask students to write their homophones on the board. Alternatively, ask students to spell out their homophones and one student writes them on the board.
 - *whether – weather; allowed – aloud; sale – sail; scene – seen; write – right; weak – week; meat – meet; plain – plane; by – buy / bye*

EXTRA ACTIVITY

- Ask students to choose four pairs of homophones and write sentences with the words. The sentences should clearly demonstrate the difference in meaning between the two words.

WORKBOOK

- **1** 1 b 2 b 3 c 4 a 5 c 6 a
- **2** 1 diverse 2 legal 3 imported 4 forbidden 5 elaborate 6 important 7 mass-produced 8 cheap
- **3** 1 weaving 2 pottery 3 sculpture 4 leather work 5 embroidery 6 basketry
- **4** 1 c if 2 e unless 3 a unless 4 b if 5 d if
- **5** 1 f 2 a 3 c 4 e 5 d 6 b
- **6** 1 fined 2 confiscated 3 souvenirs 4 receipt 5 exporting 6 safeguard
- **7** **oo:** success, protect, receipt, unless, survive **Oo:** statue, legal, punish, market, feather **oOo:** illegal, tradition, exotic, forever, forbidden
- **8** feather, skin, wool, teeth, wood, horn, ivory, ebony, claws, shell, bone, fur
- **9** 1 to / too 2 sale 3 write 4 week 5 been 6 our 7 by / bye 8 plane 9 meet 10 wait
- **10** 1 weight – wait 2 new – knew 3 meat – meet 4 plain – plane 5 whether – weather 6 scene – seen
- **11** 2 leather 3 embroidery 4 tapestry 5 weaving 6 basketry 7 painting 8 sculpture
- **12** blacksmith, craftsman, customs officer, handmade, mass produced
- *Students' own answers*

Practice page ► Page 78

GRAMMAR

Activity 1: Students complete the sentences using *although* and *as if / as though*

- **1** *Although* **2** *as if / as though* **3** *Although* **4** *as if / as though* **5** *although*

Activity 2: Students complete the sentences with *if* or *unless*.

- **1** *if* **2** *unless* **3** *unless* **4** *if*

Activity 3: Students rewrite the sentences using *unless* and make any necessary changes.

- **1** *You can't take sculptures out of the country unless you have a licence.* **2** *You can't work as a blacksmith unless your father was a blacksmith* **3** *I don't usually wear traditional clothes unless they are very well made.* *You won't go to university unless you pass your exams.*

Activity 4: Students complete the sentences with the correct form of the verbs in brackets.

- **1** *doesn't rain, will travel* **2** *go, will see* **3** *won't become, doesn't pass* **4** *catches, will call*

Activity 5: Students rewrite the sentences using the impersonal passive form and the verbs in brackets.

- *It is believed that there was a curse on the tomb.* **2** *It is claimed that there are more undiscovered tombs.* **3** *It is thought that they transported the stones by boat up the Nile.* **4** *It is estimated that it took 20 years to build the Great Pyramid.*

LET'S HAVE FUN

Activity 1: Students find words in the unit for the definitions.

- **1** *archaeologist* **2** *treasure* **3** *curse* **4** *mummy* **5** *blacksmith* **6** *ivory*

Activity 2: Students find the odd word out.

- **1** *craft* **2** *sculpture* **3** *curse* **4** *basketry*

EXAM PRACTICE FOR MODULE 3

Page 79

Do this section in class when you have finished Module 3. Point out to students that the activities on this page are typical BEPC-style exercises. The aim of this section is for them to revise vocabulary and grammar from the module and also to familiarise themselves with exam-type questions.

VOCABULARY

Activity 1: Students complete the sentences with words formed from those in brackets.

- **1** *terrorised* **2** *disappeared* **3** *hungry* **4** *freedom*

Activity 2: Students write the opposites of the underlined words.

- **1** *unfamiliar* **2** *beautiful* **3** *safe* **4** *developed*

Activity 3: Students put the words into groups according to the stressed syllable.

- **1** *victim, photograph, government* **2** *familiar, description, traditional* **3** *disappearing, unexpected, education, refugee*

GRAMMAR

Activity 1: Students complete the sentences with the correct words in the brackets.

- **1** *although* **2** *both* **3** *Many* **4** *was singing* **5** *can't*

Activity 2: : Students match a phrase in A with an ending in B.

- **1** *e* **2** *d* **3** *a* **4** *b* **5** *c*

Activity 3: Students find the mistake in each sentence, then they correct it.

- **1** *few* **2** *many* **3** *None* **4** *enough supplies* **5** *fewer*

CHECK YOUR PROGRESS

Page 80

Activity 1: Students write the sentences in reported speech.

- **1** *The policeman said that they would capture the monster.* **2** *The policeman told the villagers that they were still investigating.* **3** *The guide told the tourists that the pyramids had been built many years before.* **4** *Mbarga said that he had recognised the ghost.*

Activity 2: Students complete the sentences with *neither... nor*, *either... or*, or *both... and*.

→ **1** *Both, and* **2** *neither, nor* **3** *Neither, nor* **4** *either, or* **5** *both, and*

Activity 3: Students complete the sentences with *unless*, *if* or *when*.

→ **1** *when* **2** *unless* **3** *If* **4** *unless* **5** *if*

Activity 4: Students complete the dialogue with suitable words.

→ *Suggested answers: 1 like 2 can't 3 must 4 can't 5 possible / likely 6 if 7 will 8 must*

SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Tell them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Tell them to read the relevant sections in the units and to do the exercises in the Practice page grammar section again. They can also look at the Grammar summary at the back of the book.

Unit summary

COMMUNICATION FOCUS

- describing customs and habits
- expressing appreciation
- describing a process

VOCABULARY

- Customs: *culture, belief, faith, lifestyle, habit, ritual, ethnic, punctual, punctuality, traditional, housing, igloo, tent*
- Expressions with time: *at times, in time, on time, by the time, one at a time*
- Food: *dairy product, carbohydrate, protein, vitamin, iron, balanced diet, nutrient, calcium, garlic, spices*
- Adjectives: *fresh, frozen, raw, (un)ripe, under/overcooked, under/overcrowded*
- Cooking: *cutlery, chopsticks, bake, boil, fry, grill, roast, steam, simmer*
- Collective nouns: *herd, flock, shoal, swarm, bunch*

Lesson 1 Customs ► Page 81

TOPIC: different cultures and customs

GRAMMAR AIMS:

- to practise second conditional sentences
- to use the expressions *be expected to, supposed to, have to, allowed to do something*

SPEAKING AND READING Page 81

Aim: to talk about different customs around the world; to read a passage for main ideas and specific information

Warm-up: With books closed, write *customs* on the board. Make clear the difference in use from that in the last unit for customs controls for goods. Ask students what customs they would expect to be different in other countries, for example *food, clothes, housing*. Ask them to give some examples of different customs.

Activity 1: Tell students to look at the pictures and discuss the questions with the class.

→ *Students' own answers*

Activity 2

• Ask students to read the passage and match the headings with the paragraphs. Point out that there is one extra heading. Tell students that they do not need to read in detail at this stage.

• Check the answers with the class.

→ **1** different cultures **2** clothes **3** eating habits **4** family life **5** houses

Activity 3

• Ask students to read the passage again and answer the questions. Encourage them to write full sentences.

• Ask different students to read their answers to the class.

→ **1** Culture is passed on between generations through language, rituals and arts. **2** The western style of dress is common everywhere in the world. **3** The climate, the availability of fabric and people's ideas of what looks attractive explain why clothes differ regionally. **4** In China and in Europe families are small because childcare is expensive. **5** The availability of building materials and the way of life explain the different types of housing.

EXTRA ACTIVITY

→ Ask students to write a paragraph for the extra heading in Activity 2, in pairs or individually.

→ You may like to set this as homework because students will have to research the information. Encourage them, where possible, to use the Internet, the school library or to interview a geography teacher.

Students' own answers

GRAMMAR Page 82

Aim: to practise second conditional sentences

Warm-up: Ask students to make sentences with *would*. Write some of their suggestions on the board.

Activity 1

- Ask students to look at the sentence from the passage and answer the questions.
- Check the answers with the class.
→ **1** a imaginary situation **2** second conditional

Remember Page 82

- Read the Remember box with the class.
- Point out that the structure of second conditional sentences is similar in French. You may like to translate the sentences into French.
⇒ **Grammar, Page 134**

Activity 2

- Tell students to imagine they lived in China. Point out that this is an imaginary situation.
- Read the example with the class.
- Ask them to make sentences using the second conditional and the phrases in the box.
- Ask different students to say their sentences or write them on the board.
→ *Suggested answers: 2 If I lived in China, I would use chopsticks. 3 If I lived in China, I would only have one child. 4 If I lived in China, I would bow to people. 5 If I lived in China, I wouldn't eat ndole. 6 If I lived in China, I would speak Mandarin.*

LISTENING Page 82

Aim: to listen to punctuality customs around the world and complete a table

Warm-up: Write the word *punctuality* on the board. Ask students if they know what it means. Ask: *What is the adjective from this noun? (punctual)*

Activity 1

- Explain to students that, in every country, there are different attitudes regarding punctuality. They are going to hear a passage about different punctuality customs around the world.
- Tell students to copy the table into their exercise books.
- Read the passage aloud to the class. Students listen and complete the table with names of the appropriate countries.

Activity 2

- Read the passage again. Students listen, complete and check their answers.
- Check the answers with the class. Complete the table on the board.

insulting to be late	important to be on time	acceptable to be late
Germany, Australia, China, Japan	Britain, USA	France, Spain, Mexico, Central and South American countries

Listening text: If you are invited for a meal or you have a meeting, are you expected to arrive early, exactly on time or be slightly late? There is no clear rule as the answer depends on the country you are visiting. For example, in Mexico, arriving late is the norm and nobody would take offence if you arrived up to an hour after the arranged time. However, in places like Germany, Australia, China and Japan, where you are expected to arrive early, this would be very rude behaviour indeed. It would be considered an insult to your host if you arrived late. In some countries like Britain and the USA, being punctual is appreciated but it is not considered an insult if you are late. However, you should always try to be on time, especially for a meeting. If you have a dinner invitation, you are not expected to arrive early. In some parts of the world there is a more relaxed attitude towards time. Among these countries are France and Spain as well as Central and South American countries. It is quite acceptable to be late for social occasions in these countries.

Activity 3

- Ask students what the attitude to punctuality is in Cameroon.
- Ask students where they would put Cameroon in the table.
→ *Students' own answers*

SPEAKING AND WRITING Page 82

Aim: to talk about punctuality; to write about an occasion when you were late

Activity 1: Read and discuss the questions with the class.

→ *Students' own answers*

Activity 2

- Ask students to answer the questions.
- In pairs, students find out about their partner's experience of being late.
- Ask some students around the class to answer the questions.
→ *Students' own answers*

Activity 3

- Ask students to write about a time that they were late for something.
- Tell them to use their answers in Activity 2 as a guide. You may like to set this activity for homework.
- Ask different students to read out their texts to the class.
→ *Students' own answers*

VOCABULARY Page 83

Aim: to learn and use expressions with the word *time*

Warm-up: Write the word *time* on the board. Ask students to make as many sentences as they can with this word. Write some of their suggestions on the board.

Activity 1

- Read the sentences with the class. Draw students' attention to the expressions with *time*.
- Check that students understand the expressions.

Activity 2

- Tell students to make sentences about the situations 1-5 using expressions with *time*.
- Read the example sentence with the class.
- Students read out their sentences to the class. Write the best ones on the board.
→ *Suggested answers: 1 I'll be on time for the next lesson. 2 You should cross the bridge one at a time. 3 You are is just in time for dinner. 4 By the time I arrive, the football match will be over. 5 I'm afraid she can be quite rude at times.*

Activity 3

- Ask students to write their own sentences using the expressions with *time*.
- Ask different students to read out their sentences to the class. Make sure they use the expressions correctly.
→ *Students' own answers*

SPEAKING AND READING Page 83

Aim: to talk about Egyptian customs; to read about Egyptian customs; to practise the expressions *expected to*, *supposed to*, *not allowed to*

Warm-up: With books closed, write *Egypt* on the board. Ask students what they know about this country and its customs. Write some of their ideas on the board.

Activity 1

- Tell students to imagine they are going to Egypt.
- In pairs, ask students to discuss which statements they think are true and which are false.
- Discuss their answers with the class. Don't check the answers at this stage.
→ *Students' own answers*

Activity 2

- Tell students to read the passage from a guide book and check their answers in Activity 1. Draw students' attention to the use of the expressions *expected to*, *supposed to*, *not allowed to* in the passage.
- Discuss the answers with the class. Find out if students answered most of the questions correctly.
→ **1 True 2 False 3 True 4 True 5 False**

Activity 3

- Tell students to imagine they are telling a foreigner about customs in Cameroon.
- Work in pairs and make sentences using *expected to*, *supposed to*, *not allowed to* for Cameroon or a particular community in Cameroon.
- Discuss students' ideas with the class. Make sure they use *expected to*, *supposed to*, *not allowed to*.
→ *Students' own answers*

WRITING Page 83

Aim: to write an informal e-mail

Warm-up: Ask: *What is an e-mail? How do you send an e-mail? Have you ever sent an e-mail?*

Activity 1

- Ask students to read the e-mail and decide what its purpose is.
- Discuss the answer with the class. Make sure students understand who is writing to whom and where these people are.
→ *Flora is writing to Ngono to advise her about what to bring with her on her trip to Britain.*

Activity 2

- In pairs, tell students to make a list of things they would tell a foreign friend to bring to Cameroon. Remind them to mention things that won't need to bring, too.
- Discuss their ideas with the class. Remind them about things like mosquito spray, anti-malarial tablets, sun-cream or a raincoat if it is in the rainy season.
→ *Students' own answers*

Activity 3

- Ask students to write an e-mail to their foreign friend telling the person what to bring and what to leave at home.
- Tell students to use the e-mail in Activity 1 as a model. If you wish, you can set this activity for homework.
- Ask different students to read out their e-mails to the class.
→ *Students' own answers*

LISTENING AND VOCABULARY Page 84

Aim: to listen to and read a poem for main ideas

Warm-up: Tell students that you are going to read a poem with the title *Human family*. Ask students what this poem is about.

Activity 1: Read the poem aloud to the class. Students listen carefully as you read the poem.

Activity 2

- Ask students to read the poem silently and decide which sentence best summarises its main idea.
- Discuss the students' answers.
→ *sentence 2*

Activity 3: Tell students to practise saying the poem aloud.

Activity 4

- Tell students to read the poem carefully and find the words and expressions in the poem. They can use a dictionary if necessary.
- Check the answers with the class.
→ **1** *delight, land, moan, shores, seek* **2** *differences, profundity, lose, success* **3** *brown, pink, beige, purple, tan, blue, white*

PRONUNCIATION Page 84

Aim: to identify different vowel sounds

Activity 1

- Ask students to underline the word in each set with a different vowel sound.
- Check the answers with the class. Ask students to say the words aloud.
→ **1** *quiet* **2** *mood* **3** *said* **4** *love*

Activity 2

- Ask students to add one more word with the same vowel sound to each set.
- Check the answers orally with the class.
→ *Students' own answers*

Activity 3

- Tell students to match the words in Activity 1 with the phonetic transcriptions 1-8.
- Write the answers on the board.
→ **1** *white* **2** *quiet* **3** *law* **4** *mood* **5** *said* **6** *claim* **7** *lose* **8** *through*

WORKBOOK

- 1 1 customs 2 foreigner 3 beliefs 4 cutlery 5 tent 6 cotton
- 2 2 Scottish. – He comes from Scotland 3 Mexican – He comes from Mexico. 4 Inuit – She comes from Canada 5 Egyptian – He comes from Egypt. 6 Indian – She comes from India.
- 3 Italy Italian, Nigeria Nigerian, Brazil Brazilian, Poland Polish, Greece Greek, Germany German, China Chinese, Spain Spanish, Algeria Algerian, USA American
- 4 1 wouldn't be 2 would get 3 travelled 4 didn't have to 5 would have
- 5 1 would we do 2 we would get 3 would we do 4 we were 5 I were 6 I would travel 7 I had 8 I would visit
- 6 1 If she had some money, she would buy new clothes. 2 If I were in good health, I would travel with you to Douala. 3 If she were here now, she would give us her advice. 4 If that girl borrows your shoes, she won't give them back. 5 If he played football well, he would be in the school team.
- 7 Students' own answers
- 8 Students' own answers

Lesson 2 Eating habits ► Page 85

TOPIC: food and cooking

GRAMMAR AIMS:

- to practise the zero conditional with *if / when / unless / in case*
- to revise and practise countable and uncountable nouns
- to use some collective nouns

READING Page 85

Aim: to read a passage for specific information

Warm-up: With books closed, ask students where the main agricultural production regions are in Cameroon. Ask: *What crops are produced in these parts of the country? Which crops are mainly produced for export? Which are produced to feed the population?*

Activity 1

- Tell students to look at the two pictures and decide where in Cameroon they can see these scenes.
- Discuss the answers with the class. Ask students what is produced in these regions.
- Students' own answers

Activity 2

- Tell students to read the passage and find out where the food items in the box come from.
- Check the answers with the class.
- fish and shrimps: the coast; meat and dairy products: Northern provinces; plantains, cassava, yams: West and South

EXTRA ACTIVITY

- Dictate the following questions to the class.
 - 1 Why is there a variety of different eating habits in Cameroon?
 - 2 What determines the food people eat in a particular region?
 - 3 Why do people on the coast have a high-protein diet?
 - 4 Where do people eat dairy products?
 - 5 What type of food can people buy in the city markets?
- Students read the passage again and answer the questions.

(Answers: 1 Because there are many different ethnic groups. 2 The natural resources of the region determine what people eat. 3 Because they eat a lot of fish and shrimps. 4 In the Northern provinces where they have herds of cattle and goats. 5 People can buy a wide variety of food from the different regions.)

SPEAKING AND LISTENING Page 85

Aim: to talk about diet and healthy eating; to listen to a text for specific information

Warm-up: Ask students to look back at the passage and find words which describe the nutrient content of food. (Answers: protein, carbohydrate.) Ask students why protein and carbohydrates are important in a balanced diet. Ask if they can name other nutrients that are contained in food. Write their suggestions on the board.

Activity 1

- Ask students to work in pairs.

- Look at the chart with the class. Ask students to think of more foods to add to each group.
- Discuss their suggestions with the class.
→ *Students' own answers*

Activity 2

- In pairs, students answer the questions.
- Discuss their answers with the class.
→ *Students' own answers*

Activity 3

- Explain to students that they are going to hear a food scientist answering the questions in Activity 2.
- Read the text aloud to the class. Tell students to listen and check their answers in Activity 2.

Activity 4

- Read the text to the class again.
- Tell students to take notes to complete their answers.
→ *Students' own answers*

Listening text: Eating properly is a complicated business. Each type of food contains specific nutrients and we need them all in varying amounts. Proteins are body-building foods and these are particularly important for growing children. Adults need some protein to replace and repair their body cells. Essential minerals are calcium and iron. Calcium is necessary for strong bones and teeth and we need iron for our blood. Dairy products and meat are good sources of these minerals. Vitamins are essential for protecting us against diseases. Vitamins A and C are found in fresh fruit and vegetables, that's why we should eat plenty of these each day. Carbohydrates come from things like rice and cereals and are energy-giving food which we need in order to perform our daily tasks. Fat, which is contained in oil and nuts, is also a source of energy but we shouldn't eat too much because it can cause obesity. So, you see, it isn't enough to eat a lot, we need a variety of different types of food in order to have a balanced diet.

Activity 5

- Ask students to write complete answers to the questions in Activity 2. They can do this activity in pairs or individually.
- Check the answers with the class.
→ **1** Protein is essential for building our bodies and repairing damaged tissues. **2** Carbohydrates give us energy to perform daily activities. Fat is also a source of energy. **3** Calcium is important for teeth and bones **4** If you don't eat enough vitamins, you can catch diseases. **5** Too much fat can cause obesity. **6** Dairy products and meat contain iron which we need for our blood. **7** A balanced diet is a varied diet which contains all the necessary nutrients.

VOCABULARY Page 86

Aim: to identify antonyms; to use the prefixes over- and under-

Warm-up: Brainstorm adjectives to describe the quality of food. Ask, for example: *If you buy fish, how do you choose it? (fresh)* Write their ideas on the board.

Activity 1

- Ask students to read the words and match the pairs of opposites.
- Check the answers with the class. Make sure students understand the meaning of the words. Point out the use of the prefix un- for antonyms of some adjectives.
→ *cooked – raw; fresh – frozen; healthy – unhealthy; heavy – light; overcooked – undercooked; ripe – unripe*

Remember Page 86

- Read the Remember box with the class.

Activity 2

- Tell students to read the sentences and decide what part of speech the missing words are.
- Ask students to complete the sentences with words formed from the words in the box. Tell them to use the prefixes over- and under-.
- Ask students to read out their sentences to the class.
→ **1** undercooked **2** overslept **3** overeats **4** overripe **5** overcrowded

GRAMMAR Page 86

Aim: to revise countable and uncountable nouns; to use collective nouns

Warm-up: Write the following words on the board: *meat, vegetable, milk, mango*. Ask students to make questions with *How much / How many* and these words. Ask: *Which words are countable and which are uncountable? (countable: vegetable, mango uncountable: meat, milk)*

Activity 1

- Ask students to put the words into two groups: countable nouns and uncountable nouns.

- Check the answers with the class.
 - *Countable: market, diet, sheep, protein, vegetable, fruit, carbohydrate*
 - *Uncountable: agriculture, calcium, iron, cattle, protein, fruit, carbohydrate, diet*

Remember Page 86

- Read the Remember box with the class. Point out words in Activity 1 which can be both countable and uncountable.

Activity 2

- Tell students to read the passage and find seven countable nouns and three uncountable.
- Read the passage and check the answers with the class.
 - *Countable: people (x2), cities, meals, snacks, children, vegetables; Uncountable: food, sugar, fruit*

Activity 3

- Ask students to match the collective nouns 1-6 with the nouns a-f.
- Check the answers with the class. Encourage students to write down collective nouns in their exercise books and learn them when they come across them.
 - **1c 2f 3a 4e 5d 6b**

Pronunciation Page 86

Aim: to practise forms of *a* and *of* ; to practise silent *h*

Activity 1

- Ask students to listen as you say the collective nouns in Grammar Activity 3 aloud.
- Ask students to repeat them, using the weak form /ə/ for *a* and /əv/ for *of*.

Activity 2

- Ask students to listen and write them down as you say the words beginning with the letters *h*.
- They should underline the words with a silent *h*.
- Ask them to repeat the words, taking care to pronounce the *h* correctly.
 - *silent h: harvest, hour, honour, heir*

Grammar Page 87

Aim: to practise zero and first conditional sentences with *if*, *when*, *unless* and *in case*

Warm-up: Ask students to make sentences in the first conditional form. Write their ideas on the board. Ask students what other words they can use instead of *if* in these sentences.

Activity 1

- Tell students to read the dialogue and decide where the people are and whether it is a formal or informal situation. Ask them to justify their answers.
- Discuss their answers with the class.
- Ask students to practise reading the dialogue with a partner.
 - *The people are in a restaurant. It is an informal situation. The people use informal expressions such as: I fancy... What about you? That sounds great!*

Activity 2

- Ask students to read the rules 1 and 2.
- Tell students to read the sentences in blue in the dialogue and decide which sentences are first conditional and which are zero conditional.
- Check the answers with the class. Encourage students to write example sentences in their exercise books.
 - **1** zero conditional: *I always come here when I come to town. I don't recommend that unless you like hot food. I never have fish unless I am by the sea. I never order steak here in case it is tough. If you like meat, I recommend the beef stew. When I drive, I always drink water.* **2** first conditional: *I won't have fish if you don't think it's fresh. I'll have an ice-cream if they serve them.*

Remember Page 87

- Read the Remember box with the class.
- If you wish, tell students to look back at Unit 9, Lesson 2, page 76 to revise first conditional sentences with *if*, *when* and *unless*.
 - ⇒ **Grammar, Page 134**

Activity 3

- Ask students to complete the sentences with *if*, *when*, *unless* or *in case*. Point out that there may be more than one suitable answer.
- Ask different students to read out their sentences.
 - **1** *if / when* **2** *If / When* **3** *When* **4** *unless* **5** *in case* **6** *unless* **7** *in case* **8** *if / when*

LISTENING AND SPEAKING Page 87

Aim: to recognise formal and informal language; to practise formal and informal dialogues

Warm-up: Dictate the following sentences to the class: *It's really kind of you.* (informal) *I am most grateful.* (formal) *This place is fantastic.* (informal) *This is an excellent establishment.* (formal) Ask: Which sentences are suitable for formal and which for informal situations?

Activity 1

- Explain to students that they are going to hear a dialogue between two people. They must decide if the situation is formal or informal.
- Read the dialogue aloud to the class. If you like, you can read it with a strong student.
- Discuss their answer. Encourage students to justify their answer.
 - a formal situation

Activity 2

- Read the dialogue aloud again. Students copy and complete the sentences from the dialogue.
- Check the answers with the class.
 - 1 extremely kind 2 grateful 3 mention 4 recommend 5 waiter

Listening text: A: It's extremely kind of you to invite me to lunch. I am most grateful.

B: Please, don't mention it. Shall we order now?

A: What do you recommend?

B: If you like seafood, I recommend the grilled shrimps. They're a local speciality.

A: That sounds delicious. I'll have that as a starter.

B: What would you like for the main dish?

A: I shall have ndole with fried plantains.

B: Would you like a bottle of wine or perhaps some beer?

A: Thank you, but I think I would prefer water.

B: I'll call the waiter.

Activity 3

- Ask students to work in pairs and make similar dialogues. Tell them to first decide whether the situation is formal or informal and to use appropriate language.
- Ask different pairs to demonstrate their dialogues to the class.
 - Students' own answers

SPEAKING AND VOCABULARY Page 88

Aim: to learn cooking vocabulary; to read and describe recipes

Warm-up: Ask students what food they can cook. Ask them to describe what they do.

Activity 1

- Ask students to look at the pictures and read the captions.
- Read the example dialogue with the class.
- Ask students to say what they would eat if they visited a range of different countries.
 - Students' own answers

Activity 2

- Read the example dialogue with the class.
- Ask students to decide how they would cook the foods using the words in the box.
- Ask different students to read out their sentences. Check comprehension of new words.
 - Students' own answers

SPEAKING AND WRITING Page 88

Aim: to learn cooking vocabulary; to read and describe recipes

Warm-up: Ask students if they use a recipe book when they cook. Discuss how recipes are presented.

Activity 1

- Ask students to read the conversation and find out what ingredients are mentioned.
- Tell students to note down the words that are used to sequence the recipe.
- Check the answers with the class.
 - *Ingredients:* a cup of rice, three big tomatoes, one onion, two pieces of fish, salt, pepper, spices.
 - Sequencing words:* First, Next, After that, Then, Finally

Activity 2: Tell students to practise the dialogue with a partner.

Activity 3

- Tell students to read the ingredients in the box. Make sure they understand all the words.
- Ask them to say what dish they could make with these ingredients.
- Discuss their ideas with the class.
→ *Students' own answers*

Activity 4

- Ask students to complete the recipe using the sequencing words. Tell them that there are different possible answers because *after that*, *next* and *then* do not have a fixed order, unlike *first* and *finally*.
- Ask different students to read out their recipes.
→ *Suggested answers: 1 First 2 After that 3 Next 4 Then 5 Finally*
Note: only First and Finally are fixed.

Activity 5: Ask students to work in pairs and take it in turns to describe their favourite dish. Tell them to say what ingredients they use and then describe how they make it. Remind them to use sequencing words.

→ *Students' own answers*

Activity 6

- Ask students to write the recipe for their favourite dish. Tell them to use the text in Activity 4 as a model and to use sequencing words. You may like to set this activity for homework.
- Ask different students to read out their recipes. Decide which students are the best and worst cooks.
→ *Students' own answers*

WORKBOOK

- **1** south **3** hot **5** undercooked **5** high **6** thick / fat **7** ripe **8** uncooked / raw
- **2** 1 flock **2** dairy **3** Shrimps **4** bunch **5** light **6** minerals **7** protein **8** obesity
- **3** vitamin, diet, energy, bone, disease, unripe, tissue, balanced, variety, herd
- **4** 1 sheep **2** bees / locusts / flies, etc. **3** cows / goats / elephants, etc. **4** flowers **5** fish **6** people
- **5** 1 some money **2** blood **3** indigestion **4** a letter **5** children **6** a glass **7** some fruit **8** some ice cream, a cup
- **6** 1 knew **2** would not wear **3** unless **4** want **5** like **6** I'll ask
- **7** Suggested answers: **1** First of all **2** After that **3** Next / Then **4** Finally
- **8** 1 fry **2** fish **3** cost **4** chop

Practice page ► Page 89

GRAMMAR

Activity 1: Students complete the sentences with the correct form of the verbs in brackets.

→ **1** had, would buy **2** lived, would they dress **3** would not wear, lived **4** would eat, went

Activity 2: Students answer the questions with complete sentences.

→ *Students' own answers*

Activity 3: Students match the two parts of the sentences.

→ **1c 2d 3b 4a**

Activity 4: Students complete the sentences with the correct words in brackets. Point out that this is a BEPC-type exercise.

→ **1** allowed **2** in case **3** won't **4** were

Activity 5: Students complete the paragraph with suitable words. Point out that this is a BEPC-type exercise.

→ **1** weight **2** glass **3** protein **4** fat **5** vitamins

LET'S HAVE FUN

Activity 1: Students find the mistakes in the sentences.

→ **1** Oil contains a lot of fat. **2** There are herds of cattle in the Northern Province. **3** She put the meat back on the grill because it was undercooked. **4** It is rude to arrive late for a lesson.

Activity 2: Students find the odd word out.

→ **1** bread **2** cutlery **3** steel **4** health

Unit summary

COMMUNICATION FOCUS

- describing wild animals and their behaviour
- comparing things
- talking about rural development
- describing places

VOCABULARY

- Animals: cheetah, koala, lizard, whale, seahorse, scorpion, frog, snake, peacock, bat, mammal, insect, arctic tern, shark, eagle, wildebeest, salmon, eel, swallow, butterfly, locust
- Animal behaviour: migrate, display, predator, defence, pouch, lay, incubate, carnivore, omnivore
- Development: sustainable, community, poverty-stricken, biodiversity, improve, benefit, natural resources, rely, income, loan, subsistence, yield, develop, boost
- Adjectives: fussy, harmless, spectacular, impressive, sharp, ugly, faithful, poisonous, lush, gigantic

Lesson 1 Amazing wildlife ► Page 90

TOPIC: wild animals

- GRAMMAR AIMS:**
- to use comparative and superlative adjectives
 - to compare with the structure *as... as...*
 - to use the structure *not only... but also...*

SPEAKING AND READING Page 90

Aim: to describe animals; to read about different animals for specific information

Warm-up: With books closed, go around the class asking students to say the names of animals. Do this activity as fast as possible.

Activity 1

- Tell students to work with a partner and name the animals in the pictures.
- Check the answers with the class. Don't expect students to know the exact species names for animals D, F, G, I.
- In their pairs, tell students to answer the questions.
- Discuss the questions with the whole class.

→ A cheetah, B koala, C peacock, D whale, E seahorse, F frog, G snake, H scorpion, I lizard

1 Africa: cheetah; Australia: koala, thorny devil, inland taipan snake; South America: poison arrow frog; India: peacock. Seahorse: 40 different species in coastal regions of most of the world's oceans. Blue whales: all the oceans of the world. **2** Students' own answers **3** Carnivores: cheetah, seahorse (they eat tiny shrimps and fish), blue whale (it eats krill), thorny devil (it eats ants), scorpion (they eat insects), inland taipan snake (they eat rats), poison arrow frog (they eat insects). Omnivores: peacock

Activity 2

- Ask students to read the passage and find out what particular feature makes each animal exceptional. Tell them to think about the features in the box.
 - Check their answers with the class.
- Peacocks are very colourful and have beautiful tails. Koalas don't drink. The blue whale is the biggest animal ever. The thorny devil is a master of defence. The male seahorse gives birth to the babies alone. The inland taipan is the most poisonous snake in the world.

Activity 3

- Ask students to read the passage again and correct the false statements. Encourage them to write full sentences.
 - Check the answers with the class. Check any new vocabulary at this stage.
- The male peacock is larger and more beautiful than the female. **2** Koalas can live longer without water than both rats and camels. **3** The blue whale doesn't eat fish, it eats krill. **4** The thorny devil defends itself by changing colour. It also has sharp spines all over its body. **5** Seahorses never change mates. They stay with the same mate during their lifetime.

EXTRA ACTIVITY

- Copy this table onto the board.

Noun	Adjective
colour	_____
appetite	_____
_____	faithful
danger	_____
_____	poisonous
_____	beautiful
fame	_____

- Tell students to copy and complete the table in their exercise books. Draw students' attention to the adjective suffixes *-ous* and *-ful*.
colourful, appetising, faith, dangerous, poison, beauty, famous
- Ask students to think of more adjectives with these suffixes, for example *ferocious, delicious, furious, useful, helpful, careful*.

GRAMMAR

Page 91

Aim: to practise comparative and superlative adjectives; to use *as... as...* and *more / less than* for comparisons

Warm-up: Write the following adjectives on the board: *big, dangerous*. Ask students to make the comparative and superlative forms of these adjectives. Write the words on the board: *bigger, biggest, more dangerous, most dangerous*.

Activity 1

- Ask students to read the sentences and say the rule for comparative and superlative adjectives.
- Discuss the answers with the whole class. Make sure that students remember the rules.
 - *We form the comparative and superlative forms of 1-2 syllable adjectives by adding -er and -est to the adjective. For adjectives with more than 2 syllables we use more and most before the adjective.*

Remember Page 91

- Read the Remember box with the class.

Activity 2

- Tell students to find more comparative and superlative adjectives in the passage.
- Check the answers orally with the class.
 - *most spectacular, more colourful, the largest animals, smallest mammal, the ugliest, the most poisonous, worse*

Activity 3

- Tell students to look at the sentences and answer the questions.
- Check the answers with the class.
 - **1** the dinosaur **2** the male **3** the peacock

Activity 4

- Ask students to complete the descriptions with comparative or superlative forms and the words in brackets where necessary.
- Ask different students to read out their complete descriptions.
 - **1** the fastest, faster than **2** the heaviest, as much as, bigger than, longer than **3** the largest, as big as, as dangerous as, the most dangerous, more, than, as, as

SPEAKING

Page 91

Activity 1

- Ask two pairs of students to read the example questions and answers.
- Tell students to work in pairs and compare the birds in the pictures using the adjectives supplied. Remind students to use superlative adjectives.
- Ask different pairs of students to demonstrate their questions and answers.
 - *Students' own answers*

SPEAKING AND LISTENING

Page 92

Aim: to talk and read about animal migration; to listen to a description for specific information

Warm-up: Write the word *migration* on the board. Ask students to give other words in the same family, for example: *migrate, migratory, immigrant, immigration, emigrate, emigration*. Ask students what the word *migration* means. Ask them to give examples of animals which migrate.

Activity 1

- Ask students to work in pairs and answer the questions. Encourage them to make notes of their answers.
- Check the answers to questions 1 and 4 with the class. Leave questions 2 and 3 for now.
→ **1** They all migrate. **4** Students' own answers

Activity 2

- Pre-teach the following words: *nest, colony, breeding season, hover*.
- Tell students to read the passage and check their answers to questions 2 and 3 in Activity 1.
- Read the passage and check the answers with the class. Check students understand any new words.
→ **2** to find food or water, to reproduce, to seek more favourable weather **3** They use the sun and stars. They have an internal compass in their brains.

Activity 3

- Explain to students that they are going to hear a naturalist talking about a bird called the arctic tern and complete a table with information.
- Tell students to copy the table into their exercise books.
- Read the text aloud to the class. Students listen and complete the table.
- Ask students why this bird is exceptional.

Activity 4

- Read the text aloud to the class again. Students listen, check and complete the table.
- Check the answers with the class. If necessary, copy the table onto the board and complete it as students give you the information. Encourage them to make full sentences.

	Arctic tern	African lion
Life span	up to 30 years	12-16 years
Description	medium-sized, grey and white feathers; black head, red bill in April	males 180 kg, females 130 kg; light brown fur; male has a thick mane around its head
Location	April – September in northern hemisphere: Russia, Europe, the Arctic October – March in the southern hemisphere including the Antarctic	sub Saharan Africa; rare in West Africa
Habitat	coastal regions, rocky cliffs and islands	savannah and grasslands, sometimes forests
Diet	fish	wildebeest, buffalo, zebra, antelope, giraffe, warthogs and other African animals; females hunt
Behaviour	flies 35,000 km each year	live in family groups of about 12 called a pride
Reproduction	mates for life; breeds in colonies; one or two brownish eggs; both parents incubate eggs and feed young	breed in family groups; females have 1-2 cubs; form "crèches" to feed and bring them up with other cubs from the group

Listening text: One of the most extraordinary birds I know is the arctic tern. The arctic tern is an extraordinary bird because it flies further each year than any other bird on earth. Each year, the arctic tern spends April to September in the northern Arctic regions where it breeds. Then, towards the end of September it migrates 12,000 km to the southern hemisphere where it enjoys a second summer. In all it travels nearly 35,000 km per year! The average arctic tern in its life will travel a distance equal to going to the moon and back – about 800,000 kilometres!

Not only is the arctic tern a great traveller, but it also lives a long time. Some birds have been known to reach 30 years of age.

Arctic terns are medium-sized birds. They have grey and white feathers and a black-capped head. Their bill turns bright red in April during the breeding season.

Because it is such a great traveller, this tern is found in many different places. Depending on the time of year it is found in the Arctic regions of the north, northern Europe and Russia. For the rest of the year, it is found as far south as Antarctica. It breeds on rocky cliffs on the coast or on islands.

Arctic terns are fish-eaters. They hover above the surface of the water before diving into the sea. The arctic tern is also one of the most faithful lovers. It mates for life and, in most cases, returns to the same colony each year. The female lays one or two brownish eggs in a nest on a rock cliff. Both parents incubate the eggs and feed the young birds.

GRAMMAR Page 92

I Aim: to practise the structure *Not only... but also...*

Activity 1: Look at sentences 1 and 2 taken from this unit. Draw students' attention to the structure underlined: *not only... but also...* If you like, translate these sentences into French to make the meaning clear.

Activity 2

- Read the example with the class.
- Ask students to rewrite the sentences using the same structure as in the example.
- Ask random students to read out their sentences to the class. If necessary, write the sentences on the board.
 - **1** *Not only are sharks the fish with the best hearing, but they can also see very well.* **2** *Not only does the female hippopotamus give birth under water, but she also feeds her baby under water too.* **3** *Not only do swallows migrate to Europe every spring, but they also return to the same place.* **4** *Not only is the Nile crocodile the largest crocodile, but it is also a ferocious predator.*

WRITING Page 92

Aim: to write descriptions of animal behaviour

Warm-up: Tell students to look at the information about the arctic tern in their tables. Ask the following questions about the bird and encourage students to make complete answers using the information in their tables. Example: *How long does the arctic tern live? What does it look like? How big is it? Where does it live? What type of habitat does it live in? What does it eat? Why is it an exceptional bird? How does it breed? Which parent incubates the eggs and feeds the young?*

Activity 1

- Ask students to use the information in their tables and write about the arctic tern. Tell them to write one or two sentences for each section. You may like to set this activity for homework.
- Ask different students to read out their descriptions to the class.
 - *Students' own answers*

Activity 2

- Ask students to work in pairs and complete the table for the African lion. If you like, you can ask students to do this for the next lesson. Encourage them to find out the information from the following sources if they are available: the Internet, the school library, their parents, the biology teacher.
- Discuss their answers with the whole class. If students have difficulties with some of the sections, give them the information.
- Ask students to write a description of the lion. Set this activity for homework.
- Ask different students to read out their descriptions to the class.
 - *Students' own answers*

WORKBOOK

- **1** **1** mammal. A mammal is warm-blooded, gives birth to live young and feeds them with milk
2 *Students' own answers* **3** dove **4** African elephant. In sub-Saharan Africa, mostly in the south and east.
- **2** **Trees:** branch, leaf, log, trunk **Birds:** eagle, feather, fly, wing **Sea creatures:** crab, dolphin, shrimp, swim
Reptiles: chameleon, crocodile, lizard, snake
- **3** *Students' own answers*
- **4** **1** most spectacular **2** colourful **3** fussiest **4** harmless giant **5** largest **6** ugliest **7** most faithful **8** unique **9** most poisonous
- **5** **1** the **2** as, as **3** most **4** longer **5** further **6** the best
- **6** **1** *Not only do koalas never drink any water but they also eat only eucalyptus leaves.* **2** *Not only is the thorny devil the ugliest animal alive but it is also a master of defence.* **3** *Not only are whales the world's largest animals but they are also amongst the biggest eaters.* **4** *Not only are seahorses beautiful fish but they are also the most faithful fish in the sea.*
- **7** **2** In July, it rains more in Cameroon than it does in May. **3** Douala and Muyuka are the hottest places in Cameroon.
4 No other birds fly as far as the arctic tern. **5** The Far North Province is flatter than the North-West Province.
- **8** **1** In the 1960s Tim and Forté were the most popular musicians in Cameroon. **2** My parents say that Mimi is the best-behaved child in house. **3** This snake is not big, but it is the most poisonous creature in the jungle. **4** When I was a pupil, my teacher was the most beautiful woman in my village. **5** In my home, Christmas is the busiest time for my parents.

Lesson 2 Tourism and development ► Page 93

TOPIC: green tourism

GRAMMAR AIMS:

- to use difficult verb patterns with the verbs *let, encourage, enable, help, make, get*
- to practise present and past passive modal verbs

READING Page 93

Aim: to read an article for main ideas and specific information

Warm-up: With books closed, write *green tourism* on the board. Ask students what they think this means. Ask them to give some examples.

Activity 1

- Tell students to skim through the article and find out who Hammerskjöld Simwinga is and what prize he has won. Tell students not to read the text in detail at this stage and not to worry about difficult words.
- Check the answers with the class.
→ *He is a Zambian man. He has won the Goldman Prize for environmental activists.*

Activity 2

- Read the topic sentences with the class. Make sure students understand any new words. Explain that topic sentences are the first sentences of paragraphs and they usually contain the main ideas of the paragraph.
- Tell students to read the article and match the topic sentences 1-5 with the paragraphs of the article A-E.
- Check the answers with the class. Encourage students to justify their choices.
→ *A5 B1 C2 D3 E4*

Activity 3

- Ask students to read the article again and answer the questions.
- Check the answers by asking different students to read out their answers.
→ *1 Illegal wildlife poaching was the main source of income for the people of the region. When most of the wildlife had been killed, they had no income. 2 More tourists are coming because there is a lot of wildlife. 3 People practise bee-keeping and fish-farming instead of poaching. 4 Farming has improved and there are better yields so farmers are no longer dependent on poaching for meat. 5 Wildlife has returned because there is hardly any poaching now. 6 and 7 Students' own answers*

VOCABULARY Page 94

Aim: to guess the meaning of difficult words from context

Warm-up: Write the word *micro-lending* on the board. Ask students to say what part of speech the word is and what verb it is formed from (*a noun, from lend*). Ask: *What does the prefix **micro-** mean? (very small) What other word(s) do you know with this prefix? (microscope, microbe, microwave)* Ask students to guess the meaning of the word *micro-lending* (*the action of lending very small amounts of money*).

Activity 1

- Ask students to find the words 1-5 in the article and answer the questions. Encourage students to identify the part of speech of each new word.
- Check the answers with the class.
→ *1 a long time 2 a lot 3 stop 4 more 5 pay it back*

Activity 2

- Ask students to match the words in Activity 1 with the definitions.
- Check the answers with the class.
→ *1d 2b 3e 4a 5c*

Remember Page 94

- Read the Remember box with the class.
- Encourage students to try and guess the meaning of words before looking them up in a dictionary.

EXTRA ACTIVITY

- Ask students to find the following words in the passage in Reading Activity 1 on page 93: *annually, simultaneously, empowerment, relied, seeds, one hundred-fold, minimal*.
- Students answer the following questions for each word, and then they guess its meaning. If necessary, tell them to check the meaning in a dictionary.
(Answers: 1 What part of speech is the word? Is there a prefix or suffix which can help you decide?
2 Is there a similar word in French? Be careful of false cognates!
3 Do the words around this word give you clues to its meaning?)

GRAMMAR Page 94

Aim: to practise difficult verb patterns

Warm-up: Write these verbs on the board: *encourage, let*. Ask students to make sentences with these verbs. Write any suggestions they make which demonstrate the verb patterns: *encourage someone to do something* and *let someone do something*.

Activity 1

- Tell students to look at the sentences and put them into two groups with similar verb patterns.
- Check the answers with the class. Make sure students understand the sentences.
 - verb + someone to do something: *encourage, enable, get*
 - verb + someone do something: *let, help, make*

SPEAKING AND LISTENING Page 94

Aim: to predict what someone will say; to listen to an interview for main ideas and specific information

Warm-up: Ask students what clubs there are in their school. Ask: *What are the activities of these clubs? Do you belong to any of these clubs? Do you belong to any clubs outside school, in the wider community?*

Activity 1

- Tell students that they are going to hear a student interviewing the president of a school nature club.
- Ask students to work with a partner and answer the questions. Encourage them to make notes.
- Discuss the answers with the class but do not give too much information about the interview.
 - *Students' own answers*

Activity 2

- Read the interview aloud to the class. You may like to do this with a strong student.
- Tell students to listen and check their answers to questions 1 and 2 in Activity 1.
- Ask students to read out their answers. Make sure all the students have understood.
 - **1** Learning about nature and the environment. Organising trips into the country and to nature reserves. Planting trees and flowers in the school grounds. **2** The club helps students to understand the importance of protecting the environment and wildlife.

Activity 3

- Read the statements with the class.
- Read the interview aloud to the class again.
- Tell students to decide which statements are true and which are false.
- Check the answers orally with the class. Encourage students to correct the false statements.
 - **1** False – Many students are interested. **2** True **3** True **4** False – Club members do not kill animals. They protect them. **5** True

Listening text: President: Hello, fellow students. Welcome to the nature club. I am pleased to see that so many students are interested in our club.

Student: Before we join, we would like to ask you a few questions about the club.

President: Of course. What do you want to know?

Student: First of all, we would like to know what the nature club is and what its activities are.

President: The nature club is involved in everything to do with nature and the environment. We learn about the natural world, about plants and animals. We organise nature trips into the country. We once visited the Dja Nature Reserve. Club members plant trees and flowers in the school grounds to make them look better.

Student: That's interesting. Do we go hunting and fishing?

President: No, we don't. The club helps students understand the importance of protecting the environment and wildlife in particular. We certainly don't kill animals.

- Student: Why do we need to protect our natural environment?
 President: One reason is that it doesn't belong to us. It is our responsibility to pass it on to future generations as we found it, instead of destroying it. But most important, we are all part of nature, and by harming our environment we are harming ourselves.
- Student: How can the nature club help us preserve our natural environment?
 President: By helping people understand nature better. Only then can we start to change things.
- Student: Thank you very much. I shall certainly join the school nature club to help make our environment green, clean and beautiful!

WRITING Page 94

Aim: to make a poster for a school nature club

Warm-up: Ask students if there are any posters in their school or community. Ask: *Where are they? What are they for? What information do they present? Who are they aimed at? What makes a poster attractive?*

Ask students to describe some of the posters they have seen.

Activity 1

- Ask students to work in small groups.
- Tell students that they are going to start a nature club in their school. Ask them to discuss the points in the box and make decisions about their new club.
- Ask students briefly to present their clubs to the class.
 → *Students' own answers*

Activity 2

- Students design and write their posters. Remind them to include all the points they discussed in Activity 1.
- Tell them to make their poster as attractive as possible by using illustrations and interesting headings.
- Students present their posters to the class. If you like, have a class vote for the best poster.
 → *Students' own answers*

SPEAKING AND READING Page 95

Aim: to talk about green tourism; to read a passage to interpret the writer's opinion; to identify strong adjectives

Warm-up: Ask students to summarise the passage on page 93 about the Zambian project. Ask students why the project helped people to develop green tourism. (*When the poaching stopped, wildlife returned to the area. Tourists are interested in seeing wild animals.*)

Activity 1

- Ask students to work in pairs and make a list of advantages and disadvantages of tourism.
- Discuss their ideas with the whole class.
 → *Students' own answers*

Activity 2

- Read the statements with the class.
- Ask students to read the article and find out whether the writer would agree with the statements.
- Check the answers with the class. Ask students to justify their answers.
 → *The writer would agree with statement 1. The writer states that tourism is not developed in the first sentence of the passage.*

Activity 3

- Ask students to find the words in the passage and decide if they are adjectives or adverbs.
- Check the answers orally.
 → *adjectives: magnificent, exceptional, lush; adverb: incredibly*

Activity 4

- Ask students to find more strong adjectives and adverbs in the passage.
- Check the answers around the class. Explain to students that we often use strong adjectives and adverbs when we really like something and we want the reader to understand this. We also use this strong language in tourist brochures and adverts in order to make the places sound very interesting.
 → *adjectives: vast, exciting, gigantic, superb, amazing; adverb: breathtakingly*

EXTRA ACTIVITY 1

- Ask students to write four false statements about the passage, in pairs.
- Students exchange their statements with another pair and correct them.

EXTRA ACTIVITY 2

- Dictate these definitions to the class:
1 not exploited yet 2 help something increase 3 objects to remind you of a place 4 connected 5 places to spend the night
- Students find words or phrases in the passage to match these definitions.
(Answers: *1 as yet unexploited 2 boost 3 souvenirs 4 linked 5 accommodation*)

GRAMMAR AND WRITING Page 95

Aim: to practise the passive forms of modal verbs; to write a description of a region

Warm-up: ask students to say as many modal verbs as they can. Write the words on the board. Ask students to make sentences with these words.

Activity 1

- Ask students to look at the verbs in blue in the passage and say whether they are in the active or passive form. Encourage them to read the whole sentences aloud.
- Check the answers with the class.
→ *They are all in the passive form.*

Remember Page 95

- Read the Remember box with the class.
- Draw their attention to the past passive form with modals.

Activity 2

- Ask students to complete the sentences with suitable passive modals and the verbs in brackets. Tell students that more than one modal is sometimes possible.
- Ask different students to read out their sentences.
→ *1 should have been repaired 2 must be protected 3 could / should be developed 4 should have been protected 5 would / could be improved*

Activity 3

- Tell students to work in groups.
- Ask students to choose a beautiful region of their country which they know or know about. Tell them to discuss the listed points.
→ *Students' own answers*

Activity 4

- In their groups, ask students to discuss the things that *could / should be done* to develop green tourism in their chosen region. Encourage them to make sentences with passive modals.
- Ask students to take notes of their discussions.
- Ask different groups to present their ideas to the class. If you like, have a class vote for the best ideas.
→ *Students' own answers*

Activity 5

- Ask students to write a description of the region they discussed in groups. Tell students to use strong adjectives and adverbs where possible in their descriptions. You may like to set this activity for homework.
- Ask different students to read out their descriptions to the class.
→ *Students' own answers*

WORKBOOK

- **1** *1 curb 2 annual 3 simultaneously 4 prize 5 benefits 6 illegal 7 income 8 poaching 9 return 10 model*
- **2** *Students' own answers*
- **3** *1 finish 2 mended 3 wash 4 cut 5 lie down 6 clear*
- **4** *1 receive 2 obtain 3 become 4 arrive 5 fetch*
- **5** **Rivers:** bank, flow, source, waterfall **Mountains:** altitude, peak, range, slope **Coast:** beach, sand, shore, shells
- **6** *Students' own answers*
- **7** *1 ought to be built 2 could be created 3 should have been protected 4 should have built 5 could be improved*
- **8** *1 should have told 2 must be kept 3 have been invited / were invited 4 could be developed 5 should be encouraged 6 should not be cut down 9*
- **9** *1 sustainable 2 widespread 3 poverty 4 resources 5 protect 6 farmer 7 income 8 restore*
- **10** **Adverbs:** annually, heavily, illegally, incredibly, simultaneously **Adjectives:** breathtaking, gigantic, magnificent, outstanding, sustainable

Practice page ► Page 96

GRAMMAR

Activity 1: Students underline the correct word to complete the sentences.

→ **1** bigger **2** the cleanest **3** the nicest **4** the most promising

Activity 2: Students complete the sentences with the passive form of *ought to*, *should* or *could* and the verbs in brackets. Sometimes more than one modal is possible.

→ **1** could be; ought to be built / should be built **2** should be made **3** should have been protected / ought to have been protected **4** should be encouraged / ought to be encouraged

Activity 3: Students complete the sentences with verb phrases.

→ *Students' own answers*

Activity 4: Students complete the sentences with the correct word from the brackets. Point out that this is a BEPC-type exercise.

→ **1** pay **2** have been **3** but **4** much longer **5** as big

LET'S HAVE FUN

Activity 1: Students match the words which go together

→ *sustainable development, green tourism, national park, natural resources*

Activity 2: Students put the animals in the box into three groups. Then, they add more animals to the groups.

→ *mammals: whale, bat, bear, camel, cheetah, gorilla*

birds: parrot, peacock, swallow, tern

insects: bee, fly, mosquito, wasp

→ *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- asking for and giving information
- complaining
- apologising
- talking about money and exchange
- talking about wishes and regrets
- describing towns and cities

VOCABULARY

- Travel: *suitcase, backpack, map, guide book, brochure, passport, camera, visa, flight, book, one-way/return ticket, check-in desk, reservation, travel agent, porter, single/double room, reception, receptionist, luggage, lift*
- Identity: *marital status, widow, widower, single, married, divorced, separated*
- Money: *currency, cash, coin, banknote, cheque, credit card, refund, compensation, fee, loan, lend, borrow, earn, purse, wallet*
- Adjectives ending -ed and -ing: *interested, interesting, amazed, amazing, surprised, surprising, bored, boring, excited, exciting, relaxed, relaxing, astonished, astonishing*

Lesson 1 Getting around ► Page 97

TOPIC: travel and money

GRAMMAR AIMS:

- to revise the order of adjectives
- to learn about the position of adverbs and adverb phrases

VOCABULARY Page 97

Aim: to learn and use travel vocabulary

Warm-up: Revise the different means of transport with the class. Ask: *How do you travel to school every day? How do you travel to your village? How would you travel to another part of Cameroon / to Nigeria / to the USA? Revise vocabulary such as: by bus / car / plane / ship, bike, on foot, fly, take, drive, ride, walk.*

Activity 1

- Ask students to match the words in the box with the objects in the picture.
 - Check the answers with the class.
- A suitcase B backpack C camera D ticket E map F guide book G brochure H passport

LISTENING AND SPEAKING Page 97

Aim: to listen to a conversation for main ideas and specific information; to practise dialogues

Warm-up: Ask students what a travel agent's job is. Ask: *What do they do?* Write some of their suggestions on the board.

Activity 1

- Explain to students that they are going to hear a conversation between an European woman called Mrs Schneider and a travel agent. Tell students that Mrs Schneider wants to visit Cameroon for the first time.
 - Ask students to work in pairs and list the things she is likely to ask the travel agent.
 - Discuss their ideas with the class.
- *Students' own answers*

Activity 2

- Ask students to copy the table into their exercise books.
- Read the conversation aloud to the class. Tell students to listen and complete the table with the type of information contained in the three brochures which the travel agent gives Mrs Schneider. You may prefer to read the dialogue with a strong student.

- Check the answers with the class.

	Brochure 1	Brochure 2	Brochure 3
Type of information	attractions	transport information	hotels

Activity 3

- Tell students to read the questions.
- Read the dialogue aloud to the class again. Students answer the questions. Encourage them to take down notes as they listen.
- Ask different students to read out their answers.
 - **1** She wants to visit the rainforest where the Pygmies live. **2** She will arrive at Nsimalen International Airport in Yaoundé.
 - 3** He recommends that she hires a car with a guide to visit the rainforest. She may have to take a canoe in the forest.
 - 4** She wants a comfortable hotel with half board. **5** In the dry season.

Listening text:	Travel agent:	Good morning, Madam. What can I do for you?
	Mrs Schneider:	Good morning. I would like some information about Cameroon in West Africa. Do you have any brochures?
	Travel agent:	Certainly. This one shows you the various attractions of Cameroon. There is great cultural variety and very beautiful beaches, scenery, wildlife...
	Mrs Schneider:	And tropical forests. I would like to visit the rainforest where the Pygmies live. Could you tell me about the means of transport available in Cameroon?
	Travel agent:	This other brochure has all the transport information. You can either take a plane or a coach between the main cities. Or you may prefer to travel on the railway. It is also possible to hire a car with a driver if you wish to get off the beaten track. To visit the rainforest, I would recommend you hire a car with a guide. You may even have to take a canoe into the forest.
	Mrs Schneider:	Mmm. What about the hotels? Are there good hotels?
	Travel agent:	Oh yes! Just take a look at this brochure. Hotels in Cameroon are graded from one star to five stars. The five stars are the most luxurious and comfortable. You can get single or double rooms in all of them.
	Mrs Schneider:	What about the food? Do most hotels have restaurants? I would like a comfortable hotel which offers half board. Is that possible?
	Travel agent:	The hotels all offer either full board with three meals a day or half board with only breakfast and dinner. Alternatively, you can take just the room and breakfast.
	Mrs Schneider:	How long does it take from Nsimalen Airport in Yaoundé to the land of the Pygmies and how much does it cost?
	Travel agent:	The price depends on the means of transport you decide on. But it should take you approximately eight hours by bus.
	Mrs Schneider:	Well, that would give me plenty of time to enjoy the scenery. When is the best time of the year to visit the forest?
	Travel agent:	About now, madam. The climate is better in the dry season.
	Mrs Schneider:	May I keep these brochures?
	Travel agent:	Yes, of course. Here you are.

Activity 4

- Ask students to complete the dialogue.
- Ask pairs of students to read the dialogue and check their answers.
- Tell students to practise the dialogue with a partner.
 - **1** Could **2** plane **3** train **4** flights **5** tickets **6** hotel **7** double

Activity 5

- Ask students to work in pairs and imagine they are at the travel agency.
- Ask students to make similar dialogues. Tell them to change roles.
- Ask different pairs to demonstrate their dialogues to the class.
 - *Students' own answers*

READING AND WRITING Page 98

Aim: to read and complete a visa application form

Warm-up: With books closed, ask students what they would need to have to travel to another country. Elicit the words *passport* and *visa*. Ask students what they are.

Activity 1

- Tell students to look at the visa application form.
- Ask students when you have to complete a form like this.
 - *When you want to travel to a foreign country.*

Activity 2

- Ask students to find words in the form with the meanings 1-6.
- Check the answers with the class.
 - **1** family name **2** given name **3** spouse **4** widow or widower **5** maiden name **6** valid

Activity 3

- Students imagine they are going to travel to a foreign country.
- Ask students to ask and answer the questions with a partner.
- Ask individual students to report some of their answers to the class.
 - *Students' own answers*

Activity 4

- Ask students to copy and complete the visa application form for their trip. Tell them to use their imagination and their ideas from Activity 3.
- Go around the class asking students questions about the information they have written in the application form.
 - *Students' own answers*

VOCABULARY Page 99

Aim: to learn vocabulary to talk about money

Warm-up: Ask students to say as many words about money as they can. Write their suggestions on the board.

Activity 1

- Students answer the money quiz questions.
- Check the answers with the class.
 - **1** euro **2** cash **3** a refund **4** earn **5** Japan **6** a credit card

LISTENING Page 99

Aim: to listen to a dialogue to identify where it takes place and for specific information

Warm-up: Read the places in Activity 1. Ask students to say words and expressions they associate with these places.

Activity 1

- Explain that students are going to hear a dialogue.
- Read the dialogue aloud to the class. You may prefer to read the dialogue with a strong student.
- Students say where the dialogue takes place.
 - *at a hotel reception desk*

Activity 2

- Ask students to read the statements 1-8 silently. Check they understand all the vocabulary.
- Read the dialogue aloud to the class again. Students listen and decide which statements are true and which are false.
- Check the answers around the class. Ask students to correct the false statements.
 - **1** True **2** True **3** False. *The receptionist offers her a single room with no sea view.* **4** True **5** False. *She is unhappy that the room is on the fourth floor and there is no lift.* **6** True **7** False. *There is no restaurant in the hotel.* **8** True

Listening text:

Receptionist:	Good morning, Madam. Do you have a reservation?
Mrs Schneider:	Yes, my name is Joan Schneider. I have booked a single room with a sea view.
Receptionist:	I'm afraid I don't seem to have a reservation for you.
Mrs Schneider:	That's ridiculous! I booked three months ago with Paradise Travel Agency.
Receptionist:	I'm sorry but there is no reference to a booking by that travel agency. However, I can offer you a single room. Unfortunately, there is no sea view.
Mrs Schneider:	Well, I suppose that will have to do.
Receptionist:	Here is your key. It's room 43 on the fourth floor. The stairs are over there.
Mrs Schneider:	What! There is no lift.
Receptionist:	I'm afraid not madam.
Mrs Schneider:	This is most unsatisfactory. I can't carry my luggage up four floors.
Receptionist:	Would you like me to call a porter to carry your luggage Madam?
Mrs Schneider:	Yes please. What time is dinner served?

- Receptionist: I'm afraid there is no restaurant in the hotel. But I can book you a table at a restaurant in town. I can call a taxi to take you there.
- Mrs Schneider: I don't believe it. I specifically wanted half board so I could relax in the evenings.
- Receptionist: I do apologise but I think that you should contact your travel agent and complain.
- Mrs Schneider: I certainly shall do.

SPEAKING Page 99

Activity 1

- Ask students to practise the dialogue from Listening Activity 1 with a partner. Tell them not to worry if it is not exactly the same.
 - Ask pairs of students to demonstrate their dialogues or parts of their dialogues to the class.
- *Students' own answers*

Activity 2

- Tell students that other things went wrong for Mrs Schneider.
 - Students imagine what went wrong with the things listed.
 - Ask different students to give their ideas.
- *Students' own answers*

Activity 3

- Tell students that Mrs Schneider is back home and she is at the travel agency to complain about the things that went wrong with her holiday.
- Ask students to work in pairs and prepare a dialogue between Mrs Schneider and the travel agent. Students can write their dialogues if they wish.
- Encourage students to use some of the expressions for complaining and apologising. Make sure they understand all the expressions.

Activity 4

- Students act out their dialogues.
 - Ask for volunteers to act out their dialogues to the class.
- *Students' own answers*

WRITING Page 99

Aim: to write a letter of complaint; to write a postcard to a friend

Activity 1

- Tell students to imagine they are Mrs Schneider and they are writing a letter of complaint to the travel agent. In the letter they ask for compensation for the problems she had.
 - Tell students to look at the formal letter layout on page 42. Remind them to use some of the expressions in Activity 3. You may like to set this activity for homework.
- *Student's own answers*

READING Page 100

Aim: to read a description for specific information and to distinguish between facts and opinions

Warm-up: Dictate the following sentences to the class: *Dakar is in Senegal. Dakar is an exciting city.*

Ask: Which sentence expresses a fact and which an opinion?

Activity 1

- Ask students to read the article and find six facts about Shanghai.
 - Go around the class asking students for their facts.
- *It is the biggest city in China. It is the most important seaport in Asia. The city has changed in recent years. There are new highways, tunnels and bridges and much more traffic. It is growing upwards and outwards, with many tall skyscrapers, including the world's third highest building. Lights illuminate the high-rises along the river at night.*

Activity 2

- Ask students to decide which statements express facts and which express opinions.
 - Check the answers with the class.
- *Fact: 2; Opinions: 1, 3, 4*

GRAMMAR Page 100

Aim: to practise the order of adjectives before a noun; to look at the position of adverbs and adverb phrases in sentences

Warm-up: Go around the class asking students to say an adjective then an adverb in a chain.

Activity 1

- Ask students to find adjectives and adverbs of types 1-4 in the passage about Shanghai.
- Go around the class asking students for their words.
 - **1** elegant, magnificent, fascinating, beautiful, ideal, relaxing **2** biggest, important, new, tall, glass, highest, traditional **3** breathtakingly **4** often

Remember Page 100

- Read the Remember box with the class.
- Encourage students to learn the order of adjectives and to note down examples in their exercise books.

Activity 2

- Ask students to look at the words and phrases in blue in the sentences.
- Students decide whether they are adverbs or adverb phrases of manner, place, or time.
- Ask different students to give their answers.
 - **1** adverb phrase of time **2** adverb of manner **3** adverb phrase of time **4** adverb phrase of place

Remember Page 100

- Read the Remember box with the class.
- Point out that most adverbs and adverb phrases can be removed from a sentence. They can also go in different positions in the sentence.

Activity 3

- Students decide where the adverbs and adverb phrases can go in the sentences. Remind them that some may go in more than one position.
- Ask different students to read out their sentences.
 - **1** Today, Douala is the biggest city in Cameroon. Douala is the biggest city in Cameroon today. **2** Many cities in Africa are growing quickly. **3** People visit the city centre in the evening. In the evening, people visit the city centre. **4** Then, I saw my friend on the other side of the road. **5** We visited Shanghai for the first time five years ago Five years ago, we visited Shanghai for the first time.

WRITING Page 100

| Aim: to write a description of a town

Activity 1

- Ask students to write a description of a town in Cameroon. Tell them to use the passage about Shanghai as a model. Remind them to use adjectives and adverbs and to include facts and opinions. If you prefer, you can ask students to do this activity as homework.
- Ask students, in pairs, to read and check each other's texts for mistakes.
- Ask some students to read their descriptions to the class.
 - *Students' own answers*

WORKBOOK

- **1** suitcase, passport, backpack, guide book, return ticket, double room, rainforest, waterfront
- **2** **1** passport **2** camera **3** suitcase **4** travel agent **5** ticket **6** single
- **3** **1** False – Shanghai in China is an exciting modern city. **2** False – The city has changed completely in the last few years. **3** True **4** True **5** True **6** False – The Bund waterfront district is very popular. **7** True
- **4** **1** spent **2** saving **3** lend **4** borrow **5** cost **6** waste
- **5** *Students' own answers*
- **6** *Students' own answers*
- **7** **1** nom de famille **2** nom de jeune fille **3** célibataire **4** M. / Mme **5** veuf / veuve **6** époux / épouse **7** divorcé(e) **8** date d'émission
- **8** **1** I can never open these tomato cartons. **2** It usually rains when I'm on holiday. **3** I eat sweet food three times a week. **4** My neighbour is at home most evenings. **5** This school is inspected every year. **6** Have you ever been to the highlands? **7** The children go to the zoo twice a month. **8** Fortunately the weather was very good. **9** The weather was absolutely wonderful.
- **9** **1** My aunt will never forget you. **2** My father usually takes sugar in his coffee. **3** My parents are usually very tired when they come back from work. **4** "Where is your friend?" "He has probably gone out for a walk." **5** Nana is a good tailor. She can also cook very well.
- **10** **1** There are many interesting old buildings in the backstreets. **2** They are building a tall elegant, glass skyscraper. **3** Look at that beautiful red cotton headscarf. **4** We have got a large modern double room with a sea view. **5** I like that fashionable black woollen coat.

Lesson 2 Holiday destinations ► Page 101

TOPIC: holidays

GRAMMAR AIMS:

- to talk about present and future wishes with *I'd like / I'd love to... I wish I could... It would be great if I could... If only I could...*
- to express regrets with: *I wish we had been... If only I had told...*

READING AND WRITING Page 101

Aim: to read adverts for specific information; to write an advert

Warm-up: With books closed, write the word *holidays* on the board. Ask: *What do you do during the school holidays? Do you go on holiday with your family? If so, where do you go?*

Activity 1

- Tell students to read the holiday adverts and answer the questions.
- Explain that they do not need to read every word of the adverts to do this activity.
- Tell students they have three minutes (five minutes for weaker classes) to read the adverts and answer the questions.
- Check the answers with the class.
 - **1** Egypt **2** Chamonix in France **3** Cameroon **4** in space **5** Kribi **6** Egypt

Activity 2

- Ask students to read the adverts again and answer the questions.
- Check answers by asking the questions around the class.
 - **1** The cheapest holiday is a week in Kribi. The most expensive is the space adventure. **2** You can stay in an igloo in Chamonix. **3** The Cameroon holiday and the space adventure holiday both include air fares. **4** The space adventure holiday offers special training.

Activity 3: Discuss the questions with the class.

→ *Students' own answers*

Activity 4

- Ask students to write an advert for their dream holiday destination, in pairs or individually.
- Ask students to present their adverts to the class. If you wish, have a class vote for the most exciting holiday.
 - *Students' own answers*

LISTENING Page 102

Aim: to listen to a conversation for specific information

Activity 1

- Explain to students that they are going to hear Ndongo and Adèle talking about the holiday adverts.
- Read the conversation aloud to the class. If you prefer, you can read the conversation with a confident student.
- Students listen and decide which holidays Ndongo and Adèle choose.
- Check the answers with the class.
 - *Ndongo chooses Egypt. Adèle chooses Kribi.*

Activity 2

- Read the incomplete sentences with the class. Students copy them into their exercise books.
- Read the conversation aloud to the class again.
- Students listen and complete the sentences from the conversation
- Check the answers by asking some students to read their sentences aloud.
 - **1** I'd like to **2** I'd love to **3** It would be great **4** I wish I could **5** If only I had **6** I wish I could

Listening text:

Adèle: I am looking for a destination for an exciting holiday.
 Ndongo: So am I. I'd like to take my wife to a special place.
 Adèle: Ah! What about taking her to space? Look at this advert. It would be great to travel in a spaceship.
 Ndongo: I'd love to go into space, but it's too expensive for me. Have you seen the cost?
 Adèle: Yes. It's only for millionaires. I wish I could afford it. It would be an amazing experience. If only I had a lot of money. I'd travel everywhere.
 Ndongo: Look at this other advert. The hotel sound unusual.
 Adèle: Yes. And very cold too!
 Ndongo: I can't cope with freezing weather. I wish I could find a place that is both cheap and exciting.

- Adèle: Why not try Egypt then? The pyramids are astonishing.
 Ndongo: That's a good idea. I'm sure she'd love Egypt. I'll phone and book.
 Adele: Personally, I'd like to take my kids to the seaside. They're too young for cultural holidays. They love swimming and playing on the beach. I think I'll settle for the holiday in Kribi.

GRAMMAR Page 102

Aim: to talk about wishes

Warm-up: Ask students to read the sentences in Listening Activity 2 again. Ask: *What do you notice about the verb tense following the expressions I wish... and If only...? (past tense)*

Activity 1

- Ask students to look back at the adverts and complete the sentences for themselves.
- Check the answers by asking different students to read their sentences aloud. Make sure they use the correct tenses after *I wish* and *If only*.
 → *Students' own answers*

Remember Page 102

- Read the Remember box with the class.
- If you like, you can explain that the use of *were* in formal English is a subjunctive form.

Activity 2

- Read the example with the class.
- Ask students to write wishes for the situations listed. Encourage them to write full sentences.
- Ask different students to read out their sentences to the class.
 → *Students' own answers*

SPEAKING Page 102

Activity 1

- Ask students to look back at the dialogue in the Listening section. If they wish, they can look at the listening text in the back of their Student's Book to help them.
- Ask them to make similar dialogues with a partner. Remind them to use some of the expressions in Grammar Activity 1.
- Ask some pairs of students to demonstrate their dialogues to the class.
 → *Students' own answers*

READING Page 102

Aim: to read a holiday postcard; to practise *-ed / -ing* adjectives to describe feelings and impressions

Warm-up: Ask students to imagine they are on holiday in Egypt and they are writing a postcard to a friend at home. Ask: *What would you write about? Write some of their ideas on the board.*

Activity 1

- Ask students to read the postcard and find the answers to 1-5
- Check the answers around the class.
 → Adèle **2** Ndongo **3** Kribi **4** fishing, swimming, walking on the beach, picking coconuts **5** the waterfall

VOCABULARY Page 103

Activity 1

- Ask students to look at the words in blue on the postcard on page 102 and decide which describe *feelings* and which describe *things* or *places*.
- Check the answers with the class.
 → *Feelings: surprised, interested, bored, excited; things and places: interesting, amazing, surprising, relaxing*

Remember Page 103

- Read the Remember box with the class.

Activity 2

- Ask students to underline the correct adjectives to complete the sentences.
- Check the answers around the class.
 → **1** astonished **2** relaxing **3** interested **4** boring

WRITING Page 103

Aim: to write a postcard

Activity 1

- Ask students to write a postcard from one of the destinations in the holiday adverts on page 101. Encourage students to include some participle adjectives.
- You may like to set this activity for homework.
- Ask some students to read their postcards to the class.
→ *Students' own answers*

GRAMMAR Page 103

Aim: to express regrets about past actions using *I wish* + past perfect and *If only* + past perfect

Warm-up: Ask students to think of things they have done which they regret today. Write some of their ideas on the board. Ask: *Why do you regret these things?*

Activity 1

- Ask students to read two conversations and find five things which people regret.
- Check the answers with the class.
→ *Patou ate too much fish. Mimi didn't catch any small ones for her fish tank. Patou didn't take his video camera. He didn't take photos of his new friends. Blanche didn't stay for long enough in Egypt. Ndongo didn't visit the Valley of the Kings.*

EXTRA ACTIVITY

→ In pairs, students practise the conversations.

Remember Page 103

- Read the Remember box with the class.
- Point out that *If only...* is used in spoken English more than in written English.

Activity 2

- Read the example with the class.
- Ask students to write sentences expressing regrets for the situations 1-4. Remind them to use *I wish...* and *If only...*
- Check the answers by asking different students to say their sentences aloud.
→ **1** *I wish / If only I had seen the World Cup final on TV.* **2** *I wish / If only I had seen some lions when I visited Waza Park.* **3** *I wish / If only I hadn't fallen out of the tree and broken my arm.* **4** *I wish / If only I had climbed Mount Cameroon when I went to Buea.*

Activity 3

- Ask students to write four or five sentences about things they didn't do in the past and now regret.
- Ask different students to read out their sentences to the class.
→ *Students' own answers*

WORKBOOK

- **1** **1** bored **2** frightened **3** amused **4** scared **5** worrying **6** disappointed **7** annoyed **8** excited
- **2** *Students' own answers*
- **3** **1** Are you excited by the thought of going on vacation abroad? **2** Many Cameroonians are interested in talking about football. **3** The mother was very relieved when the baby stopped crying. **4** A teacher's job is very tiring. **5** Many students found the exam instructions confusing.
- **4** **1** did **2** would **3** had **4** did **5** could **6** had
- **5** **1** could speak **2** could marry **3** had been **4** had met **5** had not eaten **6** had brought
- **6** **2** *I wish I had told her that I liked her. If only I had told her that I liked her.* **3** *I wish I had asked for her number. If only I had asked for her number.* **4** *I wish I wasn't wearing my new shoes. If only I wasn't wearing my new shoes.* **5** *I wish I hadn't pretended not to be interested. If only I hadn't pretended not to be interested.* **6** *I wish I hadn't left so early. If only I hadn't left so early.* **7** *I wish I hadn't been rude to him. If only I hadn't been rude to him.* **8** *I wish we had danced more than twice. If only we had danced more than twice.*
- **7** **1** historic **2** hospitality **3** surprising **4** bored **5** accommodation **6** relaxing **7** astonishing **8** amazed

Practice page ► Page 104

GRAMMAR

Activity 1: Students insert the words in brackets in the sentences.

- He usually stays at *The Royal Hotel* when he goes to London. **2** Los Angeles is a fascinating big modern city. **3** London is a really interesting city to visit. **4** Visit the incredibly beautiful scenery in the Western Provinces.

Activity 2: Students put the words in the correct order and write sentences.

- Tokyo is an exciting modern capital city. **2** Manhattan has many tall glass skyscrapers. **3** London has changed completely in the last ten years. **4** She has bought an elegant wool winter coat

Activity 3: Students complete the sentences with the correct words from the brackets. Point out that this is a BEPC-type of exercise.

- **1** interested **2** had worked **3** so much **4** had

Activity 4: Students write wishes or regrets for the situations using *I wish* or *If only*

Suggested answers:

- **1** I wish / If only I could afford that lovely coat. **2** I wish / If only I hadn't left my wallet at home. **3** I wish / If only we didn't have to eat at home. **4** I wish / If only we had brought the video camera.

Activity 5: Students complete the paragraph with suitable words. Point out that this is a BEPC-type of exercise.

- **1** visa **2** suitcase **3** return **4** flight **5** guide book **6** airport

LET'S HAVE FUN

Activity 1: Students correct the descriptions.

- If you borrow money, you give it back. **2** A return ticket is two ways. **3** A receptionist works in a hotel. **4** If you make a hotel reservation, you book a room. **5** You need a passport to travel to another country.

EXAM PRACTICE FOR MODULE 4

Page 105

Do this section in class when you have finished Module 4. Point out to students that the activities on this page are typical BEPC-style exercises. The aim of this section is for them to revise vocabulary and grammar from the module and also to familiarise themselves with exam-type questions.

VOCABULARY

Activity 1: Students write words with the opposite meaning to the underlined words.

- **1** expensive **2** lend **3** undercooked **4** legal **5** boring

Activity 2: Students complete the sentences with suitable words.

- Suggested answers: **1** flock **2** protein **3** currency **4** migrate **5** on time

Activity 3: Students match a word in column A with a word in column B.

- **1** e **2** d **3** b **4** a **5** c

Activity 4: Students write the word with a different sound.

- **1** although **2** shrimp **3** bear **4** fish

GRAMMAR

Activity 1: Students complete the sentences with the correct word from the brackets.

- **1** would **2** heat **3** expected **4** if **5** more

Activity 2: Students put the words in order and write sentences.

- **1** Sharks are the most dangerous animals in the sea. **2** Parents must encourage their children to study. **3** Don't let your children play outside at night. **4** A new hospital should be built.

Activity 3

- Ask students to complete the sentences with verb phrases of their choice. Remind them to use the correct patterns.
- Ask different students to read out their sentences. Write some of them on the board.

- Students' own answers

CHECK YOUR PROGRESS*Page 106*

Activity 1: Students underline the correct words in the sentences.

→ **1** the biggest **2** laziest **3** the kindest **4** had **5** could be

Activity 2: Students match the two parts of the sentences.

→ **1c 2e 3b 4d 5a**

Activity 3: Students match a word in A with a word in B and write compound nouns.

→ **1c 2e 3d 4b 5a**

Activity 4: Students complete the sentences with their own ideas.

→ *Students' own answers*

Activity 5: Students complete the dialogue with suitable words.

→ **1** book / reserve **2** double **3** afraid **4** How much **5** much / expensive **6** afford

SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Tell them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Tell them to read the relevant sections in the units and to do the exercises in the Practice page grammar section again. They can also look at the Grammar summary at the back of the book.

Unit summary

COMMUNICATION FOCUS

- describing past events
- describing a sequence of past events
- talking about cause and effect

VOCABULARY

- Rescue stories: *bravery, save, on fire, smoke, fire fighter, courage, mayday call, life dinghy, assistance, helicopter, team, storm, trawler, sailor, mate, wreckage, engine, crash*
- Adjectives: *outstanding, daring, slim, selfless, incessant, decent, dim, retired*
- Verbs: *lower, lift, spread, put out, stagger, ensure, flourish, rush, provide, support, run*
- Nouns: *bench, pavement, guidance, volunteer, decline, fee, initiative, charity*
- Vulnerable people: *blind, deaf, physically disabled, homeless, elderly, destitute*

Lesson 1 Brave people ► Page 107

TOPIC: rescue

- GRAMMAR AIMS:**
- to practise the past simple and past continuous
 - to use the past perfect simple
 - to use the past perfect continuous

READING Page 107

Aim: to read two newspaper articles about rescues for main ideas and specific information

Warm-up: With books closed, write the word *fire* on the board. Ask students to say words and expression that they associate with fire. Write some of their suggestions on the board.

Write *fishing boat accident* on the board. Ask students to say words and expression that they associate with fire. Write some of their suggestions on the board.

Activity 1: Ask students to look at the pictures and say what is happening. Help students with new vocabulary, if necessary.

→ *Students' own answers*

Activity 2

- Ask students to read the newspaper articles and write suitable titles. Tell students that they do not need to read the articles in detail at this stage so they should not worry about new vocabulary.
- Discuss their titles with the class. If you like, ask students to choose the best titles.

→ *Students' own answers*

Activity 3

- Tell students to read article A again and answer the questions. Encourage them to write full sentences.
- Ask different students to read out their answers. Check any new vocabulary at this point.
 - **1** *Becky went downstairs because she noticed a funny smell.* **2** *Her mum was having a shower when the fire started.*
 - 3** *The fire started on the gas cooker in the kitchen.* **4** *She went back into the house to get her baby sister.* **5** *She climbed out of a window.*

Activity 4

- Ask students to read article B again and decide which statements are true and which are false.
- Check the answers with the class. Ask students to correct the false statements.
 - **1** *True* **2** *False. The trawler had been fishing for three days.* **3** *False. Two sailors fell into the sea.* **4** *False. The helicopter stayed above the sea and lifted the sailors to safety.* **5** *False. A trawler is a type of fishing boat.*

EXTRA ACTIVITY 1

- Dictate the following false statements to the class.
 - 1 *Becky was playing in the kitchen when the fire started.*
 - 2 *Georgette was playing with a friend in her room.*
 - 3 *Becky ran back into the house to get her friend.*
 - 4 *When the firemen arrived, the house had burned down.*
- Ask students to correct the statements by writing full sentences.
 (Answers: 1 *Becky was playing in her room upstairs when the fire started.* 2 *Georgette was sleeping.* 3 *Becky ran back into the house to get her baby sister.* 4 *When the firemen arrived, the fire was under control.*)

EXTRA ACTIVITY 2

- Write the following words on the board: *outstanding, overboard, wave, slim, daring, clinging*
- Ask students to find the words in article B and answer the following questions:
 - 1 *What part of speech is the word?*
 - 2 *Is there a prefix or suffix?*
 - 3 *Can you guess the meaning of the word from the context?*
- Ask students to check their answers in a dictionary.
 (Answers: 1 *adjectives: outstanding, slim, daring; verb: clinging (the past continuous was clinging); noun: wave; adverb: overboard* 2 *outstanding, overboard* 3 *Students' own answers*)

GRAMMAR Page 108

Aim: to practise past tenses

Warm-up: Ask students to name the past tenses in English. Write the names of the tenses on the board.

Activity 1

- Tell students to look at the sentences a-d and name the tenses of the underlined verbs.
- Check the answers with the class.
 - **a** *had thrown* – past perfect, *sent* – past simple; **b** *received* – past simple, *took off* – past simple; **c** *was trying* – past continuous, *remembered* – past simple; **d** *was playing* – past continuous

Activity 2

- Tell students to answer questions 1-3 about the verbs in the sentences.
- Check the answers with the class.
 - **1** *was trying*, *was playing* **2** *had thrown*, *sent*, *received*, *took off* **3** *had thrown*

Activity 3

- Tell students to put the verbs in brackets in the past perfect or the past simple.
- Check answers by asking students to read out their sentences.
 - **1** *had done*, *went out* **2** *had finished*, *watched* **3** *had worked*, *cooked* **4** *had already started*, *got*

Activity 4

- Tell students to look at the sentences and decide which underlined verbs describe long actions.
- Read the sentences with the class and check their answers.
 - **1** *had been fighting* **2** *had been fishing*

Remember Page 108

- Read the Remember box with the class.

Activity 5

- Ask students to read the description and find out how many people there are in Kevin's family.
- Check the answer with the class.
 - *six people*

Activity 6

- Read the example question and answer with the class. Make sure that students understand the use of the past perfect continuous for a long action which took place up to a certain time in the past.
- Ask students to answer the questions. Tell them to use the past perfect continuous and to write full sentences.
- Check the answers by asking students questions around the class. Write the answers on the board.

- **1** Dad, because he had been mending the chainsaw. **2** Flora, because she had been making a chocolate cake.
3 John, because he had been fishing. **4** Ken, because he had been painting the fence green.

Activity 7

- Tell students to complete the sentences with the correct verbs from the brackets. Point out that this is a BEPC-type exercise.
- Ask different students to read their complete sentences.
 → **1** was strolling **2** had left **3** had been swimming **4** waved **5** stole

SPEAKING AND LISTENING Page 109

Aim: to describe pictures; to listen for specific information

Warm-up: With books closed, write *helicopter crash* on the board. Ask students to say words and expressions which they associate with a helicopter crash. Write some of their ideas on the board.

Activity 1

- Read the words in the box with the class and check that students understand all the words.
- Students look at the pictures and tell the story of a helicopter crash. Encourage them to use some of the words in the box. You may wish to get students to do this activity in pairs first and then with the whole class.
 → *Students' own answers*

Activity 2

- Explain to students that they are going to hear the story of the helicopter crash shown in the pictures.
- Ask students to read the questions. Check they understand any new vocabulary.
- Read the story aloud to the class. Students listen and choose the correct answers to complete the sentences.

Activity 3

- Read the story aloud to the class again. Students listen again and check their answers.
- Check the answers with the class.
 → **1c 2b 3a 4b 5b 6c**

Listening text: On the twenty-fourth May 2007, Colin Bodill and his co-pilot, Jennifer Murray, entered the record books when they became the first people to fly around the world via the North and South Poles in a helicopter. Their epic journey began on the fifth December 2006 when they set off from an airport in Texas, USA. The record flight took them a total of 171 days.

Success for Bodill, aged 55, and Jennifer Murray, 66, was all the sweeter after the disaster of their first attempt in 2003, which nearly ended in death for both of them.

On that occasion, they had completed the first 10,000 kilometres of the journey, when they were hit by a terrible snowstorm in Antarctica. The helicopter had been flying for a long time at high speed when the engine suddenly stopped. It crashed to the ground. Fortunately, they had been flying very low so they were not killed in the crash. Although Colin was in terrible pain and had injured his back, he knew he had to do something. Death was staring him in the face, but he refused to give up.

At least 2,000 kilometres from the nearest hospital, they were surrounded by the wreckage of their helicopter in freezing temperatures. Their chances of survival were extremely slim.

Jennifer was still in the wreckage and Colin didn't know if she was dead or alive. Somehow he managed to stagger over to the helicopter. Colin found the tent in the wreckage and put it up. Jennifer, meanwhile, had got hold of the satellite phone and had alerted base camp to their desperate situation. Colin helped Jennifer out of the helicopter and they both crawled into the tent. There, they had to wait for more than four hours before the rescue plane was able to land and take them back to base camp. From there, it would be another 20 hours before they reached hospital.

Despite Colin's injuries and the scale of the task, in May 2007 Colin and Jennifer achieved their dream.

Activity 4: Discuss the questions with the class.

- *Students' own answers*

EXTRA ACTIVITY

- Ask students to write a summary of the helicopter crash story.
- Tell them to look back at the pictures and the words in Activity 1.
Students' own answers

SPEAKING AND WRITING Page 109

Aim: to tell a rescue story; to write a rescue story

Warm-up: Ask students to think of other situations in which it is necessary to rescue people. Write their suggestions on the board.

Activity 1

- In pairs, students imagine a rescue story.
- Tell students to use the questions to help them. If they prefer, they can talk about a true rescue story. Go around the class helping students with new vocabulary.
- Ask different pairs to tell their stories to the class.
→ *Students' own answers*

Activity 2

- Ask students to write their rescue stories. Remind them to use the past perfect and past perfect continuous where possible.
- If you prefer, you can ask students to do this activity at home.
- Ask students to exchange stories with a partner. Students read and check the stories for mistakes.
- Ask some students to read their stories to the class.
→ *Students' own answers*

PRONUNCIATION Page 109

Aim: to identify vowel sounds

Activity 1

- Tell students to say the words aloud and decide which is the odd word out in each group. Point out that this is a BEPC-type of exercise.
- Check the answers with the class. Make sure students pronounce the words correctly by asking some students to say the words aloud.
→ **1** group **2** wear **3** give **4** death

WORKBOOK

- **1** Suggested answers: **1** saved **2** to play (with a friend) **3** burning **4** on the gas cooker **5** climbing out of a window **6** arrived
- **2** **1** The helicopter team receive a bravery award for rescuing three sailors from drowning. **2** The trawler sent out a mayday call because it was caught in a violent storm. **3** The sailors had been washed overboard by a massive wave. **4** The trawler was in the North Atlantic when the accident happened. **5** It took fifteen minutes for the helicopter to arrive on the scene. **6** John Green was lowered down to the boat and lifted the sailors to safety.
- **3** **1d 2e 3h 4c 5a 6b 7i 8j 9f 10g**
- **4** **1** had nearly died **2** had done **3** had cleaned **4** had called
- **5** **1** had been watching **2** had been playing **3** had been driving **4** had been fishing
- **6** **1** went **2** had been **3** were studying **4** had eaten **5** had saved **6** had been fighting
- **7** **1** True **2** False – Their epic journey began on 5 December when they set off from an airport in Texas, USA. **3** False – By the time they were hit by a terrible snowstorm in Antarctica, they had completed the first 10,000 kilometres. **4** False – Colin could see death staring him in the face but he refused to give up. **5** True
- **8** **1** fire **2** trawler **3** coward **4** sea **5** sister
- **9** **2** investigate **3** fishing **4** violent **5** overboard **6** emergency **7** journey **8** wreckage

Lesson 2 Reaching out ► Page 110

TOPIC: community helpers

GRAMMAR AIM: to practise phrasal verbs with one or two particles

READING Page 110

Aim: to read about a street school; to predict text content and to read for specific information

Warm-up: Ask: Why is it important for children to go to school? Why is it important to learn to read and write? Do all children go to school in Cameroon? If not, why is this?

Activity 1

- Look at the picture of a street school with the class. Students describe and discuss the picture.
- Ask students to read the title of the article and say what they think it is about.

- Discuss their ideas with the class.
→ *Students' own answers*

Activity 2: Students read the article and find out if they guessed correctly in Activity 1.

→ *Students' own answers*

Activity 3

- Tell students to read the article and answer the questions.
- Check by asking some students to read out their answers.
→ **1** Anyone can attend the street school, especially those who cannot afford to go to other schools. **2** He wanted to make knowledge available to the poor. **3** The school is in the street and there is a lot of noise from traffic and no shelter from the rain. **4** They come to learn to read and write. **5** Pupils have had to pay a small fee since 1994 because of a severe decline in living conditions. The fees pay for electricity, chalk, breakfast and the volunteers' travel expenses. **6** The authorities have not supported Mbaye's project at all.

Activity 4

- Ask students to find words in the article with the meanings 1-5.
- Check the answers with the class. Check any other difficult vocabulary at this stage. Remind students to try and guess the meaning of words from context before they ask or look them up in the dictionary.
→ **1** incessant **2** founded **3** volunteers **4** decline **5** replicated

EXTRA ACTIVITY

- Dictate the following words to the class: *guide, announce, found, volunteer, live.*
- Ask students to find words belonging to the same word families as these words in the passage.
- Students decide what parts of speech the words in the text are.
- Ask students to write down more words belonging to the same word families.
(Answers: *In the text: guidance (noun), announces (verb), founder (noun), founded (verb), voluntary (adjective), living (adjective).* Students' own answers)

SPEAKING Page 111

Aim: to describe a photo and discuss social problems; to predict interview questions

Warm-up: With books closed, ask students what a slum is. Ask: *What is a slum? Where do we find slums? Why?*

Activity 1

- Read the words in the box with the class.
- Ask students to look at the photo of children in a slum.
- Discuss the problems people living in slums have to face. Encourage students to use some of the words in the box.
→ *Students' own answers*

LISTENING AND WRITING Page 111

Aim: to listen to an interview and check predictions; to take down notes; to write a newspaper report from notes

Warm-up: Ask students if they know of any places where orphans or street children can go for help.

Ask: *Are there any special centres for these children in Cameroon?*

Activity 1

- Explain to students that they are going to hear an interview with a social worker in a big city.
- Ask students to predict questions the interviewer is likely to ask the social worker.
→ *Students' own answers*

Activity 2

- Read the interview aloud to the class. If you prefer, read it with a confident student.
- Students listen and check their predictions in Activity 1.
→ *Students' own answers*

Activity 3

- Read the interview aloud again.
- Ask students to take down notes about Sarah's work. Tell them to use the headings provided and not to write full sentences, only key words.
- Check students' understanding by asking questions around the class.
→ *Students' own answers*

- Listening text:**
- Interviewer: Could you tell us about your work, Sarah?
- Sarah: Well, I work in a slum area in the city suburbs. People there are extremely poor and there are very many orphans. These children live in the street and have no homes to go to.
- Interviewer: Why are there so many orphans?
- Sarah: One of the causes is AIDS. Their parents have died and the children find themselves alone. Others have run away from violent homes. In most cases, brothers and sisters tend to keep together with the older children looking after the younger ones. They beg for food to survive. Some even turn to stealing. It's a very serious problem.
- Interviewer: How do you help these children?
- Sarah: We have a rescue centre for homeless young girls. Our centre provides a safe, caring home for about 40 girls. But we can't take in everyone because we don't have enough room.
- Interviewer: Why is it specifically for girls? Boys must need help too.
- Sarah: I agree with you. Of course boys suffer too but we simply don't have the means to deal with everyone in need. And girls are extremely vulnerable. They put up with terrible cruelty on the streets. Many fall into prostitution and catch AIDS. They are future mothers and some become pregnant at a very early age. By helping them, we are helping their babies.
- Interviewer: Is there a school at the centre?
- Sarah: Yes. The girls have lessons every day. They are taught to read and write but they also learn about simple health care. Many of these girls have had little or no home life and they need to learn everything that most children learn from their parents.
- Interviewer: Do you always succeed in rehabilitating the girls?
- Sarah: The rehabilitation is a long slow process but we have a high success rate. Many of our girls grow up and have families. Because they have studied, they can get jobs more easily. It's very rewarding work. Unfortunately, there are not enough centres like ours and there are hundreds of needy children on the streets.

Activity 4

- Ask students to write a newspaper report about the girls' rescue centre.
- Tell students to use their notes in Activity 3.
- You may wish to set this activity for homework. Remind students to use reported speech where necessary.
→ *Students' own answers*

GRAMMAR Page 111

Aim: to practise different types of phrasal verbs

Warm-up: Ask students to say examples of phrasal verbs. Write some of their ideas on the board. Make sure they include some phrasal verbs with more than one particle.

Activity 1

- Ask students to complete the sentences about the interview with the correct forms of the phrasal verbs in the box.
- Check the answers by asking students to read out their sentences.
→ **1** run away **2** turned to **3** look after **4** take in **5** put up with **6** agree with

Remember Page 111

- Read the Remember box with the class.

Activity 2

- If possible, ask students to use dictionaries to find out which phrasal verbs can take an object. If students don't have dictionaries, tell them the answers.
- Ask students to write sentences with the phrasal verbs.
- Check the answers by asking some students to read their sentences.
→ *Can't take an object: get up, run away; Can take an object: pick up, put down, give back, look for, put off, give away, give back*
→ *Students' own answers*

PRONUNCIATION Page 111

Aim: to recognise stressed words in sentences

Warm-up: Write the following words on the board: *sentence, volunteer, social*. Ask: *Which are the stressed syllables in these words? (sentence, volunteer, social) Ask: What is a stressed syllable or a stressed word? What about sentences? Are there stressed words in sentences?*

Activity 1

- Read the example sentence with the class. Point out that some words in the sentence are stressed more than other words. Stressed words are usually important words for meaning. We don't usually stress the small words.

- Ask students to underline the unstressed words in the sentences.
- Say the sentences aloud to the class. Students listen and repeat the sentences.
- Check the answers with the class.
 - **1** I picked up a box of books. **2** They put off the meeting. **3** His car broke down in town. **4** The plane took off on time. **5** She looked after her sister. **6** He filled in a visa form.

READING AND VOCABULARY Page 112

Aim: to talk about poverty and disability; to read for main ideas; to use adjectives as nouns

Warm-up: Ask students to name disabilities people may have. Write their suggestions on the board.

Activity 1

- Tell students to look at the people in the pictures.
- Ask students if there are people like this in their town and what help they receive.
- Discuss their answer with the whole class.
 - *Students' own answers*

Activity 2

- Tell students to read the profiles A-C of volunteers and say who these people work with.
- Check the answers with the class.
 - *A Peter works with disabled children. B Martha works with homeless and elderly people. C Ngono works with primary school children in rural areas.*

Activity 3

- Ask students to look at the underlined words in the profiles and say if they are nouns or adjectives.
- Check the answers with the class.
 - *A: the disabled – noun, (physically) disabled – adjective B the homeless – noun, elderly – adjective C the poor – noun*

Remember Page 112

- Read the Remember box with the class.
- Point out that in French the plural of the words is generally used, for example: *les pauvres, les vieux, les handicapés*.

Activity 4

- Ask students to rewrite the sentences using *the* + adjective.
- Check the answers by asking some students to read out their sentences.
 - **1** Travelling can be difficult for the disabled. **2** Driving is impossible for the blind. **3** The elderly often live with their children. **4** The young are not always sensitive to the problems of the disabled. **5** The government is not helping the homeless.

Activity 5

- Tell students to look at the false cognates or false friends in the table. Remind students that false cognates are words which are spelt like French words but which have a different meaning.
- Ask students to use a dictionary to complete the table. You may like to translate the English words into French (**2** *courageux* **4** *réclamer* **6** *repos* **8** *douleur* **10** *lieu*).
 - **1** kind **2** courageous **3** ask **4** to state firmly that you want something **5** stay **6** to spend time sleeping or relaxing **7** bread **8** when your body hurts **9** town square **10** location

READING Page 113

Aim: to read a poem for general meaning

Warm-up: Ask students to look at the picture and describe it. Write some of their ideas on the board.

Activity 1

- Read the poem aloud to the class.
- Tell students to listen and try to understand the general meaning. Tell them not to worry if they do not understand every word.

Activity 2

- Tell students to read the poem and answer the questions in pairs or individually.
- Tell students to justify their answers.
- Check the answers with the class.
 - **1** She is in the street. **2** She wants to cross the road. **3** It is hot, muddy and wet. **4** They are coming out of school. **5** He helps the woman across the road. **6** He says that if ever his own mother were in a similar situation, he hopes someone would help her. **7** She prays for the kind boy.

Activity 3

- Tell students to find words in the poem which rhyme with the words listed.

- Check the answers around the class.
→ day, out, throng, her, go, arm, slow, said, boy

Activity 4

- Tell students to find adjectives in the poem which describe the things listed.
- Check the answers with the class.
→ The woman: old, ragged, grey, bent, aged, slow, alone, uncared for, meek, timid, poor; The weather: wet, muddy, slippery; The schoolboys: merry; The boy who helps the woman: gayest, strong young (arm), proud, (arm) firm, strong, happy, content, noble.

Activity 5: Discuss the questions with the class.

- Students' own answers

WORKBOOK

- 1 1 e 2 c 3 d 4 a 5 b
- 2 1 until 2 In spite of / Despite 3 but 4 Even though 5 Despite / In spite of
- 3 1 gives up 2 turned down 3 pick up 4 ran away 5 look up
- 4 1 John put it off until it was too late. 2 She gave them away to a charity. 3 I put it down while I bought a ticket. 4 I'm afraid you will have to put up with it. 5 The centre looks after them.
- 5 1 We saw the plane just before it crashed. 2 The fire was a great disaster. 3 Volunteers look after the disabled. 4 Many people become homeless because of wars. 5 Becky saved her younger sister from danger.
- 6 1 Peter 2 Ngono 3 Martha 4 Ngono 5 Peter 6 Martha
- 7 1 disabled 2 homeless 3 blind 4 elderly
- 8 1 assister à 2 accomplir 3 comprendre 4 courageux 5 réclamer 6 repos / reposer 7 douleur 8 endroit
- 9 1 Fire fighters are people who put out fires. / Chefs are people who cook in restaurants. 2 The physically disabled are people who cannot move around easily. / The mentally disabled are people who cannot learn new things. 3 Bravery is when a person is not afraid to act in a dangerous situation. / Cowardice is when a person is afraid to act in a dangerous situation. 4 The deaf cannot hear. / The blind cannot see. 5 The blind cannot see. / The physically disabled cannot walk.
- 10 Across: 1 bench 5 knowledge 6 pavement 8 homeless 9 charity Down: 2 volunteer 3 fee 4 orphan 7 lose

Practice page ► Page 114

GRAMMAR

Activity 1: Students read the sentences and describe which of the underlined actions happened first.

- 1a 2b 3b 4b

Activity 2: Students complete the sentences in the past perfect or the past perfect continuous using the words in brackets.

- 1 that the thieves had stolen yesterday. 2 he had overslept. 3 she had been driving too fast. 4 I had been working for ten hours. 5 they had written them

Activity 3: Students complete the sentences with the correct past tense of the verbs in brackets.

- 1 was walking, met 2 had been fishing, caught 3 arrived, had left 4 had picked, took 5 was, had fallen

Activity 4: Students complete the sentences with away, back or up.

- 1 up 2 back 3 up 4 away 5 away 6 up

LET'S HAVE FUN

Activity 1: Students match a verb on the left with a noun on the right. They then write sentences using these expressions.

- put out – fire, do – gardening, fly – helicopter, climb – ladder, pay – fee
- Students' own answers

Activity 2: Students find the mistakes in the sentences.

- 1 An orphan is someone who has no parents. 2 A blind person cannot see. 3 A selfish person is unkind to other people. 4 A fire fighter is someone who puts out fires. 5 Volunteers are not paid for the work they do.

Unit summary

COMMUNICATION FOCUS

- giving advice
- making suggestions
- asking for information
- talking about careers and professions
- identifying formal and informal language

VOCABULARY

- Jobs: *lawyer, surgeon, plumber, accountant, pilot, farmer, tourist guide, architect, mechanic, sales assistant, diplomat, electrician, editor, social worker, computer technician, carpenter, laboratory assistant, chemist*
- Work: *skill, qualification, satisfaction, stress, responsibility, leader, training, work experience, candidate, salary, shift, reference, part-time, experience*
- Verbs: *manage, cope with, complain, suit, direct, promote, recruit, overcome, apply*
- Adjectives: *ambitious, caring, sociable, unemployed, out of work, stressful, skilled, demanding, easy-going, cool-headed, tight-fisted, kind-hearted, self-confident, even-tempered, narrow-minded, hot-headed, reliable, flexible, fit, shy, mean, arrogant, sincere*

Lesson 1 Professions and careers ► Page 115

TOPIC: work

GRAMMAR AIMS: • to use the patterns *not + adjective enough* and *too + adjective*
• to practise verb patterns *have something done* and *get someone to do something*

VOCABULARY AND READING Page 115

Aim: to revise vocabulary for jobs; to read a dialogue for specific information

Warm-up: With books closed, ask students to name as many jobs as they can. Do this as a chain activity around the class.

Activity 1

- Tell students to look at the pictures and name the objects.
- Ask students to say who would use these objects.
- Check the answers around the class. Write new words on the board.
 - A a saw B screwdriver C a laptop computer D a frying pan E laboratory equipment F spanner G a fishing net
 - A business person would use a laptop computer. A chemist or a laboratory assistant would use laboratory equipment. A fisherman would use a fishing net. A carpenter would use a saw. A mechanic or a carpenter would use a screwdriver. A plumber or a mechanic would use a spanner. A chef would use a frying pan.

Activity 2

- Ask students to read the conversation between Musa and a careers officer. Students find out what profession Musa wants to do and what the careers officer suggests.
- Check the answers around the class. Check any new vocabulary.
 - Musa wants to be an international businessman. The careers officer suggests that he should become a doctor.

Activity 3: Ask students to practise reading the conversation with a partner.

Activity 4

- Tell students to work in pairs and make a list of qualities that a person needs to do the jobs in the box. Check students understand all the jobs.
- Ask different students to present their ideas for a job.
- Discuss their answers with the class.
 - Students' own answers

Activity 5

- In pairs, students discuss which jobs would be impossible for people with the problems listed.

- Discuss their answers with the class.
→ *Students' own answers*

GRAMMAR Page 116

Aim: to use the patterns *not* + adjective *enough* / *too* + adjective to do something

Warm-up: Write the words *enough* and *too* on the board. Ask students to make sentences using these words. Write some of their suggestions on the board.

Activity 1

- Tell students to find the sentences 1-4 in the conversation page 115 and complete them.
- Check the answers with the class. Make sure students understand the sentences.
- Draw students' attention to the position of *too* before an adjective and *enough* after an adjective. Point out the difference with French where *enough* comes before an adjective.
→ **1** *young to decide* **2** *good enough, to become* **3** *intelligent enough to study* **4** *too long*

Activity 2

- Read the example with the class and explain the activity.
- Ask students to make sentences with *too* and *enough* for situations 1-4.
- Ask different students to read out their sentences to the class. Write some sentences on the board.
→ *Suggested answers: 1 Your jacket is not warm enough. Your jacket is too light to keep you warm. 2 My sister is too young to be at boarding school. 3 Yaya can't go to the theatre because she has too much work to do. 4 It's too far to walk from Ngaoundere to Maroua.*

Activity 3

- Read the example with the class.
- Ask students to write sentences with *enough* for the situations.
- Ask different students to read out their sentences.
→ *Suggested answers: 1 It isn't loud enough to hear. 2 It isn't hot enough to sleep. 3 It isn't salty enough.*

SPEAKING Page 116

Aim: to practise dialogues; to role play a conversation with a careers officer

Activity 1

- Read the conversation with the class.
- In pairs, students practise the conversation.

Activity 2

- Ask pairs of students to make similar dialogues using the ideas provided. Tell them to use the dialogue in Activity 1 as a model.
- Ask different pairs of students to present their dialogues to the class.
→ *Students' own answers*

Activity 3

- Tell students that they are going to prepare a conversation with a careers officer.
- Read the list of things to consider with the class. Tell students that they should include these points in their conversation. Tell them to look back at the conversation on page 115 to help them and to try and use patterns with *too* and *enough*. Go around the class helping students as necessary.
- Tell students to act out their finished conversation with their partner.
- Ask volunteer pairs of students to present their conversation to the class.
→ *Students' own answers*

PRONUNCIATION Page 116

Aim: to identify stressed syllables and stress shift; to practise phonetic transcriptions

Warm-up: Write the following words on the board: *satisfy*, *satisfaction*. Say the words aloud. Ask students which syllable is stressed in each word. Underline the stressed syllables. Ask: *What do you notice?*

Activity 1

- Read the words aloud to the class.
- Students listen and repeat.
- Draw students' attention to the stress shift on the noun.
- Ask students to practise saying the words aloud.

Remember Page 116

- Read the Remember box with the class.
- If possible, ask students to look in the dictionary and look at the example word and other words. Draw their attention to the use of /' / to show stress.

Activity 2: Ask students to match the phonetic transcriptions with the words in Activity 1.

→ **1** *hesitation* **2** *educate* **3** *communication* **4** *qualify*

READING AND VOCABULARY Page 117

Aim: to read and answer a quiz about jobs; to learn vocabulary to talk about work

Warm-up: Go around the class asking students what job they think would suit them best. Write some of their suggestions on the board. Ask them why they think they would be good at these jobs.

Activity 1

- Read the introduction to the quiz with the class. Explain to students that they are going to find out what jobs would best suit them.
- Pre-teach the expression and word: *go to pieces*, *loner*
- Ask students to read and answer the quiz questions.
- Help them with any difficult vocabulary as they read.
 - *Students' own answers*

Activity 2

- Ask students to check their score and read their work profile.
- Go around the class asking students for their results. Ask them if they think the results correspond to jobs that interest them. Remind students that this quiz is just for fun and they should not take the results seriously. If you like, find out what proportion of class corresponds to each profile.
 - *Students' own answers*

EXTRA ACTIVITY

- Ask students to use the class results of the quiz to write a short report about students' work profiles.
- Encourage students to use fractions or percentages and the following adverbs: *almost, nearly, more than, over, exactly*. For example: *Almost half the students in the class are natural leaders.*

Activity 3

- Ask students to put the jobs listed into three groups: mostly A, B or C. Encourage students to justify their answers.
- Ask different students to give their answers for a job. Tell them to explain why they put the job into a particular group.
 - *Students' own answers*

Activity 4

- Ask students to find synonyms of the words 1-6 in the quiz.
- Check the answers with the class.
 - **1** *by yourself* **2** *stress* **3** *cope with* **4** *loner* **5** *unsure*

Activity 5

- Tell students to match the two parts of the sentences.
- Check the answers with the class.
 - **1b** **2d** **3a** **4e** **5c**

LISTENING AND VOCABULARY Page 118

Aim: to describe a job; to listen for main ideas and specific information

Warm-up: With books closed, ask students to describe what a car mechanic does. Write some of their ideas on the board.

Activity 1

- Ask students to describe the picture and say what the job is.
- Ask students to say what qualities you need to do this job.
- Check the answers with the class.
 - *mechanic; Students' own answers*

Activity 2

- Explain to students that they are going to hear a man called Larry Besong talking about his career. Tell students to listen and find out what job he does and whether he is satisfied with his choice.
- Read the text aloud to the class. Students listen and answer the questions.

- Check the answers with the class.
→ *He's a mechanic and he has his own garage. He is very satisfied with his choice.*

Activity 3

- Read the sentences with the class. Check any new vocabulary with the class.
- Read the text aloud to the class again. Students listen and decide which sentences are true and which are false.
- Ask students to correct the false sentences.
- Check the answers by asking different students to read out the sentences and give their answers. Write the corrected sentences on the board.
→ **1 True 2 False.** *He had always been interested in cars. He had secretly looked under the bonnet of his mum's car many times without her knowledge. 3 True 4 False.* *Nobody seemed to think he could become a mechanic. 5 True 6 True*

Listening text: *My name's Larry Besong. I'm aged 25 and I live in Abong-Mbang. I'd like to tell you how I became a mechanic. When I was at secondary school, I had no idea what career to choose. My parents had wanted me to go to high school and then on to university. My mother had been a teacher and she wanted me to take after her. I knew that teaching was not for me so I went to see the careers officer at school. I think the careers officer was very smart. First he asked me to talk about my interests. He just listened and nodded his head. He got me to relax, and for the first time in my life I started to tell him about my love for cars. How I had secretly looked under the bonnet of mum's car many times without her knowledge. He arranged for me to spend a week in a local garage during the holidays so that I could have some work experience.*

Nobody seemed to think I could become a mechanic. My dad said it was a tough and dirty job and I wouldn't cope. But I really enjoyed my work in the garage. The garage owner was amazed with my knowledge about cars. After a week, he offered me a Saturday job, helping out, cleaning cars and doing small jobs. I was earning some money and also getting work experience to add to my CV. So I left school at the end of term and I have never looked back. I became an apprentice and I went on training courses. After two years I was promoted to head mechanic. I've never been unemployed. Today I have got my own garage. I've also got several apprentice mechanics. You may want to know how much I earn. My salary is not bad at all. My family no longer criticises my choice. In fact, they all have their cars repaired in my garage!

EXTRA ACTIVITY

- Ask students to work in pairs and prepare an interview with Larry about his career.
- Tell students to prepare five or six questions to ask Larry. Go around the class helping students with the questions. If necessary, tell them to look at the Listening text in the back of their Student's Books.
- In pairs, students practise asking and answering the questions.

GRAMMAR Page 118

Aim: to use the verb patterns *have something done* and *get someone to do something*

Warm-up: With books closed, ask: *What do you do when your hair is too long? Do you cut it yourself or does someone else cut it for you?* Write on the board: *I have my hair cut. I get a hairdresser to cut my hair.*

Activity 1

- Ask students to read the sentences a-d and match them with the verb patterns 1 and 2.
- Check the answers with the class. Draw students' attention to the verb patterns with *have* and *get*.
→ **1 c, d 2 a, b**

SPEAKING Page 118

Aim: to talk about proverbs

Warm-up: Ask students if they know any proverbs about work in French.

Activity 1

- Read the proverbs to the class.
- Ask students to read the proverbs again and say what they mean.
- Go around the class asking students to explain the proverbs. Check their answers.
→ *Students' own answers*

Activity 2

- Ask students to look back at the jobs in Reading and vocabulary Activity 3 on page 117. They say which ones correspond to the adjectives listed.
→ *Students' own answers*

Activity 3

- Ask students to describe their “dream job”. Explain that this is their ideal job.
- Compare ideas as a class.

Activity 4

- Ask students to complete the sentences using *get* or *have* and the correct form of the verb in brackets. Explain that sometimes more than one answer is possible.
- Check answers with the class.
 - 1 *have / get, mended* 2 *get, to help* 3 *gets, to do* 4 *get, cut*

WORKBOOK

- 1 1 Who is Musa talking to? 2 What does Musa want to become? 3 Could he become a doctor? 4 What subjects is he good at? 5 Is he good at foreign languages?
- 2 1 A careers officer advises people about their career. 2 Can the sight of blood make people faint? 3 Doctors must be good at science subjects. 4 What subjects are useful for a career in international business? 5 You will need good grades in your exams.
- 3 1 plumber 2 lawyer 3 architect 4 tourist guide 5 pilot 6 mechanic 7 accountant
- 4 1 Alima is not old enough to live on her own. 2 The dress was too short to wear to church. 3 He didn't have enough money to go on the school excursion. 4 His essay wasn't good enough to be selected for the competition. 5 Mrs Ekambi's father is too old to play tennis.
- 5 1f 2a 3e 4b 5d 6c
- 6 1 Mary is having her hair styled. 2 Mrs Ekambi is having some clothes cleaned. 3 John had his car repaired. 4 They had the fence mended.
- 7 1 Mary got the hairdresser to style her hair. 2 Mrs Ekambi got the dry cleaner to clean her clothes. 3 John got the mechanic to repair his car. 4 They got a carpenter to mend the fence.
- 8 career – business – advise – architect – qualification – examination – hesitate – organise – organisation
- 9 1 apprentice 2 garage 3 career 4 hairdresser's 5 qualifications

Lesson 2 Applying for a job ► Page 119

TOPIC: job applications

GRAMMAR AIM: to practise indirect questions

READING AND VOCABULARY Page 119

Aim: to read job adverts for specific information; to learn vocabulary to talk about jobs

Warm-up: Ask students where they can see job adverts. Ask: *How do people find jobs? Where do you see job adverts?*

Activity 1

- Ask students to read the job adverts and answer the questions 1-10.
- Check the answers with the class. Ask students to justify their answers.
 - 1 fire fighter 2 tour guide 3 tour guide 4 tour guide 5 home help 6 sales assistant 7 tour guide 8 tour guide 9 fire fighter, sales assistant, home help 10 home help

Activity 2

- Ask students to find words in the job adverts to complete the sentences.
- Check the answers with the class.
 - 1 applicant 2 salary 3 initiative 4 previous 5 gets on 6 accommodation

Activity 3

- Ask students to say which jobs they could or couldn't apply for. Encourage them to justify their answers.
- Discuss their answers with the class.
 - *Students' own answers*

EXTRA ACTIVITY

- Ask students to work in pairs and write an advert for another job of their choice.
- Tell students to use their imagination and include information about the following: salary, qualifications, special skills, minimum age, previous experience and training.
- Tell students to use the job adverts on page 119 as models for their adverts.

SPEAKING Page 120

Aim: to discuss jobs people would be suited for

Activity 1

- Tell students to read the profiles of four people.
- Ask students, in pairs, to decide which jobs in the adverts these people could apply for.
- Ask different pairs to present their ideas to the class. Ask students to justify their answers.

→ *Students' own answers*

VOCABULARY AND PRONUNCIATION Page 120

Aim: to learn adjectives to describe personal qualities; to practise using compound adjectives

Warm-up: With books closed, ask students to say adjectives which describe people's personal qualities. Write some of their ideas on the board.

Activity 1

- Tell students to copy the table into their exercise books and then complete the table.
- Check the answers with the class. Check students understand all the adjectives.

Adjectives	Nouns
<i>ambitious</i>	<i>ambition</i>
<i>arrogant</i>	<i>arrogance</i>
<i>confident</i>	<i>confidence</i>
<i>fit</i>	<i>fitness</i>
<i>flexible</i>	<i>flexibility</i>
<i>friendly</i>	<i>friendliness</i>
<i>generous</i>	<i>generosity</i>
<i>honest</i>	<i>honesty</i>
<i>kind</i>	<i>kindness</i>
<i>lazy</i>	<i>laziness</i>
<i>mean</i>	<i>meanness</i>
<i>optimistic</i>	<i>optimism</i>
<i>patient</i>	<i>patience</i>
<i>polite</i>	<i>politeness</i>
<i>punctual</i>	<i>punctuality</i>
<i>reliable</i>	<i>reliability</i>
<i>shy</i>	<i>shyness</i>
<i>sincere</i>	<i>sincerity</i>

→ *Negative adjectives: arrogant, mean, lazy*

Activity 2

- Ask students to match the words with their opposites.
- Check the answers around the class.

→ **1c 2d 3e 4a 5b**

Activity 3: Ask students to say the compound adjectives a-f in Activity 2 aloud. Draw their attention to the stress on both parts of the adjective.

EXTRA ACTIVITY

- Revise the adjective prefixes *un-*, *dis-* and *im-* with the class.
- Dictate the following words: *sure, certain, satisfied, patient, kind, friendly, sincere, honest, reliable, fit*.
- Students write the opposites using the prefixes.
(Answers: *unsure, uncertain, dissatisfied, impatient, unkind, unfriendly, insincere, dishonest, unreliable, unfit*)

LISTENING AND WRITING Page 120

Aim: to listen to a description and complete a CV; to write a CV

Warm-up: Ask students what a CV is. Ask: *What is it an abbreviation for? (curriculum vitae) When do you write a CV?*

Activity 1

- Explain to students that they are going to hear Amougou talking about himself and his education and they are going to complete his CV.
- Look at the CV with the class and check students understand what information is missing. Students copy the CV into their exercise books.
- Read the description aloud to the class. Students listen and complete the CV.
- If necessary, read the description a second time for students to check.
- Check the answers with the class.
→ **1** Ndoh **2** BP 985 Yaoundé **3** 079953487 **4** 18th August 1988 **5** seven **6** Garoua **7** four **8** waiter **9** farm work **10** use a computer **11** driving licence **12** music

Listening text: My name's Amougou Ndoh. I was born on the 18th of August 1988 in the Far North Province. Today I live in Yaoundé and my address is BP 985 Yaoundé. My mobile number is 079953487. I did my primary education in Maroua from 1972 to 1981. I then moved on to the Government Bilingual High School Maroua. In 1987 I obtained the Ordinary level certificate in seven papers. I attended GBHS Garoua where I obtained the GCE Advanced level in four subjects.

I have done part-time work in a restaurant as a waiter. I have also done farm work during the summer holidays. I can use a computer and I have my driving licence. I am interested in team sports and I belong to a basketball club. I enjoy music and I play the drums in a band.

I don't want to go to the university but I'm looking for a job. I think I am reliable, hard-working, confident, willing to learn and to serve people.

Activity 2

- Ask students to use Amougou's CV as a model and write their own CV.
- Tell them to imagine that they have passed their BEPC exam.
→ *Students' own answers*

READING AND WRITING

Page 121

Aim: to read letters and identify formal language; to read for main ideas; to write a letter of application

Warm-up: Ask students to say what sort of information they would put in an application letter for a job. Write their suggestions on the board. Ask: *Would you write a formal or an informal letter for a job application?* Ask students to think of some opening features of formal and informal letters.

Activity 1

- Tell students to work in pairs and read the two letters.
- Students decide which letter is more formal. Ask students to justify their answers.
- Check the answer with the class.
→ *Kevin's letter is more formal. He uses a formal greeting (Dear Sir) and ending (Yours faithfully).*

Activity 2

- Ask students to read Kevin's letter again and match the headings provided with the paragraphs 1–4.
- Check the answers with the class.
→ **1b 2d 3c 4a**

Activity 3

- Ask students to read Ngono's letter again and answer the questions with a partner.
- Discuss students' answers with the class.
→ *The greeting and ending are informal. The opening sentence is inappropriate: "I would like the job." It should be "I want to apply for the job." The closing sentence contains inappropriate information, "As you can see from my photo, I am tall, dark and very attractive." **2** "I love trendy clothes." "As you can see from my photo..." "How much will I earn?" **3** information about her education and availability for interview*

Activity 4

- Ask students to write a letter of application for one of the jobs in the adverts on page 119.
- Tell students to use the paragraph headings in Activity 2 to help them and Kevin's letter as a model. Students can use their imagination about their career.
- Ask students to exchange letters and correct mistakes.
- Ask some students to read out their letters to the class.
→ *Students' own answers*

GRAMMAR AND SPEAKING

Page 121

Aim: to use indirect questions; to role play a job interview

Warm-up: Dictate the following sentences to the class: *I'd like to know where your office is. Where is your office?* Ask students to say which is a direct and which is an indirect question. Ask: *How do you know? Which question is more polite?*

Activity 1

- Explain to students that indirect questions are more formal and more polite than direct questions.
- Ask students to match the two parts of the indirect questions.
- Check the answers by asking different students to read out their sentences. If necessary, write them on the board.
→ 1d 2c 3e 4b 5a

Activity 2

- Explain to students that they are going to prepare a job interview and act it out.
- Tell students to imagine they are Kevin. Tell students that they have been invited to an interview.
- In pairs, students make a list of questions they wish to ask the employer and they reformulate the questions as indirect questions.
- Students practise their interviews in pairs.
→ *Students' own answers*

Activity 3

- Students act out their interviews.
- Ask volunteer pairs to demonstrate their interviews to the class.
→ *Students' own answers*

WORKBOOK

- 1 1e 2h 3d 4b 5g 6a 7f 8c
- 2 1 hot-headed 2 narrow-minded 3 lazy 4 generous 5 shy
- 3 1 Could you tell me if the job involves a lot of travelling? 2 I'd like to know when the job interview is.
3 Could I ask how often I am supposed to work night shifts? 4 I'd like to know where the manager's office is. 5 Would you mind telling me if I have been selected for the job? 6 I wonder if you could tell me how many days' holiday I will get.
- 4 1 cruelty 2 optimistic 3 punctuality 4 sincere 5 reliability 6 arrogant 7 confidence 8 honest 9 generosity 10 politeness
- 5 tight-fisted 1c easy-going 2d self-confident 3e even-tempered 4d kind-hearted 5b
- 6 1 communication 2 knowledge 3 application 4 interested 5 expected 6 higher
- 7 *Students' own answers*
- 8 1 demanding 2 knowledge 3 shift 4 application 5 assistant 6 initiative 7 teamwork
- 9 1 advertisement 2 newspaper 3 apply for 4 interested 5 children 6 twenty 7 three 8 child psychology
9 experience 10 college 11 information 12 interview 13 hearing

Practice page ► Page 122**GRAMMAR**

Activity 1: Students rewrite the questions as polite indirect questions.

→ *Students' own answers*

Activity 2: Students complete the sentences with the correct forms of the verbs *have* or *get*. Remind the students that sometimes more than one answer may be possible.

→ 1 get 2 have / get 3 have / get 4 get / have 5 get

Activity 3: Students make sentences with *get* or *have* for the situations listed.

→ *Suggested answers: 1 I will get it mended. 2 I'll have / get it cut down. 3 I'll have / get it tested. 4 I'll get it mended.*

Activity 4: Students match pairs of words and write compound adjectives.

→ *broad-minded, self-confident, easy-going, tight-fisted, kind-hearted, hot-headed, hard-working*

Activity 5: Students write antonyms of the adjectives using prefixes where necessary.

→ *unambitious, unconfident, unfriendly, dishonest, hard-working, disloyal, generous, pessimistic, impatient, impolite*

LET'S HAVE FUN

Activity 1: Students find mistakes in the sentences and correct them. Point out that there is a word missing in each one.

→ 1 I wonder if you could tell me what the salary is. 2 Could you tell me if the job involves travelling? 3 I'd like to know if accommodation is provided. 4 Could I ask what qualifications you have? 5 I look forward to hearing from you. 6 I'll get the plumber to mend it.

Activity 2: Students find the odd word out.

→ 1 cruel 2 career 3 information 4 lawyer

Unit summary

COMMUNICATION FOCUS

- telling jokes
- telling stories
- sequencing ideas

VOCABULARY

- Jokes: *funny, trick, practical joke, play a trick, fall for a trick, tell a joke, make fun of someone, laugh, prankster, sense of humour, fool, foolish, comedy*
- Words from a story: *dinosaur, extinction, expedition, asteroid, business, rumour, research, damage, mission*
- Verbs: *collapse, gasp, blame, wonder, search, observe, grant*

Lesson 1 Tricks and jokes ► Page 123

TOPIC: jokes

GRAMMAR AIM: to practise the affirmative and negative forms of the third conditional

SPEAKING AND VOCABULARY Page 123

Aim: to describe tricks; to learn vocabulary for humour

Warm-up: With books closed, ask students if they do anything special on 1st April. Ask: *What do you call this day? What do people do?*

Activity 1

- Ask students to look at the pictures and describe the April Fool's Day tricks.
- Check their answers by asking different students to describe the tricks in turn. Help students with new vocabulary, where necessary.
→ *Students' own answers*

Activity 2

- Tell students to complete the sentences with the correct form of the words from the box.
- Check the answers by asking random students to read out their complete sentences. Check students understand any other new vocabulary.
→ **1** joke **2** trick **3** fell **4** laugh **5** comedy **6** humour

LISTENING Page 123

Aim: to listen to a story for specific information

Warm-up: Ask students if they enjoy April Fool's Day tricks. Ask: *Do you play tricks on other people? Do other people play tricks on you?*

Activity 1

- Explain to students that they are going to hear a passage about the history of April Fool's Day.
- Tell students that some of the tricks in the pictures are mentioned.
- Read the text aloud to the class. Students listen and find out which tricks in the pictures are mentioned.
- Check the answers with the class.
→ A, C, E

Activity 2

- Ask students to read the statements and check they understand all the words.
- Read the text aloud to the class again. Students listen and decide which statements are true and which are false.
- Ask students to correct the false statements.
- Ask different students to give their answers.
→ **1** False. *It isn't totally clear but it isn't completely unknown.* **2** True **3** False. *People who celebrated the New Year on April 1st were called April fools.* **4** True **5** False. *They celebrate it for two days.* **6** False. *Nobody buys gifts on April Fool's Day.* **7** True

Listening text: Unlike many holidays, the history of April Fool's Day is not totally clear. One explanation is that it started with the celebrations that traditionally took place on the first day of spring. In sixteenth-century France, the start of the New Year was on April the first. It was celebrated with parties and dancing late into the night. Then, in 1562, Pope Gregory introduced a new calendar for the Christian world, and the New Year became January the first. People who did not know about this date change continued to celebrate New Year's Day on the first of April. Others played tricks on them and called them April Fools.

April Fool's Day is celebrated in many countries. In France, the first of April is called *Poisson d'avril*. Children make fun of their friends by sticking a paper fish on their backs. When the person discovers the trick, the prankster shouts "*Poisson d'avril*".

Americans and British people play tricks on friends and strangers too. A common joke is to point at a friend's shoe and say, "Your shoelace is undone." Of course it isn't because they haven't got laces! School children might tell a classmate that school has been cancelled. Another trick is to put salt in someone's drink. In Scotland people can play tricks on others for two days. Whatever the trick, if the innocent victim falls for the joke, the prankster yells, "April Fool!"

In Cameroon, we play practical jokes on people before midday. Journalists on the national television sometimes play tricks on the viewers.

April Fool's Day is a "for-fun-only" celebration. Nobody is expected to buy gifts or take friends out to eat in a fancy restaurant. Nobody gets off work or school. It is simply a time for a little fun. But watch out! You may be the next April Fool!

Activity 3: Discuss the questions with the class. Encourage students to describe April Fool's Day tricks.

→ *Students' own answers*

READING Page 124

Aim: to read for main ideas

Warm-up: Look at the pictures and ask students to describe the tricks.

Activity 1

- Pre-teach: *to be had, prankster, fall for a joke, backfire*
- Tell students to read the April Fool's Day practical jokes webpage.
- Students match two of the tricks described with the pictures.
- Check the answers with the class.

→ *Kevin and Sarah's tricks*

Activity 2

- Ask students to read the webpage again and say which tricks they like the best and least.
- Compare answers as a class.

→ *Students' own answers*

Activity 3

- Ask students to read the webpage again and match sentences 1-5 with the tricks described.
- Discuss the answers with the class. Ask students which trick think is the best / worst.

→ **1** Mary **2** Kevin **3** Katie **4** Ngono **5** Susan

WRITING Page 124

Aim: to write about a practical joke for a webpage

Activity 1

- Ask students to work in pairs and discuss April Fool's Day practical jokes that they have played or that have been played on them. If they don't have any ideas, tell them to talk about one of the jokes in the pictures on page 123.

→ *Students' own answers*

Activity 2

- Tell students to write about their practical joke for the webpage. They can do this in pairs or individually.
- Ask different students to read out their jokes.
- If you wish, have a class vote for the best joke.

→ *Students' own answers*

READING AND GRAMMAR Page 125

Aim: to practise the third conditional

Warm-up: Ask students to make sentences in the first and second conditional. You can ask them to look back at Unit 9 Lesson 2 and Unit 10 Lesson 1 to revise these conditional forms.

Activity 1

- Ask students to read the story and find out how Mrs Ekambi injured herself.
- Check the answers with the class. Make sure students understand any new vocabulary.
→ *Mr Ekambi fell out of a tree on top of his wife.*

Activity 2

- Ask students to choose the correct verbs to complete the sentences.
- Check the answers by asking some students to read out their sentences.
→ **1** *hadn't, would not* **2** *hadn't, wouldn't* **3** *hadn't, wouldn't* **4** *hadn't, wouldn't*

Remember Page 125

- Read the Remember box with the class.
- Point out that the third conditional is very similar in French.
⇒ **Grammar, Page 134**

Activity 3

- Tell students to put the verbs in brackets into the correct form and complete the sentences in the third conditional.
- Ask students to read their complete sentences to the class.
→ **1** *had not had* **2** *had not blown* **3** *wouldn't have fallen* **4** *would have caught* **5** *hadn't fallen*

SPEAKING AND WRITING Page 125

Aim: to continue a story; to write a story with a series of incidents

Warm-up: Read the story with the class. Check that students understand the situation.

Activity 1

- Tell students to work in groups.
- Ask students to continue the story and think of a happy or unusual ending.
- Ask different groups to tell their endings to the class. Vote for the best one.
→ *Students' own answers*

Activity 2

- In their groups, students choose a different situation and write a similar story using *Fortunately* and *Unfortunately*. Tell them they can choose from the situations suggested or choose one of their own.
- Tell students to use their imagination to tell the story.
- Ask different groups to tell their stories.
→ *Students' own answers*

Activity 3: Tell students to write their stories on a piece of paper. Students do this activity in their groups.

→ *Students' own answers*

Activity 4

- Read the example sentence with the class.
- Ask students to make similar sentences about the story in Activity 1. Remind them to use the third conditional.
- Ask different students to say their complete sentences to the class.
→ *Students' own answers*

Activity 5

- Tell students to exchange their stories with another group.
- Each group writes three third conditional sentences about it.
- Ask students to read out their sentences to the class.
→ *Students' own answers*

READING AND SPEAKING Page 126

Aim: to read jokes for pleasure; to tell jokes

Warm-up: Ask: *Does everyone you know find the same jokes funny? What makes a joke funny? Do you think that different countries have different jokes? Why?*

Activity 1

- Read the introduction with the class.
- Ask students to say which joke they like best.
- Ask students if they can guess which joke was voted the funniest in the world.
- Discuss their answers with the class.
→ *Joke 3 was voted the funniest of all.*

Activity 2

- Tell students to work in groups and tell jokes.
- Ask the groups to choose their best joke.
- The groups take it in turns to tell their best joke to the class.
- Have a class vote for the best joke of all.
→ *Students' own answers*

VOCABULARY Page 126

Aim: to read sayings; to practise vocabulary for humour

Warm-up: Write the word *fool* on the board. Ask students what it means. Ask students if there are any proverbs or sayings about fools in French.

Activity 1

- Ask students to match the two parts of the sayings.
- Ask some students to read out the complete sayings. Ask students if there are similar sayings in French.
→ **1d 2e 3a 4c 5b**

Activity 2

- Tell students to complete the passage with the correct form of the words in the box.
- Check the answers by asking different students to read complete sentences.
→ **1 humour 2 jokes 3 laugh 4 borrowed 5 given 6 thanked 7 let 8 apologised 9 dead 10 promising**

WORKBOOK

- **1** 1 laughter 2 trick 3 apology 4 promise 5 celebration 6 admire 7 breath 8 die
- **2** 1f 2d 3e 4b 5a 6c. *Students' own answers*
- **3** 1 If she hadn't been to the concert, she would not have met Peter. 2 If her grades had been better, she would have studied medicine. 3 If Anna and Diana had received an invitation, they would have come to the party. 4 If I hadn't crashed into a lorry, I would have passed my driving test.
- **4** 1 had worked 2 would have gone 3 hadn't met 4 wouldn't have looked
- **5** 1 wouldn't have broken down 2 had taken 3 wouldn't have been 4 had got 5 wouldn't have met 6 had lost
- **6** humour, comedian, trick, April, parachute, foolish, joke, funny, fish, laugh
- **7** 1c 2f 3a 4h 5g 6e 7d 8b
- **8** 1 unharmed 2 unfortunately 3 unwise 4 remember 5 borrow 6 alive
- **9** 1 strong 2 door 3 children 4 match 5 neighbour
- **10** calm – climbed – halfway – listen – unknown – knock – hour – two – Wednesday

Lesson 2 A science fiction story ► Page 127

TOPIC: a story

GRAMMAR AIMS:

- to practise all forms of the third conditional
- to use adverbs and adverb phrases to organise ideas in texts

SPEAKING AND READING Page 127

Aim: to read a science fiction story for main ideas and specific information

Warm-up: With books closed, ask students what science fiction stories are. Ask them if they like science fiction.
Ask: *Have you seen any science fiction films on TV?*

Activity 1

- Tell students to look at the pictures and the title of the text.
- Ask students to say what theories there are for the disappearance of the dinosaurs.
- Discuss their answers with the class.
→ *A giant asteroid hit the Earth. There was a huge volcano eruption. The climate changed.*

Activity 2

- Tell students to read the first part of the story and decide when it takes place: in the past, present or future.
- Check the answers with the class. Ask students to justify their answers.

→ In the future. The text talks about 2060 in the past simple tense.

Activity 3

- Tell students to read the story again and choose the correct answers to complete the sentences.
- Ask different students to read out their completed sentences.
→ 1b 2a 3c 4b

EXTRA ACTIVITY

→ Dictate the following questions to the class:

- 1 When did scientists discover time travel?
- 2 In what year did scientists discover what had happened to the dinosaurs?
- 3 What was the D-group?
- 4 What happened in the present during the time the D-group was away?
- 5 What other trade developed at the same time as the exotic meat?
- 6 When did the rhinoceros become extinct?

→ Ask students to write full answers to the questions.

(Answers: 1 Scientists discovered time travel in 2050. 2 They discovered what happened to the dinosaurs in 2060. 3 It was a scientific expedition which travelled back into the past to find out why the dinosaurs had become extinct. 4 Restaurants started serving dinosaur meat. 5 The trade in triceratops horns developed. 6 It became extinct in 2050.)

READING AND WRITING Page 128

Aim: to read a story for specific information; to practise third conditional questions

Warm-up: Tell students to look back at the Remember box on page 125 and revise the form of the third conditional.

Activity 1

- Students work in pairs and try and guess why the dinosaurs disappeared.
- Ask students to read the second part of the story and find out if they guessed correctly.

Activity 2

- Tell students to read the story again and answer the questions. Encourage them to write full sentences.
- Ask different students to read out their sentences.
→ 1 Communication wasn't possible between the present and the past. 2 They would have called the D-group back to the present and the dinosaurs might not have become extinct. 3 "Before it was too late" means before the complete extinction of the dinosaurs. 4 They said they had killed every dinosaur they could catch but they hadn't found out why they had become extinct. 5 They killed the dinosaurs. 6 The D-group had already done a lot of damage. 7 Students' own answers

Activity 3

- Ask students to complete the sentences with the events from the story. Remind them to use the third conditional.
- Ask different students to read out their completed sentences.
→ Suggested answers: 1 ... the D-group wouldn't have travelled back into the past. 2 ... they wouldn't have killed the dinosaurs. 3 ... the D-group wouldn't have traded dinosaur horn. 4 ... other giant mammals would have become extinct.

Remember Page 128

- Read the Remember box with the class.
- Ask students to practise asking the questions in the box aloud.

Activity 4

- Ask students to write questions for the statements on Activity 3.
- Tell them to write four Wh- questions and four Yes / No questions.
- Go around the class asking students to read out their questions.
→ Suggested answers: 1 Why would the D-group have stayed in the present if scientists hadn't discovered time travel? Would the D-group have travelled back in time if the scientists hadn't discovered time travel? 2 Why would the dinosaurs have been saved if the D-group had stayed in the present? Would the dinosaurs have disappeared if the D-group hadn't travelled back into the past? 3 Would the scientists have traded dinosaur horn if the rhinoceros hadn't become extinct? What would have happened to the dinosaurs if the rhinoceros hadn't become extinct? 4 What would have happened to the other giant mammals if the D-group had studied them? Would other animals have become extinct if the UN had accepted the new research programme?

SPEAKING Page 128

Aim: to practise using the third conditional

Activity 1: Ask students in pairs to ask and answer their questions from Reading Activity 4.

→ *Students' own answers*

Activity 2

- Ask students in pairs to think of important events in the past that they would like to travel back in time to observe.
- Ask them to think about which events they would like to change and why.
- Compare ideas with the class.

→ *Students' own answers*

VOCABULARY Page 129

Aim: to use vocabulary from the story

Activity 1

- Tell students to find the listed words in the story and to decide what part of speech they are.
 - Ask students what they notice about these words. Students can check in their dictionaries if necessary.
 - Check the answers around the class.
- *blame – verb; contact – verb; damage – noun; report – noun; search – noun; wonder – verb. The nouns and verbs have the same form.*

Activity 2

- Ask students to read the sentences and decide what part of speech the missing word is in each one.
 - Ask students to complete the sentences with the correct form of the words in Activity 1.
 - Ask different students to read out their complete sentences.
- **1** *blamed* **2** *report* **3** *search* **4** *wonder* **5** *contact* **6** *damaged*

GRAMMAR Page 129

Aim: to practise adverbs and adverb phrases which link ideas in a text

Warm-up: Ask students to say adverbs and adverb phrases. Write some of their ideas on the board.

Activity 1

- Ask students to find the words and phrases listed in the story and answer the questions.
 - Check the answers with the class.
- **1** *alas, unfortunately* **2** *fortunately* **3** *after, at last, then*

Remember Page 129

- Read the Remember box with the class.
- Point out that linking words make the ideas in a text easier to follow.

Activity 2

- Ask students to complete the sentences with the correct linking word from the brackets. Point out that this is a BEPC-type of exercise.
 - Ask some students to read out their answers to the class.
- **1** *although* **2** *Alas* **3** *What's more* **4** *Furthermore* **5** *as soon as*

PRONUNCIATION Page 129

Aim: to practice the weak /ə/ sound

Warm-up: Say the following words aloud: *mother, further, worker*. Ask: *What sound can you hear at the end of all these words? (the schwa /ə/)*

Activity 1

- Read the weak form of these words aloud to the class. Students listen and repeat.
- Draw students' attention to the weak /ə/ sound in all these words.

Activity 2

- Read the sentences aloud to the class. Students listen and complete the sentences.
 - Students practise saying the sentences aloud. Make sure they pronounce the weak /ə/ sound.
- **1** *They have been here for three weeks now.* **2** *There were six men in the band.* **3** *How many of them were from Cameroon?*

WORKBOOK

- **1** 1 True 2 False – Scientists discovered why the dinosaurs died out in 2060. 3 False – In 2050, scientists discovered how to travel into the past. 4 True 5 True 6 False – The D-group consisted of scientists who wanted to find out what happened to the dinosaurs. 7 False – Dinosaur meat was popular because it was delicate, tasty and unlike anything else. 8 True
- **2** Students' own answers
- **3** 1 business 2 delicacy 3 disappearance 4 extinction 5 discovery 6 observation 7 responsibility 8 eruption
- **4** 1 extinction 2 eruption 3 discovered 4 business 5 responsible
- **5** 1 expedition 2 scientist 3 dinosaur 4 meat 5 reptile 6 eruption 7 mystery 8 volcano 9 asteroid 10 extinct 11 trade
Mystery word: disappeared
- **6** 1d 2a 3e 4b 5c
- **7** 1 Would you have gone with her if she had phoned you? 2 Would you have gone to the football match if it hadn't rained? 3 Would she have caught a cold if she had worn a coat? 4 Would you have arrived late for class if you had taken the bus?
- **8** 1 Luckily 2 Despite 3 but 4 Unfortunately 5 as well 6 before 7 as soon as 8 Alas 9 Even though 10 while
- **9** 1 teacher, however 2 lose, refuse 3 dinosaur, asteroid 4 blame, trade

Practice page ► Page 130

GRAMMAR

Activity 1: Students match the two parts of the sentences.

- 1b 2c 3d 4a

Activity 2: Students rewrite the statements as questions.

- **1** If you had met Kevin before, would you have married Peter? **2** If you had known it was going to rain, would you have taken an umbrella? **3** If John hadn't missed the bus, would you have met him? **4** If he had arrived on time, would you have seen him?

Activity 3: Students match the actions with the results.

- 1c 2a 3b 4d

Activity 4: Students write questions about what would have happened if Sarah hadn't done actions 1-4.

- **2** If she hadn't arrived at school two hours late, she wouldn't have missed the first lesson. **3** If she hadn't fallen asleep in the English lesson, she wouldn't have made the teacher angry. **4** If she hadn't got bad marks in the test, she wouldn't have got extra homework.

Activity 5: Students choose the correct words to complete the sentences. Point out that sometimes both words may be correct.

- **1** both words **2** as well **3** as soon as **4** What's more **5** However

LET'S HAVE FUN

Activity 1: Students write the adjectives from the nouns.

- effective, extinct, foolish, funny, harmful / harmless, humorous, tasty, popular, sabotaged, scientific, wise

Activity 2: Students put the letters in order and write words from Unit 15.

- **1** trick **2** parachute **3** umbrella **4** foolish **5** dinosaur **6** expedition **7** rumour **8** business

EXAM PRACTICE FOR MODULE 5

Page 131

Do this section in class when you have finished Module 5. Point out to students that the activities on this page are typical BEPC-style exercises. The aim of this section is for them to revise vocabulary and grammar from the module and also to familiarise themselves with exam-type questions.

VOCABULARY

Activity 1: Students form nouns from the underlined words and rewrite the sentences.

- **1** The girl won an award for bravery. **2** Life is very difficult for the disabled. **3** The villagers suffered from poverty.
4 Homelessness is a problem in the slums. **5** He leads a life with a lot of stress.

Activity 2: Students write the opposites of the underlined words.

- **1** lost **2** dead **3** lazy **4** dishonest **5** pessimistic

Activity 3: Students find the word with a different sound.

- **1** thrown **2** of **3** war **4** mended

GRAMMAR

Activity 1: Students complete the sentences with the correct words from the brackets.

- **1** had eaten **2** had been working **3** was walking **4** take off **5** the homeless

Activity 2: Students match the two parts of the sentences.

- **1e 2d 3a 4f 5b 6c**

Activity 3: Students put the words in order and write sentences.

- **1** You should get your hair cut. **2** I took my TV to an electronics shop to have it mended. **3** Could you tell me if the hospital is near here? **4** John would have arrived on time if he had travelled by car.

CHECK YOUR PROGRESS

Page 132

Activity 1: Students complete the sentences with the past perfect or the past simple of the verbs in brackets.

- **1** had caught, called **2** arrived, had gone **3** had finished, cooked **4** had pulled, took **5** arrived, had already put out

Activity 2: Students complete the sentences with the past perfect continuous.

- **1** had been playing in the mud. **2** had been working for ten hours. **3** they had been walking for ten days.
4 he had been sitting in the sun all day.

Activity 3: Students complete the sentences with the correct form of the phrasal verbs in the box.

- **1** run away **2** pick, up **3** putting off **4** give back **5** turn to

Activity 4: Students complete the third conditional sentences with the correct form of the verbs in brackets.

- **1** hadn't found **2** wouldn't have disappeared **3** hadn't taken off **4** wouldn't have become

Activity 5: Students complete the dialogue with suitable words.

- Suggested answers: **1** Could you **2** to know **3** to travel **4** how much / what **5** earn **6** sounds

SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Tell them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Tell them to read the relevant sections in the units and to do the exercises in the Practice page grammar section again. They can also look at the Grammar summary at the back of the book.