

# Way

in English!

4<sup>e</sup>

# Ahead

**Teacher's Book**



  
MACMILLAN

# Way in English!

4<sup>e</sup>  
Ahead

**Teacher's Book**

Secondary English  
for Francophone Cameroon Level 4<sup>e</sup>

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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 sections 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 sequence of three units, there is a *Review and Evaluation* section designed to help students monitor their progress.

At the end of the book, there is a *Grammar summary*, a phonetic alphabet, a wordlist, and the listening material.

The **Workbook** has fifteen units corresponding to the fifteen teaching units in the Student's Book. The Workbook provides additional practice of the work done 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, the listening material and a wordlist.

## ► 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.

## ► 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, quizzes and cartoons. 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 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 and poems or words that students have to 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 providing 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 *Review and evaluation* sections, one after each module of three units. Encourage students to assess their progress and take responsibility for their own learning by getting them to complete the self-assessment charts in these sections. 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**

- greeting people
- expressing feelings
- talking about languages

**VOCABULARY**

- greetings: *bow, curtsy, hug, kiss, nod, shake hands, wave*
- feelings: *argue, cry, frown, laugh, shout, smile, stare*
- language words: *mother tongue, second / first / foreign / official language, bilingual, Pidgin English*
- phrasal verbs: *come in, get up, grow up, lie down, sit down, take off, turn on*
- dictionary entries

## Lesson 1 Body language ► Page 6

**TOPIC:** greetings and hospitality

**GRAMMAR AIMS:** • to use reciprocal pronouns *each other* and *one another*  
• to practise exclamations

**VOCABULARY AND SPEAKING** Page 6

**Aim:** to discuss different forms of greeting

**Warm-up:** With books closed, ask: *How do you greet your friends at school in the morning?*

*How do you greet your teacher? Do you greet everyone in the same way? Help them with new vocabulary. Write some of their suggestions on the board.*

**Activity 1**

- Read the words in the box with the class. Ask students to match the words to the pictures.
- Ask students to say what the people are doing in the pictures using the words in the box.
- Check their answers around the class.

→ *Students' own answers*

**Activity 2:** Discuss the questions with the class.

→ *Students' own answers*

**READING** Page 6**Activity 1**

- Students read the passage and match the paragraphs with the pictures.
- Check the answers orally with the class.

→ *Paragraph 1: A; Paragraph 2: B; Paragraph 3: F*

**Activity 2**

- Students read the passage again and match the statements to the paragraphs. Encourage students to justify their answers.
- Ask students to compare their answers in pairs.
- Check the answers with the class. Make sure students understand any new words.

→ **1** France **2** Britain **3** Japan **4** Britain

**Remember** Page 6

- Read the Remember box with the class. Explain that in modern English we use *each other* and *one another* in the same way.
- Point out that the translation of *se parler* is *to talk to one another*.



- Ask students to find examples of the pronouns in the passage.  
⇒ **Grammar, Page 117**

## LISTENING AND SPEAKING Page 7

**Aim:** to practise greetings in formal and informal situations

**Warm-up:** Ask students what expressions in their own language they would use to greet the following people: an elderly parent, a friend, the head teacher. Ask students how they say these expressions in English. Write some of their ideas on the board.

### Activity 1

- Read the conversations with the class.
- Ask students to match the conversations with the situations.
- Check the answers with the class. Explain that we use different expressions in formal and informal situations. Point out, for example, that we wouldn't say *Hi!* to an adult we don't know or to a teacher.  
→ *Conversation 1: a party; Conversation 2: in the principal's office*  
*Conversation 3: a family reunion; Conversation 4: a business meeting*

### Activity 2

- Read the phrases in the box with the class.
- Students complete the conversations with the phrases.

### Activity 3

- Read the conversations to the class. Students listen and check their answers in Activity 2.
- Ask random pairs of students to say their dialogues to the class. Point out that in a very formal context when you meet someone for the first time it is usual to say *How do you do?* and answer *How do you do?*  
→ *Conversation 1: How are you? Conversation 2: Good morning*  
*Conversation 3: I'm very well Conversation 4: How do you do?*

## PRONUNCIATION AND GRAMMAR Page 7

**Aim:** to learn about and practise exclamations

**Warm-up:** Write the following phrases on the board: *How \_\_\_\_\_!* and *What a \_\_\_\_\_!* Ask students to complete the blanks and make exclamations. Elicit answers orally and write some of their suggestions on the board. Draw students' attention to the patterns *What + noun* and *How + adjective* in exclamations.

**Activity 1:** Students listen to the teacher saying the exclamations. Draw students' attention to the intonation.

**Activity 2:** In pairs, students practise saying the exclamations. Make sure they use the correct intonation.

### Activity 3

- Ask students to complete the exclamations.
- Check the answers orally around the class.  
→ **1** *How* **2** *What* **3** *How* **4** *What*

### Activity 4

- Look at the conversations in Listening and speaking Activity 1 again with the class. Ask students to find verbs that go with *down*, *in* and *off*.
- Check the answers orally.  
→ *come in; sit down; take off*

### Remember Page 7

- Read the Remember box with the class.
- If you like, ask students to think of other phrasal verbs they know. Write their ideas on the board.

### Activity 5

- Ask students to complete the sentences with the phrasal verbs in the box in the correct form.
- Check the answers orally around the class.  
→ **1** *turned off* **2** *got up* **3** *grew up* **4** *come in* **5** *lie down*

**READING** Page 8

**Aim:** to answer a questionnaire; to find words in a dictionary

**Activity 1**

- Read the questionnaire with the class. Pre-teach *tribe*, *disbelief*, *drops* and *threaten*.
- Ask students to answer the questionnaire.

**Activity 2**

- Students check their answers.
- In pairs, they compare their answers.
- Discuss students' answers with the class.
  - *Students' own answers*

**EXTRA ACTIVITY**

- Ask students to find phrasal verbs in the questionnaire. Check they understand their meaning. *tell someone off, run up to, shout at, pick up, look at, stare at*
- As a follow-up, ask students to write their own sentences with these phrasal verbs.

**Activity 3**

- Ask students to match the abbreviations with the words.
- Write the answers on the board. Explain that these abbreviations are commonly used in monolingual English dictionaries.
  - *adj. adjective; adv. adverb; conj. conjunction; n. noun; pron. pronoun; c. countable; un uncountable; v verb*

**Remember** Page 8

- Read the Remember box with the class.
- If possible, bring an English-English dictionary or dictionaries to the class and show students how words are organised in alphabetical order.
- Ask students to write the abbreviations with the parts of speech in their exercise books.
- Encourage students to use a dictionary whenever possible.

**Activity 4**

- Look at the dictionary entry with the class. Explain that this is from a real dictionary.
- Ask students to label the different parts of the entry with the words in the rubric.
- Write the word and the answers on the board.
  - **1** spelling **2** example **3** pronunciation **4** part of speech **5** definition

**Activity 5**

- Ask students to look at the entry and answer the questions.
- Check the answer orally with the class.
  - **1** a verb and a countable noun **2** stared

**Activity 6**

- Ask students to work in pairs or small groups according to the number of dictionaries available.
- Tell students to find the words in the box in the dictionary and answer the questions.
  - *Students' own answers*

**WORKBOOK**

- **1** **1 d 2 a 3 e 4 b 5 c**
- **2 and 3** **In correct order: 1** Hi Binta. It's nice to see you again. **5** Hello John. How are you? **4** I'm fine, thanks. **2** Where have you been? **3** I've been very busy in town.
- **4** **1** What **2** What **3** How **4** How **5** How **6** How **7** What
- **5** *Students' own answers*
- **6** **1** get up **2** lie down **3** came in **4** called out **5** turned on **6** jumped out
- **7** *frown, argue, smile, shout, laugh, cry, stare*
- **8** **1** shouted **2** cry **3** argued **4** shouts **5** smiled **6** stare
- **9** **1 d 2 f 3 a 4 g 5 c 6 e 7 b**
- **10** **1** stare **2** grow **3** pick **4** breakfast

## Lesson 2 Languages ► Page 9

**TOPIC:** languages

**GRAMMAR AIMS:**

- to use the quantifiers *a few* and *few*
- to learn the present simple passive form

### SPEAKING Page 9

**Aim:** to practise vocabulary for countries and languages

**Warm-up:** Write the following continents on the board: *Africa, Europe, Asia*.

Ask students to name countries in these continents. Write some of their ideas on the board.

Ask: *What languages do people from these countries speak?*

#### Activity 1

- Say the names of the countries in the box. Students repeat.
- In pairs, students say in which continents they are found.
- Check the answers orally around the class.
  - *Asia: China, Japan, Thailand. Europe: England, France. North America: Canada. South America: Brazil. Africa: Kenya, Gabon, Nigeria.*

#### Activity 2

- Ask two students to read the dialogue aloud.
- In pairs, students practise similar dialogues with the words in the box.
- Ask pairs of students to say the dialogues to check the answers.
  - *Brazil – Portuguese, Kenya – Swahili and English, China – Chinese, Canada – English and French, England – English, France – French, Gabon – French and Bantu, Nigeria – English, Yoruba, Ibo and Hausa, Japan – Japanese, Thailand – Thai*

#### EXTRA ACTIVITY

- Ask students to list ten countries around the world.
- In pairs, students practise the dialogue with these countries.
- Encourage students to use dictionaries to check vocabulary for languages.

### READING AND VOCABULARY Page 9

**Aim:** to read a passage for main and specific information

**Warm-up:** With books closed, ask: *What languages do people speak in Cameroon?*

*What languages do people speak with their families?*

#### Activity 1

- Ask students to read the passage and find out what languages people speak in Cameroon.
- Check the answers with the class.
  - *289 local languages, English, French, Pidgin English*

#### Activity 2

- Ask students to decide which statements are true and which are false.
- Check the answers with the class. Encourage students to correct the false statements.
  - **1** False: *Not all people in the big towns can speak their mother tongue.* **2** True **3** True **4** False: *Few children in the big towns can speak their mother tongue.* **5** False: *The government wants people to become bilingual in French and English.*

**Activity 3:** Ask students to discuss the differences between the different languages.

### GRAMMAR Page 9

**Aim:** to use *a few* and *few*

**Warm-up:** Write these sentences on the board: *A few students in Cameroon study German at school.*

*Few students study Chinese.* Ask: *Do more students study German or Chinese?*

**Activity 1**

- Read the sentences with the words in blue in the passage.  
Ask students which words mean *some* and which mean *not many*.
- Check the answers orally with the class.  
→ *few – not many; a few – some*

**Activity 2**

- Ask students to complete the text with a *few* / *few*.
- Check the answers with the class.  
→ **1** *a few* **2** *few* **3** *a few* **4** *A few*

**GRAMMAR** Page 10

**Aim:** to learn how to form the present simple passive form

**Warm-up:** Write the following verbs on the board: *speak, teach, have, make, learn*.

Ask students to say the past participles of these verbs.  
*spoken, taught, had, made, learned*

**Activity 1**

- Read the sentences with the class. Point out that the sentences are in the present passive form.
- Students answer the questions with the whole class.  
→ *We form the present passive with be + past participle.*

**Activity 2**

- Ask students to find more examples of the present passive in the passage.
- Check the answers with the class.  
→ *is learned, is passed, are spoken, are used, are taught, is spoken, is not taught, are taught, are encouraged*

**Remember** Page 10

- Read the Remember box with the class. Explain that the passive is used very often in English, especially when we do not want to focus on the subject of an action. In French, we often use the indefinite pronoun *on* instead of the passive form, for example: *On enseigne le français.* = *French is taught.*  
⇒ **Grammar, Page 117**

**Activity 3**

- Ask students to complete the sentences with the passive form of the verbs.
- Ask different students to write the answers on the board.  
→ **1** *is passed* **2** *are spoken* **3** *are, taught* **4** *are taught* **5** *are spoken*

**SPEAKING** Page 10

**Aim:** to practise the present passive form

**Warm-up:** Ask students to name languages spoken in Cameroon.

Ask: *Where do people speak these languages?*

**Activity 1**

- Ask two students to read the dialogue.
- In pairs, students practise similar dialogues using the information in the chart.
- Ask different pairs to say their dialogues to the class.  
→ *Students' own answers*

**LISTENING** Page 10

**Aim:** to listen for specific information

**Warm-up:** Ask: *What languages do you speak? Have you got a mother tongue? Can you speak it?*

**Activity 1**

- Tell students that they are going to hear a conversation between four people  
– Amougou, John, Fiona and Binta – then complete a chart.
- Ask students to copy the chart into their exercise books.

- Read the conversation. You may like to read the conversation with two confident students.
- Students complete the table with a tick or a cross.
- Read the conversation again. Students listen and check.
- Check the answers around the class.

	Mother tongue	French	English	Spanish
Amougou	✓	✓	✓	X
John	✓	X	✓	X
Fiona	✓	✓	✓	X
Binta	X	✓	✓	✓

*Listening text:* Amougou: Hi, everyone. The 21<sup>st</sup> February is the International Mother Tongue Day.

Do you speak your mother tongue John?

John: Yes, I do. I speak it very well. In fact all the members of my family do. I also speak English. It's my second language. I understand a little French but I don't speak it.

Amougou: And how good is your Spanish John?

John: Not good at all. I can't say a word in Spanish. What about you Fiona? What languages do you speak?

Fiona: I speak my mother tongue too. I also speak English and French, I understand a little Spanish because I learn it in school, but I don't speak it. And you Binta? Can you speak your mother tongue?

Binta: It's a pity that I can't speak my mother tongue well. I can't communicate with most people when I go back to my village. It's really frustrating you know. I'm learning it these days. But I speak both English and French. I speak Spanish too. I lived with my uncle in Spain for five years. What about you Amougou?

Amougou: Well, I speak my mother tongue very well. I went to primary school in my village and at that time everyone in the village spoke to us only in the mother tongue. I speak the two official languages as well. But I can't speak any foreign languages.

### EXTRA ACTIVITY

- Students work with a partner and ask and answer questions about the people using the information in the table.
- Students ask and answer questions about their own language skills.

## WRITING Page 10

**I Aim:** to write about language skills

### Activity 1

- Students complete the paragraph using the information in the table.
  - Check the answers with the class.
- **1** his mother tongue **2** he doesn't speak it. **3** He can't say a word of Spanish.

**Activity 2:** Ask students to write a similar paragraph about Amougou's language speaking skills using the information in the table.

→ *Students' own answers*

## WORKBOOK

- **1** **1** How many local languages are there in Cameroon? **2** Where are mother tongues spoken? **3** What are the official languages of Cameroon? **4** Why don't most city children speak their mother tongue? **5** Do most Cameroonians know more than two languages?
- **2** **1** c **2** d **3** a **4** b
- **3** **1** few **2** a few **3** a few **4** few **5** a few **6** few
- **4** **1** are awarded **2** are read **3** is repaired **4** am given **5** is drunk **6** are spoken

- 5 1 Two languages are chosen by each student. 2 Presentations are made in the languages twice a week by students. 3 They are tested by native speakers. 4 Facilities are provided by schools to learn the languages. 5 The languages are learnt during the students' free time. 6 At the end of the year, an exam is written in the two languages chosen by students.
- 6 1 bilingual 2 official 3 foreign 4 fluently 5 integration 6 generation
- 8 **Asia:** China → Chinese, Japan → Japanese, Thailand → Thai **Europe:** England → English, France → French **North America:** Canada → English and French **South American:** Brazil → Portuguese, Argentina → Spanish **Africa:** Gabon → French and Bantu, Kenya → Swahili and English **Nigeria:** English, Yoruba, Ibo and Hausa
- 9 1 China 2 Portuguese 3 French 4 English 5 English, French

## Practice page ► Page 11

### GRAMMAR

**Activity 1:** Students rewrite the sentences in the passive form.

- 1 *Pidgin English is not used in schools.* 2 *289 local languages are spoken in Cameroon.*
- 3 *The best English and French students are awarded prizes.* 4 *German and Spanish are taught in schools.*
- 5 *Children are encouraged to become bilingual.*

**Activity 2:** Students choose the correct words to complete the sentences.

- 1 Few 2 Few 3 a few 4 few 5 a few

**Activity 3:** Students match the verbs in A with the words in B.

- *come in, get up, get on, grow up, lie down, lie in, pick up, sit down, sit up, stand up, stand in, take off, turn down, turn off, turn up, turn on*
- *Students' own answers*

### LET'S HAVE FUN

**Activity 1:** Students read the text on page 6 and find words corresponding to the descriptions in two minutes.

- 1 Nouns: *greeting, kissing* 2 Verbs: *greet, meet*
- 3 Adjectives: *different, formal* 4 Adverbs: *mostly, usually*

**Activity 2:** Students find the odd word out.

- 1 *cry* 2 *Fulfulde* 3 *England* 4 *inside*
- *Students' own answers*



## Unit summary

### COMMUNICATION FOCUS

- describing an event
- talking about festivals and celebrations
- describing a sequence of events

### VOCABULARY

- festivals: *atmosphere, celebrate, costume, dance, decorate, float, fun, music, parade, participant, samba*
- adjectives: *colourful, fantastic, wild, crazy, funny, enjoyable, incredible, exciting, decorated*
- expressions with *have*: *have fun / a good time / a rest / dinner*
- nouns: *ancestor, appreciation, battle, cave, community, drum, folk dance, god, guest, harvest, invader, offering, pilgrimage, sultan, throne, victory, warrior, wrestling, yam*

## Lesson 1 Carnival time ► Page 12

**TOPIC:** festivals

**GRAMMAR AIMS:**

- to use *each, every* and *all*
- to learn and practise using *for* and *during*

### VOCABULARY AND READING Page 12

**Aim:** to read a letter for main ideas and for specific information

**Warm-up:** Write the following word on the board: *carnival*. Ask students if they can name any famous carnivals. Ask: *What do people do at a carnival?* Ask students to say words which they associate with carnival. Write their ideas on the board.

#### Activity 1

- Read the words in the box with the class. Check that students understand their meaning.
  - Ask students to describe the pictures using some of the words.
- *Students' own answers*

#### Activity 2

- Read the questions with the class.
  - Ask students to look quickly at the letter and answer the questions. Tell them not to read the letter in detail. If you like, give them a time limit of two minutes to answer the questions.
- **1** *informal*: **Hi** and **love from** are informal expressions **2** *Augustine* **3** *Diane*

#### Activity 3

- Ask students to read the letter and answer the questions. Encourage them to write full answers.
  - Ask different students to write their answers on the board.
- **1** *Augustine is staying at the Palace Hotel in Rio de Janeiro.* **2** *The carnival takes place during February or March each year.* **3** *The festival lasts for four days.* **4** *Everyone participates in the festival.* **5** *The carnival started in the 19<sup>th</sup> century.* **6** *People dance the samba and dress in fantastic costumes. They build and decorate floats. They parade through the streets.*

#### Activity 4

- Ask students to find four expressions with the verb *have* in the passage.
  - Check the answers with the class.
- *had a good journey, having the wildest time, have fun, have a holiday*

### Remember Page 12

- Read the Remember box with the class. Encourage students to note down expressions with *have* when they come across them.

**EXTRA ACTIVITY**

- Write the following phrases on the board: *a baby, a bath, fourteen years old, hungry, lunch, a nice time, a party, a shower, a temperature, thirsty.*
- Ask students which phrases go with the verb *have*.
- As a follow-up, ask students to make sentences with the phrases.
- Answers: *hungry, thirsty, fourteen years old* go with the verb *be*. All the others go with the verb *have*.

**GRAMMAR** Page 13

**Aim:** to learn how to use *for* and *during*; to practise using *each*, *every* and *all*.

**Warm-up:** With books closed, write the following phrases on the board: *She stays with her grandparents during \_\_\_\_\_.* *She usually stays with them for \_\_\_\_\_.* Ask students to complete the sentences.

Write some of their suggestions on the board.

**Activity 1**

- Read the sentences with the class.
  - Ask students to complete the rules.
  - Check the answers with the class. Make sure students understand that *for* is used with a period of time to say *how long* something takes. Point out that *for* and *during* are used with different tenses.
- **1** *for* **2** *during*

**Activity 2**

- Students find more sentences with *for* / *during* in the letter.
  - Check their answers orally around the class.
- *during this incredible event; during February or March; During this time; during carnival time; during carnival week*  
 → *for four days; for two nights; for another five days*

**Activity 3**

- Ask students to complete the sentences with *for* or *during*.
  - Check the answers orally around the class.
- **1** *for*, **during 2** *for 3* *during 4* *during*

**Activity 4**

- Ask students to read the three sentences.
  - Ask them to decide whether *each*, *all* and *every* are used with singular or plural nouns.
- **each** and **every** are used with singular nouns; **all** is used with plural nouns

**Remember** Page 13

- Read the Remember box with the class. Explain that *every* and *each* are determiners which are used before countable nouns. Point out that *each* can also be used as a pronoun, for example:  
*He asked each of them to help. My mum gave us a pound each.*
- ⇒ **Grammar, Page 118**

**Activity 5**

- Ask students to read and complete the text. They can do this in pairs or individually.
  - Check the answers with the class.
- **1** *Each* / *Every 2* *for 3* *During 4* *All 5* *During 6* *Each* / *Every 7* *during 8* *all*

**VOCABULARY AND PRONUNCIATION** Page 13

**Aim:** to form nouns using the suffix *-ion*; to practise stressed syllables

**Warm-up:** Write the following words on the board: *information, educate, translate, hesitation*. Ask students what part of speech the words are. Ask students to make the nouns / verbs from these words. If students have dictionaries, you could ask them to check the words in their dictionaries. Write the answers on the board: *information (noun), inform (verb), educate (verb), education (noun), translate (verb), translation (noun), hesitation (noun), hesitate (verb)*. Ask students what changes are made to make the nouns.

### Activity 1

- Ask students to write the nouns from the verbs.
- Write the answers on the board. What do they notice about them?  
→ **2** creation **3** organisation **4** competition **5** participation **6** decoration **7** protection **8** discussion. All end with -ion.

### Remember Page 13

- Read the Remember box with the class. You may like to point out that many of these nouns are similar in French.

### Activity 2

- Ask students to find five more nouns with these suffixes in their books.
- Write their suggestions on the board.  
→ *Students' own answers*

### Activity 3

- Read the pairs of words in Activity 1 aloud. Students listen and underline the stressed syllables in the nouns.
- Check their answers orally and underline the stressed syllables on the board. Draw students' attention to the syllable shift between the verbs and nouns in some of the words: celebrate – celebration.  
→ **1** celebrate **2** creation **3** organise – organisation **4** compete – competition **5** participate – participation **6** decorate – decoration **7** protection **8** discussion
- In pairs, students practise saying the words aloud. Make sure they stress the correct syllables.
- Ask random students to say the words aloud. Check their pronunciation.

## SPEAKING AND LISTENING Page 14

**Aim:** to describe pictures; to listen for specific information

**Warm-up:** Ask students to look at the pictures of two festivals. Ask: *Where do you think these festivals take place?* Brainstorm vocabulary about the pictures. Write students' ideas on the board.

### Activity 1

- Ask students to say what is happening in the pictures. Encourage them to use some of the vocabulary you wrote on the board during the warm-up activity.
- Ask different students to make sentences.  
→ *Students' own answers*

### Activity 2

- Read the sentences in the chart with the class. Make sure students understand any new vocabulary.
- Ask students to match the sentences with the festivals. Students can work individually or in pairs.

### Activity 3

- Ask students to copy the chart into their exercise books.
- Tell students that they are going to hear descriptions of the two festivals in the pictures.
- Read the description aloud. Students listen and complete the chart with Yes or No.
- Read the text again for students to check their answers.
- Check by asking different students to say their answers.

	Dragon Boat Festival	Port of Spain Carnival
1 There is a fancy-dress competition.	No	Yes
2 Drums are played.	Yes	Yes
3 Boat races are organised.	Yes	No
4 People eat traditional food.	Yes	No
5 Decorated floats parade through the streets.	No	Yes
6 This festival protects people from evil.	Yes	No
7 Music is at the heart of this festival.	No	Yes

**Listening text: Dragon Boat Festival**

The Chinese celebrate Dragon Boat Festival to protect themselves from evil and disease for the rest of the year. It is an important Chinese festival. It is celebrated every fifth day of the fifth lunar month. It has been celebrated for many centuries. Dragon boat races are the most exciting part of the festival. These boats are long, brightly decorated canoes in the shape of dragons. Competing teams row their boats to the rhythm of the beating of drums. They race them to the finishing line. The traditional food for the Dragon Boat Festival is called "tzung tzu". This is sticky rice with red beans wrapped in bamboo leaves.

**Port of Spain Carnival**

Port of Spain is in Trinidad and Tobago in the Caribbean Islands. This country has a great musical culture. It also has one of the world's greatest carnivals. The traditional calypso and more recent soca music are at the heart of the celebration. The carnival begins with the King and Queen competition. The winners are the competitors with the most original and creative costumes. During the carnival, there are steel drum competitions and fancy-dress competitions. But the best moment is the parade on the last day of the carnival. Hundreds of dancers and musicians accompany the decorated floats through the streets all day and night.

**EXTRA ACTIVITY**

→ Write the following words and definitions on the board:

century competitor fancy dress king protect row

1 to keep safe

2 one hundred years

3 to use two long pieces of wood to move a boat

4 the queen's husband

5 person taking part in a competition

6 special costumes people wear at a carnival

Ask students to match the words with the definitions.

Answers: 1 protect 2 century 3 row 4 king 5 competitor 6 fancy dress

**WRITING** Page 14

**Aim:** to write a description of an event

**Warm-up:** Ask questions around the class about the festivals in the Listening activity.

You may like to read the Listening texts again. Example questions: *Where does Dragon Boat Festival take place? What are dragon boats? What happens during this festival? What competitions are held?*

*What musical instruments are played? What do people believe about this festival? What do people eat?*

*Where does the Port of Spain Carnival take place? What is at the heart of the carnival?*

*What do people do during the carnival? What competitions are held? What musical instruments are traditional?*

**Activity 1:** Ask students to write a description of one of the festivals in the Listening activity.

Encourage them to use some of the information in the chart and their answers in the Warm-up activity.

→ *Students' own answers*

**Activity 2**

- Ask students to answer the questions about a festival they know about.

Students can work in pairs or in small groups.

- Ask random students the questions around the class.

→ *Students' own answers*

**Activity 3**

- Tell students that they are going to write a letter to a friend about the festival they discussed in Activity 2.

- Ask students to read the letter on page 12 again and use it as a model for their letter.

- Students write their letters. If you like, you can fix a word limit of 150 words.

You may like to set this activity for homework.

- Ask students to exchange letters with a partner and check for mistakes.

Go around the class helping students with corrections.

- Ask some students to read their corrected letters to the class.

→ *Students' own answers*

## WORKBOOK

- 1 1 The dates of the Rio Carnival change every year. 2 Carnival is four days of excitement, from Saturday to Tuesday. 3 Everyone participates in the carnival. No-one works. 4 Tourists can take part in the carnival if they pay. 5 There is no class distinction during the festival. Everyone, rich or poor, dances the samba.
- 2 1 d 2 a 3 e 4 b 5 f 6 c
- 3 1 good journey 2 wild / funny / crazy 3 tourists 4 four 5 February, March 6 exciting 7 pay 8 is having 9 butterfly
- 4 1 Each student in my class has a task to do every day. 2 Every participant tries their best to win the first prize. 3 Every book I was given as a child was useful to me later as an adult. 4 All the tourists enjoyed their stay here. 5 All Brazilians enjoy the carnival. 6 Each tourist going to Rio during the carnival has to book a hotel two weeks before.
- 5 1 f 2 d 3 e 4 a 5 c 6 b
- 6 1 a rest 2 dinner 3 a holiday 4 fun 5 good time 6 a meal
- 7 1 for 2 for 3 During 4 for 5 during
- 8 1 participate 2 decorate 3 discuss 4 create 5 compete 6 celebrate 7 protect 8 organise
- 9 participation, decoration, discussion, creation, competition, celebration, protection, organisation
- 10 1 decorations 2 competition 3 protection 4 celebrations 5 creation
- 11 1 Where in the world do people celebrate the Dragon Boat Festival? 2 When is it celebrated? 3 Why do they celebrate it? 4 What is the traditional music of the Port of Spain Carnival? 5 Where does the parade take place on the last day of the carnival?
- 12 1 People celebrate the Dragon Boat Festival in China. 2 It is celebrated every fifth day of the fifth lunar month. 3 To protect themselves from evil and disease for the rest of the year. 4 The traditional music of the Port of Spain Carnival is calypso. 5 On the last day of the Carnival, the parade takes place in the streets.

## Lesson 2 African festivals ► Page 15

**TOPIC:** African festivals

**GRAMMAR AIM:** to describe a sequence of events using *before* and *after*

### READING Page 15

**Aim:** to read a passage for specific information

**Warm-up:** With books closed, ask students to name some African festivals.

Ask: What happens during these festivals? When do they take place? What do they celebrate?

#### Activity 1

- Ask students to describe the picture.
- Ask different students around the class to make sentences.
- Students guess what festival is shown in the picture.

→ *Students' own answers*

**Activity 2:** Students read the passage and find out if they guessed correctly in Activity 1.

→ *The New Yam Festival*

#### Activity 3

- Ask students to read the passage again and decide whether the statements are true or false.
  - Ask the students to justify their answers and correct the false statements.
  - Check the answers with the class.
- 1 False. The Igbo celebrate a lot of festivals. 2 False. It is celebrated at the end of the rainy season. 3 False. The people get rid of the old yams. 4 True. 5 True. 6 True.

#### Activity 4

- Read the words in the box with the class.
  - Students find the words in the passage.
  - Ask students to complete the sentences with the words in the box.
  - Check the answers orally with the class.
- 1 gather 2 guest 3 roasted 4 mouthful 5 harvest

**PRONUNCIATION** Page 15

**Aim:** to practise the sounds /r/ and /w/

**Activity 1**

- Tell students that they are going to hear words with two different initial sounds.
- Read the words aloud. Students put them into two groups.
  - /r/: *wrapper, write, wrestler*
  - /w/: *one, once, welcome, wick, women, weather, when*

**GRAMMAR** Page 16

**Aim:** to describe a sequence of events using *before* and *after*

**Warm-up:** Write the following sentences on the board: *Before she left home, she dressed in her finest clothes. Before she left home, her father gave her some money. Before leaving home, she dressed in her finest clothes.* Ask students to say what the subject of each clause is in these sentences (1 *she*, 2 *she*, 3 *her father*, 4 *she*).

**Activity 1**

- Read the sentences with the class.
- Students answer the questions for each sentence.
- Check the answers orally with the class.
  - 1 *the people* 2 *the elder* 3 *I*

**Remember** Page 16

- Read the Remember box with the class. Explain to students that they can use both forms if the subject of the two clauses is the same. They cannot use the *-ing* form if the subject of the two clauses is different.

**Activity 2**

- Ask students to complete the sentences using *before* or *after* with the *-ing* form of the verb. Point out that the subject of both clauses is the same.
- Check the answers around the class.
  - 1 *before going* 2 *after saying* 3 *before crossing* 4 *before cooking* 5 *after doing* 6 *before leaving*

**SPEAKING AND LISTENING** Page 16

**Aim:** to describe festivals; to listen to descriptions for specific information

**Warm-up:** With books closed, write following headings on the board: *The Nguon Festival, The Nyem Nyem Festival.* Ask students what they know about these festivals. Write their suggestions under the headings.

**Activity 1**

- Ask students to describe the pictures.
- Go around the class asking students for their ideas.
  - *Students' own answers*

**Activity 2**

- Read the sentences with class.
- Tell students that they are going to hear descriptions of the two festivals in the pictures.
- Read the description aloud. Students listen and match the sentences with the pictures.

**Activity 3**

- Read the text again for students to check their answers.
- Check the answers by asking different students to say their answers.
  - Picture A: 2, 3, 6      Picture B: 1, 4, 5

**Listening text:** **A** *The Nguon Festival is celebrated by the Bamoun people of West Cameroon every two years. This colourful two-day festival brings together all Bamoun people. The people and their sultan examine their past and make plans for the future. The people question the way the sultan has ruled the kingdom in the past two years. They may also make complaints. After listening to them, the sultan replies, settles disputes and makes promises. Next, men dressed up as warriors perform mock battles and sing war songs. These battles end in a victory dance.*



During the Nguon Festival, the participants wear traditional homemade clothes called “ntiejan”. There are folk dances and the men fire guns. The festival is important for the community. It is a time when young people learn about their traditions and history.

**B** Traditionally the Nyem Nyem Festival took place in September or October. But it has become an important tourist attraction and the date has changed. Today it is held in the Adamaoua province in the month of January every year. This one-week festival commemorates the victory of the Nyem Nyem people over German invaders two centuries ago. Before the beginning of the celebrations, the elders honour their ancestors. During the celebrations, people dance and sing war songs. The most important part of the festival comes when the people make a pilgrimage to the top of Mount Djim. There are many caves in the mountain where people hid from the Germans during the attacks on their villages. During this pilgrimage they visit the caves, relics and graves of their heroes. The people also pray here for peace and prosperity.

### EXTRA ACTIVITY

- Write the following words on the board: *kingdom, ancestor, victory, invader, pilgrim, complaint, commemorate.*
- Ask students to find nouns and verbs which belong to the same word families as these words. If possible, they can use dictionaries.
- Answers: *king (n), ancestry (n), victor (n), invade (v), invasion (n), pilgrimage (n), complain (v), commemoration*
- Write the following sentence on the board: *The men fire guns.*  
Ask: *What part of speech is the word fire in this sentence?* (verb)
- Ask students to make a sentence with the word *fire* as a noun.

### WORKBOOK

- **1** 1 g – get rid of 2 f – rainy season 3 i – perform a ritual 4 a – fall asleep 5 h – express appreciation 6 d – finishing line 7 c – village square 8 e – beat drums 9 b – win a race
- **2** 1 c 2 f 3 a 4 e 5 b 6 d
- **3** 1 What is the biggest festival in Uche’s tribe? 2 When is this festival celebrated? 3 Who participates in the festivities? 4 Why do they perform rituals? 5 Where does the wrestling take place? 6 What food is cooked during the festival?
- **4** 1 grateful 2 give 3 gathered 4 hit 5 free yourself from
- **5** 1 After doing some exercise he feels good. 2 Do you brush your teeth before going to bed? 3 After working hard all day, he had a rest. 4 We should call her before visiting her because she might not be in. 5 They usually go for a swim in the river after working on the farm.
- **6** Across: 1 sultan 4 mock 6 dispute 7 cave Down: 1 sing 2 throne 3 invade 5 rule
- **7** 1 invaded, caves 2 sultan, throne 3 sing, mock 4 ruled, disputes
- **8** 1 different subjects 2 the same subject 3 the same subject 4 different subjects
- **9** 1 battle 2 harvest 3 pilgrimage 4 kingdom 5 wrestling 6 guest 7 relics 8 ancestor

## Practice page ► Page 17

### GRAMMAR

**Activity 1:** Students choose the correct word in each sentence.

→ **1** for **2** During **3** during **4** for **5** during

**Activity 2:** Students join the pairs of sentences using *after / before + -ing*.

- **1** After graduating from medical school, John worked in the village hospital.
- **2** Before going to bed, the little boy brushed his teeth.
- **3** After reading the text, Anna answered the questions.
- **4** Before going on a pilgrimage, the people sang war songs.

**Activity 3:** Students complete the passage with *for* or *ago*.

→ **1** ago **2** for **3** ago **4** for **5** ago **6** for

**Activity 4:** Students write the nouns from the verbs.

→ education, decoration, competition, participation, celebration

**Activity 5:** Students rewrite the sentences using an expression with *have*.

- **1** She's having a rest / a lie down because she's tired. **2** She's having dinner with friends. **3** They are having fun / a good time. **4** He is having a drink with his friends. **5** We are going to have a party next week.

### LET'S HAVE FUN

**Activity 1:** Students match the words in the box with the texts in the unit.

→ Rio Carnival: butterfly, costumes, samba; Dragon Boat Festival: bamboo leaves, canoes  
Port of Spain Carnival: calypso, queen, steel drum; New Yam Festival: wrestling, offerings  
Nguon Festival: battle, sultan, warriors; Nyem Nyem Festival: pilgrimage

• Students choose five words and write sentences using them.

→ Students' own answers

**Activity 2:** Students find words in the unit to match the descriptions.

→ **1** samba **2** participant **3** grave **4** yams **5** ancestor

## Unit summary

### COMMUNICATION FOCUS

- describing natural features
- talking about experiences
- saying how long people have done things
- talking about animal behaviour

### VOCABULARY

- natural features: *beach, canopy, hill, rainforest, river, sea, scenery, valley, volcano, waterfall*
- nature and wildlife: *branch, butterfly, cheetah, gorilla, leaf, monkey, shrimp, silverback*
- prepositions: *above, below, over, under, in front of, behind, among, on top of, between*
- verbs: *advance, filter, provoke, stretch, suspend, swing*
- adjectives: *aggressive, hostile, vulnerable*

## Lesson 1 Amazing nature ► Page 18

**TOPIC:** natural features and rainforests

**GRAMMAR AIMS:**

- to use the present perfect to talk about experiences
- to describe the position of things using prepositions

### VOCABULARY AND READING Page 18

**Aim:** to learn vocabulary for natural features; to read for main and specific information

**Warm-up:** With books closed, ask students to name beautiful places in Cameroon. Tell them to choose places in the wilderness. Write some of their ideas on the board. Brainstorm vocabulary for each of the places.

Ask: *Which place would you most like to visit? What do you think is the most beautiful place in Cameroon?*

Ask students if they know what a tourist brochure is. If necessary, explain that it is for people who want to visit a place they do not know. Ask: *What places would you choose to put in a tourist brochure for Cameroon?*

#### Activity 1

- Ask students to match the words in the box with the pictures.
- Ask students to guess where the places in the pictures are.
- Check the answers orally around the class.
  - A: beach at Kribi: beach, coast, sea; B: Waza Park: wildlife, savannah, plain; C Lobe Falls: waterfall, river; D West Province: hill, valley, forest

#### Activity 2

- Ask students to read the brochure and match the paragraphs with the pictures.
- Check the answers with the class.
  - Paragraph 3 – B; Paragraph 4 – A and C; Paragraph 5 – D

#### Activity 3

- Ask students to read the passage again and answer the questions. Encourage them to write full answers. Check any new vocabulary.
- Ask different students to write their answers on the board. Alternatively, choose a confident student to write on the board and ask other students to call out their answers.
  - **1** The right time to visit Waza Park is from March to November. **2** The Lobe Falls are a unique site. **3** They should visit the western region because culture and tradition are preserved here. **4** They would go to Kribi. **5** the land of hospitality **6** a tourist's paradise

**EXTRA ACTIVITY**

- Ask students to write a paragraph about Buea and Mount Cameroon or Limbe for the tourist brochure.
- Tell them to use the paragraphs in the passage as models.

**LISTENING AND SPEAKING** Page 19

**Aim:** to listen for specific information

**Warm-up:** Look at the table with the class. Ask students what they know about the places in the table.

Ask: *Where are these places? Why are they famous? What can you see there? Have you visited them?*

**Activity 1**

- Tell students that they are going to hear Edzoa and Kwedi talking about the places in the table.
- Ask students to copy the table into their exercise books.
- Read the description aloud. Students listen and tick the places Edzoa and Kwedi have visited and put a cross by the places they have not visited.
- If necessary, read the text again.

	Foumban Palace	Benue Park	Dja Reserve	Botanical Gardens	Mount Cameroon
Edzoa	x		✓	✓	✓
Kwedi	x	✓	x	x	✓

*Listening text:* Edzoa: I'm going to visit the palace at Foumban next month. Have you ever been there?

Kwedi: No, I've never visited the palace. But I've visited the Benue Park. I went with the UNESCO Club last year. We went on a tour in an open jeep and we saw a lot of rare wildlife. It was great fun.

Edzoa: I like seeing wildlife too. I visited the Dja Reserve last year with the Environment Club. I saw the gorillas. That was amazing. Have you ever been to the Botanical Gardens in Limbe? I've been there a few times. We lived in Limbe for five years and we went on excursions to the gardens. There are rare plants in the gardens and it is a good place to sit and relax. I also went to Mount Cameroon.

Kwedi: I've never been to the Botanical Gardens or the Dja reserve. But I went to Mount Cameroon two years ago. I climbed to the top with my father. It's an incredible place.

**Activity 2**

- Ask two students to read the example dialogues.
  - Ask students to practise similar dialogues in pairs using the information in the table.
  - Check their answers by asking pairs of students to demonstrate their dialogues.
- *Students' own answers*

**Activity 3**

- Read the dialogue with the class. If you like, ask two confident students to read it.
  - In pairs, students practise the dialogue.
  - Ask students to make similar dialogues with their partner. Go around the class monitoring students' work.
  - Ask pairs of students to demonstrate their dialogues to the class.
- *Students' own answers*

**GRAMMAR** Page 19

**Aim:** to contrast the present perfect and the past simple

**Warm-up:** Tell students to look at the dialogue in Activity 2 again. Ask them to say which verbs are in the present perfect tense and which are in the past simple tense. Write the verbs on the board. Revise the structure of the two tenses.

**Activity 1**

- Read the sentences with the class.
- Ask students to answer the questions.

- Check the answers orally with the class.  
→ **1** Have you ever experienced; you have never seen; have not visited **2** visited **3** I visited the Lobe Falls last month.

### Remember Page 19

- Read the Remember box with the class. Remind students that we use the present perfect tense to talk about experiences when we don't give the time. When we give the time we use the past simple tense.  
⇒ **Grammar, Page 115**

### Activity 2

- Ask students to choose the correct words to complete the sentences.
- Check the answers orally around the class.  
→ **1** ever **2** never **3** visited **4** have you visited **5** have visited **6** never **7** worked

## PRONUNCIATION Page 19

### Activity 1

- Ask students to listen while you read the sentences, stressing the underlined words.
- Ask them to notice the word stress.
- Explain that these words are important for meaning.

### Activity 2

- Ask students to practise saying the sentences.
- Make sure they stress the important words.

## READING Page 20

**Aim:** to read for main ideas and specific information

**Warm-up:** Write *rainforest* on the board. Ask students to say words they associate with the rainforest.  
Ask: *Where can you find rainforests? How can you visit a rainforest?*

### Activity 1

- Look at the picture with the class.
- Ask students where they think it is and what the person is doing in the picture.  
→ *Students' own answers*

### Activity 2

- Tell students to read the passage and check their answers to Activity 1.
- Ask students why they think the canopy is a good place for research scientists.  
→ *It is in Kakum National Park in Ghana. The person is visiting the rainforest canopy on a walkway.*  
→ *Students' own answers*

### NOTE TO THE TEACHER

- Rainforests only cover 2% of the Earth but they contain almost half of all species on our planet. Nobody knows how many species there are in a rainforest – estimates are between 5 and 50 million! Thousands of new species of plants have yet to be discovered. Scientists may be able to find cures for serious diseases using these plants. Many medicines have already been found in the rainforests. Most of the activity occurs in the canopy. This is why research scientists have to climb into the treetops to study the different species. Rainforests are also essential for carbon exchanges. Scientists need to understand their role because it is the key to climate control.

### Activity 3

- Ask students to read the passage again and correct the false statements.
- Check the answers orally around the class. If you like, ask different students to write the correct statements on the board.  
→ **1** The walkway is 30 metres above the ground. **2** The walkway stretches between six platforms.  
**3** You can see the rainforest below you. **4** It is very bright above the treetops canopy.  
**5** The animals live among the trees of the canopy. **6** Monkeys swing through the trees.

**Activity 4:** Ask students if they would like to go on the walkway and give their reasons.

→ *Students' own answers*

### EXTRA ACTIVITY

- Ask students to imagine that they have just visited the walkway in the Kakum National Park.
- Ask students to write a letter to a friend or family member telling them about the experience. Encourage them to use their imagination and say what they saw, how they felt, how long the visit lasted, etc.

## GRAMMAR Page 20

**Aim:** to describe position using prepositions

**Warm-up:** Ask students to find prepositions of position in the passage. Give them the following example:  
*on top of the rainforest and above the ground.*

## Remember Page 20

- Read the Remember box with the class. Make sure that students understand the prepositions.

### Activity 1

- Ask students to complete the sentences with the prepositions in the box.
  - Check the answers with the class.
- **1** under **2** among **3** on top, above **4** below **5** between **6** over

### Activity 2

- Ask two students to read the example dialogue.
  - In pairs, students take it in turns to say where places are and guess the place.
  - Ask random students around the class to say where places are for the class to guess.
- *Students' own answers*

## WORKBOOK

- **1** 1 canoe 2 snake 3 include 4 season
- **2** 1 What is another name for Cameroon in the text? 2 What would a tourist see at Waza Park?  
3 When is the right time to visit the Western Province? 4 What seafood can you enjoy on the beaches of Kribi?  
5 How high are the Lobe Falls?
- **3** 1 Another name for Cameroon in the text is "paradise" or "Africa in miniature". 2 Tourists can see a huge variety of wildlife in Waza Park. 3 The right time to visit the Western Province is the beginning or end of the rainy season. 4 You can enjoy fresh fish and shrimp on the beaches of Kribi. 5 The Lobe Falls are about thirty metres high.
- **4** 1 correct 2 climbed 3 arrived 4 correct, visited 5 correct 6 correct
- **5** Students' own answers
- **6** 1 Have you ever eaten... 2 Have you ever drunk... 3 Have you ever swum... 4 Have you ever written...  
5 Have you ever run... 6 Have you ever seen...
- **7** 1 in 2 along 3 through 4 under 5 behind 6 over 7 in front of 8 towards
- **8** 1 into 2 through 3 around 4 on to 5 on top of 6 down 7 under 8 across 9 out of
- **9** 1 Ghana 2 canopy walkway 3 thirty metres 4 six 5 rainforest 6 exotic 7 butterflies 8 monkeys 9 swinging

## Lesson 2 Living with gorillas ► Page 21

**TOPIC:** wildlife

**GRAMMAR AIMS:**

- to use the present perfect with *for* and *since*
- to practise past time expressions

## SPEAKING AND READING Page 21

**Aim:** to read for specific information

**Warm-up:** With books closed, ask students what they know about gorillas.

Ask: *What type of animals are they? Where do they live? Why they are endangered?*



### Activity 1

- Read the words in the box with the class. Check that students understand any new words.
- Ask students to describe the picture using words in the box.
- Go around the class asking students for their sentences.  
→ *Students' own answers*

### Activity 2

- Ask students to read the conversation and find out what the guide does.
- Check the answers orally.  
→ *He takes tourists to observe gorillas. He studies gorillas.*

### Activity 3

- Ask students to read the conversation again and choose the correct answers.
- Check their answers with the class.  
→ **1** for ten years **2** get too close **3** can easily catch human diseases  
**4** in a new place every night **5** he became a park guide

## GRAMMAR Page 22

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

**Warm-up:** Write the following headings on the board: *a period of time* and *a point in time*. Ask students to put the following expressions under the correct heading: *yesterday, six weeks, on Saturday, two days*.

Ask students to think of more expressions for the two groups. Write some of their suggestions on the board.

### Activity 1

- Read the sentences with the class.
- Ask students to complete the rule for *for* and *since*.
- Ask students to find more example of sentences with *for* / *since* in the conversation.
- Check the answers with the class.  
→ **1** for **2** since  
→ More examples: *for about fifteen years; since I became a park guide; since the creation of the reserve*

### Remember Page 22

- Read the Remember box with the class. Point out that in French we use the present tense to make similar sentences. This is incorrect in English.  
⇒ **Grammar, Page 115**

### Activity 2

- Ask students to put the time expressions into two groups: those used with *for* and those with *since*.
- Check the answers orally with the class.  
→ **Since:** *last July, I was ten, Monday, 1999.* **For:** *three months, three weeks*

### Activity 3

- Ask students to find the questions for the answers in the conversation.
- Write the questions on the board.
- Say the questions aloud and ask students to repeat.  
→ **1** *How long have you worked in the Dja Reserve?* **2** *How long have you studied them?*

### Activity 4

- Look at the example together.
- Ask students to make questions with the information given using the present perfect.
- Ask random students to say the questions aloud. Write the questions on the board.  
→ **1** *How long have you been interested in wildlife?* **2** *How long have you known your best friend?*  
**3** *How long have you lived in this town / village?* **4** *How long have you known your English teacher?*

### Activity 5

- Ask a pair of students to read the example dialogue.
- In pairs, students ask and answer the questions using *for* and *since* in their answers.
- Ask pairs of students to demonstrate their dialogues.  
→ *Students' own answers*

**Activity 6**

- Ask students to complete the sentences with the present perfect of the verbs in brackets and *for* or *since*.
- Check the answers with the class.
  - **1** has lived, **since** **2** have not fallen, **since** **3** have studied, **since** **4** has worked, **for**

**WRITING** Page 22

**I Aim:** to write a description based on an interview.

**Activity 1**

- Explain to students that they are going to write a magazine article about the park guide in the conversation on page 21.
- Ask students to work in pairs and answer the questions. Encourage them to write full answers.
- Tell students to write their article using the answers to the questions and the conversation to help them.
- You may like to ask students to do this activity for homework.
  - *Students' own answers*

**WORKBOOK**

- **1** **1** Have you worked here for long? **2** How long have you lived near the reserve?  
**3** Where do the gorillas sleep? **4** Can visitors feed the gorillas? **5** Do the gorillas know you?
- **2** **1** How long have Binta and Edzoa studied gorillas? **2** How long has Peter's family lived near the reserve?  
**3** How long has the silverback been ill? **4** How long has that female gorilla been pregnant?  
**5** How long has the guide worked in the reserve?
- **3** **1** How long have you lived in your town or village? I've lived in my town village since... **2** How long have you had your pen? I've had my pen for... **3** How long have you known your English teacher? I've known my English teacher for... **4** How long have you been a student? I've been a student since...  
**5** How long have you known your best friend? I've known my best friend since...
- **4** **Across:** **1** silverback **3** males **7** reserve **8** nests **9** guides  
**Down:** **2** leaves **4** tourists **5** sleep **6** branch
- **5** **1** True **2** True **3** True **4** False. They walk. **5** True **6** True
- **6** **1** has been, **for** **2** haven't attacked, **since** **3** have increased, **since** **4** has, **for** **5** have slept, **since**
- **7** *Students' own answers*
- **8** *Students' own answers*

**Practice page** ► Page 23**GRAMMAR**

**Activity 1:** Students write the past participles of the verbs.

- eat – eaten; buy – bought; see – seen; visit – visited; come – come; give – given; wear – worn;  
have – had; be – been; take – taken; bring – brought

**Activity 2:** Students complete the text with the verbs in brackets in the past simple or the present perfect.

- **1** has bought **2** gave **3** has bought **4** gave **5** were **6** has worn **7** had

**Activity 3:** Students write the sentences with the verbs in brackets in the present perfect with *never* and *ever*.

- **1** Has, ever been, has never been **2** Has, ever visited, have never visited **3** Have, ever eaten, have never eaten

**Activity 4:** Students complete the sentences with *since* or *for*.

- **1** for **2** since **3** since **4** for

**Activity 5:** Students choose the correct prepositions to complete the sentences.

- **1** under **2** below **3** over **4** on **5** above

## LET'S HAVE FUN

**Activity 1:** Students join the groups of letters together to form words from this unit.

→ **1** aggressive **2** fortunately **3** butterfly **4** interested **5** hospitality **6** traditional

**Activity 2:** Students complete the blanks and write words from this unit.

→ **1** groom **2** beach **3** walkway **4** gorilla **5** tropical **6** female

## REVIEW AND EVALUATION FOR MODULE 1

Page 24

Do this section in class when you have finished Module 1.

Remind students that the exercises practise language and vocabulary in the three preceding units.

## VOCABULARY

**Activity 1:** Students find sixteen words in the word square.

→ See below

**Activity 2:** Students put the words from the square into four groups.

→ ways of greeting: wave, curtsy, hug, nod

→ ways of expressing emotions: frown, laugh, smile, cry

→ prepositions of position: over, under, above

→ geographical features: waterfall, hill, sea, world, valley

→ Students' own answers

## GRAMMAR

**Activity 1:** Students rewrite the sentences in the passive form.

→ **1** are taken care of by guides **2** is visited by the vet **3** are advised **4** are sold **5** is taught

**Activity 2:** Students choose the correct word in each sentence.

→ **1** ever **2** never **3** for, ago **4** ago, Since **5** gone

**Activity 3:** Students complete the sentences with a few or few.

→ **1** a few **2** a few **3** a few **4** Few **5** a few

**Activity 4:** Students choose the correct preposition in each sentence.

→ **1** below **2** over **3** on **4** through, along **5** on top of

## CHECK YOUR PROGRESS

Page 25

**Activity 1:** Students choose the correct verb forms.

→ **1** eaten **2** Did you see **3** went, did you go, went **4** have come, arrived **5** have gone

**Activity 2:** Students complete the sentences with for or during.

→ **1** for **2** during **3** during **4** for **5** for, during

**Activity 3:** Students join the sentences using before or after.

→ **1** He watched a film before going to bed. **2** The Governor came into the hall after the students sang the National Anthem. **3** Brush your teeth before going to bed. **4** She bathed the children before they went to bed.

**Activity 4:** Students complete the dialogue with suitable words.

→ **1** What **2** are you **3** have you been **4** have been **5** What **6** I visited

## SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Ask them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Ask 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

- making suggestions
- stating preference
- making decisions
- apologising making polite conversation

### VOCABULARY

- expressions with *get*: *get* – *fetch* / *obtain* / *become*; *get used to* – become accustomed to
- phrasal verbs: *stay in*, *stay up*, *go out*, *leave on*, *switch off*, *knock over*, *pick up*, *hand in*, *give up*, *come back*
- adjectives: *welcoming*, *efficient*, *sleepy*, *bored*
- expressions: *not my fault*, *on purpose*, *be off*, *on a diet*

## Lesson 1 Going out ► Page 26

**TOPIC:** social English

- GRAMMAR AIMS:**
- to make suggestions using *Let's*, *Shall we?* *How about?* *Why don't we?*
  - to use the future with *will* / *won't* to make decisions
  - to express preference using *I'd rather*

### SPEAKING AND READING Page 26

**Aim:** to read conversations for main ideas; to practise informal conversations

**Warm-up:** With books closed, ask students to imagine that they are discussing what to do at the weekend with their friends. Ask students to make suggestions for things to do. Example: *play football*, *go for a walk*, *go fishing*. Write some of their ideas on the board. Ask students how they can make these suggestions in English; elicit one or more of the expressions for making suggestions. Example: *Let's go fishing*.  
*Why don't we play football?*

#### Activity 1

- Look at the pictures with the class.
  - Ask students to describe what is happening in the pictures. Encourage them to guess what the people are saying. Students can do this activity in pairs or you can do it with the whole class.
- *Students' own answers*

#### Activity 2

- Ask students to read the conversations and match them with the pictures A-D. Tell them that there is one extra picture.
  - Ask students to find out if they guessed correctly in Activity 1.
- *Conversation 1 B; Conversation 2 A; Conversation 3 C*

#### Activity 3

- Read the sentences with the class. Point out that these sentences are all suggestions.
  - Ask students to look at the conversations again and find out how people respond to these suggestions.
  - Check the answers by asking pairs of students to make the suggestions and give the responses.
  - Ask students to work in pairs and find more suggestions and responses in the conversations.
- **1** *That's a good idea.* **2** *It's too hot outside to go for a walk.*  
**3** *You know I don't have any money.* **4** *I'm afraid I can't go now.*

#### Activity 4

- Ask students to choose one of the conversations and practise it with a partner. Encourage them to learn the conversation by heart.
- Ask pairs of students to act out the conversation to the class.

## GRAMMAR Page 27

**Aim:** to practise stating preferences with *I'd rather*; to make decisions with *will / won't*

**Warm-up:** Write *I'd rather* on the board. Ask students what the 'd is short for (*I would*).

### Activity 1

- Read the dialogue. Students listen and repeat.
- Ask two confident students to read the dialogue aloud.
- In pairs, students practise reading the dialogue.

### Remember Page 27

- Read the Remember box with the class. Explain that we use the future with *will* when we make a decision at the moment of speaking.
- Ask students to find more examples of *will / won't* for decisions in the conversations on page 26.

### Activity 2

- Ask students to work in pairs and make similar dialogues to Activity 1 with the situations given and the expressions in the box.
- Ask pairs of students to demonstrate their dialogues to the class.  
→ *Students' own answers*

### Activity 3

- Ask students to complete the sentences using *I'd rather* and a verb in the box.
- Check the answers orally around the class.  
→ **1** *I'd rather eat* **2** *I'd rather walk* **3** *I'd rather stay* **4** *I'd rather read*

### Activity 4

- Read the example with the class. Point out the use of the future form *I'll* for a decision at the moment of speaking.
- Ask students to make similar sentences in pairs for the situations given.
- Check the answers by asking pairs of students to demonstrate their sentences to the class.  
→ *Students' own answers*

## SPEAKING Page 27

**Aim:** to prepare and role play a conversation

**Warm-up:** Tell students to look at the extra picture on page 26. Ask students where the people are and what they are doing. Ask: *What do you think the people are saying? What do you think they decide to do?*

### Activity 1

- In pairs, students prepare a conversation for the extra picture. Encourage them to use their imagination and to use expressions from the lesson.
- Ask pairs of students to act out their conversations to the class.  
→ *Students' own answers*

## VOCABULARY Page 27

**Aim:** to practise phrasal verbs

**Warm-up:** With books closed, ask students to say phrasal verbs that they remember. Write some of their suggestions on the board.

### Activity 1

- Ask students to complete the sentences with the phrasal verbs given. Remind students that the small word after the base verb changes the meaning of the verb completely.
- Check the answers with the class.  
→ **1** *go out* **2** *go out* **3** *stay up* **4** *stay in*, *go out* **5** *stayed up*, *stay in*

**EXTRA ACTIVITY**

- Students work in small groups. Make sure that each group has a monolingual dictionary.
- Write the following phrasal verbs with *go* on the board: *go away, go ahead, go back, go down, go up, go off, go on about*.
- Ask students to find the verbs in their dictionaries and write down an example sentence for each verb.
- Check the answers around the class. Write some of their sentences on the board.
- Example answers: *We're going away for a few weeks. We are going ahead with our plans. It started to rain so we decided to go back. His temperature went down during the night. The price of oil has gone up again. Stop going on about the problem.*

**SPEAKING AND LISTENING** Page 28

**Aim:** to listen for main ideas; to practise making apologies

**Warm-up:** With books closed, ask students if they have ever accidentally done something wrong and caused trouble for someone. For example: *bumped into someone and caused them to drop something*. Encourage students to describe their incidents.

**Activity 1**

- Look at the pictures with the class.
- Ask students to describe what is happening. Help students with new vocabulary, for example: *fall asleep, knock over, slip, fall down, forget*.
- Go around the class asking students what is happening in each picture.
  - *Students' own answers*

**Activity 2**

- Read the sentences with the class. Check that students understand any new words.
- Ask students to match the sentences with the pictures.
- Check the answers orally around the class.
  - **1B 2C 3A 4D**

**Activity 3**

- Tell students that they are going to hear four people describing the incidents in the pictures.
- Read the texts aloud. Students match the texts with the pictures.
- Read the texts again.
- Check the answers orally around the class.
  - **1B 2D 3C 4A**

*Listening text:* **1** As he was walking through the market, Mr Ekambi accidentally knocked over a pile of oranges that an old woman was selling. The woman was angry and shouted at him. What does he say to the woman?

**2** When Kevin arrived at the manager's office for his job interview he could not find his certificates. He had brought the wrong envelope. He didn't have time to go back home to get them. There were just five minutes left before the interview. What does he tell the manager?

**3** Yesterday Amadou was very hungry when he came home from school at lunchtime. But his mother asked him to get water from the well before having lunch. He took his mother's clay pot to the well. On his way back from the well he tripped on a stone and fell over. The pot broke. What does he say to his mother?

**4** Mum asked Ngono to check the pot on the fire while she went out. She was reading a book. Then she fell asleep. She dreamed that the house was on fire. Suddenly she woke up. Something was burning. She remembered the pot on the fire and ran to the kitchen. The pot and its contents were all burnt. What does she say to her mother?

**Activity 4**

- In pairs, students choose one of the situations in the pictures. They prepare a conversation and act it out.
- Ask pairs of students to act out their conversations for the class.
  - *Students' own answers*

**Activity 5**

- Read the expressions in the box with the class. Students repeat the expressions.



Explain that we can use these expressions to apologise to someone.

- In pairs, students make dialogues for the situations using expressions in the box.
- Ask pairs of students to demonstrate their dialogues to the class.  
→ *Students' own answers*

## PRONUNCIATION Page 28

**I Aim:** to practise sentence stress in apologies

**Activity 1:** Read the apologies aloud. Draw students' attention to the stress on the underlined words.

**Activity 2:** Read the apologies again, pausing for students to repeat them.  
Make sure they stress the underlined words.

## WORKBOOK

- **1** **1** Why don't we go out for a meal? **2** Let's have a walk along the river bank. **3** Shall we do some shopping at the weekend? **4** How about having a cup of coffee?
- **2** **1** That's a nice idea. But I'd rather have tea. **2** That's a good suggestion. I'm very hungry. **3** Not this weekend. I don't have any money. **4** It's surely cooler there. Come on!
- **3** **1** Why don't we go out for a meal? That's a good suggestion. I'm very hungry. **2** Let's have a walk along the river bank. It's surely cooler there. Come on! **3** Shall we do some shopping at the weekend? How about having a cup of coffee? That's a nice idea. But I'd rather have tea.
- **4** *Students' own answers*
- **5** *Students' own answers*
- **6** **1** 'I'll win **2** 'I'll visit **3** won't give **4** 'I'll have **5** won't participate **6** won't play
- **7** **1** up / down **2** out **3** out / up **4** in **5** down
- **8** **1** d Ouch! Why don't you look where you are going? **2** c I'm sorry. Is there anything I can do to help? **3** a Yes. Look where you are going next time. **4** b Sorry! I didn't know you were behind me. **5** e Oh, my toe. It hurts. Go away and leave me alone!
- **9** **1** c – play a game **2** g – fall asleep **3** e – go for a walk **4** f – have a shower **5** a – do homework **6** d – knock over **7** b – be on fire

## Lesson 2 Small talk ► Page 29

**TOPIC:** social English

**GRAMMAR AIMS:** • to practise the present perfect with *already*, *just* and *yet*  
• to use question tags

## SPEAKING AND READING Page 29

**Aim:** to read dialogue for specific information

**Warm-up:** With books closed, ask students when they last went to a party.

Ask: *What was the party for? What did people do at the party? Who went to the party?*

### Activity 1

- Look at the picture with the class.
- Ask students to describe what is happening and what people are doing.  
Encourage students to guess what people are saying.  
→ *Students' own answers*

### Activity 2

- Ask students to read the conversations with a partner and name the people in the picture.
- Check the answers orally around the class.  
→ **1** Ngono **2** Laura **3** Kevin **4** Diane

### Activity 3

- Students work in pairs and decide whether the statements are true or false.

- Ask students to correct the false statements. Encourage them to write full sentences.
- Check the answers with the class.  
→ **1 True 2 False.** *Laura has just started her report.* **3 True 4 True 5 False.** *Diane has just danced with someone else.* **6 True 7 True 8 False.** *Linda hasn't come back from Bufile Noir yet.*

### Remember Page 29

- Read the Remember box with the class. If you like, you can translate the sentences into French.
- Explain that *have just* + present perfect is usually translated by *venir de faire quelque chose*.  
⇒ **Grammar, Page 115**

### Activity 4

- Ask students to find more sentences in the present perfect tense in the conversations.
- Check answers as a class.  
→ *What have you been up to...? I've already started planning our project. I haven't worked on the project yet. I haven't had time. I've just arrived. I've just had a dance... Where have you been lately? I've just come back from Waza Park. You've been there, haven't you? She's gone to Bufile Noir.*

## SPEAKING Page 30

**I Aim:** to order and practise a dialogue

### Activity 1

- In pairs, students put the dialogue lines in the correct order. Tell students that the first and last lines are in the correct position.
- Ask students to say the lines in the correct order around the class.  
→ **1a 2g 3c 4i 5f 6b 7d 8h 9e**

### Activity 2

- In pairs, students practise the dialogue in Activity 1.
- Ask pairs of students to read the dialogue to the class.

## GRAMMAR Page 30

**Aim:** to practise the present perfect with *already*, *just* and *yet*

**Warm-up:** Ask students to find sentences with the present perfect and *already*, *yet* and *just* in the dialogue on page 29.

### Activity 1

- Look at the table and read the example sentences with the class.
- Explain to students that it is now 2.30 p.m. Ask them to make sentences similar to the examples about the other people in the table.
- Ask different students to read out their sentences.  
→ **1** *Ngono has already handed in her book.* **2** *Amadou has already handed in his book.* **3** *Edzoa has just handed in his book.* **4** *Kevin hasn't handed in his book yet.*

### Activity 2

- Ask students to find the sentences in the conversation and answer the questions.
- Check the answers orally with the class.  
→ **1** *She is at Bufile Noir now.* **2** *He is at the party now. / He has returned from Waza Park.*

### Remember Page 30

- Read the Remember box with the class. Explain that we use present perfect of *go* when the person has not come back. We use the present perfect of *be* when the trip or journey is over.  
⇒ **Grammar, Page 115**

### Activity 3

- Ask students to complete the sentences with *gone* or *been*.
- Check the answers orally with the class.  
→ **1** *gone, been* **2** *been, been* **3** *gone*

## VOCABULARY Page 31

**Aim:** to learn and use expressions with *get*

**Warm-up:** Write the verb *get* on the board. Ask students to make as many sentences as possible with this verb. Elicit some phrasal verbs with *get*, for example: *get up*, *get on with*... Write some of their suggestions on the board. Explain that the verb *get* is very common in spoken English and has different meanings.

### Activity 1

- Read the sentences with *get* with the class.
- Ask students to match the sentences with meanings of *get*. If you like, ask students to think of more sentences with the different meanings of the verb *get*.
- Check the answers with the class.  
→ **1a 2d 3c 4b**

### Activity 2

- Ask students to rewrite the sentences using the verb *get*.
- Ask students to say the sentences and write them on the board.  
→ **1** *It's getting dark now.* **2** *Can you get me some sugar from the shop, please?*  
**3** *I am getting used to my new town.* **4** *She got some lovely presents.*

## GRAMMAR Page 31

**Aim:** to use question tags

**Warm-up:** Write the following sentence on the board: *It's a great party, \_\_\_\_\_?* Ask students to make a question by adding a question tag. (Answer: *isn't it?*) Ask: *How do you form similar questions in French?* (Answer: *n'est-ce pas ?*)

### Activity 1

- Read the sentences with the class.
- Ask students to complete the rules for question tags. Explain to students that by adding a question tag we can turn an affirmative or a negative sentence into an interrogative sentence. Explain that we form the question tag with the auxiliary of the verb tense.
- Ask students to find more question tags in the conversations on page 29.  
→ **1** *negative* **2** *negative*

### Activity 2

- Ask students to find more question tags in the conversations on page 29.
- Ask different students to read out their sentences.  
→ *You're very efficient, aren't you? It's a good party, isn't it? I think the music's really good, don't you? It's a fantastic place, isn't it? You've been there, haven't you?*

### Activity 3

- Ask students to complete the sentences with suitable question tags.
- Ask different students to read out their sentences and write the tags on the board.  
→ **1** *aren't you* **2** *isn't she* **3** *is he* **4** *have they* **5** *hasn't he* **6** *doesn't she*

### Activity 4

- Ask students to write sentences for the question tags.
- Ask random students to read out their sentences. Write some of their sentences on the board.  
→ *Students' own answers*

## PRONUNCIATION Page 31

**Aim:** to practise pronouncing question tags

**Warm-up:** Write these sentences on the board: *She's tired, isn't she? You don't like Maths, do you?* Say the sentences aloud with a falling intonation (↘).

Ask students if your voice falls (↘) or rises (↗) at the end of the sentences.

### Activity 1

- Say the sentences 1-6 in Grammar Activity 3 to the class using a falling (↘) intonation.

Tell students to listen for the falling intonation.

- Say the sentences again.
- Students listen and repeat. Make sure they use a falling intonation on the question tags.

**Activity 2:** Students practise saying the sentences aloud. Make sure they use a falling intonation.

**Remember** Page 31

- Read the Remember box with the class. Make sure that students understand that question tags are often used just to make polite conversation. Remind them that in French we often use *n'est-ce pas* in a similar way.  
⇒ **Grammar, Page 116**

**WRITING** Page 31

**I Aim:** to write an informal letter describing an event

**Activity 1:** In pairs students answer the questions. Encourage them to use their imagination.

→ *Students' own answers*

**Activity 2**

- Ask students to write a letter to a friend telling the person about the party. Tell them to use their answers in Activity 1. Remind students to use an informal letter layout with suitable language. Tell them to look at the letter in Unit 2 Lesson 1 on page 12 to help them.
- You may like to ask students to do this activity for homework.  
→ *Students' own answers*

**WORKBOOK**

- 1 1 start 2 earlier 3 inefficient 4 far 5 leave 6 unfamiliar 7 somebody 8 unfriendly
- 2 1 just revising for exams. 2 I thought you only went back to school last week. 3 this term is very short. 4 How long is it? 5 Then you really have to get down to work!
- 3 1 She has finished her science report, hasn't she? 2 There are people in the room, aren't there? 3 She speaks French, doesn't she? 4 They were pleased with the news, weren't they? 5 He's married, isn't he? 6 She can play basketball, can't she? 7 You will come to the party, won't you?
- 4 1 gone, been 2 been 3 gone 4 gone, been
- 5 1 When do we have to hand in our report? 2 What did you do last weekend? 3 Whos party was it? 4 What was the party for? 5 Who did he invite to at the party? 6 Was it a good party? / Did you enjoy yourself?
- 6 *Students' own answers*
- 7 1 just 2 already 3 yet 4 just, yet 5 yet 6 yet
- 8 1 present 2 project 3 receive 4 report 5 music 6 welcome 7 neighbourhood 8 party 9 dance 10 fetch

## Practice page ► Page 32

### GRAMMAR

**Activity 1:** Students complete the sentences with the correct word in brackets.

→ **1** just **2** already **3** since **4** just **5** for **6** yet

**Activity 2:** Students complete the sentences with *been* or *gone*.

→ **1** been, been **2** gone **3** been, been **4** gone

**Activity 3:** Students match the question tags on the right with the sentences on the left.

→ **1g** **2e** **3b** **4f** **5a** **6d** **7c**

**Activity 4:** Students complete the conversation with the phrases in the box.

→ **1** Why don't we **2** Let's **3** How about **4** Shall **5** I'll

### LET'S HAVE FUN

**Activity 1:** Students read the sentences and answer the questions.

→ **1** Amina **2** Kevin

**Activity 2:** Students find the odd word or expression in each series.

→ **1** yet **2** We should have **3** what **4** ran

## Unit summary

### COMMUNICATION FOCUS

- giving advice and strong advice
- describing past events
- describing a sequence of past events
- criticising past actions

### VOCABULARY

- health complaints: *cut, bite, choking, nosebleed, drowning, burn, stomach-ache, earache, headache, backache, sore throat, sprained ankle, cough, shivery, sick, unconscious, bruise, wound, bleeding*
- verbs: *slap, breathe, rescue, drown, suffer, treat, roll, pinch, remove*
- nouns: *bandage, plaster, cloth, antiseptic cream, rabies, dirt, soap, scissors*
- accidents: *ambulance, crash, helmet, injured, panic, pavement, windscreen, witness, shock*

## Lesson 1 First aid ► Page 33

**TOPIC:** complaints and first aid

**GRAMMAR AIMS:**

- to give advice using *should* and *must*
- to criticise past actions with *should have done*
- to use reflexive pronouns

### SPEAKING Page 33

**Aim:** to describe pictures; to give advice

**Warm-up:** Ask students to look at the title of the lesson. Ask: *What is first aid? When do you need to practise first aid? Ask students if they have ever had to practise first aid on someone.*

Ask: *What happened? What did you do? What was the outcome?*

#### Activity 1

- Read the words in the box with the class. Check that students understand their meaning.
  - Ask students to describe the pictures using the words in the box.
- *Students' own answers*

#### Activity 2

- Read the example sentence with the class.
  - Ask students to make similar sentences for the people in the pictures.
  - Check the answers orally around the class.
- *Students' own answers*

### READING AND VOCABULARY Page 33

**Aim:** to read a description for main ideas; to learn first aid vocabulary

**Warm-up:** Read the headings in Activity 1 with the class. Explain that these are paragraph headings in a text about first aid. Ask students to think of three words they expect to find in each paragraph. Write some of their ideas on the board.

#### Activity 1

- Ask students to read the passage and match the headings with the paragraphs. Tell students not to worry about difficult vocabulary at this stage.
  - Check the answers around the class. If you like, check the answers to the Warm-up predicting activity.
- **1 Burns 2 Choking 3 Bites 4 Nosebleeds 5 Cuts**

### EXTRA ACTIVITY

- Dictate the following sentences to the class:
  - 1 You should always put cream on a burn.
  - 2 If someone is choking, you should tell them to cough.
  - 3 Dogs are dangerous because they may have rabies.
  - 4 If someone has a nosebleed, they should blow their nose.
  - 5 You can put a plaster on a cut after washing it.
- Ask students to say which sentences are true and which are false.
- Tell students to correct the false sentences.
- Answers: 1 False. You should never put cream on a burn. 2 True 3 True 4 False. They should not blow their nose. 5 True

## LISTENING Page 34

**Aim:** to listen to a description of a past event for main and specific information

**Warm-up:** Ask students to look back at the passage and find out what we should not do for the different complaints.

### Activity 1

- Explain to students that they are going to hear five people saying what they would do if someone had a small accident or health complaint. Ask them to decide who is good at first aid and who is not.
- Read the Listening text to the class. Students listen and decide who is good at first aid and who is not.
  - Good at first aid: Kevin, Diane      Bad at first aid: Edzoa, Mr Nana, Mrs Ekambi

### Activity 2

- In pairs, students decide which things should be in a first aid box.
- Check the answers orally with the class.
  - antiseptic cream, bandage, plasters, scissors, soap

### Activity 3

- Ask students to copy the chart into their exercise books.
- Read the text again. Students complete the chart.
- Check the answers orally around the class.

Name	Type of accident	What they did right	What they did wrong
Edzoa	burn		washed the burn put cream on it put a plaster on it
Kevin	choking	got person to cough slapped person on back	
Mr Nana	dog bite	washed it with soap put a clean bandage on it	chased dog away didn't go to hospital
Mrs Ekambi	nosebleed	told to hold nose got person to lie down	lean head back told to blow nose
Diane	cut	pressed a clean cloth it washed it with soap put a bandage on it	

**Listening text:** 1 My name's Edzoa. My best friend burnt himself when he was cooking. Fortunately, I was there to help him. I washed the burn and put some antiseptic cream on it. Finally I put a plaster on it.  
 2 My name is Kevin. My brother was eating an apple when suddenly he started choking. I immediately got him to cough but this didn't help. I then slapped him on the back about five times. A piece of apple came out of his mouth and he stopped choking.  
 3 My name is Mr Nana. My wife was bitten on the arm by a dog yesterday. I immediately chased the dog away. Then I washed my wife's arm with soap and water and I put a clean bandage on the wound.



**4** My name is Mrs Ekambi. My daughter had a nosebleed this morning. I got her to hold her nose and lean her head back. This didn't work so I got her to blow her nose. This made the bleeding worse so I told her to lie down until the bleeding stopped. It took a long time.

**5** My name is Diane. This morning my friend cut herself with a sharp piece of metal. The wound was bleeding a lot. I pressed a clean cloth onto it to stop the bleeding. Then I washed the wound with soap and water and put a bandage on it.

#### Activity 4

- Read the example sentence with the class.
- In pairs, students say what the people should or shouldn't have done. Tell them to use the information in the table.  
→ *Students' own answers*

#### Remember Page 34

- Read the Remember box with the class. Draw students' attention to the use of the past modal *should / shouldn't have* to criticise things people did.  
⇒ **Grammar, Page 116**

### SPEAKING AND WRITING Page 34

**Aim:** to describe an event from pictures; to write advice using *should* and *must*

**Warm-up:** With books closed, ask students what they should do if someone who can't swim falls in a river. Discuss their ideas and decide which are the most appropriate.

#### Activity 1

- Read the words in the box with the class. Check students understand any new vocabulary.
- Ask students to describe what is happening in the pictures using some of the words in the box.
- Write some of their ideas on the board.  
→ *Students' own answers*

#### Activity 2

- Read the phrases with the class. Check they understand the vocabulary.
- Ask students to write a paragraph for the heading *Drowning* for the First aid action file on page 33. Encourage students to use their ideas from Activity 1 and the new vocabulary. Remind them to use *should / shouldn't* and *must / mustn't* where possible. Students can do this activity individually or in pairs.
- Ask some students to read out their paragraphs to the class.  
→ *Students' own answers*

### VOCABULARY AND SPEAKING Page 35

**Aim:** to learn and practise health vocabulary

**Warm-up:** Revise the parts of the body with the class.

#### Activity 1

- Read the ailments on the left with the class. Check that students understand any new vocabulary.
- Read the example sentence with the class.
- In pairs, students match the complaints on the left with the advice on the right. Encourage students to make similar sentences.
- Check the answers orally by asking different students to say their sentences.  
→ *Students' own answers*

#### Remember Page 35

- Read the Remember box with the class. Make sure students understand that *must* is stronger than *should* for giving advice.  
⇒ **Grammar, Page 116**

#### Activity 2

- Ask pairs of students to read the dialogue to the class. Check comprehension.
- In pairs, students make similar dialogues using the vocabulary in Activity 1.
- Ask pairs of students to demonstrate their dialogues for the class.  
→ *Students' own answers*

## GRAMMAR Page 35

**Aim:** to learn and practise using reflexive pronouns

**Warm-up:** Write the following verbs in French on the board: *Il s'est brûlé. Elle s'est coupée.* Ask: *How do we say these sentences in English?* Write the sentences on the board: *He burnt himself. She cut herself.*

### Activity 1

- Read the sentences with the class.
- Tell students to underline the reflexive pronouns.
- Ask students to complete the rule.
- Check their answers around the class.  
→ **2** herself **3** myself **4** yourself; *The subject and object are the same.*

### Activity 2

- Read the reflexive pronouns with the class.
- Ask students to complete the sentences with the correct reflexive pronouns.
- Ask different students to read out their answers.  
→ **1** yourself or yourselves **2** herself **3** himself **4** myself **5** themselves **6** ourselves **7** itself

## PRONUNCIATION Page 35

**Aim:** to practise the sounds /ɜ:/ and /ɔ:/

### Activity 1

- Tell students that they are going to hear words with two different vowel sounds.
- Read the words aloud. Students put them into two groups. You may like to ask students to think of more words to add to the groups.  
→ /ɜ:/: *burn, heard, hurt, learn, were, skirt, worse*  
→ /ɔ:/: *four, more, short, sore, your*

### Activity 2

- Read the words again.
- Students practise saying the words aloud.

## WORKBOOK

- **1** **1** g **2** d **3** h **4** f **5** a **6** b **7** c **8** e
- **2** **1** yourself **2** themselves **3** himself **4** myself **5** herself **6** ourselves
- **3** **1** c **2** d **3** a **4** b
- **4** **1** should / must **2** mustn't **3** should / must **4** should **5** should, shouldn't / mustn't
- **5** **1** First aid is very helpful in the case of simple accidents. **2** If you burn yourself, you shouldn't put any cream on the burn. It will make it worse. **3** If you have a nosebleed you should lean forwards and sit down. **4** If you are bitten by a dog, you should wash and dress the wound.  
**5** If you have a nosebleed, you mustn't blow your nose as this will start the bleeding again.
- **6** **Nouns:** bandage, plaster, soap, scissors, dirt **Verbs:** choke, bleed, breathe, pinch, bite

## Lesson 2 An accident ► Page 36

**TOPIC:** accidents

**GRAMMAR AIMS:**

- to describe past events with the past simple and the past continuous tenses
- to describe a sequence of events with *while*, *when* and *as*

### READING AND LISTENING Page 36

**Aim:** to tell a story; to read a story for main and specific information

**Warm-up:** With books closed, ask students what the most frequent causes of road accidents are.

Ask: *Have you ever seen an accident? How serious was it? What happened? What caused the accident?*

#### Activity 1

- Read the words in the box with the class. Check that students understand any new vocabulary.
- Ask students to put the pictures in the correct order and then tell the story using the words in the box.
- Write some of their sentences on the board.
  - **1C 2E 3F 4D 5A 6B**
  - *Students' own ideas*

#### Activity 2

- Ask students to read the story and check their answers to Activity 1.
- Ask students to say whose lucky day it was.
  - *It was the robber's lucky day. But the motorcyclist was lucky, too, not to be killed.*

#### Activity 3

- Ask students to copy the chart into their exercise books.
- Read the questions in the chart with the class.
- Tell students that they are going to hear the driver's account of the accident in the story.
- Read the story. Ask students to complete the chart.

*Listening text: I had four passengers in my cab. There was one person sitting in the front and three in the back. As I was going round the bend, the motorcyclist suddenly appeared in front of me. He was riding too fast and he had no helmet. He didn't change direction and he was riding straight towards me. I braked hard and turned the steering wheel in order to avoid hitting him. I had no choice but to drive onto the pavement. I saved the motorcyclist's life by crashing into the bank.*

**Activity 4:** Ask students to read the story again and compare the driver's version with the story. Ask them to write *true* or *false* in the chart.

		true / false
1 How many passengers were sitting in the front?	one	false
2 How many passengers were sitting in the back?	three	false
3 Who was driving too fast?	motorcyclist	false
4 What was the motorcyclist doing wrong?	riding too fast, no helmet	false, false
5 Why did the driver crash into the bank?	to avoid motorcyclist	false

### SPEAKING Page 37

#### Activity 1

- Students work with a partner and take it in turns to be a policeman and interview three different people involved in the accident.
- Ask pairs of students to act out one of their interviews for the class.
  - *Students' own answers*

### EXTRA ACTIVITY

- Tell students that they are going to write the motorcyclist's account of the accident. Students can do this activity individually or with a partner. Encourage them to use the past simple and the past continuous tenses.
- You may like to write these questions on the board to help them: 1 *Where were you going?* 2 *Where did the accident occur?* 3 *What caused the accident?* 4 *What was the driver doing wrong?* 5 *Were you wearing a helmet?* 6 *Were you seriously injured?* 7 *When did the police arrive?*

## GRAMMAR Page 37

**Aim:** to practise the past simple and past continuous tenses

**Warm-up:** Ask students to find sentences in the past continuous in the story on page 36.

Write some of their suggestions on the board. Revise the form of the past continuous:

It is formed with *was / were* + present participle of the verb.

### Activity 1

- Read the sentences with the class.
- Ask students to say which verbs are in the past continuous and which are in the past simple.
  - *past continuous: was going, were questioning, were investigating;*
  - past simple: came, walked, robbed, saw, phoned*

### Remember Page 37

- Read the Remember box with the class. Draw students' attention to the use of *while* for two long actions which were happening at the same time, for example: *I was watching TV while mum was cooking dinner.*
  - ⇒ **Grammar, Page 115**

### Activity 2

- Ask students to put the verbs in brackets in the past continuous or past simple.
- Check the answers around the class. Ask students to write the correct sentences in their exercise books.
  - **1** *bit, was working* **2** *was rushing, bumped* **3** *were watching, stole* **4** *was doing, went off* **5** *broke, fell over*

## SPEAKING AND WRITING Page 37

**Aim:** to tell a story; to write a newspaper article about a past event

### Activity 1

- Ask students to describe the pictures and put them in the correct order to tell a story.
- Ask different students to describe the pictures around the class.
  - **1C 2A 3E 4B 5F 6D**

### Activity 2

- In pairs, students answer the questions about the accident in the pictures. Encourage the students to use their imagination to answer the questions.
- Ask students to write the answers.
  - *Students' own answers*

### Activity 3

- Ask students to write a newspaper article about the accident. Tell them to use their answers to the questions in Activity 2. Encourage them to use the past simple and the past continuous tenses.
- Ask some students to read their articles to the class.
  - *Students' own answers*

## WORKBOOK

- **1** **1** *The accident happened at 9.30 a.m. last Monday.* **2** *The taxi was going round a bend when it came face to face with a motorbike in the middle of the road.* **3** *The cyclist broke his arm and bruised his knees.* **4** *One man witnessed the crash.* **5** *An ambulance took the victims to hospital.* **6** *The police arrived after about thirty minutes.* **7** *The robber was lucky. He stole all the money from the bank.*

- 2 1 e While mum was grinding corn we made a fire. 2 d Her phone rang while she was having a bath. 3 a When he saw the danger he jumped off his bike. 4 b They heard a scream outside as they were listening to grandfather's stories. 5 c The little boy tripped and fell as he was running to hug his mother.
- 3 1 While 2 When 3 when 4 while 5 As / When 6 while
- 4 Students' own answers
- 5 1 overloaded 2 driver 3 passenger 4 injured 5 pavement 6 motorbike 7 thief 8 windscreen 9 shock 10 manager
- 6 Students' own answers
- 7 **Across:** 1 pavement 3 cab 4 witness 6 accident 8 helmet 9 bend **Down:** 2 ambulance 3 cyclist 5 seat 7 crash
- 8 1 i – fast, slow 2 c – front, back 3 f – severe, minor 4 h – unconscious, conscious 5 e – nearby, far away 6 b – arrive, leave 7 j – no one, someone 8 a – disappear, appear 9 d – lucky, unlucky 10 g – cry, laugh

## Practice page ► Page 38

### GRAMMAR

#### Activity 1

- Students match the advice with the situations.
- Students write sentences with *should* / *shouldn't* for the situations.
  - 2 d You should put on some warm clothes. 3 e You should get him to lean forwards. 4 f You shouldn't drive at night. 5 a You should put it under cold water. 6 b You should break the skin with a pin.

#### Activity 2: Students write advice for the situations using *must* / *mustn't*.

- 1 You must eat lots of fruit and vegetables. 2 You mustn't eat too much fat. 3 You must exercise regularly. 4 You mustn't read in poor light. 5 You must get enough sleep. 6 You mustn't smoke.

#### Activity 3: Students complete the sentences with reflexive pronouns.

- 1 myself 2 herself 3 himself 4 themselves 5 ourselves

#### Activity 4: Students complete the sentences with the verbs in brackets in the past simple or the past continuous.

- 1 was running, fell over 2 were getting, rang 3 were having, rang 4 were travelling, had 5 saw, drove

### LET'S HAVE FUN

#### Activity 1: Students find and correct the mistakes in the sentences.

- Suggested answers: 1 A snake bit his foot. 2 She cut herself with a knife. 3 It's bleeding.

#### Activity 2: Students find words in the unit corresponding to the clues.

- 1 rabies 2 helmet 3 pavement 4 robber or thief

## Unit summary

### COMMUNICATION FOCUS

- talking about possession
- describing objects
- talking about inventions
- agreeing and disagreeing

### VOCABULARY

- health complaints: *cut, bite, choking, nosebleed, drowning, burn, stomach-ache, earache, headache*
- compound nouns: *earrings, mobile phone, alarm clock, computer game, T-shirt, handbag, sunglasses, MP3 player, penknife, lipstick, tin-opener, sun cream, sweatshirt, credit card, table tennis, traffic lights, paperclip, light bulb, wheelbarrow, chainsaw, ball-point pen*
- other nouns: *matches, camera, zip, can, parcel, present, wheel*
- materials: *plastic, steel, aluminium, wood, cardboard, chemicals, petrol, bone*
- verbs: *fasten, manufacture, carry, push*

## Lesson 1 My things ► Page 39

**TOPIC:** possessions

- GRAMMAR AIMS:**
- to use *Whose* and possessive pronouns to talk about personal possessions
  - to use the present passive to describe objects

### READING AND VOCABULARY Page 39

**Aim:** to learn about compound nouns

**Warm-up:** With books closed, write these words on the board: *classroom, bedroom*. Ask students to make two words with each of these words (*class + room, bed + room*). Explain that these are compound nouns. Ask students to think of more compound nouns with the word *room* (*dining room, living room, sitting room*).

#### Activity 1

- Ask students to read the dialogue and match the words in blue with the things in the picture.
- Check the answers with the class.  
→ **1** *T-shirt* **2** *mobile phone* **3** *MP3 player* **4** *penknife* **5** *handbag*  
**6** *computer game* **7** *earrings* **8** *alarm clock* **9** *sunglasses*

#### Activity 2

- Ask students to copy the chart into their exercise books.
- Ask students to read the dialogue again and complete the chart.
- In pairs, students compare their answers.
- Ask different students to say their answers.

Abdoul	His sister	His brother	His mother	Souley
<i>mobile phone</i> <i>T-shirt</i> <i>computer game</i> <i>alarm clock</i>	<i>MP3 player</i> <i>sunglasses</i>	<i>sunglasses</i> <i>penknife</i>	<i>earrings</i> <i>handbag</i>	<i>sunglasses</i>

### Remember Page 39

- Read the Remember box with the class. Encourage students to use a dictionary to check if a compound noun has a hyphen or not.

**EXTRA ACTIVITY**

- Dictate the following sentences to the class:
  - 1 Abdoul's father is working in Tokyo for another year.
  - 2 He has sent his family a parcel of presents.
  - 3 Abdoul has a brand new MP3 player.
  - 4 Abdoul's mother has a new T-shirt.
  - 5 Souley has a pair of sunglasses.
- Students decide which sentences are true and which are false and they correct the false sentences.  
 Answers: 1 False. He is working in Tokyo for another six months. 2 True 3 False. He has a brand new mobile phone. 4 False. She has earrings and a handbag. 5 True

**Activity 3**

- Ask students to match the words on the left with words on the right to form compound nouns.
- Check the answers orally with the class.
  - lipstick, sun cream, football, sweatshirt, table tennis, alarm clock, dining room, traffic lights, tin opener, credit card

**PRONUNCIATION** Page 39

**Aim:** to practise syllable stress in compound nouns

**Activity 1**

- Read the words in Activity 3 aloud. Ask students to notice the stress on the first part of the compound noun.
- Students practise saying the words with a partner. Remind them to stress the first part of the compound noun.

**GRAMMAR** Page 40

**Aim:** to use possessive pronouns

**Warm-up:** Write this dialogue on the board: A: *Is this your book?* B: *Yes, it's mine.* Ask students what the word *mine* replaces in the second sentence (*my book*). Tell students that *mine* is a possessive pronoun because it replaces a noun. The word *my* is a possessive adjective because it describes a noun.

**Activity 1**

- Read the sentences with the class.
- Ask students to copy the table into their exercise books and match the possessive pronouns with the possessive adjectives.
- Write the table on the board.

mine	yours	hers	his	its	ours	theirs
my	your	her	his	its	our	their

**Remember** Page 40

- Read the Remember box with the class. Stress that a possessive pronoun replaces a noun.
  - ⇒ **Grammar, Page 117**

**Activity 2**

- Ask students to complete the sentences with a possessive pronoun or a possessive adjective.
- Ask different students to read out their completed sentences.
  - 1 *her, mine* 2 *hers* 3 *theirs* 4 *your, his* 5 *our*

**Activity 3**

- In pairs, students practise the example dialogues.
- Tell students to make similar dialogues about their own things.
- Ask pairs of students to demonstrate their dialogues to the class.
  - *Students' own answers*



## LISTENING AND SPEAKING Page 40

**Aim:** to listen to descriptions for specific information; to describe an object

**Warm-up:** Revise colours and materials. Ask students to brainstorm colours and materials. Write any new vocabulary on the board.

### Activity 1

- Ask students to copy the chart into their exercise books.
- Tell students that they are going to hear descriptions of three objects.
- Read the descriptions to the class. Students complete the chart.
- If necessary, read the descriptions again.
- Check their answers by asking students to make complete sentences in answer to the questions, for example: *The sunglasses are made of plastic.*

	Object 1	Object 2	Object 3	Your favourite object
What is it?	<i>sunglasses</i>	<i>trainers</i>	<i>alarm clock</i>	
What is it made of?	<i>plastic</i>	<i>leather</i>	<i>aluminium and glass</i>	
What colour is it?	<i>black</i>	<i>white</i>	<i>blue and yellow</i>	
What is it used for?	<i>protecting your eyes</i>	<i>practising sports</i>	<i>waking you up</i>	

*Listening text: 1 Object one is a pair of sunglasses. These sunglasses are made of plastic. They are used for protecting your eyes from the sun's rays. Teenagers wear them to look good. These are black and very fashionable.*

*2 Object two is a pair of white trainers. You wear them for practising sports. But many young people like to wear trainers all the time. They are specially designed for running and playing basketball. They are comfortable because they are made of soft leather.*

*3 Object three is an alarm clock. It is blue and yellow. You can set it before you go to bed and it will wake you up in time for school. It rings like a loud bell. It is made of aluminium and glass. It is round and it has got three small legs.*

### Activity 2

- In pairs, students ask and answer the questions about the objects in the chart.
- Ask pairs of students to demonstrate their dialogues.  
→ *Students' own answers*

**Activity 3:** Ask students to complete the table for their favourite object.

→ *Students' own answers*

**Activity 4:** In pairs, students take it in turns to describe and guess their partner's object.

→ *Students' own answers*

## WRITING Page 40

**Aim:** to write descriptions of objects

### Activity 1

- Ask students to write descriptions of two objects in the table. Tell them to use the questions in the table to help them.
- If you like, you can ask students to do this activity for homework.
- Ask different students to read out their descriptions to the class.  
→ *Students' own answers*

## WORKBOOK

- 1 1 Abdoul's father is in Tokyo. 2 Abdoul has received a mobile phone, a T-shirt, a computer game and an alarm clock. 3 Abdoul's sister has received an MP3 player and some sunglasses. 4 Souley has got a pair of sunglasses. 5 Abdoul has got a T-shirt. 6 Abdoul's mother has received a handbag and earrings.
- 2 1 penknife 2 mobile phone 3 sun cream 4 alarm clock 5 earrings 6 traffic lights 7 bedroom 8 lipstick
- 3 1 Mine 2 Ours 3 Theirs 4 hers 5 his 6 mine
- 4 1 parcel 2 leather 3 earrings 4 favourite
- 5 1 bracelets 2 sunglasses 3 aluminium 4 trainers 5 mobile
- 6 Students' own answers
- 7 1 hard 2 uncomfortable 3 old 4 unfashionable 5 rainy / cloudy 6 cheap

## Lesson 2 Inventions ► Page 41

**TOPIC:** inventions

**GRAMMAR AIMS:** • to use the superlative form  
• to use the past passive

### VOCABULARY AND SPEAKING Page 41

**Aim:** to identify objects and their uses; to read a text for main and specific information

**Warm-up:** Choose some objects in the classroom, for example: *the blackboard*. Point to the object and ask: *What is it used for?* Elicit complete answers, for example: *It's used for writing on*. Draw the students' attention to the *-ing* form in the sentence. Ask students what shape the blackboard is (*rectangular*). Go around the class asking the shape of different objects. Write the new vocabulary on the board.

#### Activity 1

- Read the words in the box with the class.
- Ask students to match the objects in the pictures with the words in the box.
- Check their answers orally around the class.
- 1 light bulb 2 ball-point pen 3 can-opener 4 chainsaw 5 zip 6 matches  
7 wheelbarrow 8 camera 9 paperclip 10 drink can

#### Activity 2

- Read the example sentence with the class.
- In pairs, students make similar sentences for the other objects using the phrases in the box.
- Ask different students to say sentences aloud.
- A zip is used for fastening clothes. A drink can is used for holding drinks. A paperclip is used for holding papers together. A can opener is used for opening cans. A camera is used for taking photos. A light bulb is used for giving light. A chainsaw is used for cutting down trees. A wheelbarrow is used for carrying heavy things. Matches are used for making fire.

#### Activity 3

- Ask students to work with a partner and ask and answer the questions about the objects in the pictures.
- Ask pairs of students to demonstrate their questions and answers.
- Students' own answers

#### EXTRA ACTIVITY

- Draw the following shapes on the board: a square, a rectangle, a circle, a triangle, an oval, a star, a point, a heart. Alternatively, ask different students to draw the shapes. Give the instruction: *Draw a square / rectangle / etc. on the board, please.*
- Ask students to say the adjectives we use to describe these shapes: *square, rectangular, round / circular, triangular, oval, pointed, star-shaped, heart-shaped.*
- Ask students to use some of the adjectives to describe objects, for example: *The table is rectangular.*

**Activity 4:** In pairs, students guess when the objects were invented. Tell them to write approximate dates, for example: *I think the paperclip was invented in the 19<sup>th</sup> century.*

→ *Students' own answers*

## **SPEAKING AND LISTENING**      Page 41

**Aim:** to express opinions; to listen to descriptions for main and specific information

**Warm-up:** Ask students to look back at the pictures of objects on page 41.

Ask around the class: *Which was the most useful invention? Which was the least useful invention?*

Find out the opinion of the majority of students in the class.

**Activity 1:** Ask students to work with a partner and write down five very important inventions in history.

→ *Students' own answers*

### **Activity 2**

- Read the dialogue to the class. You may like to read the dialogue with a confident student. Remind students that we form the superlative form of long adjectives with *the most* + adjective. With short adjectives we form the superlative with *the* adjective + *est*.
- Students practise the dialogue in pairs.

### **Activity 3**

- Ask the pairs of students to make similar dialogues about the inventions they wrote down in Activity 1.
  - Ask random pairs of students to demonstrate their dialogues to the class.
  - If you like, ask students to replace the adjective *important* with *great*, for example: *I think the wheel was the greatest invention of all time.*
- *Students' own answers*

### **EXTRA ACTIVITY**

- Revise adjectives with the class. Write the following adjectives in a column on the board: *long, wide, thick, high, fat, shallow, clean, old, big, far*.
- Ask students to give the opposites of these adjectives. Ask one student to write on the board.  
Answers: *short, narrow, thin, low, thin, deep, dirty, new, small, near*.

### **Activity 4**

- Tell students that they are going to hear descriptions of three objects from Vocabulary and speaking Activity 1 on page 41.
  - Read the descriptions aloud to the class. Students guess the objects.
  - Check the answers orally.
- **1** paperclip **2** light bulb **3** camera

### **Remember**      Page 41

- Read the Remember box with the class. If you like, ask students to complete the expressions for objects in the classroom.

### **Activity 5**

- Read the questions aloud with the class. Check comprehension.
  - Read the descriptions aloud again. Students answer the questions for each object. Encourage them to make notes in their exercise books.
- *Paperclip: 1 metal 2 to hold pieces of paper together 3 a safety pin 4 in offices. Light bulb: 1 glass and metal 2 for giving light 3 not given 4 a house or office. Camera: 1 metal 2 taking photos 3 often silver 4 tourists' bags*
- Listening text: 1 This object is not very big. It is made of metal wire. It looks like a safety pin. It is widely used in offices. It is a thing you use to hold pieces of paper together.*
- 2 You find this object in every room of the house. It is made of glass and metal. It is a device for giving light in the rooms of a house or in an office.*
- 3 This object is used for taking photos. It is often silver coloured and it is made of metal. Many tourists carry this object in their bags.*

**Activity 6:** In pairs, students practise describing the objects using their notes.

→ *Students' own answers*

**Activity 7:** In pairs, students take it in turns to describe objects and guess what they are. Tell students to practise the questions in the Remember box.

→ *Students' own answers*

## READING Page 42

### Activity 1

- Ask students to read the *Invention factfile* and find out when the six objects were invented.
  - Check the answers with the class. Write the dates on the board.
  - Go around the class asking if students guessed correctly.
- **1** zip: 1851 **2** ball-point pen: 1935 **3** drink can: 1930s **4** wheelbarrow: 100BC **5** matches: 1826 **6** chainsaw: 1830

**Activity 2:** Ask students to read the factfile again and complete the chart.

Date of first invention	Inventor	Material today	Original purpose	Name
1851		plastic or steel	close trousers	zip
1935	Lazlo Biro			ball-point pen
1930s	an American	aluminium		drink can
100BC	Chinese army general	steel	transport supplies and injured soldiers	wheelbarrow
1826	John Walker	wood		matches
1830	Bernard Heine	aluminium	cut bone	chainsaw

## GRAMMAR Page 43

**Aim:** to learn and use the present and past passive forms

**Warm-up:** Write the following sentences on the board: *Cameras are used for taking pictures. People use cameras for taking pictures.* Ask: *Which sentence is in the passive form? Which sentence is in the active form? What is the difference?*

### Activity 1

- Read the sentences with the class. Explain that all the sentences are in the passive form.
  - Ask students to say which sentences are in present simple and which are in the past simple.
  - Check the answers orally.
- **1** past **2** present **3** past **4** present **5** past
- Ask students to find more passive sentences in the text on page 42.
- *Present simple: are sold, are manufactured*  
→ *Past simple: was invented, was invented, were sold*

### Activity 2

- Ask students to choose the correct rules for passive sentences.
  - Correct the answers on the board.
- **1a 2a**

### Activity 3

- Ask students to complete the sentences with the correct passive form of the verbs in brackets.
  - Ask different students to read out their answers. Write the verbs on the board.
- **1** was invented **2** was discovered **3** is grown **4** were first held **5** were first made **6** is produced

## WRITING Page 43

**Aim:** to read for specific information; to use notes to write a historical account

**Warm-up:** With books closed, ask students what they know about the bicycle.

*When was it invented? Where was it invented? Encourage students to guess the answers.*

### Activity 1

- Ask students to read and complete the history of the can opener with the correct passive form of the verbs in brackets.
- Check the verbs by asking different students to read out parts of the text. Check they understand any new words.
  - **1** was used **2** were made **3** was invented **4** were kept **5** was invented **6** is used **7** was designed **8** was sold **9** are found

### Activity 2

- Tell students that they are going to write the history of the bicycle.
- Read the notes with the class. Check any new vocabulary. Encourage students to make full sentences.
- Students write a paragraph using the notes. Encourage them to use passive sentences.
  - *Students' own answers*

## WORKBOOK

- **1** 1 b 2 f 3 d 4 a 5 c 6 e
- **2** 1 mirror 2 clock 3 penknife 4 pen 5 light bulb 6 wheelbarrow
- **3** 1 The zip is used to close trousers and other clothes. 2 The wheelbarrow was first used to transport army supplies and injured soldiers. 3 Mass production of Bics started in 1958. 4 Early chainsaws were used for cutting bone. 5 The first matches were made of sticks and chemicals.
- **4** 1 What is the chainsaw made of? 2 What does a light bulb look like? 3 What are glasses made of? 4 What are paperclips used for? 5 What are drink cans made of?
- **5** 1 The first matches were invented by an English chemist. 2 The first chainsaw was made in 1830. 3 Palm oil is produced in Cameroon today. 4 The ball-point pen was invented by Biro. 5 The first bicycle was designed in 1490.
- **6** 1 were killed 2 were built 3 are used 4 was invented 5 was invented 6 is grown
- **7** 1 Accidents are caused by people who drink alcohol. 2 Toys are invented by intelligent children. 3 Food is kept cold by the fridge. 4 Cheap goods are produced in Chinese factories.
- **8** 1 light 2 wheelbarrow 3 steel 4 chainsaw 5 aluminium
- **9** 1 d – pencil sharpener 2 c – can opener 3 e – skyscraper 4 a – screwdriver 5 b – zip fastener
- **10** 1 zip 2 chainsaw 3 write 4 women 5 today

## Practice page ► Page 44

### GRAMMAR

**Activity 1:** Students complete the sentences with the correct possessive adjectives.

→ **1** his **2** her **3** my **4** their **5** our

**Activity 2:** Students complete the sentences with possessive pronouns.

→ **1** his **2** mine **3** hers **4** ours **5** theirs

**Activity 3:** Students add *-ing* to the verbs in brackets if necessary.

→ write, playing, storing, communicate

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

→ **1** are used **2** was designed **3** are sold **4** was discovered **5** was invented **6** are drunk

### LET'S HAVE FUN

**Activity 1:** Students find the odd word out in each series.

→ **1** chainsaw **2** trainers **3** invent **4** bicycle

**Activity 2:** Students look back at Lesson 2 and find inventions beginning with the letters.

Give students two minutes to do this activity.

→ matches, paperclip, ball-point pen, wheelbarrow, light bulb

## REVIEW AND EVALUATION FOR MODULE 2

Page 45

Do this section in class when you have finished Module 2.

Remind students that the exercises practise language and vocabulary in the three preceding units.

### VOCABULARY

**Activity 1:** Students find sixteen words in the word square.

→ See below

**Activity 2:** Students put the words from the square into four groups.

- *possessive pronouns: his, mine, ours, hers, yours*
- *your things: sunglasses, trainers, penknife, phone, earrings*
- *adjectives: severe, fast*
- *health complaints: cut, burn, blood, choke*

**Activity 3**

- Students complete the list of possessive pronouns.
  - *its, theirs*
- Ask students to add the corresponding possessive adjectives to these pronouns.
  - *his, my, our, her, your, its, their*

### GRAMMAR

**Activity 1:** Students complete the sentences with *been* or *gone*.

→ **1** gone, **been** **2** been, been, gone, been

**Activity 2:** Students underline the correct question tag in each sentence.

→ **1** *isn't it* **2** *aren't they* **3** *has he* **4** *will she* **5** *can't he* **6** *does he* **7** *doesn't she* **8** *aren't they*

**Activity 3:** Students complete the sentences with *already*, *just* or *yet*.

→ **1** just **2** already **3** yet **4** just **5** yet **6** just / already

**Activity 4:** Students complete the sentences with reflexive pronouns.

→ **1** itself **2** herself **3** yourself **4** himself

## CHECK YOUR PROGRESS

Page 46

**Activity 1:** Students underline the correct verbs.

→ **1** came **2** found, were cleaning **3** was reading, walked **4** heard, were playing **5** saw, were walking

**Activity 2:** Students rewrite the sentences without changing their meaning using the words in brackets.

→ **1** Whose MP3 player is this? **2** Are those sunglasses yours? **3** These books are ours. **4** This pen is mine. **5** Is that house theirs? **6** This shirt is his.

**Activity 3:** Students join the words in the box and make eight compound nouns.

→ *dustbin, birthday, supermarket, penknife, toothpaste, sunglasses, earring, bookshelf*

**Activity 4:** Students complete the dialogue with the expressions in the box.

→ **1** How about **2** I'd rather **3** Shall we **4** Why don't **5** I'd rather **6** leave me alone **7** I didn't mean to

### SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Ask them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Ask 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

- talking about activities at different times of life
- describing past and present ability
- talking about physical disabilities and handicaps
- discussing old age

### VOCABULARY

- disabilities: *blind, deaf, dumb, physically disabled, wheelchair, walking stick, white cane, Braille, sign language*
- nouns with -ness: *blindness, illness, sickness, deafness, happiness, stillness*
- phrasal verbs: *give away, give up, grow up, look up, pick up, put up, talk about, think about, wake up*

## Lesson 1 The age factor ► Page 47

**TOPIC:** ability

- GRAMMAR AIMS:**
- to talk about present ability and disability using *can / can't, (not) be able to / unable to*
  - to talk about past ability and disability using *could / couldn't*

### SPEAKING Page 47

**Aim:** to describe pictures

**Warm-up:** With books closed, ask students to talk about things they can do. Ask: *Can you swim? Can you speak German?* Ask students to make more sentences about things they can do. Write some of their ideas on the board. Ask students to say things that they can't do. For example: *I can't play the piano. I can't drive a car.*

#### Activity 1

- Read the questions with the class.
- Ask students to look at the pictures and try to answer the questions. Encourage students to answer with full sentences.
- Ask random students to answer the questions around the class.  
→ *Students' own answers*

### READING AND VOCABULARY Page 47

**Aim:** to read for main ideas and specific information

**Warm-up:** Write the following words on the board: *picture, bicycle, crawl, chew, paint, floor, food, ride*. Ask students to match the verbs with the nouns (*ride a bicycle, crawl on the floor, chew food, paint a picture*) and then match the pairs with the people in the pictures.

#### Activity 1

- Ask students to read the four passages and match them with the pictures.
- Check the answers with the class.  
→ **1A 2D 3B 4C**

#### Activity 2

- Ask students to answer the questions.
- Ask individual students to read out their answers. Write the answers on the board.  
→ **1** *She isn't able to walk. She is only one year old.* **2** *Jevy couldn't chew his food four months ago.*  
**3** *Bob is able to run and play. He is able to eat his food like an adult.* **4** *Because it is very difficult for a little boy.*  
**5** *Because he is elderly.* **6** *He can still paint pictures and play the harmonica.*

### Activity 3

- Ask students to find words in the passages with the meanings 1-6.
- Check the answers with the class.  
→ **1** crawl **2** awkwardly **3** chew **4** fed **5** for instance **6** any more

## GRAMMAR Page 48

- Aim:** to talk about past ability with *could / couldn't* and *was / were (not) able to*
- Warm-up:** Ask students to look back at the passages on page 47 and find sentences with *could* and *couldn't*.

### Activity 1

- Read the example sentences with the class. Point out that the letter *l* in *could* is not pronounced.
- In pairs, students say what they *could / couldn't* do at different ages. Tell them to use the ideas in the box.
- Go around the class asking random students to say their sentences.  
→ *Students' own answers*

## Remember Page 48

- Read the Remember box with the class. Point out that *unable* and *not able* have the same meaning.  
⇒ **Grammar, Page 116**

### Activity 2

- Read the example sentences with the class.
- Tell students to practise the same sentences as in Activity 1 using *(not) able to* instead of *could / couldn't*.
- Check the answers orally around the class. Write some sentences on the boards.  
→ *Students' own answers*

## LISTENING AND SPEAKING Page 48

- Aim:** to listen for specific information; to discuss old age
- Warm-up:** Ask: *Who is the oldest person you know? How old is he / she? How does this person live?*  
Ask students what they think is the worst thing about growing old.

### Activity 1

- Read the statements with the class. Check any new words.
- Tell students that they are going to hear the story of an elderly man called Mba Nwemba.
- Read the story aloud to the class. Students listen and decide which sentences are true and which are false.  
→ **1** True **2** True **3** False **4** False **5** False **6** False **7** True **8** False

### Activity 2

- Read the story again and tell students to check their answers in Activity 1.
- Ask students to correct the false statements. Encourage them to write full sentences.  
→ **3** He can't work in the fields any more. **4** He could run faster than all the other young men when he was young. **5** He didn't go to school at all. **6** He cannot read or write. **8** Some of his friends have died. Others are disabled, deaf or blind.

*Listening text:* My name's Mba Nwemba. I'm 85 years old and I cannot walk without my walking stick. I no longer go to the farm because I am too old. I spend almost all my time at home and I only go for short walks to relax and get some exercise. When I was much younger, I could climb trees and go hunting. I could work in the fields all day long, planting hectares of cocoa trees. I can't do these things any more. I was a very strong man and a fast runner. I could run faster than all the other young men in the village. I didn't go to school because the village where I lived then was very remote from the city. That's why I cannot read or write. But I think I am very lucky because I can still see and hear and I can get about. Some of my friends are deaf or blind. Others are disabled and many have already died.

**EXTRA ACTIVITY**

- Role play. Imagine you are a journalist for a magazine. You are interviewing elderly people to find out about their lives.
- Work in pairs and write questions to ask Mba Nwemba about his life in the past and his life now. Use *could* / *couldn't* and *was* / *were able to* where possible. Encourage students to use their imagination if they don't remember everything.
- Act out your interviews in pairs.
- Example questions: *Can you go for walks? Do you still work on the farm? Where do you spend most of your time? Could you run fast when you were young? What else could you do? Did you go to school? Can you read and write? Have you still got many friends?*

**Activity 3:** Discuss the questions with the class.

→ *Students' own answers*

**WRITING** Page 48

**Aim:** to write an account from another viewpoint

**Warm-up:** Ask students to think of elderly people in their families. Say what relation they are to the people. If you like, revise family words with the class.

**Activity 1**

- Tell students to imagine that they are an elderly person in their family. Students write about things they could do when they were younger and things they cannot do any more. Tell students to use the sentences in Activity 1 to help them write their paragraph. Encourage them to use their imagination.
  - Ask individual students to read their paragraphs to the class.
- *Students' own answers*

**PRONUNCIATION** Page 48

**Aim:** to practise pronunciation of the sound /w/

**Activity 1**

- Read the words to the class. Ask students to notice the underlined /w/ sound in each word. Point out that letters other than w are sometimes pronounced with a /w/ sound.
- Students practise saying the words aloud. Make sure they pronounce the /w/ sound correctly.

**Activity 2**

- Read the sentences to the class.
- Ask students to practise saying the sentences. Remind them to pronounce the /w/ sounds correctly.

**WORKBOOK**

- 1 *Students' own answers*
- 2 1 unable 2 able 3 able 4 able 5 unable
- 3 1 Where could Tom work? 2 What could Jevy eat? 3 Who is unable to walk long distances? 4 When could Bob attend school? 5 What can't Sarah do?
- 4 1 d – My grandmother could read without glasses until she was eighty. 2 e – Mary was unable to read until she was ten. 3 a – We couldn't work until we were sixteen. 4 b – I wasn't able to do physics until I went to secondary school. 5 f – The children couldn't swim until they were taught. 6 c – Bob couldn't go to nursery school until he was four.
- 5 1 a baby 2 a child 3 a teenager 4 an elderly person 5 a baby 6 a child 7 an elderly person 8 a teenager
- 6 1 cook, can't 2 could, say, play 3 could, until
- 7 Possible answers: 1 chew, verb 2 little, adjective 3 carefully, adverb 4 her, pronoun 5 down, preposition 6 bicycle, noun
- 8 1 put 2 one 3 ran 4 big 5 ago

## Lesson 2 A day in the life ► Page 49

**TOPIC:** physical disabilities

**GRAMMAR AIMS:**

- to make suggestions using present passive modals
- to practise using the time expression *until*

### SPEAKING AND VOCABULARY Page 49

**Aim:** to learn and use vocabulary for physical disabilities

**Warm-up:** With books closed, ask students if they know people with physical disabilities.

Ask: *What can't they still do by themselves? What do they need help with?*

#### Activity 1

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

#### Activity 2

- Read the words in the box with the class.
- Ask students to complete the sentences with the words.
- Ask random students to read out their sentences.
  - **1** blind **2** deaf **3** dumb **4** physically disabled

### READING Page 49

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

**Activity 1:** Ask students to read the passage and choose the best title.

→ *The world of silence*

#### Activity 2

- Ask students to read the passage again and answer the questions. Encourage them to write full answers.
- Ask students to read out their sentences.
  - *Suggested answers: 1 He is an electronics engineer and he repairs televisions and radios. 2 He wakes up at six. He turns on the light and thinks about his customers. 3 Because he is very conscientious. 4 He can read people's lips. 5 They communicate with sign language. 6 He has learned sign language so he can communicate with Essama.*

### VOCABULARY Page 50

**Aim:** to learn and practise phrasal verbs; to form nouns with the suffix *-ness*.

**Warm-up:** Write the following sentences on the board: *Sit down. Take off your coat.*

Ask: *Which sentence has a direct object? Which has no direct object?*

#### Activity 1

- Ask students to look at the phrasal verbs in blue in the passage page 49 and decide which verbs need a direct object and which verbs do not.
- Check the answers with the class.
  - *Need a direct object: turns on, thinking about, turns off, look at*
  - *Do not need a direct object: wakes up, gets up, gives up*

#### Activity 2

- Ask students to complete the sentences with the correct form of the phrasal verbs in the box. Encourage students to use a dictionary if they have one.
- Ask individual students to read out their sentences. Check any new vocabulary.
  - **1** look up **2** put on **3** put away **4** gave away **5** grew up **6** give up **7** talk about

#### Activity 3

- Ask students to answer the question about the words.
- Check the answers with the class.
  - **1** dark is an adjective, darkness is a noun **2** -ness

**Activity 4:** Ask students to form the nouns with a suffix.

→ **1** blindness **2** illness **3** sickness **4** deafness **5** happiness **6** stillness

**Remember** Page 50

- Read the Remember box with the class. Point out that the suffix *-ness* can help us recognise a noun. You may like to give students some more common examples: *goodness, sadness, weakness, forgetfulness*.

**LISTENING** Page 50

**Aim:** to listen to the story for specific information

**Warm-up:** Ask students if they know anyone who is blind. Ask: *Does this person work?*

*If so, what does he / she do?* Ask students what jobs would be suitable / unsuitable for blind people.

**Activity 1**

- Tell students that they are going to hear a passage about a blind woman.
  - Read the questions with the class.
  - Read the text to the class. Ask students to listen and take notes in answer to the questions.
  - In pairs, students compare their answers.
  - Read the text again. Students listen, check and complete their answers.
  - Ask students to read out their answers.
- **1** She became blind when she was at high school. **2** She can cook, sing and sew. **3** She works for a foreign business company. **4** She uses a special language called Braille and she uses a computer keyboard. **5** She became blind after a long illness. **6** No, she didn't. She continued her education. **7** She needs people to help her cross the road. She also needs people to drive her car.

*Listening text: Mrs Ngassa is a beautiful young lady who has a disability. She is blind. She has a car but she can't drive it, neither can she watch television. Yet, she can do many other things like cooking, singing and she can even sew. She is married and she has got three children. She also has a job. She works for a foreign business company. She can read and write. She uses the special language for the blind called Braille to communicate and she can also use the Latin alphabet on the keyboard of her computer. Mrs Ngassa could see until she went to high school, and then she became blind after a long illness. It was terrible at first but she has gradually got used to her new condition and adapted her lifestyle. Her disability didn't stop her continuing her education and she went to university to study business. She needs help from other people for things she cannot do, like crossing the road. But she is very brave and patient and most things she can do herself.*

### EXTRA ACTIVITY

- Ask students to prepare an interview with Mrs Ngassa with a partner. Tell them to use the questions in Activity 1 to help them.
- Students practise their interviews in pairs.
- Ask pairs of students to act out their interview for the class.
- If you like, you can ask students to do a follow-up Writing activity.
- Ask students to write about Mrs Ngassa. Tell them to use the passage on page 49 to help them and their ideas in the interview.

**GRAMMAR** Page 50

**Aim:** to practise sentences with *until*

**Warm-up:** Ask students to make sentences with the word *until*.

Write some of their suggestions on the board.

**Activity 1**

- Read the sentences with the class. Point out that *until* is a conjunction in the second sentence because it joins two clauses together.
  - Now ask students to complete the sentences with their own ideas.
  - Ask students around the class to read out their sentences. Write some of their sentences on the board.
- *Students' own answers*

## Remember Page 50

- Read the Remember box with the class.  
⇒ **Grammar, Page 118**

## READING Page 51

**Aim:** to read and discuss a poem; to recite a poem

**Warm-up:** Revise colours with the class. Write the following words on the board: *dark, light, pale*. Ask students to make sentences with these words. For example: *I am wearing a light green dress.*  
*John has got dark brown sandals on.*

### Activity 1

- Read the poem to the class. Students listen and read.
- Ask students to find out what question the blind boy answers.
- Check the answer with the class.  
→ *What is colour like?*

### Activity 2

- Ask students to read the poem again. Check that students understand the words *rustle, blow*.
- Ask students to find the colours the boy chooses for the sounds listed.
- Look at the poem in detail with the class and check the answers.
- Ask students to say if they agree with his choices.  
→ **1** green **2** blue **3** red **4** pink **5** purple **6** yellow **7** white

**Activity 3:** Students practise reading the poem aloud.

## GRAMMAR Page 51

**Aim:** to practise the passive forms of *should* and *could*

**Warm-up:** Write these sentences on the board: *They should be given special books.*  
*Schools should give them special books.* Ask students which sentence is in the passive form.

### Activity 1

- Ask students to read the dialogue with a partner and find five passive verbs.
- In pairs, students practise the dialogue.
- Check the answers with the class.  
→ *could be done; should be taught; should be created; could be taught; should be done*

### Activity 2

- Ask students to complete the sentences with the passive form of *should* or *could* and the verb in brackets. Point out that we can use both *should* and *could* in most sentences but the meaning is different.
- Ask random students to read their sentences on the board. Write the verbs on the board.  
→ **1** *should be taught* **2** *should be given* **3** *could / should be done* **4** *should be created*

## Remember Page 51

- Read the Remember box with the class.  
⇒ **Grammar, Page 117**

## WRITING Page 51

**Aim:** to write expressing an opinion using *should* and *could be done*

**Activity 1:** Tell students to work in small groups and make a list of things that make life difficult for disabled people at school and in town. Help students with new vocabulary they may need.  
→ *Students' own answers*

### Activity 2

- Ask students to write sentences about what *should / could be done* to help disabled people. Ask them to think about ideas listed. Encourage them to use modal verbs.
- Go around the class asking students for their ideas. Write some of their sentences on the board.  
→ *Students' own ideas*

## WORKBOOK

- **1**    **1** g **2** d **3** f **4** a **5** b **6** c **7** h **8** e
- **2**    **1** looking into **2** Look, up **3** looked after **4** looking for **5** Look at **6** looks down **7** looked, through **8** looks up to
- **3**    **1** up **2** on **3** out **4** off **5** out
- **4**    **1** physically disabled **2** deaf **3** dumb **4** blind
- **5**    **1** He's colour blind. **2** She's physically disabled. **3** He's blind. **4** He's dumb. **5** He's deaf.
- **6**    **1** ...could be shown for deaf people. **2** ...should be created for blind people. **3** ...could be involved by the sports division in competitions. **4** ...shouldn't be kept away from school activities. **5** ...could be given special jobs. **6** ...should be integrated into schools. **7** ...should be taught about disabled people's problems.
- **7**    **1** weakness **2** weakly **3** blind **4** blindness **5** gentle **6** gently **7** creative **8** patience **9** patiently **10** special
- **8**    **1** ability **2** short **3** something **4** easy **5** single
- **9**    **1** sweet **2** music **3** cry **4** sing
- **10**    **1** She needs help from other people for things she cannot do. **2** Essama works until seven o'clock in the evening. **3** A person in a wheelchair can't get about easily. **4** A lot more should be done to help disabled children.

## Practice page ► Page 52

### GRAMMAR

**Activity 1:** Students rewrite the sentences using *be able / not be able to*.

- **1** Men are not able to become pregnant. **2** A blind person is not able to see. **3** A new-born baby is not able to speak. **4** Deaf people are able to do many useful jobs. **5** Disabled people are able to work in offices.

**Activity 2:** Students complete the sentences with *should* or *shouldn't*.

- **1** shouldn't **2** should **3** should **4** should **5** should

**Activity 3:** Students complete the sentences with the words in the box.

- **1** up **2** after **3** down **4** for **5** out

**Activity 4:** Students put the words in order and write sentences.

- **1** I never get home until 6 p.m. on Mondays. **2** She stays in bed until 7 a.m. on Sundays. **3** They usually work until it gets dark. **4** He waited until the match had finished.

### LET'S HAVE FUN

**Activity 1:** Students choose the odd word out in each series.

- **1** hear **2** colour **3** blue **4** speech

**Activity 2:** Students add the missing letters and write words from the unit.

- **1** speak **2** blind **3** deaf, dumb **4** wheelchair



## Unit summary

### COMMUNICATION FOCUS

- talking about obligation and prohibition
- talking about lack of obligation and permission
- stating opinions

### VOCABULARY

- crime: *criminal, steal, dishonest, commit, arrest, prison, investigate, escape, chase, catch, murder, thief, robbery, victim*
- law and justice: *legal, illegal, court, lawyer, judge, innocent, guilty, sentence, fine, witness, defend, trial*
- other words: *alcohol, bully, beat, blame, ignore, approve, disapprove, weapon, warning, tease*

## Lesson 1 Children and the law ► Page 53

**TOPIC:** the law

**GRAMMAR AIMS:**

- to talk about prohibition and obligation
- to talk about lack of obligation and permission

### SPEAKING AND READING Page 53

**Aim:** to discuss pictures; to read newspaper articles for main ideas and specific information

**Warm-up:** With books closed, ask students to say things that are against the law for children but not for adults. Write some of their ideas on the board.

#### Activity 1

- Ask students to look at the pictures and say what the people are doing wrong.
- Check the answers around the class.
  - A The woman has not bought a ticket. B The children are playing football in the street. C The man is not wearing a helmet. D The man has not got a passport. E The boy is too young to drive a car.

#### Activity 2

- Ask students to complete the sentences and match them with the pictures.
- Ask different students to read out their sentences.
  - 1 eighteen, picture E; 2 play football, picture B; 3 helmet, motorbike, picture C
  - 4 buy, picture A; 5 passport, picture D

#### Activity 3

- Ask students to read three newspaper articles and match the headings with the articles. Point out that there are two extra headings. Explain to students that they don't need to read the articles in detail to do this activity. If you like, you can fix a time limit of three minutes for this activity.
- Check the answers with the class.
  - A Underage drinkers caught by police B Police catch school gang C Four die in car crash

#### Activity 4

- Ask students to read the articles again and answer the questions. Encourage them to write full answers.
- Ask random students to read out their answers. Write the correct answers on the board. Check any new vocabulary with the class.
  - Suggested answers: 1 The teenagers were sitting at the bar and drinking beer. 2 He will appear in court because it is illegal to serve alcohol to children. 3 The gang beat the children. 4 They can't go to prison because they are minors. 5 The car swerved to miss a lorry on a bend. 6 The boys died in the car crash.

**EXTRA ACTIVITY**

- Ask students to work in pairs and write six true / false sentences about the articles.
- Pairs of students exchange their sentences and decide which are true and which are false. Ask students to correct the false sentences.

**GRAMMAR** Page 54

**Aim:** to use modals and expressions to talk about obligation and prohibition

**Warm-up:** Ask students to look back at the passage and find sentences with modal verbs. Write some of their suggestions on the board.

**Activity 1**

- Read the pairs of sentences with the class.
  - Ask students to decide which pairs of sentences have similar meanings.
  - Check the answers with the class.
  - Explain that the affirmative forms of *must* and *have to* have a similar meaning. However, the negative forms have different meanings. *Mustn't* is used to talk about obligation but *don't have to* is used to talk about lack of obligation.
- **1, 2 and 4** have similar meanings

**Activity 2**

- Ask students to look back at the sentences and complete the rules.
  - Check the answers with the class.
- **1** *must, have to* **2** *can* **3** *mustn't, can't*

**Remember** Page 54

- Read the Remember box with the class. You may wish to add that we can also use *be obliged to* which has a similar meaning to *must* and *have to*.
- ⇒ **Grammar, Page 116**

**Activity 3**

- Ask students to complete the sentences with suitable modal verbs. Explain that in some cases there may be more than one answer. Tell them that the sentences must be true for Cameroon.
  - In pairs, students check their answers.
  - Check the answers with the class. Make sure students write down the correct answers.
- **1** *can't* **2** *must / have to* **3** *must / have to* **4** *can* **5** *can't* **6** *can't / mustn't* **7** *must / have to* **8** *can*

**Activity 4**

- Read the activities with the class. Check that students understand any new vocabulary.
  - Ask students to write sentences about the activities using modal verbs or expressions from the Remember box.
  - Check the answers with the class. Write some sentences on the board.
- *Students' own answers*

**SPEAKING** Page 54

**Aim:** to discuss situations

**Activity 1:** Discuss the laws for the situations in the box with the whole class.

→ *Students' own answers*

**Activity 2:** Read and discuss the questions with the whole class.

→ *Students' own answers*

**WRITING** Page 54

**Aim:** to write instructions

**Warm-up:** Ask students if they know what they can and can't do during an exam.

**Activity 1**

- Ask students to complete the exam instructions with modal verbs and expressions. Point out that there may be more than one answer in some cases.

- Check the answers with the class.  
 → **1** must / have to **2** can't / mustn't / aren't allowed to **3** mustn't / aren't allowed to / can't **4** can / are allowed to **5** can't / mustn't / aren't allowed to **6** can / are allowed to **7** can't / aren't allowed to / mustn't

### Activity 2

- Ask students to write instructions for the BEPC English exam.  
 Ask students to use the paragraph in Activity 1 as a guide.
- Ask some students to read out their instructions. Find out if the other students agree.  
 → *Students' own answers*

## LISTENING      Page 55

**Aim:** to listen to a dialogue for main ideas and specific information  
**Warm-up:** With books closed, ask students if there are many rules they have to obey at home.  
 Write some of their suggestions on the board.

### Activity 1

- Explain to students that they are going to hear a conversation between Oumarou and Nene. They are talking about rules in their homes.
- Read the conversation to the class. Ask students to listen and decide who has very strict parents, Oumarou or Nene. You may like to read the conversation with a confident student.
- Check their answers with the class. Ask students to explain their choice.  
 → *Oumarou has strict parents.*

### Activity 2

- Ask students to copy the chart into their exercise books.
- Read the conversation again. Ask students to complete the chart.
- Check the answers with the class. Ask different students to make sentences.

	Oumarou	Nene	You	Your partner
Get up very early on school days	✓	✓		
Get up early at the weekend	✓	x		
Sleep late on Sundays	x	✓		
Make my bed before school	✓	x		
Do my homework after school	✓	✓		
Watch TV after 10 o'clock	x	✓		
Do the washing-up in the evening	✓	x		
Help with the cooking in the evening	✓	x		
Go to church on Sundays	✓	✓		

*Listening text:* Oumarou: I have to get up early every morning, even at weekends.  
 Nene: That's tough. I must get up early on school days but I'm allowed to sleep late on Sundays.  
 Oumarou: You're lucky. I have to make my bed before I go to school. And I have to fetch water.  
 Nene: Your parents are strict! I don't have to do anything before school.  
 Oumarou: When I get home I must do my homework straight away.  
 Nene: Me too. I can't go out until I've finished it.  
 Oumarou: I can't watch television after 10 o'clock.  
 Nene: I can.  
 Oumarou: Do you have to help with the housework?  
 Nene: Only at the weekend. I must do the washing-up and help with the cooking.  
 Oumarou: I have to do those things every evening. It's not fair.  
 Nene: What about Sundays? Can you do what you like on Sundays?  
 Oumarou: No. I have to go to church every Sunday at 11 o'clock.  
 Nene: I do too. But I enjoy going to church.

**Activity 3**

- In pairs, students ask and answer questions about the activities in the chart. Tell them to complete the chart for themselves and for their partner.
- Ask pairs of students to demonstrate their questions and answers.
- Discuss the answers with the class and find out who has strict parents.  
→ *Students' own answers*

**WRITING** Page 55

**I Aim:** to write about obligation and prohibition

**Activity 1:** Ask students to write about the rules they have to follow in their homes. Ask them to use the information in the chart for ideas.

→ *Students' own answers*

**PRONUNCIATION** Page 55

**Aim:** to read a poem; to practise the short forms *mustn't*, *don't* and *can't*

**Warm-up:** Ask students to say the short forms of *must not*, *cannot* and *do not* (*mustn't*, *can't*, *don't*). Draw their attention to the silent *t* in *mustn't*.

**Activity 1**

- Ask students to listen to a poem. Ask them to notice the pronunciation of the short forms *don't*, *mustn't* and *can't*.
- Read the poem aloud. Students listen and read.

**Activity 2:** Ask students to practise saying the poem with a partner. Remind them to pronounce the short forms correctly.

**WORKBOOK**

- **1**    **1** *d* – You must wear a helmet when you ride a motorbike. **2** *e* – You mustn't buy or sell stolen goods.  
**3** *b* To travel to another country you need a passport. **4** *a* You can only drive a car when you're 18.  
**5** *c* You mustn't stay out late without your parents' permission.
- **2**    **1** False **2** False **3** True **4** True **5** False **6** False
- **3**    **1** Some teenagers were drinking beer in a bar. **2** The owner of the bar will appear in court.  
**5** The four boys died because the driver was too young to drive and swerved off a cliff.  
**6** Parent's mustn't allow their children to drive until they are eighteen.
- **4**    **1** *can't*, *must*, *can*, *allowed to* **2** *mustn't*, *must*, *must*
- **5**    **1** Teenagers must obey their parents. **2** Children must be patient. **3** Parents must find time to control their children. **4** Teenagers mustn't drive without a licence. **5** The court must punish criminal teenagers.  
**6** Parents mustn't let their children do bad things.
- **6**    *Students' own answers*
- **7**    *Students' own answers*
- **8**    **1** criminal **2** terrifying **3** teenager **4** underage **5** police **6** minimum
- **9**    *Students' own answers*
- **10**   *Students' own answers*

## Lesson 2 Mob justice ► Page 56

**TOPIC:** crime and justice

**GRAMMAR AIM:** to learn difficult verb patterns

### SPEAKING AND VOCABULARY Page 56

**Aim:** to tell a story from pictures; to identify parts of speech

**Warm-up:** With books closed, ask students to name as many crime words as they can. Write their ideas on the board. Ask: *What is the most serious crime?*

#### Activity 1

- Ask students to look at the pictures and put them in the correct order.
- Check the answers with the class.  
→ **1B 2D 3C 4A**

#### Activity 2

- Read the words with the class. Check that students understand the new vocabulary.
- Tell students to decide what parts of speech the words usually are. Encourage them to use a dictionary to check their answers. Explain that some words can be used as both a noun and a verb.
- Check the answers with the class.  
→ *catch – verb; chase – verb; crime – noun; escape – verb; guilty – adjective; illegal – adjective; innocent – adjective; justice – noun; law – noun; murder – verb and noun; police – noun; run after – verb; steal – verb; thief – noun*

#### Activity 3

- In pairs, students describe what is happening in the pictures using some of the words in the box.
- Describe the pictures with the whole class.  
→ *Students' own answers*

### READING Page 56

**Aim:** to read a passage to identify an opinion and for specific information

**Warm-up:** Ask: *What is mob justice? Why does it happen?*

#### Activity 1

- Ask students to read the passage and find out if the writer agrees or disagrees with mob justice. Tell students to justify their answers with evidence from the text.
- Check the answer with the class. Check any new vocabulary at this stage.  
→ *The writer disagrees with mob justice. The following words and sentences help us understand the writer's opinion: Unfortunately; This behaviour is completely irresponsible; the words **cruel** and **illegal**; Whatever the crime they have committed, nobody deserves to be treated in such a barbaric way.*

#### Activity 2

- Ask students to read the passage again and correct the false statements.
- Ask random students to read out the correct statements. Write the answers on the board.  
→ **1** It's the police's job to arrest criminals. **2** The criminal / suspect is arrested and sentenced in court. **3** If a person is found guilty of a crime, he or she is sentenced. **4** The victim points at the criminal and shouts "Stop thief!" **5** It is illegal for ordinary people to attack criminals. **6** The aim of mob justice is to stop crime.

### VOCABULARY Page 57

**Aim:** to use prefixes to form the opposites of adjectives and verbs

**Warm-up:** Write the following words on the board: *happy, friendly*. Ask students to make the opposites of the words (*unhappy, unfriendly*). Explain that the group of letters at the beginning of the new word is called a prefix.

#### Activity 1

- Students complete the sentences with words from the passage.

- Check the answers by asking students to read out their sentences.  
→ **1** thief **2** lawyer **3** innocent **4** court **5** suspect **6** law **7** a murder **8** illegal

### Activity 2

- Ask students to copy write the adjectives 1-6 into their exercise books and write the opposites.
- Check the answers with the class.  
→ **2** honest **3** responsible **4** unhappy **5** patient **6** correct

### Remember Page 57

- Read the Remember box with the class.

### Activity 3

- Ask students to form the opposites of the adjectives and verbs in the box by adding a prefix. Encourage them to use a dictionary.
- Check the answers with the class. Write the answers on the board.  
→ disagree, disappear, undress, unemployed, unkind, unpack, impolite, impossible, irregular, untidy, invisible

### Activity 4

- Ask students to complete the sentences with words or their opposites from Activity 3.
- Check the answers with the class.  
→ **1** unemployed **2** unpack **3** disagree **4** impolite **5** impossible **6** invisible

## LISTENING Page 57

**Aim:** to listen to a dialogue for main ideas and specific information

**Warm-up:** Ask students what bullying is. Ask them to give some examples of bullying.

### Activity 1

- Tell students that they are going to hear a conversation between Fred and Diane.
- Read the situations A-C with the class.
- Read the conversation to the class. Ask students to match the conversation with one of the situations. You may like to read the conversation with a confident student.
- Check the answer with the class.  
→ B

### Activity 2

- Ask students to read the questions. Check any difficult vocabulary.
- Read the conversation again. Tell students to complete the sentences with the correct phrase.
- Check the answers orally around the class by asking different students to read out the complete sentences.  
→ **1** he is being bullied **2** was chatting in class **3** laughed, didn't apologise for what he'd done  
**4** get into trouble himself **5** to complain to a teacher about the bully

*Listening text:* Fred: I tell you what. This time I won't let him get away with it.

Diane: What has he done?

Fred: He got me into trouble with the teacher again. My neighbour was chatting and he said it was me. I was sent out of the classroom.

Diane: Oh! I'm sure it was a mistake. He probably thought it was you.

Fred: It wasn't a mistake. He did it on purpose. He laughed out loud when the teacher told me to go out. I've got to stop him bullying me. I can't stand it any more.

Diane: Forget about it. There's nothing you can do.

Fred: No way! I'm fed up with being blamed for things I haven't done. Last time he took my Maths book and refused to give it back. Yesterday morning he walked on my pen and broke it. Of course, he didn't apologise for what he'd done. He just laughed again. I'm going to get him in a corner and beat him.

Diane: Don't do that. You mustn't fight in school. Anyway, you will get the blame. You should complain to the discipline master about him instead. It's his job to stop bullying.

## GRAMMAR Page 58

**Aim:** to practise difficult verb patterns

**Warm-up:** Write the following verbs on the board: *advise, apologise, blame, complain, disapprove, let*. Check that students understand their meaning. Ask students to make sentences with these verbs. Write some of their sentences on the board.

**Activity 1:** Read the sentences with the class. Check comprehension. Draw students' attention to the word patterns after the verbs.

### Remember Page 58

- Read the Remember box with the class. Ask students to copy the sentences in Activity 1 into their exercise books.

### Activity 2

- Ask students to complete the sentences with a verb from Activity 1.
- Ask students to say their sentences.  
→ **1** *blamed* **2** *complain* **3** *apologised* **4** *tell*

### EXTRA ACTIVITY

- Ask students to make their own sentences with the verbs in Activity 1. Draw their attention to the prepositions which go with the verbs.

## READING Page 58

**Aim:** to read and answer a questionnaire

**Warm-up:** Write the word *bullying* on the board. Ask students to give examples of bullying.

**Activity 1:** Ask students to answer the questionnaire. As they work, help them with any new words.  
→ *Students' own answers*

### Activity 2

- Ask students to find out if Diane or Fred has the right attitude to bullies.
- Students compare their answers in pairs.
- Compare results around the class.  
→ *Students' own answers*

## SPEAKING AND WRITING Page 58

**Aim:** to debate an issue; to write a poster

### Activity 1

- In pairs, students discuss the questions.
- Discuss the questions with the whole class.  
→ *Students' own answers*

### Activity 2

- In pairs, students make a poster with the title: *Stop bullying at school*. Encourage students to use their ideas from the questionnaire and from the debate to help them.
- Show the posters to the whole class.
- Have a class vote for the best poster.  
→ *Students' own answers*

## WORKBOOK

- **1**    **1** *c* **2** *e* **3** *d* **4** *a* **5** *f* **6** *b*
- **2**    **1** *lawyer* **2** *fine* **3** *innocent* **4** *suspect* **5** *court* **6** *crimes* **7** *sentences*
- **3**    **1** *guilty* **2** *dishonest* **3** *defend* **4** *unfortunately* **5** *barbaric*
- **4**    **1** *unwell* **2** *unknown* **3** *disapprove* **4** *unsafe* **5** *unqualified* **6** *unlucky* **7** *impatient* **8** *immortal*  
**9** *immature* **10** *disadvantage* **11** *irresponsible* **12** *illogical* **13** *unreasonable* **14** *irrelevant*
- **5**    **1** *immature* **2** *unlucky* **3** *irresponsible* **4** *disapprove* **5** *impatient* **6** *unwell*



- 6 1 for 2 about 3 with 4 for 5 about 6 with 7 for 8 for
- 7 blame, tell, let, disapprove, complain, ask, apologise
- 8 Students' own answers
- 9 1 most 2 guilty 3 gang 4 after 5 victim

## Practice page ► Page 59

### GRAMMAR

**Activity 1:** Students rewrite the sentences using *must* / *mustn't*.

- 1 Children *mustn't* play with guns. 2 People *mustn't* drive without a driving licence.
- 3 People *mustn't* take justice into their own hands. 4 Children *must* obey the law.

**Activity 2:** Students rewrite the sentences using *have to*.

- 1 Children *have to* obey their parents. 2 All adults *have to* pay taxes. 3 You *have to* keep your room tidy.
- 4 Young people *have to* respect older people. 5 The population *has to* take criminals to the police.

**Activity 3:** Students complete the sentences with *must*, *mustn't*, *can*, *can't*.

- 1 *mustn't* 2 *must* 3 *can't* / *mustn't* 4 *mustn't* 5 *can*

**Activity 4:** Students complete the passage with the correct form of the verbs in the box.

- 1 teasing 2 tell 3 complain 4 approve 5 let 6 punish 7 want 8 stop

**Activity 5:** Students decide which rules are correct and then correct the false rules.

- 1 True 2 False. You *mustn't* cross the road when the traffic light is red.
- 3 False. They *have to* be 18 to get a driving licence. 4 True

### LET'S HAVE FUN

**Activity 1:** Students find words in the unit to match the descriptions.

- 1 lawyer 2 policeman 3 judge 4 thief

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

- 1 police 2 justice 3 victim 4 allowed

## Unit summary

### COMMUNICATION FOCUS

- asking for and giving information
- giving directions
- talking about quantity
- asking for and giving opinions

### VOCABULARY

- trade: *trading, street vendor, haggle, bargain, market, souvenir, stall, goods, business, product, quality, gadget*
- other words: *mingle, wander, stacked, handmade, craft, fabrics, basket, pickpocket, recommend, influence, inform*
- adjectives: *delicious, portable, refreshing, trendy, perfect, tasty, revolutionary*

## Lesson 1 Shopping in Dakar ► Page 60

**TOPIC:** shopping

**GRAMMAR AIMS:**

- to use countable and uncountable nouns
- to use expressions of quantity

### READING Page 60

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

**Warm-up:** With books closed, ask questions to revise the names of different shops. For example: *Where can you buy bread? (a baker) medicine? (a chemist / pharmacy) fruit and vegetables? (the market / a greengrocer) cars? (a garage)*

**Activity 1:** Ask students to read the passage and decide where it comes from. Tell them to explain their choice.

→ *A tourist guide. The passage presents very detailed shopping information in the town of Dakar. It would be useful for a tourist visiting Dakar.*

### Activity 2

- Ask students to read the passage again and answer the questions. Encourage them to write full answers.
  - Ask different students to read out their answers. If you like, write the answers on the board.
- **1** *Dakar is a great place for shopping because you can get things from all over West Africa.*  
**2** *Street vendors sell all kinds of goods.* **3** *Six markets are mentioned.* **4** *You can mingle with local people at Kermel and Sandanga markets.* **5** *The HLM market is the best place to buy fabrics.* **6** *To buy jewellery the Mauritanian silver market is best.* **7** *You have to be careful about pickpockets.*

### LISTENING AND WRITING Page 60

**Aim:** to listen for specific information; to write about shopping habits

**Warm-up:** Ask students where they and their family go shopping.

Ask: *Where is the best place for shopping where you live?*

### Activity 1

- Ask the students to copy the table into their exercise books.
- Tell students that they are going to hear three people talking about their shopping habits.
- Read the text to the class. Tell students to complete the table with the things they buy.
- Read the text again for students to check and complete.
- Correct the activity with the class.

	Market	Supermarket	Local shop	Street vendors	Special store
Mrs X	fruit, vegetables, meat		oil, salt, sugar	clothes, shoes	
Mr Y		tea, coffee, rice, chicken		fruit, vegetables	electronic equipment
Mrs Z	fish, chicken, tomatoes, pawpaws, rice, pasta, clothes, shoes			electronic goods	furniture
You					

*Listening text: Mrs X: There isn't a supermarket where I live so I do most of my shopping at the market.*

*I get all my fresh vegetables and fruit there and I also buy meat. There is a small local shop near my home where I buy other groceries such as oil, salt and sugar. I don't buy food from the street vendors but I sometimes buy clothes and shoes.*

*Mr Y: I live in a big city so I have a lot of choice for shopping. When I need any electronic equipment, I go to a special store in the town centre. I buy most of my groceries from the supermarket, things like tea, coffee and rice. I also buy chicken there. Fruit and vegetables I get from the street vendors near my house. Their produce is very fresh.*

*Mrs Z: In my town there is a big market every morning where I get a lot of my food, things like fish and chicken, and tomatoes and pawpaws, even rice and pasta. I also buy my clothes and shoes at the market. I go to a special store if I need furniture. I buy electronic goods from the street vendors. They're very cheap.*

### EXTRA ACTIVITY

- Role play. In pairs, students take it in turns to interview the people about their shopping habits. Ask students to use the information in the table to help them.
- Ask some pairs of students to demonstrate their dialogue to the class.

### Activity 2

- Ask students to write about the people's shopping habits using the information in the table.
- Ask some students to read their texts to the class.
  - *Students' own answers*

### Activity 3

- Ask students to complete the table for themselves.
- Students write about their shopping habits.
- Ask students to exchange texts and check for mistakes.
  - *Students' own answers*

## READING Page 61

**Aim:** to read a conversation for main ideas and specific information

### Activity 1

- Ask students to read the conversation and find out where Alioum and Raïmatou are and what they are doing.
- Ask different students to read the conversation to the class.
- Check the answers with the class.
  - *They are in Dakar. They are doing their Christmas shopping.*

### Activity 2

- Tell students to read the conversation again and decide which statements are true and which are false.
- Ask students to correct the false statements.
- Check the answers orally around the class.

- **1** True **2** False. They don't know which market they want to visit. **3** False. The SAHM supermarket is the best place for electronic goods. **4** False. They want to buy clothes, jewellery and electronic goods. **5** False. It is an expensive restaurant.

## **SPEAKING** Page 61

**Aim:** to ask for and give directions

**Warm-up:** Ask students to look back at the conversation and read the directions the man gives to the supermarket. Students practise saying these directions with a partner.

### **Activity 1**

- Ask students to complete the dialogue with the prepositions in the box.
  - Check the answers by asking two students to read the dialogue.
- **1** in **2** along **3** to **4** on **5** down **6** at **7** next to

**Activity 2:** In pairs, students practise the dialogue.

Go around the class checking students' pronunciation and intonation.

### **Activity 3**

- In pairs, students ask and give directions to places in the area.
  - Ask random students to demonstrate their dialogues to the class.
- *Students' own answers*

## **PRONUNCIATION** Page 61

**Aim:** to ask for information using a polite intonation

**Warm-up:** Ask students to look back at the conversation in Reading Activity 1 and find out how the boys ask the man for the directions to the following places and for information: the market, how to get there, a good restaurant.

### **Activity 1**

- Read the questions to the class. Draw students' attention to the polite intonation.
- If you like, read the sentences again. Students listen and repeat.

**Activity 2:** Students practise saying the questions. Encourage them to sound polite.

## **GRAMMAR AND SPEAKING** Page 62

**Aim:** to identify countable and uncountable nouns; to use expressions of quantity

**Warm-up:** Ask students to look back at the conversation on page 61 and find expressions of quantity. Write the expressions on the board (*a lot of, some, plenty of, a few, lots of, few, a bit*).

### **Activity 1**

- Read the list of things with the class. Check that students understand all the words.
  - Ask students to put the words into two groups according to whether they are countable or uncountable. Read the examples to remind students of the difference between countable and uncountable nouns.
  - Check the answers with the class.
  - Ask students to add more words to the groups.
- *Countable nouns: mobile phone, shoes, cassette, bracelet, bag, MP3 player*  
*Uncountable nouns: sugar, salt, milk, tea, butter, jeans*  
 → *Students' own answers*

### **Activity 2**

- Read the sentences to the class. Students listen and read.
  - Ask students to say which expressions go only with countable nouns, only with uncountable nouns or with both.
  - Check the answers with the class.
- **1** plenty of – both; **2** a little – only uncountable nouns; **3** a lot of – both; **4** few – only countable nouns

## **Remember** Page 62

- Read the Remember box with the class. Revise the expressions of quantity.
- ⇒ **Grammar, Page 117**

**Activity 3**

- Tell students to choose the correct words to complete the sentences.
- Ask different students to read out their sentences.  
→ **1** few **2** a lot of **3** a little **4** little **5** lots of **6** much **7** many

**Activity 4**

- Ask students to complete the dialogues with the expressions in the box.
- Ask pairs of students to read the completed dialogues to check the answers.  
→ Dialogue 1: **2** many **3** a few Dialogue 2: **4** any **5** a little **6** any **7** some  
→ Dialogue 3: **8** none **9** some Dialogue 4: **10** much **11** a lot of

**Activity 5:** In pairs, students practise saying the dialogues.

**Activity 6**

- Ask students to imagine that they are buying things at the market.
- In pairs, they prepare a dialogue. Tell them to look at dialogues 1 and 2 to help them.
- Ask pairs of students to demonstrate their dialogues to the class.  
→ *Students' own answers*

**PRONUNCIATION** Page 62

**Aim:** to pronounce consonant groups correctly

**Activity 1**

- Read the words to the class.
- Students listen and repeat. Make sure they pronounce the consonant groups at the end of each word correctly.

**WORKBOOK**

- **1** 1 trade **2** cheap **3** port **4** forget **5** market **6** handmade
- **2** 1 Excuse **2** could **3** in **4** along **5** until **6** turn **7** past **8** about **9** on **10** next to
- **3** 1 C **2** U **3** U **4** C **5** U **6** U **7** U **8** U **9** C **10** C
- **4** 1 many **2** a lot / lots **3** plenty of **4** lot of **5** much **6** plenty of **7** much **8** Many **9** little **10** a little
- **5** 1 a few **2** some **3** much **4** few **5** little **6** a lot of / plenty of
- **6** 1 clothes **2** expected **3** ended **4** goods
- **7** 1 electronic goods **2** bus station **3** street vendors **4** traditional crafts **5** market stalls
- **8** **Across:** **3** colourful **4** stall **7** sell **8** steal **9** variety **Down:** **1** port **2** buy **3** clothes **5** leather **6** sale
- **9** *Students' own answers*

**Lesson 2** Advertising ► Page 63

**TOPIC:** advertising

**GRAMMAR AIM:** to talk about quantity with *too* and *enough*

**READING** Page 63

**Aim:** to read an advert for main ideas and specific information

**Warm-up:** With books closed, ask: *Where do you find adverts? Do you read adverts? Do you like reading adverts?*

**Activity 1**

- Look at the pictures and read the slogans with the class.
- Ask students to say what products they are advertising.
- Check the answers with the class.  
→ **1** Never say nowhere – car **2** Try a Cool-Cone today! – ice cream **3** Get around in style – trainers  
**4** Move into the future – MP4 player **5** A healthy way to start your day – breakfast cereal

### Activity 2

- Read the words in the box with the class. Check that students understand any new words.
- Ask students to work in pairs to match the words with the adverts.
- Check their answers with the class. Tell students that some words may go with more than one advert.
  - *Suggested answers: MP4 player: camera, gadget, portable, technology, video, design, quality; Ice-cream: cone, delicious, flavour, melt, refreshing, tasty; Car: comfortable, motorway, performance, speed, technology, safety, design, quality; Trainers: comfortable, trendy, design, quality; Cereals: delicious, flavour, tasty*

### Activity 3

- Ask students to read the texts and match them with the pictures 1-5. Point out that there are two extra pictures.
- Check the answers with the class.
  - A2 B4 C1

## WRITING Page 63

**Aim:** to write an advert

**Warm-up:** Ask students to write down words that they associate with trainers. Write some of their ideas on the board. Ask: *What arguments could you use to advertise trainers?*

### Activity 1

- Ask students to complete the advert with words in the box from Reading Activity 2.
- Ask a student to read the completed advert.
  - *Suggested answers: 1 trendy 2 performance 3 specially 4 comfortable 5 quality*

**Activity 2:** Read the advert to the class. Students listen and check their answers.

### Activity 3

- Tell students that they are going to write an advert for the breakfast cereals in picture 5 of Reading Activity 1.
- In pairs, students write their advert using some of the words in the box in Activity 2. Ask students to use strong adjectives to make their product sound exceptional.
- Ask different pairs to read their adverts.
- Have a class vote for the best advert.
  - *Students' own answers*

## SPEAKING Page 63

**Aim:** to express opinions

**Activity 1:** Discuss the questions with the whole class.

## READING AND GRAMMAR Page 64

**Aim:** to read a conversation for specific information; to use *too* and *enough*

### Activity 1

- Read the conversation about the advertisements with the class.
- Check any new vocabulary.
- If you like, ask students to practise reading the conversation in pairs.

### Activity 2

- Ask students to read the conversation again and complete the sentences with words from the conversation.
- Ask different students to read their completed sentences.
  - *1 too, too much 2 fast enough 3 too many, too fast 4 enough money 5 too much, not enough*

### Activity 3

- Read the sentences with the class.
- Students say what parts of speech the underlined words are.
- Ask students to decide if *too* and *enough* go before or after nouns and adjectives.
- Check the answers with the class.
  - *1 noun 2 adjective 3 adjective 4 noun*
  - *too goes before a noun or an adjective; enough goes before a noun and after an adjective*

**Remember** Page 64

- Read the Remember box with the class.  
Point out that *enough* can go before both countable and uncountable nouns.  
⇒ **Grammar, Page 117**

**Activity 4**

- Ask students to complete the sentences with *too* or *enough*.
- Check the answers with the class.  
→ **1 enough 2 enough 3 too 4 too 5 enough**

**LISTENING** Page 64

**Aim:** to listen to an advert for specific information

**Warm-up:** Ask students if they know any radio adverts.

Ask: *What products are they for? What arguments do they use?*

**Activity 1**

- Read the statements with the class. Check the meaning of any new words.
- Read the advert to the class.
- Ask students to listen and decide which statements are true and which are false.  
Ask them to correct the false statements.
- Check the answers with the class.  
→ **1 True 2 True 3 True 4 False. There are shop assistants to help you. 5 False. There is a customer car park.**

**Activity 2**

- Read the words with the class.
- Read the advert again.
- Tell students to circle the adjectives that describe goods and underline the adjectives which describe places.
- Check the answers with the class.  
→ *goods: cheap, high-performance, electronic*  
→ *places: clean, comfortable, air-conditioned, large*

*Listening text: Max Well is the best electronics store in the city. It sells everything from TVs to iPods.*

*Max Well store offers you a variety of cheap, high-performance electronic goods.*

*There is a clean, comfortable, air-conditioned display room. Smiling shop assistants will answer all your questions and help you choose the right device for you. There are no parking problems because there is a large car park for customers' cars. Come to Max Well and be satisfied.*

**READING** Page 65

**Aim:** to read for main ideas and specific information

**Warm-up:** With books closed, ask: *What is the purpose of advertising?*

*What arguments do advertisers use to sell products? Do you think adverts tell the truth?*

Point out that the words *advert* and *ad* are often used instead of the word *advertisement*.

**Activity 1:** Ask students to read the passage and choose the best title.

→ *Advertising rules our lives*

**Activity 2**

- Ask students to read the passage again and answer the questions.
- Ask different students to read out their answers.  
→ *Suggested answers: 1 They are advertised on radio, television, in newspapers and on billboards. 2 They play on emotions. 3 They emphasise the positive qualities of a product. 4 They hide the negative things. 5 They keep changing to keep up with modern technology. 6 The purpose is to sell things. 7 It is essential for business.*

**LISTENING AND SPEAKING** Page 65

**Aim:** to listen a discussion; to express an opinion



### Activity 1

- Tell students that they are going to hear a conversation between Tom and Anna talking about advertising.
- Read the opinions 1-6 with the class.
- Read the conversation to the class. Ask students to match the opinions 1-6 with Anna or Tom.
- Check their answers around the class.

→ **1 Anna 2 Tom 3 Anna 4 Anna 5 Anna 6 Tom**

Listening text: Tom: What do you think about television adverts, Anna?

Anna: I think most TV adverts are very boring. I turn the TV off when they come on.

Tom: I agree with you. Some adverts are really annoying.

Anna: Yes, I think you're right. But some are funny. I like watching those.

Tom: Do adverts affect you? I mean, do you buy things because you see them in adverts?

Anna: I think they affect everyone. Some are useful because they tell us about new products.

Tom: I don't agree. They don't affect me. I think they are a waste of time.

Anna: So why did you buy that new MP4 player? You didn't know it existed until you saw the advert.

### Activity 2

- Read the expressions for opinions in the box with the class.
- Ask students to work in pairs and say whether they agree with the opinions in Activity 1. Ask them to use the expressions in the box to ask for and give their opinions.
- Ask pairs of students to demonstrate their dialogues around the class.

→ *Students' own answers*

## VOCABULARY Page 65

**Aim:** to form adjectives with a suffix from nouns and verbs

**Warm-up:** Write the following words on the board: *interesting, annoying, disappointed, comfortable*. Ask students to remove the suffixes from the adjectives and make other parts of speech (*interest – verb or noun, annoy – verb, disappoint – verb, comfort – noun or verb*).

### Activity 1

- Ask students to write the adjectives from the nouns and verbs in the box by adding a suffix. Encourage them to use a dictionary if they have one.
- Write the answers on the board.

→ *attractive, comfortable, creative, desirable, enjoyable, fashionable, productive*

## Remember Page 65

- Read the Remember box with the class. Remind students that there are other adjective suffixes.

## PRONUNCIATION Page 65

**Aim:** to practise syllable stress

**Warm-up:** Write the following words on the board: *attractive* (3 syllables), *trendy* (2 syllables), *performance* (3 syllables). Ask: *How many syllables are there in each word? Which syllable is stressed?*

**Activity 1:** Read the words to the class. Ask students to listen and notice the stressed syllables.

**Activity 2:** Students say the words aloud. Make sure they stress the correct syllables.

## WORKBOOK

- **1** 1 number 4 2 number 2 3 number 3 4 number 1 5 number 3 6 number 1
- **2** 1 many 2 much 3 many 4 many
- **3** 1 too many 2 complicated 3 boring 4 too much 5 fast 6 cheaper 7 dangerous 8 new
- **4** 1 too 2 too 3 enough 4 too 5 enough 6 too
- **5** 1 There are too many / not enough people at the market. 2 There's not enough time to revise my lesson. 3 There are not enough safe drivers on the roads. 4 There's not enough / too much ice cream for lunch.
- **6** 1 False 2 True 3 False 4 False 5 True
- **7** 1 Adverts emphasise the positive features of a product. 3 The aim of advertising is to sell things. 4 Children and adults are affected by advertising.

- 8     1 business 2 revolution 3 survive 4 billboards 5 works 6 comfortable
- 9     1 business 2 performance 3 gadget 4 efficiency 5 delicious 6 flavour 7 influence  
8 quality 9 homemade 10 desire
- 10    1 predictable 2 active 3 comfortable 4 preferable 5 attractive 6 fashionable 7 enjoyable 8 productive
- 11    Students' own answers

## Practice page ► Page 66

### GRAMMAR

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

- 1 many 2 much 3 much 4 much 5 many

**Activity 2:** Students put the words in order and write sentences.

- 1 The company doesn't produce enough sugar for the country. 2 This shop isn't big enough for all the customers.  
3 I haven't got enough money to buy those trainers. 4 There aren't enough mangoes for everyone.

**Activity 3:** Students complete the directions with suitable prepositions.

- 1 along, to, between 2 to, on, to, on, opposite

**Activity 4:** Students complete the sentences with a few or a little.

- 1 a little 2 a little 3 a few 4 a little 5 a few

### LET'S HAVE FUN

**Activity 1:** Students find words in the Reading passage on page 60 to match the definitions.

- 1 haggle 2 bargain 3 wander 4 pickpocket 5 mingle

**Activity 2:** Students find words belonging to the same word families.

- Possible answers: emotion – emotional, unemotional; fashion – fashionable, unfashionable;  
disappoint – disappointing, disappointed; health – healthy, unhealthy;  
produce – product, production, productive, unproductive; drive – driver; perform – performance

**Activity 3:** Students find and correct the mistakes in the sentences.

- 1 You can buy arts and crafts at a craft market. 2 A trader is someone who sells things at a market.  
3 Adverts encourage us to buy things. 4 If you recommend a restaurant, you advise people to go there.

## REVIEW AND EVALUATION FOR MODULE 3

Page 67

Do this section in class when you have finished Module 3.

Remind students that the exercises practise language and vocabulary in the three preceding units.

### VOCABULARY

**Activity 1:** Students find twelve words in the word square.

→ See below

#### Activity 2

- Students put the words from the square into three groups.
- Students add more words to each group.
  - *adjectives: delicious, quiet, tasty, fast*
  - *disabilities: blind, dumb, deaf*
  - *justice: criminal, verdict, judge, thief, court*
  - *Students' own answers*

### GRAMMAR

**Activity 1:** Students complete the sentences with *can*, *couldn't*, *must*, *mustn't* and *should*.

Tell students that there may be more than one answer.

→ **1** *can* **2** *couldn't* **3** *mustn't* / *can't* **4** *can* / *should* **5** *should* / *must*

**Activity 2:** Students rewrite the sentences using *have to*, *(not) allowed to* and *(not) able to*.

→ **1** *He wasn't able to walk...* **2** *Students have to stay...* **3** *Children are not allowed to go...*  
**4** *I wasn't allowed to go...* **5** *She is not able to...*

**Activity 3:** Students choose the correct words in brackets to complete the sentences.

→ **1** *much* **2** *a few* **3** *few* **4** *plenty of*

**Activity 4:** Students complete the sentences with suitable prepositions.

→ **1** *to*, *about* **2** *for* **3** *of* **4** *for* **5** *for*

## CHECK YOUR PROGRESS

Page 68

**Activity 1:** Students use a prefix to write the opposite of the adjectives.

→ **1** *illegal* **2** *dishonest* **3** *impatient* **4** *impolite* **5** *incorrect* **6** *unfriendly*

**Activity 2:** Students rewrite the sentences with suitable modal verbs.

→ **1** *He can't walk...* **2** *They must help...* **3** *She couldn't walk...* **4** *He can't / mustn't stay out...* **5** *They must ask...*

**Activity 3:** Students match the two parts of the sentences.

→ **1c** **2d** **3e** **4a** **5b**

**Activity 4:** Students complete the dialogue.

→ **1** *some* **2** *many* **3** *few* **4** *any* **5** *little* **6** *much* **7** *some* **8** *any* **9** *much* **10** *a lot*

### SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Ask them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Ask 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

- talking about men's and women's roles
- describing and comparing jobs
- describing people and personal qualities
- expressing opinions

### VOCABULARY

- jobs: *mechanic, vet, hairdresser, architect, carpenter, lawyer, pilot, news reader, surgeon*
- housework: *do the washing-up / cleaning / housework / washing / cooking, make dinner / lunch / coffee*
- compound adjectives: *well-spoken, good-looking, hard-working, easy-going, well-dressed, stern-looking, gentle-looking, kind-hearted, self-centred, blue-eyed, curly-haired, broad-shouldered, warm-hearted, well-behaved, well-off, well-known*
- other adjectives: *creative, practical, patient, polite, smart, competitive*

## Lesson 1 Stereotypes ► Page 69

**TOPIC:** work and gender

**GRAMMAR AIM:** to compare male and female roles using *as... as, more / less / fewer than*

### SPEAKING AND READING Page 69

**Aim:** to discuss gender roles; to read conversations for specific information

**Warm-up:** With books closed, ask students to say what they do to help at home. Write two headings on the board: Boys and Girls. Write their suggestions under the headings. Find out if the boys and girls do the same jobs at home. Ask: *Do you think that some tasks are only for men / women?* Students open their books and look at the title of the lesson (*Stereotypes*). Ask them what they think this means.

#### Activity 1

- Ask students to look at the pictures and describe what is happening.
  - Discuss the questions with the whole class.
- *Students' own answers*

#### Activity 2

- Ask students to read the conversations and write down the traditional duties of men and women.
  - Ask students to compare their answers with a partner and add more duties to the lists.
  - If you like, you can ask students to read the conversations in pairs.
  - Check the answers with the class. Write the duties in two lists on the board.
- *Traditional man: discuss village affairs, make plans and decisions, go hunting, clear and work the land, get firewood, sit and drink palm wine*
- *Traditional woman: do the cooking, do the washing-up, do the cleaning, keep the house tidy, work in the fields*

### VOCABULARY Page 69

**Aim:** to use expressions with the verbs *do* and *make*

**Warm-up:** Write these verbs on the board: *do, make*. Ask students to make sentences with these verbs. Write some of their suggestions on the board. Ask: *What is the French translation for these verbs? (faire)*

#### Activity 1

- Ask students to read the conversations again and find expressions with the verbs *do* and *make*.
  - Check the answers with the class. Encourage students to write the expressions in their exercise books.
- *Do – the cooking, the washing-up, the cleaning, the housework*
- *Make – plans, decisions, dinner*

## Remember Page 69

- Read the Remember box with the class. Remind students that there is only one verb in French (*faire*) for both *do* and *make* in English. Sometimes we use other verbs in French, for example: *prendre une décision*.

### Activity 2

- Ask students to complete the sentences with the correct form of *make* or *do*.
- Check the answers with the class.  
→ **1** *do* **2** *made* **3** *do* **4** *made*

## VOCABULARY AND SPEAKING Page 70

**Aim:** to learn vocabulary for jobs; to express opinions

**Warm-up:** With books closed, revise words for jobs. Brainstorm jobs with the class. Write some of their ideas on the board.

### Activity 1

- Tell students to look at the people in the pictures and say what their jobs are.
- Check the answers orally around the class.  
→ *A vet B surgeon C architect D pilot E TV news reader F carpenter G lawyer H mechanic*

### Activity 2

- Read the verbs in the box and the example sentence with the class.
- Ask students to describe the jobs in the pictures using the verbs in the box.
- Ask students to read out their sentences.  
→ *Suggested answers: A surgeon is someone who operates on people. A lawyer is someone who represents people in court. A pilot is someone who flies a plane. A mechanic is someone who repairs cars. A carpenter is someone who makes things with wood. An architect is someone who designs buildings. A news reader is someone who presents the news.*

### Activity 3

- Read the words in the box with the class. Check that students understand the words.
- Ask students to decide which personal qualities people need to do the jobs in the pictures.
- In pairs, students compare their answers.
- Discuss their answers with the whole class.  
→ *Students' own answers*

### Activity 4

- In pairs, students make lists of traditional men's and women's jobs.
- Discuss their answers with the class.  
→ *Students' own answers*

### Activity 5

- Read the opinions with the class. Check comprehension.
- Tell students to decide which opinions they agree or disagree with.
- Compare and discuss their answers with the whole class.  
→ *Students' own answers*

## LISTENING Page 70

**Aim:** to listen for main ideas

**Warm-up:** Look at the graph and read about the jobs with the class. Ask students what they think the graph represents.

### Activity 1

- Tell students that they are going to hear a commentary on the graph.
- Read the commentary to the class.  
Ask students to decide which colour on the graph is for men and which is for women.

**Activity 2:** Read the commentary again. Students listen and check their answers in Activity 1

→ *blue: men; orange: women*

*Listening text: Some jobs are held by the same number of women as men but others are stereotyped. For example, most plumbers are men. Fewer than one per cent of plumbers are women. Hairdressing is another example. A lot more girls than men become hairdressers – about ninety per cent are women. There are a lot of women in jobs where they have to care for people. One occupation where there are more women than men is in teaching. Today, more than three quarters of teachers in state schools are women. The situation in medicine is changing. Today sixty per cent of medical school graduates are women, although only forty per cent of practising doctors are women. In science and technology, there are still more men than women, especially in engineering. Today about seventy per cent of engineers are men and only thirty per cent are women.*

## GRAMMAR Page 71

**Aim:** to use the comparative forms *as... as, more / less / fewer... than*

**Warm-up:** Ask students to read the sentences in Vocabulary and speaking Activity 5 page 70 again. Draw their attention to the comparative forms. Ask students to say the opposite opinions.

### Activity 1

- Ask students to look at the graph on page 70 with a partner.
- Read the example sentence with the class.
- Ask students to make more comparative sentences.
- Ask pairs of students to read their sentences to the class. Write some of their sentences on the board.  
→ *Students' own answers*

## REMEMBER Page 71

- Read the Remember box with the class.  
⇒ **Grammar, Page 118**

### Activity 2

- Ask students to complete the sentences with *as, more or than*.
- Check the answers with the class.  
→ **1** *than* **2** *as* **3** *than* **4** *than* **5** *as* **6** *more*

### Activity 3

- Ask students to look back at the opinions on page 70.
- Read the example sentence with the class.
- Ask students to rewrite, if necessary, the opinions so that they agree with them.
- Compare and discuss their opinions with the whole class.  
→ *Students' own answers*

### EXTRA ACTIVITY

- Dictate or write the following statements on the board:
  - Most plumbers are women.*
  - A lot more girls become hairdressers than boys.*
  - Men choose jobs where they have to care for people.*
  - There are the same number of women teachers as there are men teachers.*
  - There are more male doctors than female doctors.*
  - More men become engineers than women.*
- Ask students to work in pairs and decide which statements are true and which are false. Tell them to look at the graph on page 70.
- Ask students to correct the false statements.  
*Answers: 1 False. Most plumbers are men. 2 True 3 False. More women choose these jobs. 4 False. There are more women teachers than men. 5 True 6 True*

## SPEAKING AND WRITING Page 71

**Aim:** to conduct a class survey; to write a report

**Warm-up:** Ask students what subjects they prefer. Ask students what subjects they need to be good at to do the following jobs: *architect, lawyer, engineer, pilot, news reader*.

### Activity 1

- Tell students that they are going to conduct a class survey about students' career ambitions.
- Draw two columns on the board with the headings: Boys, Girls.  
Ask a confident student to be the class secretary and record the results on the board during the discussion.
- Ask students to write down the name of the job that they want to do.
- Go around the class asking students about their career ambitions. The secretary writes the jobs under the headings.
- Discuss the results with the class. Find out if some jobs attract more girls than boys or more boys than girls.  
→ *Students' own answers*

### Activity 2

- Read the phrases with the class.
- Ask students to make sentences using the information on the board.
- Ask students to use the information on the board and write a short report on career ambitions. Tell them to use the phrases given.
- Ask individual students to read out their reports to the class.  
→ *Students' own answers*

### Activity 3

- Look at the graph with the class. Explain that it shows university education for different subjects in Cameroon.
- Read the questions with the class.
- Tell students to answer the questions with full sentences.
- Check their answers around the class. Write their sentences on the board.  
→ **1** *More girls study arts subjects.* **2** *Of those studying engineering 90% are boys and 10% are girls.*  
**3** *There are more boys.* **4** *No, fewer girls become teachers.*

### Activity 4

- Ask students to write a report about university education for men and women in Cameroon. Tell them to use the information in the graph and the questions in Activity 3 to help them. You may like to set this activity for homework.
- Ask some students to read their reports to the class.  
→ *Students' own answers*

## PRONUNCIATION Page 71

**Aim:** to practise linking consonants and vowels

**Warm-up:** Revise the alphabet in English. Ask students to say the vowels in English. Say words and ask students to spell the words.

### Activity 1

- Look at the phrases with the class. Draw students' attention to the lines linking consonants and vowels.
- Read the phrases to the class, pausing for students to repeat.
- Students practise saying the phrases, linking the consonants and vowels.

## WORKBOOK

- **1 and 2** **1** *ambitious, more ambitious, the most ambitious* **2** *clever, more clever, the cleverest*  
**3** *kind, kinder, the kindest* **4** *lazy, lazier, the laziest* **5** *polite, more polite, the most polite*  
**6** *competitive, more competitive, the most competitive* **7** *intelligent, more intelligent, the most intelligent*  
**8** *patient, more patient, the most patient* **9** *practical, more practical, the most practical*  
**10** *smart, smarter, the smartest* **11** *creative, more creative, the most creative* **12** *good, better, the best*
- **3** *Students' own answers*
- **4** *Students' own answers*



- 5 1 as 2 than 3 as 4 than 5 than 6 as
- 6 1 Lycée de CAB 2 Lycée de ABC 3 Lycée de CAB 4 Lycée de ABC 5 Yes
- 7 1 fewer 2 better 3 fewest 4 most 5 more
- 8 Students' own answers
- 9 1 Both of them 2 more 3 as 4 than 5 than 6 as much as 7 as 8 as 9 than 10 than 11 as 12 than
- 10 1 To learn how to cook. 2 They discuss village affairs and drink palm wine. 3 As they discuss village affairs. 4 Their traditional duties are the cleaning, the housework and the cooking. 5 She has already been to the stream, and because her brother is relaxing. 6 She will treat her children equally.

## Lesson 2 A successful woman ► Page 72

**TOPIC:** descriptions of people

**GRAMMAR AIM:** asking questions with question words

### READING Page 72

**Aim:** to read for main ideas and specific information

**Warm-up:** With books closed, ask students to name famous African women.

Ask: *Where do they come from? Why are these women famous?*

Ask students what they know about Dr Wangari Maathai. Ask: *Where is she from? Why is she famous?*

#### Activity 1

- Ask students to read the passage and find out why Dr Wangari Maathai is called the Tree Woman.
- Check the answer with the class. Check that students understand any new words.
  - *Because she founded a movement which planted tens of millions of trees across Africa.*

#### Activity 2

- Ask students to read the passage again and answer the questions. Encourage them to write full sentences.
- Ask random students to read out their answers.
  - **1** She was born in Nyeri in Kenya. **2** She studied in the United States, Germany and in Kenya. **3** She received the Nobel Peace Prize. **4** She led this campaign in the late 1970s. **5** Planting trees encourages people to take charge of their environment. **6** She has received the United Nations Prize for Leadership.

#### Activity 3

- Ask students to name great Cameroonian women who have similar qualities to Dr Maathai.
- Discuss their answers with the class.
  - *Students' own answers*

### SPEAKING AND VOCABULARY Page 73

**Aim:** to describe personal qualities and appearance

**Warm-up:** Revise adjectives for appearance and personality. Ask students to say as many adjectives as they can think of which describe people's personal qualities. For example: *unkind, friendly*. Ask students to say as many words as they can think of to describe people's appearance. For example: *tall, slim*.

Write some of their words on the board. Decide which adjectives are positive, negative or neutral.

#### Activity 1

- Ask students to look at the pictures of teachers and doctors.
- Read the example sentence with the class.
  - Ask students to use simple adjectives to describe the people in the pictures.
- Ask students to compare their sentences with a partner.
- Ask random students to read out their sentences.
  - *Students' own answers*

## Activity 2

- Read the compound adjectives in the box with the class.
- Ask students to decide which adjectives describe someone's appearance and which describe someone's character. Ask students to write the adjectives in two lists in their exercise books.
- Check the answers with the class.
  - *Appearance: good-looking, well-dressed, blue-eyed, curly-haired, broad-shouldered*
  - Character: hard-working, easy-going, stern-looking, gentle-looking, kind-hearted, self-centred, warm-hearted, well-behaved*

## Activity 3

- Ask students to choose adjectives to describe the people in the pictures.
- Compare their answers with the class.
  - *Students' own answers*

## Remember Page 73

- Read the Remember box with the class.

## Activity 4

- Ask students to match a word on the left with a word on the right to form compound adjectives. Tell them that they can use some words more than once. Encourage them to use a dictionary to help them.
- Write the adjectives on the board.
  - *well-dressed, well-paid, well-fed, badly-dressed, badly-paid, under-paid, under-privileged, under-fed, right-handed, left-handed, full-time, part-time*

## WRITING Page 73

**I Aim:** to write a description of a person

### Activity 1

- Ask students to choose a successful woman they know.
- Ask students to copy the word maps into their exercise books.
- In pairs, students complete the words maps for the successful woman they have chosen.
- Ask students to write a description of the woman they have chosen. Remind them to use the information in the word maps.
  - *Students' own answers*

## GRAMMAR AND LISTENING Page 74

**Aim:** to practise using question words; to listen to a description of person

**Warm-up:** Ask students to name as many famous Cameroonian women singers as they can. Write their ideas on the board.

### Activity 1

- Ask students to look back at the questions in Reading Activity 2 on page 72 and make a list of the question words.
- Ask them to add more question words to the list.
  - *Where, What, When, Why.*
  - *Suggested answers: Who, Which, How*

### Activity 2

- Read the questions with the class.
- Ask students to say what the subject of each question is.
- Check the answers with the class.
  - **1** the Nobel Committee **2** Who **3** What **4** Dr Maathai

## Remember Page 74

- Read the Remember box with the class. Draw students' attention to the questions in which the question words are the subject.
  - ⇒ **Grammar, Page 116**

**Activity 3**

- Ask students to complete the questions.
- In pairs, students ask and answer the questions.
- Ask pairs of students around the class to demonstrate their questions and answers.
  - **1** How many **2** Why **3** What **4** How much **5** Who
  - *Students' own answers*

**Activity 4**

- Tell students that they are going to hear a description of a famous singer.
- Read the questions with the class.
- Read the text to the class. Students listen and answer the questions. Encourage them to take notes.
- If necessary, read the text again. Students check and complete their answers.
- Check the answers orally around the class.
  - **1** She is confident, talented and creative. She has a beautiful voice. **2** She likes dancing. **3** She is tall, slim and elegant.

*Listening text: Chantal Ayissi is an exotic Afro-French beauty and a bikutsi pop princess. Her father was a boxing champion and her mother was a former Miss Cameroon. Chantal is a true artist from the southern part of Cameroon. She is confident, talented and creative. She has a beautiful voice. She has great artistic talent and her live shows are brilliant. Her style is bikutsi and a blend of makossa and she sings in both French and English. Dancing is her passion and she went to ballet school when she was 13. She is tall, slim and elegant. She is one of the most talented and best-loved female artists in Cameroon. She is also an international star who has toured Europe and America. She has made three albums; the most recent one was made in 2006 and is called Passion.*

**Activity 5**

- Read the sentences with the class.
- Ask students to write the questions for these answers.
- Check their answers with the class.
  - **1** Who was her mother? **2** What is her style of music? **3** When did she start dancing?
  - 4** Where has she performed? **5** What is her most recent album called?

**Activity 6**

- In pairs, students correct the questions.
- Check their answers with the class.
  - **1** What does this word mean? **2** How often have you played there? OR How often did you play there?
  - 3** Where do you go? / Where are you going? **4** Why didn't she leave? **5** Why don't you visit them?

**PRONUNCIATION** Page 74

**I Aim:** to practise a falling intonation in questions

**Activity 1:** Read the questions to the class. Draw students' attention to the falling intonation.

**Activity 2:** Ask students to say the questions aloud. Make sure they use a falling intonation.

**WORKBOOK**

- **1** **1** south-west **2** good-looking **3** well-known **4** easy-going **5** second-hand  
**6** self-centred **7** left-handed **8** hard-working **9** part-time
- **2** **1** Second-hand **2** well-known **3** easy-going **4** south-west **5** part-time
- **3** **1** Yes, I am. / No, I am not. **2** Yes, I can. / No, I can't. **3** Yes, he has. / No, he hasn't.  
**4** Yes, I did. / No, I didn't. **5** Yes, it was. / No, it wasn't. **6** Yes, I do. / No, I don't.  
**7** Yes, I will. / No, I won't.
- **4** **1** Have you got any brothers and sisters? Yes, I have. / No, I haven't. **2** Are you playing football today?  
Yes, I am. / No, I'm not. **3** Did you sleep well last night? Yes, I did. / No, I didn't. **4** Do you live in the city?  
Yes, I do. / No, I don't. **5** Have you been to America? Yes, I have. / No, I haven't. **6** Did you watch TV  
last night? Yes, I did. / No, I didn't. **7** Have you done your homework? Yes, I have. / No, I haven't.  
**8** Do you like cakes? Yes, I do. / No, I don't.

- **5**    **1** What kind of music do you like? **2** Whose book is this? **3** How often does it rain here? **4** Where did you see Tim? **5** When did you meet John? **6** How many students are there in your class?
- **6**    **1** When did your daughter leave home? **2** What was she wearing? **3** What else was she wearing?  
**4** Who was with her? **5** How much did the bread cost? **6** What were they carrying? **7** Why were they laughing?  
**8** Where did they stand to wait for the bus? **9** When did they reach the school? **10** Why are you worried?
- **7**    **1** What time does the class end? **2** Why didn't you phone me as you promised? **3** Where did the students go for a picnic? **4** When is your birthday? **5** How much did your phone cost? **6** Why are you laughing?  
**7** For whom are you buying the dress? **8** What does this word mean?

## Practice page ► Page 75

### GRAMMAR

**Activity 1:** Students write positive or negative short answers to the questions.

→ *Students' own answers*

**Activity 2:** Students write questions for the answers.

→ **1** Where was she born? **2** How long have you lived here? **3** When did she arrive home? **4** Why were you wet?

**Activity 3:** Students write comparative sentences using *as... as* and *not as... as*.

→ *Students' own answers*

**Activity 4:** Students rewrite the sentences using *fewer... than*, *more... than* or *less... than*.

→ *Suggested answers:* **1** Fewer girls than boys are plumbers. **2** Doctors earn more money than farmers.  
**3** There are fewer gorillas in the forest than chimpanzees. **4** Maths is less difficult than Geography.

**Activity 5:** Students rewrite the sentences using compound adjectives.

→ **1** She's well-dressed. **2** They're badly-behaved. **3** He's badly-paid.  
**4** She's right-handed. **5** He's well-known. **6** He's well-off.

### LET'S HAVE FUN

**Activity 1:** Students play "Guess the job" in pairs.

→ *Students' own answers*

**Activity 2:** Students correct the mistakes in the sentences.

→ **1** She's well-paid. **2** well-behaved **3** badly-dressed **4** kind-hearted **5** stern-looking

## Unit summary

### COMMUNICATION FOCUS

- talking about past events
- describing sequences of events
- describing directions

### VOCABULARY

- geographical features: *desert, mountain range, dune, shore, coast, peak, island, equator*
- prepositions of direction: *across, along, around, down, into, over, out of, towards, through, up*
- verbs: *explore, sail, sink, set off, settle, reach, set foot, set out, land, beat (come first), cope with*
- strong adjectives: *awful, terrible, freezing, astonishing, enormous, exhausted, fascinating, furious, soaked, tiny, boiling, desperate, treacherous*

## Lesson 1 Great explorers ► Page 76

**TOPIC:** explorers of the past

**GRAMMAR AIMS:**

- to talk about the past with the past simple and the past perfect
- to use prepositions of direction

### READING Page 76

**Aim:** to read a passage for specific information

**Warm-up:** Write Christopher Columbus on the board.

Ask students what they know about this explorer. Write some of their ideas on the board.

#### Activity 1

- Read the rhymes to the class.
- Students listen and repeat.
- Ask students if they know which date is the correct one.

#### Activity 2

- Ask students to look quickly at the passage and find out which rhyme is correct.
  - Check the answer with the class.
- 1492

#### Activity 3

- Ask students to read the passage and answer the questions.
  - Ask them to compare their answers with a partner.
  - Ask different students to read out their answers.
- **1** He had dreamed of finding a westward route around the world. **2** The Queen of Spain paid for it. **3** He sailed across the Atlantic Ocean. **4** He went to Cuba and to Hispaniola. **5** One of his ships, the Santa Maria, sank in a storm. **6** He made four voyages to the New World. **7** The Vikings had sailed there five centuries before Columbus. **8** They didn't stay there because of the cold climate and the hostile native people.

### GRAMMAR Page 76

**Aim:** to identify the past perfect tense

**Warm-up:** Write the following sentences on the board: **1** He visited Paris. **2** He has visited Paris.

**3** He was visiting Paris. **4** He had visited Paris. Ask: What are these verb tenses called? What do they have in common? (1 past simple 2 present perfect 3 past continuous 4 past perfect. They all describe actions in the past.)

### Activity 1

- Read the sentences with the class.
- Ask students to say how we form the past perfect tense.  
→ *We form the past perfect tense with had + past participle*

### Remember Page 76

- Read the Remember box with the class.  
⇒ **Grammar, Page 115**

### Activity 2

- Ask students to look back at the passage page 76 and find seven verbs in the past perfect tense.
- Check the answers orally around the class.  
→ *had agreed, had arrived, had landed, had spent, had sunk, had explored, had sailed*

### EXTRA ACTIVITY

- Ask students to imagine that they are interviewing Christopher Columbus.
- In pairs, students prepare four or five questions to ask the explorer.
- Students ask and answer the questions.
- Ask pairs of students to act out the interview for the class.

## SPEAKING AND LISTENING Page 77

**Aim:** to listen for main ideas and specific information

**Warm-up:** Ask students if they have heard of the explorer Ibn Battuta.

Ask: *When and where did he live? What countries did he visit?* Write some of their ideas on the board.

Look at the map with the class. Check that students know the names of the countries on the map.

### Activity 1

- Look at the map with the class. Explain that Ibn Battuta's voyages are shown by different coloured arrows A-D.
- Ask students to describe Ibn Battuta's voyages.  
→ *Students' own answers*

### Activity 2

- Tell students that they are going to hear a description of Ibn Battuta's voyages.
- Read the text to the class. Students listen and number the voyages in the order in which he made them.
- Check the answers with the class.  
→ **1B 2D 3A 4C.**

### Activity 3

- Tell students to read the two parts of the sentences. Check they understand any new words.
- Read the text again.
- Students listen and match the two parts of the sentences.
- Ask different students to read out their complete sentences.  
→ **1e 2h 3a 4b 5g 6c 7d 8f**

#### Listening text: Voyage 1

*Ibn Battuta was born in Morocco in 1304. In 1325, when he was twenty, he decided to go on a pilgrimage to Mecca. He travelled across North Africa to Egypt. Then he travelled through Syria to Mecca. After the pilgrimage he decided to continue his journey and he went on to Iran and Iraq. After that he returned to Mecca where he studied for three years.*

#### Voyage 2

*In 1330, he set out again. This time he sailed down the Red Sea and then across the sea to East Africa. He continued southwards as far as Tanzania before returning to Mecca.*

#### Voyage 3

*Battuta then set off for India but he decided to take a long route. He travelled back to Egypt then he sailed along the coast to Turkey. He travelled north-east through the snowy forests to Russia. He then headed eastwards to Asia, crossing mountains and deserts. He arrived in India in 1335*

and stayed there for eight years. During this time he travelled all around the country. Next, he decided to sail east to China. But on the way there was a terrible storm and his boat sank. He lost everything, but he didn't give up. He eventually reached China in 1344.

#### Voyage 4

After that he decided to go home. In 1349, after he had travelled for 24 years, he returned home to Morocco. But he didn't stay at home for very long. First he travelled to Spain and then he went south across the Sahara Desert to Timbuktu in Mali in West Africa. When he finally returned home he had covered 120,000 km. He wrote a book which described the amazing countries he had visited.

## VOCABULARY Page 77

**Aim:** to learn new words from listening

**Warm-up:** Read the words in the box. Ask students to repeat the words.

### Activity 1

- Ask students to match the words in the box with the definitions.
  - Check the answers with the class.
- 1 settle 2 hostile 3 sink 4 route 5 westwards 6 snowy 7 pilgrimage

## SPEAKING AND WRITING Page 77

**Aim:** to describe an event in the past

**Warm-up:** Ask: *Which explorers do you admire most? Which voyages of discovery do you think were the most difficult? What places in the world have never been explored?*

### Activity 1

- Ask students to work with a partner and imagine they were explorers in the past.
  - Ask students to decide where they went and what they saw. Ask them to describe their voyage of exploration.
- *Students' own answers*

### Activity 2

- Ask students to write a description of their voyage of exploration. Encourage them to use their imagination and add as many details as possible. Ask them to try and include the past perfect.
  - Ask pairs of students to read their descriptions for the class.
- *Students' own answers*

## PRONUNCIATION Page 77

**Aim:** to identify and pronounce the sounds /ɜ:/ and /e/

**Warm-up:** Write the following words on the board: *bird, bed*. Ask students to say these words. Write the phonetic symbols next to each word.

### Activity 1

- Read the words to the class.
  - Ask students to put the words into two groups according to the vowel sound: /ɜ:/ and /e/. Point out that different letter combinations can produce the same sounds.
- /ɜ:/ *bird, first, further, heard, thirsty, worst*  
 → /e/ *bed, met, said, set, went, west, head*

**Activity 2:** Students say the words aloud.

### Activity 3

- Ask students to add more words to the sound groups.
  - Check the answers orally with the class.
- *Students' own answers*



## VOCABULARY AND SPEAKING Page 78

**Aim:** to learn vocabulary for geographical features; to practise prepositions of direction

**Warm-up:** With books closed, ask students what words they associate with the following places: the desert, mountains, the Arctic, the coast. Write some of their suggestions on the board.

**Activity 1:** Describe the scenery in the pictures and discuss the questions with the class.

→ *Students' own answers*

### Activity 2

- Ask students to answer the quiz questions with a partner.
- Students check their answers using the key on the page.
- Compare students' answers with the class. Find out who got a lot of questions right.

### Remember Page 78

- Read the Remember box with the class. Ask students to find examples of prepositions of direction in the quiz.

### Activity 3

- Ask students to look at the diagram and complete the description of Tom's route using prepositions of direction.
- Correct their answers orally with the class.  
→ **1** along **2** over **3** up **4** down **5** through **6** around / round **7** through

## WRITING Page 78

**Aim:** to describe a route using prepositions of direction

### Activity 1

- Ask students to write a description of the route they take to someone's house. Tell them to use prepositions of direction and the text in Vocabulary and speaking Activity 4 to help them.
- Ask different students to read out their descriptions to the class.  
→ *Students' own answers*

## WORKBOOK

- **1** **Across:** **1** ship **3** journey **7** island **8** settle **9** explore **Down:** **1** storm **2** Asia **4** native **5** sail **6** route
- **2** *Students' own answers*
- **3** **1** island – It is a noun not a verb. **2** Asia – It is a continent not a direction.  
**3** Cuba – It is in South America not Europe. **4** ocean – It is not a method of transport.
- **4** agreed, arrived, dreamed, explored, found, landed, made, met, set off, settled, sank, travelled, visited
- **5** **1** had tried **2** had already explored **3** had landed **4** had not settled **5** had travelled **6** had made
- **6** **1** had tried, helped **2** gave, had read **3** had finished, went **4** had cooked, ate  
**5** had collected, set off **6** had walked, reached
- **7** **1** through **2** under **3** up **4** on **5** around **6** into **7** out of
- **8** **1** ocean **2** mountain range **3** coast
- **9** **1** the Vikings **2** Ibn Battuta **3** the Vikings **4** Christopher Columbus **5** Ibn Battuta  
**6** the Vikings **7** Christopher Columbus **8** Ibn Battuta

## Lesson 2 The race to the South Pole ► Page 79

**TOPIC:** explorers

**GRAMMAR AIMS:**

- to use the past perfect to talk about an action that happened before another past action
- to use *when*, *after* and *because* with the past perfect

### SPEAKING Page 79

**Aim:** to discuss people and their achievements in the past

**Warm-up:** With books closed, ask students if they know when people first visited the South Pole.

Ask: *What difficulties did the polar explorers face?*

**Activity 1:** Look at the pictures of famous explorers and discuss the questions with the whole class.

- *Picture A: This is Edmund Hillary on Mount Everest. He was the first person to climb to the top. He is a New Zealander. B: This is Roald Amundsen at the South Pole. He was the first person to reach the South Pole. He was Norwegian. C: This is Neil Armstrong on the Moon. He was the first person to stand on the Moon. He is American. D: This is Jacques Cousteau. He was a famous diver who explored many oceans of the world. He was French.*

### READING Page 79

**Aim:** to read for specific information

**Warm-up:** Look at the pictures with the class and ask students who was the first person to reach the South Pole. Ask: *Can you guess when he reached the South Pole?*

#### Activity 1

- Ask students to read the passage and find out what happened to Robert Scott's expedition.
  - Check the answer with the class.
- *They reached the South Pole but they died on the return journey.*

#### Activity 2

- Ask students to read the passage again and decide which sentences are true and which are false. Ask students to correct the false sentences.
  - Check the answers by asking different students their answers.
- **1** False. He did not travel to the North Pole. **2** True **3** True **4** True **5** True **6** False. He had used dogs.

### VOCABULARY Page 80

**Aim:** to use adjectives and their strong equivalents; to learn expressions with the verb *set*

**Warm-up:** Write the following pairs of words on the board: *pretty – beautiful, good – great, big – huge.*

Ask: *What is the difference in meaning between the adjectives?*

#### Activity 1

- Ask students to read the passage again and find words with the meanings 1-5.
  - Check the answers with the class.
- **1** freezing **2** desperate **3** treacherous **4** exhausted **5** terrible

#### Remember Page 80

- Read the Remember box with the class.
- Suggest that students note down strong adjectives when they come across them.

#### Activity 2

- Ask students to match the base adjectives with their strong equivalents. Encourage them to use a dictionary if they have one.
  - Check the answers orally around the class.
- *big – enormous, hot – boiling, small – tiny, surprising – astonishing, wet – soaked, angry – furious, interesting – fascinating, surprised – astonished, tired – exhausted*

#### Activity 3

- Ask students to complete the sentences with suitable strong adjectives.

- Ask different students to read out their completed sentences.  
→ **1** exhausted **2** astonished **3** tiny **4** fascinating **5** soaked

#### Activity 4

- Ask students to find the extracts 1-4 with the verb set in the passages in Lessons 1 and 2.
- Ask students to match them with their meanings.
- Check the answers with the class.  
→ **1a 2 d 3b 4c**

#### Remember Page 80

- Read the Remember box with the class.

### PRONUNCIATION Page 80

**Aim:** to practise the intonation in sentences with *absolutely* and strong adjectives

#### Activity 1

- Read the sentences.
- Ask students to notice the stress on *absolutely* and the strong adjective.

#### Activity 2

- Read the sentences again.
- Students listen and repeat. Make sure they stress the word *absolutely*.

### GRAMMAR Page 81

**Aim:** to use the past perfect with *after*, *when* and *because*

**Warm-up:** Ask students to look back at the passage on page 79 and find sentences in the past perfect.

#### Activity 1

- Read the sentences with the class.
- Students decide which action happened first in each sentence.
- Check the answers with the class.  
→ **1** had already been and gone **2** had planted **3** had chosen

#### Remember Page 81

- Read the Remember box with the class.  
⇒ **Grammar, Page 115**

#### Activity 2

- Ask students to complete the text with the verbs in brackets in the past perfect of the past simple.
- In pairs, students compare their answers.
- Check the answers with the class. Write the verbs on the board.  
→ **1** had sailed **2** reached **3** had established **4** reached **5** had run **6** returned  
**7** had raised **8** went **9** disappeared **10** disappointed **11** had developed

### SPEAKING AND WRITING Page 81

**Aim:** to describe a past event; to write an account of future plans

#### Activity 1

- Ask students to read a diary extract of an adventure trip and find out where three friends went.
- Check the answer with the class. Check any new vocabulary, for example *camp*, *summit*.  
→ *They went into the mountains.*

#### Activity 2

- In pairs, students describe the mountain adventure trip.  
Tell them to use the information in the diary to help them.
- Ask some pairs of students to describe the mountain trip for the class.  
→ *Students' own answers*

**Activity 3**

- Ask students to write about the mountain adventure trip. Tell them to use the diary to help them.
- Ask some students to read their descriptions to the class.
  - *Students' own answers*

**WORKBOOK**

- **1** 1 organise 2 freezing 3 flag 4 camp 5 succeed 6 hunger 7 expedition 8 glacier 9 sledge 10 explorer
- **2** *Students' own answers*
- **3** 1 d 2 e 3 f 4 a 5 b 6 c
- **4** angry – furious, surprised – astonished, bad – terrible, big – huge, hot – boiling, cold – freezing, dangerous – treacherous, tired – exhausted, frightened – terrified, small – tiny
- **5** *Students' own answers*
- **6** 1 f 2 d 3 e 4 c 5 a 6 b
- **7** Suggested answers: **1** We arrived late and the party had finished early. **2** She arrived at school late because her parents' car had broken down on the way. **3** She failed her exam because she had not studied hard enough. **4** We arrived at school late because we had slept late. **5** She could not buy the flowers because she had left her bag with her money at home.
- **8** **2 syllables:** freezing, journey, famous **3 syllables:** surprising, companion, establish  
**4 syllables:** expedition, exploration, disappointed
- **9** **1** terrified – It is the only strong adjective. **2** Columbus – He was not a polar explorer.  
**3** hot – It is the only weak adjective. **4** sledge – It is the only noun. **5** Africa – it is the only continent.  
**6** evening – It is the only time of day.
- **10** *Students' own answers*
- **11** *Students' own answers*
- **12** **1** had spent **2** had looked **3** had not found **4** had been **5** had cooked **6** had prepared  
**7** had made **8** had baked **9** had **10** had lost **11** said **12** found **13** put **14** smiled **15** took

**Practice page** ► *Page 82***GRAMMAR**

**Activity 1:** Students put the verbs in brackets in the past perfect tense.

- **1** had ordered **2** had finished **3** had told **4** had eaten **5** had packed **6** had spent

**Activity 2:** Students answer the questions using *because* or *after* and the words in brackets.

- **2** They left the restaurant after they had paid the bill. **3** He got lost because he had forgotten his map.  
**4** She was very tired because she had worked hard all day. **5** He met his friends after he had watched the football match.

**Activity 3:** Students look at the pictures and complete the sentences with the correct prepositions.

- **1** across **2** through **3** along **4** around **5** above **6** up

**LET'S HAVE FUN**

**Activity 1:** Students match the adjectives with their opposites.

- excellent – awful, tiny – enormous, hot – cold, freezing – boiling, dry – wet, small – big

**Activity 2:** Students answer the questions for the pairs of sentences.

- **1** Peter **2** Mary **3** Edzoa

## Unit summary

### COMMUNICATION FOCUS

- talking about causes and effects
- predicting the future
- talking about imaginary situations
- talking about frightening things

### VOCABULARY

- traditional lifestyle: *hunt, gather, nomad, rights, ancestral, homeland, farming, fishing*
- nouns: *discrimination, oppression, compass*
- animals: *snake, bat, spider, rat, crocodile, mosquito*
- feeling adjectives: *amazed, amused, annoyed, disgusted, excited, frightened, interested, surprised, worried*

## Lesson 1 People on the brink ► Page 83

**TOPIC:** minority people

**GRAMMAR AIM:** to predict the future with the first conditional

### SPEAKING AND READING Page 83

**Aim:** to discuss an issue; to read for main ideas and specific information

**Warm-up:** With books closed, ask students if they can name an African people with a traditional lifestyle. Write their suggestions on the board.

#### Activity 1

- Look at the picture with the class.
- Discuss the questions with the class.
- *Students' own answers*

#### Activity 2

- Ask students to read the passage and check their answers to Activity 1.
- Check any new vocabulary.
- **1** *This person is a Bushman.* **2** *He lives in the Kalahari Desert in Southern Africa.*
- **3** *He hunts animals and he gathers food.*

#### Activity 3

- Ask students to read three newspaper articles about the Bushmen in Botswana and match the titles with the articles. Point out that there is one extra title. Tell students not to worry about difficult vocabulary at this stage.
- Check the answers with the class. Read the articles and check any new vocabulary.
- **A4 B1 C3**

#### Activity 4

- Ask students to read the articles again and decide which statements are true and which are false.
- Ask students to correct the false statements.
- Check the answers with the class. Write the corrected statements on the board.
- **1** *True* **2** *True* **3** *False. They want to be able to hunt animals.* **4** *True*

**EXTRA ACTIVITY**

- Dictate or write these definitions on the board:
  - 1 people who move from one place to another (n)
  - 2 to pick plants and fruit (v)
  - 3 a land where people have lived for tens of thousands of years (adj + n)
  - 4 the act of forcing people from their homes (n)
  - 5 a wild animal (n)
  - 6 illegal (adj)
- Ask students to find words in the articles which correspond to these definitions. Students can do this activity in pairs or individually.  
 Answers: 1 nomads 2 gather 3 ancestral land 4 eviction 5 antelope 6 unlawful

**GRAMMAR** Page 84

**Aim:** to make predictions with *will / won't*; to use the first conditional

**Warm-up:** Ask students to look back at the articles find predictions about the future of the Bushmen.

Ask: *What do you think will happen to the Bushmen in the future?*

**Activity 1**

- Read the sentences with the class.
- Ask students to identify the tense that is used to make predictions.
  - *the future with will / won't*
- Ask students to find five more predictions in the articles.
- Check the answers orally around the class.
  - **1** ... *they will have to move to camps.* **2** ... *we will just die there.* **3** *We will have to stay in one place.*
  - 4** *We will stay here even if they try to kill us.* **5** ... *their way of life will be destroyed.*

**Activity 2**

- Ask students to read the sentences and answer the questions.
- Check the answers with the class.
  - **1** *present simple* **2** *likely* **3** *the will / won't clause*

**Remember** Page 84

- Read the Remember box with the class. Point out that we only separate the two clauses with a comma when the *If* clause comes first, not when the clause with *will / won't* comes first.
- ⇒ **Grammar, Page 116**

**Activity 3**

- Ask students to complete the predictions using *will* or *won't*.
- Ask different students to read out their sentences. Write some of their sentences on the board.
  - *Students' own answers*

**SPEAKING** Page 84

**Aim:** to debate an issue expressing opinions

**Activity 1**

- Divide the class into an even number of groups. Put these in two groups – A and B.
- Explain to the students in group A that they are government representatives and they want to move the Bushmen from their homeland into camps. The students in group B are Bushmen and they want to continue their traditional lifestyle in their homeland.
- Read the example sentence to the class.
- Ask the students to list the arguments in support of their positions. Tell them to look back at the articles to help them.
- Ask the students to join up with another group. An A group with a B group.
- Students present and support their arguments to the members of the other group.
  - *Students' own answers*

## PRONUNCIATION Page 84

**Aim:** to practise different sounds of the letters **ou**

**Warm-up:** Write the following words on the board: *house, couple*. Ask students to say the words aloud. Ask: *What do you notice about the pronunciation of the vowels **ou**?* Write the corresponding phonetic symbols on the board: /aʊ/ *house* and /ʌ/ *couple*.

**Activity 1:** Ask students to put the words into two groups according to the pronunciation of **ou**.

### Activity 2

- Read the words aloud.
- Students listen and check their answers in Activity 1.
- Check the answers orally with the class. Write the words on the board.  
→ /aʊ/ *count, south*     /ʌ/ *country, southern, enough*

### Activity 3

- Ask students to find more words to add to the groups.
- Check their answers with the class.  
→ *Suggested answers: /aʊ/ mouse, ground, found; /ʌ/ touch, tough, trouble*

### EXTRA ACTIVITY

- Write these words on the board: *route, court, fought, group*.
- Ask students to say the words aloud and put them into two groups according to the way the **ou** is pronounced. Explain that there are other ways of pronouncing **ou**: /u:/ *route, group*; /ɔ:/ *court, fought*.

## SPEAKING AND LISTENING Page 86

**Aim:** to discuss an issue; to listen for specific information

**Warm-up:** Ask students to say what they know about the Baka Pygmies.

### Activity 1

- Look at the photo with the class.
- Discuss the questions with the class. Write some of their suggestions on the board.  
→ *Students' own answers*

### Activity 2

- Tell students that they are going to hear a text about the Baka Pygmies.
- Pre-teach the following words: *termite, caterpillar, mushroom*.
- Read the text to the class. Students listen and check their answers in Activity 1.  
→ **1** They are the Baka Pygmies. **2** They live in the rainforests of Cameroon, Gabon and Congo.  
**3** They are nomadic hunters and gatherers. **4** Their traditional lifestyle is threatened by deforestation.

*Listening text:* The Baka Pygmies live in the rainforests of Cameroon, Gabon and Congo. They are traditionally a nomadic people. Within the Pygmy culture, hunting, gathering and fishing are the most important activities. The men hunt animals like antelopes, collect termites and caterpillars and gather food like yams, fruit, mushrooms and vegetables. The women go fishing in the dry season when the water level is low. The Baka Pygmies live in huts called "mongulu". The women build these small domed houses made of branches and leaves.

The Baka Pygmies have a very rich traditional cultural heritage. Music plays a very important role in their lives. Music and dance accompany all Baka activities.

But today the Baka Pygmy traditional lifestyle is threatened by massive deforestation. The Pygmies are forced to settle in one place because the destruction of the forest deprives them of their natural resources. But they are very unhappy when they can't move around. If the authorities don't save the rainforests, the Pygmies will have to leave their homelands. Their unique culture will disappear for ever. Is this what we want for the future?

### Activity 3

- Read the questions with the class. Check any new vocabulary.
- Read the text again. Ask students to choose the correct answers.



- Check the answers around the class orally.  
→ **1** farming **2** yams **3** building huts **4** deforestation deprives them of their natural resources **5** Their culture will disappear.

### EXTRA ACTIVITY

- Ask students to work in pairs and write four questions about the Baka Pygmies. Tell them to use question words.
- If necessary, read the text about the Pygmies again.
- Students exchange questions with another pair of students.
- Ask them to write full answers to the questions.

## VOCABULARY Page 85

**Aim:** to identify parts of speech; to write words in the same word families

**Warm-up:** Write the following words on the board: *hunt, protect, discriminate, ancestor*. Ask: *What parts of speech are the words?* Ask students to find words belonging to the same word families as these words. Encourage students to check in a dictionary if they have one. *hunt (v), hunting (n), hunter (n); protect (v), protection (n), protected (adj); discriminate (v), discrimination (n); ancestor (n), ancestral (adj)*

### Activity 1

- Read the sentences with the class.  
Ask students to decide what type of word is missing, an adjective, a noun or a verb.
- Ask students to complete the sentences with the words in brackets in the correct form.
- Ask students to read out their completed sentences. Check any new words.  
→ **1** adjective: *nomadic* **2** noun: *deforestation* **3** noun: *destruction*  
**4** adjective: *traditional* **5** noun: *survival* **6** adjective: *cultural*

## SPEAKING Page 85

**Aim:** to debate an issue

**Warm-up:** Ask the following questions: *Should minority people be allowed to continue their traditional lifestyle? Should the children of these minorities go to school? Should there be special reserves for these people? Who owns their ancestral lands, the state or the people? Can these people live next to the modern world but not in it? What about health? Should there be special health clinics for these people? What about human rights?*

### Activity 1

- Divide the class into small groups and ask students to discuss all or some of the issues in the box. Tell them that they do not have to agree.
- Hold a debate with the whole class. Find out if students think it is realistic for minority peoples to continue a traditional lifestyle in the modern world.  
→ *Students' own answers*

## WRITING Page 85

**Aim:** to write a formal letter

**Warm-up:** Remind students how to write a formal letter.

Write the formal letter layout on the board:

address  
date

Dear Sir / Madam,

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Yours faithfully,

### Activity 1

- Discuss the questions with the class. Write some of their ideas on the board.
- Students can do this activity with a partner or individually for homework.
- Ask students to imagine they are a Pygmy and write a letter to the government about their people's situation. Tell students to use the answers to their questions to help them.
- Ask some students to read out their letters to the class.  
→ *Students' own answers*

### WORKBOOK

- **1** 1 arrive, will be 2 will come, have 3 will sell, goes 4 will give, pass 5 moves, will not survive 6 visit, will see
- **2** *Students' own answers*
- **3** Suggested answers: 1 It may rain. 2 Steve may visit us tonight. 3 The Pygmies may refuse their new settlement. 4 Our class might not win the match this afternoon. 5 There may be a storm coming.
- **4** *Students' own answers*
- **5** **Across:** 1 hunt 2 die 6 antelope 7 bushmen **Down:** 1 homeland 2 destroy 3 forest 4 diamonds 5 nomads
- **6** 1 home 2 your 3 outside 4 far
- **7** 1 Bushmen 2 Pygmies 3 Bushmen and Pygmies 4 Pygmies 5 Bushmen 6 Bushmen
- **8** hunt – wildlife, move – from place to place, suffer – discrimination, gather – fruit, fight – for rights, build – huts
- **9** *Students' own answers*
- **10** mushroom, lifestyle, fishing, ritual, culture, natural, tradition, nomadic

## Lesson 2 Facing up to fear ► Page 86

**TOPIC:** fear and frightening things

**GRAMMAR AIMS:** • to talk about imaginary situations with the second conditional  
• to use indefinite pronouns

### SPEAKING AND READING Page 86

**Aim:** to discuss feelings; to read and answer a questionnaire

**Warm-up:** With books closed, ask students what they are most afraid of.

Write their ideas on the board. Help them with new vocabulary.

#### Activity 1

- Read the adjectives in the box with the class. Check any new vocabulary.
- In pairs, ask students to describe the pictures and say how the people feel using some of the adjectives in the box.
- Ask different pairs to describe pictures for the class. Find out what adjectives students chose.  
→ *Students' own answers*

#### Activity 2

- Ask students to read the questions in the questionnaire and match them with the pictures.
- Check their answers with the class.  
→ **1B 2C 3A 4E 5D 6F 7G**

#### Activity 3

- Ask students to work with a partner and answer the questionnaire. Help students with new words.
- In pairs, students practise asking and answering the questions.  
→ *Students' own answers*

#### Activity 4

- Ask students to look at the pictures above. Students answer the corresponding question for the person in the picture.
- Check the answers with the class.  
→ **1a 2c 3a 4b 5a 6a 7c**

**Activity 5**

- Ask pairs of students to read the example dialogues to the class.
  - In pairs, ask students to make similar dialogues for themselves.
  - Ask random pairs to demonstrate their dialogues to the class.
- *Students' own answers*

**EXTRA ACTIVITY**

- Dictate the following definitions to the class.
- 1 a place where we go if we are ill
  - 2 an animal with eight legs
  - 3 someone who is suddenly frightened may do this
  - 4 something we put food on
  - 5 to take something out or away
- Ask students to find words in the questionnaire to match the definitions.  
Answers: 1 hospital 2 spider 3 scream 4 plate 5 remove

**GRAMMAR** Page 87

**Aim:** to use the second conditional

**Warm-up:** Ask students to look back at the questionnaire and find examples of conditional sentences.

**Activity 1**

- Read the sentences with the class.
  - Answer the questions with the class.
- **1** We form the second conditional with *if + past tense, would + verb*. **2** imaginary situations **3** I would

**Activity 2**

- Ask students to complete the sentences for themselves.
  - Ask different students to read out their sentences to the class. Write some of their sentences on the board.
- *Students' own answers*

**Remember** Page 87

- Read the Remember box with the class. Point out that in second conditional sentences we separate the two clauses with a comma. You may like to tell students that the structure of the second conditional is similar in French, for example: *S'il y avait un serpent dans mon lit, je le tuerais*.

⇒ **Grammar, Page 116**

**SPEAKING** Page 87

**Aim:** to practise using the second conditional

**Activity 1**

- Discuss the questions with the class. Check any new vocabulary. Encourage students to use the second conditional in their answers.
  - If you like, ask students to write full answers to the questions in their exercise books.
- *Students' own answers*

**WRITING** Page 87

**Aim:** to write using the second conditional

**Warm-up:** Ask students to read the questions in the questionnaire again. Draw their attention to the two different question types: *What would you do if...* and *How would you feel if...*

**Activity 1:** Tell students to work in pairs and write four more questions for the questionnaire. If they have difficulty finding situations, tell them to use the ideas in the Speaking Activity 1. Remind students to use the second conditional.

→ *Students' own answers*

**Activity 2:** Students exchange and answer their questions with another pair.

→ *Students' own answers*

## VOCABULARY Page 87

**Aim:** to discuss and express feelings

**Warm-up:** Ask students to look back at the adjectives in the box on page 86.  
Check that students understand the meaning of all the adjectives.

### Activity 1

- Read the example sentence with the class.
- Ask students to work in pairs and talk about their feelings in different situations.  
Tell them to use some of the adjectives in the box on page 86.
- Ask different students to read their sentences to the class.

→ *Students' own answers*

### Remember Page 87

- Read the Remember box with the class. Write two sentences on the board to demonstrate the difference between adjectives in *-ed* and in *-ing*. For example: *Snakes are frightening animals. I am frightened of snakes.*

#### EXTRA ACTIVITY

- Ask students to look back at the adjectives in the box on page 86.
- For each adjective ask students to make adjectives with *-ing* endings.
- Read the two example sentences in the Remember box again.
- Ask students to choose four pairs of adjectives and write similar sentences illustrating the differences between the *-ed* and *-ing* adjectives.

## PRONUNCIATION Page 87

**Aim:** to practise stressed and unstressed words in sentences

**Warm-up:** Write the following sentences on the board. Ask students to read and listen to the sentences and note down the stressed words. Read the sentences to the class. Students write down the stressed words. *My brother is frightened of snakes. One day there was a snake in his bed. When he saw it, he screamed and ran outside. He stayed outside all night.*

Wipe the sentences off the board and ask students to say the sentences in full using the stressed words to help them. Write the sentences on the board again.

### Activity 1

- Read the sentence to the class. Students listen.
- Explain to students that the underlined words are not stressed. If necessary, say the sentence again. Explain that important words for meaning are usually stressed in a sentence. The small "grammar" words are not usually stressed.

### Activity 2

- Tell students to underline the words in the sentences which the speaker will not stress.
- Say the sentences aloud to the class and students check their answers.
- Students practise saying the sentences aloud.  
→ Suggested answers: **1** *If I had a lot of money, I'd buy a house.* **2** *She'd leave school if she won the lottery.* **3** *John is frightened of snakes.* **4** *I get excited before I go on a journey.*

## READING AND SPEAKING Page 88

**Aim:** to read a conversation for main ideas

**Warm-up:** With books closed, ask students what is dangerous in the jungle.  
Ask: *Have you been in the jungle? Did you see any animals?*

### Activity 1

- In pairs, students read the conversation and answer the questions. Check they understand any new vocabulary.
- Check the answers with the class. If you like, ask students to practise reading parts of the conversation in pairs.  
→ **1** *in the forest* **2** *They are lost.* **3** *Nana is positive. Ndo is negative.* **4** *They decide to eat some guavas.*

**Activity 2**

- Ask students to work with a partner and say what they would do if they were in Nana and Ndo's situation.
- Discuss their answers with the class.  
→ *Students' own answers*

**VOCABULARY** Page 88

**Aim:** to use adjectives and prepositions

**Warm-up:** Write the following sentences on the board: *I am worried about my exams. I am frightened of rats.* Ask: *Which words are adjectives?(worried, frightened) Which words are prepositions?(about, of)*

**Activity 1**

- Ask students to read the conversation again and find four adjectives which are followed by prepositions.
- Check the answers with the class. Encourage students to write these sentences in their exercise books.  
→ *afraid of, stupid of, scared of, interested in*

**Activity 2**

- Ask students to complete the sentences with the correct prepositions.
- Ask different students to read out their sentences.  
→ *1 of 2 in 3 with 4 of*

**Remember** Page 88

- Read the Remember box with the class. Encourage students to write down these sentences in their exercise books and underline the adjective + preposition combinations.

**GRAMMAR** Page 88

**Aim:** to use indefinite pronouns

**Warm-up:** Write the following words on the board: *someone, something, somewhere.*  
Ask: *Which word refers to a person / a thing / a place?*

**Activity 1**

- Ask students to look at the blue words in the conversation. Explain that these are all indefinite pronouns.
- Ask students to write down more indefinite pronouns.  
If you like, draw the following table on the board and ask students to complete it.

person	thing	place
someone	something	somewhere
anyone	anything	anywhere
no-one	nothing	nowhere
everyone	everything	everywhere

→ *Students' own answers*

**Activity 2**

- Ask students to read and complete the passage with the indefinite pronouns.
- Check the answers with the class.  
→ *1 nothing 2 No-one 3 anyone 4 everything 5 someone*

**WORKBOOK**

- **1** 1 knew 2 wouldn't buy 3 lived 4 wouldn't live 5 would taste 6 didn't go  
 → **2** 1 spoke, would understand her 2 were, would buy 3 wasn't, would do 4 soft drinks were, would buy  
 5 she wasn't working, would come 6 it wasn't raining, would go 7 it wasn't too noisy, would study here  
 8 wasn't going to the hairdresser, would come  
 → **3** 1 would we do 2 wasn't shining 3 we wouldn't be 4 would we do 5 we were 6 we were 7 could travel  
 8 we had 9 could drive 10 we were 11 we could build 12 we owned 13 we would also have  
 14 we had 15 we could swim 16 we were 17 we could lie  
 → **4** *Students' own answers*

- 5 1 a exhausting, b exhausted 2 a depressing, b depressed 3 a exciting, b excited 4 a interested, b interesting
- 6 1 boring 2 bored 3 amazed 4 embarrassing 5 embarrassed 6 exciting 7 interested 8 disappointed
- 7 1 bored 2 surprising 3 interested 4 boring 5 exhausted 6 excited
- 8 1 with 2 of 3 at 4 for 5 to 6 in
- 9 compass, water, snake, dark, lion, mosquitoes, insects, penknife, spiders, crocodiles
- 10 1 compass – It is not an animal. 2 amazing – It does not end in -ed.  
3 kill – It is not a sound. 4 anyone – It does not begin with some.

## Practice page ► Page 89

### GRAMMAR

**Activity 1:** Students complete the sentences with the correct form of the words in brackets.

- 1 excited 2 frightened 3 interested 4 surprised 5 annoyed

**Activity 2:** Students choose the correct words to complete the sentences.

- 1 had, would drive 2 were, would revise 3 had, would buy 4 worked, would get

**Activity 3:** Students rewrite the sentences using adjectives with -ing endings.

- 1 tiring 2 interesting 3 frightening 4 worrying

**Activity 4:** Students complete the dialogue using will / won't and a verb in the box.

- 1 will win 2 won't win 3 will score 4 won't celebrate 5 will have

### LET'S HAVE FUN

**Activity 1:** Students find animals in Unit 12 to match the clues.

- 1 spider 2 snake 3 bat 4 mosquitoes 5 crocodile

**Activity 2:** Students find words in Lesson 1 to match the definitions.

- 1 nomads 2 Kalahari 3 eviction 4 lifestyle 5 Bushmen

## REVIEW AND EVALUATION FOR MODULE 4

Page 90

Do this section in class when you have finished Module 4. Remind students that the exercises practise language and vocabulary in the three preceding units.

### VOCABULARY

**Activity 1:** Students find thirteen words in the word square.

→ See below

#### Activity 2

- Students put the words from the square into four groups.
- Students add two more words to each group.
  - jobs: mechanic, teacher, nurse,
  - personal qualities: smart, creative, practical
  - geography: peak, coast, dune
  - animals: spider, bat, snake, rat

### GRAMMAR

**Activity 1:** Students complete the sentences with the correct word.

→ 1 More, than 2 as, as 3 as, as 4 Fewer, than 5 less, than

**Activity 2:** Students complete the sentences with the verbs in the past perfect.

→ 1 had never been 2 had spent 3 had taken 4 had already met 5 had eaten

**Activity 3:** Students match the two parts of the sentences.

→ 1d 2f 3e 4c 5a 6b

**Activity 4:** Students write questions for the answers using question words.

→ 1 Where was she born? 2 How long did it take them to reach the South Pole? 3 Who gave you some flowers?  
4 What did you buy your sister? 5 Why did you get here late?

## CHECK YOUR PROGRESS

Page 91

#### Activity 1

- Students write compound adjectives for the definitions.
  - 1 hard-working 2 well-dressed 3 badly-paid 4 curly-haired 5 well-known 6 well-off

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

→ 1 had finished 2 reached 3 had forgotten 4 arrived 5 had worked

**Activity 3:** Students complete the conditional sentences with the verbs in the box.

→ 1 went, would climb 2 felt, would see 3 won, would have 4 met, would ask

**Activity 4:** Students complete the dialogue.

→ 1 more 2 as 3 as 4 more 5 Fewer 6 as 7 as 8 better 9 more

### SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Ask them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Ask 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

- saying how things work
- giving and sequencing instructions
- making predictions and speculating about the future
- agreeing and disagreeing

### VOCABULARY

- science: *alcohol, battery, cable, click, communicate, cool, graduated, heat, liquid, measure, mercury, plug in, receive, screen, signal, store, temperature, tube*
- gadgets: *thermometer, satellite, digital camera, CD-ROM, memory card*
- medicine: *cure, cancer, malaria, surgery, organ transplant*
- pollution: *clean energy, biofuels, petrol, oil well, carbon dioxide, atmosphere, global warming*

## Lesson 1 How it works ► Page 92

**TOPIC:** gadgets

**GRAMMAR AIMS:**

- to give instructions in the present simple active and passive forms
- to order instructions with sequencing words
- to use the conjunction *once* with the present perfect tense

### VOCABULARY AND SPEAKING Page 92

**Aim:** to describe how objects work; to read for specific information

**Warm-up:** With books closed, ask students if they can name the devices used to do the following things: *to measure temperature; to speak to someone at a distance; to take photos; to listen to music.*

Write the words on the board (*thermometer, mobile phone or telephone, camera, cassette player or CD-ROM player or a MP3 player*).

#### Activity 1

- Ask students to look at the pictures and match the words in the box with the objects.
- Check the answers with the class. Check any new vocabulary.
- Students look at the pictures and say how the objects work using some of the words in the box. Do this activity with the whole class.
  - *Mobile phone: answer, communicate, dial, mast, number, receive, ring, send, signal*
  - *Thermometer: cool, glass, graduated, heat, liquid, temperature, tube*

#### Activity 2

- Ask students to read the passages and find out if they guessed correctly in Activity 1.
- Make sure students understand any new vocabulary.

#### Activity 3

- Ask students to read the passages again and label the pictures using words from the box.
- Check the answers with the class.
  - **1** *glass tube* **2** *bulb* **3** *liquid* **4** *mobile phone* **5** *mast* **6** *signal*

#### Activity 4

- Ask students to read passage A again and answer the questions.
- Ask different students to read their answers to the class and write them on the board.
  - **1** *alcohol* **2** *mercury* **3** *The red or silver line grows longer.* **4** *The red or silver line grows shorter.* **5** *The glass tube is graduated.*

**Activity 5**

- Ask students to read passage B again and answer the questions.
- Check the answers orally around the class.
  - **1** television and radio **2** mast **3** It sends the signal to another mobile phone.
  - 4** They are in orbit around the Earth. **5** They receive and send phone calls.

**LISTENING** Page 93

**I Aim:** to listen to instructions for main ideas; to order instructions

**Activity 1**

- Tell students that they are going to hear instructions about how to use a gadget.
- Explain that they should listen to the instructions and guess what the gadget is.
- Read the instructions to the class. Students guess what the gadget is.
  - a digital camera

**Activity 2**

- Read the instructions with the class. Check any new vocabulary.
- Read the Listening text to the class. Students listen and number the instructions in the correct order.
- Read the listening text again. Students check their answers.
- Check the answers with the class.

→ **1C 2F 3B 4D 5A 6E**

*Listening text: First check the battery. It should be charged.*

*Then point the gadget in the right direction.*

*Next, look through the viewfinder or at the screen.*

*Keep the gadget still while you prepare to take the photo.*

*Finally, press the button to take the photo.*

*Once you have taken it, the photo is stored on the memory card until you decide what to do with it.*

*You can look at your photos on a small screen at the back of the gadget.*

*Plug the gadget into your television or computer using a special cable.*

*You can look at your photos on the television or computer screen.*

*You can also copy the photos onto your computer or print them on paper.*

**Remember** Page 93

- Read the Remember box with the class.

**SPEAKING AND WRITING** Page 93

**I Aim:** to describe how things work; to write instructions

**Warm-up:** Ask students to read the instructions for taking a photo in Activity 2.

Tell them to use the sequencing words in the Remember box.

**Activity 1**

- In pairs, students give instructions for using the objects in the box. Remind students to use the sequencing words in the Remember box.
- Ask pairs of students to say their instructions aloud.
  - *Students' own answers*

**Activity 2**

- In pairs, students describe how to play a computer game. Tell students to use the phrases from the box.
- Ask pairs of students to say their instructions to the class.
  - *Suggested answers: First, plug in the computer. Then, turn on the computer. Then, put the CD-ROM in the CD-ROM drive. Next, click on the computer game logo on the screen. After that, play the game. When you have finished playing the game, close it. After that, take the CD-ROM out of the drive. Finally, turn off the computer.*

### Activity 3

- Ask students to write the instructions. Remind students to use sequencing words.
- Ask some students to read their instructions to the class.  
→ *Students' own answers*

## GRAMMAR Page 93

**Aim:** to use the conjunction *once* with the present perfect

**Warm-up:** Write the following sentences on the board and underline the word *once*: 1 *She's only been here once.* 2 *Once you have finished the cleaning, please do the ironing.* 3 *We met just the once but I remember it well.* Ask students to say what part of speech *once* is in each sentence, noun, an adverb or a conjunction (1 adverb, 2 conjunction, 3 noun).

### Activity 1

- Read the sentences with the class.
- Ask students to say what the verb tenses are.  
→ 1 present perfect, present simple 2 present perfect, imperative

## Remember Page 93

- Read the Remember box with the class. Explain to students that this use of *once* is quite common. Remind students that we put a comma at the end of the *once* clause.

### Activity 2

- Ask students to write sentences with *once* and the first verb in the present perfect.
- Ask different students to read out their sentences. Write the sentences on the board.  
→ 1 *Once you have passed your driving test, you can drive my car.* 2 *Once you have done the washing-up, you can go to bed.* 3 *Once you have finished the test you can leave the room.* 4 *Once you have taken the photo, you can copy it onto a computer.*

## VOCABULARY Page 94

**Aim:** to practise using phrasal verbs

**Warm-up:** Ask students to look back at this lesson and find as many phrasal verbs as they can. Write some of their suggestions on the board.

**Activity 1:** Read the phrasal verbs with the class. Remind students that a phrasal verb is formed with a base verb and a small word called a particle. It is this particle which completely changes the meaning of the verb.

### Activity 2

- Ask students to complete the sentences with particles in the box.
- Ask random students to read out their sentences.  
→ 1 away 2 up 3 up 4 down 5 off 6 to

### Activity 3

- Read the sentences with the class. Point out that the noun can go in two different positions.
- Read the sentences with pronouns. Draw students' attention to the position of the pronoun. Tell students that the pronoun object must go before the verb and the particle. It cannot go after the complete verb.

### Activity 4

- Read the sentences with the class. Ask students to underline the object nouns in each sentence.
- Ask students to rewrite the sentences, replacing the object noun with a pronoun.
- Ask students to read out their sentences. Write the sentences on the board.  
→ 1 *You mustn't throw them away.* 2 *He took it off.* 3 *Please, turn it off.* 4 *I have given it up.*

## Remember Page 94

- Read the Remember box with the class.
- Encourage students to use a dictionary if they are not sure of the type of a phrasal verb.

**READING AND PRONUNCIATION** Page 94

**Aim:** to read a poem for main ideas; to practise reciting a poem

**Warm-up:** Write the following words on the board: *came, free, head, house, game, grey, mouse, said, see, stay, then, thin, when, win*. Ask students to say the words aloud and match the words which rhyme.

*came / game, free / see, head / said, house / mouse, grey / stay, then / when, thin / win.*

**Activity 1**

- Tell students that they are going to listen to and read a poem.
- Read the poem to the class. Ask students to guess what the pet mouse is.  
→ *It is a computer mouse.*

**Activity 2**

- Ask students to read the poem again and find rhyming pairs of words.
- Check the answers with the class. Check any difficult words.  
→ *cheese / please, fat / mat, cuter / computer*

**Activity 3:** Ask students to practise saying the poem aloud. Make sure they use the correct rhythm and intonation.

**WORKBOOK**

- 1 1 take off 2 turn on, listen to 3 catch up 4 sit down, look at
- 2 1 I have a computer that works with a mouse. 2 A thermometer has a red or silver line. 3 Mobile phones receive signals from base stations. 4 How does a digital camera work? 5 Have you got a mobile phone?
- 3 1 top 2 unfriendly 3 solid 4 cooled 5 receive 6 found 7 rough 8 always
- 4 1 What is a thermometer used for? 2 Whose mobile phone is it? 3 When did you pass your driving test? 4 How do mobile phones work? 5 Where do you read the temperature on a thermometer?
- 5 plug in, look at, look out, look up, look through, listen to, turn on, turn to, turn up, turn off, take up, take to, take out, take on, take off, walk on, walk out, walk up, walk through, walk to, pick up, pick on
- 6 1 looked at 2 took out 3 looked up 4 picked up 5 turned on 6 listen to 7 turn, off  
8 plug in 9 turn on 10 turn off
- 7 1 gave it up 2 take it off 3 give it back 4 turn it down 5 see him off
- 8 Students' own answers
- 9 1 liquid 2 satellite 3 thermometer 4 heat 5 temperature 6 computer 7 battery 8 gadget 9 receive 10 signal

**Lesson 2** What next? ► Page 95

**TOPIC:** life in the future

- GRAMMAR AIMS:**
- to make predictions which are certain about the future with *will / won't*
  - to make predictions which are uncertain with *may* and *might*
  - to use the future passive

**READING AND SPEAKING** Page 95

**Aim:** to read a web page for main ideas and specific information

**Warm-up:** Look at the topics in Activity 1 and ask students to brainstorm words which they associate with these topics. Write some of their suggestions in groups on the board.

**Activity 1**

- Ask students to look quickly at the letters from an Internet web page and match them with the topics in the box. Tell students not to read the letters in detail at this stage. If you like, give students two minutes to do this activity.
- Check the answers with the class.  
→ 1 medicine 2 environment 3 education 4 transport 5 climate

**Activity 2**

- Ask students to read the letters and find out who is optimistic and who is pessimistic about the future.
- Check the answers with the class.  
→ *Optimistic: Pablo, Kim, Tom; Pessimistic: Ngono, Ali*

### Activity 3

- Ask students to read the letters again and answer the questions.
- Ask students to read out their answers to the class.
  - **1** cures found for AIDS and cancer. **2** People will be healthier and live longer. **3** Because humans will destroy the rainforests and pollute the oceans. **4** It will affect everything. **5** Better equipment including the Internet. **6** Because we will run out of petrol. **7** global warming **8** There will be more hurricanes and droughts.

### Activity 4

- Read the sentences with the class.
- Ask students to match the ideas with the letters.
  - A4 B extra idea C3 D1 E5 F2

## LISTENING AND SPEAKING Page 96

**Aim:** to listen to a discussion for main ideas

**Warm-up:** Ask students if they have ever used the Internet. Find out how many students in the class have used the Internet. Ask them what sites they visit.

### Activity 1

- Tell students that they are going to hear Kevin and Diane talking about the letters on the web page.
- Ask students to listen and decide which letters they agree with and which they disagree with.
- Check the answers with the class.
  - Diane agrees with Kim. She disagrees with Ngono. Kevin agrees with Ali and Tom.

### Activity 2

- Read the sentences with the class. Ask students to try and guess the missing words.
- Read the text again. Students complete the sentences.
- Ask different students to read out their answers.

→ **1** doesn't believe **2** improve **3** Internet **4** optimistic **5** climate change **6** energy, oil

*Listening text: Diane: I don't agree with the letter from Ngono in Douala. I think it is too pessimistic. I don't believe there will be a Third World war. I don't think things will get a lot worse in the future. In fact, I think a lot of things will improve, especially education. I agree with Kim from Vietnam. The Internet is going to be very important for education in the future. Students won't have to buy expensive textbooks. They will use the Internet instead. What do you think, Kevin?*

*Kevin: I'm not as optimistic as you are about the future. I agree with Ali from Egypt. I believe that climate change is going to have terrible consequences for many parts of the world. I think we should stop the destruction of the rainforests now. But I agree with Tom from the UK. I think that scientists will find new sources of energy to replace oil. And I'm sure that will be a good thing.*

### Remember Page 96

- Read the first Remember box with the class. Ask students to copy these expressions into their exercise books.

### Activity 3

- Ask students to work in pairs and say which letters they agree or disagree with. Tell them to use some of the expressions in the Remember box.
- Ask some students to give their opinions to the whole class.
  - Students' own answers

## VOCABULARY Page 96

**Aim:** to form adjectives from nouns with the suffixes *-ical* and *-al*

**Warm-up:** Write the following words on the board: *political, geographical, historical*. Ask students to write the nouns from these adjectives (*politics, geography, history*). Ask: What suffix forms the adjective? (*-ical* and *-al*)

**Activity 1:** Ask students to find words in the letters with the meanings 1-6.

→ **1** discovered **2** complicated **3** increase **4** disappear **5** reduce **6** amount

**Activity 2**

- Read the example with the class.
- Ask students to complete the list. Encourage them to use dictionaries.
- Check the answers with the class. Write the words on the board.  
→ *technological, musical, industrial, economical, medical, surgical*

**Remember** Page 96

- Read the Remember box with the class.

**WRITING** Page 96

**I Aim:** to write a letter to a website

**Activity 1**

- Ask students to write a letter to the Blue Planet website expressing their opinions about the future.
- Tell them to use the letters on page 95 as models.  
They can use one of the topics on the page or choose another topic which they feel strongly about.
- You may like to set this activity for homework.
- Ask different students to read out their letters. Find out who agrees or disagrees with their ideas.  
→ *Students' own answers*

**GRAMMAR** Page 97

**Aim:** to talk about the future using *will*, *going to* and *may / might*

**Warm-up:** Ask students to look back at the letters on page 95 and say what tense the writers use to predict the future.

**Activity 1**

- Read the sentences with the class. Check any new words.
- Ask students to answer the questions.
- Check the answers with the class.  
→ **1b 2 d 3 c 4** *will be discovered*

**Remember** Page 97

- Read the Remember box with the class. Point out that we can usually use *will / won't* and *going to* in a similar way with predictions based on present evidence.  
But we cannot use *going to* for predictions based on personal opinions.  
⇒ **Grammar, Page 115**

**Activity 2**

- Ask students to complete the sentences with a suitable future form.
- Check the answers with the class.  
→ **1** *are going* **2** *will* **3** *will* **4** *is going, are going* **5** *will*

**Activity 3**

- Ask students to rewrite the sentences in the future passive form.
- Ask random students to read out their sentences. Write the sentences on the board.  
→ **1** *A vaccine for malaria will be discovered.* **2** *Biofuels will be made from sugar cane and palm oil.*  
**3** *A lot more palm nut trees will be grown.* **4** *Clean sources of energy will be developed.*

**PRONUNCIATION** Page 97

**Aim:** to contrast and practise the sounds /n/ and /ŋ/

**Warm-up:** Write the following phonetic symbols and words on the board: /n/ *now, vaccine* and /ŋ/ *along, think*. Ask students to say the words aloud.

**Activity 1**

- Read the words to the class. Ask students to notice the /n/ sound.
- Ask students to say the words aloud.

## Activity 2

- Read the words to the class. Tell students to notice the /ŋ/ sound.
- Tell students to say the words aloud.

## Activity 3

- Say the words aloud.
- Ask students to put the words into two groups according to whether they hear the /n/ or the /ŋ/ sound.
- Students practise saying the words.
  - /ŋ/ – among, monkey, singer, thing; /n/ – clean, cancer, nose, ran

## WORKBOOK

- 1 1 scientific 2 dramatic 3 electricity 4 pessimistic 5 expensive 6 destruction 7 optimism 8 global
- 2 1 transport 2 widespread 3 online 4 progress 5 biofuels 6 atmosphere 7 vaccine 8 drought
- 3 1 will 2 'm going to 3 will 4 will 5 are going to 6 going to 7 will / is going to 8 will be
- 4 1 Pablo thinks that medical care will be cheaper and people will live longer. 2 According to Tom there will be less air pollution in the future. 3 Ngono thinks the future will be gloomy. She also thinks drought and poverty will be widespread. 4 Ali believes that the destruction of the rainforests will continue. 5 According to Pablo, progress will be made in medicine and scientists will find a cure for AIDS.
- 5 Students' own answers
- 6 1 surgical – It is an adjective. 2 Internet – It is not a world problem. 3 wildlife – It is not a medical word. 4 energy – It is not a type of fuel.
- 7 **Across:** 1 hurricane 4 surgeon 7 petrol 8 online 9 gloomy  
**Down:** 1 hunger 2 education 3 internet 5 energy 6 drought 10 oil

## Practice page ► Page 98

### GRAMMAR

**Activity 1:** Students complete the sentences with *is / are going to* or *will / won't*.

- 1 are going to 2 will 3 is going to 4 won't, will 5 are going to

**Activity 2:** Students complete the sentences with an adjective formed from the noun in brackets. Ask them to use the suffixes *-ical* or *-al*.

- 1 musical 2 surgical 3 medicinal 4 industrial

**Activity 3:** Students complete the paragraph with the words in the box. Tell students that *Next*, *Then* and *After that* can go in a different order.

- Suggested answers: 1 first 2 Next 3 Then 4 After that 5 Finally

### LET'S HAVE FUN

**Activity 1:** Students match the words with the definitions.

- 1c 2d 3a 4b

**Activity 2:** Students make word maps using the words in the box.

- Mobile phone: dial, satellite, communicate, mast; Thermometer: cold, alcohol, hot, mercury  
Digital camera: photo, viewfinder, print, focus



## Unit summary

**COMMUNICATION FOCUS**

- making invitations
- accepting and refusing invitations
- talking about future arrangements
- writing formal and informal letters and messages
- well-wishing and thanking people

**VOCABULARY**

- verbs and expressions: *pick up, get together, look forward to, well done, get well soon, good luck with / in, don't / doesn't mind, no good at, crazy about, fond of*
- expressions: *not my fault, on purpose, be off, on a diet*

## Lesson 1 Friends ► Page 99

**TOPIC:** going out

- GRAMMAR AIMS:**
- to talk about arrangements using the present continuous tense
  - to make decisions using *will / won't*

**SPEAKING AND READING** Page 99

**Aim:** to read an informal conversation for main ideas and specific information

**Warm-up:** With books closed, ask: *What are you doing this evening? Are you going out or staying in?*

**Activity 1**

- Look at the pictures with the class.
- Ask students to say what is happening in the pictures. Write some of their ideas on the board.  
→ *Students' own answers*

**Activity 2**

- Ask students to read the dialogue and find out what the people intend to do tonight.
- Check the answers with the class.  
→ *Diane, Ngono, Fred and John are going to the Baobab Disco.*

**Activity 3**

- Ask students to read the conversation again and complete the sentences with the correct person.
- Check the answer by asking different students to read out their sentences.  
→ **1** John **2** John's dad **3** Ngono and Fred **4** Diane and her mum **5** Diane's mum

**Activity 4:** In pairs students practise the dialogue.

**LISTENING AND SPEAKING** Page 99

**Aim:** to listen to a conversation for specific information; to role play a conversation

**Warm-up:** Ask: *What do people write in diaries? What is the purpose of a diary?*  
Ask students if they keep a diary. *Why / Why not?*

**Activity 1**

- Ask students to copy the diary extract into their exercise books.
- Explain that they are going to hear a conversation between Kevin and Diane and complete Diane's diary.
- Read the conversation to the class. You may like to do this with a confident student.
- Students listen and complete the diary extract by making notes.

## Activity 2

- Read the conversation again. Students listen and check.
- Ask a student to copy the diary extract on the board.
- Ask students to say what Diane is doing on the different days. Write the answers on the board.

	Morning	Afternoon	Evening
Friday	looking after cousin	National Day Parade	watching a video with Ngono and Fred
Saturday	market with mum	visiting grandparents	making wedding dress at home
Sunday	going to church	watching football match	disco with John

*Listening text:* Kevin: Hi, Diane? Are you doing anything on Friday?

Diane: Well, I'm looking after my baby cousin in the morning. Then, in the afternoon I'm going to the National Day parade in the centre of town. Would you like to come too?

Kevin: That's a good idea. What about the evening? Have you got any plans?

Diane: Yes. I'm meeting Ngono and Fred at 6 o'clock. We're going to watch a video.

Kevin: And on Saturday? What are your plans?

Diane: I'm going to the market with mum in the morning. Then, in the afternoon, I'm visiting my grandparents.

Kevin: And in the evening? Are you doing anything?

Diane: Yes. I'm staying at home. I'm making a dress for my sister's wedding.

Kevin: You're so busy! And on Sunday? Have you got any plans?

Diane: Oh yes! I'm going to church in the morning. Then, in the afternoon I'm going to the football stadium with John to see the national team play. After that, John is taking me out to a disco.

Kevin: Oh! That's a pity! I wanted to invite you out too!

## Activity 3

- Ask students to work with a partner and practise the conversation between Diane and Kevin. Tell them to use the information in the diary extract to help them.
- Ask pairs of students to act out their conversations for the class.  
→ *Students' own answers*

## Activity 4

- Ask students to complete a similar diary extract for themselves. Encourage them to use their imagination.
- In pairs, students make similar conversations about their plans.
- Ask pairs of students to act out their conversations.  
→ *Students' own answers*

## GRAMMAR Page 100

**Aim:** to talk about arrangements and actions at the moment of speaking using the present continuous

**Warm-up:** Ask students to make sentences in the present continuous tense.

Write some of their suggestions on the board. Ask: *When do we use this tense?*

## Activity 1

- Read the sentences from the conversation with the class.
- Ask students to answer the questions.
- Check the answers with the class.  
→ **1a and c 2 b and d**

## Remember Page 100

- Read the Remember box with the class. Point out that we use the present continuous for future arrangements that are certain, for example: *We're taking the bus. Here are the tickets.*  
⇒ **Grammar, Page 115**

**Activity 2**

- Ask students to choose the correct forms of the verbs to complete the conversations.
- Ask pairs of students to read the completed conversations.
  - *Conversation 1: What are you doing; We're watching; I'll watch*
  - *Conversation 2: We're holding; I'll help*

**Activity 3:** In pairs, students practise the conversations.

**PRONUNCIATION AND VOCABULARY** Page 100

**Aim:** to learn and practise homonyms

**Warm-up:** Write the following words on the board: *meat / meet* and *new / knew*.  
Ask students to say the words aloud. Ask: *What do they notice?*

**Activity 1**

- Read the pairs of words pausing for students to repeat.
- Ask students what they notice about the pronunciation of the pairs of words.
  - *The spelling is different but the pronunciation is the same.*

**Activity 2:** Ask students to practise saying the words aloud.

**Activity 3**

- Read the pairs of sentences to the class.
- Ask students what they notice about the blue words.
  - *The spelling is the same but the pronunciation is different.*

**Activity 4:** Ask students to practise saying the sentences aloud.  
Remind them to pronounce the words in blue correctly.

**Remember** Page 100

- Read the Remember box with the class.
- Explain to students that there are many more homophones than homographs in English.

**READING AND WRITING** Page 101

**Aim:** to read a web page for specific information; to identify and correct mistakes

**Warm-up:** Ask: *Why do people have pen friends?*

**Activity 1**

- Ask students to look at the web page and find out what mother-tongue languages the people speak and what countries they come from. Tell students not to read the text in detail at this stage.  
If you like, you can give them two minutes to do this activity.
- Check the answers with the class.
  - *Kevin speaks French and he is from Cameroon. Maria speaks Spanish and she is from Spain. Dieter speaks German and he is from Germany.*

**Activity 2**

- Ask students to read the descriptions of the three people and find out who corresponds to the phrases 1-8.
- Ask different students to give their answers.
  - **1** Maria **2** Dieter **3** Kevin **4** Maria **5** Dieter **6** Kevin **7** Maria **8** Dieter

**WRITING** Page 101

**Aim:** to correct written mistakes

**Warm-up:** Write the following sentences on the board: *1 I doesn't like football. 2 She goes often to the market. 3 I don't speak German.* Tell students that there is a mistake in each of the sentences.

Ask students to find the mistakes. Ask: *What type of mistakes are these?* (*1 doesn't – grammar mistake: don't; 2 She goes often – word-order mistake: she often goes; 3 speak – spelling mistake: speak*)

### Activity 1

- Explain to students that there are four mistakes in each description.
- Read the descriptions with the class.
- Ask students to find the mistakes and rewrite the sentences correctly.
- Write the corrected sentences on the board.
  - **1** My name is Kevin. I am learning English at school. I am interested in sport. I don't mind what country my pen-pal is from. **2** I'm looking for pen-pal who will help me. I am terrible at English. I need to get good marks. My interest is making crafts. **3** I'm 14 years old. I play basketball in the school team. I'd like to find a pen-pal from Australia... you have things in common with me.

### Activity 2

- Ask students to write a personal description for the Online Language Exchange. Encourage them to use the descriptions in the reading as models.
- Ask students to check their texts for mistakes. Remind them that there may be three types of mistakes.
- If you like, ask students to exchange texts and correct their partner's mistakes.
  - *Students' own answers*

## WORKBOOK

- **1** 1 F 2 T 3 F 4 F 5 F 6 F 7 F
- **2** 1 There's a concert at the Baobab Disco tonight. 2 How are you getting home afterwards? 3 Diane is visiting her grandparents this weekend. 4 My parents won't let me stay out late. 5 We'll pick you up at 7 o'clock.
- **3** 1 Where are you going tonight? 2 Who is going with you? 3 How are you getting there?  
4 When are you leaving? 5 How are you getting home?
- **4** 1 are having, are you going to come? / will you come 2 is she leaving, will ask 3 will get  
4 is meeting 5 am taking, will help
- **5** Maria, Spanish, 16, making jewellery, don't know, to speak good English;  
Dieter, German, 14, reading and computer games, basketball, to go to Australia
- **6** 1 identical / the same 2 wonderful / great / excellent 3 like / enjoy 4 longer  
5 departing / going 6 thought-provoking / fascinating
- **7** 1 He is looking for a pen-pal from Britain. 2 My name is Peter and I am from Australia.  
3 I love playing football with my friends. 4 I'd like to find a boy of my age with similar interests.  
5 I live in Canada and I play ice hockey. 6 I am 14 years old and I need to get good marks in English.
- **8** 1 bored 2 concert 3 afterwards 4 crazy 5 foreign 6 exchange
- **9** 1 white 2 through 3 trouble 4 learn

## Lesson 2 Letters and messages ► Page 102

**TOPIC:** letters and messages

**GRAMMAR AIM:** to use verbs with two objects

### SPEAKING Page 102

**Aim:** to use expressions for special occasions; to discuss greetings cards

**Warm-up:** Write the following occasions on the board: *Wedding, New Year's Eve, Funeral*. Ask students to brainstorm words that they associate with these occasions. Write some of the words in groups on the board.

### Activity 1

- Ask students to look at the cards and say what the occasions are. Encourage st justify their answers.
- Check the answers orally around the class.
  - **1** 21<sup>st</sup> Birthday **2** Party **3** Birth of a new baby **4** a funeral

### Activity 2

- Tell students to work in pairs and discuss the messages 1-8.  
Ask students to decide when they could send a card or note with these messages.

- Ask students to try and continue the messages.  
→ *Students' own answers*

### Activity 3

- In pairs, students continue the messages in Activity 2 with the phrases and sentences a-m.
- Check the answers around the class.  
→ **1c, g, b 2b 3a, f, j 4k 5m 6l 7e 8d, i**

**Activity 4:** Discuss these questions with the class.

## LISTENING Page 103

**I Aim:** to listen to descriptions of past events for main ideas and specific information

### Activity 1

- Explain to students that they are going to hear three people describing events they went to.
- Read the descriptions. Students listen and say what the occasions were.
- Check the answers with the class.  
→ *Speaker 1: birthday party; Speaker 2: 2 wedding; Speaker 3: end of school, disco evening*

### Activity 2

- Read the sentences with the class.
- Ask students to match the sentences with the speakers.

### Activity 3

- Read the descriptions again.
- Ask students to listen and check their answers in Activity 2.
- Ask different students to say their answers.  
→ *Speaker 1: 1, 5; Speaker 2: 3, 6; Speaker 3: 2, 4*

*Listening text:* **Speaker 1**

*It was a great party. It lasted until two o'clock in morning. Ngono was really surprised because she had no idea that it was for her birthday. We had sent her an invitation for the party the week before. But in the invitation we didn't say why we were holding the party. Everyone took presents. I gave Ngono a blue and white headscarf. My sister made her a huge chocolate birthday cake with candles. She was really pleased.*

**Speaker 2**

*It was the biggest wedding I've ever been to. The bride was wearing a beautiful white dress and carrying a bunch of roses. I didn't have anything smart to wear. Fortunately, my friend lent me a jacket and tie. I didn't look too bad. After the ceremony, there was a reception in a restaurant. I'm sure the wedding cost the parents a lot of money.*

**Speaker 3**

*We all went out last Saturday night to celebrate the end of school. We went to a disco where they play great music. My girlfriend didn't have any money because she had spent it all on clothes! Fortunately my dad gave me some pocket money so I was able to buy her a drink. It was an evening to remember.*

## SPEAKING AND WRITING Page 103

**I Aim:** to describe a past event

### Activity 1

- Ask students to discuss in pairs an event they went to.
- Ask students to discuss the questions. Encourage them to take notes.  
→ *Students' own answers*

### Activity 2

- Explain to students that they are going to write a paragraph describing the event they went to. Tell them to use their notes in Activity 1. Encourage students to check their description for mistakes.
- Ask different students to read out their descriptions to the class.  
→ *Students' own answers*

## GRAMMAR Page 103

**Aim:** to use verbs with two objects

**Warm-up:** Write the following sentences on the board: 1 I met my friend. 2 I gave my friend a book.

Ask: What are the objects of these sentences? What do you notice about sentence 2?

(1 my friend 2 my friend, a book; Sentence 2 has two objects.)

**Activity 1:** Read the sentences with two objects with the class.

Ask students to copy the sentences into their exercise books.

### Activity 2

- Ask students to look at the sentences in Listening Activity 2 on page 102. Ask them to underline the direct object and circle the indirect object in these sentences.
- Check the answers by asking students to write them on the board.
  - 1 They sent (her) an invitation.
  - 2 He bought (his girlfriend) a drink.
  - 3 His friend lent (him) some clothes.
  - 4 His dad gave (him) some pocket money.
  - 5 He gave (her) a headscarf.
  - 6 It cost (the parents) a lot of money.

## Remember Page 103

- Read the Remember box with the class. Explain that we can put the prepositions *to* or *for* before the indirect object.  
⇒ **Grammar, Page 118**

### Activity 3

- Read the pairs of sentences with the class.  
Point out that the prepositions *to* / *for* are before the indirect objects.

### Activity 4

- Ask students to rewrite the sentences in Listening Activity 2 using *to* or *for*.
- Ask random students to read out their sentences.
  - 1 They sent an invitation to her. 2 He bought a drink for his girlfriend.
  - 3 His friend lent some clothes to him. 4 His dad gave some pocket money to him.
  - 5 He gave a headscarf to her. 6 It cost a lot of money for the parents.

### Activity 5

- Ask students to rewrite the sentences without using *to* or *for*.
- Ask random students to read out their sentences.
  - 1 I gave John the keys. 2 He took his girlfriend some flowers.
  - 3 I wrote my parents a postcard. 4 He showed her the book.

## PRONUNCIATION Page 103

**Aim:** to practise the sounds /ʃ/, /tʃ/ and /dʃ/

**Warm-up:** Write the following words on the board: *jump, church, show*. Ask students to say the words aloud. Draw their attention to the pronunciation of the sounds /ʃ/ /tʃ/ /dʃ/.

### Activity 1

- Explain to students that they are going to put the words into three different sound groups.
- Read the words. Ask students to put them into three groups.
- Check the answers with the class.
  - /ʃ/: *show, congratulations, reception*; /tʃ/: *bunch, chocolate, congratulations, fetch, teach, watch*; /dʃ/: *huge, jacket*

**Activity 2:** Read the words again, pausing for students to repeat them.

## READING Page 104

**Aim:** to read formal and informal letter beginnings and endings

**Warm-up:** Ask students who they could write an informal letter or a formal letter to.

**Activity 1**

- Read the beginning of five letters with the class.
- Ask students to match the letters with the descriptions.
- Check the answers with the class.
  - **1** formal: letters 1 and 3; informal: 2, 4 and 5; **2** invitations: letters 1 and 5;
  - 3** reply to invitation: letters 3 and 4; **4** gives news: letter 2

**Activity 2**

- Read the letter endings with the class.
- Ask students to match letter beginnings 1-5 with the endings A-E.
- Check the answers with the class.
  - **1A 2C 3D 4E 5B**

**Remember** Page 104

- Read the Remember box with the class.

**Activity 3**

- Ask students to read the sentences and decide if the style is formal or informal.
- Check the answers orally with the class.
  - **1** informal **2** formal **3** informal **4** formal **5** informal **6** informal **7** informal **8** informal

**Activity 4**

- Ask students to imagine that they have moved to another town or country for their studies.
- Ask them to write a letter they haven't seen for a long time. Encourage them to use their imagination and to make notes.
  - *Students' own answers*

**EXTRA ACTIVITY**

- As a follow-up, ask students to exchange letters with a partner.
- Students write a reply to their partner's letter.

**WORKBOOK**

- **1** **1** f – Congratulations on your success. **2** e – Happy birthday **3** g – Have a safe journey  
**4** a With deepest sympathy on the loss of your father. **5** d – Thank you for sharing our joy.  
**6** c – Wishing you success in your exams. **7** b – Get well soon; we miss you.
- **2** **1** Mary bought a new dress for her mother. **2** The old man sold his car to my teacher. **3** Diane sent an invitation to Binta. **4** Justine ordered a big cake for us. **5** Mrs Ekambi paid some money to the cashier.
- **3** **1** She sent Peter a wedding invitation. **2** Flora gave the wedding couple a present. **3** We wrote my best friend an e-mail. **4** We took our grandmother a bunch of flowers. **5** Ngono showed the class her holiday photos.
- **4** **1** e **2** c **3** a **4** b **5** f **6** d **7** h **8** g
- **5** **1** I **2** I **3** F **4** F **5** F **6** I **7** F **8** I
- **6** **1** bad luck **2** terrible **3** bad behaviour / unkindness **4** fortunate **5** failed
- **7** jeans, large, margarine, region
- **8** **1** Grandmother is going to help her prepare egusi pudding and miondo. **2** There will be a lot of fruit, fruit juice and good music too. **3** The celebration will take place at her parents' home. **4** Her address is Block G in the Cite Verte. **5** Rita Muk is celebrating her 16th birthday on Saturday 14th April.
- **9** *Students' own answers*



## Practice page ► Page 105

### GRAMMAR

**Activity 1:** Students join the two sentences putting the underlined part at the end.

→ **1** Amadou cooked his friends lunch. **2** The children went shopping for their mother. **3** The girl made a dress for her doll. **4** Edzoa wrote his friend an e-mail. **5** John lent Edzoa some money. **6** The teacher told the students a story.

**Activity 2:** Students put the verbs in brackets in the correct form, the present continuous or will / won't.

→ **1** am going **2** are starting **3** am seeing **4** will come **5** will go **6** won't see

**Activity 3:** Students complete the sentences with the pairs of words in the box.

→ **1** allowed, aloud **2** whether, weather **3** seen, scene **4** threw, through **5** practise, practice

### LET'S HAVE FUN

**Activity 1:** Students decide what type of letter they would write to the people in the box.

→ Formal: your head teacher, the manager of the water corporation;

Informal: your brother, your mother, your girlfriend or boyfriend, your pen-friend

**Activity 2:** Students find the odd word out in each series.

→ **1** merry **2** textbook **3** teacher **4** hospital

**Activity 3:** Students decide what to say for the different occasions.

→ Suggested answers: **1** Happy birthday! **2** Happy New Year **3** Merry Christmas.

**4** Congratulations! **5** Good luck. **6** Thank you very much.

## Unit summary

### COMMUNICATION FOCUS

- telling stories
- guessing what happens next in a story
- giving reasons
- talking about differences

### VOCABULARY

- nouns: *nightmare, steps, entrance, coward, courage, passenger, wallet, pocket, throat, whisper, crowd, conductor, pray, squeeze, stumble*
- verbs: *grab, raise, roll over, lend, beg, prove, run away, hesitate, slip, brake*

## Lesson 1 The money grabber ► Page 106

**TOPIC:** a story

**GRAMMAR AIM:** to use defining relative pronouns

### SPEAKING AND READING Page 106

**Aim:** to describe and interpret pictures; to read a story for specific information

**Warm-up:** With books closed, write the word *thief* on the board. Ask: *What does a thief do? What is stealing?* Ask students if stealing is always wrong. Ask: *Are there situations where people have no choice?*

**Activity 1:** Ask students to look at the picture and discuss the questions.

→ *Students' own answers*

**Activity 2:** Ask students to read the story and find out if they guessed correctly in Activity 1. Do not explain difficult vocabulary at this stage.

#### Activity 3

- Ask students to read the story again and answer the questions. Encourage them to write full answers. Do not explain difficult vocabulary at this stage.
- Ask random students to read out their sentences. Write the answers on the board.
 

→ **1** No, he was having a nightmare. **2** He slept in a shop entrance. **3** They are street boys. **4** They steal it. **5** They call him a coward because he begs for money instead of stealing it. **6** He decides to steal money. **7** They died. **8** Because he ran away and he would never be welcome there again.

### VOCABULARY AND READING Page 107

**Aim:** to guess the meaning of new vocabulary from context

**Warm-up:** Ask students to find the word *nightmare* in the story. Ask: *What part of speech is the word? (noun) Which sentence suggests that Banda was sleeping? ("He opened his eyes...") Was he having a pleasant or an unpleasant dream? (unpleasant). Can you guess the meaning of the word "nightmare"? (an unpleasant dream)*

#### Activity 1

- Ask students to find the words in the story. Remind students to decide what part of speech the words are.
- Ask students to read the sentences around the words.
- Students answer the questions and guess the meaning of the words.
- If students have dictionaries, ask them to check the meaning of the words.
 

→ **1** Because someone is holding his throat. **2** He is very hungry. **3** There are many cars. **4** They are a dirty brown. **5** Because it is an insult to be called a coward. It means you are afraid to do something. **6** Banda asks people for money.

## Remember Page 107

- Read the Remember box with the class. Remind students that they do not need to understand every word in a text to understand the general meaning. Tell students to use their dictionaries to check after they have tried to guess the meaning of a word.

**Activity 2:** Ask students to read the second part of the story and find out what Banda does next. Remind them not to worry about difficult words at this stage.

## Activity 3

- Ask students to read the passage again and decide which sentences are true and which are false.
- Encourage students to correct the false sentences.
- Check the answers with the class.
  - **1 True 2 True 3 False.** He couldn't jump off because the bus was going too fast.
  - 4 False.** Another passenger caught him. **5 True 6 True**

**Activity 4:** In pairs, students guess how the story ends.

→ *Students' own answers*

## WRITING Page 107

**I Aim:** to write a story ending

### Activity 1

- Ask students to write end of the story using some of their ideas in Activity 4.
- Students can do this activity individually or with a partner.
  - *Students' own answers*

## READING AND SPEAKING Page 108

**Aim:** to react to a story ending; to discuss an issue

**Warm-up:** Ask students if they prefer stories with happy or sad endings. Ask students what stories they have read with happy endings.

### Activity 1

- Ask students to read the two endings for the story and find out if they guessed any of these endings in Vocabulary and reading Activity 4.
- Students say which is a happy ending and which is a sad ending.
- Ask students which ending they prefer for the story.
  - *Students' own answers*

**Activity 2:** Discuss the questions with the class.

→ *Students' own answers*

## GRAMMAR Page 108

**Aim:** to use relative pronouns

**Warm-up:** Write the following sentences on the board: *I met my friend. She lives in Douala.*

Ask students to join the two sentences and make one sentence. (*I met my friend who lives in Douala.*)

Ask: *What word do you need? (who) What do we call this word? (a relative pronoun)*

Ask students what other relative pronouns there are. Write their suggestions on the board.

### Activity 1

- Read the sentences with the class.
- Ask students to answer the questions about the words in blue.
- Check the answers with the class.
  - **1 who, from whom 2 which, that 3 where 4 whose**

## Remember Page 108

- Read the Remember box with the class. Remind students that we do not usually use *whom* when we speak.
  - ⇒ **Grammar, Page 117**

**Activity 2**

- Read the example with the class.
- Ask students to join the sentences with a suitable relative pronoun.
- Ask random students to read out their sentences. If necessary, write the sentences on the board.
  - **1** Do you know a restaurant where we can eat fish? **2** There are some plums in the bowl which I bought at the market. **3** There are a lot of people who want to buy tickets for the match. **4** This is the Maths teacher whose house is in Limbe. **5** They are the English people for whom I translated a text. **6** The market was packed with people who were doing their shopping.

**PRONUNCIATION** Page 108

**Aim:** to practise the sounds /t/ and /θ/

**Warm-up:** Write the following phonetic symbols and words on the board: /t/ tank and /θ/ thank.

Ask students to say the words aloud. Make sure they pronounce the sounds correctly.

**Activity 1**

- Say one of the words in each pair.
  - Ask students to say the word they hear.
    - **1** taught **2** three **3** threw **4** tread **5** thrust **6** thick
- Listening text: **1** taught **2** three **3** threw **4** tread **5** thrust **6** thick

**Activity 2**

- Ask students to practise saying the pairs of words. Make sure they pronounce the /t/ and /θ/ sounds correctly.
- Ask random students to demonstrate the pronunciation.

**WORKBOOK**

- **1** **1** Banda slept in a shop entrance. **2** Ali and Obama did not lend him money. **3** He looked at the customers in the cafeterias, eating sandwiches and drinking coffee. **4** Banda hated his uncle. **5** His parents had died and his home village was thousands of kilometres away. **6** Banda was dressed in over-sized old clothes and no shoes.
- **2** **1** gripped **2** hurrying **3** lift **4** too big **5** spoke quietly **6** return
- **3** **1** movement **2** hatred **3** freedom **4** illness **5** proof **6** promise
- **4** **1** d Did you recognise the boys who were making the noise? **2** a – This is the place where he had the accident. **3** e – Is this the book which the teacher lent you? **4** c – I can't find the girl whose book I borrowed. **5** b – Give the books back to the boys from whom you took them.
- **5** **1** The boys sleep in front of the shops. **2** The streets are full of men and women hurrying along. **3** People eat sandwiches and drink coffee at the cafeteria. **4** Why did Banda run away from his uncle? **5** He jumped off the bus when it stopped suddenly.
- **6** **1** f – We spoke to the children who were playing on the farm. **2** d – We have seen the girls who are coming to our school next term. **3** e – Ngong is the man whose wallet was stolen. **4** a – There is the restaurant where we had lunch. **5** b – A compass is an instrument that / which shows you directions. **6** c – He showed us the house that we want to buy.
- **7** **Across:** **2** beg **5** nightmare **8** sleep **9** freeze **10** coward **11** bus  
**Down:** **1** grip **3** whisper **4** wander **6** endless **7** wallet

## Lesson 2 Two friends ► Page 109

**TOPIC:** a story

**GRAMMAR AIMS:**

- to focus on differences with the conjunctions *but*, *although* and *however*
- to give reasons with *because* and *so*

### READING Page 109

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

**Warm-up:** Ask students what qualities are most important in a good friend. Write some of their suggestions on the board.

#### Activity 1

- Ask students to read the first part of a story and decide which of the two friends they like. Ask students to read for general meaning and not to worry about difficult vocabulary at this stage.
- Ask students to explain their choice.
  - *Students' own answers*

#### Activity 2

- Ask students to read the story again and answer the questions. Encourage students to write full sentences.
- Ask students to read out their answers to the class.
  - **1** *Because they dressed the same and went everywhere together.* **2** *She planted a kola nut.* **3** *She prayed to the tree to help her have a baby.* **4** *To stop the animals eating the leaves.* **5** *She became rich by selling the kola nuts.* **6** *Because she wanted her water pot back.* **7** *Babi had a baby girl.* **8** *Dola gave the child a fine brass ring.*

#### EXTRA ACTIVITY

- Write the following words on the board: *twins, prayed, wealthy, removed, brass.*
- Ask students to say what part of speech the words are.
- Ask students to find words belonging to the same word families as some of these words.  
*Answers: twins: noun, the verb to twin; prayed: verb to pray, noun a prayer; wealthy: adjective, noun wealth; removed: verb to remove, noun removal*

**Activity 3:** Discuss what happens next in the story with the whole class.

→ *Students' own answers*

### SPEAKING AND LISTENING Page 110

**Aim:** to predict the next part of a story; to listen to a story for main ideas and specific information

**Warm-up:** Write the following expression on the board: *to teach someone a lesson*. Discuss the meaning of the expression with the students. Ask them to give some examples to illustrate the expression.

#### Activity 1

- Read the words with the class. Check that students understand their meaning. Tell students that these are words from the second part of the story.
- Ask students to look at the picture and discuss what happens next in the story.
  - *Students' own answers*

#### Activity 2

- Explain to students that they are going to hear the second part of the story.
- Read the passage to the class. Students listen and find out how Dola taught her friend a lesson.
  - *Dola put a ring around the Babi's baby's neck. When the child was ten she asked for the ring back.*

#### Activity 3

- Read the statements with the class.
- Ask students to decide whether the statements are true or false.

**Activity 4**

- Read the passage again. Students listen and check their answers in Activity 3.
- Ask students to correct the false statements.
- Check the answers with the class.

→ **1** True **2** False. The ring was round the child's neck. **3** False. It could not be taken off without cutting the child's head off. **4** True **5** True

*Listening text:* Ten years later, on the girl's tenth birthday, Dola went to see to Babi. She said, "Babi, my good friend. I would be very grateful if you would return my brass ring today." All of Babi's guests were silent with shock. Babi stood up suddenly and shouted, "What brass ring?" "My brass ring which is around your daughter's neck," said Dola smiling and pointing at the child's neck. "Dola! You are joking!" shouted Babi. Dola scowled and replied softly, "I am not joking at all. I want you to return my brass ring now." Tears rolled down Babi's cheeks as she begged her friend not to take the ring back. "Please, don't try to take your brass ring back. It cannot be taken from around my daughter's neck without cutting her head off!" "I haven't told you to cut off your daughter's head. All I want is my brass ring, and I want it without breaking or cutting it." Finally, Babi went to the same chief of the village. She told him that Dola wanted to kill her daughter. Dola then explained how her kola-nut tree had been cut down when Babi insisted on taking her water pot back ten years ago. The chief didn't want to harm the child, but he had no choice. He was forced to announce that the girl's head would be cut off. The judgment would take place in the presence of all the villagers, so that everyone would understand that jealousy was bad. He fixed the day of the daughter's beheading.

**Activity 5**

- In pairs, students guess the end of the story.
  - Students tell their endings to the class.
- *Students' own answers*

**GRAMMAR** Page 110

**Aim:** to use conjunctions

**Warm-up:** Ask: *What is a conjunction?* (Answer: a word which is used to join other words, phrases and sentences.) Ask students to give examples of conjunctions. Write their suggestions on the board.

**Activity 1:** Read the sentences from the story with the class. Draw students' attention to the conjunctions which join sentences together.

**Activity 2**

- Ask students to complete the rules with the conjunctions *and*, *but*, *because* and *so*.
  - Check the answers with the class.
- **1** and **2** but **3** so **4** because

**Activity 3**

- Ask students to join the sentences using *and*, *but*, *because* and *so*.
  - Check the answers with the class. Write the sentences on the board.
- **1** She planted a tree and she prayed before it every day. **2** He bought a book but he didn't read it. **3** He went to the shop because he needed some eggs. **4** They worked hard because they wanted to pass their exams.

**Activity 4**

- Ask students to complete the sentences using *and*, *but*, *because* and *so*.
  - Check the answers orally around the class.
- **1** but **2** and **3** because **4** so **5** but

**READING AND VOCABULARY** Page 111

**Aim:** to read for main ideas and to interpret a story; to use the suffixes *-less* and *-ful*

**Warm-up:** Ask students what the purpose of a story with a moral is. Ask: *Do you know any stories with morals?*

### Activity 1

- Ask students to read the end of the story and decide what the moral of this story is.
- Discuss their answers with the whole class.  
→ Possible answer: Jealousy is very bad.

### Activity 2

- Ask students to read the story again and answer the questions.
- Discuss the answers with the class.  
→ Students' own answers

### EXTRA ACTIVITY

- Write the following words on the board: *fair, grief, wept, offended, forgive, overwhelmed*.
- Ask students to answer the questions in the Remember box on page 107 for each of the words.
- Students guess the meaning of the words.
- Ask students to check their answers in a dictionary

**Activity 3:** Ask students to read the words and underline the suffix in each word.

→ the suffix is -less in each word

### Remember Page 111

- Read the Remember box with the class.

### Activity 4

- Ask students to write the opposites of the words in the box using a suffix.
- Check the answers with the class.  
→ *thoughtless, faithless, hopeless, harmless*

## GRAMMAR Page 111

**Aim:** to contrast ideas with the conjunctions *however* and *although*

**Warm-up:** Write the words *however* and *although* on the board. Ask students to make sentences with these words. Write their suggestions on the board.

### Activity 1

- Ask students to read the sentences from the story and complete the rules with *however* and *although*.
- Check the answers with the class.  
→ **1** *although* **2** *however* **3** *however*

### Activity 2

- Read the example with the class.
- Ask students to rewrite the sentences using *although*.  
Remind students that there is a comma after the clause with *although*.
- Ask different students to write the sentences on the board.  
→ **1** *Although she enjoys watching TV, she prefers playing computer games.*  
**2** *Although many people go to market, she prefers to do her shopping at the supermarket.*

### Activity 3

- Read the example with the class.
- Ask students to rewrite the sentences using *however*. Remind students that there is a comma after *however*.
- Ask different students to write the sentences on the board.  
→ **1** *I like history. However, I don't enjoy the lessons.* **2** *Our school uniform looks awful. However, I think it is practical.*

## WORKBOOK

- **1** *produce* **2** *protect* **3** *judge* **4** *persuade* **5** *pray*
- **2** *Students' own answers*
- **3** *1 childhood 2 bottomless 3 jealous 4 brass 5 wealthy 6 beheading 7 judgement*
- **4** *1 so 2 so 3 because 4 because 5 and 6 so 7 but 8 and*



- 5 1 c 2 d 3 b 4 a 5 f 6 e
- 6 1 harmful 2 useful 3 careful 4 hopeless 5 powerless
- 7 1 What did Dola sow after her wedding? 2 Where did she sow the tree? 3 Why was Babi's pot put around the tree? 4 How old was the girl when Dola asked for her ring back? 5 Why did she ask for the ring back?
- 8 1 d – have a baby 2 f – burst out laughing 3 a – cut down a tree 4 c – sow a seed  
5 b – sentence to death 6 e – do something wrong
- 9 Students' own answers

## Practice page ► Page 112

### GRAMMAR

**Activity 1:** Students underline the correct word in each sentence.

- 1 whose 2 that 3 whom 4 where 5 that 6 who

**Activity 2:** Students complete the sentences with the correct conjunction.

- 1 but 2 However 3 so 4 because 5 Although 6 and 7 However 8 so

**Activity 3:** Students match the words in 1-5 with the phrases in a-e to form expressions from the stories in the unit.

- 1e 2d 3c 4a 5b

### LET'S HAVE FUN

**Activity 1:** Students complete the words with the correct letters.

- 1 three, trees 2 thick, trick 3 thought, taught 4 throat, thrown 5 threw, true

**Activity 2:** Students find the words with the meanings 1-6.

- 1 wallet 2 nightmare 3 squeeze 4 bottomless 5 grief 6 coward

## REVIEW AND EVALUATION FOR MODULE 5

Page 113

Do this section in class when you have finished Module 5.

Remind students that the exercises practise language and vocabulary in the three preceding units.

### VOCABULARY

**Activity 1:** Students find ten words in the word square.

→ See below

#### Activity 2

- Students put the words from the square into three groups.
- Students add two more words to each group.
  - verbs: care, reduce, hear, discover
  - medicine: vaccine, cure, healthy
  - computers: online, screen, internet
  - Students' own answers

### GRAMMAR

**Activity 1:** Students complete the predictions using *will* / *won't* and *going to*.

→ 1 *going to* 2 *will* 3 *won't* 4 *will* 5 *going to*

**Activity 2:** Students put the words in order and write sentences.

→ 1 *He gave me some chocolates.* 2 *Mum made him a birthday cake.* 3 *They wrote her a thank you letter.*  
4 *They offered her a place at medical college.* 5 *They sent us a Christmas card.*

**Activity 3:** Students complete the sentences with the relative pronouns *who*, *which*, *whose*, *whom* and *where*.

→ 1 *who* 2 *whose* 3 *whom* 4 *where* 5 *which*

**Activity 4:** Students complete the sentences with *although*, *however* or *but*.

→ 1 *but* 2 *although* 3 *However* 4 *although*

## CHECK YOUR PROGRESS

Page 114

**Activity 1:** Students write the nouns from the adjectives.

→ 1 *ecology* 2 *technology* 3 *economy* 4 *industry* 5 *surgery* 6 *medicine*

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

→ 1c 2e 3b 4a 5d

**Activity 3:** Students complete the sentences with *although*, *however*, *but*, *because* and *so*.

→ 1 *Although* 2 *However* 3 *because* 4 *so* 5 *but*

**Activity 4:** Students complete the dialogue.

→ 1 *going* 2 *am going* 3 *are* 4 *doing* 5 *am watching* 6 *am going* 7 *are you going* 8 *is taking* 9 *will pick* 10 *will see*

### SELF-ASSESSMENT

Students copy the self-assessment chart into their exercise books. Ask them to complete the chart for themselves. Encourage them to revise the areas they are unsure about. Ask 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.

# Word list

## A

above	au-dessus
achievement	réussite (f)
address (v)	s'adresser à
advert	annonce/publicité (f)
aggressive	agressif(ive)
AIDS	sida (m)
alarm clock	réveil (m)
alcohol	alcool (m)
allow (v)	permettre
aloud	à haute voix
amazing	stupéfiant(e), extraordinaire
ambitious	ambitieux (euse)
among	parmi, entre
ancestor	ancêtre
ankle	cheville (f)
annoy (v)	ennuyer, agacer
anthem	hymne
apologize (v)	s'excuser
appreciation	reconnaissance, appréciation (m)
argue (v)	discuter (de), défendre
around	autour de, environ
arrest (v)	arrêter
astonished	étonné(e)
attack (v)	attaquer, s'attaquer
attend (v)	assister
avoid (v)	éviter
aware	être conscient de
awkward	maladroit

## B

ball-point pen	stylo à bille (m)
bandage	bande (f), bandage (m)
barbaric	barbare
base camp	camp de base (m)
beat (of music)	rythme (m)
beg (v)	demander, mendier
behead (v)	décapiter
behind	derrière
belong to (v)	appartenir à
below	au-dessous de, sous
bend	virage (m)
between	entre
beware (v)	se méfier
billboard	panneau (m)
binoculars	jumelles (f)
biodiversity	biodiversité (f)
biofuel	fuel biologique (m)
bird's-eye view	perspective (f), à vol d'oiseau
blame (v)	condamner, blâmer
bleed (v)	saigner
blind	aveugle
blister	cloque (f)
blow nose	saigner du nez
body language	langage (m) du corps
bone	os (m)

boredom	ennui (m)
Braille	en braille
branch (of tree)	branche (f)
brass	cuivre (m)
break out (of war) (v)	éclater
bright	brillant(e)
broad	large
bruise (v)	se faire un bleu
bully (n, v)	terreur (f), maltraiter
bump (v)	heurter
burst out laughing (v)	éclater de rire
business	affaires (f pl)
butterfly	papillon (m)

## C

campaign	campagne (f)
canopy (of forest)	canopée (f)
canteen	cantine (f)
capture (v)	capturer
cardboard	carton (m)
celebrate (v)	célébrer
chainsaw	tronçonneuse (f)
cheek	joue (f)
cheetah	guépard (m)
chemical	produit chimique (m)
choke (v) (crime) (v)	s'étouffer, s'étouffer commettre un crime
compass	boussole (f)
competitive	compétitif(ive)
complain (v)	se plaindre
computer game	jeu vidéo (m)
coward	lâche
craft	artisan (m)
crash	accident (m)
crawl (v)	ramper, nager le crawl
cream	
cure	remède (m)
curly	bouclé(e), frisé(e)
curtsy	révérence (f)
curved	courbe
cut	coupure (f)
cute	mignon(ne)

## D

deaf	sourd(e)
delicious	délicieux(se)
democracy	démocratie (f)
design (v)	dessiner
device	dispositif (m), procédé (m)
dial (v)	composer, appeler
diet	alimentation (f), régime (m)
disabled	handicapé(e)
disapprove (v)	désapprouver
discriminate (v)	discriminer
disease	maladie (f)
dishonest	malhonnête

driving licence	permis de conduire (m)
dumb	muet(te)
during	pendant, durant
DVD player	lecteur de DVD (m)

## E

easy-going	facile à vivre
efficient	efficace
elderly	âgé(e), les personnes âgées (f pl)
emancipated	émancipé(e)
emotional	émotif(ve), émouvant(e)
endless	sans fin
enjoy (v)	aimer, savourer
enough	assez de
ever	jamais
eviction	expulsion (f)
evil	malfaisant(e), mauvais(e)
exhausted	épuisé(e)
express (v)	exprimer

## F

familiar	familier(ère)
fancy dress	déguisement (m), costume (m)
fireworks	feu d'artifice (m)
first aid	premiers secours (m pl)
float (carnival)	char (m)
forbidden	interdit(e)
foreign	étranger(ère)
forgive (v)	pardonner
fortunately	heureusement
forward(s)	en avant
four-wheel drive	4 x 4 (m)
friction	friction (f), frottement (m)
frown (v)	froncer les sourcils
function as (v)	faire fonction de, servir de
funds (resources)	fonds (m pl)
furious	furieux(euse)

## G

gang	bande (f), équipe (f), gang (m)
garment	vêtement (m)
gear (of bicycle)	vitesse (d'un vélo) (f)
get away with (v)	s'en tirer avec
get rid of (v)	se débarrasser de
get used to (v)	s'habituer à
give away (v)	distribuer
give up (v)	abandonner, renoncer
gloomy	morose, sombre

<b>golden wedding</b>	<i>noces d'or (f pl)</i>
<b>graduate</b>	<i>diplômé(e)</i>
<b>graduated</b>	<i>gradué(e)</i>
<b>(thermometer)</b>	
<b>greet (v)</b>	<i>saluer, accueillir</i>
<b>grief</b>	<i>chagrin (m)</i>
<b>grip (v)</b>	<i>saisir, empoigner</i>
<b>grocer</b>	<i>épicier (m), épicière (f)</i>
<b>groom (v)</b>	<i>panser</i>
<b>guest</b>	<i>invité(e) (m, f)</i>
<b>guilty</b>	<i>coupable</i>

<b>H</b>	
<b>haggle (v)</b>	<i>marchander</i>
<b>hand in (v)</b>	<i>remettre</i>
<b>handbag</b>	<i>sac à main (m)</i>
<b>handle</b>	<i>poignée (f), anse (f)</i>
<b>handout</b>	<i>prospectus (m)</i>
<b>harm</b>	<i>mal (m), tort (m)</i>
<b>head for (v)</b>	<i>se diriger vers</i>
<b>healthcare</b>	<i>soins médicaux (m pl)</i>
<b>helmet</b>	<i>casque (m)</i>
<b>homeless</b>	<i>sans-abri (m)</i>
<b>honey</b>	<i>miel (m)</i>
<b>hoot (of car)</b>	<i>coup de klaxon (m)</i>
<b>hospitality</b>	<i>hospitalité (f)</i>
<b>household</b>	<i>ménage (m)</i>
<b>hug (v)</b>	<i>serrer dans ses bras</i>
<b>huge</b>	<i>énorme</i>
<b>human being</b>	<i>être humain (m)</i>

<b>I</b>	
<b>identify (v)</b>	<i>identifier</i>
<b>impose (v)</b>	<i>imposer</i>
<b>increase</b>	<i>augmentation (f)</i>
<b>incredible</b>	<i>incroyable</i>
<b>industrious</b>	<i>travailleur(euse)</i>
<b>initiation</b>	<i>amorce (f)</i>
<b>injure (v)</b>	<i>blesser</i>
<b>inside</b>	<i>intérieur(e)</i>
<b>investigate (v)</b>	<i>examiner, enquêter</i>

<b>J</b>	
<b>jewellery</b>	<i>bijoux (m pl)</i>

<b>K</b>	
<b>keep someone</b>	<i>tenir compagnie</i>
<b>company (v)</b>	<i>à qqun</i>
<b>kiss (v)</b>	<i>embrasser</i>
<b>knee</b>	<i>genou (m)</i>
<b>knob</b>	<i>poignée (f)</i>
<b>knock over (v)</b>	<i>renverser</i>

<b>L</b>	
<b>lately</b>	<i>dernièrement</i>
<b>law</b>	<i>loi (f)</i>
<b>lead (metal)</b>	<i>plomb (m)</i>
<b>lead (v)</b>	<i>mener, conduire</i>
<b>lead (for dog)</b>	<i>laisse (f)</i>

<b>lead singer</b>	<i>chanteur(euse), vedette (f)</i>
<b>leadership</b>	<i>direction (f)</i>
<b>lean</b>	<i>maigre, mince</i>
<b>Lent</b>	<i>carême (m)</i>
<b>lifestyle</b>	<i>style de vie (m)</i>
<b>light bulb</b>	<i>ampoule (f)</i>
<b>lipstick</b>	<i>rouge à lèvres (m)</i>
<b>litter</b>	<i>détritus (m pl)</i>
<b>located</b>	<i>situé(e)</i>
<b>lorry</b>	<i>camion (m)</i>
<b>lose control (v)</b>	<i>perdre le contrôle</i>
<b>lucky</b>	<i>chanceux(euse)</i>

<b>M</b>	
<b>male</b>	<i>mâle (m), masuclin(e)</i>
<b>majority age</b>	<i>âge de la majorité</i>
<b>mammal</b>	<i>mammifère (m)</i>
<b>manage to (v)</b>	<i>réussir, arriver à</i>
<b>manager</b>	<i>directeur(trice), gérant(e)</i>
<b>mass</b>	
<b>production</b>	<i>production en série (f)</i>
<b>mean to (v)</b>	<i>avoir l'intention de (f)</i>
<b>melt (v)</b>	<i>faire fondre</i>
<b>mercury</b>	<i>mercure (m)</i>
<b>miniature</b>	<i>minuscule</i>
<b>minimum</b>	<i>minimum, minimale</i>
<b>minor (young person)</b>	<i>mineur(e)</i>
<b>mixture</b>	<i>mélange (m)</i>
<b>mob</b>	<i>foule (f)</i>
<b>mood</b>	<i>humeur (f), état d'esprit (m)</i>

<b>mother tongue</b>	<i>langue maternelle (f)</i>
<b>motorcyclist</b>	<i>motard (m)</i>
<b>motorway</b>	<i>autoroute (f)</i>
<b>mouse</b>	
<b>(computer)</b>	<i>souris d'ordinateur (f)</i>
<b>mouth-to-mouth</b>	
<b>resuscitation</b>	<i>bouche-à-bouche (m)</i>
<b>mouthful</b>	<i>bouchée (f)</i>
<b>MP3 player</b>	<i>lecteur MP3 (m)</i>
<b>murder</b>	<i>meurtre (m)</i>

<b>N</b>	
<b>narrow</b>	<i>étroit(e)</i>
<b>national unity</b>	<i>unité nationale (f)</i>
<b>navy</b>	<i>marine (f)</i>
<b>nearby</b>	<i>tout près, proche</i>
<b>neighbourhood</b>	<i>quartier (m), voisinage (m)</i>
<b>nest</b>	<i>nid (m)</i>
<b>nightmare</b>	<i>cauchemar (m)</i>
<b>nod (v)</b>	<i>faire un signe de la tête</i>
<b>nosebleed</b>	<i>saignement de nez (m)</i>
<b>nostril</b>	<i>narine (f)</i>
<b>novel</b>	<i>roman (m)</i>

<b>O</b>	
<b>obey (v)</b>	<i>obéir</i>
<b>offering</b>	<i>offrande (f), offre (f)</i>
<b>office</b>	<i>bureau (m)</i>

<b>official</b>	<i>officiel(le)</i>
<b>on purpose</b>	<i>exprès, délibérément</i>
<b>on top of</b>	<i>dessus</i>
<b>opposite</b>	<i>opposé(e)</i>
<b>overland</b>	<i>par voie de terre</i>
<b>overloaded</b>	<i>surchargé(e)</i>
<b>oversized</b>	<i>trop grand(e)</i>
<b>overwhelmed</b>	<i>ravi(e)</i>

<b>P</b>	
<b>packed with</b>	<i>bondé(e)</i>
<b>panic</b>	<i>panique (f)</i>
<b>paperclip</b>	<i>trombone (m)</i>
<b>parade</b>	<i>défilé (m)</i>
<b>path</b>	<i>chemin (m), sentier (m)</i>
<b>pavement</b>	<i>trottoir (m)</i>
<b>peak</b>	<i>sommet (m), pic (m)</i>
<b>penknife</b>	<i>canif (m)</i>
<b>pen-pal</b>	<i>correspondant (m)</i>
<b>pilgrimage</b>	<i>pèlerinage (m)</i>
<b>pinch</b>	<i>pincement (m), pincée (f)</i>
<b>plan (v)</b>	<i>faire des projets</i>
<b>plaster</b>	
<b>(medical)</b>	<i>plâtre (m)</i>
<b>plug in</b>	
<b>(computer) (v)</b>	<i>se brancher</i>
<b>plumber</b>	<i>plombier (m)</i>
<b>pocket money</b>	<i>argent de poche (m)</i>
<b>policy</b>	<i>politique (f)</i>
<b>pregnant</b>	<i>enceinte</i>
<b>preserve (v)</b>	<i>conserver, entretenir</i>
<b>press (v)</b>	<i>appuyer sur, presser</i>
<b>privileged</b>	<i>privilegié(e)</i>
<b>project</b>	<i>projet (m), dossier (m)</i>
<b>provoke (v)</b>	<i>provoquer</i>
<b>punish (v)</b>	<i>punir</i>
<b>purpose</b>	<i>but (m)</i>
<b>put away (v)</b>	<i>ranger</i>

<b>Q</b>	
<b>quiz</b>	<i>jeu (m)</i>

<b>R</b>	
<b>rabies</b>	<i>rage (f)</i>
<b>react (v)</b>	<i>réagir</i>
<b>refreshing</b>	<i>rafraîchissant(e)</i>
<b>register (v)</b>	<i>s'inscrire</i>
<b>regularly</b>	<i>régulièrement</i>
<b>relief</b>	<i>soulagement (m)</i>
<b>ring-pull</b>	<i>anneau d'ouverture (m)</i>
<b>ritual</b>	<i>rituel(le), rituel (m)</i>
<b>roast</b>	<i>rôti (m)</i>
<b>rob (v)</b>	<i>voler, dérober</i>
<b>robbery</b>	<i>vol (m)</i>
<b>roll (v)</b>	<i>rouler</i>
<b>rumble</b>	
<b>(stomach)</b>	<i>gargouillement (m)</i>
<b>run away (v)</b>	<i>s'enfuir</i>
<b>rustle</b>	<i>bruissement (m)</i>
<b>rusty</b>	<i>rouillé(e)</i>

## S

<b>savannah</b>	savane (f)
<b>scarce</b>	rare
<b>scholarship</b>	bourse d'études (f), érudition (f)
<b>screech</b> (of tyres)	crissement (m)
<b>self-centred</b>	égocentrique
<b>sentence (v)</b>	prononcer une sentence
<b>settle (v)</b>	s'installer
<b>severe</b>	grave
<b>shade</b>	ombre (f)
<b>shepherd</b>	berger (m)
<b>shiver</b>	frisson (m)
<b>shore</b>	rivage (m)
<b>shoulder blade</b>	omoplate (f)
<b>shout</b>	cri (m)
<b>shower</b>	douche (f)
<b>shrimp</b>	crevette (f)
<b>sigh</b>	soupir (m)
<b>since</b>	depuis
<b>sink (v)</b>	couler
<b>slap</b>	claque (f)
<b>smile</b>	sourire (m)
<b>snack (v)</b>	grignoter
<b>soaked</b>	trempé(e)
<b>social status</b>	statut social (m)
<b>socialize (v)</b>	fréquenter des gens
<b>species</b>	espèce (f)
<b>specific</b>	précis(e)
<b>spill (v)</b>	renverser
<b>sprain</b>	entorse (f)
<b>squeeze (v)</b>	presser
<b>stack</b>	tas (m)
<b>stall (of market)</b>	étal (marché) (m)
<b>stare</b>	regard fixe (m)
<b>steal (v)</b>	voler
<b>steel</b>	acier (m)
<b>steel drum</b> (musical)	bidon d'acier (m)

## stern

<b>stick</b>	sévère
<b>street vendor</b>	bâton (m)
<b>stroke (v)</b>	vendeur(se) de rue
<b>struggle (v)</b>	caresser
<b>struggle (v)</b>	lutter
<b>stumble (v)</b>	trébucher
<b>suitable</b>	convenable
<b>sunglasses</b>	lunettes de soleil (f pl)
<b>surgeon</b>	chirurgien (m)
<b>swerve (v)</b>	faire une embardée, un écart
<b>swing (v)</b>	se balancer
<b>swordsman</b>	épéiste (m)

## T

<b>take care</b> of (v)	prendre soin de
<b>take place (v)</b>	prendre place
<b>tasty</b>	savoureux(euse)
<b>tease</b>	taquin(e)
<b>teenager</b>	adolescent(e)
<b>theft</b>	vol (m)
<b>thick</b>	épais(se)
<b>thread</b>	fil (m)
<b>threaten (v)</b>	menacer
<b>throughout</b>	partout
<b>tin opener</b>	ouvre-boîtes (m)
<b>tiny</b>	minuscule
<b>toothpaste</b>	dentifrice (m)
<b>towards</b>	vers, envers
<b>traffic lights</b>	feux de circulation (m pl)
<b>trainers</b>	chaussures de sport (f pl)
<b>transfer (v)</b>	transférer
<b>tread</b>	pas (m), marche (f)
<b>treatment</b>	traitement (m)
<b>treetop</b>	cime (f)
<b>trendy</b>	branché(e)
<b>trip</b>	voyage (m)
<b>twins</b>	jumeaux(elles)
<b>typical</b>	typique

## U

<b>underage</b>	mineur(e)
<b>unequal</b>	inégal(e)
<b>unforgettable</b>	inoubliable
<b>unhealthy</b>	maladif(ive)
<b>until</b>	jusqu'à

## V

<b>vaccine</b>	vaccin (m)
<b>vehicle</b>	véhicule (m)
<b>view (v)</b>	considérer, voir, visiter
<b>viewfinder</b>	visueur (m)

## W

<b>walking stick</b>	canne (f)
<b>walkway</b>	promenade
<b>(treetop)</b>	en haut des arbres (f)
<b>wallet</b>	portefeuille (m)
<b>wander (v)</b>	errer, vagabonder
<b>warrior</b>	guerrier(ère)
<b>wave (v)</b>	agiter, brandir
<b>weapon</b>	arme (f)
<b>wedding</b>	mariage (m)
<b>welcome (v)</b>	accueillir
<b>well-dressed</b>	bien habillé(e)
<b>well-spoken</b>	qui parle bien
<b>wheelbarrow</b>	brouette (f)
<b>wheelchair</b>	fauteuil roulant (m)
<b>whether</b>	si
<b>whisper</b>	murmure (m)
<b>widely</b>	beaucoup, largement
<b>widespread</b>	répandu(e)
<b>wildlife</b>	nature (f)
<b>wind (v)</b>	couper le souffle
<b>windscreen</b>	pare-brise (m)
<b>witness (n, v)</b>	témoin (m), témoigner
<b>would</b>	
<b>rather (l)</b>	je préférerais
<b>wrestling</b>	lutte (f)