

Way

in English!

6^e

Ahead

Teacher's Book




MACMILLAN

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Teacher's Book

Secondary English
for Francophone Cameroon Level 6^e

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Photo de couverture : Maurice Ascani / Hoa-Qui
Couverture et maquette intérieure : Courant d'idées
Mise en pages : Courant d'idées
Suivi éditorial : Josiane Attucci-Jan

© MacMillan Publishers Limited / EDICEF, 2007
ISBN MacMillan 978-9-9561-2260-8
ISBN EDICEF 978-2-7531-0072-5

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Introduction

► DESCRIPTION OF THE COURSE

Way Ahead in English! is a new four-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 are: 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 an optional introductory unit called *New Start* and 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 the basic skills of reading, writing, 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 Student's Book, there is a Grammar summary, a phonetic transcript, 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 Guide** contains: an introduction; the teaching notes and answers for all the Student's Book 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 Guide. These are optional activities which you may or may not choose to do.

► EVALUATION

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

There are five *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.

New start

N*ew start* is a starter unit intended to revise and practise simple structures and vocabulary which children may have learned at Primary level. For classes with a majority of complete beginners, you may like to spend more time on this unit by working systematically through the exercises. For classes with

a majority of students who have followed English at primary level, you may prefer to use this unit for revision purposes.

If you do not feel that your students need to do this starter unit, you can go straight to Unit 1.

Unit Summary

COMMUNICATION FOCUS

- greeting people
- saying names
- saying goodbye

VOCABULARY

- the alphabet; numbers from 0–20; colours: *black, blue, brown, green, grey, orange, red, white, yellow*

GRAMMAR

- affirmative form of the verb *to be*: *I'm, It's; They're*

READING AND WRITING Page 6

Aim: to recognise and practise simple greetings

Warm-up: Write *Page 6* on the board. Ask students to open their books at page 6. Write the following French greetings on the board and ask students to say the equivalent English words: *Salut (Hello or Hi); Bonjour (Good morning)*.

Activity 1

- Read the dialogues aloud. Students read and listen to the conversations.
- Read the dialogues again. Students repeat chorally.
- Ask two strong students to demonstrate the dialogues for the class. Ask students to practise the dialogues in pairs. Then ask random pairs across the class to demonstrate the dialogues.
- Point out the familiar greetings *Hello* and *Hi!* between students in conversation 2 and the more formal greeting *Good morning* used by the teacher and the students in conversation 1.

Activity 2

- Do the first sentence orally as an example.
- Ask students to work in pairs and complete the dialogue orally. Tell them to use their own names. Then ask students to copy the complete dialogue into their exercise books.
- Demonstrate the dialogue with a strong student. Ask random pairs to read their dialogues.

→ *Students' own answers*

LISTENING AND SPEAKING Page 6

Aim: to learn and practise the alphabet; to learn numbers from 0–10

Warm-up: Copy the alphabet onto the board with the letters in groups. Point to a letter and say *a* or *b*, *c* or *d*, etc. Students say the correct letter.

Activity 1

- Say the letters of the alphabet. Students repeat each letter after you.
- Ask one student to go to the board and point to random letters for the class to say chorally.

Activity 2 : Sing or play a cassette of the alphabet song. Make sure that you pause after each group of letters. Students sing along with you.

Activity 3

- Explain that you are going to spell four words. Tell students to listen and write the words.
- Spell the words a second time so students can check. Check the answers around the class.
→ HELLO; GOOD; TEACHER; THANKS

Activity 4

- Ask the class to say any numbers in English that they know.
- Copy the numbers 0-10 onto the board. Point to and say the numbers. Students repeat each number after you.
- Point to random numbers for the class to say chorally.

Activity 5 : Ask students to say the numbers 0-10 in the correct order. You may like to get them to say the numbers backwards.

VOCABULARY Page 7

Aim: to learn vocabulary for colours

Warm-up: Write the colours on the board. Say a colour and point to something of that colour in the classroom. Say colours and ask students to point to things of that colour.

Activity 1

- Ask students to work in pairs and match the words in the box with the colours.
→ **a** blue **b** red **c** green **d** black **e** white **f** yellow **g** orange **h** brown **i** grey
- Read the colours aloud to the class. Students repeat each colour after you.

Activity 2

- Read the example dialogue with the class.
- In pairs, students take it in turns to point to the things in the pictures and say what colour it is or they are, for example: *It's blue. They're red.*
- Ask one student to write the answers on the board while the others call out the answers.
→ *Students' own answers*

SPEAKING AND LISTENING Page 7

Aim: to learn numbers 11–20; to say goodbye

Warm-up: Revise numbers 0-10.

Activity 1

- Look at the picture. Demonstrate the activity with the class by holding up four fingers and eliciting the number *Four*.
- In pairs, students play *Show the numbers*.

Activity 2

- Tell students to write the numbers 11-20 in order in their exercise books. Ask students to work in pairs and match the words with the numbers.
- Write numbers 11-20 on the board. Read out the numbers in the correct order and students check their answers. Read the numbers again and students repeat each one.
- Point out the suffix *-teen* to form numbers 13-19.
→ 11 *eleven*; 12 *twelve*; 13 *thirteen*; 14 *fourteen*; 15 *fifteen*; 16 *sixteen*; 17 *seventeen*; 18 *eighteen*; 19 *nineteen*; 20 *twenty*

Activity 3: Dictate the numbers. Ask students to write the numbers.

→ 18, 15, 12, 13, 20, 11, 17, 14, 19, 16

EXTRA ACTIVITY

- Dictate the following numbers: 12, 20, 13, 15, 18, 11, 17, 14, 16, 19. Tell students to write the words, for example: *twelve, twenty, etc.*
- Students work in pairs and do number dictations.

Activity 4

- Students look at the picture of two students saying goodbye.
- Read the example dialogue and students repeat chorally.
- Say *Goodbye, X*. Elicit a response *Goodbye, Mr / Mrs Y*.
- Students practise saying goodbye to their classmates.

WORKBOOK

- **1** Hello Good are thanks
- **2** **a** 17 **b** 12 **c** 10 **d** 11 **e** 6 **f** 13 **g** 8 **h** 20
- **3** **a** four + one + ten = fifteen **b** seven + three + eight = eighteen **c** three + four + five = twelve
- **4** **1** blue **2** red **3** green **4** grey **5** orange **6** white
- **5** **1** nine **2** four **3** how **4** three
- **6** blue-two-you door-four-your ten-pen
- **7** **2** how **3** your **4** morning **5** good **6** are
Students' own answers

Unit summary

COMMUNICATION FOCUS

- greeting and responding to greetings
- introducing oneself and other people
- asking and saying who people are and where they are from
- talking about families and family relationships
- spelling names

VOCABULARY

- countries: *Nigeria, Cameroon, Kenya, Central Africa, Angola, Ghana*
- school subjects: *History, Maths, English*
- people words: *girl, boy, man, woman, baby*
- family words: *mother, father, daughter, son, sister, brother, wife, husband, grandmother, grandfather*

Lesson 1 Hello! ► Page 8

TOPIC: people at school

GRAMMAR AIMS:

- to learn all forms of the present simple of the verb *to be*
- to discriminate between the short and long forms of the verb *to be*
- to recognise and use the subject pronouns *I, you, he, she, it, we, they*
- to introduce people with the demonstrative pronouns *this, these*
- to ask questions with *Where, What*

READING AND SPEAKING Page 8**Aim:** to read and understand main ideas; to practise introductions

Warm-up: Ask students to look at the two pictures on page 8. Ask: *Who are the people? Where are they? Guess what they say.*

Activity 1: Explain that they are going to match the conversations with the pictures. Read the conversations or play the tape. Students match the conversations with the pictures.

→ **a** conversation 1 **b** conversation 2

Activity 2

- Read the conversations again. Students repeat chorally. Choose two strong pairs of students to demonstrate the conversations.
- Students practise the conversations in pairs. Remind them to change roles. Walk around the class checking their intonation and pronunciation.
- Call on a random pair to read a dialogue to the class. Make corrections if necessary.

Activity 3

- Ask students to copy and complete the dialogue in their exercise books with information about themselves and their partner. Tell them to look at the dialogues in activity 1 to help them. Give the class a few minutes to complete the exercise.
 - Ask a pair of students to write their dialogue on the board.
- *Students' own answers*

Activity 4: Students practise their dialogues with their partner or in random pairs across the class.

Remember Page 8

- Read the Remember box with the class. Make sure students understand that we use the short form of the verb *to be* when we speak or in informal written English.
- Say the words with the short and long forms. Students repeat. Check their pronunciation.

- Ask students to find more examples of short and long forms in Lesson 1.
⇒ **Grammar, Page 116**
- Ask students to turn to the Grammar reference on page 116. Read the section with the class.

EXTRA ACTIVITY

- Tell students that you are going to dictate four sentences with the long forms of *to be*.
- Say the sentences twice. Students write the sentences in their exercise books.
My name is Mary. I am pleased to meet you. What is your name? She is the English teacher.
- Ask students to rewrite the sentences using the short form. Write the answers on the board.
- As a follow-up, ask students to make more sentences with short and long forms. Correct some of their sentences on the board.

WRITING Page 8

Aim: to punctuate sentences; to write personal information

Warm-up: Write the following punctuation marks on the board: full stop (.), question mark (?), comma (,). Revise punctuation rules for full stops, question marks and capital letters.

Activity 1

- Ask students to write the sentences in their exercise books with the correct punctuation.
- Ask one student to write the answers on the board. The students exchange papers and correct each others' work. Point out the use of a capital letter for the pronoun *I* in English.
→ **1** What's your name? **2** I'm Moussa. **3** Hello. I'm Adija. What's your name? **4** Hello, Adija. Where are you from?

Activity 2: Ask students to complete the sentences about themselves.

→ *Students' own answers*

READING Page 9

Aim: to read for specific information; to check comprehension

Warm-up: With books closed, write these phrases on the board: *My name's..., I'm from..., My friend's from...* Ask students to complete the sentences with personal information.

Activity 1: Read the text to the class. Students listen and read the text silently. Make sure students understand the new vocabulary: *house, good at*.

Activity 2

- Read the example with the class. Students read the text again, and, individually or in pairs, decide whether the sentences are true or false.
→ **1** True **2** True **3** False **4** False **5** False **6** False
- Ask students to correct the false sentences. Check their answers with the class.
→ **3** Raissa is at Titi's house. **4** Ali is from Lagos in Nigeria. **5** Diane and Ali are good friends. **6** Mrs Ndongo is the English teacher.

Remember Page 9

- Read the Remember box with the class. Make sure students understand that *this* is singular and *these* is plural. Point out that we use *is* with *this* and *are* with *these*.

SPEAKING AND WRITING Page 9

Aim: to practise introducing people

Warm-up: Ask students to say which characters in the text are friends. For example: *Mamadou and Adija are friends. Titi and Raissa are friends.*

Activity 1

- Read texts A and D to the class again. Students repeat chorally. Ask individual students to read the text. Check intonation and pronunciation.
- Students work in groups of three or four and introduce their own friends and teacher. Explain that they only need to change the **bold** words in texts A and D.

- Ask individual students to demonstrate their introductions.

→ *Students' own answers*

Activity 2: Students copy and complete the sentences with the words in the box. Check their answers around the class.

→ *What 2 This 3 are 4 Where 5 These*

READING AND SPEAKING Page 10

Aim: to read for specific information; to practise spelling names

Warm-up: Write the following on the board: *Is Ali from Cameroon? Ayo is from Nigeria.* Ask students which sentence is a question. Students find other questions in Lesson 1. Ask them how the word order changes in a question.

Activity 1

- Read the dialogues to the class. Students listen and read the text silently.
- Students name the people in the pictures.

→ *Mr Diaby and Ayo*

Activity 2

- Tell students to copy the sentences with the correct answers into their exercise books.
- Check their answers around the class. Ask pairs of students to ask and answer the questions.

→ *1d 2a 3b 4c*

Activity 3

- Read the example dialogue with a confident student.
- Students work in pairs and practise spelling their names. Ask strong students to spell their names to the class.

→ *Students' own answers*

GRAMMAR Page 10

Aim: to form questions and short answers with the verb *to be*

Warm-up: Ask questions around the class and elicit short answers. Write some of the questions and answers on the board. Examples: *Are you from Cameroon? Yes, I am. / No, I'm not. / Yes, we are.*

Is your family name Nguimgo? No, it isn't. / Yes, it is.

Is Adija your friend? Yes, she is. / No, she isn't.

Activity 1

- Students copy and complete the sentences in their exercise books.
- Check the answers orally around the class.

→ *1 Are; I'm not; I'm 2 Is; isn't; He's 3 Are; are 4 Are; aren't; are 5 Is; isn't*

Remember Page 10

- Read the Remember box with the class. Students repeat the questions and answers.
- Make sure students understand the use of *is* for the third person singular and *are* for the third person plural.

⇒ **Grammar, Page 116**

- Ask students to turn to the Grammar reference on page 116. Read the section with the class.

WORKBOOK

→ *1 I'm your My you*

→ *2 1 My name is Raissa. 2 What is your name? 3 I am pleased to meet you. 4 My name is Peter.*

→ *3 1 This is my friend John. 2 I'm with my friend. 3 Where are you from? 4 He's good at English. 5 They're in my class.*

→ *4 1 meet 2 where 3 from 4 school 5 morning 6 your*

→ *5 Students' own answers*

→ *6 1 These 2 This 3 This 4 These*

→ *7 1 is 2 are 3 is 4 are*

- 8 2 from 3 is 4 friend 5 class 6 you 7 I'm 8 is 9 is
- 9 1 is 2 these 3 friend 4 from
- 10 1 Is; Yes, she is. 2 Is; No, she isn't. 3 Are; Yes, they are. 4 Is; No, he isn't. 5 Is; Yes, he is
6 Are; Yes, we are.
- 11 1 your 2 This 3 thanks 4 six
- 12 friend teacher name these they that

Lesson 2 Family ► Page 11

TOPIC: family and family relationships

GRAMMAR AIMS:

- to use all forms of the present simple of the verb *to be*
- to recognise and use possessive adjectives *my, your, his, her, its, our, their*
- to use the possessive 's with singular nouns, for example: *Kevin's friends*

VOCABULARY AND READING Page 11

Aim: to learn vocabulary for people; to present vocabulary for family members; to transfer information from a text to a diagram

Warm-up: With books closed, ask: *What family words do you know?* Write their suggestions on the board.

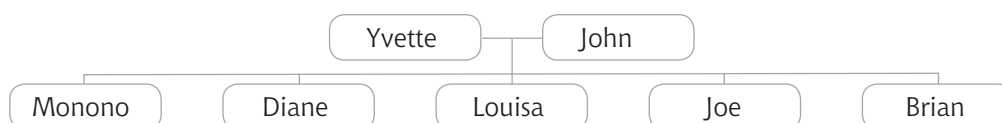
Activity 1

- Ask students to match the words with people in the photo.
- Say the words aloud and students repeat.
- **A** girl **B** man **C** woman **D** baby **E** boy **F** girl **G** boy

Activity 2: Read the text. Students listen and read the text silently.

Activity 3

- Ask students to copy the family tree into their exercise books. In pairs, they complete the family tree.
- Copy the family tree on the board and ask students to give their answers. Encourage them to make sentences, example: *The mother's name is Yvette. The father's name is John. Etc.*



SPEAKING Page 11

Aim: to practise the possessive 's

Warm-up: Ask: *Who is Diane's mother? Who is Diane's father? Who are Diane's brothers?*
Elicit short answers. *Yvette is. John is. Monono and Joe are.*

Activity 1: Students ask and answer questions about Diane's family in pairs or across the class.

Remember Page 11

- Read the Remember box with the class. Make sure students understand the use of the possessive 's. Tell them that we don't say *the mother of Diane* in English.
- ⇒ **Grammar, Page 119**

EXTRA ACTIVITY

- Write the following sentences on the board.
1 *The baby's name's Brian.* 2 *Louisa's my mother's daughter.*
3 *John's Yvette's husband.* 4 *My brother's name's Monono.*
- Ask students to say which 's is the verb *to be* and which is a possessive 's.

WRITING Page 11

Aim: to write about your family

Warm-up: Ask around the class: *What is your mother's name? What is your father's name? What is your brother's name?* Elicit full answers. Example: *My father's name is Peter. etc.*

Activity 1

- Answer the sentences orally around the class. Then ask students to write about their families. Encourage them to write about other family members.

→ *Students' own answers*

VOCABULARY Page 12

Aim: to learn vocabulary for family members

Warm-up: Write the gender signs (♂ and ♀) on the board and the following words: *man, woman, boy, girl*. Ask students to match the words with the signs.

Activity 1

- Ask students to match the words in A with the words in B.
- Say the words in pairs. Students repeat chorally then individually. Check their pronunciation. Make sure they don't pronounce the silent *d* in *grandmother / grandfather* or the *gh* in *daughter*.

→ 1d 2c 3e 4a 5b

READING Page 12

Aim: to predict information from a picture; to read for specific information

Warm-up: Students look at the picture. Ask: *How many brothers and sisters have you got? Have you got a grandmother?*

Activity 1: Ask students to look at the picture of the family and guess the relationships between the people in the picture.

Activity 2: Read the dialogue aloud. Students listen and read the dialogue silently.

Activity 3: Ask students to match the two parts of the sentences. They copy the complete sentences into their exercise books.

→ 1c 2e 3b 4a 5d

GRAMMAR Page 12

Aim: to learn the possessive adjectives

Warm-up: Ask students to find possessive adjectives in the dialogue in Reading Activity 2. Write them on the board.

Activity 1

- Ask students to copy and complete the sentences in their exercise books.
- Check the answers orally with the class.

→ 1 His 2 Her 3 Their 4 Her

Remember Page 12

- Read the Remember box with the class. Make sure students understand that possessive adjectives do not change with plural nouns. They vary according to the possessor, not the thing possessed.

⇒ **Grammar, Page 119**

- Read this section with the class

EXTRA ACTIVITY

- Write the following phrases on the board: *John's book; John's books; Adija's friend; Adija's friends; Adija and John's school; Adija and John's friends.*
- Ask students to rewrite the sentences using the possessive adjectives *his, her, their*.

Activity 2

- Tell students to look at the family tree on page 11 and read the example.
- In pairs, students take it in turns to point and say people's names.

WORKBOOK

- 1 2 man 3 sister 4 husband 5 mother 6 grandmother
- 2 *Students' own answers*
- 3 *Students' own answers*
- 4 1 your 2 my 3 her 4 your 5 Their 6 His
- 5 1 Monono's 2 Monono's 3 Yvette's 4 Louisa's 5 mother's
- 6 1 family 2 woman 3 son 4 home 5 photo 6 husband
- 7 1 These are my sisters. 2 Joe is my brother. 3 Her name is Yvette. 4 Monono and Joe are brothers.
- 8 1 mother, brother, daughter 2 their, there, chair, they're 3 three, she, family 4 blue, two, you

Practice page ► *Page 13***GRAMMAR****Activity 1**

- Ask students, in pairs or individually, to make as many sentences as possible with the words in the box.
 - Check the answers by asking different students to read their sentences.
- *Students' own answers*

Activity 2: Ask students to complete the sentences with the correct form of the verb *to be*. Correct their answers orally.

- 1 *is*, 2 *are*, 3 *are* 4 *is*

Activity 3: Ask students to copy and complete the table into their exercise books.

- *you – your; he – his; she – her; we – our; you – your; they – their*

Activity 4: Students choose the correct sentence in each pair.

- 1a 2b 3a 4a

LET'S HAVE FUN**Activity 1**

- Draw a bingo table on the board and ask students to copy it into their exercise books.
- Ask students to complete the table with numbers from 1-20. Tell them not to use the same number more than once.
- Call out numbers 1-20. Students tick the numbers if they are in their table.
- Tell students that the first person to have a line of ticks calls out BINGO! This person is the winner.

Activity 2

- Students write as many words of five letters and six letters as they can remember from unit 1.
- *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- asking and saying how many things there are
- saying where things are
- asking and saying how old people are
- talking about possession

VOCABULARY

- numbers from 20-1,000
- classroom objects: *board, table, chair, desk, pen, book, eraser, ruler, pencil, bag, mobile phone*
- prepositions of place: *in, on, under, behind, outside*
- farm animals: *chicken, cow, dog, pig, rabbit, sheep*

Lesson 1 In the classroom ► Page 14

TOPIC: things in the classroom

GRAMMAR AIMS:

- to ask questions with *How many*
- to use *there is / there are*
- to use prepositions to say where things are in the classroom

VOCABULARY AND SPEAKING Page 14

Aim: to learn vocabulary for classroom objects; to ask questions with *How many*; to use *there is / there are*

Warm-up: Revise numbers 1-10. Students look at the picture and count each object.

Activity 1

- Say the words in the box. Students listen.
- Ask students to match the words with the pictures.
→ **A** bag **B** pens **C** chairs **D** girls **E** teacher's table **F** pencils **G** books **H** board **I** rulers **J** desks **K** erasers
L boys **M** mobile phone

Activity 2

- Say the sentences. Ask students to point to the objects.
- Say the sentences again. Students listen and repeat.

Activity 3

- Ask students to work in pairs and make sentences with *there is / there are* and the other objects in the picture.
- Correct their answers orally around the class.
→ *Students' own answers*

Activity 4

- Read the question to the class. Tell students to look at the picture and answer the question.
- Ask more questions with *How many* around the class. Students answer chorally or individually.
- Ask the question again. Students repeat.
- Ask students to work in pairs and ask and answer more questions with *How many* about the objects in the picture.
- Ask pairs of students across the class to demonstrate their questions and answers.
→ *Students' own answers*

EXTRA ACTIVITY

- Ask students to write four questions with *How many*. They exchange questions with another student and write answers to the questions using *there is / there are*.
- Ask them to correct their work in pairs. Write some of their sentences on the board.

Remember Page 14

- Read the Remember box with the class. Check students understand.
⇒ **Grammar, Page 116**
- Read this section with the class.

WRITING Page 14

Aim: to practise using *there is / there are*

Warm-up: Write on the board: *There _____ two books. There _____ a person.* Ask students to complete the sentences.

Activity 1: Ask students to copy the questions into their exercise books and write full answers about their classroom.

→ **1** *There are four boys.* **2** *There are nine tables.* **3** *There is one mobile phone.* **4** *There are nine chairs.*

VOCABULARY Page 15

Aim: to learn numbers 20-100

Warm-up: Revise numbers 0-20. Ask students to count round the class.

Activity 1

- Ask students to match the numbers with the words.
- Correct their answers around the class. Write the answers on the board.
- Say the numbers aloud. Students listen and repeat chorally then individually.
→ *21 twenty-one; 40 forty; 30 thirty; 53 fifty-three; 50 fifty; 70 seventy; 80 eighty; 44 forty-four; 60 sixty; 90 ninety; 100 one hundred*

EXTRA ACTIVITY

- Write the following sums on the board: $40 + 30 = ?$ $12 + 24 = ?$ $23 + 54 = ?$ $15 + 71 = ?$
- Write the example on the board: *forty plus thirty equals seventy.*
- Ask students to write and complete the other sums in words.
- Ask students to make three more sums. Tell students to exchange their sums with another person and complete the sums. They correct their sums with their partner.

PRONUNCIATION Page 15

Aim: to recognise and pronounce the endings *-teen* and *-ty* in numbers

Warm-up: Revise numbers 11-19.

Activity 1: Say the numbers in pairs. Students listen and repeat chorally then individually. Make sure they pronounce the endings correctly.

Activity 2: Students say the numbers chorally. Go around the class asking individual students to say the numbers.

READING Page 15

Aim: to read a description of a class for specific information

Warm-up: Ask questions orally about the class. For example: *How many students are there in this class? How many girls? How many boys? How many tables and chairs are there?*

Activity 1: Read the text to the class. Students listen and read the text silently.

Activity 2

- Students read the text again and decide whether the sentences are true or false.
→ **1 True 2 False 3 True 4 False 5 True 6 False**
- Ask students to correct the false sentences by writing full sentences. Ask a student to write the corrections on the board.
→ **2** *There are twenty girls in the class.* **4** *There is one table for two children.* **6** *There are no mobile phones on the children's desks.*

WRITING Page 15

Aim: to write a description of their class

Warm-up: Read the Reading text again slowly, pausing before the numbers. Elicit the numbers for their class from the students.

Activity 1

- Explain that students are going to write a description of their class. Tell them to use the Reading text as a model. Complete the first two sentences orally with the class.
 - Ask students to write their description in their exercise books. You may like to get students to do this activity for homework.
- *Students' own answers*

VOCABULARY AND SPEAKING Page 16

Aim: to learn prepositions of place

Warm-up: Write the prepositions on the board. Say the prepositions and students repeat. Using an object (a bag, a book) demonstrate the meaning of each preposition.
Elicit phrases with the preposition and classroom objects, for example: *on the table, behind the door, etc.*

Activity 1: Ask students to look at the picture and point to the things in the box.

Activity 2

- Ask students to look at the picture and complete the sentences.
- Check the answers orally around the class. Ask students to copy the sentences into their exercise books and illustrate each preposition.
→ **1 children 2 teacher 3 boy 4 girl 5 lizard**

Activity 3

- Demonstrate the activity by pointing to objects and eliciting sentences with prepositions of place.
 - Read the example with the class.
 - Ask students to write five sentences with the prepositions of place in the box.
- *Students' own answers*

PRONUNCIATION Page 16

Aim: to pronounce plural nouns

Warm-up: With books closed, elicit the plural forms of some words from the unit, for example: *pens, books, boys, girls*. Circle the plural *s* in each word.

Activity 1: Say the words in pairs. Students listen and repeat.

GRAMMAR Page 16

Aim: to learn how to use *There is / There are*

Warm-up: Draw the following objects on the board: *two pens, a table*. Elicit phrases *There are two pens. There is a table.*

Activity 1

- Ask students to count the objects in the chart.
- Read the example with the class.
- Ask students to write sentences for the other objects in their exercise books.

→ There are four clocks. There is one board. There are five pens. There are six glasses. There are five erasers.

⇒ Grammar, Page 116

WORKBOOK

- 1 1 pen 2 book 3 eraser 4 pencil 5 desk 6 chair 7 bag
- 2 a thirteen b eighteen c twenty-one d thirty e forty f sixty-six g seventy h eighty-seven
i ninety-five j hundred
- 3 a seventy minus seventeen equals fifty-three b thirty-three minus twenty-seven equals six
c forty minus thirteen equals twenty-seven d fifty plus fifty equals a hundred
- 4 1 forty 2 fourteen 3 fifty 4 sixteen
- 5 1 bags 2 rulers 3 doors 4 desks 5 phones 6 children 7 families 8 babies 9 chairs 10 glasses
- 6 1 are 2 There 3 books 4 is 5 two 6 many
- 7 1 There are 2 There is 3 There are 4 There are 5 There is
- 8 1 How many windows are there? There are four windows. 2 How many erasers are there? There are thirteen erasers. 3 How many desks are there? There are twenty-five desks. 4 How many blackboards are there? There is one blackboard.
- 9 1 The teacher is next to the board. 2 The books are on the table. 3 The bag is on the chair.
4 The lizard is under the table. 5 The ruler is in the bag. 6 The teacher is behind the table.

Lesson 2 Classmates ► Page 17

TOPIC: classmates and their possessions

GRAMMAR AIMS: • to ask questions about people's age with *How old*
• to learn the affirmative and negative forms of the verb *have got*

READING AND SPEAKING Page 17

Aim: to read a dialogue for specific information; to check comprehension

Warm-up: Revise numbers from 0-20. Write some random numbers on the board. Point to the numbers and students call out the number.

Activity 1: Read the dialogue. Students listen and read silently.

Activity 2

- Ask students to copy the sentences with the correct answers into their exercise books.
- Check their answers around the class. Ask pairs of students to ask and answer the questions. Point out that we use *is / are* for age in English NOT *has / have*.
→ 1d 2c 3a 4b

Activity 3

- Read the dialogue again. Students repeat chorally. Ask two strong students to read the dialogue aloud.
- Ask students to practise the dialogue in pairs.

Activity 4: Students practise asking other students their age. Do this across the class or in pairs.

→ *Students' own answers*

Activity 5

- Read the example dialogues with a confident student.
- In pairs, students practise similar dialogues about people they know.
→ *Students' own answers*

VOCABULARY AND LISTENING Page 18

Aims: to learn vocabulary for farm animals; to understand numbers

Warm-up: With books closed, ask students if they can name any farm animals in English.

Write their suggestions on the board. Write the following numbers on the board: 1, 15, 2, 4, 22, 11. Ask students to say the numbers aloud.

Activity 1

- Ask students to match the words with the animals.
- Say the words in the box. Students listen and repeat.
→ **A** pig **B** rabbit **C** chicken **D** cow **E** horse **F** dog **G** sheep

Activity 2

- Students copy the sentences into their exercise books, leaving a gap for the numbers.
- Read the sentences. Students complete them with the numbers in words.
- Ask individual students to write the answers on the board.

→ **1** three, **dog** **2** twelve, one, sheep **3** eighteen, two, chickens **4** twenty-two

Listening text: **1** My name's Tantoh. My father's got twenty-five pigs and three horses. He hasn't got a dog.

2 I'm Kevin. My mother's got twelve chickens and one cow. She hasn't got sheep.

3 We're Monono and Joe. Our parents have got eighteen rabbits. They've also got two cats. They haven't got chickens.

4 My friend's name is Adija. Her mother's got twenty-two sheep.

GRAMMAR Page 18

Aim: to learn how to form affirmative and negative sentences using *have got*

Warm-up: Ask students to translate the sentences in the Listening activity into French.

Activity 1

- Read the example with the class. Point out the use of *has got* with the third person singular subject pronoun.
- Students copy and complete the sentences using *have got* or *has got*.
→ **1** has got **2** has got **3** have got **4** have not got **5** has got

Remember Page 18

- Read the Remember box with the class. Make sure students understand the use of short forms in spoken or informal English.
⇒ **Grammar, Page 116**

Activity 2: Students rewrite the sentences in Activity 1 using the short forms *'s got* or *'ve got*.

→ **1** 's got **2** 's got **3** 've got **4** 've got

WRITING Page 18

Aim: to practise using the affirmative and negative forms of *have got*

Warm-up: Write the following sentences on the board: *I've got a dog. I haven't got a cat.*

Elicit similar sentences about cats and dogs around the class.

Activity 1

- Look at the chart and read the example with the class. Ask students to make more sentences with *have got*.
- Tell students to write affirmative and negative sentences in the exercise books.
- Check their answers orally. Write some examples on the board.
→ *Students' own answers*

SPEAKING Page 19

Aim: to sing a song

Warm-up: Ask: *What noises do the following animals make: cow, dog, cat, horse, sheep?*

Ask: *Do you know what noises they make in English?*

Activity 1

- Say the noises aloud and ask students to guess what animals make these noises.
- Compare the noises with noises in French.
→ *miaow* - cat; *moo* - cow; *neigh* - horse; *oink* - pig; *quack* - duck; *woof* - dog

Activity 2

- Sing the first verse of the song to the class.
- Ask students to sing the song with you.

Activity 3

- Tell students to work in pairs and make two more verses using the words.
- Ask pairs of students to read out their verses.
- Sing all the verses with the class.

PRONUNCIATION Page 19

Aim: to practise saying the two forms of the indefinite article *a* and *an*

Warm-up: Revise the alphabet. Write the vowels on the board: *a, e, i, o, u*. Students say the vowels.

Activity 1: Read the phrases. Students listen and repeat. Point out that *an* is used before a vowel.

VOCABULARY Page 19

Aim: to learn numbers from 100-1,000

Warm-up: Revise numbers 20-100

Activity 1

- Read the numbers to the class. Students listen and repeat.
- Students practise saying the numbers in pairs.

Activity 2: Ask students to say the numbers. Write the answers on the board.

→ 120 *one hundred and twenty*; 300 *three hundred*; 450 *four hundred and fifty*; 690 *six hundred and ninety*; 710 *seven hundred and ten*; 888 *eight hundred and eighty-eight*; 900 *nine hundred*

EXTRA ACTIVITY

- Tell students to write down four numbers from 100-1,000.
- Ask students to take it in turns to dictate their numbers to a partner.
- Their partner then reads out the number and the one following it. For example:
Student A dictates 310. Student B writes down 310 then says 310 and 311.

WORKBOOK

- 1 1 *Hi* 2 *friend* 3 *Welcome* 4 *Hello* 5 *class* 6 *How* 7 *I'm* 8 *Ten* 9 *thirteen*
- 2 1 *They have got two horses.* 2 *She has got a rabbit.* 3 *We have got fifteen chickens.*
- 3 2 *How old*; three 3 *How old are they? They're eight.* 4 *How old is she? She's ten.*
- 4 1 *horse* 2 *classmate* 3 *children* 4 *thousand* 5 *phone* 6 *pig*
- 5 1 *Mrs Ekambi has got a mobile phone, a chicken and an eraser. She hasn't got a horse or a rabbit.* 2 *Tantoh's father has got a mobile phone, a horse and a rabbit. He hasn't got a chicken or an eraser.* 3 *Diane and Raissa have got a chicken, a rabbit and an eraser. They haven't got a mobile phone or a horse.*
- 6 1 *Diane is eleven. She has got a brother.* 2 *Adija's brother is fourteen. He has got a mobile phone.* 3 *We are at school. It is the English lesson now.*

GRAMMAR

Activity 1: Students complete the sentences with *is* or *are*.

→ **1** *is* **2** *are* **3** *are* **4** *is*

Activity 2: Ask students to write questions using *How many* for the sentences.

→ **2** *How many students are there in the classroom?*

3 *How many girls and boys are there in your class?*

4 *How many boards are there in the classroom?*

Activity 3: Ask students to make six sentences using the words in the table.

→ *Students' own answers*

Activity 4

- Ask students to write one true and one false sentence about their own things.

- In pairs, they take it in turns to say their sentences and guess which sentences are true and which are false.

→ *Students' own answers*

Activity 5: Students write questions for the answers 1-4 using *How old*.

→ **1** *How old are they?* **2** *How old is she?* **3** *How old is he?* **4** *How old are Adija and you?*

LET'S HAVE FUN

Activity 1

- Ask students, in pairs or small groups, to find the things without looking back at the unit.

- You may like to give a four-minute time limit for this activity.

→ *Students' own answers*

Activity 2

- Say the rhyme aloud. Students answer the question.

→ *There are 7 Rs in the first two lines.*

- Students practise saying the rhyme as fast as possible.

Unit summary

COMMUNICATION FOCUS

- talking about the colour of things
- asking about and saying what clothes people have got
- asking and saying where things are
- identifying things

VOCABULARY

- clothes: *blouse, dress, headscarf, jacket, jeans, sandals, shirt, shoes, skirt, T-shirt, trainer, wrapper*
- colours (revision): *black, blue, brown, green, grey, orange, purple, white, yellow*
- rooms: *bathroom, bedroom, dining room, kitchen, living room, toilet*
- furniture and things in the home: *armchair, bed, chair, computer, cupboard, radio, sofa, shelf, table, television, washing machine, window*
- prepositions of place: *behind, in front of, inside, near, next to, on, outside, under*

Lesson 1 Clothes ► Page 21

TOPIC: clothes people wear and the colour of clothes

GRAMMAR AIMS: • to use all forms of the verb *have got*
• to practise questions with *What* and the verb *to be*

VOCABULARY AND SPEAKING Page 21

Aim: to learn vocabulary for clothes; to talk about the colour of people's clothes

Warm-up: Revise colours. Say the colour in French and elicit the English word.

Activity 1

- Read the words in the box and point to the clothes in the classroom. Students listen and repeat.
- Tell students to write the words in their exercise books.

Activity 2

- Ask students to work with a partner and look at the pictures.
 - Read the examples with the class.
 - In pairs, students take it in turns pointing to clothes and saying the name of the clothes.
 - Correct their answers around the class by asking random pairs to ask and answer.
- *Students' own answers*

EXTRA ACTIVITY

- Ask students, in pairs, to practise asking and answering questions about other students' clothes.
- Ask some students to demonstrate their exchanges across the classroom.

LISTENING Page 21

Aim: listening for main ideas

Warm-up: Tell students to look at the pictures of the four people. Ask questions about the people's clothes and elicit answers, for example: *What colour is Diane's skirt? It's red.*

Activity 1

- Explain that you are going to read descriptions of the people in the pictures and students should match the number of the description with the people.

- Read the descriptions. Students listen and write the corresponding numbers.
- Read the descriptions again. Students listen and check their answers.
 - Diane 1 Mr Eko 2 Mrs Ekambi 3 Moussa 4
 - *Listening text:*
 - 1 She's got a red skirt, a white blouse and black shoes. She hasn't got a headscarf.
 - 2 He's got a white shirt, blue trousers, a black jacket and brown shoes.
 - 3 She's got a yellow dress, a purple headscarf and white shoes.
 - 4 He's got a purple T-shirt, blue jeans and black shoes.

WRITING Page 21

Aim: to complete descriptions of people's clothes

Warm-up: Ask students to describe what each other is wearing. Do this as a whole class exercise.

Activity 1

- Ask students to look at the pictures and complete the descriptions.
- Check their answers around the class. Ask random students to write the sentences on the board.
 - 1 is red, is white 2 a white shirt, brown 3 are blue T-shirt is purple/shoes are black 4 are white

EXTRA ACTIVITY

- Ask students to work in pairs and take it in turns to describe another student's clothes, without naming the person. The other student guesses who the person is.

SPEAKING AND READING Page 22

Aim: to read for specific information; to check comprehension

Warm-up: Ask students to look at the picture and describe the bedroom.

Activity 1

- Read the dialogue to the class. Students listen and read silently.
- Ask students to look at the picture and guess the meaning of *floor* and *cupboard*. Make sure students understand the words: *a lot of, untidy*.

Activity 2

- Ask students to read the dialogue again and complete the chart with clothes or colours.
- Check their answers orally around the class.
 - 1 jacket 2 headscarf 3 black 4 blouse 5 red 6 white

Activity 3

- Read the example with the class. Students read the text again, and, individually or in pairs, decide whether the sentences are true or false.
- Check their answers by asking questions around the class, for example: *Is Diane's coat green?* Yes, it is.
- Ask students to correct the false sentences.
 - 1 False 2 False 3 False 4 False 5 True
 - 1 Her jacket is green. 2 There's an orange headscarf on the floor.
 - 3 Diane's got two black skirts. 4 Her trousers are red.

Remember Page 22

- Read the Remember box with the class.

SPEAKING AND WRITING Page 22

Aim: to practise questions and short answers using *have got*; to write about their clothes

Warm-up: Write the following words at random on the board: *got, jacket, have, you, a, ?*. Elicit the correct order to form a question. *Have you got a jacket?*

Activity 1

- Read the example question and answers with a strong student. Ask random students to ask and answer around the class.

- Students work in pairs and ask and answer about their clothes.
- *Students' own answers*

Activity 2

- Ask different students to complete the first two sentences orally.
- Ask students to write a paragraph about their clothes. Go around the class checking students' work.
- Ask some students to read their descriptions.
- *Students' own answers*

GRAMMAR Page 23

Aim: to learn to form questions and short answers using *have got*

Warm-up: With books closed, write the following sentences on the board: *No, I haven't. No, he hasn't.*
Ask students to say the long forms: *No, I have not. No, he has not.*

Activity 1

- Read the questions and short answers to the class. Students listen and repeat.
- Ask students to copy the sentences in their exercise books.

Activity 2

- Tell students to put the words in order and write questions and answers. Remind them to use the correct punctuation.
- Check their answers around the class. Write the answers on the board.
 - **1** *Have you got a black sweater? Yes, I have.*
 - 2** *Has he got red jeans? No, he hasn't.*
 - 3** *Have you got a yellow shirt? No, I haven't.*
 - 4** *Has she got white trainers? Yes, she has.*

Activity 3

- Students work in pairs and practise the questions and answers.
- ⇒ **Grammar, Page 116**
- Read this section with the class.

SPEAKING AND WRITING Page 23

Aim: to practise asking and answering questions using *have got*

Warm-up: Ask students to look at the pictures. Elicit sentences about the children's clothes.
For example: *Adija has got a dress. Kevin has got a blue jacket.*

Activity 1: Read the questions and answers. Students listen and repeat chorally and in pairs.

Activity 2: Tell students to look at the chart and write four questions with the information.

→ *Students' own answers*

Activity 3: Students practise asking and answering their questions with a partner.

WORKBOOK

- **1** **1** headscarf **2** jeans **3** shirt **4** trousers **5** blouse **6** skirt **7** jacket **8** dress **9** shoes **10** cap
- **2** **1** trousers and jeans **2** jeans, trousers, jacket, shoes and cap – for men and women **3** headscarf, blouse, skirt and dress – for women only
- **3** **1** headscarf **2** brown **3** trousers **4** sandals **5** shoes **6** blouse
- **4** red skirt Mrs Ekambi's headscarf blue trousers brown shoes white blouse Mrs Ekambi's dress
- **5** 1d 2b 3f 4e 5c 6a
- **6** *Students' own answers*
- **7** **1** has **2** haven't **3** have **4** Has **5** haven't
- **8** *Students' own answers*
- **9** *Students' own answers*

Lesson 2 My home ► Page 24

TOPIC: furniture, appliances and rooms at home

GRAMMAR AIMS: • to use prepositions of place to say where things are
• to use the demonstrative pronouns *this / that* and *these / those*

VOCABULARY AND READING Page 24

Aim: to learn vocabulary for things in the house; to read for specific information

Warm-up: Ask students to look at the picture. Ask and elicit answers to the following questions: *What room is it? What things are there in the room?* Write their suggestions on the board.

Activity 1

- Read the words in the box. Students listen and repeat.
- Tell students to look at the picture and point to the things in the box.

Activity 2

- Explain to students that only one of the descriptions corresponds to the picture.
- Read the descriptions. Students listen and read silently.
- Ask students to work in pairs and match the correct description with the picture.
→ *Description A*

Activity 3: Students read the other description carefully and draw a picture to match it.

SPEAKING Page 24

Aim: to say and write about where things are in the classroom using prepositions of place

Warm-up: Ask Yes / No questions about where things are in the classroom, for example: *Is the board outside? No, it isn't. Is the teacher's desk behind the door?, etc.*

Activity 1

- Read the prepositions in the box. Demonstrate the meaning of *in front of*, *near*, *next to* using objects in the class. Students repeat the prepositions.
- Ask students to look at the picture and read the correct text again. They complete the sentences with the prepositions.
- Check their answers by asking random pairs to ask and answer the questions.
- In pairs, they practise the questions and answers.
→ **1** behind **2** on **3** near in front of **4** next to **5** under

Activity 2

- Students practise asking and answering the questions in pairs.

Activity 3

- Tell students to write four more sentences about things in the classroom.
→ *Students' own answers*

GRAMMAR Page 25

Aim: to learn how to use demonstrative pronouns

Warm-up: Read the example sentences with the class. Ask students in French when we use *this / that* and *these / those*.

Activity 1: Tell students to look at the pictures and example sentences. They copy and complete the table in their exercise books.

	near	far	singular	plural
This is my friend.	√		√	
These are my magazines.	√			√

That's my radio.		✓	✓	
Those are my books.		✓		✓

Activity 2

- Read the example with the class.
 - Ask students to point to things in the classroom and make sentences with *this / that* and *these / those*.
- *Students' own answers*

READING Page 25

Aim: to read for specific information; to read to perform a task

Warm-up: With books closed, ask students to name four rooms, four pieces of furniture, three electrical appliances. Write their suggestions on the board.

Activity 1

- Read the dialogue to the class. Students listen and read silently.
- Students read the relevant part of the dialogue again and they draw Adija's bedroom in their exercise books.
- Ask for a volunteer to draw the bedroom on the board.

EXTRA ACTIVITY

- Ask students to draw the other rooms in Adija's house in their exercise books.
- Tell them to label the drawings.

Activity 2: Tell students to work in pairs and complete the table.

	TV	radio	cupboard	bed	chair	computer	table
<i>Adija's bedroom</i>		✓	✓	✓			
<i>Her brother's bedroom</i>				✓		✓	✓
<i>The living room</i>	✓		✓		✓		

Activity 3

- Read the questions to the class. Check students understand the questions.
 - Ask students to write full answers to the questions in their exercise books.
 - Ask individual students to write the answers on the board.
- **1** *There are three bedrooms.*
2 *The toilet and the bathroom are outside.*
3 *Yes, there is a television.*
4 *The kitchen's inside.*
5 *She's got a bed and a cupboard.*

VOCABULARY Page 26

Aim: to learn about compound nouns

Warm-up: Write the words *bed*, *class* and *room* on the board. Ask students to form two new words with the words. Explain that the new words – *classroom* and *bedroom* – are called compound nouns.

Activity 1

- Tell students to match a word on the left with a word on the right to make a new word.
 - Write the answers on the board. Students say the new words aloud. Check students understand *washing machine* and *armchair*.
- **1b** *living room* **2c** *washing machine* **3d** *armchair* **4e** *blackboard* **5a** *headscarf*

Activity 2: Say the words aloud, pausing for students to repeat.

Remember Page 26

- Read the Remember box with the class. Encourage students to write new words in their exercise books and learn them as they go along.

SPEAKING Page 26

Aim: to practise asking and answering questions about your home

Warm-up: Revise the vocabulary for furniture and household objects. Write the first letters of objects on the board. Students guess the words and spell them out.

Activity 1

- Demonstrate a question and answer with a strong student.
- Students work in pairs and ask and answer questions using the prompts.
- Check their answers by asking random pairs to demonstrate their exchanges.

Activity 2

- Read the example to the class.
- Ask students to write sentences about things in their house.
- Check their answers around the class.

→ *Students' own answers*

READING AND WRITING Page 26

Aim: to read for specific information; to write a description of a dream house

Warm-up: Tell students that they are going to read a description of Kevin's dream house.

Ask students to guess what this house is like. Ask questions: *Is it big or small? Is it old or modern? Has it got a bathroom or not? Is the toilet outside? Is there a television?*

Activity 1

- Pre-teach new vocabulary: *upstairs / downstairs, dining room, fridge, gas cooker.*
- Ask students to read the description and then answer the questions. Then they check their answers with a partner.
- Ask individual students to write the answers on the board.
 - **1** *There are a lot of rooms.*
 - 2** *There is a sofa and two armchairs.*
 - 3** *The bathroom is upstairs.*
 - 4** *He's got a computer, a cupboard, a table and chairs in his bedroom.*
 - 5** *He's got a fridge, a gas cooker and a washing machine in the kitchen.*

Activity 2

- Ask students to answer the questions for their dream house.
- Students write a description of their dream house. They can do this activity for homework.
- Read some of their descriptions in class.

WORKBOOK

- **1** **2** *cupboard* **3** *chair* **4** *window* **5** *radio* **6** *table* **7** *computer* **8** *door* **9** *bed*
The mystery word is: *furniture.*
- **2** **1** *kitchen* **2** *bedroom* **3** *living room* **4** *bathroom*
- **3** **1** *These* **2** *This* **3** *That* **4** *Those*
- **4** **1** *three* **2** *bed* **3** *radio* **4** *table* **5** *cupboard* **6** *radio*
- **5** **1** *Is that your sofa?* **2** *No, it isn't.* **3** *You've got a beautiful house.* **4** *Where's the computer?*
5 *These are my shoes.*
- **6** **1** *Is the radio on the table?* **2** *Where is the sofa?* **3** *What's behind the sofa?* **4** *Where is the table?*

Practice page

► Page 27

GRAMMAR

Activity 1: Ask students to complete the sentences with the correct form of *have got*.→ 1 *have got* 2 *has got* 3 *have got* 4 *has got* 5 *have got* 6 *has got***Activity 2:** Ask students to rewrite the sentences in the negative using short forms.→ 1 *They haven't got a modern house.*4 *John hasn't got a computer.*2 *My sister hasn't got a red dress.*5 *We haven't got a sofa in our living room.*3 *I haven't got a green headscarf.*6 *My friend hasn't got a radio.***Activity 3:** Tell students to use the prompts and write questions and short answers.→ 1 *Have your parents got a car? Yes, they have.*2 *Has Moussa got a radio? No, he hasn't.*3 *Have Joe and his brother got a TV? Yes, they have.*4 *Have you got black trousers? No, I haven't.***Activity 4:** Students choose the correct demonstrative pronoun.→ 1 *These* 2 *those* 3 *This* 4 *That*

LET'S HAVE FUN

Activity 1: Ask students to copy and complete the word maps into their exercise books. Tell them that this is a useful way to record the new vocabulary.→ **furniture:** chair, cupboard, sofa, bed, armchair;**rooms:** kitchen, living room, bathroom, bedroom, dining room**Activity 2:** Students rewrite the sentences using capital letters and full stops.→ 1 *There's a computer in my bedroom.*4 *The table is under the window in the kitchen.*2 *We haven't got a television in our house.*5 *There's a window near the door.*3 *The radio is on the shelf.*6 *There's a cupboard in our living room.*

EXTRA ACTIVITY

- Ask students to work in pairs and write four more sentences without punctuation, on a piece of paper.
- Students exchange papers with another pair. They write the sentences correctly.

Activity 3: Students work in pairs and make as many words as they can in five minutes using the letters.→ *Students' own answers***Activity 4:** Students work in pairs and write down as many words as they can in three minutes.→ *Students' own answers*

REVIEW AND EVALUATION FOR MODULE 1

Page 28

Do this section in class when you have finished Module 1. Tell students that the exercises practise language and vocabulary in the three preceding units. Remind students that this section is not a test. Its aim is to help make students aware of their progress and also areas that may need more work.

VOCABULARY

Activity 1 and 2→ **People:** sister, daughter, boy, son. **Colours:** green, red, grey, white. **Clothes:** trousers, shoes, sock. **Animals:** horse, pig.

GRAMMAR

Activity 1→ 1 *Is; he isn't* 2 *Have; they have* 3 *Is; there is* 4 *Has; she hasn't* 5 *Are; they are.***Activity 2**

→ **1** This **2** Her **3** She **4** have **5** Their **6** aren't **7** are

Activity 3

→ **1** How old are you?

2 What's your mother's name?

3 How many students are there in your class?

4 How many brothers and sisters have you got?

5 What colour are your clothes?

6 What furniture have you got in your bedroom?

Activity 4

→ *Students' own answers*

CHECK YOUR PROGRESS

Page 29

Activity 1

→ **1** son **2** grandmother **3** husband **4** son

Activity 2

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

Activity 3

→ **1** Are **2** Has **3** are **4** have **5** is **6** are

Activity 4

→ **1** What's your **2** name's **3** Where are **4** I'm from **5** old are you

6 your **7** he isn't **8** my **9** How many **10** I've **11** one **12** There

SELF-ASSESSMENT

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

Unit summary

COMMUNICATION FOCUS

- telling the time
- describing people's routines
- talking about the school year
- saying what the date is

VOCABULARY

- days of the week: *Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday*
- time and times expressions: *o'clock, half past, quarter to / past, morning, afternoon, evening, night, midnight, weekend, today, week, day, holiday*
- school subjects: *Chemistry, Civics, English, French, Geography, History, Manual work, Maths, Physics, Sport*
- ordinal numbers: *first, second, third, fourth, etc.*
- prepositions of time: *in, at, on*
- months of the year: *January, February, March, April, May, June, July, August, September, October, November, December*
- verbs: *come, do, finish, get up, go, have, play, start, study, visit, watch, work*

Lesson 1 My week ► Page 30

TOPIC: daily and weekly routines

GRAMMAR AIMS: • to learn the affirmative and n,e forms of the present simple
• to use the prepositions of time *at, in, on*

VOCABULARY AND SPEAKING Page 30

Aim: to learn how to tell the time

Warm-up: Revise numbers 0-20. Students practise counting forwards and backwards.

Draw two clocks on the board showing the following times: 9.00 and 7.30. Point to the clocks and say the times. Students repeat the times. Write the times on the board.

Activity 1

- Read the times 1-6. Ask students to match the times with the clocks A-F.
 - Correct their answers around the class.
 - Students look at the clocks as you say the times out loud. Students listen and repeat.
 - Tell students to copy the times into their exercise books.
- 1A 2D 3B 4C 5F 6E

Activity 2

- Draw two clocks on the board. Point to the clocks and say: *What's the time?* Students answer chorally. Ask a pair of students to ask and answer the question.
- In pairs, students point to the picture of a clock and ask and answer questions.
- Ask random pairs to demonstrate their exchanges.

EXTRA ACTIVITY

- Ask students to draw a clock in their exercise books, showing the time of their choice.
- In pairs, students take it in turns guessing the time on their partner's clock.

Remember Page 30

- Read the Remember box with the class. Point out the use of *am* for midnight to midday and *pm* for midday to midnight.

Activity 3

- Draw the timeline on the board. Check students understand *midday* and *midnight*.
- Read the words in the box. Students listen and repeat.
- Ask students to copy and complete the timeline in their exercise books.
- Complete the timeline on the board.
→ **1 morning 2 afternoon 3 evening 4 night**

EXTRA ACTIVITY

- Write the following times on the board: *5 pm is in the evening. 11 am is in the morning. 3 pm is in the afternoon. 10 pm is at night.*
- Call out the following times: *6 am, 9 pm, 6 pm, 8 am, 11 pm, 8 pm.* Students say whether the times are *in the morning, afternoon, evening or at night.*

Activity 4

- Look at the picture with the class. Demonstrate the activity by miming the time with your arms and eliciting the time from the class.
- In pairs, ask students to take it in turns to mime and guess the time.

READING AND WRITING Page 31

Aim: to recognize the affirmative form of the present simple tense; to complete sentences about your daily routine

Warm-up: Ask a question about each picture: *Is it morning or evening in picture A? What time is it in picture B? Where is the person in picture C?* etc.

Activity 1

- Say the words in the box. Students listen and repeat.
- Ask students to look at the pictures and say what time of day it is.
- Check their answers orally around the class.
→ **A evening B morning C morning D night E afternoon F afternoon**

Activity 2

- Read the sentences. Students listen and read silently.
- Ask students to match the sentences with the pictures.
- Ask students to write the sentences in the correct order in the exercise books. Tell them to underline the verbs in each sentence.
→ **1C 2B 3E 4F 5A 6D**

Activity 3

- Ask students to copy and complete the sentences for their day in their exercise books.
- Students work in pairs and compare and correct their answers.
- Ask individual students to write their sentences on the board.
→ *Students' own answers*
- Tell students to start a verb list in their exercise books with the verbs in these sentences.

VOCABULARY Page 31

Aim: to learn the days of the week

Warm-up: Ask: *What day is it today?* Elicit the day of the week. Ask students what other days of the week they know in English. Write their suggestions on the board.

Activity 1

- Read the days of the week. Students listen and repeat.
- Point out that the days of the week always begin with a capital letter in English.

Activity 2

- Complete the first sentence with the class.
 - Ask students to copy and complete the sentences in their exercise books.
 - Check their answers orally around the class.
- **3 Thursday 4 Monday 5 Saturday**

EXTRA ACTIVITY

- Write the following series of days on the board and ask: *What day comes next?*
1 Monday, Sunday, Saturday, _____ 2 Thursday, Saturday, Monday, _____
3 Wednesday, Saturday, Tuesday, _____ 4 Friday, Wednesday, Monday, _____

Activity 3

- Tell students to complete the sentences with the correct time.
 - Write corrections on the board.
- *Students' own answers*

READING Page 32

Aim: to read for specific information; to learn some common verbs

Warm-up: Tell students to look at the picture. Ask and elicit answers to the following questions: *Is the man at home? Is the man at work? What is the sport? What day do you think it is?*

Activity 1: Look at the picture with the class. Students describe the picture.

Activity 2

- Read the text to the class. Students listen and read silently.
 - Ask students to read the text again in pairs and find out what day of the week it is in the picture. Tell students that there is a lot of new vocabulary in the text. Encourage them to guess the meaning of the new words.
- *It's Saturday.*

Activity 3

- Read the text with the class again and check that students understand the new vocabulary.
 - Read the sentences with the class. Make sure students understand the sentences.
 - Ask students to say if the sentences are true or false.
- **1 False 2 False 3 False 4 False 5 True**
- Ask students to work in pairs and correct the false sentences.
 - Ask individual students to write the correct sentences on the board.
 - Tell students to write the correct sentences in their exercise books and underline the verbs.
- **1 Gamo's father works in an office from Monday to Friday.**
2 Gamo's mother watches television on Tuesday morning.
3 His father plays football on Saturday.
4 Gamo goes to school on Friday.
- Tell students to add the new verbs to their verb list. Encourage them to draw pictures to illustrate the meaning of the verbs. Remind them that there is a wordlist at the back of the book to help them check the new vocabulary.

GRAMMAR Page 32

Aim: to learn how to form and use the affirmative and negative forms of the present simple tense

Warm-up: Write two headings on the board: *affirmative, negative*. Tell students to look at the Reading text again and find examples of affirmative and negative verbs in the present simple.

Write the verbs on the board. Ask students how we form the negative of the present simple tense.

Remember Page 32

- Read the Remember box with the class. Write the present simple affirmative and negative sentences on the board. Point out the *s* ending for the third person singular of present simple verbs. Tell students that there is no *s* in the negative form.
- Write the full forms of *doesn't* and *don't*.

⇒ **Grammar, Page 117**

- Read the section on the present simple tense with the class.

Activity 1

- Read the sentences with the class. Check they understand the sentences.
- Ask two strong students to read the example.
- Students write the negative form of the sentences in their exercise books.
 - **1** He doesn't work on Saturday.
 - 2** She doesn't work on Tuesday.
 - 3** She doesn't watch TV on Thursday.
 - 4** He doesn't go to school on Sunday.
 - 5** They don't go to work on Saturday.

SPEAKING Page 32

Aim: to tell the time

Warm-up: Revise the time with o'clock. Write the following times on the board: 3 am, 4 pm, 10 am, 7 pm.
Ask: *What's the time?* Draw three clock faces on the board and explain *half past*, *a quarter to* and *a quarter past*.

Activity 1

- Say the times aloud. Students listen and repeat.
- Ask students to match the times with the words.
- Check their answers around the class orally.
 - 7.30 *half past seven*; 1.15 *a quarter past one*; 8.30 *half past eight*;
10.15 *a quarter past ten*; 9.30 *half past nine*; 11.45 *a quarter to twelve*;
9.45 *a quarter to ten*; 7.15 *a quarter past seven*

Activity 2

- Write the times on the board. Point to a time. Students say the time chorally.
- In pairs, students take it in turns to say the times.
- Check their answers orally around the class. Write the times on the board.
- Tell students to write the times and words in their exercise books.
 - 7.30 *half past seven*; 1.45 *a quarter to two*; 10.45 *a quarter to eleven*;
2.15 *a quarter past two*; 3.15 *a quarter past three*; 11.45 *a quarter to twelve*

VOCABULARY AND SPEAKING Page 33

Aim: to learn vocabulary for school subjects; to practise telling the time

Warm-up: Ask: *What classes do you have today? What are your favourite school subjects?*
Write students' answers, in English, on the board.

Activity 1

- Look at the timetable with the class. Say the school subjects. Students listen and repeat.
- Ask students around the class to say the times.

Activity 2

- Ask two confident students to read the example dialogue with the class.
- In pairs, students practise asking and answering questions about Nkoto's timetable.

Activity 3

- Pre-teach the verbs *start* and *finish*. Students add them to their verb list.
- Ask students to copy and complete the sentences in their exercise books.
- Ask individual students to write the sentences on the board.
 - **1** *half past seven* **2** *History* **3** *Tuesday* **4** *music* **5** *a quarter past three*

EXTRA ACTIVITY

- Ask students to draw their school timetable for Monday and Tuesday.
- Ask students to work in pairs and ask and answer questions about their timetable.
- Ask random pairs of students to demonstrate their exchanges.

Remember Page 33

Read the Remember box with the class. Students copy the phrases into their exercise books.
Tell students to add more phrases with the prepositions to the lists.

⇒ **Grammar, Page 120**

PRONUNCIATION Page 33

Aim: to learn about the pronunciation of the -s at the end of the third person singular and practise the sounds /s/, /z/ and /ɪz/

Warm-up: Explain to students that there are three ways of pronouncing the third person s. Write these sounds and verbs on the board: /s/: starts, /z/ play, /ɪz/ watches. Point to the sounds and say the verbs.

Activity 1: Say the verbs aloud. Students listen and repeat.

WRITING Page 33

Aim: to describe the school week

Warm-up: Read the text with the class and elicit the missing information.

Activity 1

- Ask students to complete the description of their school week in their exercise books. You may like to set this activity for homework.
 - Check their answers by asking some students to read their descriptions.
 - Write a model answer on the board.
- *Students' own answers*

WORKBOOK

- 1 a to b past c past d o'clock e past
- 2 1 am 2 midnight 3 pm 4 midday
- 3 1 24 2 60 3 30 4 15
- 4 a It's half past nine in the morning. b It's six o'clock in the afternoon. c It's quarter to twelve in the morning. d It's quarter to eleven in the evening. e It's quarter past eight in the morning.
- 5 1 evening 2 morning 3 clocks 4 midday 5 afternoon 6 midnight
- 6 1 in 2 on 3 at 4 at; in
- 7 1 Monday 2 clock 3 do 4 morning 5 home 6 Thursday
- 8 1 lives 2 goes 3 get up 4 go 5 are not 6 has 7 has 8 studies 9 studies 10 finishes 11 watches 12 does 13 visit
- 9 /s/ visits, speaks /z/ plays, goes, studies /ɪz/ watches, finishes, washes
- 10 1 French 2 sport 3 chemistry 4 physics 5 maths 6 biology 7 history
- *Students' own answers*

Lesson 2 The school year ► Page 34

TOPIC: the school year

GRAMMAR AIMS: • to learn how to form present simple questions and short answers
• to revise prepositions of time *in* and *on*

VOCABULARY AND READING Page 34

Aim: to learn vocabulary for the months of the year; to read for specific information

Warm-up: Ask and elicit answers the following questions: *What month is it now? What month comes after October? What month is your birthday?* Write their answers on the board.

Activity 1

- Say the months of the year. Students listen and repeat.
- Tell students to copy the months into their exercise books.

Activity 2

- Read the dialogue to the class. Students listen and read silently.
- Tell students to guess the meanings of *Christmas*, *New Year* and *Easter*.

Activity 3

- Ask students to read the dialogue again. Students work in pairs and match the questions and answers.
- Check their answers around the class.
→ 1d 2f 3b 4a 5c 6e
- Tell students to copy the questions and answers into their exercise books.

EXTRA ACTIVITY

→ Students work with a partner and practise the questions and answers in Activity 2.

PRONUNCIATION Page 34

Aim: to practise saying the months of the year

Warm-up: Write the following headings on the board: 28 days, 30 days, 31 days. Ask and elicit answers to these questions: *Which months have 30 days? Which have 31 days? Which has 28 days?*

Activity 1

- Say the rhyme aloud, pausing after each line. Students listen and repeat.
- Ask students to learn the rhyme.

GRAMMAR Page 35

Aim: to practise asking and answering questions with the present simple

Warm-up: Write the following questions on the board: *Do you play football? Do you watch TV? Do you like school?* Elicit short answers around the class.

Activity 1

- Ask two confident students to read the example question and answer.
- Ask students to work with a partner and take it in turns to ask and answer more questions using the words in the chart.
- Check their answers by asking random pairs to demonstrate their exchanges.
→ *Students' own answers*

Activity 2

- Ask students to write five questions with the words in the chart.
- Write their sentences on the board.
→ *Example answers: Do you live in a flat? Does your friend like chocolate? Does your friend like school?*

Remember Page 35

- Read the Remember box with the class. Draw students' attention to the use of *does* in third person singular questions and short answers.
⇒ **Grammar, Page 117**
- Read this section with the class.

LISTENING AND SPEAKING Page 35

Aim: to learn ordinal numbers; to say the date; to listen for specific information

Warm-up: Revise the months of the year. Ask: *When is your birthday?* Elicit answers around the class, for example: *It's in March. It's in June.*

Activity 1

- Students look at the words. Read the words aloud, pausing after each word for the students to repeat.
- Tell students to copy the ordinal numbers into their exercise books.

Activity 2

- Students look at the dates. Read the dates aloud, pausing after each word for the students to repeat chorally.
- Ask students around the class to say the dates.

Activity 3

- Ask two confident students to ask and answer the example question.
- Go around the class asking students when their birthday is.
- Students ask and answer the question across the class.

Remember Page 35

- Read the Remember box with the class. Draw their attention to the use of the prepositions of time *in* and *on*.

Activity 4

- Tell students to read the sentences and guess the missing information. Tell them to look carefully at the prepositions of time.
- Say the sentences aloud. Students listen and complete the missing information.
- Read the sentences a second time for students to check their answers.
- Write the complete sentences on the board.

→ **1** fourteen **2** September **3** 4th September **4** thirteen **5** April **6** 3rd April

Listening text: **1** Anna is fourteen.

4 I'm thirteen.

2 Her birthday is in September.

5 My birthday is in April.

3 It's on 4th September.

6 It's on 3rd April.

WRITING Page 35

Aim: to write about people's birthdays

Warm-up: Write the following sentences on the board: *Anna is 14. I am 13. Anna's birthday is on 4th September. My birthday is on 3rd April.* Elicit the questions for these answers. *How old is Anna? How old are you? When is Anna's / your birthday?* Write the questions on the board.

Activity 1: Students copy and complete the sentences with the answers in exercise 4.

→ *fourteen, is on 4th September, thirteen, is on 3rd April*

Activity 2: Ask students to write sentences about two friends' ages. Tell them to look at the sentences in Activity 1.

→ *Students' own answers*

WORKBOOK

→ **1** **2** February **3** March **4** April **5** May **6** June **7** July **8** August **9** September **10** October
11 November **12** December

1 September, November **2** May, July, August, October, December **3** February

→ **2** **1** year **2** hours **3** week **4** month **5** days

→ **3** **1** Thursday **2** June **3** k **4** u **5** Students' own answers

→ **4** **1** Does **2** Are **3** Is **4** Do **5** Does

→ **5** **1** has **2** at **3** go **4** is **5** in

→ **6** Students' own answers

Practice page ► Page 36

GRAMMAR

Activity 1: Students complete the sentences with the correct form of the verbs in the box.

→ **1** speaks **2** live **3** goes **4** have **5** studies **6** start

Activity 2: Students rewrite the sentences in the negative form.

→ **1** He doesn't speak English and French. **2** I don't live with my parents.
3 She doesn't go to school from Monday to Friday. **4** They don't have lunch at midday.
5 He doesn't study Music at school. **6** We don't start school at 8 am.

Activity 3

• Students put the words in order and write questions.

→ **1** Does John visit his friends on Sunday? **2** Does Raïssa go to bed at 10 pm?
3 Do you play football in the evening? **4** Do they start school at 7 am?
5 Does Kevin have Maths on Wednesday?

• Students write short answers to the questions.

→ **1** Yes, he does. **2** No, she doesn't. **3** No, I don't. **4** Yes, they do. **5** No, he doesn't.

Activity 4: Students complete the sentences with the prepositions of time at, on, in.

→ **1** in **2** on **3** at **4** on **5** in

LET'S HAVE FUN

Activity 1: Students find one odd word in each series.

→ **1** Monday **2** May **3** birthday **4** Saturday **5** three

Activity 2: Students find the mistakes in the sentences. Tell them that there are no grammar mistakes.

→ **1** There are thirty-one days in October. **2** The day after Monday is Tuesday.
3 There are seven days in a week. **4** I have breakfast in the morning. / I have dinner in the evening.
5 I don't go to school on Sunday. **6** In Cameroon, children go to school in March.

Unit summary

COMMUNICATION FOCUS

- talking about jobs and where people work
- asking questions and talking about people's daily routines
- saying what countries people come from
- asking about and answering about people's nationality
- reading a map

VOCABULARY

- jobs: *actress, businessman, doctor, fisherman, footballer, hairdresser, lawyer, market trader, office worker, policeman, student, teacher, waitress, taxi driver*
- places of work: *courtroom, hospital, market, office, police station, restaurant, river, school, theatre, university*
- countries: *Algeria, Brazil, Britain, Cameroon, Chad, China, Egypt, France, Italy, Japan, Morocco, Nigeria, Senegal, South Africa, the USA*
- nationalities: *Algerian, American, British, Brazilian, Cameroonian, Chinese, Egyptian, French, Italian, Japanese, Moroccan, Nigerian, Senegalese, South African*
- the points of the compass: *north, south, east, west*
- verbs: *come from, cut, drive, like, live, sell, serve, teach, travel*

Lesson 1

At work

► Page 37

TOPIC: jobs and daily routines

GRAMMAR AIMS: • to use the indefinite article *a / an* to talk about jobs

- to ask *Wh-* questions in the present simple with *What, When, Where, Who, Why*
- to learn the rules for third person singular endings of the present simple

VOCABULARY AND SPEAKING Page 37

Aim: to learn vocabulary for jobs and places of work

Warm-up: Ask students to call out the names of jobs they already know in English.

Write their suggestions on the board. Ask: *Which job is interesting? Which job is difficult?*

Which job do men / women usually do?

Activity 1: Say the words in the box aloud, pausing for students to repeat.

Activity 2

- Ask students to match the jobs with the pictures.
 - Check the answers with the class.
- **A** trader **B** policeman **C** fisherman **D** doctor **E** actress **F** lawyer

Activity 3

- Read the example with the class.
 - Ask students to say what jobs the people in the pictures do.
 - Check their answers by asking individual students to say their sentences. Draw student's attention to the plural form of *fisherman*: *fishermen*. Elicit the plural form of *policeman*: *policemen*.
- **2** The man in picture B is a policeman. **3** The men in picture C are fishermen.
4 The woman in picture D is a doctor. **5** The woman in picture E is an actress.
6 The man in picture F is a lawyer.

WRITING AND SPEAKING Page 37

Activity 1: Ask students to copy and complete the table with workplace words.

→ **1** theatre **2** police station **3** river **4** market **5** courtroom

Activity 2

- Read the example with the class.
- Students write sentences with the information in the table.
- Ask different students to read their sentences.

→ *Students' own answers*

EXTRA ACTIVITY

→ Students play *Guess my job* in pairs. Demonstrate the activity with a strong student. Give the student a piece of paper with the name of a job on it, for example: *doctor*. Ask questions: *Do you work in an office? No, I don't. Do you work in a school? No, I don't. Do you work in a hospital? Yes, I do. Are you a doctor? Yes, I am.* Students play the game in pairs.

Activity 3

- Ask different pairs of students to read the example dialogues.
- In pairs, students ask and answer similar questions using information in the table.

Remember Page 37

- Read the Remember box with the class. Students say the sentences aloud. Make sure students understand that we use *an* before a vowel and *a* before a consonant.

Activity 4

- Check students understand the jobs. Students write *a* or *an* before the jobs.
→ *an engineer, a journalist, an actor, a musician, an artist, a secretary*
- Tell students to make a list of jobs in their exercise books.

READING AND SPEAKING Page 38

Aim: to use a picture to predict information in a text; to read for specific information

Warm-up: Tell students to look at the pictures on page 37 again. Write the following phrases on the board: *sells things, controls the traffic, catches fish, acts in a theatre, defends people in court, treats people in hospital*. Ask: *Who sells things? Who controls the traffic?* etc. Elicit answers from the class, for example: *The trader sells things. The policeman controls the traffic.*

Activity 1: Tell students to look at the picture and say what the man does every day. If necessary, ask questions to help them, for example: *Does he get up early? Who does he transport? Does he work all day?*

→ *He's a taxi driver.*

Activities 2 and 3

- Read the text. Students listen and read silently. Check students understand the new vocabulary.
- Tell students to read the text again and answer the questions. Read the example with the class. They can do this activity with a partner.
- Check their answers around the class. Ask a student to write the answers on the board.
→ **1** He works in Douala. **2** He starts work at five o'clock in the morning.
3 He finishes work at eight o'clock in the evening. **4** He transports children and traders.
5 He has lunch at two o'clock in the afternoon. **6** Because he meets new people every day.

GRAMMAR Page 38

Aim: to learn how to use *Wh-* question words with the present simple tense

Warm-up: Ask students to find examples of *Wh-* questions on pages 37 and 38 of Lesson 1. Ask: *Which question word do we use to ask about a place / a time / a person / a reason / a thing?* Students practise reading the questions in Reading and speaking Activity 3 aloud.

Activity 1

- Explain that when we want a complete answer rather than a Yes / No answer, we must use a question word.
- Students copy and complete the questions in their exercise books.
- Check their answers around the class.
→ **1** Where **2** When / Where **3** Why / Where **4** Who **5** What

Activity 2

- Ask and answer the question with a student. Ask a pair of students to demonstrate. Practise the question around the class. Draw students' attention to the intonation of *Wh-* questions.
- Students ask and answer the questions in Activity 1 with a partner.
⇒ **Grammar, Page 117**
- Read the section on the present simple tense with the class.

EXTRA ACTIVITY

- Mime a job to the class. Elicit the answer: *You're a / an...* . Students work in pairs and take it in turn to mime jobs. The other student guesses what the job is. Write the jobs on the board.

SONG Page 38**Activity 1**

- Read the verse with the class.
- Check students understand the verbs by asking them to mime the actions.
- Sing the song with the class.
- Ask students to add the verbs to their verb list in their exercise books.

VOCABULARY Page 39

Aim: to learn more vocabulary for jobs

Warm-up: Look at the picture with the class. Ask: *What is the person's job? (a secretary). Where does she work? (in an office)*

Activity 1

- Tell students to look at the picture and write down four things the person uses in her job.
- Write their ideas on the board.

Activity 2: Say the words in the box, pausing for students to repeat. Draw their attention to the suffix *-ess* for a woman in *waitress*. Ask what the male equivalent is (*waiter*). Ask them if they know another job with the suffix *-ess* (*actress*).q

Activity 3: Ask students to name two things that each person uses in his / her job.

- *Suggested answers: teacher: a blackboard, a pen; waitress: a tray, a menu; hairdresser: a comb, a brush; a footballer: a ball, trainers; a businessman: a computer, a mobile phone; a student: an exercise book, a ruler*

Activity 4

- Students complete the sentences with a job in the box and the correct form of the verbs in brackets.
- Ask students to write their sentences on the board. Students add the verbs to their verb list.
→ **1** hairdresser, cuts **2** footballer, plays **3** teacher, teaches **4** students, study **5** businessman, travels

EXTRA ACTIVITY

- Draw an object on the board, for example, a stethoscope. Ask: *What is my job?*
Elicit the question: *Are you a doctor?*
- Ask students to draw a picture on a piece of paper and show it to their partner.
The other student asks questions and guess the job.

Remember Page 39

Read the Remember box with the class. Ask students to find more examples in the unit of verbs with these endings.

SPEAKING Page 39

Aim: to ask and answer about routines; to write a description of their day

Warm up: Write *what, where, when* on the board. Ask students to make questions with them. Other students answer.

Activity 1

- Students put the words in the correct order.
 - John: *Where do you work?* Yvette: *I work in a supermarket.* John: *When do you start work?* Yvette: *At half past seven in the morning.* John: *When do you finish?* Yvette: *At seven o'clock in the evening.* John: *What do you do there?* Yvette: *I sell clothes.*
- Ask two students to read the dialogue aloud.
- Students work in pairs and practise the dialogue.

Activity 2

- Students work in pairs and choose a different job. They make a similar dialogue.
- Ask students to practise their dialogues in pairs.
- Ask random pairs to read their dialogues to the class.

WORKBOOK

- 1 1 doctor 2 teacher 3 taxi driver 4 trader 5 fisherman 6 waitress
- 2 2a 3f 4b 5g 6c 7e
- 3 1 an 2 an 3 a 4 a 5 a 6 an
- 4 1 actress 2 live 3 job 4 break 5 put
- 5 1 I get up early every day. 2 A fisherman is on the river. 3 Moukoko is a taxi driver. 4 Peter works in an office. 5 Moussa's father works in a hospital.
- 6 1 drives 2 goes 3 eats 4 watches 5 studies 6 live
- 7 Students' own answers
- 8 1 watch 2 lawyer 3 theatre 4 musician 5 trader
- 9 1 Who do you sit next to in class? 2 What does Fred do on Saturday morning? c 3 When does your family have dinner? e 4 Where does Stephen work? a 5 Why do your parents go to the market? b
- 10 Students' own answers

Lesson 2 Where we live ► Page 40

TOPIC: countries and nationalities

GRAMMAR AIM: to practise all forms of the present simple tense

VOCABULARY Page 40

Aim: to learn the points of the compass; to learn country words

Warm-up: Ask students to name countries in Africa. Write their suggestions on the board.

Activity 1

- Tell students to look at the map. Read the example question and answer.
- Students ask and answer more questions about towns on the map.

Activity 2

- Draw a compass on the board and write the words in the box in the correct position.
- Say the words aloud, pausing for students to repeat.

Activity 3

- Ask students to look at the map and complete the text.
- Read the complete text to the class. Students listen and check their answers.
 - Morocco is west of Algeria. Chad is north of Cameroon. Gabon is south of Cameroon. Niger is east of Mali.

READING AND SPEAKING Page 40

Aim: to read for specific information; to ask and say where people come from

Warm-up: Write following towns on the board: *Cairo, N'Djamena, Niamey, Lagos, Johannesburg*, etc. Ask: *Where are these cities?* Elicit answers around the class.

Write the countries on the board.

Activity 1: Read the dialogue to the class. Students listen and read silently.

Activity 2

- Tell students to read the dialogue again and correct the false sentences.
- Check their answers around the class. Ask a student to write the sentences on the board.
 - **1** *Daouda is from north Cameroon.*
 - 2** *Howe comes from Chad.*
 - 3** *Arbia lives in Ghana.*
 - 4** *Ali lives in Nigeria.*
 - 5** *Hosni comes from Egypt.*

Activity 3

- Ask pairs of students to demonstrate the question and answer across the class.
- In pairs, students ask and answer questions about the people in Activity 2.

VOCABULARY AND SPEAKING Page 41

Aim: to learn vocabulary for countries

Warm-up: Write the names of some famous people on the board, for example: *Ronaldinho, David Beckham, Serena Williams*, etc. Ask: *What country does Ronaldinho come from? What is his nationality?* etc. Write the country and nationality words on the board.

Activity 1

- Ask the students to look at the pictures.
- Students guess what countries the people come from. Tell them to make full sentences: *I think the person in picture 1 comes from Egypt.*
 - *Hosni: Egypt; Eni: Nigeria; Butelezi: South Africa; Bih: Cameroon; Camara: Senegal*

Activity 2: Say the nationality words aloud pausing for students to repeat. Make sure they pronounce the syllable stress correctly.

Activity 3: Tell students to match the nationalities with the people in the pictures.

→ *Hosni: Egyptian; Eni: Nigerian; Butelezi: South African; Bih: Cameroonian; Camara: Senegalese*

Activity 4: Students work in pairs and ask and answer about people's nationality.

Activity 5

- Ask students to match the countries with the nationalities.
- Tell students to copy the words into their exercise books.
 - *China – Chinese; Japan – Japanese; The United States of America – American; Brazil – Brazilian; Italy – Italian; France – French; Britain – British*

Activity 6

- Tell students to copy and complete the sentences in their exercise books.
- Check their answers orally around the class.
 - **1** *Cameroonian* **2** *South Africa* **3** *Nigerian* **4** *Senegalese* **5** *Egypt*

PRONUNCIATION Page 41

Aim: to learn about stressed syllables

Warm-up: Say the words in Activity 5 aloud pausing for students to repeat. Make sure they stress the correct syllables.

Activity 1

- Read the example and explain the task.
- Read the word pairs to the class. Students underline the stressed syllable in each word.

- Italy – Italian; Japan – Japanese; Brazil – Brazilian; China – Chinese
- Students say the words aloud. Make sure they stress the correct syllables. Point out that the syllable stress changes in some nationality words.

READING AND LISTENING Page 42

Aim: to read to perform a task; to listen for specific information

Warm-up: Tell students to look at the picture on page 39. Write the following sentence on the board: *Hi! I'm John. I'm a waitress. I'm British.* Ask students to find two mistakes in the description of the person in the photo. (John and waitress).

Activity 1: Students read the descriptions aloud. Elicit the jobs.

Activity 2

- Tell students to read the descriptions of the people in the pictures again and find seven mistakes. Encourage them to compare their answers with a partner.
- Read the correct descriptions to the class. Students check their answers.

→ *Answers / Listening text:*

A Hi! I'm Souley. I'm a **farmer**. I come from Maroua in north **Cameroon**.

B Hello. I'm Lozey. I'm a **student**. I'm **South African**. I come from Johannesburg.

C Hello. My name is Diara. I'm a **market trader**. I'm **Senegalese**. I live in Dakar.

D Hi! I'm Marie. I'm a **doctor**. I'm French. I live in Marseille.

SPEAKING AND WRITING Page 42

Aim: to practise asking and answering questions; to write about people

Warm-up: Ask: *Is your father a policeman? Where does he come from?* Elicit answers from students: *No, he isn't he's a... He comes from...*

Activity 1: Students ask and answer questions about the people in the pictures with a partner.

Activity 2

- Ask students to write correct sentences about the people.
 - Check their answers orally around the class.
- *Souley doesn't come from North Nigeria. He comes from North Cameroon. Lozey isn't a teacher. He's a student. He isn't Nigerian. He's South African. Diara isn't a taxi driver. She's a market trader. She isn't Algerian. She's Senegalese. Marie isn't an engineer. She's a doctor.*

EXTRA ACTIVITY

- Ask students to write down: the name of a famous person, his / her country of origin, nationality and job. In pairs students ask and answer questions and guess the name of the person.

PRONUNCIATION Page 42

Aim: to learn about the schwa /ə/ sound at the end of some English words.

Warm-up: Write the following words on the board: *waiter, mother, father, river, sister, footballer.* Ask students what all the words have in common. (Answer: they all end in -er.)

Activity 1: Say the words aloud pausing for students to repeat. Make sure they pronounce the final syllable correctly.

WORKBOOK

- **1** 1 south **2** west **3** west **4** north west **5** south
- **2** 1c 2d 3b 4a
- **3** 1 Buea **2** Senegal **3** Yaoundé **4** Mali **5** N'Djamena **6** South Africa **7** Alger **8** Rabat
- **4** 1 Fanta comes from Chad. **2** My parents and I live in Bafoussam. **3** Niger is north of Nigeria. **4** The two friends are South Africans. **5** Mauritania is west of Mali.
- **5** 1 Egypt **2** Zaire **3** N'Djamena **4** Chadian

- 6 *Students' own answers*
 → 7 1 Britain 2 France 3 Cameroon 4 Mali 5 Morocco 6 Nigeria

Practice page ► Page 43

GRAMMAR

Activity 1: Students choose the correct words and complete the sentences.

- 1 *Does, doesn't* 2 *does, come, comes* 3 *do, start, start* 4 *does, finish, finishes*

Activity 2: Students complete the dialogue.

- 1 *Are* 2 *aren't* 3 *are* 4 *Where* 5 *live* 6 *What* 7 *Nigerian*

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

- 1 *When do you start school?* 2 *What is your nationality?* 3 *What time do you have breakfast?*
 4 *Who do you sit next to in class?* 5 *Where does your father work?*
 → *Students' own answers*

LET'S HAVE FUN

Activity 1: Students read the sentences and guess the people's jobs.

- 1 *waiter* 2 *doctor* 3 *taxi driver* 4 *market trader*

Activity 2

- Tell students that they are going to work in pairs and ask questions to guess a job.
- Demonstrate the activity with a confident student.
- In pairs, students think of a job and then ask and answer questions to guess the job.

Activity 3

- Students write missing letters and complete the words.
 → 1 *nationality* 2 *north* 3 *farmer* 4 *Morocco* 5 *east* 6 *doctor* 7 *evening* 8 *afternoon*
- Students write sentences using the words.
 → *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- talking about food and eating habits
- talking about likes and dislikes
- describing appearance
- talking about lifestyle

VOCABULARY

- meals: *breakfast, lunch, dinner*
- food and drink: *banana, beans, bread, chicken, chips, doughnuts, egg, fish, hamburger, ice cream, mango, meat, milk, orange, pawpaw, plantains, rice, sandwich, soup, spaghetti, tomato, water, yam, meat, vegetables, fruit*
- parts of the body: *arm, ear, eye, finger, foot, head, hair, leg, mouth, nose, teeth, toe*
- adjectives to describe appearance: *big, small, round, short, long, tall, good-looking, nice, horrible, shy, pretty, friendly, frightening, ugly, fat*
- verbs: *contain, drink, eat, help, sleep, walk*

Lesson 1 Food and eating habits ► Page 44

TOPIC: food and eating habits

GRAMMAR AIMS: • to recognise and use countable and uncountable nouns
• to practise using the present simple

VOCABULARY Page 44

Aim: to learn vocabulary for food and drink

Warm-up: Ask: *What is your favourite food? What food don't you like?* Write their suggestions on the board.

Activity 1: Look at the picture with the class. Ask students the name of food and drink they know.

→ **a** banana **b** beans **c** bread **d** doughnut **e** eggs **f** fish **g** mango **h** chicken **i** milk **j** orange
k plantain **l** rice **m** sandwich **n** spaghetti **o** tomato **p** water

Activity 2

- Say the words in the box aloud pausing for students to repeat.
- Tell students to find the food and drink in the picture.

LISTENING Page 44

Aim: to listen for specific information

Warm-up: Ask: *When do you eat? How many meals do you have each day?*

Activity 1

- Tell students to copy the table into their exercise books.
- Explain that you are going to read descriptions of Titi and Moussa's meals.
- Read the descriptions. Students listen and write the food and drink in the table.
- Read the texts again. Students check and complete their tables.
- Check their answers around the class. Ask students to complete the table on the board.

	Breakfast	Lunch	Dinner
Titi	an egg, bread, milk	a sandwich, an orange	fish, plantains, a mango
Moussa	beans, water	spaghetti, tomatoes	meat, rice, a banana

Listening text:

1 My name's Titi. For breakfast I have an egg and bread. I drink milk. I don't have a big lunch, just a sandwich and an orange. For dinner I have fish with plantains and a mango.

2 My name's Moussa. For breakfast I have beans and I drink water. For lunch, I have spaghetti with tomatoes. For dinner, I have meat with rice and a banana.

Activity 2

- Students complete the sentences with the information in the table.
 - Check their answers orally round the class.
- **1** egg **2** bread **3** milk **4** sandwich **5** orange **6** fish **7** plantains **8** mango

Activity 3: Ask students to write a description of Moussa's meals. Tell them to use the text about Titi as a model.

→ *Students' own answers*

GRAMMAR Page 44

Aim: to learn about countable and uncountable nouns

Warm-up: Ask a volunteer to draw a banana and a plate of spaghetti on the board. Label the drawings *banana* and *spaghetti*. Say: *Look at the words banana and spaghetti and tell me which you can count.* Explain that there are two different types of nouns in English, countable and uncountable.

Activity 1

- Students copy the table into their exercise books and complete it with the food and drink in the picture.
 - Complete the table on the board.
- **Countable:** *beans, banana, doughnuts, egg, mango, orange, plantains, sandwich, tomato;*
Uncountable: *bread, fish, meat, milk, rice, spaghetti, water*

Remember Page 44

- Read the rules in the Remember box with the class. Tell students that sometimes a word can be both countable and uncountable, for example: *water* is uncountable but *a bottle of water* is countable.
- ⇒ **Grammar, Page 120**
- Read this section with the class.

WRITING Page 44

Aim: to describe daily meals

Warm-up: Ask: *What do you have for breakfast / lunch / dinner?* Write students' suggestions on the board. Help them with the new vocabulary.

Activity 1: Ask students to write about their meals. Tell them to use the paragraph about Titi's meals as a model. You may like to set this activity for homework.

READING Page 45

Aim: to read for main ideas

Warm-up: Look at the pictures with the class. Ask: *What nationality are the people? Can you name the food and drink?*

Activity 1

- Read the texts aloud. Students listen and read silently.
 - Tell students to match the texts with the pictures.
- **A3 B1 C2**

Activity 2

- Ask students to put the words in order and write questions.

- **1** When does Lee have dinner? **2** What does she eat?
3 What does she drink? **4** What does she have for dessert?
- Students answer the questions in their exercise books.
- **1** She has dinner at half past eight in the evening. **2** She eats rice with chicken.
3 She drinks tea. **4** She has an orange for dessert.

SPEAKING Page 45

Aim: to practise talking about food

Warm-up: Ask the class questions about Steve and Amadou's eating habits, for example: *What does Steve / Amadou eat for lunch? What does he have for dessert? etc.*

Activity 1

- Tell students to work in pairs and practise asking and answering questions about Steve and Amadou's eating habits.
- Ask random pairs of students to demonstrate their exchanges.

Activity 2

- Students read and answer the questions. Encourage them to give explanations.
- Go around the class asking for their ideas. Find out which meal most students prefer.

Remember Page 45

- Read the Remember box with the class. Remind students that we use the indefinite article *an* before a vowel and *a* before a consonant.

WRITING Page 45

Aim: to write about personal eating habits

Warm-up: Ask: *What food is good for you? What food is bad for you?* Write students' ideas on the board.

Activity 1: Students answer the questions about their eating habits. Tell them to write full answers.

→ *Students' own answers*

SPEAKING AND READING Page 46

Aim: to talk about typical Cameroonian dishes; to read for specific information

Warm-up: With books closed, ask: *What typical Cameroonian dishes can you name? What part of the country do they come from?*

Activity 1

- Tell students to look at the pictures. Students answer the questions with a partner.
- Check their answers orally around the class. Get students to write the questions and answers in their exercise books.

Activity 2

- Tell students to read the dialogue and find the information.
- Check their answers orally. Make sure students understand the new vocabulary.
 - *Moussa's favourite dish is ndole. He likes the bitter taste of the green leaves. Titi's favourite dish is sanga. She likes the sweet taste.*
- Ask students to practise the dialogue in pairs.

PRONUNCIATION Page 46

Aim: to learn about the pronunciation of the -s at the end of plural nouns and practise the three endings /s/, /z/ and /ɪz/

Warm-up: Write the examples on the board and read them to the class. Point out the three different sounds /s/, /z/ and /ɪz/

Activity 1

- Tell students to copy the three groups into their exercise books, leaving space to add words to the groups.

- Tell students to write the plural of the nouns in the correct groups.
- Say the words aloud. Students listen and check their answers.
- Students say the words aloud making sure they pronounce the end sounds correctly.
 - /s/: chips, ingredients, nuts /z/: tomatoes, potatoes, mangoes, bananas, plantains, yams, watermelons /ɪz/: dishes, oranges, sandwiches

WRITING Page 46

Activity 1: Discuss students favourite dishes with them. They write about them individually.

WORKBOOK

- 1 1 breakfast 2 lunch 3 dinner
- 2 2 orange 3 chicken 4 banana 5 sandwich 6 tomato 7 doughnut 8 hamburger
- 3 drinks – water, tea, milk fruit – orange, pineapple, mango vegetables – yam, potato, carrot
- 4 1 Fish is not a fruit. 2 Rice is not meat. 3 Sugar is not a meal. 4 Bread is not a drink.
- 5 **Countable:** mango-mangoes, tomato-tomatoes, onion-onions, egg-eggs, banana-bananas, plantain-plantains, orange-oranges **Uncountable:** water, rice, salt, sugar, bread
- 6 1 bananas 2 eggs 3 tomatoes 4 potatoes
- 7 1 good 2 bad 3 bad 4 good
- 8 **one syllable:** rice, milk **two syllables:** mango, doughnut, plantain **three syllables:** tomato, banana, hamburger
- 9 2 False. She eats rice and chicken. 3 False. He is from the USA. 4 False. He does eat chips. 5 True 6 False. He drinks water.
- 10 Students' own answers

Lesson 2 My body ► Page 47

TOPIC: appearance and lifestyle habits

GRAMMAR AIMS: • to learn some irregular plural nouns
• to use adjectives for describing appearance

VOCABULARY AND READING Page 47

Aim: to learn vocabulary for parts of the body; to read for specific information

Warm-up: Draw a person on the board. Ask students to tell you any parts of the body they know in English. Write their suggestions on the board.

Activity 1

- Tell students to look at the picture of a monster and match the words in the box with the parts of the body.
- Check their answers around the class. Say the words in the box, pausing for students to repeat. Tell students to copy the monster with labelled body parts into their exercise books.
 - 1 head 2 eye 3 nose 4 mouth 5 tooth 6 ear 7 hair 8 leg 9 arm 10 hand 11 foot 12 fingers 13 body 14 thumb

Remember Page 47

- Read the Remember box with the class. Ask students to say examples of irregular plurals they have come across before, for example: men, women, people, children.

Activity 2

- Read the words in the box with the class. Check they understand the words.
- Ask students to choose the best adjective to describe the monster.
 - Students' own answers

Activity 3

- Students look at the picture and read the description of the monster. Tell them to work with a partner and find eight mistakes.
- Check their answers orally around the class.

- 1 green hair not orange 2 three eyes not four 3 two ears not three 4 a big mouth not small
5 two teeth not three 6 four long arms not five 7 ten fingers not five 8 three toes not two

WRITING Page 47

Aim: to write a description of a monster

Warm-up: Ask a volunteer to draw a monster on the board. Ask questions around the class: *How many eyes has the monster got? Has it got a round face? Has it got long or short hair? Has it got teeth?* etc. The volunteer draws the monster according to the students' answers.

Activity 1: Students work in pairs and write a description of a monster. Tell them to use the description in Activity 3 as a model. Encourage them to use their imagination.

→ *Students' own answers*

Activity 2

- Tell students to exchange descriptions with another pair of students.
- Ask them to read the description and draw the monster.

SPEAKING Page 47

Aim: to recognise vocabulary for parts of the body

Warm-up: Revise parts of the body.

Activity 1: Play *Simon says*. Look at the pictures and explain to students that they should do the action only if you precede the instruction with the phrase *Simon says*. If a student does an action when you don't say *Simon says*, he / she is eliminated.

READING Page 48

Aim: to read and answer a questionnaire about their lifestyle

Warm-up: With books closed, ask: *Do you do a lot of exercise? What do you do? Do you eat healthy food? Do you think you have a healthy lifestyle?*

Activity 1

- Pre-teach the words and expressions: *sometimes, never, once a week / day, more than*
- Ask students to read quickly through the questionnaire and find the following verbs: *sleep, walk, help*. Students guess the meaning of the verbs and check in the Wordlist.
- Ask students to do the questionnaire.

Activity 2: Tell students to add up their scores. There are three different categories: 0-3, 4-6, 7-10. Ask a student from each category to read the explanation.

LISTENING AND WRITING Page 48

Aim: to listen for specific information

Warm-up: Tell students to practise asking and answering the questionnaire with a partner.

Activity 1

- Tell students that they are going to listen to Amadou answering the questionnaire.
- Read the dialogue. Students write down Amadou's answers. Tell to write down the number of the question followed by the correct letter.
- Students add up Amadou's score and find out what category he is in.

→ 1a 2a 3a 4c 5c 6 points: *His lifestyle isn't bad.*

Listening text:

Interviewer: *First question. Do you walk to school every day, Amadou?*

Amadou: *Yes, I do. I walk three kilometres to school in the morning and the same again in the afternoon.*

Interviewer: *What about your sleeping habits? How many hours do you sleep every night?*

Amadou: *Um! I don't sleep a lot. I help at home in the evening and I get up early in the morning to get water. I sleep about six hours a night.*

Interviewer: *And sport? Do you do any sport?*

Amadou: *I don't like sport. I only do sport at school. Never at home.*

Interviewer: What about food? Do you eat healthy food, like fruit and vegetables?
 Amadou: I eat a lot of vegetables. I don't eat meat. I have vegetables at every meal.
 Interviewer: What do you like to do in your free time Amadou?
 Amadou: I haven't got a lot of free time. After school I help my parents in at home.
 At weekends, I go fishing.

Activity 2: Ask students to write about Amadou's lifestyle using the information in Activity 1.

→ *Students' own answers*

EXTRA ACTIVITY

- Ask students to write a sentence for each question in the questionnaire, for example: *I walk to school every day. I sleep six hours every night. I never do sport. I don't eat fruit and vegetables. I watch TV in my free time.*
- Ask students to write a similar description of Amadou's lifestyle. Remind them to write in the third person singular, for example: *Amadou walks to school every day.*

SPEAKING Page 48

Aim: to practise parts of the body by singing a song

Warm-up: Read the verses with the class. Write the following parts of the body on the board: *arm, leg, foot*. Ask students to say the plural of these words.

Activity 1

- Demonstrate the tune by singing the first two lines. Point to the part of the body mentioned.
- Students sing the song in chorus, adding in turn other parts of the body.

PRONUNCIATION Page 48

Aim: to recognise common homophones

Warm-up: Write the following pairs of words on the board: *four – for; I – eye*. Ask students to say the pairs of words aloud. Ask: *What do you notice?*

Activity 1

- Explain to students that homophones are words with different spellings and meanings but the same pronunciation.
- Say the words in the box pausing for students to repeat.
- Students match the pairs of words with the same sounds.
 - *by – buy; for – four; no – know; right – write; two – to; there – their; nose – knows; meat – meet; our – hour; I – eye*

WORKBOOK

- 1 2 ear 3 arm 4 teeth 5 nose 6 head 7 mouth 8 foot 9 hand 10 leg
- 2 1 head 2 ear 3 teeth 4 mouth 5 hand 6 finger 7 arm 8 nose 9 leg 10 foot
- 3 1 fingers 2 mouth 3 feet 4 face 5 head 6 feet
- 4 1 teeth 2 hair 3 ears 4 feet
- 5 1 fat 2 horrible 3 nice 4 friendly
- 6 1 The monster has got green hair. 2 It's got two ears. 3 It has got three eyes. 4 It has got ten fingers on each hand. 5 It has got four arms.
- 7 1 a lot of 2 do 3 eat 4 drink 5 many 6 don't

Practice page

► Page 49

GRAMMAR

Activity 1: Students complete the rules with singular or plural nouns.

- 1 tomatoes 2 yams 3 salt 4 water

Activity 2: Students write questions for the answers.

- **1** When do you have breakfast?
- 2** What does she drink in the morning?
- 3** What is his favourite food?
- 4** Where do you have lunch?
- 5** What do you eat for breakfast?
- 6** Where do you have dinner?

Activity 3: Students complete the sentences with *a*, *an* or *no article*.

- **1** *an* **2** *a* **3** *a* **4** *an* **5** *no article* **6** *no article*

LET'S HAVE FUN

Activity 1

- Students copy the word maps into their exercise books.
- They complete the word maps with words from the unit.
- *Students' own answers*

Activity 2

- Write the word BREAD and EGG on the board.
- Tell students to write more words including any letter from the last word. Continue until students can't find any new words.
- Students can do this activity in pairs, small groups or with the whole class. You may like to organise a competition between groups. The group with the most words is the winner.
- *Students' own answers*

Activity 3: Students read the descriptions and guess the food.

- **1** carrot **2** orange **3** banana **4** milk **5** eggs **6** potato

REVIEW AND EVALUATION FOR MODULE 2

Page 50

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 twelve words in the word square.

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

- *Jobs: teacher, actor*
- School subjects: English, Maths, History*
- Parts of the body: head, ear, eye, arm*
- Meals: dinner, supper, lunch*

GRAMMAR

Activity 1: Students complete the sentences with the correct form of the verbs in brackets.

- **1** *has* **2** *goes* **3** *finish* **4** *washes*

Activity 2: Students write the sentences in the negative form.

- **1** *She doesn't have dinner at 7 am.*
- 2** *He doesn't go to market on Saturday.*
- 3** *They don't finish school at 3 pm.*
- 4** *My brother doesn't wash his clothes on Friday.*

Activity 3: Students write questions for the sentences in Activity 1.

- **1** *Does she have dinner at 7 pm?*
- 2** *Does he go to market on Saturday?*
- 3** *Do they finish school at 3 pm?*
- 4** *Does your brother wash his clothes on Friday?*

Activity 4: Students complete the sentences with the correct prepositions, *in*, *at*, *to*.

→ **1** *in* **2** *at* **3** *in* **4** *to*

Activity 5: Students write the plural forms of the words in brackets.

→ **1** *feet* **2** *windows* **3** *teeth* **4** *bags*

CHECK YOUR PROGRESS

Page 51

Activity 1: Students complete the table with the country or nationality words.

→ **1** *Egyptian* **2** *Nigerian* **3** *Morocco* **4** *Britain* **5** *Senegalese* **6** *Cameroon*

Activity 2: Students reorder the words and write questions and then they write short answers.

→ **1** *Does Peter have lunch at 1 pm? Yes, he does.*

2 *Do you and Mary do sport every day? No, we don't.*

3 *Do the students like Maths? Yes, they do.*

Activity 3: Students write questions with *what*, *when*, *where* about the underlined words.

→ **1** *Where are you?*

2 *When / What time do they get up every day?*

3 *Where do they play?*

4 *What does Talla's sister sell?*

Activity 4: Students complete the dialogue with suitable words.

→ **1** *have* **2** *do* **3** *do* **4** *have* **5** *dinner* **6** *have* **7** *have* **8** *at*

SELF-ASSESSMENT

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

Unit summary

COMMUNICATION FOCUS

- talking about what people are doing
- giving orders and directions
- saying where places in a town are

VOCABULARY

- expressions and prepositions of place: *opposite, between, next to, on the right / left*
- places in the town: *bank, bus station, chemist, church, clothes shop, hotel, post office, restaurant, supermarket, traffic lights, street, road*
- vehicles: *car, motorbike, truck, bicycle*
- verbs: *carry, climb, close, cook, cross, feed, harvest, give, laugh, learn, open, pick, rain, ride, sing, sit down, talk, turn, wait for, water, weed, grow, rain*

Lesson 1 In the countryside ► Page 52

TOPIC: country activities

GRAMMAR AIMS:

- to learn all form of the present continuous for actions happening at the time of speaking
- to use the present simple for general statements and habits
- to contrast the present simple and the present continuous

READING Page 52

Aim: to read for main ideas; to read for specific information

Warm-up: Tell students to look at the pictures on page 52. Ask: *What can you see?*

What is happening? Write some of their ideas on the board. Help students with the new vocabulary.

Activity 1

- Read the sentences aloud. Students listen and repeat.
- Tell students that the sentences are in the present continuous tense. Explain that we use this tense to describe things that are happening at the moment of speaking.

Activity 2

- Tell students to match the descriptions with the pictures. Encourage them to guess the meaning of new words by looking at the pictures.
- Correct their answers orally around the class. Make sure students understand the new vocabulary: *yard, corn, basket, bucket*.
→ 1C 2D 3B 4A 5E

Remember Page 52

⇒ **Grammar, Page 117**

Activity 3

- Tell students to write short answers to the questions.
→ 1 *in the yard* 2 *a bucket* 3 *corn* 4 *plantains* 5 *They are playing songo. They are laughing and joking.*
- Ask students to give full answers. Write the first answers on the board as an example. Elicit the other answers around the class and write the answers on the board.
→ 1 *They are playing in the yard.* 2 *She's carrying a bucket.*
3 *She's giving them corn.* 4 *He's putting plantains into his basket.*
5 *The men are playing songo. They are laughing and joking.*
- Explain to students that we use the present continuous to talk about things that are happening at the moment.

PRONUNCIATION AND WRITING Page 52

Aim: to practise pronouncing *-ing* forms

Warm-up: Ask students to find and say examples of sentences in the present continuous on this page.

Activity 1

- Write the first sentence on the board and underline the *-ing* ending. Say the sentence aloud.
- Read the sentences pausing for students to repeat.

Activity 2

- Students write the full forms of the sentences.
- Write the answers on the board.
→ **2** *You are learning.* **3** *He is playing.* **4** *She is singing.* **5** *They are laughing.*

LISTENING Page 53

Aim: to use pictures to predict a listening text; to listen for main ideas

Warm-up: With books closed, write these words on the board: *monkey, field, football, beans, plants*. Say: *Which is an animal / a game / food / a place / a thing that grows?* Elicit the answers from the class.

Activity 1

- Tell students to look at the pictures and say what is happening in each picture.
- Encourage students to make sentences in the present continuous.

Activity 2

- Tell students that they are going to hear five sentences 1-5 and they must match them with the pictures A-E.
- Read the sentences. Students write the number of the sentence by the letter of the picture.
- Read the sentences again for students to check their answers.
- Check their answers around the class. Ask students to make full sentences.
→ **1D 2C 3A 4E 5B**

Listening text:

- 1** *A monkey is climbing a coconut tree.*
- 2** *The children are playing football in the yard.*
- 3** *A boy is picking beans.*
- 4** *A woman is watering the plants.*
- 5** *A man is weeding the field.*

EXTRA ACTIVITY

- Ask students to write complete sentences in their exercise books. Tell them to use the present continuous. Write the following prompts on the board: **1** *monkey / climb / coconut tree* **2** *children / play / football* **3** *boy / pick / beans* **4** *woman / water / plants* **5** *man / weed / field*

GRAMMAR Page 53

Aim: to learn how to form present continuous questions and short answers

Warm-up: Write the following questions on the board: *Where is the man? Is the man in the field? Where is the man working? Is the man working in the field?*

Ask: *Which questions are in the present continuous? What verb do we use to form questions in the present continuous? Underline is in the questions. Explain that the question form of the present continuous is formed by inverting the verb to be and the subject.*

Activity 1: Students match the questions and answers. Ask pairs to read them aloud.

→ **1c 2d 3b 4a 5e**

Activity 2

- Write the example on the board. Students ask and answer across the class.
- Ask random pairs of students to ask and answer the other sentences.
- Students write the questions and answers in their exercise books.
- Write the answers on the board. Explain that short answers are formed with the verb *to be* only.

- **1** Are the children working in the field? Yes, they are. **2** Are you cooking dinner? No, I'm not.
3 Is Amadou helping his parents? Yes, he is. **4** Is the cat sleeping in the sun? No, it isn't.
5 Are Nono and Amadou picking beans? Yes, they are.

Remember Page 53

- Read the Remember box with the class. Ask students to copy the spelling rules for the *-ing* form into their exercise books.

⇒ **Grammar, Page 117**

EXTRA ACTIVITY

- Write some more verbs on the board. *For example: laugh, joke, give, put, do, carry, feed*
- Ask students to write *-ing* form of these verbs.

SPEAKING Page 53

- | **Aim:** to practise asking and answering questions in the present continuous
- | **Warm-up:** Students ask and answer the questions in Grammar Activity 2 around the class.

Activity 1

- Read the example with the class.
- Ask students to ask and answer questions about the people in the pictures.

Activity 2

- Tell students that they are going to play a game.
- Demonstrate the example to the class: mime swimming action and ask: *What am I doing?*
- Elicit Yes / No questions from the class.
- Students mime actions and other students ask questions to guess.

SPEAKING AND READING Page 54

- | **Aim:** to describe a picture; to read for specific information
- | **Warm-up:** Revise the months of the year.

Activity 1: Ask students to look at the picture and describe what is happening. Encourage them to use the present continuous.

Activity 2

- Read the text aloud. Students listen and read silently.
- Students name the season in the picture. Make sure students understand the new vocabulary. Encourage students to guess the meaning of the new words from the context.

→ *the wet season*

Activity 3

- Students read the text again and decide which sentences are true and which are false.
- Check their answers around the class.

→ **1** True **2** False **3** False **4** False **5** False

EXTRA ACTIVITY

- Ask students to correct the false sentences.
2 The crops grow quickly in the wet season. **3** The children are playing football. **4** The goats don't like the rain.
5 The adults are sitting in their huts.

GRAMMAR Page 54

- | **Aim:** to learn when we use the present simple and the present continuous
- | **Warm-up:** Write the following sentences on the board: *It rains a lot in August. It's raining today.* Ask: *Which sentence is in the present continuous? Which is in the present simple? What time expressions are used in the sentences? (Answers: in August, today).* Ask students to say sentences in the present simple and the present continuous.

Activity 1

- Ask students to copy the text into their exercise books. They write the verbs in brackets in the present simple or the present continuous.
- Write the correct text on the board.
→ **1** *don't work* **2** *relax* **3** *have* **4** *are having* **5** *are singing* **6** *dancing* **7** *are playing*

Remember Page 54

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

EXTRA ACTIVITY

- Write the following time expressions on the board: *today, always, in July, at the moment, every day, now.*
- Ask students to say which tense we use with these expressions, the present continuous or the present simple.
- Ask students to write sentences using these expressions.

SPEAKING AND WRITING Page 54

Aim: to sing a song using the present continuous ; to write a verse of the song in the present continuous

Warm-up: Choose pupils to mime actions. The others ask *Are you ...ing?* They reply *Yes/No*.

Activity 1

- Ask students to read the song and find verbs in the present continuous tense.
→ *sleeping, ringing*
- Sing the song with the class.

Activity 2

- Tell students to work in pairs and write three more verses for the song with the verbs *read, dance* and *play*.
- The class sings the new verses.
→ **NOTE:** *Only the first line of each verse changes. The rest stays the same.*
Are you reading, are you reading? Are you dancing, are you dancing? Are you playing, are you playing?

WORKBOOK

- **1** **1** *She is singing.* **2** *They are running and playing.* **3** *He is putting plantains in a basket.*
 4 *She is giving the chickens corn.*
- **2** **1** *is picking* **2** *are reading* **3** *are harvesting* **4** *is singing* **5** *are working*
- **3** **1** *playing* **2** *laughing* **3** *running* **4** *climbing* **5** *swimming* **6** *writing* **7** *giving* **8** *harvesting*
 9 *weeding* **10** *growing*
- **4** **2a** **3e** **4b** **5f** **6g** **7c**
- **5** **1** *Is; Yes, she is.* **2** *Are; they aren't.* **3** *Is; Yes, he is.* **4** *Is; No, he isn't.* **5** *Is; No, it isn't.*
- **6** **1** *get up* **2** *sweep* **3** *help* **4** *have* **5** *wash* **6** *clean* **7** *go* **8** *are not going* **9** *are playing*
 10 *are running* **11** *climbing*
- **7** **1** *dry* **2** *dusty* **3** *rain* **4** *March* **5** *green* **6** *August*
- **8** **1** *harvest* **2** *play* **3** *climb* **4** *cook* **5** *sing* **6** *weed* **7** *water* **8** *carry* **9** *feed* **10** *pick*
- **9** *Students' own answers*
- **10** **1** *Where are the children playing?* **2** *Who is feeding the chickens?* **3** *What is the girl carrying?*
 4 *Students' own answers* **5** *Students' own answers*

Lesson 2 In the city ► *Page 55*

TOPIC: getting about in the city

GRAMMAR AIMS:

- to give instructions and orders using the imperative
- to say where places are using prepositions of place
- to give directions using imperatives

VOCABULARY AND READING Page 55

Aim: to learn vocabulary for places in the city; to read for specific information

Warm-up: Ask students what places in the city they can name in English. Ask questions to help them. For example: *Where do people take the bus? Where do some people go on Sunday? Where do people eat and drink?* etc. Write their suggestions on the board.

Activity 1

- Tell students to look at the picture. Ask them to match the words in the box with the places in the picture.
- Say the words aloud pausing for students to repeat. Point out that some words are similar to French words.
→ **1** supermarket **2** bank **3** hotel **4** post office **5** chemist **6** clothes shop **7** church **8** bus stop

Activity 2

- Tell students that the text is a description of the town in the picture but there are five mistakes in the text.
- Ask students to read the text and find five mistakes.
- Students compare their answers with a partner. Then check their answers around the class.
→ *Three men are crossing the road. A girl is riding a bicycle. Two people are waiting for the bus. A lot of people are queuing at the cybercafé. A man is going into the post office.*

Activity 3: Ask students to write the correct sentences in their exercise books.

→ see Activity 2 above

SPEAKING Page 55

Aim: to practise the prepositions of place, *between*, *opposite* and *next to*

Warm-up: Copy the plan of the main street in the picture on the board. Demonstrate the meaning of *between*, *opposite* and *next to* by pointing to places on the plan.

Activity 1

- Read the sentences aloud pausing for students to repeat.
- Students find the places in the picture and correct the sentences.
- Check their answers around the class.
→ **1** *The chemist is opposite the bank.*
2 *The bank is between the supermarket and the hotel. The supermarket is next to the bank.*

Activity 2

- Ask two students to read the question and answer.
- Students work in pairs and practise asking and answering questions about places in the picture. Encourage them to use *between*, *opposite* and *next to*.

EXTRA ACTIVITY

- Tell students to work in pairs and write two more false statements about places in the picture.
- Students say their sentences and other students correct them.

GRAMMAR Page 56

Aim: to learn how to use imperative to give instructions and orders

Warm-up: Say and elicit response to the following orders: *Stand up. Sit down.* Write the orders on the board. Explain that these phrases are in the imperative form. Ask: *What is the negative form of these orders?* Elicit the phrases: *Don't stand up. Don't sit down.*

Activity 1

- Look at the road signs with the class. Ask: *Where do we see these signs?*
- Read the phrases aloud pausing for students to repeat.
- Ask students to match the phrases with the road signs.
- Get a volunteer to draw the signs on the board. Write the correct phrases under each sign.
- Tell students to copy the signs and phrases into their exercise books.
→ *1c 2b 3e 4a 5d 6f*

Remember Page 56

- Read the Remember box with the class. Explain to students that in English there are only two imperative forms: affirmative and negative. To make an imperative negative, we add *don't*.
⇒ **Grammar, Page 119**

Activity 2: Ask students to match a phrase on the left with a phrase on the right which has a similar meaning.
→ 1e 2d 3b 4a 5c

Activity 3

- Tell students to choose four phrases in Activity 2.
- Students draw signs for these phrases in their exercise books.
- Ask some students to draw their signs on the board.

WRITING Page 56

Aim: to write instructions

Warm-up: With books closed, write the following verbs on the board: *close, open, come in, talk, sit down*. Ask students to give instructions with these verbs.

Activity 1: Tell students to look at the pictures and write instructions using the verbs in the box.
→ 1 Close the door. 2 Sit down. 3 Come in. 4 Open the window. 5 Don't talk.

PRONUNCIATION Page 56

Aim: to practise the sound /əʊ/

Warm-up: Write the following words on the board: *orange, open, don't, stop*. Ask: *In which words does the letter o have the same pronunciation?* (Answers: *orange, stop, open, don't*).

Activity 1

- Say the words aloud pausing for students to repeat. Make sure students pronounce the o correctly.
- Ask students to find more words with the same sound.

READING AND SPEAKING Page 57

Aim: to practise giving directions

Warm-up: Students look at the town map. Ask where places are, for example: *Where's the chemist?* Elicit answers with *on the right / on the left*. Write these expressions on the board.

Activity 1

- Read the dialogues aloud. Students listen and read silently.
- Ask a strong pair of students to read the dialogues to the class.
- In pairs, students practise the dialogues.

Activity 2

- Ask students to look at the map and tell them that they are going to make similar dialogues in pairs.
- Tell students to use the dialogues in Activity 1 as models. Go around the class helping students.
- Ask pairs of students to say the dialogues to the class.
→ *Students' own answers*

Remember Page 57

- Read the Remember box with the class. Tell students to copy the expressions into their exercise books and write translations.

LISTENING Page 57

Aim: to listen to directions in order to perform a task.

Warm-up: Students look at the map. Ask: *Where is the bank? Where is the supermarket? Where is the bus stop? Where are the traffic lights?*

Activity 1

- Tell students to imagine that they are at the point marked YOU on the map and they are going to hear the direction to four different places.
- Read the directions. Students look at the map, follow the directions and guess the place of destination.
- Read the directions again for students to check their answers.
- Check the answers with the class.

Listening text: **1** Drive along this road. Turn left. It's opposite the bank.
 2 Go along this road. Cross the traffic lights. It's on the left next to the supermarket.
 3 Walk to the traffic lights and turn right. It's on the left between the hotel and the bus stop.
 4 Go along this road. It's after the traffic lights on the right.
 1 church **2** chemist **3** cybercafé **4** school

EXTRA ACTIVITY

- Ask students to practise giving the directions in the Listening activity.
- In pairs, students practise giving directions and guessing the place of destination.

WRITING Page 57

Aim: to write directions

Warm-up: Write these words in two columns on the board: column 1: *walk, go, drive, turn*; column 2: *along, left, right*. Ask students to make sentences with a word from each column. Example: *Go along the street. Turn right.*

Activity 1

- Students complete the directions with the words in the box.
- Correct the answers orally around the class.
→ **1** along **2** Turn **3** traffic **4** on **5** between **6** office **7** road **8** Cross **9** right **10** opposite

Activity 2

- Ask students, in pairs or individually, to choose a place near their school and then write directions to this place.
- Tell students not to name the place.
→ *Students' own answers*

Activity 3: Students read their directions aloud and the other students guess the place.

WORKBOOK

- **1** **a** chemist **b** post office **c** bank **d** cybercafé **e** church **f** supermarket
- **2** **1** turn right **2** turn left **3** go straight on
- **3** **1** Don't go outside! **2** Don't open the window! **3** Don't stop! **4** Don't drive fast!
 5 Don't turn right!
- **4** 2, 5, 4, 1, 3
- **5** **1** Is **2** here **3** Yes **4** there **5** opposite **6** Thank
- **6** **1** to **2** straight **3** near **4** left
- **7** **Across:** **2** chemist **5** car **8** bank **9** pedestrian **10** traffic
 Down: **1** church **3** truck **4** right **6** bus **7** left

Practice page ► Page 58

GRAMMAR

Activity 1: Students write the -ing form of the verbs.

- *carrying, coming, doing, drinking, eating, harvesting, giving, going, putting, sheltering, shopping, running, talking, waiting, watering*

Activity 2: Students write the negative form of the sentences.

- **1** He isn't harvesting plantains.
- 2** She isn't carrying water on her head.
- 3** I'm not cooking dinner for the family.
- 4** They aren't sitting under a tree.

Activity 3: Students complete the text with the present continuous or the present simple form of the verbs in the box.

- **1** goes **2** has **3** listens **4** is sitting **5** drinking **6** reading

Activity 4: Students complete the phrases with the words in the box.

- Be quiet! Drive slowly! Don't turn left. Don't park here! Turn right.

LET'S HAVE FUN

Activity 1

- Read the example sentence with the class. Make sure students understand *I think*.
- Ask students to guess what people they know are doing at the moment and write sentences.
- Read some of their sentences to the class.
- *Students' own answers*

Activity 2

- Read the words with the class and check students understand the words. Demonstrate the activity by doing the example with the class.
- Ask students to match words from the group and then write sentences using the present continuous.
- *Students' own answers*

Activity 3

- Ask students to put the words in the box under the three different headings.
- Check the answers with class and ask students to copy the words into their exercise books.
- **Transport:** bicycle, car, motorbike, truck; **Town:** pavement, traffic lights, bank, hotel ; **Farming:** crops, grow, harvest, pick, plant, water, weed

Unit summary

COMMUNICATION FOCUS

- describing animals
- asking for and giving reasons for natural phenomena
- asking for information

VOCABULARY

- wild animals: *antelope, butterfly, chimpanzee, crocodile, elephant, hippopotamus, leopard, lion, mosquito, ostrich, parrot, snake, whale*
- nature words: *grass, jungle, park, rainforest, tree*
- the Earth: *ocean, equator, North Pole, South Pole*
- space: *Earth, Moon, planet, satellite, spaceship, star, Sun*

Lesson 1 The natural world ► Page 59

TOPIC: wild animals

GRAMMAR AIMS:

- to learn how to use the relative pronoun *which* in defining relative clauses
- to use adverbs of manner
- to ask *Wh-* and *How* questions
- to revise the present simple

VOCABULARY AND READING Page 59

Aim: to read for main ideas; to read for specific information

Warm-up: Ask students to look at the picture. Ask: *Can you name the animals? What are they doing? Do these animals live in Cameroon?*

Activity 1

- Ask students to match the words in the box with the animals in the picture.
- Check the answers with the class. Ask students which words are similar in French.
- Read the words. Students listen and repeat the words.
→ **1** chimpanzee **2** parrot **3** butterfly **4** antelope **5** snake **6** leopard **7** elephant **8** crocodile **9** hippopotamus

Activity 2

- Students read the texts and name the animals.
- Correct their answers orally around the class. Make sure students understand the new vocabulary: *grass, feathers, beak, slowly*.
→ **A** crocodile **B** antelope **C** parrot **D** snake

Activity 3

- Ask students to read the texts again and match animals with the definitions.
- Correct their answers orally around the class.
→ **1** crocodile, snake **2** parrot **3** crocodile **4** elephant, antelope

WRITING Page 59

Aim: to write a description of an animal

Warm-up: Ask students to make sentences about the leopard. Ask: *What does it eat? Where does it live? What colour is its fur? Does it climb trees? Does it run fast?* Write their description on the board.

Activity 1

- Ask students to write descriptions of two more animals. Tell them not to name the animals.
- Students exchange descriptions and guess their partner's animals.

- Ask confident students to read some of their descriptions.
 - You may prefer to ask students to write their descriptions at home.
- *Students' own answers*

LISTENING AND SPEAKING Page 60

Aim: to listen to descriptions of animals for specific information

Warm-up: Look at the table with the class and check any new vocabulary. Ask: *Where do these animals live? Which animals are dangerous?*

Activity 1: Students copy the table into their exercise books then they work in pairs and guess the missing information.

→ *Students' own answers*

Activity 2

- Read the descriptions of animals. Students listen and complete the table.
- Read the descriptions again. Students listen and check their answers.
- Copy the table onto the board and complete it with the class.

→ **1** very big **2** big **3** near water **4** leaves, grass and small animals **5** meat

6 very small fish **7** runs **8** flies **9** swims **10** white **11** black **12** grey

Listening text: The ostrich is a big black and white bird which doesn't fly. It runs very fast. It's a very tall bird with a long neck. It eats leaves and grass and small animals. It lives in the grasslands of Africa.
The lion is the king of the jungle. It is a very big animal which eats meat. It is light brown. It runs very fast. It also sleeps a lot.
The mosquito is a very small, black insect which flies very fast. It is very dangerous for people. It lives near water. It drinks animal and human blood. It makes a horrible noise!
The whale is a big grey mammal. It lives in the sea and it swims very fast. It is a very big animal but it eats very small fish.

Activity 3

- Ask students to match the questions and answers using the information in the table.
 - Check the answers orally around the class.
- 1d 2a 3e 4b 5c

Activity 4

- Students ask and answer the questions in pairs.
- Read the example questions and answers with the class.
- In pairs, students ask and answer questions about the other animals in the table.
- Ask random pairs of students to ask and answer their questions.

→ *Students' own answers*

GRAMMAR Page 60

Aim: to learn some adverbs of manner

Warm-up: Write the following sentences on the board: *The crocodile swims well. The antelope runs fast.* Ask: *Which words are adverbs? Which word in the sentence do they change, the subject or the verb?*

Remember Page 60

- Read the Remember box with the class. Ask students to copy the sentences with adverbs into their exercise books.
- ⇒ **Grammar, Page 119**

Activity 1

- Students complete the sentences with the correct adverbs.
 - Correct the answers orally around the class.
- **1** fast **2** slowly **3** well **4** *Students' own answers*

READING Page 61

Aim: to make predictions and read for specific information

Warm-up: Ask: What is a national park? What national parks are there in Cameroon? What animals are there in these parks?

Activity 1

- Look at the photo and the title of the text with the class.
- Ask students to decide which words they expect to find in the text?
→ *Suggested answers: tourist, animals, rainforest, elephant, plant, bird*

Activity 2

- Ask students to read the text and answer the questions. Encourage students to give full answers.
- Students compare their answers with a partner. Then check their answers around the class.
 - **1** It is in South West Cameroon.
 - 2** It is famous because it is very wild and beautiful.
 - 3** There are elephants, leopards, lions, antelopes and birds in the park.
 - 4** Tourists come to see the animals and plants.
 - 5** There are a lot of animals because the villagers don't hunt them.
 - 6** A good time to visit the park is in the dry season.

LISTENING Page 61

Aim: to listen to the description of a trip to a national park for specific information

Warm-up: Ask: What town is near the Korup National Park? How can you travel in the park?

Activity 1

- Tell students that they are going to hear a description of a trip to Korup National Park. Students copy the table into their exercise books.
 - Read the text aloud. Students listen and tick the days in the table.
 - Check the answers orally around the class.
 - Day 1 Stay in Mundemba. Day 2 Visit the forest with a park guide.
 - Day 3 See crocodiles and water birds. Day 4 Leave the park by boat to Limbe.
- Listening text:** On the first day, you arrive in the town of Mundemba by car. You stay the night in a hut. You meet local people and eat traditional food.
On the second day, you visit the forest with a park guide. You see wild animals and plants. You camp in the forest overnight.
On the third day, you take a boat on the River Ndian. You see crocodiles and hundreds of water birds.
On the fourth day, you leave the park by boat. You go down the Rio del Rey to Limbe.

Activity 2

- Ask students to put the words in order and write questions.
- Students compare their answers with a partner. Then check their answers around the class.
 - **1** Where do you stay on the first day? **3** What do you see on the third day?
 - 2** Who do you visit the park with? **4** How do you leave the park?

Activity 3

- Students write answers to the questions using information in the table.
- In pairs, students ask and answer the questions.
- Check the answers orally around the class.
 - **2** You visit the park with a guide. **3** You see crocodiles and water birds. **4** You leave the park by boat.

WORKBOOK

- **1** 1 buffalo 2 leopard 3 butterfly 4 chimpanzee 5 antelope 6 elephant
- **2** 1 fly 2 run 3 swim 4 run
- **3** 2 mosquito–blood 3 ostrich–grass 4 whale–small fish
2 A mosquito is an animal which drinks blood. 3 An ostrich is an animal which eats grass.
4 A whale is an animal which eats small fish.
- **4** 1 It has got a monkey's head and a crocodile's body. 2 It has got a giraffe's legs and an ostrich's feet.

- 5 **1** It has got a lion's tail.
1 The chameleon is small. It lives in the forest. **2** The whale is enormous. It lives in the sea.
3 The crocodile is long. It lives in the river. **4** The giraffe is tall. It lives in the grasslands.
- 6 **1** fish **2** whale **3** buffalo **4** lion **5** antelope
- 7 Students' own answers
- 8 **1** Korup National Park is a rainforest. **2** The Park is in South West Cameroon. **3** A lot of animals live in the park. **4** Tourists come to see the animals. **5** The local villagers don't hunt the animals. **6** A good time to visit Korup is in the dry season.
- 9 **1** feather **2** fast **3** grass **4** swim **5** slowly **6** hunt **7** butterfly **8** antelope **9** forest **10** ostrich
 Students' own answers

Lesson 2 The Earth and sky ► Page 62

TOPIC: the Earth and sky

GRAMMAR AIMS:

- to ask questions with *Why*
- to give reasons with *because*
- to ask questions with *How* + adjective

VOCABULARY Page 62

Aim: to learn vocabulary to talk about the Earth

Warm-up: Look at the map of the world and ask: *Where is it very cold? Where is it very hot?*

Activity 1

- Read the words in the box.
 - In pairs, students label the map with the words in the box.
 - Check the answers orally around the class.
- **1** South Pole **2** equator **3** North Pole **4** Africa **5** Asia **6** Europe
7 North America **8** South America **9** Pacific Ocean **10** Atlantic Ocean

READING AND WRITING Page 62

Aim: to read a conversation about the climate for specific information; to practise giving reasons with *because*

Warm-up: Ask students to name three countries which have cold winters and three countries which are never cold.

Activity 1: Read the text aloud. Students listen and read silently.

Activity 2

- Students match the questions and answers.
 - Check the answers orally around the class.
- 1c 2a 3d 4b

EXTRA ACTIVITY

- In pairs, students look at the map and write four *Wh-* questions about the world, for example: *Where is it very cold? Where is it very hot? Why is it very hot in Brazil? Why is it very cold in Canada?* Students must know the answers to their questions.
- Students exchange questions with another pair and write answers.

Activity 3

- Ask students to copy and complete the sentences with reasons in their exercise books.
 - Students compare their answers with a partner. Then write their answers on the board.
- **1** ...it's on the equator. **2** ... it's near the North Pole. **3** ... it's on the equator

Remember Page 62

- Read the Remember box with the class. Ask students to copy the sentence with a reason into their exercise books.

VOCABULARY Page 63

Aim: to learn vocabulary about space

Warm-up: With books closed, write these words on the board: *Mars, Venus, Jupiter.*

Ask: *What are these things? Where are they?*

Activity 1

- Read the words in the box aloud.
- In pairs, students label the picture with the words.
- Check the answers orally around the class.
→ **1** Earth **2** Moon **3** Sun **4** planet **5** star **6** spaceship **7** satellite

READING Page 63

Aim: to answer a quiz about space

Warm-up: Ask students to name the planets they know. Help them with new vocabulary and write their suggestions on the board.

Activity 1

- Students read and answer the quiz.
- Students compare their answers with a partner. Then check their answers with the key.
- Ask students to read and answer the questions around the class.

GRAMMAR Page 63

Aim: to practise asking for information with *How* + adjective

Warm-up: With books closed, ask and elicit answers to these questions: *How many students are there in this class? How far is Yaoundé from here? How long does the English class last? How big is Douala?*

Activity 1

- Ask students to look at the answers and complete the questions with the adjectives.
- Check the answers orally around the class.
- In pairs, students ask and answer the questions.
→ **1** far **2** long **3** many **4** big

Remember Page 63

Read the Remember box with the class. Ask students to copy the question into their exercise books.

WORKBOOK

- **1** **1** star **2** forest **3** bird **4** run **5** earth
- **2** **1** Where **2** America **3** Asia **4** ocean **5** Atlantic **6** summer **7** winter **8** equator
- **3** **1** It is cold in Greenland because it is near the North Pole. **2** People don't live on the Moon because there is no air there. **3** It is never cold in Chad because it is near the equator. **4** In Cameroon, it is wet in August because it rains nearly every day.
- **4** **1** Why **2** How **3** Where **4** Where **5** What
1 For mobile phones **2** 385,000 km **3** number 10 **4** North America **5** North Pole and Russia
- **5** **Across:** **1** satellite **3** Mars **5** sun **6** planet **Down:** **1** spaceship **2** Earth **3** moon **4** stars

Practice page ► Page 64

Activity 1

- Students complete the questions with the words in the box.
→ **1** What **2** Why **3** Where **4** How fast **5** When **6** How
- Students answer the questions.
→ *Students' own answers*

Activity 2: Students join the two sentences using the relative pronoun *which*.

- **1** *The whale is a mammal which lives in the sea.*
- 2** *The chimpanzee is an animal which is very intelligent.*
- 3** *Korup is a national park which is in South West Cameroon.*
- 4** *The lion is a big cat which eats meat.*

Activity 3: Students complete the sentences with an explanation using *because* and the words in brackets.

- **1** ... *because it is near the equator.*
- 2** ... *because it is near the North Pole.*
- 3** ... *because there are wild animals.*

LET'S HAVE FUN

Activity 1: Students separate the words and write sentences. Remind them to put in capital letters and full stops.

- *This is an animal which eats meat. It has yellow and black fur. It runs fast. It climbs trees.*
The animal is a leopard.

Activity 2

- Tell students to think of an animal but not to say what it is.
- In pairs, students take it in turns to ask and answer *Yes / No* questions about their animals.
- Students guess their partner's animals.

Activity 3: Tell students to complete the table with animals in their Student's Book.

- *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- asking and saying the prices of things
- asking for things in shops and at the market
- using polite expressions and to make and respond to offers
- talking about shopping, weights and units of measurement

VOCABULARY

- food: *butter, coconut, cocoyam, coffee, milk, onion, palm oil, pineapple, potatoes, salt, sugar, tea, tomato, watermelon*
- weights and measures: *a cup of, a basin of, a bag of, kilo, litre*
- shopping words: *cheap, expensive, franc, money, music shop, quality*
- nouns: *cassette, CD, envelope, matches, soap, stamp, tie, socks*
- numbers: *1-100 (revision) 100-10,000*
- verbs: *buy, cost, need, sell, want*

Lesson 1 At the market ► Page 65

TOPIC: buying and selling

GRAMMAR AIMS: • to learn how to use *some* and *any*
• to ask about prices with *How much*

VOCABULARY AND READING Page 65

Aim: to learn vocabulary for quantities of food; to read for specific information

Warm-up: Students look at the picture. Ask students to name the things they can see. Write some of their ideas on the board.

Activity 1: Ask students around the class to say what is happening in the picture.

→ *Students' own answers*

Activity 2: Read the words in the box aloud and ask students to point to the things in the picture.

Activity 3: Ask students to look quickly at the text and find out what Eko's mother is selling.

→ *cocoyams*

Activity 4

- Students read the text again and decide whether the statements are true or false.
 - Check the answers orally around the class and then ask students to correct the false statements.
 - Ask a confident student to write the corrected statements on the board.
- **1** False *Dzeng is a village.* **2** False *Eko and her mother are selling cocoyams.*
3 True **4** True **5** True

VOCABULARY AND LISTENING Page 66

Aim: to practise big numbers; to listen to the prices of things for specific information

Warm-up: Students look at the table. Ask: *What is the price of the things in the chart?*
Write some of their suggestions on the board and students practise saying prices.

Activity 1

- Students match the numbers with the words.
 - Check the answers orally around the class.
 - Say the numbers aloud pausing after each number for the students to repeat.
- *1,200 one thousand two hundred; 350 three hundred and fifty; 5,000 five thousand;*

75 seventy-five; 210 two hundred and ten; 750 seven hundred and fifty; 150 a hundred and fifty;
615 six hundred and fifteen

Activity 2

- Students write the numbers in words in their exercise books.
- Ask students to write the numbers on the board.
→ *sixty-eight, a hundred and thirty nine, two hundred and ninety-one, four hundred and seventy-six, nine hundred and eighty, two thousand five hundred, three thousand eight hundred, six thousand*

Activity 3

- Explain to students that they are going to do a number dictation in pairs. Ask students to write down six numbers.
- In pairs, students take it in turns to dictate and write down the numbers.
- Students check their answers with their partner.
→ *Students' own answers*

Activity 4

- Students copy the table into their exercise books.
- Read the text. Students listen and complete the table.
- Read the text again. Students check their answers.
- Check the answers on the board.
→ **1** 5,000 francs **2** 1,200 francs; **3** 1,500 francs **4** 500 francs; **5** 75 francs **6** 350 francs **7** 1,000 francs
Listening text: Eko and her mother sell their bag of cocoyams for 5,000 francs. They buy six exercise books for 1,200 francs. There aren't any schoolbags in the market. Titi, Eko's sister, is at the market, too. She sells a basin of oranges for 1,500 francs. With the money she buys her mother one litre of palm oil. It costs 500 francs. She buys a cup of salt which costs 75 francs. Eko's father also buys 5 kilograms of rice. It costs 350 francs a kilo. He also buys 2 kilograms of meat. The meat costs 1,000 francs a kilo. They go home happy.

Remember Page 66

- Read the Remember box with the class. Students copy the sentences into their exercise books and then add the examples in Activity 5.

Activity 5

- Students complete the phrases using *kilo* or *litre*.
- Check the answers orally around the class.
→ **1** litres **2** kilo **3** kilos **4** francs **5** liter **6** francs

SPEAKING Page 67

Aim: to ask and answer about the price of things

Warm-up: Write the following things on the board: *a chicken, a kilo of mangoes, a pen, an exercise book.*
Ask students how much these things cost.

Activity 1

- Read the example question with the class.
- Students make questions using the words in the table.
→ *Students' own answers*

Activity 2

- In pairs, students ask and answer about the things in the table. Tell them to look at the prices in the table on page 66.
- Ask random pairs of students to ask and answer questions.

Remember Page 67

- Read the Remember box with the class. Students copy the example sentences into their exercise books.

WRITING AND SPEAKING Page 67

Aim: to practise buying and selling things; to write a dialogue

Warm-up: Write on the board: *How much is...?* and *How much are...?* Ask students to make questions with other words from their Student's Book.

Activity 1

- Students copy and complete the dialogue in their exercise books.
- Check the answers by asking random students to read the dialogue.
→ **1 is 2 It 3 & 4 Students' own answers 5 How much 6 It's**
- Students practise the dialogue in pairs.

Activity 2

- Ask students, individually or in pairs, to write a similar dialogue.
- Go around the class helping students and checking their pronunciation.
- Ask volunteers to act out their dialogues to the class.
→ *Students' own answers*

EXTRA ACTIVITY

- Revise countable and uncountable nouns. Write on the board: *pawpaw, sugar, salt, mango, rice*. Ask: *Which are countable and which are uncountable nouns?* Ask students to say more countable and uncountable nouns.
- Students practise buying and selling some of the things.

PRONUNCIATION Page 67

Aim: to practise the sounds /ɔ:/ and /ɑ:/

Warm-up: Ask students to name the different foods they have learnt in this unit. Make sure their pronunciation is good.

Activity 1

- Tell students to listen carefully to the underlined sounds.
- Read the words aloud. Students listen and repeat.

Activity 2

- Students copy the phonetic symbols and example words in Activity 1 into their exercise books.
- Say the words in the box aloud pausing for students to write the words in the correct group.
- Correct the answers on the board.
- Students practise saying the words aloud.
→ /ɔ:/ *morning, pawpaw, small, stall*; /ɑ:/ *afternoon, arm, farm, father, palm*

VOCABULARY AND SPEAKING Page 68

Aim: to practise asking and answering questions about food people have got

Warm-up: Ask: *What food have you got in your kitchen at home?* Write some of their suggestions on the board.

Activity 1

- Students look at the shopping baskets in the pictures and name the food.
- Check the answers orally around the class.
→ **1 butter 2 sugar 3 coffee 4 a pineapple 5 bread 6 tomatoes 7 tea 8 a watermelon 9 a coconut**

Activity 2

- Write the example sentences on the board. Point out that we use *some* in affirmative sentences and *any* in negative sentences.
- Students make more affirmative and negative sentences about the things in the baskets. Encourage them to use *some* and *any*.
- Check the answers orally around the class.
→ *Students' own answers*

Activity 3

- Ask pairs of strong students to read the dialogues aloud. Draw students' attention to the use of *any* in questions.
 - In pairs, students practise saying the dialogues.
 - Ask students to practise similar dialogues for other food items in the baskets.
- *Students' own answers*

Activity 4

- Students complete the descriptions of the shopping baskets.
 - Write the answers on the board.
- **Anna:** 1 pineapple 2 butter 3 some 4 tea 5 bread;
Amadou: 6 watermelon 7 bread 8 tomatoes 9 tea 10 coffee 11 butter

GRAMMAR Page 68

Aim: to learn how to use *some* and *any*

Warm-up: Ask students to find sentences with *some* and *any* on this page of their Student's Book. Ask:
When do we use some? When do we use any?

Activity 1

- Read the sentences with the class.
 - Ask students to complete the rules for *some* and *any* by circling the correct words.
 - Write the correct rules on the board. Make sure students understand.
 - Students copy the examples and rules into their exercise books.
- 1 *some* 2 *any*

Activity 2

- Students complete the sentences with *some* or *any*.
 - Check the answers by asking students to write the sentences on the board.
- 1 *any* 2 *some* 3 *any* 4 *any* 5 *any* 6 *any*
 ⇒ **Grammar, Page 120**

WORKBOOK

- 1 kilos, litre, bags, cup
- 2 1 eighty-nine 2 a hundred and twenty-one 3 seven hundred and seventeen
 4 one thousand, five hundred 5 two thousand and ten 6 ten thousand
- 3 much, many, much
- 4 1 much 2 are 3 costs 4 cost 5 don't, any
- 5 **Vegetables:** beans, carrot, potato **Drink:** milk, water, tea **Fruit:** mango, pawpaw, orange
Measurement: kilo, cup, litre
- 6 1 any 2 any 3 some 4 some 5 any
- 7 1 The market is full of people. 2 Eko's mother sells cocoyams. 3 We want to buy two kilos of meat.
 4 How much are those mangoes. 5 How much does the sugar cost?
- 8 1 thousand 2 melon 3 cocoyams 4 butter 5 orange 6 traders
- 9 2 this 3 post 4 water 5 you
- 10 1 cocoyam 2 salt 3 trader 4 market 5 money 6 kilo
Students' own answers

Lesson 2 At the shops ► Page 69

TOPIC: shopping

GRAMMAR AIMS: • to learn how to make polite offers with *Would you like...?*
 • to practise the polite expressions *I'd like...*, *Can I help you?*

VOCABULARY AND READING Page 69

Aim: to read a conversation for specific information

Warm-up: Students look at the picture. Ask: *What type of shop is it? Is there a shop like this in your town?*

Activity 1

- Ask students to look at the picture and name the clothes they can see.
- Check the answers orally. Write the clothes on the board.
→ *trainers, sandals, socks, skirt, T-shirt, tie*

EXTRA ACTIVITY

- Students play word zigzag with clothes words. Write the following word on the board: TROUSERS.
- Students add as many clothes words as they can, using a letter in a word in the zigzag.

Activity 2: Read the conversation aloud. Students listen and read silently.

Activity 3

- Ask students to read the conversation again and decide whether the sentences are true or false.
- Check the answers orally around the class. Correct the false sentences.
→ **1** True
2 False *The shopkeeper sells sandals.*
3 False *The T-shirt costs five hundred and ten francs.*
4 True
5 True

Activity 4: Students work in groups of three and practise reading the dialogue. Encourage them to change roles.

WRITING AND SPEAKING Page 69

Aim: to practise using polite expressions

Warm-up: Read the phrases in the boxes aloud. Students listen and repeat. Ask students to find these phrases in the reading text.

Activity 1

- Students complete the dialogue with the phrases in the box.
- Check the answers orally. Ask pairs of students to read the dialogue to the class.
→ **1** *Can I help you?*
2 *How much does it cost?*
3 *I'd like to try it, please.*

Activity 2

- In pairs, students write a similar dialogue in a shop. Walk around the class helping students.
- Ask pairs of students to act out their dialogues for the class.
→ *Students' own answers*

VOCABULARY AND READING Page 70

Aim: to read conversations for general meaning

Warm-up: Students look at the things in the pictures. Ask: *What are these things?* Write the name of the objects on the board.

Activity 1

- Students read the places in the box.
- Ask students to match the things in the picture with the places.
- Check the answers orally around the class.
→ **Music shop:** *CD, cassette*; **Restaurant:** *a cup of tea, a plate of chicken and plantains*;
Post office: *envelope, stamp*; **Supermarket:** *matches, soap*

EXTRA ACTIVITY

- Ask students to make full sentences saying where we buy the things in the pictures.
For example: *We buy CDs at the music shop.*

Activity 2

- Ask students to read the conversations and say where they take place. Tell them to choose from the places in the box and that there is one extra place.
- Correct the answers with the class.
→ **1** post office **2** music shop **3** restaurant

Activity 3

- In pairs, students choose one of the dialogues and then they learn it.
- Students practise the dialogues with a partner.

Remember Page 70

- Read the Remember box with the class. Point out that *Would you like...?* and *I'd like...* are polite expressions for offering and asking for things.
- Ask students to find more examples of the phrases in this lesson.
- Students copy the expressions into their exercise books.

WRITING Page 70

Aim: to write a dialogue in a restaurant

Warm-up: Ask: *Is there a restaurant near your home? What food does it serve? Do you go to the restaurant?*

Activity 1

- Ask students to read dialogue 3 in the restaurant again.
 - Students change the bold words and write a new dialogue.
 - In pairs, students practise their dialogues.
 - Ask pairs of students to read their dialogues to the class.
- *Students' own answers*

PRONUNCIATION Page 70

Aim: to practise pronouncing the sound /h/

Warm-up: Write the following pairs of French and English words on the board: *hôtel* – *hotel*; *hôpital* – *hospital*; *horrible* – *horrible*. Say the words aloud. Ask students what is different about the pronunciation of the letter *h* in French and English.

Activity 1: Say the words aloud pausing after each word for the students to repeat. Make sure they pronounce the /h/.

Activity 2: Students say the phrases aloud. Make sure they pronounce the /h/.

WORKBOOK

- **1** **1** bookshop **2** music shop **3** supermarket **4** chemist **5** post office **6** butcher
 - **2** **2** 510 francs **3** 475 francs
 - **3** **1** help **2** 'd **3** much **4** cheap **5** much **6** Here **7** Thank you
 - **4** **1** trainers **2** shoes **3** furniture **4** cost
 - **5** 1e 2d 3a 4b 5c
 - **6** **1** He wants an envelope and a stamp. **2** It's 25 francs. **3** It's 200 francs. **4** He'd like to buy a Prince Aime CD. **5** He's got a DJ Kanudji CD. **6** It's 10,000 francs. **7** They are in a restaurant. **8** He orders a salad, some chicken and plantains. **9** The person orders some pineapple
- Students' own answers*

Practice page

► Page 71

GRAMMAR

Activity 1: Students complete the questions with *is, are, do, does*.

→ 1 *do* 2 *is* 3 *is* 4 *are* 5 *does* 6 *is*

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

→ 1 *This* 2 *Those* 3 *These* 4 *That*

Activity 3: Students write questions for the sentences. They use *How much*.

→ 2 *How much do those cocoyams cost?*

3 *How much do these trousers cost?*

4 *How much does that CD cost?*

Activity 4: Students complete the conversation with the words in the box.

→ 1 *any* 2 *some* 3 *much* 4 *expensive* 5 *those* 6 *How*

LET'S HAVE FUN

Activity 1

- Tell students that the words are printed backwards. Do an example on the board.
- Students write the words correctly and put them under the headings: *food, money, quantity*.
 - *salt sell litre butter buy oil cost kilo meat*

EXTRA ACTIVITY

- Ask students to make their own word snakes with words written backwards.
- Students exchange word snakes and write the words.

Activity 2

- Tell students that there is a mistake in each of the sentences but they are not grammatical mistakes.
- In pairs, students find the mistakes and then correct the sentences by changing only one word.
 - 1 *I'd like a kilo of meat, please.*
 - 2 *He's buying stamps and envelopes at the post office.*
 - 3 *She wants a litre of palm oil.*
 - 4 *They sell CDs in the music shop.*
 - 5 *The cocoyams don't cost a lot. They're very cheap.*

REVIEW AND EVALUATION FOR MODULE 3

Page 72

Do this section in class when you have finished Sequence 3. Remind students that the exercises practise language and vocabulary in units 7, 8 and 9.

VOCABULARY

Activity 1: Students find eleven words in the word square.

→ *monkey, yard, city, fish, lion, snake, village, shop, farm, rabbit, elephant*

Activity 2: Students match the animals in the word square with the descriptions.

→ 1 *monkey* 2 *elephant* 3 *rabbit* 4 *snake* 5 *fish* 6 *lion*

GRAMMAR

Activity 1: Students complete the sentences with the correct form of the verbs in brackets.

→ 1 *goes* 2 *is writing* 3 *watches* 4 *eat* 5 *are playing*

Activity 2

- Students write ten questions using the words in the table.
- *Students' own answers*

Activity 3: Students then write full answers to the questions.

→ *Students' own answers*

Activity 4: Students complete the sentences with *a/an, some, any*.

→ **1** any **2** some, some, an **3** any **4** some, a

CHECK YOUR PROGRESS

Activity 1

• Students put the words in order and write sentences.

→ **1** You buy stamps at the post office. **2** The farmer is planting seeds.
3 The women are selling cocoyams at the market. **4** There are some watermelons on the table.
5 She has got some oranges.

• Students put each sentence in the negative form.

→ **1** You don't buy stamps at the post office. **2** The farmer isn't planting seeds.
3 The women aren't selling cocoyams at the market. **4** There aren't any watermelons on the table.
5 She hasn't got any oranges.

Activity 2: Students complete the sentences with the question words and then answer the questions.

→ **1** Where **2** How **3** Why **4** What **5** What

→ *Students' own answers*

Activity 3: Students complete the dialogue with suitable words.

→ **1** some **2** many **3** would **4** are **5** much **6** bag **7** Here **8** Thank

SELF-ASSESSMENT

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

Unit summary

COMMUNICATION FOCUS

- talking about the past
- describing towns and people's homes in the past
- asking and saying what people did in the past
- talking about the life of a famous person

VOCABULARY

- city words: *airport, building, capital, train station, town*
- technology: *CD, television, mobile phone, plane, electricity, radio, Internet, computer*
- verbs: *die, build, discover, exist, kill, arrive, erupt, invent, join, see, stay, take, become, create, love*
- nouns: *palace, hut, fire, life, rock, land, dinosaur, tail, neck, beach, giraffe, zebra*

Lesson 1 Life in the past ► Page 74

TOPIC: life in the past

GRAMMAR AIMS:

- to learn all forms of *to be* in the past simple tense
- to learn affirmative and negative forms of regular verbs in the past simple tense

READING Page 74

Aim: to read about places in the past

Warm-up: Ask students to describe their village or town today. Ask: *What was different in 1900?* Elicit sentences with *was / were* about the past, for example: *In 1900, my town was a small village. There were no cars.* Write some of their suggestions on the board. Explain that *was / were* are the past forms of *is / are*.

Activity 1

- Students look at the photos.
 - Ask students to describe the city in photo A.
 - Students say what differences there are.
- *Students' own answers*

Activity 2: Read the text. Students listen and read silently.

Activity 3

- Read the text. Students listen and read silently.
 - Ask students to complete the sentences.
- **1** *are* **2** *There are* **3** *There are* **4** *There is* **5** *There is*

GRAMMAR AND WRITING Page 74

Aim: to learn how to use the simple past of the verb *to be*

Warm-up: Ask students to look at the text again and find examples of the past tense of the verb *to be*. Write the past forms on the board.

Activity 1

- Read the example with the class.
 - In pairs, students ask and answer questions about Yaoundé in 1900.
 - Check the answers by asking random pairs of students to ask and answer questions.
- *Students' own answers*

Remember Page 74

- Read the Remember box with the class.

- Ask students to find examples in the text of sentences in the past and then write them in their exercise books.
⇒ **Grammar, Page 118**

Activity 2

- Ask students to write sentences about their town or village today and in 1900. Tell them to use the verb *to be*.
 - Ask individual students to read their sentences and write some on the board.
- *Students' own answers*

VOCABULARY AND SPEAKING Page 75

Aim: to learn vocabulary for objects of modern technology; to talk about life in the past

Warm-up: Students look at the pictures. Ask: *What are the names of these things? Do you use any of these things?*

Activity 1: Students match the words with the things in the pictures.

→ **1** television **2** CDs **3** car **4** plane **5** mobile phones **6** Internet **7** computer **8** radio

Activity 2

- Read the sentences aloud. Students listen and repeat.
- Ask individual students to say the sentences aloud. Check their pronunciation.

Activity 3

- Students ask and answer questions about the objects in the pictures using *there was / were*.
 - Check their answers by asking random pairs of students to ask and answer questions aloud.
- *Students' own answers*

LISTENING AND SPEAKING Page 75

Aim: to listen for specific information about life in the past

Warm-up: Ask: *Did your parents have the things in the pictures when they were young?*

Activity 1

- Look at the table with the class. Check students understand the vocabulary. Explain that they are going to hear about things Kayo's grandmother *had* or *didn't have* when she was young. Ask them to guess the answers.
- Read the text. Students complete the table.

→ *had: farm, cat, dog, chickens, wood; didn't have: electricity, phone, gas cooker, car, books*

Listening text: Kayo: *Was life different when you were young, grandmother?*

Grandmother: *Yes, it was. It was very different. For example, we didn't have electricity in our house. And we didn't have a phone. We didn't have a gas cooker in the kitchen. We used wood to do the cooking. We had a lot of animals because I lived on a farm. We didn't have a car so we walked everywhere. But I had a cat, a dog and chickens. I didn't have any books.*

Activity 2

- Read the sentences with the class. Explain that *had* is the past simple of *has/have* and it is the same for all persons.
 - Students practise saying the sentences aloud.
 - Ask students to make more sentences with the information in the chart using *had* and *didn't have*.
- *Students' own answers*

Remember Page 75

- Read the Remember box with the class. Make sure that students understand how to form the negative of *have* in the past simple.
- ⇒ **Grammar, Page 118**

WRITING Page 75

Aim: to write about things people *had / didn't have* in the past

Warm-up: Ask students to make two sentences about Kayo's grandmother, one affirmative and one negative sentence. Write the sentences on the board.

Activity 1: Students write a paragraph about Kayo's grandmother using the information in the table.

→ *Students' own answers*

READING Page 76

Aim: to read about the past for main ideas and for specific information

Warm-up: Look at the pictures with the class. Ask students to put the pictures in chronological order.
(Answers: C, B, A, D).

Activity 1: Ask students to look quickly at the texts and match them with the pictures.

→ 1D 2A 3C 4B

Activity 2

- Students read the texts again and decide whether the sentences are true or false.
- Ask students to correct the false sentences. Encourage them to write full sentences.
 - **1 False** *Pharaohs lived in palaces.*
 - 2 False** *People put the dead pharaohs in pyramids.*
 - 3 True**
 - 4 True**
 - 5 False** *The dinosaur killed other animals.*
 - 6 True**
 - 7 False** *The first men lived in small huts.*

Remember Page 76

- Read the Remember box with the class. Point out that the past simple form is the same for all persons.
⇒ **Grammar, Page 118**
- Read this section with the class.

Activity 3

- Check students understand the meaning of the verbs in the box.
- Ask students to find the past simple forms of these verbs in the text.
- Ask them which past forms are irregular and which are regular.
- Students copy the infinitive and past simple forms into their exercise books. Tell them to leave space so they can add more verbs to their list.
→ *die – died; discover – discovered; exist – existed; have – had; kill – killed; live – lived; walk – walked*

GRAMMAR Page 77

Aim: to learn past time expressions; to practise using the past simple form

Warm-up: Write these words on the board: *today, yesterday*. Ask: *Which is the present? Which is the past?*

Activity 1

- Read the phrases in the boxes. Students listen and repeat.
- Ask students to copy and complete the table with the time expressions.
- Check the answers by completing the table on the board. Ask students to translate the expressions into French.
→ *the present: today, this week, this year; the past: yesterday, last week, a hundred years ago, last year*

Activity 2

- Read the example with the class.
- Ask students to make more true sentences with the time expressions.
- Write some of their sentences on the board.
→ *Students' own answers*

Activity 3

- Ask students, in pairs or individually, to make sentences with the information in the table.
- Check their answers orally around the class. Write some of the sentences on the board.
→ *Students' own answers*

Activity 4

- Read the example with the class.
 - Students write negative sentences with the information in the table.
 - Check their answers orally around the class. Write some of the sentences on the board.
- *Students' own answers*

Activity 5

- Ask students to write the past simple form of the verbs in the boxes. Explain that verbs are regular. Encourage them to look at the Remember box on page 76.
- *arrived erupted invented joined lived*

Activity 6

- Students copy and complete the sentences using the past form of the verbs in the box.
 - Check their answers orally around the class. Make sure they understand the sentences.
- *1 arrived 2 invented 3 lived 4 joined 5 erupted*

PRONUNCIATION Page 77

Aim: to pronounce the -ed ending in regular past simple forms

Warm-up: Write the following words on the board: *visited, washed, joined*. Say the words aloud and ask students to repeat. Ask: *What sounds do you hear at the end of the words?*

Activity 1: Say the words aloud pausing for students to repeat.

WORKBOOK

- **1** 1 was 2 Was 3 weren't 4 Were 5 Was 6 was
- **2** Was, was, Was, wasn't, were, weren't, Were, weren't
- **3** 1 radio 2 television 3 plane 4 car 5 mobile phone 6 Internet 7 computer 8 CDs
- **4** 1 palace 2 forest 3 television 4 electricity 5 computer 6 dinosaur 7 pyramid 8 plane
- **5** 2 lived 3 had 4 died 5 danced 6 discovered 7 existed 8 walked 9 killed 10 used
- **6** 1 Were there any taxis in this village ten years ago? 2 Was there a secondary school in this village three years ago? 3 Did they live in huts? 4 Did the students like the story? 5 Did Mrs Ekambi have a farm in her village last year?
- **7** 2 They lived many years ago. 3 They built pyramids. 4 No, they didn't. 5 They lived in small huts. 6 They discovered fire. 7 No, there wasn't. 8 No, there weren't. 9 No, they didn't. 10 The dinosaur lived then. 11 Yes, it was. 12 It ate other animals.
- **8** 1 watched 2 cooked 3 watched 4 played 5 cooked

Lesson 2 A famous person ► Page 78

TOPIC: a biography of a famous person

GRAMMAR AIMS:

- to learn how to form questions in the past simple
- to learn some irregular past simple verbs

READING AND SPEAKING Page 78

Aim: to read a dialogue for specific information; to practise reading a dialogue

Warm-up: Write the following sentences on the board: *Did you go to school? I went to school. I didn't go to school.* Ask: *Which sentence is in the affirmative? Which is in the negative? Which is a question? How do we form questions in the past simple?*

Activity 1

- Read the dialogue. Students listen and read silently. Make sure students understand the new vocabulary.
- Ask students to practise the dialogue with a partner.
- Check their work by asking random pairs to read the dialogue.

Activity 2

- Ask students to match the questions and answers.
- Check the answers orally around the class.
→ 1b 2d 3a 4c

Activity 3

- Students read the dialogue again and answer the questions with short answers.
- In pairs, students practise the questions and answers.
- Check their answers orally around the class.
→ 1 No, he didn't. 2 Yes, he was. 3 Yes, he did. 4 Yes, he did. 5 Yes, he did. 6 Yes, it was.

Remember Page 78

- Read the Remember box with the class.
- Ask students to copy the questions and short answers in Activity 2 into their exercise books.
⇒ **Grammar, Page 118**

GRAMMAR Page 78

Aim: to learn some irregular verbs

Warm-up: Write these verbs on the board: *be, have, exist, go, help, work*. Ask: *What are the past forms? Which verbs are irregular / regular?*

Activity 1

- Ask students to look at the dialogue again and find the past simple forms of the irregular verbs in the boxes.
- Write the answers on the boards and ask students to copy the verbs into their exercise books.
→ *drink – drank; eat – ate; go – went; see – saw; take – took*

Activity 2

- Students complete the dialogue with the past forms of the verbs in Activity 1.
- Check the answers by asking students to read the dialogue aloud.
→ 1 Did 2 go 3 did 4 eat 5 didn't 6 ate 7 Did 8 drank

EXTRA ACTIVITY

- Students make similar dialogues in pairs using the second person *you*.
- Check their answers by asking random pairs to read their dialogues.

READING Page 79

Aim: to read for main ideas and for specific information

Warm-up: With books closed, ask students for the names of famous Cameroonian people of the past. Ask: *Why are they famous?* Write their suggestions on the board.

Activity 1

- Ask students to look at the photo and answer the questions.
- Find out if they mentioned Sultan Njoya in the warm-up.
→ 1 Sultan Njoya 2 He lived at the beginning of the 20th century.
3 He invented an alphabet and he wrote a history of his country.

Activity 2

- Read the text aloud. Students listen and read silently, checking their answers in Activity 1.
- Check the answers orally around the class.

Activity 3

- Students read the text again and answer the questions. Encourage them to write full answers.
- Write the answers on the board.
→ 1 He came from the west province of Cameroon.
2 His father died when he was a teenager.
3 He became sultan at the age of fifteen.
4 He invented the Bamoun alphabet.
5 He wrote a history of his country and its traditions.

Activity 4

- Ask students to look at the text and find the past simple forms of the irregular verbs in the box.
- Students copy the verbs into their exercise books.
→ *became came did wrote*

SPEAKING Page 79

Aim: to practise saying a rhyme

Warm-up: Write these verbs on the board: *marry, be born, die, christen, become ill, bury*. With the class, put the verbs in order for someone's life.

Activity 1

- Read the rhyme. Students listen and read silently. Make sure they understand the new vocabulary.
- Students practise saying the rhyme.

EXTRA ACTIVITY

- Ask students to work with a partner and answer the following questions about a famous person. *1 When was the person born? 2 Where did the person come from? 3 What did he / she do? 4 Why is he / she famous? 5 Is the person dead? If so, when did he / she die?* Students can do this at home or in class.
- Students read their sentences to the class.

WORKBOOK

- **1** 1 went 2 saw 3 ate 4 drank 5 took 6 came 7 wrote
- **2** 1 Did; I did. 2 Was; she wasn't. 3 Did; he didn't. 4 Was; it was. 5 Did; I didn't.
- **3** 1 wrote 2 look 3 tomorrow 4 cup 5 learnt
- **4** 1 came 2 became 3 was 4 wrote 5 worked 6 learnt 7 loved 8 died
- **5** 1 washed 2 existed 3 helped 4 climbed
- **6** 1 Where were you? I was at the market. 2 Did Njoya invent the Bamoun alphabet? Yes, he did. 3 Was there a library in Njoya's palace? Yes, there was. 4 Did he die in Foumban? No, he didn't.
- **7** 1 weekend 2 Friday 3 shopping 4 What 5 buy 6 shoes 7 jeans 8 film 9 interesting 10 actor 11 Who

Practice page ► Page 80**GRAMMAR**

Activity 1: Students write the past simple forms of the verbs.

- *was / were, died, did, drank, ate, went, had, invented, killed, lived, saw, walked, wrote*

Activity 2: Students complete the text with the past simple form of the regular verbs in brackets.

- **1** washed **2** polished **3** helped **4** worked **5** visited **6** played

Activity 3: Students complete the sentences with the past simple form of suitable verbs.

- **1** arrived **2** had **3** went **4** ate, drank

Activity 4: Students write questions for the sentences.

- **1** Did Kayo arrive late at school yesterday? **2** Did you have a big breakfast this morning? **3** Did Nkoto go to a Chinese restaurant last month? **4** Did he eat nems and drink tea?

Activity 5: Students rewrite the sentences in the negative form.

- **1** He didn't go to the zoo with his parents.
- 2** The students didn't eat mangoes and oranges yesterday.
- 3** The first men didn't have books.
- 4** They didn't live in pyramids.

LET'S HAVE FUN

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

→ **1** today **2** ate **3** hut **4** fire

Activity 2:

- Explain to students that they are going to play word tennis in pairs. Students take it in turns to say the infinitive of a verb and the past simple form.

- You can divide the class into two groups and play the game across the classroom.

→ *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- talking about the weather and the seasons
- talking about the frequency of things
- describing a weather incident

VOCABULARY

- weather nouns and adjectives: *sun – sunny, wind – windy, cloud – cloudy, rain – rainy, snow – snowy, dust – dusty, mud – muddy, cold, warm, wet, hot, dry, temperature, storm, thunder, lightning*
- days of the week (revision) : *Monday, Tuesday*, etc.
- months of the year (revision): *January, February*, etc.
- the seasons: *spring, summer, autumn, winter, rainy / dry season*
- verbs: *rain, shine, snow, warm up, wake up, fall, turn, protect, run away, drop*

Lesson 1 The weather ► Page 81

TOPIC: weather

- GRAMMAR AIMS:**
- to use past and present tenses to talk about the weather
 - to ask and say what the weather is like

VOCABULARY Page 81

Aim: to use the suffix -y to form weather adjectives from nouns

Warm-up: Write these words on the board: *sun – sunny*. Ask: *Which is a noun? Which is an adjective? What letter do we add to this noun to make the adjective?*

Look at the pictures. Students think of words to describe the weather in the pictures.

Activity 1

- Ask students to look at the picture and guess which countries have weather like this.
 - Compare their answers with the class.
- *Students' own answers*

Activity 2: In pairs, students match the words in the box with the pictures.

→ **A:** hot, dry, windy **B:** wet, rainy, cloudy, warm **C:** cold, snowy, sunny

Activity 3

- Students copy and complete the table in their exercise books. Point out that we sometimes add the suffix -y to a noun to form an adjective.
 - Write the table on the board to correct the answers.
- **1** windy **2** cloudy **3** rain **4** snowy

LISTENING AND WRITING Page 81

Aim: to listen for specific information

Warm-up: Revise the days of the week. Say a day of the week. Ask students to say the days of the week from that day forwards and backwards.

Activity 1

- Look at the table with the class. Check students remember the days of the week. Students copy the table into their exercise books.
- Read the sentences. Students listen and complete the table with nouns and adjectives.
- Read the sentences again. Students listen and complete their answers.

- In pairs, students compare and check their answers.
 - Check the answers orally around the class.
 - *Tuesday: rain, Wednesday: cloudy, Thursday: cold, Friday: sunny, Saturday: rainy, Sunday: sunny*
- Listening text:**
- 1 On Monday it was very hot.
 - 2 On Tuesday it rained heavily.
 - 3 On Wednesday the sky was cloudy.
 - 4 Thursday was a cold day.
 - 5 Friday was a bright sunny day.
 - 6 Saturday was a rainy day.
 - 7 Sunday was a sunny day.

Activity 2

- Students copy and complete the sentences using the information in the table.
- Check the answers orally around the class.
 - 1 rainy 2 cloudy 3 it was cold 4 it was sunny 5 it was rainy 6 it was sunny

EXTRA ACTIVITY

- Write the following questions and answers on the board:

<i>Was the weather good on Monday?</i>	<i>Yes, it was hot.</i>
<i>Was the weather good on Tuesday?</i>	<i>No, it was rainy.</i>
- Students work in pairs and ask and answer questions about the weather using the information in the table.

READING AND SPEAKING Page 82

Aim: to ask and answer questions about the weather

Warm-up: Ask: *What was the weather like yesterday? Last weekend? On Monday?* Write some of their suggestions on the board.

Activity 1

- Read the dialogues. Students listen and repeat.
- Read the dialogues with two confident students.

Activity 2: In pairs, students practise the dialogues. Walk around the class checking their pronunciation and intonation.

Activity 3

- In pairs, students ask and answer about the weather. Tell them to change the bold words in the dialogues.
 - Ask random pairs of students to read their dialogues to the class.
- *Students' own answers*

Remember Page 82

- Read the Remember box with the class. Point out that this is an expression and not the verb *to like*.

WRITING AND SPEAKING Page 82

Aim: to write about the weather

Warm-up: Write the following words on the board: *last / what / weather / like / was / week / the* ? Ask students to put the words in the correct order and write the question (*What was the weather like last week?*).

Activity 1

- Students write questions about the weather using the time expressions in the rubric.
- Check the answers orally around the class.
 - *What was the weather like yesterday? What was the weather like on Monday? What is the weather like now?*

Activity 2

- Students ask and answer their questions with a partner.
 - Ask pairs of students to demonstrate their dialogues.
- *Students' own answers*

PRONUNCIATION Page 82

Aim: to practise weather rhymes

Warm-up: Ask: *Do you know any weather rhymes? Can you say them?*

Activity 1

- Read the rhymes aloud. Students listen and repeat the rhymes. Draw their attention to the /eɪ/ sound in the underlined words.
- Students practise saying the rhymes.

EXTRA ACTIVITY

- Say the following words aloud and ask students what the final sound is: *liked, wanted, walked, watched, continued, dropped, travelled, decided, learned, enjoyed...*
- Tell students not to worry about the meaning of the words, just to listen for the sounds.

VOCABULARY AND READING Page 83

Aim: to read for main ideas and for specific information

Warm-up: Ask students what the weather is like in different regions of Cameroon. Ask: *Where is it very wet? Where is it windy? Where is it dry? Where is it very hot?*

Activity 1

- Look at the pictures and read the words aloud. Explain that some words can go with more than one picture.
- Students match the words with the pictures.
- Check the answers orally.
 - **A:** rain, cloud, umbrella, wet, muddy **B:** dry, dusty, sunny **C:** dry, wind, dusty **D:** cloud, rain

Activity 2

- Students describe pictures using the words in Activity 1.
- Ask different students to say their sentences. Write some of their sentences on the board.
- *Students' own answers*

Activity 3: Tell students to read the texts and match them with the pictures.

→ 1C 2A 3D 4B

Activity 4

- Students read the texts again and answer the questions. Encourage them to write full sentences.
- Ask individual students to write their answers on the board.
 - **1** They have got umbrellas because it is raining.
 - 2** The children play hopscotch in the yard in the dry season.
 - 3** The harmattan is a hot dry wind from the north-east.
 - 4** People protect their bodies from the harmattan because it carries a lot of dust.
 - 5** The people and animals are running away because the rain is coming.

WORKBOOK

- **1** 1 sunny 2 windy 3 cloudy 4 rainy 5 snowy
- **2** 1c 2d 3a 4b
- **3** 1 weather 2 cloudy 3 dusty 4 muddy 5 sunny 6 wind 7 umbrella 8 season
- **4** Students' own answers
- **5** 1 like 2 sunny 3 weather 4 cold 5 rainy
- **6** 2 The roads are wet and muddy. 3 The sun is shining. 4 Everywhere is dry and dusty.
5 The harmattan is a hot dry wind. 6 The harmattan blows from the north-east. 8 The sky is dark.

Lesson 2 Weather around the world ► Page 84

TOPIC: weather around the world

GRAMMAR AIMS:

- to use frequency adverbs with the present simple
- to revise the past simple

VOCABULARY AND READING Page 84

Aim: to learn words for the seasons; to read for specific information

Warm-up: Ask: *What do you know about the weather at this time of the year in Europe and North America?*

Activity 1

- Look at the diagram with the class. Say the seasons aloud pausing for the students to repeat.
- Ask students to copy and complete the diagram with the months of the year.
- Check the diagram by asking students to complete it on the board.
 - **Winter:** December, January, February; **Spring:** March, April, May; **Summer:** June, July, August; **Autumn:** September, October, November

Activity 2

- Students read the text and answer the questions.
- Check the answers orally.
 - **1** There are four seasons in North America and Europe.
 - 2** They are called spring, summer, autumn and winter.

Activity 3

- Students read the text again and decide whether the sentences are true or false. Encourage them to explain their answers.
- Students compare their answers in pairs and then check the answers with the class.
 - **1** True **2** False **3** False **4** False **5** True **6** False **7** False **8** False

Remember Page 84

- Read the Remember box with the class. Ask students to translate the adverbs into French.
 - ⇒ **Grammar, Page 119**

Activity 4

- Students read the text again and find five sentences with frequency adverbs. Ask them to copy the sentences into their exercise books and underline the frequency adverbs.
 - *It sometimes rains in the dry season. The sun often shines in the rainy season. In winter the weather is cold and it sometimes snows. It often rains in spring. It doesn't often rain.*

EXTRA ACTIVITY

- Ask students to correct the false sentences in Activity 3. Encourage them to write full answers and use frequency adverbs if possible.
 - 2** *It sometimes rains in October.*
 - 3** *December is in the dry season.*
 - 4** *There are four seasons in Europe.*
 - 6** *In spring, plants grow.*
 - 7** *In autumn, the leaves on the trees turn orange and yellow.*
 - 8** *It sometimes rains in summer. / It doesn't often rain in summer.*

SPEAKING Page 85

Aim: to talk about the temperature

Warm-up: Revise numbers 0-100. Write the following numbers on the board and ask students to say the numbers: 12, 16, 34, 8, 43, 34, 22, 42, 18, 69, 83, 91.

Activity 1: Students look at the pictures. Read the temperatures pausing for students to repeat. Make sure students understand that a negative temperature is below zero.

Activity 2

- Students look at the temperature graph. Explain that it shows the average temperatures at different times of the year in Britain.

- Read the example with the class.
 - In pairs, students ask and answer questions about the temperature using the information in the graph.
- *Students' own answers*

Activity 3

- Ask two strong students to read the dialogue.
 - In pairs, students read the dialogue.
 - Ask students to practise similar dialogues by changing the bold words.
 - Ask random pairs to say their dialogues.
- *Students' own answers*

Activity 4: Students work in pairs to create new dialogues about other countries.

LISTENING Page 85

Aim: to listen to the weather forecast for specific information

Warm-up: Ask students what words they expect to hear in a weather forecast. Write their ideas on the board.

Activity 1

- Students copy the table into their exercise books.
 - Read the weather forecast. Students listen and complete the table.
 - Read the weather forecast again for students to check.
 - Students compare their answers in pairs and then with the class on the board.
- **1** cold **2** 8°C **3** sunny; **4** 43°C **5** windy **6** warm

Listening text: This is the world weather report. First the weather in Britain. In London it's a rainy day. But it isn't very cold. It's warm. The temperature today is nineteen degrees. Now for the weather in the United States. In New York, it's cloudy but it's not raining. And it's a cold day. The temperature is about 8°C. That's a cold, cloudy day. Now for Cameroon. In Yaoundé it's a beautiful sunny day. It's very hot. At the moment, the temperature is 43°C. That's a very hot day. In Hong Kong it's very windy. But it's warm with temperatures around 22°C. So it's a nice, warm day but quite windy.

WRITING Page 85

Aim: to write about the weather

Warm-up: Ask students to describe the weather in the four cities using the information in the table.

Activity 1

- Read the example with the class.
 - Students write about the weather in the three other cities using the information in the table.
- *Students' own answers*

READING Page 86

Aim: to read about a serious weather incident for specific information

Warm-up: Say: Look at the picture with the class. Ask: What is happening?

Activity 1

- Read the text aloud. Students listen and read.
 - Ask students to find four words in the text to describe the pictures. Make sure students understand the new vocabulary.
- Suggested answers:* terrible storm, thunder, lightning, rained, flood

Activity 2

- Students read the text again and then choose the correct words to complete the sentences.
 - Check the answers orally around the class.
- 1c 2b 3b 4a 5c

Activity 3

- Ask students to match the adjectives with opposite meanings.
- Write the answers on the board.
 - 1b 2a 3d 4e 5c

WORKBOOK

- 1 1 spring 2 winter 3 summer 4 autumn
- 2 1 afternoon 2 bad 3 wet 4 sad 5 dull 6 dangerous 7 clean
- 3 1 begins 2 goes 3 didn't rain 4 didn't begin 5 were 6 prayed 7 offered 8 came 9 Was
- 4 1 spring 2 season 3 temperature 4 lightning 5 summer 6 winter 7 forecast 8 flood
- 5 1 season 2 sunny 3 dangerous 4 temperature 5 weather
- 6 1 Are; there aren't. 2 Does; it does. 3 Does; it doesn't. 4 Is; it is. 5 Are; they are.
- 7 1 When does the dry season begin? 2 How many seasons are there in Europe and America? 3 What is the weather like in summer? 4 When does Autumn start?
- 8 1 sometimes 2 never 3 often
- 9 1 forecast 2 radio 3 happy 4 weather 5 clouds 6 dark 7 thunder 8 lasted 9 flood 10 dirty 11 dangerous 1 sad 2 storm 3 flood 4 wet

Practice page ► Page 87

GRAMMAR

Activity 1: Students complete the sentences with the correct present simple or present continuous forms of the verbs in brackets.

- 1 was, is raining 2 was, is shining 3 was 4 didn't rain, was

Activity 2: Students match the questions and answers.

- 1c 2a 3e 4b 5d

Activity 3: Students put the words in order and write sentences.

- 1 It never snows in Cameroon. 2 It sometimes rains in the dry season. 3 I sometimes take an umbrella to school. 4 The harmattan often blows in March.

Activity 4: Students write the adjectives from the nouns in the table. Tell them to look back at Lesson 1 for help.

- 1 windy 2 dusty 3 cloudy 4 rainy 5 sunny

LET'S HAVE FUN

Activity 1: Ask students to find the mistakes in the sentences. Tell them that they are not grammatical mistakes and there may be more than one possible correction.

- 1 It never snows in Cameroon in December. / It snows in Europe in December. 2 There are two seasons in Cameroon. / There are four seasons in Europe. 3 When the temperature is - 6°C, it is very cold. 4 July is a hot month in Britain.

Activity 2

- Students read the proverbs. Check they understand the proverbs by translating if necessary.
- Ask students if they have similar weather proverbs. Students tell the class.
- Students practise saying the proverbs.
- Students' own answers

Unit summary

COMMUNICATION FOCUS

- talking about hobbies and free time activities
- talking about ability

VOCABULARY

- sports: *athletics, basketball, boxing, cycling, football, gymnastics, tennis, wrestling*
- verbs: *swim, play, ride, climb, run, dance, jump, cook, sing, fly, win, throw*
- competition: *winner, last, race, team, event*
- ordinal numbers: *first, second, third, fourth, etc.*

Lesson 1 Things we can do ► Page 88

TOPIC: hobbies and sports

- GRAMMAR AIMS:**
- to talk about ability with *can* and *can't*
 - to say how people do things with adverbs of manner
 - to join simple sentences with the conjunctions *and* and *but*

VOCABULARY Page 88

Aim: to learn vocabulary for hobbies and sports

Warm-up: Ask: *What activities do you do in your free time? What is your favourite activity?*
Write some of the students' suggestions on the board.

Activity 1

- Students match the verbs with the nouns.
 - Check the answers orally with the class.
- *climb a tree, cook a meal, dance the makossa, play a musical instrument, ride a horse, speak a language*

Activity 2

- Students look at the pictures and say what the people can do.
 - Ask individual students and write the answers on the board.
- **A** The boy can swim. **B** The girl can run. **C** The girl can ride a horse. **D** The girl can jump.
E The children can play musical instruments. **F** The girls can play tennis. **G** The children can dance.

READING AND SPEAKING Page 88

Aim: to answer a questionnaire

Warm-up: Write the following phrases on the board: *speak two languages, play football, climb a tree, run a kilometre*. Ask students if they can do these things. Find how many students can and how many can't do the things.

Activity 1: Students answer the questionnaire individually.

→ *Students' own answers*

Activity 2

- Ask two students to read the question and answer.
 - In pairs, students ask and answer the questions in the questionnaire.
- *Students' own answers*

Remember Page 88

- Read the Remember box with the class. Ask students to copy the examples into their exercise books.
- ⇒ **Grammar, Page 119**

WRITING Page 88

Aim: to write sentences with *can* and *can't*

Warm-up: Tell the students that you are going to say two true sentences and one false sentence about yourself. For example: *I can play the piano. I can run very fast. I can't cook.* Ask students to guess the false sentence.

Activity 1

- Ask students to write two true statements and one false statement about themselves or about another person.
- In pairs, students exchange their statements and guess which one is false.
- *Students' own answers*

EXTRA ACTIVITY

- Write the following phrases on the board: *move your ears; touch your nose with your tongue; stand on your head; stand on one leg for two minutes; whistle with your fingers; put your hands on the floor.*
- Students work in groups and find out who can do these things using *can* and *can't*.
- Put the results on the board in a table.

SPEAKING Page 89

Aim: to practise saying a proverb

Warm-up: Ask the students if they can tell you a Cameroonian proverb. Ask them why we use proverbs.

Activity 1

- Read the proverb. Students listen and read silently.
- Students practise saying the proverb.

Activity 2

- Tell students to write more lines for the proverb using the verbs. Check students understand the vocabulary.
- Students say their lines orally.
 - *If you can smile, you can laugh. If you can think, you can dream.*

GRAMMAR Page 89

Aim: to use adverbs of manner

Warm-up: Students look at the pictures. Ask: *What are the people doing? How well can they do these things?* Elicit answers with *very well, not very well*. Ask: *What type of word is well?* (Answer: adverb).

Activity 1

- Ask students to read the sentences and match them with the pictures.
- Check the answers orally with the class.
 - 1B 2D 3A 4C

Activity 2

- Students put the words in order and write sentences.
- Ask individual students to write their sentences on the board.
 - 1 *Can Diane swim well?* 2 *Can Venus Williams play tennis very well?* 3 *He speaks English badly.* 4 *The ostrich can run very fast.* 5 *My mother works very hard.*

Remember Page 89

- Read the information with the students. They write the question and answer in their exercise books.
 - ⇒ **Grammar, Page 119**

WRITING Page 89

Aim: to write about ability using adverbs of manner

Warm-up: Ask students how well they can do the activities.

Activity 1

- Ask students to write true sentences using the verbs.
 - Write some of their sentences on the board.
- *Students' own answers*

LISTENING Page 90

Aim: to listen to people saying what they *can* / *can't* do for specific information

Warm-up: Students look at the table. Ask questions around the class, for example: *Can you ride a horse?*
Can you run fast?

Activity 1

- Ask students to copy the table into their exercise books.
- Read the texts. Students tick the things people can do and put a cross for things they can't do.
- Read the texts again for students to check.
- Students compare their answers in pairs and then check the answers orally around the class.

	<i>run fast</i>	<i>climb trees</i>	<i>ride a horse</i>	<i>cook well</i>	<i>sing</i>
<i>John and Diane</i>	√	X		√	X
<i>Martin</i>	X	√		√	X
<i>Mary</i>	X	√	√		√
<i>Flora</i>		√	X	√	X

Listening text:

- 1 John and Diane can run very fast but they can't climb trees. They sing badly but they can cook well.*
- 2 Martin can climb trees but he can't run fast. He can cook well but he can't sing.*
- 3 Mary can ride a horse and she can sing. She can also climb trees but she can't run fast.*
- 4 Flora can cook well but she can't sing. She can't ride a horse but she can climb trees.*

Activity 2: In pairs, students ask and answer questions using the information in the table.

→ *Students' own answers*

PRONUNCIATION Page 90

Aim: to practise the weak and strong forms of *can* and *can't*

Warm-up: Write the following sentences on the board: *I can sing. Can you sing? He can't sing.* Say the sentences aloud and ask: *What do you notice about the pronunciation of can in these sentences?*

Activity 1

- Read the sentences. Students listen and repeat.
- Students practise saying the sentences using the correct pronunciation of *can* / *can't*.

GRAMMAR Page 90

Aim: to join sentences using the conjunctions *and* and *but*

Warm-up: Write the following sentences on the board: *I can swim fast _____ I can run fast. I can cook well _____ I can't sing well.* Ask: *What are the missing words?* Elicit the words *and* and *but* and complete the sentences on the board.

Remember Page 90

- Read the Remember box with the class. Ask students to copy the examples into their exercise books.

Activity 1

- Students complete the sentences with *and* and *but*.
 - Check the answers orally with the class.
- *1 and 2 and 3 but 4 but*

Activity 2: Students write sentences about things they can / can't do using *and* and *but*.

→ *Students' own answers*

EXTRA ACTIVITY

- Students write sentences using *and* and *but* with the information in table in the Listening Activity 1.

WORKBOOK

- 1 1 swimmer 2 climb 3 tennis 4 cannot 5 badly 6 family
- 2 1 yes, yes, no 2 yes, no, no, no, yes 3 yes, yes, no, yes, no 4 no, yes, no, no, yes
- 3 Students' own answers
- 4 1 Can 2 can't 3 can 4 Can 5 can 6 can
- 5 1b 2c/d 3e 4d/c 5a
- 6 1 badly 2 slowly 3 fast 4 well 5 hard
- 7 1 very 2 hard 3 can 4 today
- 8 1 She can cook well. 2 A snake can swim but it cannot fly. 3 Raissa can run fast and she can sing well. 4 Can a bird sing or dance?
- 9 1 Betti can cook ndole but she cannot bake a cake. 2 A dog can swim but it cannot fly. 3 A lion can jump and it can run fast. 4 Mballa can sing and he can dance.
- 10 Wrong words: 1 fastly 2 badly 3 good 4 hardly 5 slow
- 11 1 swim 2 cook 3 ride 4 speak 5 dance 6 dream
The mystery word is: worker.
- 12 l, b, gh, gh, t, t, gh, w
- 13 Students' own answers

Lesson 2 Sport ► Page 91

TOPIC: sport

GRAMMAR AIMS:

- to revise adverbs of manner
- to revise the past simple tense

VOCABULARY Page 91

Aim: to learn vocabulary for sports

Warm-up: Ask: *What sports can you name in English?* Write the students' suggestions on the board.

Activities 1 and 2

- Students match the words in the box with the pictures.
- Check the answers orally with the class.
- Say the words aloud pausing for students to repeat.
→ **A** boxing **B** athletics **C** gymnastics **D** basketball **E** tennis **F** football **G** cycling

Activity 3

- Students work in pairs and put the sports into two lists, individual and team sports.
- In pairs, students add more sports to the lists.
- Write their lists on the board.
→ **Team:** basketball, football; **Individual:** athletics, boxing, cycling, gymnastics, tennis

Activity 4: Say the words aloud. Students listen and repeat.

Activity 5

- Explain that you are going to dictate some numbers and ordinal numbers.
- Dictate the numbers and ordinal numbers to the class. Students write them down.
- Check the answers by asking individual students to say the ordinal numbers and numbers
→ *Listening text / Answers:* 3rd 2 4th 6 1st 9th 7 2nd 8th 5 10

EXTRA ACTIVITY

- Students write down twelve numbers and ordinal numbers.
- In pairs, students take it in turns to dictate their numbers and ordinal numbers.

LISTENING Page 91

Aim: to listen to a description of a school sports day for specific information

Warm-up: Ask: *What sports do students do at your school? Do you have a sports day at your school? If so, when does it take place?*

Activity 1

- Ask students to copy the table into their exercise books. Check they understand the sports in the table.
- Read the text. Students write the position of the people in the different competitions.

	football	100 m	1,500 m	high jump	throwing the javelin
Our school	2nd				
Moussa		1st	last		
Amadou		3rd			
Flora				4th	
Diane					5th

Listening text: Yesterday was sports day. There were a lot of competitions. The students in our school were very good.
 The football competition was very popular. Six teams played. Our school team was second. The winner was Maroua High School.
 There were also many athletics competitions. My brother Moussa was in the 100 metres race. He ran very fast and he was first and his friend Amadou was third. Moussa runs very fast, but he didn't win the 1,500 metres. He was last!
 Flora took part in the high jump. She likes this event, but she didn't win. She was fourth.
 Diane threw the javelin for our school. She's always very good at throwing the javelin. But this time she didn't win. She was only fifth.

READING Page 92

Aim: to read about a sports event for specific information

Warm-up: Students look at the picture. Ask: *What is happening? What are the men doing? What is the sport? Do you like this sport?*

Activity 1

- Tell students to read the text and find out who Awinga, Olinga and Ozinga are.
- Read the text. Students listen and read silently.
- Check the answers orally with the class.
 - *They are wrestlers.*

Activity 2

- Students read the text again and choose the correct words to complete the sentences.
- Ask individual students to give their answers.
 - 1c 2c 3a 4b 5a 6b

PRONUNCIATION Page 92

Aim: to practise difficult words

Warm-up: Write 13 and 30 on the board. Ask students to say the words. Can they hear the difference? Tell them how important clear pronunciation is.

Activity 1: Read the groups of words, pausing after each group for students to repeat. Point out the silent w in the first group.

WORKBOOK

- **1** **1** boxing **2** football **3** athletics **4** wrestling **5** tennis
- **2** second, third, fourth, fifth, sixth, seventh, eighth, ninth, tenth
- **3** **1** match **2** did **3** score **4** goalkeeper **5** shouted
- **4** **1** player **2** six **3** farmer **4** cycling **5** champion
- **5** **1** football **2** race **3** athletics **4** winner **5** javelin **6** wrestle
- **6** **2** player **3** swimmer **4** winner **5** wrestler **6** villager **7** singer
- **7** **1** Mbala ran in the 1500 m. He was first. **2** Peter was in the high jump. He was second.
 3 Laura ran in the 1500 m. She was third. **4** Amina ran in the 100 m. She didn't run very fast.
 She was last.

Practice page ► Page 93

GRAMMAR

Activity 1: Students complete the sentences with *can* or *can't*.

- **1** can **2** can't **3** can't **4** can **5** can't **6** can

Activity 2: Ask students to rewrite the negative sentences with the full form *cannot*.

- **4** The ostrich cannot fly. **5** A horse cannot sing. **6** A kangaroo cannot climb trees.

Activity 3: Students complete the sentences with *can* or *can't*.

- **1** Can, can **2** can, can't **3** Can, can't **4** can, can't.

Activity 4: Students complete the sentences with the words.

Possible answers: **1** badly / well **2** fast **3** hard **4** badly / well

Activity 5: Students rewrite the sentences, separating the words and adding the correct punctuation.

- **1** He can swim, but he can't ride a bicycle.
- 2** She can speak English and French.
- 3** He ran very fast, but he didn't win.
- 4** She won the high jump competition.

LET'S HAVE FUN

Activity 1

- Tell students that they are going to play a mime game in pairs. Demonstrate the game with a student. Ask a confident student to mime an activity to the class, for example: *swimming*. Ask the student: *Can you swim? Yes, I can.*
- In pairs, students take it in turn to mime and ask questions.

Activity 2: Students complete the words and write eight sports.

- **1** wrestling **2** swimming **3** cycling **4** tennis **5** football **6** athletics **7** basketball **8** boxing

REVIEW AND EVALUATION FOR MODULE 4

Page 94

VOCABULARY

Activity 1: Students find ten words in the word square.

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

- Answers **1** & **2**: sport: cycling, tennis; weather: sunny, flood, storm; transport: plane, car; seasons: summer, winter, spring

Activity 3: Students find the odd word out in each series.

→ 1 storm 2 weather 3 city 4 cook

GRAMMAR

Activity 1: Students complete the sentences with the adverb of manner from the adjectives in brackets.

→ 1 well 2 badly 3 slowly 4 fast

Activity 2: Students match the questions and the answers.

→ 1d 2a 3b 4e 5c

Activity 3: Students complete the sentences with the past simple of the verbs in brackets.

→ 1 went 2 lived 3 invented 4 were 5 visited

CHECK YOUR PROGRESS

Page 95

Activity 1: Students complete the words and write adjectives from the unit.

→ 1 frightened 2 sad 3 dangerous 4 safe 5 terrible 6 happy

Activity 2:

• Students complete the sentences with the past simple of the verbs in the box.

→ 1 visited 2 was 3 received 4 washed 5 bought 6 ate

• Students put the verbs into two groups.

→ regular: visited, washed, received; irregular: was, bought, ate

Activity 3: Students rewrite the sentences in Activity 2 in the negative form.

→ 2 I wasn't in my village... 3 I didn't receive an e-mail... 4 I didn't wash...
5 My parents didn't buy... 6 We didn't eat...

Activity 4: Students write questions for the sentences in Activity 2.

→ 2 Were you in your village...? 3 Did you receive an e-mail...?
4 Did you wash your uniform...? 5 Did your parents buy...? 6 Did you eat fish...?

Activity 5: Students complete the dialogues with suitable words.

→ 1 good 2 am 3 can 4 climb 5 can't 6 but 7 like 8 didn't 9 Was 10 was

SELF-ASSESSMENT

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

Unit summary

COMMUNICATION FOCUS

- talking about future plans
- inviting people politely

VOCABULARY

- party words: *decorate, invitation, music, cake, juice, send, invite, hold a party*
- words from a story: *monster, princess, appetite, king, diary, warrior, attack, run away, frighten, goat*
- adjectives: *enormous, terrible, afraid, wise, excited*

Lesson 1 The monster's diary ► Page 96

TOPIC: a story

GRAMMAR AIMS:

- to talk about future plans with the affirmative and negative forms of *going to*
- to use future time expressions

SPEAKING Page 96

Aim: to describe pictures and tell a story

Warm-up: Students look at the title of the Lesson. Ask: *What is a diary? What do you write in a diary? Why do people keep diaries? Have you got a diary?*

Activity 1

- Read the words in the box with the class and check students understand them.
- Students look at the cartoon story and they say what is happening using some of the words in Activity 1.

READING Page 96

Aim: to read a story for specific information

Warm-up: Ask: *Do you know any stories about monsters? Did you believe in monsters when you were a child?*

Activity 1: Read the story. Students listen and read silently. Make sure students understand the new vocabulary.

Activity 2

- Students read the story again and answer the questions. Encourage them to write full sentences.
 - 1 *The monster eats a lot of villagers' animals every day.*
 - 2 *Because they are afraid of the monster.*
 - 3 *It is going to eat the princess.*
 - 4 *She is going to run away.*
 - 5 *The monster kills the king's warriors.*
 - 6 *Because the monster thinks the villagers are going to kill it and eat it.*

PRONUNCIATION Page 97

Aim: to count syllables

Warm-up: Write the following words on the board: *villager, frighten*. Ask: *Which word has two syllables? Which word has three syllables?*

Activity 1

- Read the example words.
- Say the words, pausing for students to write the words in the correct group.
- Check the answers aloud and write the words in groups on the board.

two syllables: *monster, princess, afraid, children, today*

three syllables: *appetite, enormous, terrible, tomorrow*

EXTRA ACTIVITY

- Ask students to find more two and three-syllable words in their Student's Book.
- Write the following word on the board: *television*. Ask: *How many syllables are there?*
Ask students to find more four-syllable words.

GRAMMAR Page 97

Aim: to learn how to form affirmative and negative sentences with *going to*

Warm-up: Ask students to look back at the story on page 96 and find sentences with *going to*.

Activities 1 and 2

- Read the sentences pausing after each one for students to repeat.
- Ask students to choose the correct words to complete the rule for *going to*.
→ *plans for the future*

Activity 3

- Students put the words in order and write sentences.
- Ask individual students to write their sentences on the board.
→ **1** *The monster is going to eat six goats.*
2 *The villagers aren't going to kill the monster.*
3 *The wise boy is going to save the princess.*
4 *The princess isn't going to run away.*

Remember Page 97

- Read the Remember box with the class. Students copy the example sentences into their exercise books.
⇒ **Grammar, Page 116**

WRITING Page 97

Aim: to write about future plans

Warm-up: Write the following words on the board: *today, tomorrow, yesterday*. Ask: *Which is past? Which is present? Which is future?*

Activity 1

- Students put the expressions in the box into two groups.
- Say the expressions aloud pausing for students to repeat.
→ *present: today, this week, this month; future: tomorrow, tonight, next week, next month, next Sunday*

Activity 2: Students copy and complete the sentences about their plans.

→ *Students' own answers*

WORKBOOK

- **1** **1** chief **2** monster **3** princess **4** villagers **5** warrior
- **2** **1** *The villagers are afraid.* **2** *The monster eats their animals every day* **3** *It's going to eat the princess.*
- **3** **1** false **2** true **3** true **4** false **5** false
1 *The monster lives in the village.* **4** *He's going to eat the princess on Sunday.*
5 *The monster runs away.*
- **4** **1** monster **2** diary **3** appetite **4** attack **5** princess **6** wise
- **5** **1** tomorrow **2** weekend **3** terrible **4** warrior
- **6** **1** aren't **2** is **3** am **4** going **5** are **6** to
- **7** **1** *I'm not going to meet a friend.* **2** *We're not going to play tennis.* **3** *My friends aren't going to come to my birthday party.* **4** *Fred isn't going to win the competition.*

Lesson 2 Party plans ► Page 98

TOPIC: parties

GRAMMAR AIM: to ask questions with *going to* and give short answers

SPEAKING Page 98

Aim: to describe pictures

Warm-up: Students look at the pictures. Ask students to describe the pictures.

Activity 1

- Students look at the pictures and then say what is going to happen.
- Ask individual students to write their sentences on the board.
→ **2** *The boy is going to climb a tree.* **3** *The cat is going to catch the mouse.* **4** *It is going to rain.*

Activity 2

- Read the example with a student.
- In pairs, students ask and answer questions.
- Check the answers by asking pairs of students to say their sentences.
→ **2** *Is the boy going to climb the tree? Yes, he is.* **3** *Is the cat going to catch the mouse? Yes, it is.*
4 *Is it going to rain? Yes, it is.*

Activity 3

- Students look at the table and then put the words in order and write questions about Martin and Miriam's plans.
- Write the answers on the board.
→ **1** *What is Martin going to do on Friday?*
2 *When is Miriam going to meet her friends?*
3 *What is Miriam going to make on Saturday?*
4 *Are the children going to visit their grandparents on Saturday?*

Remember Page 98

- Read the Remember box with the class. Ask children to write example questions and short answers in the exercise books.
⇒ **Grammar, Page 120**
- Read this section with the class.

WRITING Page 98

Aim: to write short answers and sentences with *going to*

Warm-up: Students look at the table. Ask: *Are the children going to revise on Friday?* Elicit the short answer *No, they aren't.* Ask: *When are they going to revise?*

Activity 1: Students answer the questions in Activity 3.

- **1** *Martin is going to watch TV on Friday.* **2** *Miriam is going to meet her friends on Friday.*
3 *Miriam is going to make a cake on Saturday.*
4 *No, they aren't. They're going to visit their grandparents on Sunday.*

EXTRA ACTIVITY

- Write these prompts on the board: **1** *Martin and Miriam / revise / Saturday* **2** *Miriam / make a cake / Friday* **3** *Martin / play football / Sunday* **4** *Miriam / meet friends / Sunday*
- In pairs, students ask and answer questions using the prompts.

SPEAKING Page 99

Aim: to plan a party

Warm-up: Ask: *When was the last time you went to a party? What type of party was it? Did you have fun? What did you eat? What did you wear?*

Activity 1

- Read the prompts with the class and make sure students understand new vocabulary.
 - Ask two students to read the example sentences.
 - In pairs, students plan the end-of-school party using *going to* and *not going to* and the prompts.
- *Students' own answers*

READING Page 99

Aim: to read a conversation for specific information

Warm-up: Ask: *Do students in your school have end-of-school parties?*

Activity 1

- Students read and complete the dialogue with the question words in the box.
 - Students check their answers with a partner.
 - Ask pairs of strong students to read the completed dialogue.
- **1** When **2** Where **3** Who **4** What **5** Which

Activity 2

- Students read the dialogue again and decide which sentences are true and which are false.
 - Check their answers orally around the class.
 - Students correct the false sentences. Encourage them to write full sentences.
- **1** False. *The party is for all the final year students.*
2 True.
3 True.
4 False. *The teachers are going to come.*
5 False. *They're going to have modern dance music.*
6 True. **7** False. *She's going to invite Martina.*

READING Page 100

Aim: to read an invitation for specific information

Warm-up: Ask: *When do people send invitations? Have you received or sent an invitation?*

Activity 1: Students read the invitation and find the information.

→ *The party is going to be on 8th June at 4 pm. It is going to be in the school hall.*

Remember Page 100

- Read the Remember box with the class.

WRITING Page 100

Aim: to write an invitation and a reply to an invitation

Warm-up: Ask: *What is an e-mail message? How do you send an e-mail message? How do you receive it?*

Activity 1

- Students copy and complete the e-mail invitations with the words in the box.
 - Check the answers orally with the class.
- **1** invitation **2** party **3** excited **4** dress **5** Dear **6** sorry **7** sad **8** Love

Activity 2

- Students write a party invitation. Tell them to use the invitation in Reading as a model.
 - Students compare their invitations with a partner.
- *Students' own answers*

Activity 3

- Students exchange their invitations with a partner.
 - Students write a reply to the invitation. Tell them to use the replies in Activity 1 as models. You may like to give students this exercise for homework.
- *Students' own answers*

WORKBOOK

- 1 1 are you going 2 am going to 3 is going 4 going to rain 5 are not going 6 am going
- 2 1 No, he isn't. 2 Yes, he is. 3 No, he isn't. 4 No, he isn't.
- 3 Next Saturday he is going to play with friends. He isn't going to cook dinner.
Next Sunday he isn't going to revise Maths. He's going to visit Anna.
- 4 Students' own answers
- 5 1c 2d 3e 4b 5f 6a
Students' own answers
- 6 1 Dear 2 Please 3 party 4 7th May 5 6pm 6 drink 7 music 8 going 9 wishes
- 7 1 going 2 is 3 to 4 going 5 listen to 6 going 7 going 8 isn't going 9 because 10 going
11 going 12 stories
- 8 Dear Ngono, Thank you for your invitation. I'm very sorry but I can't come to your party.
I'm going to my grandmother's birthday party. Best wishes, Fred
- 9 Students' own answers

Practice page ► Page 101

GRAMMAR

Activity 1: Students separate the words and write sentences. Tell them to use punctuation.

- 1 I'm going to visit my grandparents tomorrow.
- 2 He isn't going to study tonight.
- 3 Are the children going to decorate the hall next week?
- 4 Are you going to come to the party next Saturday?

Activity 2: Students write the negative form of the sentences using contractions.

- 1 We aren't going to visit our friends.
- 2 He isn't going to buy some food.
- 3 I'm not going to cook dinner.
- 4 They aren't going to watch a football match.

Activity 3: Students complete the dialogue with the words in the box.

- 1 are 2 to 3 going 4 am 5 We 6 Are 7 aren't

LET'S HAVE FUN

Activity 1: Students complete the words and write time expressions.

- 1 today 2 tomorrow 3 tonight 4 next week 5 next month 6 this afternoon 7 next year 8 on Saturday
The odd one out is today because it is a present time expression.

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

- 1 princess 2 Villagers 3 e-mail 4 invitation

Activity 3

- Students choose five new words from this unit. Ask them to write the words backwards on a piece of paper.
- Students exchange words with a partner. Students write the correct words.
- Students' own answers

Unit summary

COMMUNICATION FOCUS

- talking about personal hygiene
- talking about diseases
- giving advice about health
- giving orders

VOCABULARY

- diseases and ailments: *malaria, AIDS, polio, headache, toothache, stomach ache, sore throat, high temperature, sick, ill, illness, weak, tired, disabled*
- medical words: *medicine, tablet, vaccine, vaccination, injection, cure, catch, save, health centre, hospital, hurt, dentist, die, treatment, infected, examine*
- parts of the body (revision): *head, tooth, teeth, blood, throat, stomach*

Lesson 1 Kick out AIDS ► Page 102

TOPIC: serious diseases

GRAMMAR AIMS:

- to revise the present simple tense
- to learn and use object pronouns

VOCABULARY Page 102

Aim: to learn vocabulary; to talk about health

Warm-up: Revise the parts of the body. Ask a student to point to parts of his / her body. Students say the word for the part of the body.

Activity 1

- Read the words in the box. Students listen and read.
- Ask students to put the words into groups.
- Check the answers by asking a student to write the answers on the board.
→ *diseases: AIDS, malaria, polio; types of medicine or treatment: injection, tablet, vaccination; adjectives: ill, sick, tired, weak; parts of the body: head, stomach, tooth*

Activity 2

- Students read the poster and say which sentences are correct.
- Ask students to correct the false sentences.
- Check the answers orally around the class.
→ **1 True. 2 True. 3 False. The vaccine can save lives. 4 True. 5 False. The vaccine is for babies and small children.**

LISTENING Page 102

Aim: to listen for specific information

Warm-up: Ask: *What was the polio situation in Cameroon when your parents were children? Why is it different today?*

Activity 1

- Students copy and complete the text with words from the poster.
- Read the text. Students listen and check their answers.
- Check the answers by asking students to read the complete text.
→ **1 polio 2 disabled 3 vaccines 4 disease 5 hospital**
Listening text: Many years ago in Cameroon, a lot of children died from polio.
Many others were disabled. In those days, vaccines weren't common.
Today, only a very small number of children catch this disease.
Mothers take their babies to the hospital or a health centres for vaccinations.

SPEAKING Page 102

Aim: to have a discussion about AIDS

Warm-up: Ask: *What is AIDS? Do you know anyone who has AIDS? Do you know how people catch AIDS?*

Activity 1: Students answer the questions around the class. Make sure that any wrong information is corrected.

→ **1** Yes, there is. **2** No, not today. **3** No, you can't. **4** Yes, you can. **5** No, there isn't. **6** No, there isn't.

LISTENING Page 103

Aim: to listen to a conversation for specific information

Warm-up: Ask: *Is it safe to live with a person who has got AIDS?*

Activity 1

- Explain to students that they are going to hear a conversation between a child called Nana and a nurse.
- Read the questions with the class. Make sure students understand the new vocabulary.
- Read the conversation. Students choose the correct answers.
- Students compare their answers.
- Correct the answers with the class. Make sure you elicit the answer to the warm-up question.

(Yes, it is safe.)

→ 1a 2b 3b 4b

Listening text:

Nana:	Is Aunt Koko going to die?
Nurse:	No, if she takes her medicine and eats healthy food she's going to be fine.
Nana:	She always takes it. And she eats lots of fruit and vegetables.
Nurse:	That's excellent!
Nana:	Is it true that people who have AIDS always die?
Nurse:	Not these days. There are medicines that help them to live a long time now.
Nana:	I'm happy to hear that. I love Aunt Koko. Can I hug her and eat with her?
Nurse:	Yes, you can hug her. You can eat with her too. You can even wash her clothes. But you mustn't share a toothbrush, earrings or other sharp objects with her.
Nana:	Is there a cure for AIDS?
Nurse:	No. There's no cure for it.
Nana:	Thank you, Madam.

READING AND WRITING Page 103

Aim: to make a poster against AIDS

Warm-up: Students look at the poster in Activity 1. Ask: *What is the purpose of this poster?*

Activity 1: Read the poster. Students listen and read silently. Make sure they understand the new vocabulary.

Activity 2

- Students complete the sentences with words from the poster.
- Check the answers orally with the class.

→ **1** sharp objects **2** sexual intercourse; an infected person **3** baby

Activity 3

- Ask students to work in small groups and make a poster about AIDS. The poster is for secondary schools. Tell them to look at the poster about polio and AIDS in this Lesson for help.
- Students show their posters to the class. Have a vote for the best poster.

→ *Students' own answers*

GRAMMAR Page 104

Aim: to learn how to use object pronouns

Warm-up: Write the following pairs of sentences on the board: *Maria likes chocolate. She eats it every day. Flora is Martin's Maths teacher. He likes her very much.* Ask: *What does the word **it** replace? Who does the word **her** replace?*

Activity 1

- Read the sentences with the class.
- Students match the words in bold with the words a-d that they replace.
- Check the answers orally with the class.
→ 1d 2c 3b 4a

Activity 2

- Ask students to copy and complete the sentences with the correct object pronouns.
- Check the answers by asking individual students to write the sentences on the board.
→ 1 her 2 them 3 it 4 us

Activity 3

- Students copy and complete the dialogue with the correct subject and object pronouns.
- Correct the answers orally with the class.
- Ask random pairs of students to read the dialogue.
→ 1 you 2 it 3 they 4 us 5 I

Remember Page 104

- Read the Remember box with the class. Students copy the subject and object pronouns into their exercise books.
⇒ **Grammar, Page 120**

PRONUNCIATION Page 104

Aim: to identify and practise syllable stress

Warm-up: Write the following words on the board: *pronoun, object, correct, complete*. Say the words aloud and ask: *Which syllables in the words are very strong?*

Activity 1

- Say the words aloud, clearly pronouncing the syllable stress.
- Students say the words aloud. Make sure they stress the correct syllables.

Activity 2

- In pairs, students say the words aloud and put them into the correct stress groups.
- Say the words aloud. Students check their answers.
→ Oo: children dentist illness treatment; oO: compete invite survive

EXTRA ACTIVITY

- Students find more words to add to these stress groups.

WORKBOOK

- 1 1 injection 2 mosquitoes 3 vaccine 4 malaria 5 medicine 6 treatment
- 2 1 die 2 hospital 3 old 4 she
- 3 1 Don't let your child get this disease. 2 You must take your medicine everyday. 3 The vaccine can save many lives. 4 I don't like injections. 5 You must brush your teeth every morning.
- 4 1 AIDS 2 malaria 3 polio 4 Polio 5 AIDS 6 AIDS
- 5 **Subject pronouns:** I, she, it, you, we, he, they
Object pronouns: him, it, them, me, her, us, you
1 he 2 him 3 It 4 She 5 her 6 it 7 it 8 they 9 them
- 6 1 he – she 2 She – It 3 Them – They 4 I – me 5 her – him 6 us – it
- 7 children, doctor, vaccine, centre, medicine
afraid, invite, disease, today, revise
- 8 **Across:** 2 dentist 5 vaccination 6 injection 7 cure 8 earrings
Down: 1 medicine 3 tablet 4 catch

Lesson 2 At the dentist's ► Page 105

TOPIC: health

GRAMMAR AIM: to use *must* and *mustn't* for strong advice and obligation

READING Page 105

Aim: to read a conversation for specific information

Warm-up: Students look at the picture. Ask: *Where is Ndedi? Why is she there? How do you think she feels?*

Activity 1

- Students look at the picture and answer the question around the class.
- Ask students how they feel when they go to the dentist's.

→ *Students' own answers*

Activity 2: Read the conversation aloud. Students listen and read silently. Make sure they understand the new vocabulary.

Activity 3

- Students read the conversation again and decide which sentences are true and which are false.
- Check the answers orally around the class.

→ **1 False 2 True 3 False 4 False 5 False 6 False**

Remember Page 105

Read the Remember box with the class. Ask students to copy the example sentences into their exercise books.

⇒ **Grammar, Page 119**

EXTRA ACTIVITY

- Students correct the false sentences in Activity 3. Encourage them to write full sentences.
1 Ndedi has toothache. 3 The dentist is going to give her an injection. 4 She hates injections. 5 She must brush her teeth between meals. 6 She mustn't eat sweets.

VOCABULARY Page 105

Aim: to learn vocabulary for illnesses and ailments

Warm-up: With books closed, ask: *When was the last time you were ill? What was the matter? What did you do?* Ask students to look at the pictures and ask: *What's the matter with the people?* Help students with new vocabulary.

Activity 1

- Students match the words in the box with the pictures.
 - Say the words aloud pausing for students to repeat.
- **1 toothache 2 headache 3 stomach ache 4 a high temperature 5 a sore throat**

Activity 2

- Ask two students to read the dialogue.
 - In pairs, students ask and answer questions using the words in the box.
- *Students' own answers*

EXTRA ACTIVITY

- Role play. Students imagine they are at the doctor's.
→ In pairs, students write and practise dialogues. Tell them to look at the dialogue in Reading Activity 2 for help.
→ Ask pairs of students to read their dialogues to the class.

READING Page 106

Aim: to read for specific information

Warm-up: Ask: *When was the last time you went to the doctor's? Why did you go? What did the doctor do? Have you been to hospital? If so, why did you go?*

Activity 1

- Students read the text and answer the questions. Encourage them to write full answers.
- Ask students to compare their answers with a partner.
- Ask students to write the answers on the board.
 - **1** *He didn't go to school because he had a stomach ache.*
 - 2** *He went to the hospital.*
 - 3** *The doctor gave him some tablets and an injection.*
 - 4** *He was ill because he ate unripe mangoes.*
 - 5** *No, she doesn't.*

SPEAKING Page 106

Aim: to practise giving strong advice with *must* and *mustn't*

Warm-up: Write the following pairs of sentences on the board: *Don't eat unripe mangoes. You _____ eat unripe mangoes. Take these tablets. You _____ take these tablets.* Ask students what words they can use to complete the sentences so they have the same meaning. (Answers: *mustn't*, *must*.)

Activity 1

- Read the example sentences with the class.
- Students say what you *must* / *mustn't* do for the situations.
- Ask students to write the sentences on the board.
 - *You mustn't drink a lot of cola. You mustn't eat a lot of fast food. You must take exercise. You must sleep 8 hours a night. You mustn't smoke.*

GRAMMAR Page 106

Aim: to use *must* and *mustn't* for obligation

Warm-up: Write the following sentences on the board: *You must arrive at school at 8 o'clock. You mustn't arrive late. You can stay at school at lunchtime. You can talk to your friends between Lessons.* Ask: *Which sentences expresses obligation? What words do we use for obligation?*

Activity 1

- Read the school rules. Students listen and repeat.
- Ask students to make more school rules using *must* and *mustn't*.
- Check the answers orally around the class.
- *Students' own answers*
- ⇒ **Grammar, Page 119**

WRITING Page 106

Aim: to complete sentences with *must* and *mustn't*

Warm-up: Ask students for some examples of what they *must* and *must not* do at school.

Activity 1

- Students complete the sentences with rules in their school.
- Ask students to write their rules on the board.
- *Students' own answers*

WORKBOOK

- **1** **1** *What is the matter?* **2** *I did not sleep well last night.* **3** *You must not eat a lot of sweets.*
4 *You cannot catch AIDS when you touch a person.* **5** *She does not like injections.*
- **2** *football, fish*
1 *thermometer* **2** *temperature* **3** *toothache* **4** *sore throat* **5** *tablets*

- 3 1b 2e 3a 4c 5d
- 4 1 well 2 matter 3 stomach ache 4 doctor 5 ill 6 her
- 5 2 must 3 mustn't 4 must
- 6 2 You mustn't eat sweets. 3 You mustn't go to bed late. 4 You must see the doctor.

Practice page ► Page 107

GRAMMAR

Activity 1

- Students complete the table with the object pronouns.

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

Activity 2: Students complete the sentences with subject and object pronouns.

- 1 He 2 They 3 them 4 She 5 her 6 us 7 We 8 it

Activity 3: Students complete the sentences with *must* or *mustn't* and the verbs in the box.

- 1 must eat 2 mustn't run 3 must look 4 must do 5 mustn't share

Activity 4: Ask students to find the grammar mistakes in the sentences and correct them.

- 1 You must work hard at school.
- 2 He mustn't eat a lot of sweets.
- 3 Our parents gave us some sweets.
- 4 I'm going to meet her tomorrow.

LET'S HAVE FUN

Activity 1: Ask students to find the odd word out in each series.

- 1 her 2 injection 3 ill 4 catch 5 kill

Activity 2

- Demonstrate the activity with a strong student.
- Students work in pairs and take it in turns to mime and guess ailments.

Unit summary

COMMUNICATION FOCUS

- talking about possibility
- describing people and objects
- expressing feelings
- recognising the order of events in a story

VOCABULARY

- science fiction: *spaceship, alien, planet, space, land, take off*
- words from three stories: *chief, elder, noise, creature, army, skill, spear, hole, branch, monkey, trap, path, sand, jar*
- adjectives for feelings: *angry, frightened, excited, sad, surprised*
- verbs: *cry, gather, hear, move, escape, carry, send, bring, keep, hold, throw, reach, pull, wave, try*

Lesson 1 A science fiction story ► Page 108

TOPIC: a story about aliens

- GRAMMAR AIM:**
- to learn how to use *may* and *may not* for possibilities
 - to practise using *going to* for plans

VOCABULARY AND READING Page 108

Aim: to predict events in a story; to read for gist and specific information

Warm-up: With books closed, ask: *Do you read science fiction stories? Do you watch science fiction films? What famous science fictions books or films do you know?*

Activity 1: Say the words in the box aloud pausing for students to repeat. Make sure students understand the words.

Activity 2

- Look at the pictures and read the title of the story with the class.
 - Ask students to tell the story using the words in the box.
- *Students' own answers*

Activity 3: Students read the story silently and check their ideas in Activity 2.

Activity 4

- Students read the story again and answer the questions. Encourage them to write full sentences.
 - Students compare their answers with a partner.
 - Ask different students to write their answers on the board.
- **1** *They were in the playground.* **2** *They heard a loud noise.*
3 *The children were frightened because the aliens moved towards them.*
4 *They all ran away except the chief's son.* **5** *The chief sent his army to get his son.*
6 *The village is sad because the aliens took the chief's son.* **7** *Students' own answers*

Activity 5

- Ask students to match the two parts of the sentences.
 - Check the answers orally with the class. Explain that we can use an infinitive form to explain purpose.
- *1b 2d 3a 4c*

READING Page 109

Aim: to read a conversation for specific information

Warm-up: With books closed, ask: *What is an alien? Do you believe in aliens? Can you imagine what an alien looks like?*

Activity 1

- Read the conversation. Students listen and read silently.
- Ask students to copy and complete the table with words that describe the aliens and their spaceship.
- Check the answers around the class. Complete the table on the board.

Spaceship	Head	Body	Language
grey, round, flat	big head, one large eye, big mouth, long teeth	short legs, small feet long, hairy toes, long arms, long, thin fingers	strange sign language

Activity 2

- Ask students to draw a picture of the alien using the description.
- Students show their pictures to the class.

Activity 3

- Read the adjectives aloud pausing for students to repeat.
- Students read the story on page 108 again and then complete the sentences with the adjectives in the box.
- Check the answers orally with the class.
→ **1** excited **2** surprised **3** frightened **4** angry **5** sad

SPEAKING Page 109

Aim: to talk about feelings

Warm-up: Write *excited* on the board. Ask students to say when they feel excited.

Activity 1

- Read the example with the class.
- Ask students to say when they had the feelings in Activity 3.
→ *Students' own answers*

GRAMMAR Page 110

Aim: to practise using *may / may not*

Warm-up: With books closed, write the following sentences on the board: *I'm going to the football match on Saturday. I may go to the football match on Saturday.* Ask: *Which plan is certain? Which plan is only a possibility?*

Remember Page 110

- Read the Remember box with the class. Ask students to copy the examples into their exercise books.
⇒ **Grammar, Pages 119-120**

Activity 1

- In pairs, students say what the aliens may do.
- Check the answers orally around the class.
→ *Students' own answers*

Activity 2

- Ask students to write four sentences about what the aliens may do.
- Ask different students to write their sentences on the board.
→ *Students' own answers*

Activity 3

- Students choose the correct verb form in the sentences.
 - Check the answers with the class. Point out that we use *going to* for plans which are certain and *may* for things that are possible but not certain.
- **1** I'm going to **2** We may **3** She may **4** He's going to

SPEAKING Page 110

Aim: to practise using *may* and *may not*

Warm-up: Ask students to say the sentences with *may* in Activity 3. Check their pronunciation.

Activity 1

- Students work in pairs and make sentences about next weekend using *may* / *may not*.
- Check their answers orally. Write some of their sentences on the board.

PRONUNCIATION Page 110

Aim: to identify silent letters

Warm-up: Write the following words on the board, then say the words aloud: *two, four, eight* Ask: *Which letters are silent in these words?* (Answers: *w, r* and *gh*.)

Activity 1

- Ask students to copy the words into their exercise books.
 - Say the words. Students listen and underline the silent letters.
 - Check the answers orally. Write the words on the board and circle the silent letters.
 - Students say the words aloud.
- *surprised – sign – frightened – caught – fight – straight – listen*

WRITING Page 110

Aim: to find out the end of the story

Warm-up: Ask students to predict the end of the story.

Activity 1

- Students separate the words and punctuate the sentences and find out the end of the story.
 - Ask different students to write the sentences on the board.
- **1** *The aliens brought the chief's son back to Earth 25 years later.*
2 *The villagers were happy and surprised to see the boy.*
3 *He was exactly the same age as when he left Earth.*

EXTRA ACTIVITY

- Work with a partner and imagine what happened to the boy when he was with the aliens.
- Plan your story and then write it down.
- Students read their stories to the class.
- Have a class vote for the best story.

WORKBOOK

- **1** 2 f 3e 4b 5g 6a 7c
Students' own answers
- **2** 1 strange 2 big 3 long 4 short 5 hairy 6 frightening 7 round 8 grey
- **3** 1 spaceships 2 land 3 creatures 4 alien 5 warriors 6 language 7 nobody 8 colour 9 planet 10 village
- **4** 1 play 2 grey 3 creature 4 playground
- **5** 2 Where did the aliens come from? 3 Where were the children when the spaceship landed?
 4 When did the aliens take the chief's son? 5 Why was the chief sad?
- **6** 1 The aliens abducted the chief's son on a Saturday afternoon. 2 Is it true that the chief's son came back twenty-five years later? 3 The aliens used sign language.

- 7 1 may be 2 may come 3 may take 4 may rain 5 may finish
- 8 1 There may be life on Mars. 2 The aliens may come from Mars. 3 The children may be hungry. 4 That woman may want to talk to us. 5 These people may have malaria.
- 9 Students' own answers
1 his grandmother 2 some money 3 some stamps 4 a film

Lesson 2 A traditional story ► Page 111

TOPIC: two traditional stories

GRAMMAR AIM: to recognise and use sequencing words to order the events in a story

READING AND WRITING Page 111

Aim: to read for gist and for specific information

Warm-up: Ask: *What traditional stories do you know? What is your favourite story?*

Activity 1

- Say the words aloud.
- Ask students to describe the pictures with the words in the box.

Activity 2

- Students read the story silently and put the pictures in order.
- Check the answers orally with the class. Make sure students understand the new vocabulary.
→ *BCA*

Activity 3

- Students read the story again and answer the questions. Encourage them to write full sentences.
- Students compare their answers with a partner.
- Ask different students to write their answers on the board.
→ 1 They went to the centre of the village to test the chief's sons.
2 He made a hole in the tree with his spear. 3 He rode through the hole.
4 He flew over the tree on his horse. 5 He pulled the tree out of the ground.
6 Students' own answers

Activity 4

- Students separate the words and punctuate the sentence and find out who the winner was.
- Write the sentence on the board.
→ *The second son was the winner because he didn't damage the tree.*

READING Page 112

Aim: to interpret a text; to understand text organisation

Warm-up: Ask: *What is the moral of a story? Do you know any stories with moral?*

Activity 1

- Read the morals. Check students understand them.
- Ask students to read the story and choose what is the moral of the story.
- Discuss the answer with the class.
→ *You get into trouble when you are greedy.*

Activity 2

- In pairs, students read the sentences and put them in the right order.
- Students read the story again and check their answers.
- Check the answers orally with the class.
→ *d e c a b*

WRITING Page 112

Aim: to use discourse markers to sequence a text

Warm-up: Ask students to look at the story and find words that show the order of events. (Answer: *First, Next, Then, A moment later, Finally.*)

Activity 1

- Read the words in the box.
- Ask students to find these words in the story. Ask them which word is at the beginning of a series of events and which word is at the end.
- Ask students to use the words to join the sentences in Activity 2 and write two paragraphs. Explain that there may be more than one possibility.
- Ask a confident student to write the board while the other students say the sentences.
 - *Suggested answers: First, the farmer put a large guava in a jar of sand. Next, he put the jar near the tree. A moment later, the monkeys came to eat the guavas. After that an old monkey put his hand in the jar and got it stuck. Finally, the farmer caught the old monkey.*

Remember Page 112

- Read the Remember box with the class. Explain to students that these sequencing words can help them understand the order of events in a story.

SPEAKING Page 112

Aim: to practise telling a story

Activity 1

- Ask students to practise telling the story with a partner.
- Ask confident students to tell the story to the class.

EXTRA ACTIVITY

- Students think of a traditional story and practise telling the story with a partner.
- Ask students to write their story. Encourage them to use some sequencing words.
- Ask students to read their stories to the class.

WORKBOOK

- **1** 1 How many children did the chief have? He has three sons. 2 What did the first son throw at the tree? He threw his spear at the tree. 3 How did the second son get to the other side of the tree? He jumped through the hole in the tree. 4 What did the third son do? He pulled the tree out of the ground. 5 Who was the winner? The second son because he did not hurt the tree.
- **2** **Three adjectives:** late, old, big
Three nouns: chief, farmer, monkey
Four irregular past forms of verbs: flew, held, rode, ate
- **3** 1 ate 2 held 3 rode 4 flew
- **4** 1e 2d 3f 4b 5a 6c
- **5** 1 First 2 Then 3 After that 4 Finally

Practice page ► Page 113

GRAMMAR

Activity 1: Students rewrite the sentences using *may* or *may not*.

- **1** She may be at the market.
- 2** He may not be at school today.
- 3** He may not have a bicycle.
- 4** They may have a car.

Activity 2: Students complete the text with *Finally, First, Then, After that*.

- **1** First **2** Then **3** After that **4** Finally

Activity 3: Students write a description of their favourite day using *Finally, First, Then, After that*. Tell them to use the text in Activity 2 as a model.

→ *Students' own answers*

Activity 4:

- Students look back at the texts in this unit and find the irregular past simple forms of the verbs in the box.
→ *caught, cried, flew, held, put, rode, sent*
- Ask students to add these verbs to their list of irregular verbs and then learn them.

LET'S HAVE FUN

Activity 1: Students look back at the unit and find the words.

→ *Suggested answers: Feelings:* excited, angry, sad, surprised, frightened; **Animals:** monkey, horse;
Parts of the body: hand, head, eye, mouth, teeth, arm, finger, leg

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

→ **1** planet **2** space **3** tree **4** fruit **5** animal **6** first

REVIEW AND EVALUATION FOR MODULE 5

Page 114

VOCABULARY

Activity 1: Students find fifteen words in the word square.

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

→ *Answers 1 and 2: Space:* alien, spaceship, planet; **Adjectives:** strong, ill, wise, sick, excited, weak, afraid;
Health jobs: nurse, doctor, dentist; **Diseases:** polio, AIDS
→ *Students' own answers*

GRAMMAR

Activity 1: Students complete the sentences with the adjectives.

→ **1** sad **2** excited **3** angry **4** frightened

Activity 2: Students put the words in order and write sentences. Tell them to be careful because there is one extra word in each sentence.

→ **1** What are you going to eat for lunch? **2** Are you going to watch a film on Sunday? **3** When are you going to have your birthday party? **4** Who are you going to invite to your party?

Activity 3: Students write answers to the questions.

→ *Students' own answers*

Activity 4: Students complete the sentences with the object pronouns.

→ **1** him **2** us **3** them, it **4** me

Activity 5: Students complete the sentences with *must* or *mustn't*.

→ **1** must **2** must **3** mustn't **4** must **5** mustn't

CHECK YOUR PROGRESS

Page 115

Activity 1: Students match the words in the box with the descriptions.

→ **1** hospital **2** diary **3** injection **4** playground **5** aliens

Activity 2: Students complete the paragraph with sequencing words.

→ **1** First **2** Next **3** Then **4** Finally

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

→ **1** mustn't **2** mustn't **3** must **4** must **5** mustn't

Activity 4: Students complete the dialogue with suitable words.

→ **1** going **2** party **3** it **4** Can **5** Where **6** parents **7** going **8** be

SELF-ASSESSMENT

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