

5^e

Way

Ahead

in English!

Teacher's Book



Way

in English!

Ahead

5^e

Teacher's Book

Secondary English
for Francophone Cameroon Level 5^e

Justine Djiadeu
Flora Lamleñ
Professor Augustin Simo Bobda

Series Consultant: Diana Pye



Photo de couverture : Bertrand Naudin / Marco Polo
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 978-9-9561-2961-4
ISBN EDICEF 978-2-7531-0069-5

Tous droits de traduction, de reproduction et d'adaptation réservés pour tous pays.

Sommaire

Introduction 5	
Welcome back	7
MODULE 1	
Unit 1 Relationships	9
Lesson 1 Friends	9
Lesson 2 Family life	12
Unit 2 Clever people	17
Lesson 1 Creative youth	15
Lesson 2 Great inventions	19
Unit 3 Travel	23
Lesson 1 Journeys	23
Lesson 2 On holiday	26
MODULE 2	
Unit 4 Places	31
Lesson 1 Countries	31
Lesson 2 Towns	34
Unit 5 Food facts	37
Lesson 1 A balanced diet	37
Lesson 2 Famine	40
Unit 6 Likes and dislikes	45
Lesson 1 Music	45
Lesson 2 Free time	48
MODULE 3	
Unit 7 Appearance	53
Lesson 1 Fashion	53
Lesson 2 Traditional costumes	55
Unit 8 The future	59
Lesson 1 Dreams	59
Lesson 2 Predictions	62
Unit 9 Water	67
Lesson 1 Water everywhere	67
Lesson 2 Water for life	69
Unit 10 Communication	73
Lesson 1 Communicating	73
Lesson 2 The Internet	76
Unit 11 Saving the planet	81
Lesson 1 Saving the animals	81
Lesson 2 Climate change	84
Unit 12 Winners	87
Lesson 1 Sports heroes	87
Lesson 2 A race	90
MODULE 5	
Unit 13 Natural phenomena	93
Lesson 1 Disaster strikes	93
Lesson 2 Survivors	95
Unit 14 Different worlds	99
Lesson 1 Space travel	99
Lesson 2 The deep blue sea	102
Unit 15 Story time	105
Lesson 1 Three white eggs	105
Lesson 2 Diane and the goats	107

Introduction

► DESCRIPTION OF THE COURSE

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

The **Student's Book** is organised into five sections corresponding to the five teaching sequences. The book contains an optional introductory unit called *Welcome back* 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 all the basic skills of reading, speaking, listening and pronunciation.

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

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

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

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

The **Teacher's Book** contains an introduction, the teaching notes and answers for all the Student's Book 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 and repeat. The pronunciation syllabus covers individual sounds, word and sentence stress and intonation and focuses on specific problem areas for French speakers.

WRITING

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

GRAMMAR

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

► EXTRA ACTIVITIES

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

► REVISION AND EVALUATION

There is a *Practice page* after each unit 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.

Welcome back

Welcome back is an introductory unit intended to revise and practise simple structures and vocabulary which children learn-

ned at 6^e level. If you do not feel that your students need to do this revision unit, you can go straight to Unit 1.

Unit summary

COMMUNICATION FOCUS

- greeting people
- talking about you and your home
- talking about school and personal interests
- talking about favourite food

VOCABULARY REVISION

- *days of the week, months of the year, seasons, ordinal numbers, family words*

GRAMMAR REVISION

- present simple, past simple, present continuous, future with *going to*

READING Page 6

Aim: to read a conversation at school for specific information

Warm-up: Introduce yourself to the class and elicit the response, *Good morning, Mr/Mrs X.*

Ask: *Are there any new students in the class?* Elicit answers from the new students.

Activity 1

- Ask students to look at the pictures and say who and where the people are.
- Read the conversation with the class.
→ *There are students and a teacher. They are in the classroom.*

Activity 2

- Ask students to read the conversation again and answer the questions.
- Check the answers with the class.
- Students practise the dialogue around the class.
→ **1** *He's the Maths teacher.* **2** *Mbanga High School.* **3** *It is in Mbanga.* **4** *There are two new students.*
5 *Kevin Manu is from Douala. Diane is from Bafoussam.*

GRAMMAR

Aim: to revise basic verb tenses and grammar from level 6^e

Warm-up: Write the following sentences on the board: *I am at school now. I was at home on Sunday. I don't like fish. I didn't see my friend yesterday.* Ask students to identify the verbs in each sentence. Ask: *What is the infinitive of the verbs?* Ask students to say which sentences are in the present and which are in the past.

Activity 1

- Read the sentences with the class.
- Ask students to underline the verb in each sentence and write *past* or *present*.
- Check the answers with the class.
- Revise the present simple, present continuous and past simple forms of *to be* and regular verbs.
→ **1** *arrived, past* **2** *works, present* **3** *is writing, present* **4** *Did you visit, past* **5** *wasn't past* **6** *are going, present*

Activity 2

- Read the sentences with the class. Check students understand all the words. Point out that there may be more than one possibility in some sentences.
- In pairs, students complete the sentences with one or two words.
- Check the answers by asking different students to say their sentences aloud.

- Write the complete sentences on the board.
→ *Sample answers: 1 big/large, fast 2 sometimes/never 3 any 4 many 5 didn't, was 6 to*

VOCABULARY

Aim: to revise vocabulary sets students learned in level 6^e

Warm-up: Write the following words on the board: *Friday, March, mother*. Point to the words in turn and ask students to say other words they associate with them.

Activity 1

- Students work in pairs and complete the each series with as many words as possible.
- Check the answers with the class. Students practise saying the words aloud.
- Ask students to learn the words for homework.
→ **1** *Wednesday, Thursday, Friday, Saturday, Sunday* **2** *March, April, May, June, July, August, September, October, November, December* **3** *winter, spring* **4** *third, fourth, fifth, sixth, seventh* **5** *sister, grandmother, aunt* **6** *brother, grandfather, uncle*

READING Page 7

Aim: to read a personal profile for specific information

Warm-up: Ask the following questions around the class: *What's your name? How old are you? When is your birthday? What are your favourite school subjects? What's your favourite sport? What food do you like?*

Activity 1

- Read the personal profile with the class and check comprehension.
- Ask students to read the text again and complete the table.
- Check the answers with the class.
→ **Age:** *thirteen* **Favourite subjects:** *Sport and Geography* **Favourite sport:** *basketball*
Favourite food: *fried fish and cassava*

WRITING AND SPEAKING

Aim: to ask and answer about a personal profile; to write a personal profile

Warm-up: Write on the board: *Elizabeth is thirteen*. Ask students to make the question for this answer (What's her name?). Elicit the questions for the other information in the table.

Activity 1

- Ask students, in pairs or individually, to read Elizabeth's profile again and write six questions.
- Check the questions around the class.
- In pairs, students ask and answer the questions.
→ *Suggested answers: What's your family name? How old are you? When's your birthday? What are your favourite school subjects? What's your favourite sport? What's your favourite food?*

Activity 2

- Ask students to complete the chart with their own personal profile.
- In pairs, students ask and answer questions.
→ *Students' own answers*

WORKBOOK

- **1** **1** *Hello, I'm Kevin.* **2** *Where are you from?* **3** *What's your name?* **4** *I come from Berlanda.* **5** *My name's Diane.* **6** *Welcome to Yaoundé Diane.*
→ *Correct order: 1, 3, 5, 2, 4, 6*
- **2** **1** *is* **2** *went* **3** *am going* **4** *doesn't* **5** *are sitting* **6** *works*
- **3** **1** *are* **2** *many* **3** *colour* **4** *December* **5** *lesson/subject*
- **4** **1** *September* **2** *season* **3** *three* **4** *son* **5** *hotel*
- **5** **1** *What is your name?* **2** *Where do you live?* **3** *How many brothers have you got?* **4** *What is your favourite sport?* **5** *What is your father's job?* **6** *When is your birthday?*
Students' own answers to the questions.
- **6** *Students' own answers using information from the chart.*
- **7** *Students fill in the chart for themselves. Students' own answers using information from the chart.*

Unit summary

COMMUNICATION FOCUS

- describing people's personality
- describing appearance and identifying people
- talking about habits
- talking about friends and family

VOCABULARY

- adjectives: *friendly, happy, hard-working, kind, patient, polite, rich, unfriendly, unhappy, unkind, lonely, unpleasant, only (child)*
- adverbs of frequency: *always, often, never, sometimes, usually*
- family members: *relatives, mother, father, brother, sister, niece, nephew, uncle, aunt, wife, grandmother*
- verbs: *share, hurt, offer, laugh, tell, see, forget, argue, wait, cost, help, spend, look after*
- nouns: *secret, problem, feelings, cooking, housework, culture*

Lesson 1 Friends ▶ Page 8

TOPIC: personal qualities

GRAMMAR AIMS: • to practise the present simple for habits
• to use frequency adverbs with the present simple

READING Page 8

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

Warm-up: With books closed, ask: *Have you got one best friend or many different friends?* Ask students to describe their best friend's personality using two or three adjectives. Help them with the new vocabulary. Write some of their suggestions on the board.

Activity 1

- Read the words with the class. Check students understand their meaning.
- Ask students to choose two adjectives that they think are important for a good friend.
- Compare their answers around the class.
→ *Students' own answers*

Activity 2

- Students read a description of Diane and find the adjectives which describe her.
- Check the answers orally with the class.
→ *happy, polite, friendly, generous, nice*

LISTENING AND SPEAKING Page 8

Aim: to listen to a description for specific information

Warm-up: Ask students to look back at the Reading text. Ask: *Does Diane sometimes arrive at school late? Do Diane and her friend go window-shopping every Saturday?* Elicit answers with *never* and *sometimes*: *No, she never arrives at school late. They don't go window-shopping every Saturday. They sometimes go window-shopping.* Write the sentences on the board.

Activity 1

- Read the sentences in the table with the class. Make sure students understand the sentences. Students copy the table into their exercise books.
- Read the description of Amadou aloud. Students complete the table by ticking the correct adverb of frequency.
- Students compare their answers with a partner.

Listening text: Amadou and I are friends and we are in the same class. We usually walk to school together. He always waits for me when I'm late. I often get into trouble at school but Amadou is always friendly. He is a good friend and he is very hard-working. Other boys sometimes laugh at Amadou because he studies a lot and he never makes a noise in class. But he just looks at them and smiles. He is a kind boy. I want to be like Amadou but I can't.

Activity 2

- Read the description again. Students listen and find the adjectives from Reading Activity 1 that describe Amadou.
- Check the answers with the class.
→ *friendly, hard-working, kind*

Activity 3

- Ask different students to say the sentences in the chart with the correct adverbs of frequency. Encourage them to make full sentences.
→ *The boys usually walk to school together. Amadou always waits for his friend. Edzoa often gets into trouble at school. The boys sometimes laugh at Amadou. Amadou never makes a noise in class.*

Remember Page 8

- Read the Remember box with the class. Ask students to copy the example sentence into their exercise books and underline the adverb of frequency.
⇒ **Grammar, Page 120**

VOCABULARY Page 9

Aim: to learn about forming opposites with the prefix *-un*

Warm-up: Write these adjectives on the board: *hard-working, polite, kind, patient*. Ask students to make sentences about people they know using these adjectives.

Activity 1

- Ask students to match the adjectives with their opposites.
- Students copy the adjectives into their exercise books.
→ *1c 2a 3d 4b*

Activity 2

- Ask students to read the sentences and choose the correct adjectives.
- Correct the answers orally around the class.
→ **1 unfriendly 2 kind 3 unhappy 4 generous 5 unkind 6 hard-working**

EXTRA ACTIVITY

- Write these adjectives on the board: *impatient, hard-working, cold, polite, lazy, kind, patient, warm, impolite, unkind*. Ask students to make pairs of opposites with these adjectives. (Answers: *impatient – patient; hard-working – lazy; cold – warm; polite – impolite; kind – unkind*.)
- Ask students which adjectives are positive and which are negative.
- Ask students to choose four positive adjectives and write sentences about people they know.

Remember Page 9

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

GRAMMAR Page 9

Aim: to use adverbs of frequency

Warm-up: Ask students to say the adverbs of frequency they know. Write them on the board.

Activity 1

- Ask students to look at the adverbs of frequency. Ask them to read the sentences and choose the correct adverb for each one.
- Write the answers on the board.
→ **2 never 3 always 4 usually 5 often**

Activity 2

- Ask students to complete the sentences with the present simple of the verbs in the box.
- Ask different students to write their sentences on the board.
→ **1** watches **2** goes **3** have **4** wears **5** walks **6** Do... listen

SPEAKING Page 9

Aim: to practise using the present simple and adverbs of frequency

Warm-up: Ask: *What do you always do on Mondays? What do you never do on Mondays?* Elicit full answers with adverbs of frequency.

Activity 1

- Read the example with the class.
- In pairs, students ask and answer similar questions about the times in the box.
- Ask different pairs of students to ask and answer questions.
→ *Students' own answers*

READING Page 10

Aim: to answer a questionnaire

Warm-up: Ask: *Do you sometimes answer questionnaires? Where can you find questionnaires?* Tell students to look at the title of the questionnaire. Ask them to say what types of questions they expect to find. Write their suggestions on the board.

Activity 1

- Read the questionnaire with the class. Check students understand the new vocabulary.
- Tell students to answer the questionnaire.
→ *Students' own answers*
- Students check their answers. Ask them if they agree with the result.
- Compare students' answers around the class.

SPEAKING Page 10

Aim: to talk about friendship

Warm-up: Ask: *What do you think makes a good friend? What qualities do you look for in a friend?*

Activity 1

- Read the proverbs with the class. Check students understand their meaning.
- Ask students if they have similar proverbs in French.
- Compare their answers with the class.
- Ask students which proverb they like best.
→ *Students' own answers*

WRITING Page 10

Aim: to list the qualities of their best friend and use these in a paragraph

Activities 1 and 2

- Ask students to make a list of the qualities that describe their best friend. Tell them to read the description on page 8 again to help them.
- Students write a description of their best friend using personality adjectives.
- Students exchange their descriptions with a partner and correct any mistakes.
- Ask some students to read their descriptions to the class.
→ *Students' own answers*

WORKBOOK

- **1** 1 kind 2 generous 3 hard-working 4 happy 5 patient
- **2** 1 proud 2 friendly 3 patient 4 polite 5 kind 6 generous
- **3** 1 unhappy 2 unfriendly 3 unkind 4 unattractive 5 unfair

- 4 *Students' own answers*
- 5 1 always 2 often 3 usually 4 sometimes 5 never
- 6 1 never 2 often, sometimes 3 always/usually 4 never
- 7 1 washes 2 go 3 copies 4 drinks 5 don't watch
- 8 1 help 2 see 3 keep 4 be kind/be nice, sorry

Lesson 2 Family life ▶ Page 11

TOPIC: families

GRAMMAR AIMS:

- to practise the present simple for habits
- to practise the possessive 's and s' with singular and plural nouns

READING Page 11

Aim: to read about a family for main ideas and for specific information

Warm-up: With books closed, ask: *How many people are there in your family? Do you all live together? How often do you see your other relatives?* Write some of their ideas on the board. Find out which students have big families and which students have small families.

Look at the family picture with the class. Ask students to guess the relationships between the people.

Activity 1

- Ask students to read the text and find Edzoa in the picture.
- Check the answer with the class. Make sure students understand the new vocabulary.
 - *Edzoa is the boy with a white T-shirt.*

Activity 2

- Ask students to look back at the text and answer the questions. Encourage them to write full answers.
- Ask students to check their answers with a partner.
- Ask different students to say their sentences and write them on the board.
 - 1 *Edzoa lives in Obala.* 2 *His sisters are nine and six.* 3 *Amina and Boris are his cousins.* 4 *She died.* 5 *His grandmother comes to stay with the family.*

Activity 3

- Ask students to copy the table into their exercise books.
- Students read the text again and find the words to complete the table.
- Check the answers orally around the class. Write the words on the board.
 - 1 *people* 2 *wife* 3 *women* 4 *children* 5 *men*

SPEAKING Page 12

Aim: to describe people in picture

Warm-up: Look at the picture of Edzoa's family with the class. Ask: *How many people are there in his family? How many adults? How many children?*

Activity 1

- Read the example with the class.
- In pairs, students look at the picture and they say who the people are. Tell them to justify their answers.
- To check their answers, ask different students to say who the people are.
 - *Students' own answers*

EXTRA ACTIVITY

- Ask students to write descriptions of the people in the picture. Tell them to use the example in Activity 1 as a model.

Activity 2

- Ask students to write the names of the people they live with.
- In pairs, students say who each person is.
 - *Students' own answers*

GRAMMAR Page 12

Aim: to learn and practise the possessive 's and (s)'

Warm-up: Write the following sentence in French on the board: *Kevin est le frère de Edzoa.*
Ask students to translate the sentence into English (*Kevin is Edzoa's brother*). Point out the use of the possessive 's.

Activities 1 and 2

- Read the sentences with the class.
- Explain to students that we add the possessive 's to singular nouns (*father's*) and (s') to plural nouns ending in s (*girls'*). Remind students that we do not use *of* in English to show possession.
- Write the answers on the board.
→ **1 students' 2 father's 3 people's 4 boys' 5 children's**

Remember Page 12

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

LISTENING Page 12

Aim: to talk about big families; to listen to Edzoa talking about his big family for specific information

Warm-up: Ask: *What are the advantages and disadvantages of living in a big family?* Write some of the suggestions on the board.

Activity 1

- Read the statements with the class. Check students understand new words, for example *relatives, housework, look after*.
- Ask students to decide which statements about big families are positive and which are negative.
- Ask different students to give their opinions.
→ *Students' own answers*

Activity 2

- Read the Listening text.
- Students number the statements in Activity 1 in the order in which Edzoa mentions them.
- Students compare their answers with a partner.
- Read the text again. Students check their answers.
→ **1b 2e 3f 4a 5d 6c**

Listening text: I live with my parents, my brother, my sister and other relatives. There are ten of us in all. There is always someone in the house and everyone helps with the housework. My grandmother is often at our house and she teaches us a lot of things about our culture. This is good because my parents work all day and they don't have time to teach us. In a big family, there is always a relative to look after the children. But living in a big family isn't always good. Relatives sometimes say unpleasant things about my parents. This can cause problems in the family. It also costs a lot of take care of all these people. But the main problem is that my brother, sister and I do not often have the opportunity to be with our parents alone. There are always other people around. In general, I like living with my relatives but sometimes I'd prefer to live in a small family.

WRITING Page 12

Aim: to write about families

Activities 1 and 2

- Students answer the questions about their family. Tell them to write notes at this stage.
- Ask students to write about their family using the answer to the questions to help them. Encourage them to look back at the Reading text on page 11 for help.
- You may like to let students do this activity for homework.
- Ask some of the student to read their descriptions to the class.
→ *Students' own answers*

SPEAKING AND LISTENING Page 13

Aim: to listen for general meaning and specific information

Warm-up: Ask students what their position in their family is, for example: *Are you the first child, a middle child or the last child?*

Activity 1

- Read the questions with the class. Make sure students understand *an only child*.
- Students answer the questions.
- Ask different students the questions around the class. Find out what position in the family most students think is the best.

Activity 2

- Tell students that they are going to listen to four children talking about their position in their family.
- Ask students to copy the table into their exercise books.
- Read the text. Students tick the table for each child.
- Students compare their answers in pairs.

→ **happy:** Doumba, Titi; **unhappy:** Ngono, Moussa

Listening text: **Speaker 1**

My name's Ngono. I am the first child in a big family. I've got two brothers and four sisters. Because I'm 12 years old I must look after the young ones. I don't think it's fair. I'd prefer to be the baby of the family.

Speaker 2

My name's Doumba and I'm an only child. I haven't got any brothers and sisters. I think it's great being an only child. I can do what I want and my parents spend lots of time with me. I don't want a baby brother or sister!

Speaker 3

My name's Titi. I'm the last child of a family of four. I think it's a good position because my brothers and sisters look after me. They help me with my homework and take me out with them.

Speaker 4

My name's Moussa. I'm the middle child of three. My baby brother gets all my parents' attention. Nobody takes any notice of me. It's not fair. My big sister can do lots of things I can't do because I'm not old enough. I think it's horrible being in the middle.

Activity 3

- Read the text again. Students match the speakers with the positions in their family.
 - Check the answers around the class.
- **1** Doumba is an only child. **2** Moussa is a middle child of three.
3 Ngono is the first child in a big family. **4** Titi is the last child of four.

WRITING Page 13

Aim: for students to write about their position in their family

Activity 1: Students write a paragraph describing their position in their family.

PRONUNCIATION Page 13

Aim: to practise the final /ə/ sound

Activity 1: Read the words, pausing for students to repeat. Make sure they pronounce the final /ə/ sound correctly.

Activity 2

- Read the poem aloud. Students read and listen.
- Explain difficult vocabulary.
- Ask students to practise saying the poem. Make sure they pronounce the final /ə/ sound correctly.

WORKBOOK

→ **1** 1 nephew **2** niece **3** grandmother **4** nephew **5** uncle

→ **2** 1 uncle **2** cousin **3** nephew **4** wife **5** mum **6** mother **7** niece **8** grandfather **9** aunt **10** dad **11** son

- 3 1 girls' room 2 Paul's car 3 the men's farm 4 Alima's brother 5 the children's clothes
6 those women's children
- 4 1 ...do you live? 2 ...is Amina? 3 ...do you sleep? 4 ...are Amina and Boris? 5 ...people live in Edzoa's house?
- 5 1 cousin 2 niece 3 breakfast 4 grandmother 5 children 6 wife 7 father 8 people
- 6 1 Are you Edzoa's cousin? 2 We don't have a girl's room in our house. 3 Does your grandmother tell you stories? 4 Her father is a teacher in a high school. 5 The children help to cook breakfast and supper.
- 7 1 These girls are very friendly. 2 Those men gave their wives presents. 3 Who are those women?
4 These men ride bicycles to work.

Practice page ▶ Page 14

GRAMMAR

Activity 1: Students choose the correct form of the present simple.

- 1 does 2 live 3 work 4 Do 5 study

Activity 2: Students complete the sentences with frequency adverbs for themselves.

- *Students' own answers*

Activity 3: Students write the irregular plural forms of the nouns.

- *wives, women, children, people, men*

LET'S HAVE FUN

Activity 1

- Students complete the definitions with family words.
→ 1 nephew 2 niece 3 uncle 4 cousin 5 grandmother
- Ask students to write two or three more definitions.
- Students exchange their definitions with a partner and guess who the people are.
- Ask some students to read their definitions to the class.
→ *Students' own answers*

Activity 2

- Ask students to draw their family tree and label it with people's names.
- Read the example questions with the class.
- In pairs, students ask and answer questions about their families.
→ *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- talking about people
- interviewing people
- asking about past events
- saying when things occurred

VOCABULARY

- modern technology: *radio, telephone, calculator, electric light*
- nouns: *sculptor, art, wood, coconut, lamp, tray, salad bowl, bottle opener, prize, scholarship, workshop, hobby, bamboo, silk, skins, technique, mixture, success, volume, crown, discovery, blacksmith*
- verbs: *draw, sculpt, take part, organise, win, invent, grind up, soak, spread, dry, produce, keep, capture, measure, trust, fill, pour, spill*
- adjectives: *smelly, heavy, light, cheap, priceless, crazy, naked*
- past time expressions: *ago, in 105 AD, in 387 BC, in 1895*

Lesson 1 Creative youth ▶ Page 15

TOPIC: a young Cameroonian sculptor

- GRAMMAR AIMS:**
- to use the past simple
 - to learn irregular past forms
 - to practise *Wh-* questions with the past simple

READING Page 15

Aim: to read about a young sculptor for specific information

Warm-up: Look at the person in the picture with the class. Ask: *Who is this person? What is he holding?*

Activity 1

- Ask students to read the passage and find out who Mathurin Fosso is.
- Check the answer with the class.
→ *Mathurin Fosso is a sculptor.*

Activity 2

- Students read the passage again and answer the questions. Encourage students to write full answers.
- Ask students to compare their answers in pairs.
- Ask different students to read out their answers.
→ **1** *He started sculpting when he was eight.* **2** *He drew pictures.* **3** *He worked with his father.* **4** *He got the wood from his father's workshop.* **5** *He won the Arts Council's prize for young Cameroonian sculptors.* **6** *He studied computer sciences.*

GRAMMAR Page 15

Aim: to learn regular and irregular past simple verbs

Warm-up: Write the following verbs on the board: *go, eat, walk, visit, have*. Ask students to say the past forms of these verbs and write them on the board (Answers: *went, ate, walked, visited, had*). Ask: *Which verbs are regular?* (Answers: *walk, visit.*) *Which verbs are irregular?* (Answers: *go, eat, have.*) *How do we form the past simple of regular verbs?* (Answer: *We add -ed to the infinitive.*)

Activity 1

- Ask students to find all the past tense verbs in the passage and copy them into their exercise books. Tell students to put the verbs into two groups: *regular* and *irregular*.
- Students call out the verbs while another student writes the lists on the board.

- **regular:** started, worked, used, organised; **irregular:** was, began, made, took, won
- Students write the infinitives of all the verbs.
- to start, to work, to use, to organise, to be, to begin, to make, to take, to win

Remember Page 15

- Read the Remember box with the class. Explain to students that many common verbs have irregular past forms.
- Tell students to write down irregular verbs and learn them when they come across them.

Activity 2

- Tell students that they are going to play *Verb tennis* in pairs.
- Students work in pairs. Student A says an infinitive and student B says the past form. Students change roles when they can't think of any more verbs.
- Demonstrate the game with a confident student.
- Students play the game.
- *Students' own answers*

LISTENING Page 16

Aim: to listen for information to complete a form

Warm-up: Look at the form with the class and ask students to guess some of the information by looking back at the reading passage on page 15.

Activity 1

- Tell students that they are going to listen to a description of Mathurin Fosso.
- Look at the form with the class and make sure students understand what information is missing. Ask students to copy the form into their exercise books.
- Read the text. Students listen and complete the form.
- In pairs, students compare their answers.
- Read the text again. Students listen and check.
- Check their answers orally around the class.
- *Mathurin Fosso; 20th February 1984; Yaoundé; Richard; Berthe; sculptor; teacher; one sister, no brothers; Tsinga Government Primary School; Lycee de Tsinga and Lycee de Nkoleton; Siantu Institute of Technology; making sculptures, playing football, tennis and gymnastics; to become a professional sculptor.*

Listening text: Mathurin Fosso was born on 20th February 1984 in Yaoundé. His parents' names are Richard and Berthe. Mathurin's father is a sculptor and his mother is a teacher. He has one sister and no brothers. He went to primary school in the Tsinga Government Primary School. He passed his BEPC in the Lycee de Tsinga and his Baccalaureat in the Lycee de Nkoleton. When he won the prize in the competition organised for young sculptors, he was a student at the Siantu Institute of Technology. His hobbies are making sculptures, playing football, tennis and gymnastics. He wants to become a professional sculptor.

Activity 2

- Students correct the false sentences.
- Check the answers around the class orally.
- **1** He was born in Yaoundé. **2** His father is a sculptor. **3** He has got no brothers. **4** He passed his Baccalaureat. **5** He wants to become a professional sculptor.

WRITING AND SPEAKING Page 16

Aim: to write questions in the past simple; to practise a dialogue

Warm-up: Ask students to imagine they are journalists. Ask them what questions they would ask Mathurin. Write some of their suggestions on the board, for example: *When did you start sculpting?* Remind students that we use *did* and the infinitive form of the verb to form past simple questions.

Activity 1

- Students complete the interview. Point out that one question is not in the past tense.
- Ask different students to write the questions on the board.
- **1** *When did you start sculpting?* **2** *Where did you start?* **3** *What was the first thing you made?*

4 Why did you enter the competition? 5 What are you going to do now?

Activity 2

- Students read the dialogue with a partner.
- Ask some pairs of confident students to act out the interview for the class.

EXTRA ACTIVITY

- Ask students to write the questions for each piece of information in the form.
- Students work in pairs and ask and answer the questions for themselves.

WORKBOOK

- 1 1 began, irregular 2 worked, regular 3 made, irregular 4 organised, regular 5 won, irregular 6 wrote, irregular 7 started, regular 8 did, irregular 9 used, regular 10 came, irregular
- 2 1 art 2 sport 3 use 4 career 5 prize
- 3 1 Mathurin started art when he was very young. 2 Mathurin was very good at drawing. 3 Mathurin's father is a sculptor. 4 His first sculpture was a night lamp made from a coconut. 5 He won first prize in a competition for young Cameroonian sculptors.
- 4 1 Who are Mathurin's parents? 2 Where was Mathurin born? 3 When was Mathurin born? 4 Why does Mathurin work with dry wood? 5 What are Mathurin's hobbies?
- 5 1 profession 2 sculptor 3 creative 4 competition 5 gymnastics 6 congratulations
- 6 1 went 2 made 3 drew 4 didn't use

Lesson 2 Great inventions ► Page 17

TOPIC: inventors and inventions

- GRAMMAR AIMS:**
- to practise the past simple
 - to use ago
 - to use past time expressions
 - to practise asking questions in the past simple

READING Page 17

Aim: to read a text about an invention for main ideas and for specific information

Warm-up: Look at the pictures with the class. Ask students to say what invention the pictures describe. Students describe the pictures. Elicit and pre-teach some new words: *animal skin, capture, soldiers, spread, dry, war*.

Activity 1

- Ask students to read the passage about the invention of paper and find sentences to describe the pictures.
- Encourage students to guess the meaning of new words from the context and by looking at the pictures.
- Check the answers by asking students to read the sentences in the text which describe the pictures.

Picture 1: He spread the mixture out in the sun to dry. **Picture 2:** Tsai Lun ground up tree bark, old cloth and bamboo and soaked them in water. **Picture 3:** People wrote on animal skins. **Picture 3:** Arabs learned the technique when they captured Chinese soldiers in a war.

Activity 2

- Students read the text again and answer the questions. Tell them to write complete sentences.
- In pairs, students compare their answers.
- Ask a confident student to write the answers on the board and other students to call out their answers.
 - 1 They used bamboo or silk. 2 They used animal skins.
 - 3 He invented paper in 105 AD. 4 He used tree bark, old cloth and bamboo.
 - 5 They kept it a secret for five centuries. 6 It arrived in Europe about one thousand years ago.

Activity 3

- Tell students to find the figures in the text and decide what events they refer to.
- Check the answers orally around the class.

- Point out that we use the letters AD for the years after the birth of Jesus Christ, which is the year zero for Christians. We use the letters BC for the years before the birth of Christ.
 - 105 AD: the invention of paper; 1,800 years ago: the invention of paper;
 - 751 AD: the Arabs learn how to make paper; 1,000 years ago: Europeans learn how to make paper.

GRAMMAR Page 17

Aim: to use the past time expression *ago*

Warm-up: Write the following sentence on the board: *Tsai Lun invented paper 1,800 years ago*. Ask students to translate this sentence into French. Ask them what differences they notice.

Remember Page 17

Read the Remember box with the students. Point out that *ago* goes after the time expression and not before it as in French. Tell them to write the examples in their exercise books.

Activity 1

- Read the examples with the class.
- Ask students to rewrite the sentences using *ago*.
- Check the answers orally around the class.
 - **1** He was born *X* years ago. **2** They travelled to Nigeria a year ago.
 - 3** We visited our grandparents *X* months ago. **4** Kevin visited Douala a month ago.

EXTRA ACTIVITY

- Write the following prompts on the board: *English / a week ago, sport / a month ago, class / a year ago, school / three years ago*.
- Ask students to make sentences with these prompts.

READING AND SPEAKING Page 18

Aim: to read about an important discovery for main ideas and for specific information

Warm-up: Look at the pictures with the class and ask: *Can you guess who the person is? When did the events take place?*

Activity 1

- Students work in pairs and look at the pictures.
- Tell them to describe the pictures and guess their correct order.
- Ask pairs of students to report their answers to the class.
- Pre-teach the following words by looking at the pictures: *blacksmith, crown, king, bath, spill, discovery, naked*
- Describe the pictures orally around the class.
 - *Students' own answers*

Activity 2

- Ask students to read the story and put the pictures in the correct order.
- Check the answers orally.
 - *pictures B, D, E, A, C*

Activity 3

- Ask the students to separate the words and punctuate the sentence to find Archimedes solution.
 - *The volume of Archimedes' body in the water was equal to the volume of the water that poured onto the floor.*
- Ask students to explain how Archimedes measured the volume of the crown.
- Ask students for their explanations around the class.
- Write the suggested answer on the board.
 - *Suggested answer: Archimedes put a full bowl of water in a very big empty bowl. He put the crown in the bowl of water. Water poured into the big bowl. He measured the volume of this water. This was the volume of the crown.*

Activity 4

- Ask students to complete the questions using the words in the box.
- Check the answers orally around the class.

- 1 Who 2 Who 3 What 4 Which 5 Where 6 Why
- In pairs, students ask and answer the questions.
- Check the answers by asking the questions around the class.
- *Students' own answers*

SPEAKING Page 19

Aim: to practise asking questions about past events

Warm-up: With books closed, ask students what modern invention they think is the most important for their lives. Write the following words on the board: *radio, computer, television, electricity, train, plane*. Ask students in which century people invented these things. (Answers: 19th century: *radio, train, electricity*; 20th century: *television, plane, computer*.)

Activity 1

- Look at the table of inventions with the class and check they understand *electric light* and *calculator*.
- Say the dates aloud. Students listen and repeat.
- Read the questions. Students listen.
- Students work in pairs and practise the questions and answers.
- Ask students to make similar questions and answers for the other inventions.
- *Students' own answers*

GRAMMAR AND WRITING Page 19

Aim: to practice using past time expressions

Warm-up: With books closed, ask students to say past time expressions. Write their suggestions on the board.

Activity 1

- Read the examples with the class.
- Students match the words and make past time expressions.
- Check the answers around the class.
- *last month, last year, last Saturday, three weeks ago, ten years ago, one thousand years ago, two months ago, in 1885, in 287 BC, in 2006*

Activity 2

- Ask students to choose five time expressions and write true sentences.
- Read the example with the class.
- Ask different students to read their sentences to the class.
- *Students' own answers*

EXTRA ACTIVITY

- Write the following dates on the board: *1287, 1865, 1478, 2001, 1892, 1931, 200*.
- Students say the dates.
- As a follow-up, students work in pairs and do a date dictation. Each student writes down six dates. Students take it in turns to dictate and write the dates.

PRONUNCIATION Page 19

Aim: to recognise the stressed syllable in a word

Warm-up: Ask students to say words with 2 syllables, 3 syllables and 4 syllables. Write some of the words on the board, for example: *mother, family, contribution*. Say the words aloud and ask: *Which syllable is stressed?* Underline the stressed syllables.

Activity 1

- Students copy the headings into their exercise books.
- Ask students to put the words in the box into three groups.
- Check their answers orally.

Activity 2

- Ask students to underline the stressed syllables in the words.
- Say the word aloud, pausing for students to repeat. Check the correct syllables.
 - *Answers 1 and 2:* 2 syllables: engine, paper, technique
 - 3 syllables: electric, invention, telephone
 - 4 syllables: calculator, contribution

WORKBOOK

- 1 1 was 2 lived 3 invented 4 made 5 laughed 6 thought 7 kept 8 learnt 9 spread 10 arrived
- 2 **Past time:** 1,800 years ago, in 105 AD, a long time ago, last year, yesterday, two years ago, in 2005, a few minutes ago **Present time:** this year, today, now, at the moment, this week **Future time:** next year, in two years' time, this time next year, next week, in 2050, tomorrow
- 3 1 two hours ago 2 yesterday afternoon 3 in 287BC 4 last year 5 seventy-five years ago 6 at the end of last month
- 4 1 ...made the King's crown? 2 ...did Archimedes discover? 3 ...did the blacksmith use to make the crown? 4 was Archimedes born? 5 ...did the Arabs learnt the technique of making paper? 6 ...was Archimedes excited?
- 5 1 in 2 ago 3 at 4 ago
- 6 *Students' own answers*
- 7 **Across:** 1 wet 2 silk 4 paper 6 gold 7 soldier **Down:** 1 war 2 secret 3 naked 5 crown

Practice page ► Page 20

GRAMMAR

Activity 1: Students choose the correct form of the verb to complete the sentences.

- 1 bought 2 go 3 saw 4 learnt 5 bought, made

Activity 2: Students look at the underlined words and make questions with the words in brackets.

- 1 What did he drink?
- 2 Where did Amina and Diana go?
- 3 Who found a solution to the king's problem?
- 4 Why did Peter's classmates give him a T-shirt?
- 5 When did Archimedes live?

Activity 3: Students complete the sentences with *in*, *last* or *ago*.

- 1 ago 2 in 3 last 4 in 5 last

Activity 4: Students write the past forms of the verbs.

- *arrived, began, discovered, filled, invented, jumped, knew, made, ran, thought, won, wrote*

LET'S HAVE FUN

Activity 1

- Write the words on the board. Tell students that they are going to play *Word zigzag* with past tense forms.
- Ask one student to write on the board. Students call out past forms and the student continues the zigzag.
- You may prefer students to play this game in pairs or small groups.
 - *Students' own answers*

Activity 2: Demonstrate the *Memory game* around the class. Say the first sentence. Ask another student to continue by saying the first sentence and the second one. Ask another student to continue by adding a third sentence in the past. Continue the game until a students can't remember all the sentences.

Unit summary

COMMUNICATION FOCUS

- describing journeys
- saying how people travel
- talking about experiences

VOCABULARY

- means of transport: *bicycle, boat, bus, camel, car, on foot, lorry, motorbike, train, plane, mule*
- travel nouns and verbs: *drive, fly, ride, sail, take, travel, walk, cross, voyage, journey, pilot, sailor, airport, direction*
- other words: *wear out, congratulate, step, cathedral, promise*

Lesson 1 Journeys ► Page 21

TOPIC: travelling and amazing journeys

GRAMMAR AIMS:

- to practise the past simple
- to learn some uses of articles – definite, indefinite and zero article

VOCABULARY AND SPEAKING Page 21

Aim: to learn vocabulary for means of transport; to say how people travel

Warm-up: With books closed, ask: *How do you travel to school in the morning?* Write the students' suggestions on the board. Ask: *What other ways of travelling do you use? Do you ever take the train? What about the plane?*

Activity 1

- Look at the pictures with the class and read the example sentence.
- Ask students to say how the people in the pictures are travelling.
- Write some of their sentences on the board.
→ **1** by lorry **2** by boat **3** by camel **4** by plane **5** by car **6** by bus **7** by train **8** on foot

Activity 2

- Read the sentences and check students understand the word *goods*.
- Read the example dialogue aloud. Students listen and repeat.
- Students work in pairs and ask and answer the questions.
- Ask random pairs of students to ask and answer questions across the class.
→ *Sample answers:* **1** You can transport goods by lorry. **2** You can travel by bus or on foot. **3** You can travel by camel. **4** You can travel by plane or by bus.

Activity 3

- Students match a verb in A with a noun in B.
- Tell students to write words in their exercise books.
→ *drive a lorry; ride a motorbike; sail a boat; fly a plane; take a train / a plane / a boat*

LISTENING Page 21

Aim: to listen to an interview for specific information

Warm-up: Ask students to imagine that they are going to walk from Yaoundé to Douala. Ask: *How long is the journey? What problems are there? Where can they stay at night?*

Activity 1

- Tell students that they are going to listen to an interview with Carlos Ntcham who completed a long journey on foot.
- Students read the questions and guess the answers.

- Read the interview. Students listen and choose the correct answers.
- Check their answers orally around the class.

→ 1b 2a 3b 4b

Listening text: Journalist: Good morning Mr Ntcham. How do you feel about your walk from Douala to Yaoundé?

Carlos: Please, call me Carlos. I feel happy that I've completed the journey successfully.

Journalist: It's a long way. Was it a difficult journey?

Carlos: Not at all. I've done sport all my life, and I'm physically very fit.

Journalist: But you're not very young!

Carlos: That's true. I'm 55. But I feel like I'm only 25!

Journalist: Why did you walk from Douala to Yaoundé?

Carlos: It was a walk against road accidents. There are too many road accidents.

Journalist: How long did the journey take?

Carlos: I walked for nine days. I spent eight nights on the road.

Journalist: Thank you Carlos. I hope to see you on the road again at the age of 60.

Carlos: Of course. Even at 70.

EXTRA ACTIVITY

- Role play: Tell students that they are going to interview Carlos.
- Read the interview again. Students listen and take short notes.
- In pairs, students prepare the journalist's questions.
- Students take it in turns to interview Carlos. Go around the class helping students.
- Ask confident pairs to role play the interview.

READING Page 22

Aim: to read three texts for main ideas and for specific information

Warm-up: Look at the photos with the class. Ask students to describe the photos and say what the people are doing. Ask: *Can you guess what records these people hold?*

Activity 1

- Ask students to match the words in the box with the pictures and add more words.
 - Check the answers orally. Make sure students understand the new words.
- **Picture 1:** boat, sail, sailor **Picture 2:** plane, fly, pilot **Picture 3:** walk, foot, step, shoes, mule

Activity 2

- Tell students that they are going to read about three amazing journey.
 - Ask students to read the texts and match them with the photos.
 - Check the answers with the class.
- **B** – Picture 1 **C** – Picture 2 **A** – Picture 3

Activity 3

- Read the questions with the class and check comprehension.
 - Ask students to read the texts again and answer the questions. Encourage them to write full answers.
 - In pairs, students compare their answers.
 - Check the answers by asking students to read out their sentences.
- **1** Dave Kunst was the first person to walk around the world.
2 He took 4 years, 3 months and 16 days.
3 He wore out twenty-one pairs of shoes.
4 She sailed around the world.
5 Queen Elizabeth II of Great Britain congratulated her.
6 It took 67 hours, 2 minutes and 38 seconds.
7 He didn't eat during the flight.
8 He drank chocolate milk shakes.

GRAMMAR Page 23

Aim: to learn the rules for the use of articles

Warm-up: Ask students to look back at the texts on page 22 and find examples of the definite article *the* and the indefinite article *a / an*.

Activity 1

- Tell students to study the sentences a-d.
- Ask students what the articles are in each sentence.
- In pairs, students read the rules 1-4 and match them with the sentences.
- Check the answers around the class. Point out that the use of articles is different from in French. For example, in French we use articles with plural nouns. Advise students to pay particular attention to this when they are reading and writing.
- Tell students to copy the rules and examples into their notebooks.
→ 1b 2a 3d 4c

Remember Page 23

- Read the Remember box with the class. Draw students' attention to the fixed expressions which don't take an article in English. Ask students to translate the expressions into French.
- Tell students to copy the expressions into their exercise books and tell them to add more expressions when they come across them.
⇒ **Grammar, Page 119**

Activity 2

- Students complete the sentences with *a / an, the* or no article.
- Check the answers by asking different students to read out their sentences.
→ 1 the 2 a, a, the 3 the 4 no article 5 an 6 no article 7 no article

PRONUNCIATION Page 23

Aim: to distinguish between the /ðə/ before a consonant and the /ði/ before a vowel

Warm-up: Write the following words on the board: *the book, the envelope*. Say the words aloud and ask students if the article is pronounced the same in both phrases.

Activity 1

- Tell students to listen to the words and notice how the article *the* is pronounced.
- Say the words aloud. Students listen.

Activity 2

- Ask students to say when we use the sound /ðə/ and when we use the sound /ði/.
- Students say the words aloud. Make sure they pronounce the article correctly.
→ We use /ðə/ before a consonant and /ði/ before a vowel.

WRITING Page 23

Aim: to write about a journey

Warm-up: Ask students to say when they travel. Ask: *What long journeys have you made?*

Activity 1

- Tell students that they are going to write a description of a journey they have made.
- Ask students to choose a journey and answer the questions. Tell them that they can invent a journey if they prefer.
- Students answer the questions and then use their answers to write a description of the journey. Remind them to pay attention to the use of articles.
- You may like to set this exercise for homework.
- Ask some students to read their descriptions to the class.

EXTRA ACTIVITY

→ In pairs, students ask and answer the questions about their journey.

WORKBOOK

- 1 1 0 2 an 3 an, a 4 an 5 0 6 a 7 an 8 0
- 2 1 an 2 an, a 3 a, The 4 the, the 5 the 6 The, the
- 3 1 sailed 2 ride 3 drive 4 fly 5 on foot
- 4 1 by plane 2 on foot 3 by bus, on a train 4 on a boat

- 5 **the/ðə/:** lorry, flight, boat, chair, foot, journey, continent **the/ði/:** aeroplane, office, hour, onion, apple, invention, orange
- 6 1 lorry 2 train 3 plane/an aeroplane 4 boat 5 bus
- 7 1 I am afraid to travel by plane. 2 Dave Kunst walked around the world with a mule. 3 Carlos Ntcham walked from Yaoundé to Douala in nine days. 4 How long did Ellen MacArthur's voyage take? 5 How do you travel to school? 6 Can you go to your village by plane?
- 8 1 False – Dave Kunst completed his journey in October 1974. 2 True 3 False – Queen Elizabeth II congratulated Ellen. 4 False – Steve Fossett slept for only a few minutes when he flew around the world. 5 False – Steve completed his journey round the world on 28th February 2005.

Lesson 2 On holiday ▶ Page 24

TOPIC: holiday experiences

GRAMMAR AIMS:

- to learn all forms of the present perfect tense
- to practise the present perfect
- to contrast the present perfect with the past simple

READING Page 24

Aim: to read a postcard for specific information

Warm-up: Ask: *What is a postcard? When do people send postcards? Have you ever sent or received a postcard?*

Activity 1

- Ask students to read the postcard quickly and answer the questions.
- Check the answers orally.
 - 1 Ngono wrote the postcard. 2 She is in Dakar. 3 Her parents received the postcard.

Activity 2

- Ask students to read the postcard again and answer the questions. Encourage them to write complete sentences. Draw their attention to the verbs in the present perfect tense.
- Check the answers by asking different students to say their sentences.
 - 1 She has eaten a lot of fish. 2 She has been to three markets.
 - 3 She has bought a boubou for her mother. 4 She has visited the cathedral and Magic Land.
 - 5 She went to Magic Land on Saturday evening. 6 She hasn't visited the Island of Goree yet.

GRAMMAR Page 24

Aim: to practise using the affirmative and negative forms of the present perfect

Warm-up: Ask students to find examples of present perfect sentences in the postcard. Write two sentences on the board, for example: *I have visited the cathedral.* Ask students to say the sentences in the third person, for example: *Ngono has visited the Cathedral.* Explain that we form the present perfect with the verb *have*. In the third person we use *has*.

Activity 1

- Read the example sentences with the class.
- Ask students to look at the table and make sentences for Mr and Mrs Ekambi and for Diane using the present perfect.
- Check the answers by asking different students to say their sentences. Write some of their answers on the board.
 - *Students' own answers*

Activity 2

- Ask students to complete the table for them.
- Students make true sentences.
- Ask students to say their sentences around the class. Find out if any students have visited all the places.
 - *Students' own answers*

Remember Page 24

- Read the Remember box with the class. Point out that the present perfect is formed in a similar way to the *passé composé* tense in French. But tell students that its uses are different.
 - ⇒ **Grammar, Page 118**

Activity 3

- Ask students to look back at the postcard and find the past participles of the words in the box.
- Ask them to say which past participle is regular.
- Tell students to make a list of irregular past participles in their exercise books.
→ see – seen, eat – eaten, be – been, visit – visited, promise – promised, buy – bought; promised is regular

SPEAKING AND WRITING Page 25

Aim: to practise questions and short answers using the present perfect

Warm-up: Write the following question on the board: *Have you visited the Presidency?* Ask students to make similar sentences with Mr and Mrs Ekambi and Diane. Ask students what changes in the third person singular.

Activity 1

- Read the example dialogues with the class.
- Ask students to look at the table on page 24. Students ask and answer questions.
- To check the answers, ask random pairs of students to say their dialogues across the class.
→ *Students' own answers*

Activity 2

- Read the example with the class.
- In pairs, students ask and answer the questions.
→ *Students' own answers*

SPEAKING AND GRAMMAR Page 25

Aim: to contrast the present perfect and past simple tenses

Warm-up: Write the following sentences on the board: *Diane has visited the Presidency. Diane visited the Presidency last week.* Ask: *What tenses are used in the sentences? What different information is there in the second sentence?* Explain that the second sentence is in the past simple and it says when the action happened.

Activity 1

- Ask pairs of students to read the dialogues to the class.
- Ask students to practise the dialogues with a partner.

Activity 2

- In pairs students practise similar dialogues using the ideas.
- Ask random pairs of students to say their dialogues.
→ *Students' own answers*

Remember Page 25

- Read the Remember box with the class. Ask them to copy the rules and examples into their exercise books.
⇒ **Grammar, Page 118**

Activity 3

- Students write about five experiences they and their friends have had.
- Check students' sentences orally around the class.

Activity 4

- Ask students to complete the sentences using the past simple or the present perfect of the verbs in brackets.
- Ask different students to write their sentences on the board.
→ **1** went **2** visited **3** has bought **4** visited **5** have seen

SPEAKING Page 26

Aim: to learn past participles

Warm-up: Call out some infinitive verbs and ask students to say the past participle.

Activity 1

- Ask students to make a list of verbs they know in the infinitive form. Give them two minutes to do this.
- In pairs, students play *Verb tennis* – ones say a verb and their partner says the past participle.

PRONUNCIATION Page 26

| Aim: to distinguish between present perfect and the past simple sentences

Activity 1

- Read the sentences with the class.
- Say the sentences aloud. Students choose a or b.
- Check the answers with the class.
- Students practise saying the pairs of sentences.
→ 1a 2b 3a 4a 5b

Listening text: **1** I've visited Waza Park. **2** She watched the national team play. **3** He's promised to take her there.
4 We've bought a lot of presents. **5** They played games.

Activity 2

- Read the rhyme. Students listen and read silently.
- Students practise saying the rhyme.

WRITING Page 26

| Aim: to write a postcard

Activity 1

- Explain to students that they are going to write a postcard.
- Read the questions with the class.
- Ask students to answer the questions, making notes.
→ *Students' own answers*

Activity 2

- Students write their postcards to a friend using their answers in Activity 1. Tell them to use the postcard on page 24 as a model.
- Remind them to use the present perfect for things they have done and the present simple if they say when they did something.
- Students exchange their postcards and check for mistakes.
- Ask a few students to read their postcards to the class.
→ *Students' own answers*

WORKBOOK

- **1** 1 promised 2 played 3 been 4 taken 5 bought 6 seen 7 eaten 8 visited
1 promise 2 play 3 be 4 take 5 buy 6 see 7 eat 8 visit
- **2** 1 took 2 have been, did you go 3 visited 4 Have you visited 5 Have (your parents) bought
- **3** 1 played 2 bought 3 rode 4 did 5 had 6 went 7 watched 8 eaten 9 visited 10 caught
- **4** catch – fish; eat – food; play – game; travel – plane; visit – cathedral
Students' own answers
- **5** 1 fun 2 greetings 3 beautiful 4 mum 5 cathedral 6 promise 7 fish 8 market
- **6** 1 Ngono is having great fun in Dakar. 2 She has been to visit the cathedral but she hasn't been to the island of Goree. 3 She will write another postcard before she comes home.

Practice page ► Page 27

GRAMMAR

Activity 1

- Students write a, an or the before the nouns.

→ an apple, a car, a country, a farm, a holiday, the Moon, an office, the Sun, a trader, an umbrella, a university, a voyage, the world

Activity 2

- Students complete the sentences with *a / an, the* or no article.
 - **1** an **2** The **3** no article **4** the **5** a **6** the **7** no article
 - 8** A **9** an **10** The **11** the **12** no article **13** no article **14** the

Activities 3 and 4

- Students write the past participles and then complete the sentences with the present perfect. *finished, watched, eaten, been, had, visited, promised, bought, played, seen*
 - **1** have watched **2** have eaten **3** have been **4** has finished **5** have had **6** have visited

Activity 5

- Students put the words in order and write questions. Then they write short answers.
 - **1** Have the girls been to market? Yes, they have.
 - 2** Has Ngono bought a boubou for her mother? Yes, she has.
 - 3** Has Ngono visited the Island of Goree? No, she hasn't.
 - 4** Have Diane and Kevin finished their exams? No, they haven't.

LET'S HAVE FUN

Activity 1: Students find the odd word out.

→ **1** flight **2** ate **3** foot **4** camel

Activity 2: Students find the factual mistakes in the sentences.

→ **1** Carlos walked on foot from Douala to Yaoundé. **2** Ellen MacArthur sailed a boat around the world. **3** Steve Fossett flew a plane around the world. **4** Edzoa rode a bicycle to school. **5** Ngono bought colourful boubous at the market.

REVIEW AND EVALUATION FOR MODULE 1

Page 28

VOCABULARY

Activity 1: Students find the 14 words in the word square.

→ friendly, camel, sail, uncle, boat, niece, cousin, fly, aunt, rich, nephew, loyal, drive, bus, lorry

Activity 2

- Student put the words from the word square into the four word groups.
 - **Adjectives:** friendly, rich, loyal **Means of transport:** camel, boat, bus, lorry
 - Verbs:** of movement sail, fly, drive **Family members:** uncle, niece, cousin, aunt, nephew
- Students think of two more words for each group.
 - Students' own answers

GRAMMAR

Activity 1: Students complete the sentences with the appropriate article: *a / an, or no article*.

→ **1** no article **2** no article **3** an, no article **4** a **5** no article

Activity 2: Remind students how to form regular and irregular plural. Students write the plurals of the words in brackets.

→ **1** wives **2** people **3** buses **4** lorries **5** children

Activity 3: Students choose the correct form of the verb.

→ **1** won **2** given **3** eaten **4** seen **5** started

Activity 4: Students rewrite the sentences, placing the adverb provided in the correct position.

→ **1** They always have a big breakfast in the morning. **2** I never go to school by bus. **3** She usually does her homework before dinner. **4** We often visit our grandparents on Sundays. **5** He sometimes plays football after school.

CHECK YOUR PROGRESS

Page 29

Activity 1: Students must complete sentences with the correct adverbs of frequency.

→ **1** never **2** always **3** sometimes **4** often

Activity 2: Students must fill in the gaps with the correct form of the word given in brackets.

→ **1** came **2** has been **3** has done **4** took **5** saw **6** wasn't **7** went

Activity 3: Students put the words in the correct order and use them to write sentences. Students should punctuate their sentences correctly as well as reordering them.

→ **1** Diane is a cheerful/generous and generous/cheerful girl. **2** Good friends share and keep secrets.

3 Bell invented the telephone one hundred and fifty years ago. **4** When did Edison invent the light bulb?

5 Has Ngono visited Waza Park?

Activity 4: Students complete the dialogue with appropriate phrases.

→ *Sample answers:* **1** Have you travelled... **2** haven't... **3** Where did you go? **4** Have you been...

5 I have **6** did you go **7** went

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

- talking about countries
- describing towns
- comparing countries and towns

VOCABULARY

- large numbers and decimal numbers
- units of measurement: *metre, millimetre, kilometre, square, kilometre, percentage, Celsius*
- geography nouns: *coastline, population, community, area, seaport, rainfall, temperature*
- adjectives: *dry, wet, short, wide, noisy, clean, dirty, dangerous, crowded, busy, safe, dull, exciting, large, tall, modern, low, economic, industrial, political*

Lesson 1 Countries ▶ Page 30

TOPIC: the geography of countries

GRAMMAR AIMS:

- to learn the comparative form of short adjectives
- to learn the comparative form of long adjectives

VOCABULARY Page 30

Aim: to practise large numbers and units of measurement

Warm-up: Write the following numbers on the board: *100 – 1,000 – 10,000 – 100,000 – 1,000,000*. Ask students to say the numbers aloud.

Activity 1: Say the numbers aloud, pausing for students to repeat. Point out to students the different ways the comma and the decimal point are used in English and French. In English we use the comma for dividing up whole numbers and the decimal point is used only in fractions. In French they are used the other way round.

Activity 2

- Ask students to say the numbers.
- Go around the class asking different student to say the numbers.

Activity 3

- Students match the words and the abbreviations.
- Say the words for measurements pausing for students to repeat.
→ *degree Celsius – °C; metre – m; millimetre – mm; kilometre – km; square kilometre – sq km; percentage – %*

Activity 4: Say the words aloud. Students listen and repeat.

EXTRA ACTIVITY

- Students write eight measurements using the abbreviations in Activity 4.
- In pairs, students take it in turns to dictate their measurements.

READING Page 30

Aim: to read a country factfile for specific information

Warm-up: Write the following countries on the board: *Japan, Nigeria*. Ask students what they know about these countries. Write some of their ideas on the board.

Activity 1

- Read the sentences with the class. Explain the comparative form of the adjectives. Ask students what the base form of the adjectives is.

- Students look at the factfile and decide if the statements are true or false.
 - Check the answers orally around the class.
- **1 False 2 True 3 False 4 False 5 False**

EXTRA ACTIVITY

- Ask students to correct the false sentences in Activity 1. Tell them not to change the adjectives and to write complete sentences.

LISTENING Page 30

Aim: to listen to a description of Cameroon for specific information

Warm-up: Look at the table with the class. Ask students to guess the missing information about Cameroon. Write their suggestions on the board.

Activity 1

- Tell students that they are going to hear a description of Cameroon.
 - Students copy the table for Cameroon into their exercise books.
 - Read the description aloud. Students listen and complete the missing information.
 - Read the text again for students to check their answers.
 - Check the answers by asking different students to say their answers.
- **1 16.6 million 2 475,400 sq km 3 402 km 4 Yaoundé 5 24°C 6 22°C 7 1,600 mm**

Listening text: The Republic of Cameroon is on the west coast of Africa. About 16.6 million people live in Cameroon. The country has a land area of about 475,400 square kilometres. Its coast is 402 kilometres long. The capital city is Yaoundé which is in the centre of the country. Cameroon has a tropical climate because it is near the equator. In the capital city, temperatures stay the same all year. In January, the average temperature is about 24°C. In July the average temperature is about 22°C. Every year, the average rainfall is about 1,600 mm.

GRAMMAR Page 31

Aim: to learn the comparative form of short adjectives

Activities 1 and 2

- Read the sentences with the class.
 - Ask students to copy the sentences into their exercise books and underline the comparative form of the adjective. Point out that we use *than* after the adjective in comparative sentences.
 - Students write the comparative form of the adjectives.
 - Write the answers on the board.
- *wet – wetter; small – smaller; short – shorter; hot – hotter; cold – colder; wide – wider; noisy – noisier; dirty – dirtier*

Activity 3

- Students correct the false statements in the Reading Activity 1 on page 30. Tell them to change the adjectives in the statements.
 - Check the answers around the class. Write the correct statements on the board.
- **3 In January, it is colder in Japan than in Nigeria.**
4 In July, it is hotter in Nigeria than in Japan.
5 It is wetter in Nigeria than in Japan.

Remember Page 31

- Read the Remember box with the class. Ask students to copy the rules into their exercise books. Tell them to learn the irregular comparative forms.
- ⇒ **Grammar, Page 120**

Activity 4

- Ask students to copy and complete the paragraph in their exercise books. Tell them to use the comparative form of the adjectives in brackets.
 - Ask different students to read out sentences.
- **1 larger 2 bigger 3 smaller 4 taller 5 wider 6 better**

SPEAKING AND WRITING Page 31

Aim: to ask and answer questions using the comparative; to write comparative sentences

Warm-up: Ask students to make questions with a comparative adjective. Write their ideas on the board.

Activity 1

- Tell students to look at the table on page 30 again.
- Ask two confident students to read the example dialogue.
- In pairs, students ask and answer questions about the countries.
- Ask random pairs of students to say their dialogues.
 - *Students' own answers*

Activity 2

- Read the example with the class.
- Ask students to write four sentences comparing Cameroon with Nigeria.
- Write some of their answers on the board.
 - *Students' own answers*

SPEAKING AND READING Page 32

Aim: to compare two houses; to read for main ideas

Warm-up: Look at the pictures with the class. Ask: *Which house do you prefer? Why?*

Activity 1: Students look at the pictures and describe the houses using the adjectives in the box.

→ *Students' own answers*

Activity 2

- Students read the description and match it with one of the houses in the pictures.
- Check the answer with the class.
 - *House A*

GRAMMAR Page 32

Aim: to learn the comparative form of long adjectives

Warm-up: Write the following sentences on the board: *House A is bigger than House B. House A is more attractive than House B.* Ask: *What is the difference between the comparative forms of the adjectives in the two sentences? Can you guess the rule for long adjectives?*

Activity 1

- Students read the text again and find nine comparative adjectives.
- Check the answers orally.
 - *more modern, larger, taller, bigger, more colourful, taller, more beautiful, more expensive, cheaper*

Remember Page 32

- Read the Remember box with the class. Ask students to copy the rule into their exercise books.
 - ⇒ **Grammar, Page 120**

Activity 2

- Ask students to complete the description using comparative adjectives.
- Ask different students to read out their answers.
 - *Students' own answers*

WORKBOOK

- **1** 1 ten per cent 2 two hundred and fifty million 3 one hundred metres 4 sixty-six metres 5 four hundred square kilometres 6 five hundred and seventy-five kilometres 7 fifty per cent 8 twenty-seven degrees
- **2** 1 16.6 million 2 932,800 square kilometres 3 temperature 4 Nigeria, Cameroon
- **3** 1 wetter 2 colder 3 larger 4 smaller
- **4** 1 Which 2 What 3 How many 4 Where
- **5** 1 Nigeria is larger. 2 377,800 square kilometres 3 130.2 million 4 Japan

- 6 1 longer than 2 thinner than 3 fatter than 4 taller than 5 shorter than
- 7 **Across:** 2 modern 6 cheap 7 dry 8 thinner 9 flowers **Down:** 1 hot 3 expensive 4 newer 5 taller
- 8 1 buildings 2 long 3 beautiful 4 Yaoundé 5 Tokyo 6 larger

Lesson 2 Towns ► Page 33

TOPIC: towns in Cameroon

- GRAMMAR AIM:**
- to learn the superlative form of short adjectives
 - to learn the superlative form of long adjectives

READING AND SPEAKING Page 33

Aim: to read descriptions of three towns for specific information

Warm-up: Look at the photos with the class. Ask students if they know these towns. Ask them to describe these towns.

Activity 1

- Ask students to read the descriptions. Check they understand the new vocabulary. Point out the superlative form of the adjectives.
- Students complete the table.
- Check the answers orally around the class.

	Garoua	Yaoundé	Douala
The hottest town	√		
The biggest city			√
The oldest university		√	
The largest population			√
The most beautiful buildings		√	
The most industrial city			√
The driest winds	√		
The largest seaport			√
The furthest city from the sea	√		

Activity 2

- Ask two students to read the example dialogue.
- In pairs, students ask and answer questions about the towns using the information in the table.
- Ask pairs of students to ask and answer some questions.
 - *Students' own answers*

LISTENING Page 34

Aim: to listen to a conversation about four towns for main ideas and for specific information

Warm-up: Write these towns on the board: *Buea, Debundscha*. Ask students to say what they know about these towns.

Activity 1

- Tell students that they are going to hear Ndedi and Eko talking about four towns.
- Read the conversation.
- Students listen and number the towns in the order in which they are mentioned.
- Check the answers orally.
 - *Douala 4 Yaoundé 2 Buea 1 Debundscha 3*

Activity 2

- Ask students to read the statements and check they understand the vocabulary.

- Tell students to try and guess which statements are true and which are false.
- Read the conversation again. Students listen and decide which statements are true or false.
- Check the answers orally around the class.
 - **1 True 2 False 3 True 4 False 5 False 6 True 7 False 8 True**
- Ask students to correct the false statements.
- Ask different students to write the true statements on the board.
 - **2 She thinks that life in Buea is duller than Yaoundé. 4 The wettest place in Cameroon is Debundscha. 5 Ndedi thinks that Yaoundé is the best town. 7 They don't like Douala.**

Listening text: Ndedi: Do you like living in Buea, Eko?

Eko: Not very much. It is duller than Yaoundé where we lived before. Life in Yaoundé was more exciting. I don't like the weather here either. It is also colder and wetter than in Yaoundé.

Ndedi: That's true. It is not far from Debundscha the wettest place in Cameroon. The weather is terrible during the wet season.

Eko: I like Yaoundé because it is not very hot or cold. It is also the most beautiful and safest town in the country. It's the best town in Cameroon. It's better than Douala.

Ndedi: You're right. I think that Douala is the worst town in Cameroon. It's the hottest, dirtiest and noisiest town in the country.

Eko: I think so too. And it's the most dangerous.

Remember Page 34

Read the Remember box with the class. Tell students to copy the rule into their exercise books. Tell students to learn the irregular superlative adjectives.

⇒ **Grammar, Page 120**

SPEAKING AND WRITING Page 34

Aim: to practise using superlative adjectives

Warm-up: Ask: *Which do you think is the best town in Cameroon? Why? Which is the worst?*

Activity 1

- Ask two students to read the example dialogue.
- In pairs, students ask and answer about towns in Cameroon using the adjectives in the box.
- Check their answers by asking random pairs to ask and answer questions.
 - *Students' own answers*

Activity 2

- Students write five sentences about towns in Cameroon using the superlative form of some of the adjectives in the box.
- Ask some students to write some of their sentences on the board.
 - *Students' own answers*

EXTRA ACTIVITY

- Ask students to write sentences describing a town in Cameroon. Tell them not to name the town. Encourage them to use comparative and superlative adjectives.
- Students read their sentences to a partner and take it in turns to guess the town.

ALTERNATIVE EXTRA ACTIVITY

- Students work in pairs and write four comparative and superlative sentences about a town of their choice. Tell students to make two false and two true sentences.
- Pairs of students exchange their sentences and correct the false sentences.

PRONUNCIATION Page 34

Aim: to recognise words with three and four syllables

Activity 1

- Ask students to put the words into two groups: *3 syllables* and *4 syllables*.
- Say the words aloud for students to check.

- Students practise saying the words.
 - **3 syllables:** interesting, temperature, exciting, important, expensive, beautiful
 - 4 syllables:** architecture, community, population

WORKBOOK

- **1** 1 larger, largest 2 more beautiful, most beautiful 3 more dangerous, most dangerous 4 drier, driest 5 further, furthest 6 busier, busiest 7 better, best 8 colder, coldest 9 more industrial, most industrial 10 more exciting, most exciting
- **2** 1 Yaoundé 2 Douala 3 Garoua 4 Garoua 5 Yaoundé 6 Douala
- **3** 1 safest 2 north 3 industrial 4 university 5 noisy 6 blow 7 furthest 8 village
- **4** 1 best 2 worse 3 more comfortable 4 cleanest 5 most expensive 6 further
- **5** 1 the 2 smallest 3 happiest 4 bigger
- **6** Students' own answers
- **7** 1 exciting 2 presidential 3 population 4 blow

Practice page ► Page 35

GRAMMAR

Activity 1: Students copy and complete the table in their exercise books.

Adjective	Comparative	Superlative
large	larger	largest
clean	cleaner	cleanest
big	bigger	biggest
wet	wetter	wettest
hot	hotter	hottest
dry	drier	driest
noisy	noisier	noisiest
beautiful	more beautiful	most beautiful
exciting	more exciting	most exciting
good	better	best
bad	worse	worst
far	further	furthest

Activity 2: Students complete the sentences with the comparative form of the verbs in brackets.

- **1** older **2** noisier **3** more dangerous **4** further **5** better

Activity 3: Students complete the sentences with the superlative form of the verbs in brackets.

- **1** oldest **2** best, worst **3** most crowded **4** most industrial **5** furthest

LET'S HAVE FUN

Activity 1: Students match the adjectives with their opposites.

- clean – dirty, dangerous – safe, noisy – quiet, dull – exciting, wet – dry, old – modern, beautiful – ugly, interesting – boring, hot – cold, tall – low

Activity 2: Students say the rhyme aloud. Tell them to say it faster and faster.

Unit summary

COMMUNICATION FOCUS

- talking about food
- describing a balanced diet
- giving advice
- talking about famine

VOCABULARY

- food: *energy, protein, fat, vitamins, sugar, meat, fruit, vegetables, sweets, oil, butter, orange, fish, egg, beans, cassava, chocolate, mango, pineapple, pawpaw, carrot, chicken*
- containers: *packet, bag, tin, glass, bottle*
- famine: *drought, hungry, hunger, thirsty, thirst, locust, kill, destroy, crops, die, plant, insect, insecticide, thin, damage*

Lesson 1 A balanced diet ▶ Page 36

TOPIC: healthy eating

- GRAMMAR AIMS:**
- to ask questions with *How much / many*
 - to describe quantity with *much / many, a few / a little* and *a lot*
 - to give advice with *should* and *shouldn't*

VOCABULARY AND READING Page 36

Aim: to learn vocabulary to talk about diet

Warm-up: With books closed, ask: *How many meals do you eat every day? How much meat do you eat? How many sweets do you eat? What do you drink with their meals? What food is good for you? What food is bad for you?*

Activity 1

- Students look at the pictures and name the food. Remind students that some food nouns are countable (*mango, egg, sweet*) and some are uncountable (*meat, palm oil, chocolate*).
- Say the food. Students listen and repeat.
 - **1** *meat, fish, eggs, chicken* **2** *palm oil, butter* **3** *mango, grapefruit, pawpaw, carrots, green vegetables*
 - 4** *sweets, chocolate*

EXTRA ACTIVITY

- Write the following words on the board: *beef, rice, tomato, biscuit, ndole, pasta, potato, chip, juice, watermelon.*
- Ask students to say which nouns are uncountable and which are countable.
- Students say the plural forms of the countable nouns.

Activity 2

- Ask students to answer the food quiz and then check their answers with a partner.
- Check the answers with the class.
 - 1c 2a 3a 4b*

Activity 3

- Ask students to read the passage and check their answers to the food quiz.
- Check the answers with the class.

Activity 4

- Ask students to match the questions with the answers.

- Point out that we use *How many*, *many* and *a few* with countable nouns and *How much*, *much* and *a little* with uncountable nouns. We use *a lot* with both countable and uncountable nouns.
- Check the answers by asking pairs of students to ask and answer the questions.
→ 1c 2e 3d 4b 5a

SPEAKING AND LISTENING Page 37

Aim: to listen to two people describing how they eat; for main ideas and specific information
Warm-up: Ask students to describe a healthy diet. Ask them to describe each meal.

Activity 1

- Look at the pictures with the class.
- Students answer the questions about the people.
- Discuss the answers with the whole class.
→ *Students' own answers*

Activity 2

- Tell students to listen to the people in the pictures describing their diets.
- Read the texts. Students match the descriptions with the photos.
→ *Picture 1 – Description 1: unhealthy, Picture 2 – Description 2: healthy*

Listening text: **Description 1**

I don't like big meals so I eat a lot of small snacks. I love sweet food, especially cake. I like sweets very much and I eat a lot. I usually eat a packet of sweets when I'm watching the television. I don't eat much fruit, only a few mangoes every week. I never eat vegetables, I hate them. I like meat but it's expensive so I can only eat a little. I like plantains cooked in a lot of palm oil. Yum yum! I drink a little water every day but I prefer cola. I usually have a can of cola when I'm eating pizza.

Description 2

I am careful about what I eat and I try to have a balanced diet. I have three meals a day and I don't eat snacks between meals. I eat a lot of fruit and vegetables. I like sweets but I don't eat many. I have a glass of milk for breakfast and I drink a lot of water. I do a lot of sport so I need energy. I eat a few plantains and a little bread before a sports competition. I don't eat too much fat because it's unhealthy. I eat eggs and fish because they contain protein.

GRAMMAR Page 37

Aim: to learn expressions of quantity
Warm-up: Ask students to make questions with *How much* and *How many*. Write their ideas on the board.

Activity 1

- Read the sentences with the class. Check students understand *a few* and *a little*. If necessary, translate the expressions into French.
- Ask students to copy the headings into their exercise books. Students write the blue words under the correct headings.
- Check the answers with the class.
→ **Countable nouns:** *vegetables, sweets* **Uncountable nouns:** *fat, water, protein*

Activity 2

- Students answer the questions about the expressions in the box.
- Check the answers with the class. Tell students to copy the expressions and rules into their exercise books.
→ **1** *many, a few, How many* **2** *much, How much, a little* **3** *a lot of*

Activity 3

- Students choose the correct words.
- Ask a pair of students to read the dialogue. Ask students to explain their answers.
→ **1** *much, much* **2** *many a few* **3** *many* **4** *a little*

WRITING Page 37

Aim: to write sentences about eating habits

Activity 1

- Ask students to complete the sentences for themselves.
- Students compare answers around the class. Write some sentences on the board.
→ *Students' own answers*

VOCABULARY Page 38

Aim: to learn expressions for food containers

Warm-up: Ask students to say what containers they buy the following food in: *water, cola, sweets, beans*.

Activity 1

- Students look at the pictures and the container expressions 1-5.
- Ask students to match the food and drink with the containers.
- Check the answers around the class.
→ **1a** spaghetti **2c** sardines **3d** rice **4e** water **5f** water or **b** (or oil)

Activity 2

- Students make as many more phrases as they can by combining the containers and the food and drink.

EXTRA ACTIVITY

- Students work in small groups. Tell students to write down as many foods and drinks as they can in two minutes.
- Ask students to count the number of food and drink words on their lists and ask the group with the most words to read it out.
- Write the headings *Good for you* and *Bad for you* on the board and ask the class to say which words go under the headings.

LISTENING AND SPEAKING Page 38

Aim: to listen to a food scientist for specific information

Warm-up: Tell students that they are going to hear a doctor giving advice about healthy eating. Ask students to guess what advice he gives.

Activity 1

- Students copy the table into their exercise books. Tell students that they are going to hear a doctor giving advice on healthy eating.
- Read the text. Students complete the table.
- Copy the table onto the board. Ask a student to complete the table while the other students call out the answers.

	Should	Shouldn't
<i>children</i>	<i>fish, eggs, beans, milk</i>	<i>sweets</i>
<i>adults</i>	<i>fish</i>	<i>beef, cakes</i>
<i>everyone</i>	<i>fruit, vegetables</i>	<i>oil, butter</i>

Listening text: Good eating isn't eating a lot. It's eating well. Children especially should have a healthy diet. Their bodies are growing so children need proteins and vitamins. They should eat fish and eggs and beans. Milk is good for children too. Everyone should eat a lot of fruit and vegetables. A lot of fat is bad for everyone. So people shouldn't eat much oil or butter. Adults shouldn't eat much fatty meat like beef. It's bad for their health. They should eat fish. Sugar is bad for everyone. Adults shouldn't eat a lot of sweet cakes. Children shouldn't eat many sweets because they are bad for their teeth. Remember, a fat child is a future adult with health problems.

Activity 2

- Ask students to make sentences with the information in the table using *should* and *shouldn't*.
- Read the examples with the class.

- Check the answers by asking different students to say their sentences. Write some sentences on the board.
→ *Students' own answers*

Remember Page 38

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

Activity 3

- Ask students to look at their sentences for the writing activity on page 37.
- In pairs, students read their sentences and give advice using *should / shouldn't*.
→ *Students' own answers*

WORKBOOK

- 1 1 *unhealthy* 2 *balanced* 3 *vegetables* 4 *strong* 5 *protein*
- 2 1 *much* 2 *many* 3 *much* 4 *much*
- 3 *Students' own answers*
- 4 1 *A healthy person has a balanced diet.* 2 *People shouldn't eat a lot of fat.*
3 *Beans and eggs contain protein.*
- 5 **Protein:** *fish, eggs, chicken* **Fruit:** *mangoes, pineapple, pawpaw, oranges*
Vegetables: *carrots, plantain* **Fat:** *butter, oil*
- 6 1 *We bought a few mangoes this morning.* 2 *The children spent a little time playing yesterday.*
3 *Please put a little sugar in my tea.* 4 *People should do a little physical exercise every day.*
- 7 *Students' own answers*
- 8 1 *fruit* 2 *rice* 3 *pineapple* 4 *cassava*
- 9 /tʃ/: *children, cheap, Chad, match* /ʃ/: *sugar, nation, shouldn't, action, share, shine*

Lesson 2 Famine ► Page 39

TOPIC: famine and drought

- GRAMMAR AIMS:**
- to practise using *some, any* and *no*
 - to learn some plural forms of nouns

VOCABULARY AND READING Page 39

Aim: to learn vocabulary to talk about famine and drought; to read newspaper articles for main ideas and specific information

Warm-up: With books closed, write the word *Famine* on the board. Ask: *What things do you associate with famine? What are the causes of famine?* Write some of their ideas on the board.

Activity 1

- Look at the pictures with the class and read the words in the box. Check students understand their meaning.
- Read the example sentence.
- Ask students to describe the pictures using the words in the box.
→ *Students' own answers*

Activity 2

- Ask students to read the newspaper articles and match the titles with the articles. Explain that there is one extra title.
- Check the answers with the class.
→ 1A *Locusts destroy crops* 2C *Drought causes famine*

Activity 3

- Students read the articles again. Make sure they understand the new vocabulary.
- Ask students, in pairs, to complete the sentences with the a, b or c.
- Check the answers orally by asking students to read out their complete sentences.
→ 1a 2b 3b 4c

Activity 4

- Ask students to find the blue words in the text. Read the example to the class.
- Students say what the blue words refer to.
- Check the answers orally. Ask students to explain their answers.
 - **Text 1:** *They – the locusts; They – the people; It – the government*
 - Text 2:** *They – the people; some – the people; They – the animals*

GRAMMAR Page 40

Aim: to practise using *some*, *any* and *no*

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

Remember Page 40

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

Activity 1

- Ask students to complete the sentences with *some*, *any* and *no*.
- Check the answers by asking different students to read out their sentences.
 - **1 no 2 any 3 no 4 some 5 some 6 no**

Activity 2

- Ask students to complete the sentences.
 - **1 no 2 any 3 any 4 no 5 some**
- Students say what the blue words in the sentences refer to.
- Check the answers with the class.
 - **1 the crops 2 the locusts 3 the people 4 drinking water 5 clean water**

SPEAKING AND WRITING Page 40

Aim: to practise an interview; to write an interview

Warm-up: Tell students to imagine they are journalists reporting on the locust attack. Ask: *What questions do you ask the villagers?*

Activity 1

- Read the interview questions with the class. Check students understand the questions.
- In pairs, students complete the interview with information from the newspaper article on page 39.
- Ask pairs of students to read out the questions and answers.
- Students practise the interview in pairs.
 - *Sample answers:* **1** *They have destroyed the crops.* **2** *They have eaten all the leaves.*
 - 3** *No, there isn't enough food.* **4** *The animals are dying.*
 - 5** *The government is killing the insects.*

Activity 2

- Ask students, in pairs or individually, to write an interview with a villager in the place where there is a drought. Tell them to look back at the newspaper article on page 39 for information.
- Go around the class helping students with vocabulary and checking their questions.
- Ask different pairs to act out their interviews.
 - *Students' own answers*

VOCABULARY Page 41

Aim: to learn about word families and plural nouns

Warm-up: Write the following words on the board: *noun*, *verb*, *adjective*. Ask students to say words for each part of speech. Write some of their suggestions on the board.

Activity 1

- Look at the word families with the class.

- Students say what part of speech the words are.
- Check the answers orally.
 - **1** *hunger* – noun, *hungry* – adjective
 - 2** *destroy* – verb, *destruction* – noun
 - 3** *farm* – noun, *farmer* – noun
 - 4** *dry* – adjective, *drought* – noun

Activity 2

- Ask students to find words in the unit which belong to the same word families as the words in 1-4.
- Students say what part of speech the words are.
- Check the answers orally.
 - **1** *thirsty* – adjective **2** *insecticide* – noun **3** *village* – noun **4** *rain* – noun

EXTRA ACTIVITY

- Write the following words on the board: *art, science, sun, organise, discover, invention, destroy, wind*.
- Ask students, in pairs or small groups, to find on other word in the same word families as these words. Students say what part of speech the words are. Encourage them to use a dictionary if possible.

Activity 3

- Ask students to copy the words into their exercise books and write the plural forms. Tell them that some words have no plural.
- Check the answers around the class and write them on the board.
- Say the plurals aloud, pausing for students to repeat.
 - **1** *leaves* **2** *no plural* **3** *lorries* **4** *cities* **5** *no plural* **6** *glasses* **7** *no plural* **8** *countries*

Remember Page 41

- Read the Remember box with the class. Tell students to copy the rules and examples into their exercise books.

EXTRA ACTIVITY

- Write the following words on the board: *tomato, town, water, person, weather, child, house, place, vegetable, disease, fat, rice, match, family, tea*.
- Students write the plural forms where possible.
- Students practise saying the words aloud.

PRONUNCIATION Page 41

Aim: to practise the sounds /ʃ/ and /tʃ/

Warm-up: Say the following pairs of words aloud and ask students what difference they can hear. *wash / watch; shoes / choose; wish / witch*.

Activity 1: Say the pairs of words aloud pausing for students to repeat. Make sure they pronounce the /ʃ/ and /tʃ/ sounds correctly.

Activity 2

- Students copy the two groups into their exercise books.
- Say the words aloud, students put them into the groups.
- Students say the words aloud.
 - /tʃ/: *chicken, child, much, chocolate*.
 - /ʃ/: *should, fish, sugar, tradition, fresh, delicious*

SONG Page 41

Activity 1

- Sing the first verse to the class.
- Students sing the first verse.
- Ask students to continue the song by replacing *rice* with *beans, yams* and *fish*.

WORKBOOK

- 1 1 thirst 2 drought 3 famine 4 crops
- 2 1 False – Locusts have eaten all the crops. 2 True 3 True 4 False – the government is transporting some water to the villages. 5 True
- 3 1 no 2 some 3 any 4 no
- 4 1 death 2 thirst 3 drought 4 hunger
- 5 1 cities 2 several glasses 3 lorries 4 leaves
- 6 **Adjectives:** dry, hungry, thirsty, hot **Verbs:** eat, destroy, kill, drink
- *Students' own answers*
- 7 1 They 2 them 3 them 4 it 5 it
- 8 1 China 2 there 3 country 4 write
- 9 1 thirsty 2 death 3 helicopter 4 grow
- 10 *Students' own answers*

Practice page ▶ *Page 42***GRAMMAR**

Activity 1: Students choose the correct expressions.

- 1 How many 2 much 3 many 4 enough 5 a few 6 a little

Activity 2: Students complete the dialogue with *some*, *any* and *no*.

- 1 any 2 some 3 no 4 some 5 any 6 some

Activity 3: Students complete the sentences with *should* or *shouldn't*.

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

Activity 4: Students match a phrase on the left with a word on the right.

- 1d 2c 3b 4e 5a

LET'S HAVE FUN**Activity 1**

- Students read the sentences and say which are true and which are false.
- Students correct the false sentences.
- 1 False – You should brush your teeth after eating. 2 True 3 False – You shouldn't eat a lot of sweets between meals. 4 False – Children should drink milk. 5 True 6 False – You should eat regular meals.

Activity 2: Students work in pairs and make a balanced diet for a football player. Tell them to say what the player should eat at each meal.

- *Students' own answers*

Unit summary

COMMUNICATION FOCUS

- expressing likes and dislikes
- expressing preferences
- agreeing and disagreeing
- describing leisure activities

VOCABULARY

- types of music: *classical, bitkusi, jazz, folk, makossa, rock'n'roll, soul, reggae, salsa, rap, techno, gospel, blues*
- musical instruments: *accordion, drum, flute, guitar, harmonica, mvet, piano, saxophone, violin, xylophone*
- leisure activities and hobbies: *playing chess / cards / football, swimming, cooking, drawing, hunting, picking fruit, drawing, sewing, painting, reading, listening to music, collecting shells*
- adjectives: *exciting, noisy, violent, cool, relaxing, fantastic, great, sad, boring, old-fashioned, modern, creative, fun, interesting*
- other words: *rhythm, lyrics, housework, washing-up*

Lesson 1 Music ▶ Page 43

TOPIC: types of music

- GRAMMAR AIMS:**
- to practise using the verbs *like* and *prefer*
 - to practise using adjectives
 - to agree and disagree

READING Page 43

Aim: to read a text about the importance of music for specific information.

Warm-up: With books closed, ask: *Where do you listen to music? Who is / are your favourite singer(s)? What type of music do they play?*

Activity 1

- Look at the pictures and ask if the students know any of these musicians.
- Discuss the questions with the class.

Activity 2

- Students read the passage and answer the questions in Activity 1.
- Find out which students answered the questions correctly.
 - **Picture 1:** *Bob Marley plays reggae music. He comes from Jamaica. Its origins are African and Caribbean calypso music.*
 - Picture 2:** *Mvet singers play traditional folk music. They come from South Cameroon. Their music passes down generations. Their songs are about heroic actions and love.*
 - Picture 3:** *Louis Armstrong is a jazz musician and singer. He comes from New Orleans in the United States. Jazz comes from gospel-spiritual music.*

Activity 3

- Ask students to read the passage again and answer the questions.
- Students compare their answers with a partner and write full sentences.
- Check the answers by asking different students to say their answers.
 - **1** *Folk music is traditional music. It is not written down.* **2** *The Mvet songs are about love and heroic actions.*
 - 3** *Gospel-spiritual music comes from the slaves in America in the 19th century.*
 - 4** *Reggae comes from Jamaica.* **5** *Bob Marley was the most famous reggae singer.*
 - 6** *He was one of the most famous jazz musicians of all time.*

EXTRA ACTIVITY

- Ask students in pairs to write four false statements about the text.
- Students exchange sentences with another pairs and correct the statements.

VOCABULARY Page 44

Aim: to learn vocabulary for musical instruments and types of music

Warm-up: With books closed, ask students to name as many musical instruments as they can in English. Write some of their suggestions on the board. Ask: *Which names are similar in French?*

Activity 1

- Students match the words in the box with the pictures of musical instruments.
- Say the words aloud pausing for students to repeat.
 - **a** guitar **b** drum **c** accordion **d** saxophone **e** harmonica **f** violin **g** xylophone
- Ask students which instruments they prefer.

Activity 2

- Read the types of music with the class. Check students understand the new vocabulary.
- Students say which types of music they like or don't like.
 - *Students' own answers*

Activity 3: Discuss the questions with the class.

→ *Students' own answers*

LISTENING Page 44

Aim: to listen to three people talking about music for specific information

Warm-up: Look at the chart with the class. Ask students which types of music they listen to. Which types of music they don't listen to.

Activity 1

- Ask students to copy the chart into their exercise books.
- Tell students to listen to three people's tastes in music and complete the chart.
- Read the texts. Students listen and put a tick (✓) if the person likes the music or a (X) if the person doesn't like the music.

	Makossa	Classical	Jazz	Reggae	Rap	Rock'n'roll	Techno
1 Kevin		✓	✓		X		X
2 Flora		X			✓		✓
3 Diane	✓				X	X	
YOU							
Your partner							

Listening text: **1 Kevin**

I like classical music best of all. It's very rich and relaxing. I like listening to it with my eyes closed. My favourite composer is Mozart. I also like jazz, especially the old New Orleans jazz. Louis Armstrong is my favourite singer. I don't like rap or techno. It's very noisy.

2 Flora

I don't like classical music. I think it's old-fashioned and too complicated. I prefer rap music. I like the rhythm and the lyrics. It's very modern. I also like techno. I think it's great for dancing.

3 Diane

My favourite music is Makossa. The rhythm is great. It's fantastic music and the best for dancing. My favourite musician is Manu Dibango. I don't like rock'n'roll. It's noisy. I hate rap because the rhythm is boring and the lyrics are violent.

Activity 2

- Read the texts again. Students listen and complete the summaries.
- Check the answers with the class.
→ **1** classical music, rap, techno **2** classical music, rap **3** Makossa, Rock'n'roll, rap

SPEAKING Page 45

I Aim: to practise talking about tastes in music

Activity 1

- Ask students to work in pairs and complete the table in Listening activity 1 on page 44 for themselves and for their partner.
→ *Students' own answers*

Activity 2

- Ask some pairs of confident students to read the dialogues to the class.
- In pairs, students practise the dialogues.
- In pairs, students practise more dialogues using the information in the table.
- Ask pairs of students to demonstrate their dialogues for the class.
→ *Students' own answers*

READING AND WRITING Page 45

Aim: to read and write about music preferences

Warm-up: Ask students to think of three questions to ask the people about their taste in music. Write their suggestions on the board.

Activity 1

- Read the dialogue. Students listen and read silently.
- Ask students to find five types of music in the dialogue.
→ *classical, makossa, jazz, rap, reggae*

Activity 2

- Students complete the sentences with Diane or Fred.
- Ask different students to read out their sentences.
→ **2** Fred **3** Diane **4** Fred **5** Fred **6** Fred

Activity 3

- Students complete the paragraphs.
- Check the answers with the class.
→ **1** classical music **2** makossa **3** rhythm **4** exciting **5** dancing **6** old-fashioned
7 rap **8** makossa **9** jazz **10** cool **11** relaxing **12** rap **13** lyrics **14** reggae

Activity 4

- Students write a paragraph about their taste in music using some of the words in the box. If you like, you can ask students to do this activity for homework.
- Students exchange texts with a partner and correct any mistakes.
→ *Students' own answers*

SPEAKING Page 45

Aim: to practise agreeing and disagreeing

Warm-up: Ask students to look back at the dialogue in Reading and writing Activity 1. Ask: *What expression does Fred use to say that he has the same opinion as Diane about makossa? What expression does Diane use to say that she doesn't have the same opinion as Fred about jazz?*

Remember Page 45

- Read the Remember box with the class. Ask students to copy the expressions into their exercise books and translate them into French.

Activity 1

- Ask students to work in pairs and practise the dialogue in Reading and writing Activity 1.
- Ask some students to read the dialogue to the class.

Activity 2

- Ask students to practise similar dialogues using their ideas in Activity 4.
- Go around the class monitoring students' work. Check their pronunciation and intonation.
- Ask some pairs to demonstrate their dialogues to the class.
 - *Students' own answers*

WORKBOOK

- 1 1 c 2 a 3 f 4 e 5 d 6 b
- 2 1 Reggae 2 Mvet 3 jazz 4 Pop 5 Rap 6 Makossa
- 3 1 relaxing 2 rhythm 3 lyrics 4 makossa 5 noisy 6 guitar 7 drum 8 xylophone 9 classical 10 reggae
- 4 1 guitar 2 drum 3 rap 4 makossa 5 salsa 6 jazz 7 mvet 8 rock
- *Students' own answers*
- *Students' own answers*
- *Students' own answers*
- 7 1 drum 2 recorder/flute 3 violin 4 piano 5 guitar
- 8 1 dance 2 noisy 3 piano 4 noisy

Lesson 2 Free time ► Page 46

TOPIC: leisure activities

GRAMMAR AIMS: • to practise gerund verb patterns
• to use adverbs of degree *quite* and *really*

READING Page 46

Aim: to read five texts for general and specific information

Warm-up: Ask students what activities they like doing in their free time.

Activity 1: Ask students to look at the pictures and say what the people are doing. Help them with the new vocabulary.

→ *Students' own answers*

Activity 2: Ask students to look quickly at the texts and match the people with the pictures. Tell students not to read in detail at this stage.

→ **A** Diane **B** Ondoua and Evina **C** Anna **D** Kevin **E** John

Activity 3

- Students read the texts and decide whether the statements are true or false.
- Ask students to compare their answers with a partner.
- In pairs, students correct the false statements.
- Check the answers with the class by asking different students to read out their answers.
 - 1 False – Kevin hates swimming. 2 True 3 True 4 True 5 True 6 True
 - 7 False – She likes playing chess. 8 True 9 False – They like climbing trees.

SPEAKING AND LISTENING Page 47

Aim: to listen to three people talking about the activities they like for specific information

Warm-up: Ask: *What are your favourite activities? Do you have any special hobbies?* Write their suggestions on the board.

Activity 1

- Ask students to look at the pictures and say what activities the teenagers like doing. Tell them to use words in the box.

- Discuss the answers with the class. Encourage students to make complete sentences.
 - **Diane:** *playing computer games, playing songo, sewing, playing football, reading, playing chess.*
 - Kevin:** *playing the guitar, cooking, playing cards, painting, reading, listening to music*

Activity 2

- Ask students to copy the table into their exercise books.
- Explain that they are going to hear a dialogue between Bona, Harold and Katty about leisure activities they like.
- Read the dialogue. Students listen and complete the table with the activities the people like or don't like.
- Check the answers by asking students to make complete sentences.

	Things they like doing	Things they don't like doing
Bona	painting	drawing
Harold	playing computer games, playing football	painting
Katti	reading, sewing, designing and making clothes, playing computer games	cooking

Listening text: Harold: Hi! Bona. Are you drawing?

Bona: No! I don't like drawing. It's very difficult. I'm painting. I love painting because it's very relaxing. Do you like painting Harold?

Harold: No, I can't stand painting. I'm no good at it. I find it boring. I really enjoy playing computer games. They're really exciting. I quite enjoy playing football too. It's fun.

Bona: What about you, Katty? What do you like doing?

Katty: I quite like reading and I adore sewing. I find it very creative. I really like designing and making clothes. I'd like to become a seamstress.

Bona: What about cooking. Do like that?

Katty: No. I don't like cooking. I find it boring. But I like playing computer games. Some are very interesting.

Activity 3

- Read the adjectives in the box with the class. Check they understand new words.
- Read the dialogue again. Students listen and match the adjectives with the activities in the table. Tell students that some activities have more than one adjective.
 - *drawing – difficult; painting – relaxing / boring; playing computer games – exciting; playing football – fun; sewing – creative; cooking – boring; playing computer games – interesting*

WRITING Page 47

I Aim: to write about activities people like doing

Activity 1

- Ask students to write about the activities the three teenagers *like* or *don't like doing*, giving their reasons.
- Ask a student to read the example.
- Students write sentences using the information from Activities 2 and 3.
- Ask different students to read out their sentences.
 - *Students' own answers*

Activity 2

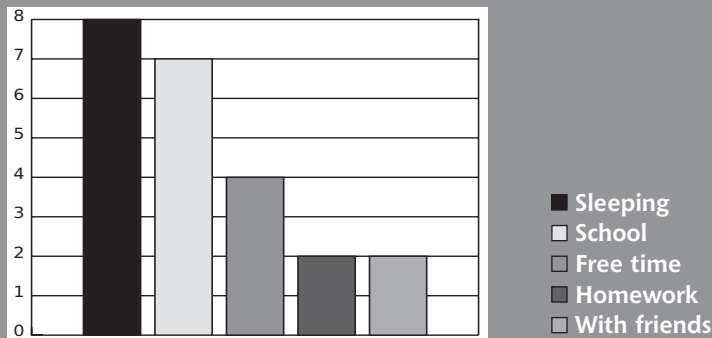
- Students write a few sentences about things they like and don't like doing.
- Ask some students to read their sentences for the class.
- Find out what activities are the most / least popular.
 - *Students' own answers*

Remember Page 47

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

EXTRA ACTIVITY

- On the board, draw the following bar chart of a typical day in John's life: Ask students to say how John spends his time. Ask: *How many hours does he sleep? How many hours does he spend in school? etc.*
- Ask students to draw their own chart about their daily activities.



PRONUNCIATION Page 47

I Aim: to pronounce the /n/ and /ŋ/ sounds correctly

Activity 1: Say the words aloud pausing for students to repeat. Draw their attention to the end sounds.

Activity 2

- Students copy the pairs of words into their exercise books.
- Say the words or phrases aloud. Students tick the words they hear.
- Check the answers with the class.
→ 1 go in 2 walking 3 playing 4 act in 5 staying

GRAMMAR AND SPEAKING Page 48

Aim: to practise using gerund verb patterns

Warm-up: Ask students to say different ways of saying the verbs *like* and *dislike*.

Activity 1

- Ask students to put the sentences in order from 1-6.
- Check the answers with the class.
→ 1a 2f 3c 4e 5d 6b

Activity 2

- Ask two students to read the examples.
- In pairs, students ask and answer questions using the words in the table.
- Ask different pairs of students to say their dialogues.
→ *Students' own answers*

Activity 3

- Students complete the dialogue.
- Ask students to practise the dialogue with a partner.
- Check the answers by asking pairs of students to read out their dialogues.
→ *Students' own answers*

Activity 4

- In pairs, students change the *-ing* words and make more dialogues.
- Ask different pairs to read out their dialogues.
→ *Students' own answers*

Remember Page 48

- Read the Remember box with the class. Point out that the adverbs *quite* and *really* change the meaning of the verb and go before the verb. Tell students that *really* can go with all the words and expressions but *quite* can only go with *like*, *enjoy* and *dislike*.

WRITING Page 48

Aim: to write about likes and dislikes

Warm-up: Ask students to look at the table and make true sentences with the words and phrases.

Activity 1: Students copy and complete the chart with activities.

→ *Students' own answers*

Activity 2: Ask students to write sentences with the information in the table. Tell them to use *really* and *quite* where possible.

→ *Students' own answers*

WORKBOOK

- 1 1 drawing 2 swimming 3 playing 4 visiting 5 cooking 6 doing
- 2 1d 2e 3a 4b 5c
- 3 1 I don't like cooking. 2 What do you like doing? 3 She adores sewing clothes.
4 He can't stand cleaning the kitchen. 5 Does Ngono enjoy playing chess?
- 4 1 She loves swimming. 2 Yes, the boys like playing football. 3 No, the children hate walking long distances. 4 No, Mary dislikes cooking. 5 Yes, I love listening to jazz. 6 No, Peter hates studying.
- 5 1 He quite likes playing cards with his friends. 2 She really hates washing her clothes.
3 We really can't stand living in noisy places. 4 They quite like eating chocolate and cheese.
- 6 1 exciting 2 creative 3 boring 4 drawing 5 sewing 6 painting

Practice page ► Page 49**GRAMMAR**

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

→ 1 playing 2 painting 3 cooking 4 driving 5 running 6 drawing

Activity 2: Students complete the sentences with the correct forms of *prefer*, *like* and *hate*.

→ 1 prefer 2 like 3 hate 4 prefers

Activity 3: Students match the questions and answers.

→ 1d 2a 3e 4c 5b

Activity 4: Students complete the sentences with suitable words from Unit 6.

→ 1 sad 2 lyrics 3 rhythm 4 dancing

LET'S HAVE FUN

Activity 1: Students read the sentences and guess the activities from Lesson 2.

→ 1 sewing 2 cooking 3 singing 4 painting 5 reading

Activity 2: Students practise saying the rhyme and then they write two more verses with the words.

- I like gospel
I like soul
I like singing
and dancing rock'n'roll.
- I like makossa
I like salsa
I like mang'a
and dancing mbe'u.

VOCABULARY

Activity 1: Students find the 12 words in the word square.

→ *same, kilo, jazz, oil, piano, Celsius, litre, sugar, rap, drum, metre, fruit*

Activity 2

• Students put the words from the word square into the three word groups.

→ **Measure:** *same, kilo, Celsius, litre, metre* **Food:** *oil, sugar, fruit* **Music:** *drum, jazz, piano, rap*

• Students think of two more words for each group.

→ *Students' own answers*

Activity 3: Students choose the correct word to complete the sentences.

→ **1** 100°C **2** 37°C **3** 10°C **4** warm

GRAMMAR

Activity 1: Students complete the sentence with *some, any* or *no*.

→ **1** no **2** any **3** some **4** any **5** no

Activity 2: Students use the correct forms of the comparative words to write sentences.

→ **1** *The President's palace is more expensive than my house.* **2** *The climate in Kenya is drier than the climate in Cameroon.* **3** *Abuja is smaller than Lagos.* **4** *Britain is colder than Cameroon.* **5** *My garden is more beautiful than your garden.*

Activity 3: Students complete the sentences with a superlative adjective.

→ **1** *the driest* **2** *the wettest* **3** *the most exciting* **4** *the most industrial*

CHECK YOUR PROGRESS

Activity 1: Students must complete the sentences with the correct forms of the adjective.

→ **1** worst **2** oldest **3** longer **4** hottest **5** more dangerous

Activity 2: Students must choose words from the box to form complete sentences.

→ **1** writing **2** doing **3** cooking, cleaning **4** listening **5** painting

Activity 3: Students must choose the correct word to form correct sentences.

→ **1** many **2** any **3** any, some **4** a little **5** much

Activity 4: Students complete the dialogue with comparative and superlative adjectives.

→ **1** larger **2** bigger **3** more dangerous **4** safer

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

- describing and comparing people's appearance
- talking about clothes and fashion
- saying what materials things are made of

VOCABULARY

- clothes: *uniform, trousers, skirt, t-shirt, shirt, dress, shoes, robe, boubou, hat, sandals,*
- jewellery: *earrings, jewels, bracelet, necklace*
- materials: *cotton, Lycra, leather, feathers, gold, silver, plastic, nylon*
- adjectives: *loose, tight, short, nice, lovely, unusual, smart, beautiful, attractive, fashionable, old-fashioned, majestic, fine, respectable, traditional, decorated, magnificent, comfortable, sensible*
- other words: *fashion, zip, authority, cane, costume, suit (verb)*

Lesson 1 Fashion ▶ Page 52

TOPIC: clothes and fashion

- GRAMMAR AIMS:**
- to describe and compare appearance with *look like / look*
 - to use adverbs of degree *too* and *very*

SPEAKING AND READING Page 52

Aim: to read a text describing six teenagers for main ideas and specific information

Warm-up: Ask: *What clothes are fashionable now? Do you like this fashion? Do you try to follow the fashion?*

Activity 1

- In pairs, students answer the questions.
 - Discuss their answers with the class. Encourage them to give reasons.
- *Students' own answers*

Activity 2

- Ask students to read the passage and name four of the people in the pictures.
 - Check the answers with the class.
- **B** Amadou **C** Binta **A** Marvis **D** Cynthia

Activity 3

- Students read the text again and answer the questions with complete sentences.
 - Ask different students to read their answers to the class.
- **1** He looks different because he is not wearing his uniform. **2** He looks like a pop singer. **3** Binta looks really fashionable. **4** Marvis looks like a girl because he has got long Rasta hair. **5** Cynthia looks the same as usual because she is wearing sensible and comfortable clothes.

Remember Page 52

- Read the Remember box with the class. Ask students to copy the rule and examples into their exercise books.

EXTRA ACTIVITY

- Students work in small groups and write down as many items of clothing as possible.
- Tell them they have two minutes to do this.
- Check their answers orally around the class.
- The group with the most items is the winner.

Activity 4

- Students describe the two extra people in the picture and say what they are wearing.
 - **E** Kevin is wearing blue jeans, a blue and yellow T-shirt, and white trainers.
 - F** Diane is wearing a brightly coloured dress, a green headscarf, brown sandals. She's wearing earrings and a bracelet.

LISTENING AND READING Page 53

Aim: to read a dialogue for specific information; to practise using *too* and *very*

Warm-up: Look at the pictures with the class and describe what the people are wearing. Ask: *Do the clothes look nice?*

Activity 1

- Read the dialogue with a confident student. Students listen and read silently. Make sure students understand the words *suit*, *loose*, *tight*.
- Ask students to match phrases or sentences in the dialogue with the pictures A-D.
- Check the answers around the class.
 - **A** *But it's too tight for me. I can't close the zip.* **B** *Look at those lovely black leather shoes. They're 25,000 francs.* **C** *What about these loose blue cotton trousers? They are too big. I don't like them at all.* **D** *I prefer this black Lycra skirt.*

Activity 2

- In pairs students read the dialogue again and answer the questions with complete sentences.
- Check the answers with the class.
 - **1** *She doesn't buy the green dress because it is too tight for her.*
 - 2** *The dress is made of cotton.*
 - 3** *The black leather shoes are too expensive.*
 - 4** *She doesn't like the blue cotton trousers because they are very loose.*
 - 5** *She buys the black Lycra skirt.*

Activity 3

- Draw students' attention to the sentences with *too* and *very* in the dialogue. Explain the difference. If necessary, ask students to translate the sentences into French.
- Ask students to complete the sentences using *too* or *very*.
 - **1** *too* **2** *very* **3** *very, very* **4** *too*

SPEAKING Page 53

Aim: to talk about clothes and appearance

Activity 1

- In pairs, students answer the questions.
- Compare their answers with other students in open class.
 - *Students' own answers*

READING Page 54

Aim: to answer a questionnaire about style and clothes

Warm-up: With books closed, ask students how they would describe their style of clothing. Ask: *Do you think you are affected by fashion? What can you tell about a person from their clothes?*

Activity 1

- Ask students to answer the questionnaire. Make sure they understand the new vocabulary.
- Students check their answers and read the results.
- Compare their results around the class. Ask students if they agree with the results.
 - *Students' own answers*

PRONUNCIATION Page 54

Aim: to practise the vowel sounds /u:/, /e/ and /ɪ:/

Warm-up: Write the phonetic transcripts by these words on the board: /u:/ true; /e/ fair; /ɪ:/ be. Students say the words aloud.

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

Activity 2

- Students say the words aloud and put them into the groups in Activity 1.
- Say the words aloud. Students listen and check their answers.
 - /u:/: do, true, who; /e/: care, fair, there; /ɪ/: clean, seen, three

EXTRA ACTIVITY

- Ask students to add more words to these sound groups.
- Check their answers orally around the class.

WRITING Page 54

Aim: to write descriptions of clothes

Activity 1

- Read the example with the class.
- Students write descriptions of their clothes. Go around the class helping with the vocabulary.
- Ask some students to read their descriptions to the class.
 - *Students' own answers*

WORKBOOK

- 1 1 hair 2 earrings 3 colour 4 skirts 5 fashions
- 2 1 looks 2 looks like 3 look 4 looked 5 looks like
- 3 1 too 2 very 3 too 4 too 5 too 6 very
- 4 1b 2e 3d 4a 5c
- 5 bracelet, trousers, jeans, loose, tight, short, fashion, uniform, zip, sandals, leather, shirt
- 6 *Students' own answers*
- 7 1 feel 2 short 3 fashion 4 comfortable 5 like 6 look
- 8 1 Do you like wearing fashionable clothes? 2 Our school uniform is brown. 3 I really like those blue jeans. 4 This skirt is too tight for me.
- 9 *Students' own answers*
- 10 *Students' own answers*

Lesson 2 Traditional costumes ▶ Page 55

TOPIC: costumes

GRAMMAR AIMS: • to learn the order of adjectives
• to say what material things are made of

VOCABULARY AND READING Page 55

Aim: to read about a Maffor woman for specific information

Warm-up: Ask students to describe traditional costumes in different parts of their country.

Activity 1

- Read the words in the box and explain their meaning.
- Students look at the picture and describe the woman using some of the words.
- Ask students if they can guess who the woman is.
 - *Students' own answers*

Activity 2

- Students read the passage. Explain the new vocabulary.
- Students check whether they answered correctly in Activity 1.
- Compare students' answers around the class.

Activity 3

- Students answer the questions, and then compare their answers with a partner.
- Check the answers with the class.
→ 1c 2c 3b 4b

GRAMMAR Page 55

Aim: to learn the usual order of adjectives

Warm-up: Ask students to find adjectives in the text. Ask them which adjectives are opinions. (Answers: *respectable, fine, majestic, magnificent, beautiful, lovely.*)

Remember Page 55

- Read the Remember box with the class. Ask students to copy the rule for the order of adjectives and the examples into their exercise books.

Activity 1

- Read the blue sentences in the text with the class. Draw students' attention to the order of adjectives. Explain that we cannot put the adjectives in random order before a noun. There is a usual order for adjectives.
- Ask students to copy the table into their exercise books. Tell them to complete the table with the adjectives from the other sentences.
- Point out that it is not usual to put more than two or three adjectives before a noun.

Opinion	Size or shape	Age	Colour	Material	Noun
<i>fine</i>			<i>colourful</i>		<i>dress</i>
<i>beautiful</i>	<i>big</i>	<i>traditional</i>		<i>gold</i>	<i>earrings</i>
<i>lovely</i>			<i>bright</i>	<i>silver</i>	<i>necklace</i>

EXTRA ACTIVITY

→ Write the following sentences on the board. Tell students that there is a mistake in each sentence:

- 1 I've got a black beautiful cat.
- 2 My brother wears awful jeans tight.
- 3 That's a blue cotton pretty dress you are wearing.
- 4 What a lovely Lycra blue skirt!
- 5 She's got pretty black short hair.

→ Students correct the sentences.

VOCABULARY AND SPEAKING Page 56

Aim: to learn vocabulary for materials; to practise ordering adjectives

Warm-up: Ask students to look at their clothes and say what they are made of, for example: *My sandals are made of plastic. My dress is made of cotton.*

Activity 1

- Students write the adjectives in the correct order and describe the things in the pictures.
- Check the answers orally with the class.
→ 1 *an old-fashioned, purple, cotton dress* 2 *a smart, green, Lycra shirt*
3 *a fantastic, shining, silver bracelet* 4 *comfortable, brown, leather shoes*
5 *an attractive, long, gold necklace*

Activity 2

- Say the words aloud pausing for students to repeat. Check they understand the meaning.
- Ask two confident students to read the question and answer.

- Tell students to look at the pictures and ask and answer questions with a partner.
- Ask random pairs of students to demonstrate their questions and answers.
→ *Students' own answers*

Activity 3

- In pairs, students ask and answer questions about their clothes.
- Practise the questions and answers around the class.
→ *Students' own answers*

WRITING Page 57

Aim: to write a description of a traditional costume

Warm-up: Tell students that they are going to describe a traditional costume. Ask them if there is a traditional costume in the village they come from. If not, ask them to describe a costume from another part of the country.

Activity 1

- Students work in pairs and take notes in answer to the questions.
- Ask students to write a description of a traditional costume using their notes.
- Students exchange descriptions and correct each other's mistakes.
- Ask some students to read out their descriptions to the class.
→ *Students' own answers*

WORKBOOK

- **1** **Opinion:** attractive, beautiful, fashionable, smart **Colour:** blue, green, orange, yellow **Size:** big, short, small, tight **Shape:** round, square **Material:** cotton, gold, leather, wool
- **2** *Students' own answers*
- **3** **1** lovely round silver earrings **2** a new black plastic bag **3** long blue jeans trousers **4** a traditional colourful cotton costume **5** fine brown leather shoes
- **4** **1** True **2** True **3** False – Her dress is made of cotton. **4** True **5** False – It is blue and white. **6** True
- **5** **1** He's got a black cotton kimono. **2** I prefer that fine colourful wrapper. **3** Correct **4** Correct **5** My father is a kind old man.

Practice page ► Page 58

GRAMMAR

Activity 1: Students complete the sentences with *like* if necessary.

- **1** like, like **4** like, like **5** like

Activity 2: Students put the adjectives in the correct order.

- **1** My parents have got a smart, black, Japanese car. **2** I want to buy a beautiful, grey, cotton dress. **3** Look at those lovely, silver jewels. **4** He's got a nice, black, leather jacket. **5** I like that unusual, blue, plastic bag.

Activity 3: Students complete the sentences with *very* or *too*.

- **1** too **2** very, too **3** too **4** very **5** too **6** very

LET'S HAVE FUN

Activity 1: Students find the odd word out.

- **1** shoes **2** green **3** shirt **4** awful **5** silver

Activity 2: Students make word maps with words from Unit 7.

- *Suggested answers:* **jewellery:** earrings, bracelet, necklace; **clothes:** shirt, skirt, dress, trousers, boubou, headscarf, jacket

Unit summary

COMMUNICATION FOCUS

- talking about the future
- making predictions
- giving strong advice
- saying dates

VOCABULARY

- nouns: *dream, nightmare, worries, sorcerer, witchcraft, ancestor, horoscope, zodiac sign, accident, present, fees, thieves*
- adjectives: *deep, light, still, restful, scary, slight*
- verbs: *frighten, wake up, remember, interpret, insult, whistle*
- future time expressions: *tomorrow, tomorrow morning, next week / month / year, in ten years' time*

Lesson 1 Dreams ▶ Page 58

TOPIC: sleep and dreams

- GRAMMAR AIMS:**
- make prediction about the future using *will* and *won't*
 - to use *must* and *mustn't* to give strong advice

SPEAKING Page 58

Aim: to talk about dreams

Warm-up: Ask: *Do you often have dreams? Do you always remember your dreams? Are they usually pleasant or unpleasant dreams? Do dreams ever wake you up?*

Activity 1: Tell students to look at the picture and describe what is happening. Encourage them to use the present continuous. Help them with the new vocabulary.

→ *Students' own answers*

Activity 2:

- In pairs, students ask and answer the questions. Encourage them to make complete sentences. Remind students that we use the present perfect tense to talk about experiences which are not at a specific time in the past.
- Ask the questions around the class asking different students to describe their dreams.

→ *Students' own answers*

READING Page 58

Aim: to read a text about sleep for specific information

Warm-up: Ask: *How many hours do you sleep each night? How important is sleep for you? Do you ever sleep a very long time?*

Activity 1

- Ask students to read the passage and find out why sleep is important.
 - Check the answers with the class.
- *We rest and get ready for the next day. Our body grows and fights diseases when we sleep.*

Activity 2

- Ask students to read the passage again and decide which statements are true and which are false.
- Students compare their answers in pairs.
- Check the answers with the class.

→ **1 True 2 True 3 False 4 False 5 True 6 True**

EXTRA ACTIVITY

→ Students correct the false statements by writing complete answers.

READING AND LISTENING Page 59

Aim: to read the table of dreams and their interpretations for main ideas; to listen to a sleep scientist for specific information

Warm-up: Ask: *Do you think that dreams have meanings? Should we pay attention to our dreams?*

Activity 1

- Read the dreams in the table with the class.
- Students say which are pleasant dreams and which are nightmares.
→ *Students' own answers*

Activities 2 and 3

- Read the interpretations with the class. Point out that we form the future with *will* and *won't* + the verb.
- Ask students to match the dreams with the interpretations.
- Explain the students that they are going to hear a sleep scientist talking about dreams in Activity 2.
- Read the text to the class. Students listen and check their answers in Activity 2.
- Check the answers with the class. Ask some students to read the dreams and their interpretations aloud.
→ 1D 2C 3B 4E 5A

Listening text: Everyone dreams when they are asleep. Dreams can tell us things about our future, especially if you have the same dream very often. But it isn't always easy to interpret a dream. Here are some examples of common dreams and their interpretations.

If you dream that there is a snake on the ground in front of you, a sorcerer will take you into "Kong" witchcraft.

If you dream that you are flying like a bird, you'll be an important person and you'll travel around the world.

If you dream that you find a shining stone on the road, this means that someone will give you a lovely present.

If you dream that your house is on fire and you can't get out, you probably won't pass your exam.

Finally, if you dream that you are almost dead, you can be sure that you'll live for a long time and you'll have children and grandchildren.

Remember Page 59

- Read the Remember box with the class. Ask students to copy the rule and examples into their exercise books.
⇒ **Grammar, Page 118**

SPEAKING AND WRITING Page 59

Aim: to give and write interpretations for dreams

Activity 1

- Read the dreams with the class.
- Discuss possible interpretations for these dreams in open class. Encourage students to make sentences with *will* and *won't*.
→ *Students' own answers*

Activity 2

- Ask students to write an interpretation for each of the dreams in Activity 1.
- Read some of their interpretations to the class. Find out what the most common interpretations are.
→ *Students' own answers*

LISTENING AND SPEAKING Page 60

Aim: to listen to superstitions and advice

Warm-up: Ask: *What is a superstition? Do you believe in any superstitions? Can you give some examples?*

Activity 1

- Read the superstitions in the table with the class. Check any new words.
- Students read the example in the table: *If you get out of bed on your left leg, you will have a very bad day.*
- Ask students to guess the other superstitions.
- Read the superstitions. Students complete the table.
- Students practise making complete sentences from the information in the table.
 - *If you get out of bed on your left leg in the morning, you'll have a very bad day.*
 - If you insult adults, you'll have a pimple in your eye.*
 - If you don't give food to your ancestors, you won't succeed in life.*
 - If you whistle at night, sorcerers will visit you.*

Listening text: **1** You *mustn't* get out of bed on your left leg in the morning; you'll have a very bad day.
2 You *mustn't* insult adults; you'll have a pimple in your eye.
3 You *must* give food to your ancestors or you won't succeed in life.
4 You *mustn't* whistle at night; sorcerers will visit you.

Activity 2

- Read the example with the class.
- Ask students to make sentences with *must* / *mustn't* and the information in the table.
- Check the answers around the class.
 - **1** You *mustn't* get out of bed on your left leg in the morning.
 - 2** You *mustn't* insult adults. **3** You *must* give food to your ancestors.
 - 4** You *mustn't* whistle at night.

EXTRA ACTIVITY

- Write the following situations on the board:
 - 1 Your mother is very ill.*
 - 2 Your friend doesn't come to school.*
 - 3 You are becoming very fat.*
 - 4 You've got a bad headache.*
- Ask students to write strong advice for the situations using *must* and *mustn't*.

Remember Page 60

- Read the Remember box with the class. Tell students to write the examples in their exercise books.
 - ⇒ **Grammar, Page 119**

WRITING Page 60**Activity 1**

- Students must write strong advice with *must* and *mustn't*
 - *Students' own answers*

PRONUNCIATION Page 60

I Aim: to practise saying a poem

Activity 1

- Read the poem. Students listen and read silently.
- Check they understand the general meaning of the poem.
- Students practise saying the poem aloud chorally and then individually.

Activity 2

- Say the words aloud pausing for students to repeat.
- Students practise saying the words. Make sure they pronounce the sound correctly.

WORKBOOK

- 1 1 dream 2 fantastic 3 screamed 4 nightmare
- 2 1f 2e 3a 4b 5c 6d
- 3 1e 2d 3b 4a 5c
- 4 1 Mary was happy because she dreamed she was a princess. 2 Two children were surprised because they had the same dream. 3 Kevin was angry because he dreamed someone took his money. 4 Bob was frightened because he dreamed he had a terrible accident. 5 Ngonzo was sad because she dreamed she was blind.
- 5 1 Kevin must brush his teeth after meals. 2 Anna mustn't stay out very late at night. 3 He mustn't touch electric wires with wet hands. 4 My grandmother mustn't refuse to go to hospital when she is ill./My grandmother must go to hospital when she is ill. 5 You must learn your lessons if you want to succeed.
- 6 1 If you walked under a ladder, you will have a lot of bad luck. 2 If you get up on your left leg, you'll have a bad day. 3 If you feed your ancestors, you will succeed in life. 4 If you give money to a beggar, you'll become a beggar.
- 7 1 I had a nightmare yesterday. 2 Ngonzo dreamed she was dead. 3 You must respect your parents. 4 Adults mustn't eat too much. 5 I had a pleasant dream.
- 8 1 hot 2 bread 3 no 4 uniform
- 9 1 dreams 2 nightmare 3 sleep 4 night 5 light 6 deep 7 luck 8 interpret

Lesson 2 Predictions ► Page 61

TOPIC: horoscopes

GRAMMAR AIMS:

- asking questions about the future using *will*
- using future time expressions

SPEAKING Page 61

Aim: to practise saying dates; to ask and say when you were born

Warm-up: Ask: *Can you name any signs of the zodiac? Do you know where the signs of the zodiac come from? (star constellations)*

Activity 1

- Look at the signs of the zodiac with the class.
- Read the example and ask students to say the dates of the other signs.
 - *Students' own answers*

Activity 2

- Ask two confident students to demonstrate the dialogue.
- In pairs, students practise similar dialogues about their own dates of birth and sign.
- Find out which is the most common sign in the class.
 - *Students' own answers*

READING Page 61

Aim: to read a horoscope for main ideas

Warm-up: Ask: *What is a horoscope? Where can we find horoscopes? Do you ever read your horoscope?*

Activity 1

- Students read the horoscope. Check the new vocabulary.
- Ask students to say which signs will have a bad week.
- Check the answers with the class.
 - *Scorpio and Sagittarius will have a bad week.*

LISTENING AND WRITING Page 62**Activity 1**

- Ask two confident students to read the dialogue.
- Ask students to match the people with their zodiac signs on page 61.
- Check the answers with the class.
 - Diane – Libra; Eko – Sagittarius; Edzoa – Scorpio

Activity 2

- Explain the activity. Read the sentences to the class.
- Read the text. Students choose the correct words to complete the sentences.
 - 1 an awful nightmare 2 doesn't believe 3 had a headache 4 didn't receive 5 didn't have 6 finger

Listening text: Diane: My horoscope didn't come true. I didn't have a nice dream at all. In fact, I had an awful nightmare. And I didn't receive a present. I don't believe in horoscopes.

Eko: My horoscope said I would be very ill but I only had a headache. I slept for an hour and I was all right. And I didn't receive any sad news. I don't believe in horoscopes either.

Edzoa: Part of my horoscope came true. I had an accident. I fell from a tree and cut my finger. But yesterday wasn't a lucky day for me. I got bad marks in my Maths test. I'm not sure if I believe or not.

EXTRA ACTIVITY

→ Write these questions on the board and ask students to write complete answers.

- 1 Does Diane believe in the horoscope?
- 2 Who is worried about the horoscope prediction?
- 3 Does Edzoa believe in the horoscope?
- 4 What else does Eko's horoscope say?
- 5 What else does Edzoa's horoscope say?

Activity 3

- Ask students to choose a zodiac sign and write a horoscope for next week using *will* and *won't*. Tell them to choose a friend's sign.
- Walk around the class helping students.
- Students exchange horoscopes and correct mistakes.
- Ask some students to read their horoscopes to the class.
 - Students' own answers

GRAMMAR Page 62

Aim: to practise asking questions with *will*

Warm-up: Write the following question on the board: *Will you read your horoscope tomorrow?* Ask students what word we use to make a question in the future. (*Will*) Ask: *What is the future time expression in this question? (tomorrow)*

Activity 1

- Look at the information in the table with the class. Make an example question.
- Ask students to make questions using the information.
- Check their answers orally around the class.
 - Students' own answers

Activity 2

- Ask two students to demonstrate the example question and answer.
- Point out the short answers *Yes, I will. No, I won't*. Remind students that *won't = will not*.
- In pairs, students practise asking questions with *will* using the information in the table and giving short answers.
- Ask random pairs to ask and answer their questions.
 - Students' own answers

Activity 3

- In pairs, students practise asking and answering questions using the time expressions and prompts.
- Ask students the questions around the class.
 - *Students' own answers*

WRITING Page 62

Aim: to write sentences using *will*

Activity 1

- Read the example with the class.
- Students write sentences using the time expressions in Grammar Activity 3.
- Ask some students to read their sentences.
 - *Students' own answers*

READING Page 63

Aim: to read about Cameroon in the future

Warm-up: With books closed, ask students to say what will be different in their village or town in the future.

Activities 1 and 2

- Students read the predictions and decide which they agree with.
- In pairs, they compare their answers. Encourage them to use the expressions: *I agree with* and *I disagree with*
- Discuss students' answers in open class.
 - *Students' own answers*
- Students read the text and find out which predictions the writer agrees with.
- Check the answers with the class.
 - **1 agrees 2 doesn't mention 3 agrees 4 doesn't mention 5 agrees 6 doesn't mention 7 agrees 8 agrees**

SPEAKING AND WRITING Page 63

Aim: to talk and write predictions about students' own future

Warm-up: Ask students to make two predictions that they are sure will happen to them in the future. Ask them to say when this will happen.

Activity 1

- Students match words on the left with words on the right to form future time expressions.
- Check the answers with the class. Tell them to copy these time expressions into their exercise books.
 - *tomorrow morning / afternoon / evening; next year / week / month; in six months' time / two days' time / ten years' time*

Activity 2

- Students predict three things about their future using time expressions.
- Ask students for their predictions around the class.
 - *Students' own answers*

Activity 3: Ask students to make three predictions about a friend's future.

→ *Students' own answers*

Activity 4

- Students write four predictions about their future.
- Ask some students to read their predictions to the class.
 - *Students' own answers*

WORKBOOK

- **1 1 Taurus 2 Capricorn 3 Aquarius 4 Leo 5 Sagittarius**
- **2 1 Aquarius 2 Cancer 3 Scorpio 4 Aries**
- **3 1 In 2 Next 3 Tomorrow 4 time 5 evening 6 In**

- 4 1 When will you be a doctor? 2 When will you receive a nice present? 3 When will you receive some good news? 4 When will you be in the fourth form? 5 When will your friends have a party? 6 When will you argue with your best friend?
- 5 1 Next 2 In 3 be 4 be 5 will 6 fly 7 man/person
- 6 Students' own answers
- 7 1 I won't have a lot of children. 2 They won't travel to Nigeria in September. 3 She won't come with us. 4 It won't rain tomorrow.
- 8 1 horoscope 2 tomorrow 3 future 4 airport 5 zodiac 6 believe

Practice page ► Page 64

GRAMMAR

Activity 1: Students complete the dialogue with *will* and *won't*.

- 1 Will 2 won't 3 will 4 Will 5 will 6 will

Activity 2: Students match the questions and answers.

- 1c 2d 3a 4e 5b

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

- 1 mustn't 2 must 3 must 4 mustn't 5 must

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

- 1 next 2 month 3 in 4 tomorrow 5 day

LET'S HAVE FUN

Activity 1: Role play. Students take it in turns to read their partner's future in a glass ball. Tell them to use the prompts or their own ideas.

- Students' own answers

Activity 2

- Ask students to write their partner's horoscope for next week.
- Students exchange horoscopes and read them.

- Students' own answers

Unit summary

COMMUNICATION FOCUS

- talking about water
- describing a process
- describing geographical features
- describing direction

VOCABULARY

- water: *cloud, vapour, flow, boil, bucket, well, flood, drought, salty, fresh, tap, reservoir*
- geographical features: *hill, coast, plain, valley, land, lake, sea, ocean, river, stream, waterfall, mountain*
- prepositions: *down, up, through, across, into, under*
- fractions: *half, a third, two thirds, a quarter, a fifth*

Lesson 1 Water everywhere ▶ Page 65

TOPIC: the water cycle

- GRAMMAR AIMS:**
- to use prepositions of direction
 - to describe a process using the present simple and sequencing words

READING Page 65

Aim: to read a poem for main ideas

Warm-up: Look at the pictures on page 65 with the class. Ask students to describe the pictures. Help students with the new vocabulary. Write some of their ideas on the board.

Activity 1

- Explain to students that they are going to read a poem. Tell them not to worry if they don't understand every word of the poem. They should read for general meaning.
- Read the poem aloud. Students listen and read silently.
- Ask students, in pairs or individually, to match the verses of the poem with the pictures.
- Check their answers with the class.
→ *verse 1d; verse 2a; verse 3f; verse 4g; verse 5b; verse 6c; verse 7e*

Activity 2

- Ask students to answer the questions with a partner.
- Discuss their answers with the class.
- Students practise saying the poem.
→ *1 seven verses 2 three lines in each verse 3 sea, stream, river, puddle, ocean 4 around / round; sky / high; hill / spill; flows / grows; around / ground; sea / free*

VOCABULARY Page 66

Aim: to learn vocabulary for geographical features

Warm-up: Ask students to look at the picture and name as many things as they can.

Activity 1

- Ask students to match the words in the box with the labelled features in the picture.
- Check their answers with the class. Ask students which words are similar in French.
→ *1 mountain 2 stream 3 river 4 valley 5 sea 6 coast 7 lake 8 plain 9 waterfall 10 cloud*

Activity 2

- Ask students to put the sentences in order.
→ *d e b a c*

Remember Page 66

- Read the Remember box with the class. Tell them to copy the prepositions and example sentences in Activity 2 into their exercise books.

Activity 3

- Students complete the poem with the correct prepositions. Tell them to look back at the sentences in Activity 2 for help.
- Check the answers by asking some students to read the poem.
- Students practise saying the poem.
 - *down, through, under, across, into*

READING Page 67

Aim: to read a process and understand text organisation

Warm-up: Look at the pictures with the class. Ask students to describe the pictures. Elicit the new vocabulary and write it on the board.

Activity 1

- Ask the students to put the pictures in order to describe how to make clean drinking water.
- Read the sentences with the class. Check the new vocabulary.
- Draw students' attention to the sequencing words at the beginning of each sentence.
- In pairs, students take it in turns reading the process.
 - *C, A, D, E, B*

Remember Page 67

- Read the Remember box with the class. Tell students to copy the sequencing words into their exercise books.

WRITING Page 67

Activity 1

- Read the words in the box and explain the meanings.
- Describe the pictures using the words in the box.
- In pairs, students practise describing how to make a cup of tea using the sequencing words.
- Ask students to write a description of how to make a cup of tea using the sequencing words.
- Ask some students to read their descriptions to the class.
 - *Sample answer: First, you heat water in a kettle. After that, you put some tea in the teapot. Next, you pour boiling water into the pot. Then, you leave the tea for three minutes. Finally, you pour the tea into a cup.*

PRONUNCIATION Page 67

Aim: to practise the long and short vowel sounds /i:/ and /ɪ/

Activity 1

- Say the pairs of words aloud, pausing for students to repeat. Make sure they pronounce the vowel sound correctly.
- Students practise saying the pairs of words.

Activity 2

- Ask students to put these words into the two sound groups.
- Say the words aloud. Students listen and check.
 - /i:/ *rip, sit, swim, drink, live*; /ɪ/ *reap, deep, seat, stream, sea, leave*

WORKBOOK

- 1 **1** fish **2** stream **3** valley **4** coast **5** because it is salty
 - 2 **1** sea **2** clouds **3** lake **4** waterfall **5** river
 - 3 **1** stream **2** river **3** lake **4** sea **5** ocean
- Students' own answers*

- 4 1 valley 2 mountain 3 ocean 4 bridge 5 cloud 6 lake
- 5 1 into 2 down 3 across 4 through 5 under
- 6 1 valley 2 sea 3 sun 4 cloud 5 wind
Students' own answers
- 7 1 Water runs down the hill. 2 Fish swim in the sea. 3 We need water to live. 4 The river flows under the bridge.
- 8 **Sentences' order:** 2, 6, 1, 4, 5, 3
- 9 Students own answers

Lesson 2 Water for life ▶ Page 68

TOPIC: water issues

GRAMMAR AIMS:

- to practise preposition + gerund patterns
- to talk about obligation and necessity using the modals *must*, *can't*, *should* and *shouldn't*

VOCABULARY Page 68

Aim: to learn fractions

Warm-up: With books closed, draw a diagram illustrating the following fractions: *half*, *a quarter*, *three quarters*. Ask students how we say these fractions in English.

Activity 1

- Ask students to match the fractions with the words and phrases.
- Say the fractions aloud. Students listen and repeat.
 - $\frac{1}{2}$ half, $\frac{1}{4}$ a quarter, $\frac{3}{4}$ three quarters, $\frac{1}{5}$ a fifth, $\frac{1}{3}$ a third, $\frac{2}{3}$ two thirds

EXTRA ACTIVITY

- Dictate ten ordinal numbers for example: *first*, *tenth*, *fifteenth*, etc. Students write the figures.
- Check the answers by asking students to say the ordinal numbers aloud.

READING AND LISTENING Page 68

Aim: to answer a quiz about the importance of water

Warm-up: Ask: *How much water do you drink every day? Why is water very important for us?*

Activities 1 and 2

- Read the questions with the class and check students understand new words.
- Ask students to answer the quiz.
- Students compare answers with a partner.
- Explain to students that they are going to hear a scientist talking about water. Tell them to listen and check their answers to the quiz questions.
- Read the text. Students listen and check their answers.
- Check their answers around the class.

→ 1b 2a 3a 4b 5b 6c 7c

Listening text: Water is everywhere on Earth. About two thirds of the surface of the Earth is covered with water. Water freezes at 0°C and it boils at 100°C.

Water is very important for life. Without water there would be no life on Earth. But many people don't know a lot about water. Did you know, for example, that about three quarters of your body is water? If you don't drink water you will die. You can only live about five days without drinking water. And an adult person needs to drink about two litres of water every day.

But everyone does not have clean water in their home. In Africa, only a quarter of homes have clean tap water. It is very important to drink clean water. You mustn't drink river or lake water without boiling it because you can catch diseases. But you can drink tap water or bottled water without boiling it.

EXTRA ACTIVITY

- Ask students, in pairs, to write two more quiz questions about water.
- Pairs exchange their questions and answer them.

Remember Page 68

- Read the Remember box with the class. Tell students to copy the example sentences into their exercise books.

Activity 3

- Students complete the sentences with the correct prepositions.
- Check the answers orally with the class.
 - **1** by **2** for **3** after **4** without **5** before

READING Page 69

Aim: to read about water problems for main ideas and specific information

Warm-up: Ask students to say what problems are linked to water or the lack of water in the world. Elicit *drought, floods, pollution, disease*.

Activity 1: Ask students to describe the pictures.

→ *Students' own answers*

Activity 2

- Students read the passage and choose the best title.
- Check the answer with the class.
 - *A thirsty planet*

Activity 3

- Students read the passage again and answer the questions.
- Check the answers with the class and make sure students understand the new vocabulary.
 - *1b 2a 3c 4c*

SPEAKING AND READING Page 70

Aims: to talk and read about water sources

Warm-up: Ask students where the water we drink comes from. Write some of their ideas on the board.

Activity 1

- Read the questions with the class.
- Students answer the questions with a partner.
- Discuss their answers in open class.
 - *Students' own answers*

Activity 2

- Students read the conversation in pairs. Check students understand the new vocabulary.
- Ask pairs of students to read the dialogue aloud.

Activity 3

- Students read the dialogue again and decide which sentences are true and which are false.
- Check the answers with the class.
- Ask students to correct the false sentences.
 - **1** False. *Nyango drinks clean water.* **2** False. *Nyango gets water from the river.*
3 False. *Ndoumbe gets water in buckets.* **4** True.

GRAMMAR Page 70

Aim: to revise and practise modal verbs

Warm-up: Write the following modal verbs on the board: *must, can, should*. Ask: *What are the negative forms? (mustn't, can't, shouldn't)*. Ask students to make sentences with these verbs. Write some of their suggestions on the board.

Activity 1

- Ask students to find five sentences in the dialogue with modal verbs.
- Check the answers with the class.
 - *You can't be serious! You mustn't drink river water. You can catch diseases... We must carry water... The water corporation should pump...*

Remember Page 70

- Read the Remember box with the class. Tell students to copy the rules and examples into their exercise books.
 - ⇒ **Grammar, Page 119**

Activity 2

- Ask students to complete the sentences with a modal verb.
- Check the answers by asking students to read out their sentences.
 - **1** *mustn't* **2** *can* **3** *shouldn't / can't* **4** *must* **5** *can*

PRONUNCIATION Page 70

I Aim: to practice the /w/ sound

Activity 1

- Read the sentences aloud. Students listen and repeat. Make sure they pronounce the /w/ sound correctly.
- Students practise saying the sentences, paying attention to the /w/ sound.

WORKBOOK

- **1** **1** *half* **2** *quarter* **3** *three quarters* **4** *one third* **5** *two thirds* **6** *one sixth*
- **2** **1** *growing* **2** *cooking* **3** *washing* **4** *keeping* **5** *drinking* **6** *boiling*
- **3** **1** *by* **2** *After* **3** *without* **4** *for* **5** *before* **6** *without*
- **4** **1** *can* **2** *can* **3** *can't/mustn't* **4** *mustn't* **5** *must* **6** *must*
- **5** **Across:** **1** *dirty* **3** *boil* **6** *drink* **7** *tap* **9** *fresh* **10** *crops* **11** *well* **Down:** **2** *river* **3** *bucket* **4** *lake* **5** *half* **6** *disease* **8** *pumps*
- **6** **1** *ship* **2** *keep* **3** *life* **4** *think*

Practice page ► Page 71

GRAMMAR

Activity 1: Students complete the sentences with *can*, *should*, *shouldn't*.

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

Activity 2: Students complete the sentences with *must* / *mustn't* or *can* / *can't*.

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

Activity 3: Students complete the sentences with the prepositions.

- **1** *up* **2** *across* **3** *under* **4** *into* **5** *through*

Activity 4: Students match the two parts of the sentences and then join them with a preposition.

- **1** *without* **d** **2** *before* **c** **3** *for* **a** **4** *by* **b**

LET'S HAVE FUN

Activity 1: Students find words to match the definitions.

- **1** *bucket* **2** *stream* **3** *flows* **4** *ocean* **5** *coast*

VOCABULARY

Activity 1: Students find the 14 words in the word square.

→ *nylon, leather, stream, cotton, dark, ocean, smart, gold, loose, hill, lake, tight, red, plain*

Activity 2:

• Students put the words from the word square into the three word groups.

→ **Geographical features:** *stream, ocean, hill, lake, plain* **Adjectives describing clothes:** *dark, smart, loose, tight, red, (plain)* **Materials:** *nylon, leather, cotton, gold*

• Students think of two more words for each group.

→ *Students' own answers*

GRAMMAR

Activity 1: Students fill in the gaps in the sentences with *very* or *too*. Sometimes either word can be used.

→ **1** *too* **2** *very* **3** *too (or very)* **4** *very* **5** *too*

Activity 2: Students put the adjectives in the correct order.

→ **1** *beautiful young woman* **2** *green cotton dress* **3** *large black leather hat* **4** *dirty old wooden box* **5** *lovely new blue jacket* **6** *smart brown leather shoes*

Activity 3: Students complete the sentences using *will* or *won't*.

→ **1** *will* **2** *will* **3** *won't* **4** *Will* **5** *won't* **6** *will* **7** *Will* **8** *will*

Activity 4: Students choose appropriate words from the box together with *must* or *mustn't* to complete the sentences.

→ **1** *must buy* **2** *must listen* **3** *must do* **4** *mustn't come* **5** *mustn't make*

CHECK YOUR PROGRESS

Activity 1: Students make sentences by matching a phrase from box A with a phrase from box B.

→ **1** *under c* **2** *across a* **3** *up b* **4** *through e* **5** *into d*

Activity 2: Students complete the sentences with the correct form of *look* or *look like*.

→ **1** *looks* **2** *looks like* **3** *look like* **4** *looks like*

Activity 3: Students complete the sentences with *will* or *will not*.

→ **1** *will* **2** *will not* **3** *will* **4** *will* **5** *will not* **6** *will* **7** *will* **8** *will*

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 ways of communicating
- talking about experiences
- telephoning
- asking and saying what we have done

VOCABULARY

- communication: *telephone, radio, television, messenger, letter, post, mobile phone, text message, receive, send*
- computers: *Internet, e-mail, connection, cybercafé, CD-Rom, base unit, disk, keyboard, mouse, mouse mat, printer, print, display, store, control*

Lesson 1 Communicating ▶ Page 74

TOPIC: methods of communication

- GRAMMAR AIMS:**
- to ask about experiences using *ever* and the present perfect
 - to talk about experiences using *never, already* and the present perfect

READING Page 74

Aim: to read a text about ways of communicating for specific information

Warm-up: With books closed, write the word *Communication* on the board. Ask students to say words and ideas that they associate with communication. Write some of their ideas on the board.

Activity 1

- Look at the pictures with the class.
- Ask students to describe the pictures. Help them with the new vocabulary.
→ *Students' own answers*

Activity 2

- Ask students to read the passage and find out how people communicated before there was modern technology.
- Check the answers with the class. Help students with the difficult vocabulary.
→ *A messenger on a donkey called the town crier called out the message in a loud voice or he blew a horn. Sometimes he played the xylophone or he beat the drum. Some people shot guns.*

Activity 3

- Ask students to read the passage again and answer the questions.
- Students compare their answers with a partner and then read them to the class.
→ **1** He was called the town crier. **2** He walked or rode a donkey. **3** To invite people to a celebration. **4** You use a mobile phone. **5** You use a computer and the Internet. **6** We know what is happening in other parts of the world.

Activity 4

- Students put the different ways of communicating into two groups.
- Check the answers with the class.
- Ask students to say where these ways of communicating are used most.
→ **Modern:** *letter, mobile phone, telephone, radio, television, newspaper, text message, e-mail*
→ **Ancient:** *town crier, blow a horn, play a xylophone, beat a drum, shoot a gun*

LISTENING AND SPEAKING Page 75

Aim: to listen to three people talking about ways of communicating they use

Warm-up: Look at the picture with the class and ask: *What is the child doing? Have you ever used a mobile phone? Have you ever sent a text message?*

Activity 1

- Ask students to copy the table into their exercise books.
- Explain that they are going to hear three people talking about the ways of communicating they have used.
- Read the texts. Students listen and complete the table with ticks or crosses.
- Check the answers by asking students to make complete sentences.

	Adija	Moussa	Brenda	You
received a letter	√	X	√	
used a mobile phone	X	√	√	
heard a town crier	X	√	X	
sent an e-mail	X	X	√	
sent a text message	X	X	√	

Listening text: Adija has already received a lot of letters from her pen friend in France. She has already used a phone but she has never used a mobile phone or sent a text message. She lives in a town so she's never heard a town crier. She has never used a computer so she has never sent an e-mail.

Moussa has never received a letter. He has already used a mobile phone but he has never sent a text message. He lives in a village and he has already heard the town crier. He has never sent an e-mail.

Brenda has already received letters from her family in France. She has got a mobile phone and she has already sent text messages. Her father has got a computer and she has sent an e-mail to her pen friend. She has never heard a town crier because she lives in a city.

Activity 2

- Read the example sentences with the class. Point out the position of *never* and *already* in sentences in the present perfect. Tell students that we use the present perfect to talk about experiences and not the past simple.
- Students make similar sentences with the information in the table.
- Ask random students to say their sentences and write some on the board.
→ *Students' own answers*

Activity 3

- Ask students to complete the table for themselves.
- Ask two students to demonstrate the dialogue. Point out the position of *ever* in the sentence. If necessary, translate the question into French. Explain that *ever* is only used in questions.
- In pairs, students ask and answer similar questions.
→ *Students' own answers*

GRAMMAR Page 75

Aim: to learn how to use *ever*, *never* and *already* with the present perfect

Warm-up: Write the following gapped sentences on the board: *I've already used a _____. I've never used a _____.* Ask students to complete the sentences orally.

Remember Page 75

- Read the Remember box with the class. Tell students to copy the rule and the example sentences into their exercise books.
⇒ **Grammar, Page 118**

Activity 1

- Ask students to copy and complete the dialogues with the words in brackets, using the present perfect.
- Ask pairs of students to read their dialogues to the class.
- Students practise the dialogues with a partner.
→ **1** *I've (have) never sent* **2** *I've (have) received* **3** *Have you ever sent* **4** *have* **5** *have already received*

WRITING Page 75

I Aim: to write about their experience using *already* and *never*

Activity 1

- Ask students to write five true sentences about their experiences using *already* and *never*.
 - Ask students to read their sentences to the class.
- *Students' own answers*

EXTRA ACTIVITY

- Ask students to work in pairs and write short dialogues using the present perfect. Tell them to use the dialogues in the Grammar activity as models. If necessary, give them the following prompts: *letter, Internet, e-mail, text message, mobile phone, fax*.
- Ask random pairs to read their dialogues to the class.

LISTENING AND SPEAKING Page 76

Aim: to practise telephone conversations

Warm-up: Ask: *Have you got a telephone at home? When do you use the telephone?*

Activity 1

- In pairs, students complete the telephone conversation with the words in the box.
- Read the conversation with a confident student.

→ **1** This **2** speak **3** afraid **4** Can **5** tell **6** called **7** back **8** I'll

Listening text: Jane: 673290.

Fred: Hello. This is Fred. Can I speak to John, please?

Jane: I'm afraid he's out. Can I take a message?

Fred: Thanks. Could you tell him that Fred called. I'll call back later.

Jane: OK. I'll tell him. Goodbye.

Fred: Goodbye.

Activity 2

- Students listen to the conversation and check their answers.
- Students practise the conversation in pairs.

Activity 3: Ask students to complete the messages with the present perfect form of the verbs in the box.

→ **1** has done **2** has bought **3** has received **4** has arrived **5** has seen **6** hasn't visited

Activity 4

- Tell students that they are going to hear two telephone conversations corresponding to the two messages.
- Read the conversations. You may like to read the conversations with a confident student. Students listen and check their verbs in the messages.

Listening text: **Conversation 1**

John: Hello.

Sarah: Hello. This is Sarah speaking. Can I speak to Jane, please?

John: I'm afraid she's out at the moment. Can I take a message?

Sarah: Yes. Could you tell her that I've finished my exams? I think I've done well in Maths and Physics. Also, I've bought a bus ticket home for next Friday.

John: Right. I'll leave her a message.

Sarah: Thanks. Can you tell her I'll phone tomorrow?

John: OK. Goodbye.

Conversation 2

Diane: Hello.

Peter: Hi! This is Peter. Is that Diane?

Diane: Yeah.

Peter: Can I speak to your mum, please?

Diane: I'm afraid mum's out. Can I give her a message?

Peter: Yes, please. Could you tell her that I've received an e-mail from Dorothy. She's arrived in Yaoundé. She's seen her cousin but she hasn't visited the university yet.

Diane: I'll write her a message because I'm going out. Anything else?

Peter: Tell her I'll phone again this evening.

Diane: OK. Bye.

Peter: Thanks. Goodbye.

EXTRA ACTIVITY

- Tell students to make a list of infinitive verbs. Give them two minutes to do this.
- In pairs, they take it in turns to say the verbs and the past participles.

WRITING Page 76

I Aim: to practise a telephone conversation and write a message

Activity 1

- In pairs, students write a telephone conversation. Tell them to use the conversations in Activities 1 and 4 as models. Tell them to leave a message for a person who is absent.
- Students practise their conversations. Go around the class monitoring students' work and helping them.
- Ask random pairs to read their conversations.
 - *Students' own answers*

Activity 2

- Students write a message about the information in their conversation. Tell them to use the messages in Activity 3 as models.
- Ask some students to read out their messages to the class.
 - *Students' own answers*

PRONUNCIATION Page 76

I Aim: to recognise different vowel sounds

Activity 1

- Read the series of words. Students listen and identify the word(s) with a different vowel sound in each series.
- Check the answers orally.
- Students practise saying the words.
 - **1** ancient, **friend** **2** donkey **3** blew

WORKBOOK

- **1** 1 newspaper 2 mobile phone 3 radio 4 letter 5 e-mail 6 television 7 horn 8 parrot 9 telephone
- **2** 1 letter 2 parrot's 3 horn 4 newspaper 5 mobile phone/telephone
- **3** 1 e-mail 2 telephone 3 television 4 radio 5 mobile phone 6 letter 7 newspaper
- **4** 1 True 2 False – The town crier walked or rode a donkey. 3 False – People shot their guns to send their messages. 4 True 5 True 6 False – Cameroonians can watch football matches in Cameroon and France at the same time.
- **5** 1 has sent 2 has bought 3 have visited 4 has received, has written
- **6** 1 has taken 2 Has, ever won 3 has never won 4 has won
- **7** 1 Have 2 have 3 met 4 Have you ever been 5 already 6 been 7 Have 8 ever 9 haven't 10 never 11 Have 12 ever 13 have
- **8** Sentences' order: e, c, a, d, f, b
- **9** *Students' own answers*

Lesson 2 The Internet ► Page 77

TOPIC: computers and the Internet

GRAMMAR AIM: to use *just* and *yet* with the present perfect

READING Page 77

Aim: to read a text about the history of the Internet and e-mail for specific information

Warm-up: Write the word *Internet* on the board. Ask students to say what they associate with the Internet. Write their ideas on the board.

Activity 1: Read and discuss the questions with the class.

Activity 2

- Tell students to read the passage and check the answers in Activity 1.
- Check the answers with the class.
 - **1** *It is a global network which connects computers.* **2** *You need a computer.*
3 *It is an electronic message which you send on the Internet.* **4** *You can go to a cybercafé.*

Activity 3

- Ask students to read the text again and decide which statements are true and which are false.
- Check their answers around the class.
- Students correct the false statements.
 - **1** *False – It started in 1969.* **2** *True* **3** *True* **4** *False – You can send photos.* **5** *True* **6** *False – It is not expensive.*

Activity 4: Tell students to find the nouns from the following verbs in the text.

→ *communicate – communication, connect – connection, discuss – discussion, inform – information*

Remember Page 77

- Read the Remember box with the class. Ask students to write the examples in their exercise books.

Activity 5

- Students think of more nouns ending in *-ion* and *-ation*.
 - *Students' own answers*

VOCABULARY Page 78

Aim: to learn vocabulary to talk about computers

Warm-up: Look at the picture and ask students to say, in French if necessary, what the different parts of a computer are. Ask: *What is the girl doing?*

Activity 1

- Read the words in the box with the class.
- In pairs, students label the computer in the picture using the words in the box.
- Check the answers with the class.
 - **1** *mouse* **2** *keyboard* **3** *screen* **4** *base unit* **5** *printer* **6** *CD-Rom* **7** *mouse mat*

Activity 2

- Ask students to match the two parts of the definitions.
- Students compare their answers with a partner.
- Ask different students to read out the definitions. Make sure all the students understand the new vocabulary.
- Look at the picture again and discuss the definitions.
 - *1c 2e 3f 4a 5d 6g 7b*

LISTENING Page 78

Aim: to listen to five people saying why they use the Internet

Warm-up: Ask students to say what people use the Internet for. Write some of their suggestions on the board.

Activity 1

- Read the uses in the table with the class. Students copy the table into their exercise books.
- Read the texts. Students complete the table by ticking the things people use the Internet for.
- Check the answers orally.

	Mark	Kevin	Diane	Sarah	John
I use the Internet to apply for jobs.	√				
I order books and CDs.			√		√
I read the news.		√		√	
I play online computer games.		√			√
I listen to music.			√	√	√
I send e-mail messages.	√	√	√		
I send greetings cards to my friends.				√	

Listening text: Mark: I use the Internet to apply for jobs. There are many job advertisements on the Internet. I also send e-mails to my friends.

Kevin: I use the Internet to read the news. The Internet has the latest news. I first read about the flood disaster on the Internet. I also play computer games and send e-mails.

Diane: I use the Internet to buy books. I can buy any book I want online. I also listen to music and send e-mails.

Sarah: I use the Internet to send greeting cards to my friends. It's a fantastic way of communicating with people. I also read the news and listen to music.

John: I listen to pop music and reggae on the Internet. I bought my Bob Marley CD online. I also play computer games.

GRAMMAR Page 79

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

Warm-up: Write the following sentences on the board: *Have you had lunch yet?* Students answer the question with *Yes, I have.* / *No, I haven't.*

Activity 1

- Students read and complete the dialogue with the present perfect of the verbs in brackets. Draw their attention to the use of *yet* in questions and negative sentences. Tell them that we don't use *yet* in affirmative sentences.
- Check the answers orally.
→ **1** written **2** finished **3** sent **4** sent **5** answered **6** done **7** written **8** made **9** asked **10** worked

Remember Page 79

- Read the Remember box with the class. Tell students to copy the rules and examples into their exercise books. They can write a translation if they wish.
⇒ **Grammar, Page 118**

Activity 2

- Ask students to complete the e-mail message with the words in the box.
- Check the answers orally around the class.
→ **1** message **2** invitation **3** school **4** results **5** changes **6** married **7** university

WRITING Page 79

Aim: to write an e-mail message

Activity 1

- Ask students to write a reply to Jane's e-mail. Tell them to give their news and use *yet* and *just* where possible.
- Go around the class monitoring students' work and helping them.
- Ask some students to read their messages to the class.
→ *Students' own answers*

WORKBOOK

- **1** 1e 2f 3a 4b 5c 6d
- **2** Next, write your friend's e-mail address. After that, type your message. Finally, send your message to your friend.

- 3 1 Have you sent an e-mail message yet? 2 I have just phoned Kevin. 3 She hasn't bought the food yet. 4 Have they sent the invitations yet?
- 4 1 have just found 2 decided 3 Have you finished 4 yet 5 have just finished 6 have passed yet 7 Have you received yet 8 haven't seen
- 5 1 computer 2 screen 3 disk 4 keyboard 5 mouse
- 6 1 communication 2 organisation 3 information 4 connection 5 discussion 6 creation

Practice page ► Page 80

GRAMMAR

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

- 1 have eaten 2 have never been 3 have not bought 4 has just sent 5 have not written

Activity 2: Write sentences in the present perfect using the words.

- 1 She hasn't repaired it yet. 2 She has just received it.
3 They have just washed them. 4 He hasn't washed it yet.

Activity 3: Complete the sentences with the present perfect.

- 1 read 2 have bought 3 Have you ever used
4 Have they ever seen; have never seen 5 Has Jane ever sent; has never sent

LET'S HAVE FUN

Activity 1: Students put the letters in order and write words from Unit 10.

- 1 receive 2 Internet 3 telephone 4 computer 5 message 6 keyboard 7 mouse 8 screen

Activity 2: Students separate the words, write sentences and punctuate them.

- 1 People can send and receive messages by mobile phones. 2 The world is a global village.
3 The town crier rode on a donkey or a horse. 4 In those days there were no telephones.

Unit summary

COMMUNICATION FOCUS

- giving reasons
- expressing consequences and results
- describing and predicting the weather
- expressing possibility and certainty

VOCABULARY

- wildlife: *dinosaur, mammoth, polar bear, gorilla, chimpanzee, elephant, ant, locust, parrot, bird*
- natural world: *species, extinct, endangered, hunt, hunter, poacher, rainforest, ice, ivory tusks, park warden, nature reserve, habitat, protect, disappear, illegal, volunteer*
- climate: *global warming, oil, carbon dioxide, greenhouse gas, atmosphere, heat, temperature, increase, rise, energy*

Lesson 1 Saving the animals ▶ Page 81

TOPIC: endangered wildlife

GRAMMAR AIMS:

- to use *to + infinitive* clause to explain the purpose of something
- to learn about phrasal verbs

READING AND VOCABULARY Page 81

Aim: to read a text about endangered animals for specific information

Warm-up: Ask students to name animals which live in the rainforests of Cameroon. Ask: *Which of these animals are endangered? Why? How can we protect the animals?*

Activity 1

- Ask students to read the text and find the animals. Tell students not to worry if they don't understand every word of the text at this point.
- Check the answers with the class. Explain the difficult vocabulary.
 - *dinosaurs and mammoths have become extinct; polar bears, gorillas and chimpanzees are endangered*

Activity 2

- Read the questions with the class.
- Students read the text again and answer the questions. Tell them to write complete answers.
- Ask students to read their sentences to the class.
 - **1** *The dinosaurs disappeared 65 million years ago.*
 - 2** *The mammoth became extinct because people hunted it for meat.*
 - 3** *destruction of habitat; poachers hunt them for meat; hunters catch animals for pets.*
 - 4** *Chimpanzees are endangered because poachers hunt them for meat.*
 - 5** *Poachers kill elephants for their tusks.*
 - 6** *We can create nature reserves.*
 - 7** *Park wardens look after the animals.*

Activity 3

- Ask students to match the words with the definitions.
- Check the answers with the class.
 - **1** *endangered species* **2** *extinct species* **3** *poachers* **4** *habitat* **5** *protected species*

LISTENING AND SPEAKING Page 82

Aim: to listen to an interview with a WWF volunteer for specific information

Warm-up: Write WWF on the board. Ask: *What is this organisation? What does it do? Do you know of any projects it conducts in Cameroon?*

Activity 1

- Tell students that they are going to hear an interview with a WWF volunteer from a wildlife project in Cameroon. Make sure students understand what a volunteer is.
- Ask students, in pairs, to write down two questions they think the journalist may ask the volunteer.
→ *Students' own answers*

Activity 2

- Read the sentences and possible answers with the class. Explain the difficult vocabulary.
- Read the interview. You may like to read the interview with a confident student. Students listen and choose the correct phrases to complete the sentences.
- Check the answers by asking different students to read out the complete sentences.

1c 2a 3a 4b 5b

Listening text: J = journalist V = volunteer

J: Good morning, Mr Brown.

V: Good morning, madam.

J: I believe you are a volunteer working with the World Wildlife Fund (WWF) in Cameroon. What are some of the things you are doing?

V: Cameroon is very rich country in animal and plant life. But today many species are endangered. We are trying to protect these animals and plants.

J: Why are the species endangered?

V: There are a lot of hunters who kill the animals. And farmers cut down the forests to grow crops. We are creating protected areas.

J: Do you tell the people they shouldn't hunt in these protected areas?

V: Yes, we tell them not to hunt in the protected areas. But we also give them some areas where they can hunt. They can hunt in community hunting areas and free zones.

J: Do the people obey these rules?

V: In general, yes, they do. We employ local people to work in the protected areas. They educate the villagers. They manage the protected areas as well.

J: Is this enough to stop people from killing animals?

V: No. There are still many poachers who kill animals illegally. But we're building special control posts. We're also training people to control the illegal killing of elephants, chimpanzees and monkeys.

J: Thank you Mr Brown. I hope you will be successful.

Activity 3

- Role play. Ask students to work in pairs and take it in turns to interview the WWF volunteer.
- Encourage students to prepare questions together before they start their interviews.
- Go around the class helping students.
- Ask different pairs to act out their interviews for the class.
→ *Students' own answers*

GRAMMAR Page 82

Aim: to practise using infinitives of purpose

Warm-up: Write the following sentence on the board: *People cut down rainforests to grow crops.* Ask: *What do people do? Why do they do this? Which part of the sentence expresses a reason or explanation?*

Activity 1

- Read the sentences with the class. Students answer the questions.
- Point out the use of the infinitive clause to give the reason for something.
→ **1** to sell them for pets **2** to sell the ivory of their tusks

Remember Page 82

- Read the Remember box with the class. Tell students to copy the rule and example sentences into their exercise books.
⇒ **Grammar, Page 120**

Activity 2

- Ask students to complete the sentences with the infinitives of the verbs in the box.

- Check the answers by asking students to read out their sentences.
→ **1** to give **2** to visit **3** to protect **4** to buy **5** to sell

VOCABULARY Page 83

Aim: to practise using phrasal verbs

Warm-up: Write the following instructions on the board: *Turn on the light. Turn off the light. Ask: What is the difference in meaning? Which words change the meaning?*

Activities 1 and 2

- Read the sentences with the class.
- Ask students to copy the sentences into their exercise books and to underline the verbs. Make sure they underline the verb and its particle in each sentence.
- Ask students to write the answers on the board.
- Ask students to answer the questions.
- Discuss the answers with the class.
→ **a** look after **b** look for **c** Look at
→ **1** No, they have different meanings. **2** Each verb is formed with two words.
3 The particles for, after and at change the meaning of the verb.

Remember Page 83

- Read the Remember box with the class. Tell students to copy the explanation and examples into their exercise books. Tell students to note down phrasal verbs and their meanings when they come across them.

Activity 3

- Students complete the sentences with *after*, *at* or *for*.
- Ask students to read out their answers.
→ **1** for **2** after **3** at **4** after **5** for

PRONUNCIATION Page 83

Aim: to practise the vowel sounds /ai/ and /ei/

Warm-up: Write these words on the board: *stay, find*. Say the words aloud. Ask students to say other words with the same vowel sounds.

Activity 1: Read the words aloud pausing for students to repeat.

Activity 2

- Say the words aloud. Students put the words into the correct groups from Activity 1.
- Students practise saying the words.
→ /ai/: *wife, night, cry, Friday, high*; /ei/: *lake, fail, Friday, way, play*

SPEAKING Page 83

Aim: to learn and say a poem

Activity 1

- Read the poem with the class. Explain the general meaning of each verse. Tell students not to worry if they don't understand every word.
- Students practise reading the poem.
- Ask students to choose two verses and learn them.
- Ask some students to recite the verses without their books.

WORKBOOK

- **1** **1** extinct **2** protect **3** died out/became extinct **4** melting **5** hunt/kill
- **2** **1d 2f 3e 4a 5b 6c**
- **3** **1** endangered species, global warming, nature reserve, polar bear, rainforest, wildlife
- **4** **Adjectives:** protected, wild, extinct, local, rich **Nouns:** forest, volunteer, tourist, village, species
- **5** **1** How can we protect our environment? **2** Do you want to save endangered animals? **3** Why is it important to save wildlife? **4** What is the World Wildlife Fund doing to save wildlife in Cameroon?
- Students' own answers

Lesson 2 Climate change ▶ Page 84

TOPIC: global warming

GRAMMAR AIM: to describe consequences using the first conditional

SPEAKING AND LISTENING Page 84

Aim: to talk about weather proverbs

Warm-up: Ask students if they know any weather proverbs. Ask: *Do you believe these proverbs?*

Activity 1

- Look at the pictures of animals with the class.
- Ask students match the words in the box with the animals in the pictures.
- Ask students to say what the animals are doing.
→ **a and d:** ants **b and f:** birds **c:** parrots **e:** locusts

Activities 2 and 3

- Students match the two parts of the proverbs and then match the proverbs with the pictures.
- Check students understand the new vocabulary.
- Read the proverbs. Students listen and check their answers.
- Ask students if they can think of more weather proverbs.
- Students practise saying the proverbs.

Listening text: **1** It will rain if ants walk in a straight line.
2 It will rain if birds fly near the ground.
3 It will be dry if locusts sing.
4 It will be dry if ants walk in all directions.
5 It will be dry if birds fly high in the sky.
6 It will rain if parrots talk.

GRAMMAR Page 84

Aim: to learn how to form first conditional sentences

Activity 1

- Ask students to read the sentences and complete the rules.
- Students compare their answers with a partner. Explain that we can not use the future tense in both clauses in first conditional sentences, for example: *It will rain if locusts ~~will~~ sing.*
- Check the answers with the class.
→ **1** present simple **2** will, won't

Remember Page 84

- Read the Remember box with the class. Tell students to copy the examples and rules into their exercise books.

Activity 2

- Read the example with the class.
- Ask students to complete the sentences with the verbs in brackets in the correct tense.
- Ask students to read out their answers.
→ **1** protect, will live **2** hunts, will catch **3** will visit, are **4** will plant, rains

READING Page 85

Aim: to read a text about global warming for main ideas and specific information

Warm-up: Look at the diagram with the class. Ask students if they know what global warming is? Ask: *What causes it? What will happen to the planet in the future?*

Activity 1

- Students read the passage and find the information. Ask students to compare their answers with a partner.
- Check the answers with the class.
→ *Human activity causes global warming. The weather in many countries will change.*

Activity 2

- Ask students to read the passage again and, in pairs, decide which statements are true and which are false.
- Check the answers with the class. If necessary, read the passage with the class and explain new words.
- Ask students to correct the false statements.
 - **1 True 2 False** – Floods and drought are the result of global warming. **3 False** – The gases keep the heat in.
 - 4 True 5 True 6 False** – We can stop global warming by using clean energy and protecting our rainforests.

GRAMMAR Page 86

Aim: to practise the modal verbs *may* and *might* to talk about possibility

Warm-up: Write these sentences on the board: *I will do my homework at 6 pm. I may / might do my homework at 6 pm.* Ask: *What is the difference in meaning between the two sentences?*

Activity 1

- Read the sentences with the class.
- Ask students to complete the rules with *may*, *might* and *will*.
- Check the answers orally with the class.
 - **1 will 2 may, might**

Activity 2

- In pairs, students discuss the possible effects of global warming in Cameroon.
- Discuss their ideas with the class.
- Write some of their ideas on the board.
 - *Sample answers: Some parts of the coast will disappear under water. There will be floods in Douala. There may be more rain. Storms might be more violent.*

WRITING Page 86

Aim: to write predictions about your life with *will*, *might* and *may*

Activity 1

- Read the examples with the class.
- Ask students to write similar predictions using the time expressions in the rubric.
- Ask students to read out their predictions and write some sentences on the board.
 - *Students' own answers*

LISTENING Page 86

Aim: to listen to the weather forecast for main ideas

Warm-up: Ask students to describe the weather today and yesterday. Tell them to say the temperature. Ask students to make predictions about the weather for tomorrow and next week.

Look at the map of Africa with the class. Identify the areas in the table. Make sure students know where the following places are: *Khartoum, Pretoria*.

Activity 1

- Ask students to copy the chart into their exercise books.
- Look at the map of Africa and make sure students know where Khartoum and Pretoria are.
- Explain that they are going to hear the weather forecast for the continent of Africa. Tell them to put a tick where people will need an umbrella and a cross where they won't need an umbrella.
- Read the weather forecast. Students complete the chart.
- Check the answers with the class.
- If necessary, read the weather forecast again.

	North Africa	Central Africa	East Africa	West African Coast	Southern Africa
morning	X	√	X	√	X
afternoon	X	X	√	√	X

Listening text: It is going to be dry in the northern part of Africa with temperatures varying from 40°C to 48°C. Maximum temperatures will be in Khartoum. There will be light showers of rain on the West Coast all day and cloudy skies and heavy rains in Central Africa in the morning. In the late afternoon, there will be better weather. There will be pleasant weather in the first half of the day in East and Southern Africa. It will rain in the afternoon in East Africa only. The good weather will continue in Southern Africa in the afternoon with a maximum temperature of 38°C in Pretoria.

WORKBOOK

- 1 1 ant 2 bird 3 locust 4 parrot 5 gorilla
- 2 1 rains 2 will run 3 will pass 4 don't 5 won't
- 3 1 combed, would look 2 washed, would be 3 flies, will rain 4 won't sleep, drink
- 4 1 warmer 2 global 3 People's 4 gas 5 ice 6 cities 7 climate 8 extinct
- 5 1 temperature 2 melt 3 climate 4 weather 5 energy 6 increase 7 desert 8 disappear 9 planet 10 extinct
- 6 1 What, b 2 Where, a 3 When, d 4 Why, c
- 7 1 will (the first one) 2 to 3 to 4 to 5 to
- 9 Temperatures will increase. Many animals may become extinct. Sea levels will rise. Cities on the coast may disappear. The weather might be good tomorrow. It will rain in Yaoundé tomorrow.
- 10 1 greenhouse gas 2 sea level 3 desert 4 the poles 5 rainforest

Practice page ► Page 87

GRAMMAR

Activity 1: Students join 1-6 with a-e and write sentences.

- 1e 2d 3c 4a 5b

Activity 2: Students choose the correct words and complete the sentences.

- 1 will play 2 isn't hot 3 will die 4 are good

Activity 3: Students put the verbs in brackets in the correct form.

- 1 eat, will become 2 don't vaccinate, will have 3 will have, eat 4 will be, doesn't run

Activity 4: Students rewrite the sentences with *will* or *may / might*.

- 1 Sea levels will increase if the temperature rises. 2 Nature reserves may save many animals.
- 3 Rainforests will disappear if people cut down trees.
- 4 Many animals might disappear if we don't stop hunting.

LET'S HAVE FUN

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

- 1 dinosaur 2 weather 3 help 4 plant

Activity 2: Students practise saying the weather proverb.

Activity 3

- In pairs, students write more weather proverbs. Tell them to use the first conditional.
- Students say their proverbs.
- Choose the best proverbs.
 - Students' own answers

Unit summary

COMMUNICATION FOCUS

- talking about sport and sports rules
- giving opinions
- agreeing and disagreeing
- saying how people do things
- giving reasons

VOCABULARY

- sport: *basketball, tennis, football, kick, hit, jump, throw, touch, basket, court, field, goal, match, net, racquet, ball, player, draw, team, runner, captain, score, lane, loser, medal, competition, winner, race*
- adverbs: *fast, slowly, happily, probably, sensibly, safely, badly, fantastically*
- words from a story: *hare, deer, tortoise, rat, hide, bush, judge, blow, track, collapse, finishing, line, cheat*

Lesson 1 Sports heroes ▶ Page 88

TOPIC: sport and sports people

- GRAMMAR AIMS:**
- to describe sports rules with *must / mustn't*
 - to express opinions with adjective + *to* + infinitive pattern
 - to practise using adverbs

VOCABULARY AND SPEAKING Page 89

Aim: to talk about sport and sports people

Warm-up: Ask: *What are your favourite sports? Do you play any sports? Can you name any sports stars?*

Activity 1

- Students look at the pictures.
- Discuss the questions with the class.
- **1 a** football **b** athletics – long jump **c** basketball **d** tennis **2 a** Eto'o **b** Françoise Mbango **c** Joakim Noah **d** Justine Henin **3** Students' own answers

Activity 2

- Read the words in the box with the students.
- Ask students to match the words with the sports in the pictures.
- Check the answers orally.
- **basketball:** hoop, court, jump, throw, match; **tennis:** court, hit, net, match, racquet; **football:** field, goal, kick, match; **athletics:** jump

Activity 3

- Read the rules with the class.
- Ask students to match the rules with the sports. Remind students that we use *must* and *mustn't* to talk about obligation.
- Check the answers with the class.
- **basketball:** 5, 7 **football:** 1, 2, 3 **tennis:** 4, 6

Activity 4

- Students read the statements and decide which they agree or disagree with.
- Students compare their opinions with a partner giving reasons.
- Discuss their opinions with the class. Encourage students to use the expressions *I agree with...* *I disagree with...*
- Students' own answers

Remember Page 88

- Read the Remember box with the class. Point out that many of these adjectives are used to give opinions. Tell students to copy the rule and examples into their exercise books.

Activity 5

- Ask students to complete the sentences so that they express their own opinions.
- Discuss their opinions with the class.
→ *Students' own answers*

READING Page 89

Aim: to predict the content of an article; to read about a footballer for specific information

Warm-up: Ask students to name some famous Cameroonian footballers. Ask: *Where do they play? Who is your favourite football player?*

Activity 1

- Students read the title of the newspaper article.
- Ask students to write down five words they expect to find in the article.
- Compare their answers with the class. Write some of the words on the board.
- Students read the article and check their answers.
→ *Students' own answers*

Activity 2

- Students read the article and answer the questions.
- Check their answers with the class. Encourage students to make complete sentences.
→ **1** *To create a football academy.* **2** *There will be about 300 boys at the academy.*
3 *They will come from all over Cameroon.* **4** *To offer talented youths a better future.*
5 *Eto'o is sponsoring 80% of the academy personally.* **6** *He has played for Barcelona.*
7 *He has won the African Footballer of the Year three times.*

Activity 3

- Ask students to find words in the text with the meanings 1-5.
- Check the answers around the class.
→ **1** *created* **2** *train* **3** *recruiters* **4** *aim* **5** *is sponsoring* **6** *banquet*

LISTENING Page 89

Aim: to listen to three people talking about sports heroes for specific information

Warm-up: Read the name of the sports people and ask students what they know about these people.

Activity 1

- Read the phrases 1-6 with the class. Ask students to guess which sports people they describe.
- Read the texts. Students listen and match the sports people A-C with their qualities 1-6.
- Check the answers orally. If necessary, read the text again.
→ **A:** 2, 5; **B:** 3, 6; **C:** 1, 4

Listening text: **Mary**

The football player Samuel Eto'o is my hero. He's a true star. I like him because he scores a lot of goals. He plays brilliantly and he dribbles well. He runs very quickly. He is always smiling. Watching him play makes me feel happy.

Titi

Rigobert Song is my favourite sports star. He's the captain of the Indomitable Lions. He has played over 100 games for the national team. He defends fantastically. He kicks the ball very hard when he passes. Song is proud to be Cameroonian and he makes me feel proud too.

Tanga

My hero is the tennis super star Serena Williams. She is one of the best tennis players in the world. Her sister Venus plays well too but Serena is my favourite. She runs fast around the court and she hits the ball very hard. She has beaten her sister many times. She is really wonderful.

GRAMMAR Page 90

Aim: to learn how to form adverbs from adjectives

Warm-up: Ask students to look at the phrases in the Listening activity again and say which words are adverbs.

Activity 1

- Students write the adverbs from the adjectives in the box.
- Check the answers with the class.
→ *happily, well, fast, brilliantly, quickly, hard, fantastically, proudly*

Remember Page 90

- Read the Remember box with the class. Tell students to copy the spelling rules into their exercise books.

Activity 2

- Ask students to complete the sentences with a suitable adverb or adjective.
- Students read their sentences to the class. Write some sentences on the board.
→ *Sample answers: 1 adverb: well / brilliantly 2 adjective: slow 3 adverb: hard / well 4 adjective: happy / pleased 5 adverbs: well / brilliantly*

SPEAKING Page 90

Aim: to practise using adverbs

Warm-up: Write the following adverbs on the board: *fast, slow, quietly*. Read a sentence from this lesson in the manner of these adverbs, for example read the sentence very *fast*. Ask students to guess the adverb that describes the way you read the sentence. Then, read the sentence *slowly* and then read it *quietly*. Elicit the corresponding adverbs.

Activity 1

- Ask each student to choose an adverb but not to say what it is.
- In pairs, students take it in turns to perform actions in the manner of the adverb and guess the adverb.
- Ask some confident students to demonstrate their adverbs to the class. The other students guess the adverbs.
→ *Students' own answers*

Activity 2: Students ask and answer some more questions about sports.

→ *Students' own answer*

WRITING Page 90

Aim: to write about a sports person

Activity 1

- Students choose a sports person they like or don't like.
- Ask students to write a paragraph about this person explaining why they like or don't like him / her.
- Read some of their paragraphs to the class.
→ *Students' own answers*

PRONUNCIATION Page 90

Aim: to practise the sound /ɔ:/

Activity 1: Say the words aloud, pausing for students to repeat. Draw students' attention to the vowel sound.

Activity 2

- Students decide which of the words have the sound /ɔ:/
- Say the words aloud. Students check their answers.
→ *thought, bought, ball, support*

WORKBOOK

- 1 1 *wrestling – fight, tennis – serve, football – kick, basketball – throw, swimming – dive*
- 2 1 *goal* 2 *pass* 3 *racquet* 4 *match* 5 *dribble* 6 *kick*

- 3 1c 2d 3b 4a
- 4 1 False – Eto'o's academy will train boys aged between 10 and 13. 2 True 3 False – The most promising boys will go to Europe to start a career. 4 False – Eto'o's team did win the La Liga title in 2006. 5 True 6 False – Eto'o is a truly great star.
- 5 1 dancer 2 supporter 3 player 4 swimmer 5 scorer 6 winner 7 trainer 8 loser
- 6 1 fantastically 2 slowly 3 great 4 beautifully 5 easy
- 7 1 badly 2 happily 3 well 4 fantastically 5 brightly 6 fast 7 healthily 8 late 9 sadly 10 easily
- 8 players, international, academy, promising, award, athletes
- Students' own answers
- 9 1 world 2 enough 3 house

Lesson 2 A race ► Page 91

TOPIC: a story

GRAMMAR AIM: to use the relative pronouns *who*, *which* and *that*

SPEAKING AND READING Page 91

I Aim: to predict what a story will be about; to read for specific information

Activity 1

- Look at the picture and the title of the story with the class.
- Ask students to say what is happening in the picture.
- Ask students to guess what the story will be about.
- *Students' own answers*

Activity 2

- Students read the story and find out if they guessed correctly.
- Check the new vocabulary and comprehension problems.

Activity 3

- Ask students to read the story again and decide which statements are true and which are false.
- Check the answers with the class.
- 1 True 2 True 3 True 4 False 5 False 6 True 7 True

VOCABULARY Page 92

I Aim: to complete sentences with suitable words

Activity 1

- Tell students to complete the sentences with the words in the box.
- Different students read out the sentences.
- 1 medal 2 winner 3 race 4 loser 5 competition 6 lanes

EXTRA ACTIVITY

- Write the following adjectives on the board: *slow*, *happy*, *small*, *stupid*. Ask students to find adjectives with opposite meanings in the text.
- If you like, write the following adjectives on the board: *clean*, *safe*, *healthy*, *interesting*, *loud*, *expensive*.
- Ask students to say the adjectives with the opposite meanings.

GRAMMAR Page 92

Aim: to learn how to use the relative pronouns *which*, *who* and *that*

Warm-up: Write these sentences on the board: *A horse is an animal which runs fast. A sprinter is a person who runs fast.* Ask: *Why do we use **who** and not **which** in the second sentence?*

Activity 1

- Students complete the sentences.
- Tell students to look back at the story on page 91 and check their answers.
→ **1** Mr Tortoise **2** a race **3** fastest animal

Remember Page 92

- Read the Remember box with the class. Tell students to copy the rules and examples into their exercise books.

Activity 2

- Students complete the sentences with *who* or *which*.
- Ask different students to read out their sentences.
→ **1** who **2** who **3** which **4** who **5** which **6** who

Activity 3

- Ask students to match the two parts of the sentences joining them with *which* or *who*.
- Ask different students to read out their sentences.
→ **1** which d **2** who e **3** which b **4** which a **5** who f **6** who c

WORKBOOK

- **1** 1 slowest **2** sad **3** stupid **4** winner
- **2** 1 have a race **2** the tortoise **3** four **4** They lost the race. **5** "It's not always the fastest animals that wins the race."
- **3** 1 international **2** winner **3** surprised **4** judge **5** whistle **6** bush **7** race **8** tortoise
- **4** 1 meeting **2** fastest runner **3** hare **4** tortoise **5** race **6** animals **7** hare **8** lane **9** surprised **10** four **11** won
- **5** 1 who **2** which **3** who **4** who **5** which
- **6** 1 which, e **2** who, c **3** which, f **4** who, b **5** which, a **6** who, d

Practice page ► Page 93**GRAMMAR**

Activity 1: Students match the two parts of the sentences.

- 1c 2d 3a 4e 5b

Activity 2

- Students write the adverbs from the adjectives.
- Students match the adverbs with their opposite meanings.
→ *safely* – *dangerously*; *happily* – *sadly*; *cleverly* – *stupidly*; *quickly* – *slowly*

Activity 3: Students complete the sentences with a suitable adverb or adjective.

- *Sample answers:* **1** fastest **2** quickly, afraid **3** lovely, well **4** good, badly **5** hard

Activity 4: Students complete the sentences with *who* or *which*

- **1** who **2** which **3** which **4** who **5** who

LET'S HAVE FUN

Activity 1: Students correct and rewrite the definitions.

- **1** A football coach is someone who trains footballers.
- 2** A sponsor is someone who gives money to a sport.
- 3** Football is a game which is popular all around the world.
- 4** The World Cup is a competition which takes place every four years.
- 5** A referee is someone who controls a football match.

Activity 2

- Students choose a sports star but keep the name a secret.

- In pairs, students take it in turns to ask questions and guess the name of the sports star.
→ *Students' own answers*

REVIEW AND EVALUATION FOR MODULE 4

Page 94

VOCABULARY

Activity 1: Students find the 12 words in the word square.

→ *e-mail, reserve, plant, win, radio, lose, Internet, ball, message, draw, forest, habitat*

Activity 2

- Students put the words from the word square into the three word groups.

→ **Communication:** *e-mail, radio, Internet, message* **Nature:** *reserve, plant, forest, habitat* **Sport:** *win, lose, ball, draw*

- Students think of two more words for each group.

→ *Students' own answers*

Activity 3: Students find the odd word out of each selection.

→ **1** lorry **2** grow **3** teacher **4** famous

GRAMMAR

Activity 1: Students complete the sentences with *ever, never, already* or *yet*.

→ **1** never / already **2** yet **3** never **4** ever **5** already / yet

Activity 2: Students match the question with the appropriate answers.

→ *1c 2e 3b 4a 5d*

Activity 3: Students complete the sentences with the verbs in brackets. They must use *will* and the present simple.

→ **1** does not (*doesn't*), *will go* **2** will reply **3** will phone, *has* **4** do not (*don't*), *will kill* **5** play, *will win*

CHECK YOUR PROGRESS

Page 95

Activity 1: Students fill in the gaps to write nouns they have learnt from Module 4.

→ **1** e-mail message **2** mobile phone **3** global warming **4** drought **5** football team **6** wildlife

Activity 2: Students complete the sentences with *who* or *which*.

→ **1** who **2** which **3** which **4** who **5** which

Activity 3: Students complete the sentences with an infinitive clause.

→ *Students' own answers*

Activity 4: Students make nouns from the verbs in the box by adding *-ion* or *-ation*.

→ *connection, creation, organisation, discussion, information, pollution*

Activity 5: Students complete the dialogues.

→ **1** ever **2** never **3** already **4** already **5** yet

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

- describing past events
- asking and saying what was happening in the past
- describing interrupted past actions

VOCABULARY

- natural phenomena: *disaster, earthquake, drought, flood, hurricane, landslide, lightning, tornado, volcano, storm, lava, eruption, rock, explosion, tragedy, survivor*
- verbs: *spin, tremble, shake, roll, erupt, survive, drown, blow, burn, breathe, occur, pray, rush, strike*
- adverbs: *violently, heavily*

Lesson 1 Disaster strikes ► Page 96

TOPIC: natural phenomena

- GRAMMAR AIMS:**
- to describe past events using the past simple
 - to say what was happening at a specific time using the past continuous

VOCABULARY AND READING Page 96

Aim: to read for main ideas and specific information; to learn vocabulary for natural phenomena

Warm-up: Ask students what natural disasters they can name. Write their suggestions on the board.

Activity 1

- Look at the pictures with the class. Ask students to name the natural phenomena.
- Read the words in the box.
- Students match the words with the pictures.
→ **A** volcano **B** tornado **C** earthquake **D** flood **E** landslide **F** drought **G** hurricane **H** lightning

Activity 2

- Tell students to read the paragraphs and answer the questions.
- Check the answers with the class. Check students understand new words.
→ **1** a volcano **2** a tornado **3** an earthquake **4** a flood **5** a landslide **6** a drought **7** a hurricane **8** lightning

Activity 3

- Students read the paragraphs again and answer the questions about vocabulary.
- Check the answers around the class.
→ **1** lava **2** spins **3** trembles or shakes **4** drown **5** destruction, death, eruption **6** heavily, violently, quickly

SPEAKING Page 97

Aim: to talk about natural disasters

Warm-up: Ask: *Which natural phenomena occurs in Cameroon?* Ask students if they can remember any natural disasters which happened in Cameroon.

Activity 1

- Students answer the questions with a partner and take notes.
- Discuss the questions with the class.
→ **3** Mount Cameroon erupted in 2000. Hurricane Katrina destroyed a large part of New Orleans in the USA in 2005 and killed 1,000 people. An earthquake hit Pakistan in 2005, killing over 40,000 people. A tsunami destroyed coastal villages and towns in Sri Lanka, Thailand and India in 2004 and killed over 275,000 people.

READING Page 97

Aim: to predict information; to read an article about a disaster for specific information

Warm-up: Ask: *Where is Lake Nyos? What tragic event made it famous?*

Activity 1

- Look at the photograph and read the title of the passage with the class.
- Discuss the questions with the class.

Activity 2

- Tell students to read the passage and check their answers to the questions in Activity 1.
- Discuss the answers with the class.
 - **1** *It is Lake Nyos.* **2** *There was an explosion in the lake.* **3** *Over 20 years ago.* **4** *Students' own answers*

Activity 3

- Students read the text again and answer the questions. Encourage them to write complete answers.
- Ask different students to read out their answers.
 - **1** *It is in the North West Province of Cameroon.*
 - 2** *About two thousand people died.*
 - 3** *The disaster occurred at night.*
 - 4** *The villagers were sleeping.*
 - 5** *The wild animals were hunting.*
 - 6** *The farm animals were sleeping or looking for food.*
 - 7** *They died because they couldn't breathe.*

LISTENING Page 98

Aim: to listen to an interview with a flood victim for specific information

Warm-up: Ask students to say words we can use to talk about a flood. Write their ideas on the board.

Activity 1

- Read the sentences 1-5 with the class.
- Tell students to listen to an interview with Mr Abena about a flood and choose the correct words.
- Read the interview. Students listen and choose the correct words. You may like to read the interview with a strong student. Draw students' attention to the past continuous verb forms.
- Check the answers by asking students to read the correct sentences.
 - **1** *was watching TV* **2** *were sleeping* **3** *It was raining* **4** *dead animals and rubbish* **5** *rising*

Listening text: J: Good morning, Mr Abena. How are you today?

Mr A: Good morning. I can't sleep at night because I still feel frightened.

J: Can you tell me what happened?

Mr A: Yes, it was 11 pm. My children and my wife were sleeping. I was watching television upstairs. Suddenly lights went off. I was frightened in the dark so I went downstairs to find an oil lamp. It was raining heavily outside. When I got downstairs, there was water everywhere. My house was flooded! I shouted to my wife and children. Outside, dead animals and rubbish were floating in the dirty water. And the water was still rising.

J: What did you do?

Mr A: We carried the children up the hill to safety. But I lost everything. It was a terrible night.

GRAMMAR AND WRITING Page 98

Aim: to learn how to ask and answer questions using the past continuous

Warm-up: Ask students to find examples of the past continuous tense in the text about the Lake Nyos tragedy. Write some of the sentences on the board.

Remember Page 98

- Read the Remember box with the class. Tell students to copy the rule and examples into their exercise books.

⇒ **Grammar, Page 118**

Activity 1

- Look at the information in the table.
- Ask pairs of students to read the example question and answer.
- In pairs, students ask and answer questions using the information in the table.
- Ask pairs to demonstrate their questions and answers.
→ *Students' own answers*

Activity 2

- Students write four sentences in the past continuous using information in the table.
- Correct their sentences with the class. Write some sentences on the board.
→ *Students' own answers*

Activity 3

- Look at the pictures with the class. Students say what the people were doing at 4 o'clock yesterday.
- Students write two sentences for each picture.
→ **Picture 1:** *Mary and Ndedi were watching TV at 4 o'clock. They were eating peanuts.*
Picture 2: *Mr Abena was driving his car. He was singing.*
Picture 3: *Catherine was waiting for a train. She was reading a newspaper.*
Picture 4: *Mother was cooking at 4 o'clock. She was listening to the radio.*

Activity 4

- Tell students to write sentences about themselves and their friends using the past continuous and the phrases in the box.
- Students read out their sentences to the class.
→ *Students' own answers*

WORKBOOK

- 1 1 lightning 2 landslide 3 volcano 4 earthquake 5 flood 6 hurricane 7 drought 8 tornado
- 2 1 drought 2 volcano 3 landslide 4 flood 5 hurricane 6 tornado
- 3 1 What was your father doing at 8 o'clock? 2 We were walking to school at 7 o'clock. 3 I was eating fish and pawpaws at 1 o'clock yesterday. 4 Where were they going early this morning? 5 The students were making a noise in class.
- 4 1 Ngono wasn't watching the television. She was listening to the radio. 2 John wasn't doing his homework. He was playing football. 3 Amina and Mary weren't playing cards. They were playing songo. 4 Mrs Abena wasn't cooking dinner. She was reading a book.
- 5 1 frightened 2 miserable/unhappy 3 excited 4 disappointed 5 miserable/unhappy
- 6 **Across:** 4 hurricane 5 flood 6 volcano **Down:** 1 drought 2 tornado 3 earthquake
- 7 *Students' own drawings*

Lesson 2 Survivors ▶ *Page 99***TOPIC:** survivors' stories**GRAMMAR AIM:** to use the past continuous for interrupted actions with *when***READING** Page 99**Aim:** to read a story of a disaster for main ideas and specific information**Warm-up:** Look at the picture with the class. Students describe what has happened.**Activity 1**

- Ask students to read the story and find out how Fred lost his family.
- Check the answer orally.
→ *They died when a rock hit their house.*

Activity 2

- Students read the story again and choose the correct answers.

- Tell students to check their answers with a partner.
- Ask different students to read out their answers to the class. Check students understand new vocabulary.
→ 1c 2a 3b 4b 5c

SPEAKING Page 100

I Aim: to practise asking about an event and describing a past event

Activity 1

- Tell students that they are going to interview Fred about the tragedy.
- Students work in pairs and prepare questions to ask Fred. Remind them to use the past continuous where possible.
- Students take it in turns to interview Fred.
- Ask some pairs of students to act out the interview for the class.
→ *Students' own answers*

LISTENING Page 100

Aim: to listen to three children talking about frightening events for main ideas and specific information

Warm-up: Ask students to say words that they associate with the natural phenomena in the box in Activity 1. Write some of the words on the board.

Activity 1

- Tell students that they are going to hear three children describing a frightening event that they experienced.
- Read the words in the box.
- Read the three texts. Students match the people with the natural phenomena in the box.
- Check the answers with the class.
→ **1** Ali – earthquake **2** Sarah – hurricane **3** Dorothy – volcano eruption

Listening text: My name is Ali. I was doing my homework in the kitchen when I heard a loud noise. My mother told us to run outside. I was running out of the house when the ground began to shake. My brother was playing in the yard when the earthquake started. We were very scared. We found him sitting in the road. When the earthquake stopped we went back to see our house. We were very sad because it was badly damaged. But we were all alive so we were lucky.

My name is Sarah. I was playing with my brother when the electricity went off. It was very scary in the dark. My dad was sleeping in his room. When the lights went out, I woke my father up. The wind was blowing outside and it was raining heavily. The hurricane was very violent and it lasted for several hours. When it stopped raining, we went outside. There were trees on the ground everywhere.

My name is Dorothy. I was sleeping when a loud noise woke me up. The house was shaking. I was very frightened. When my mother screamed, I ran out of the house. When I went outside, I saw fire and smoke coming out of the mountain. The volcano was erupting. Red hot lava was flowing down the mountain. It was an amazing sight and very frightening. We freed our animals and ran down the hill. When we returned home, we were happy to see that it wasn't damaged.

Activity 2

- Read the text about Ali again. Students answer the questions and write complete sentences.
- Check the answers around the class.
→ **1** Ali was doing his homework when he heard a loud noise.
2 He was running out of the house when the ground began to shake.
3 Ali's brother was playing in the yard.
4 When the earthquake stopped they went back to see their house.

Activity 3

- Students copy the phrases into their exercise books.
- Read the text about Sarah again. Students complete the sentences.
- Ask different students to read out their sentences.
→ **1** ...was playing with her brother. **2** ...sleeping in his room. **3** ...the lights went out. **4** ...went outside.

Activity 4

- Read the text about Dorothy again.
- Students, in pairs, write questions using the prompts.
- Ask different students to read out their questions.
 - **1** What was Dorothy doing when she heard a loud noise? **2** Why was she frightened?
 - 3** What did she do when her mother screamed? **4** What did she see? **5** What was coming out of the mountain?
 - 6** Why were they happy when they returned home?

SPEAKING AND WRITING Page 100

Aim: to ask and answer questions about a past event

Warm-up: Look at the questions you wrote in Activity 4. Say the questions in the second person singular, for example: *What were you doing when you heard a loud noise?*

Activity 1

- Students work in pairs and interview Dorothy. Tell them to look at their questions in Activity 4 to help them.
- Ask pairs of students to demonstrate their interview to the class.
 - *Students' own answers*

Activity 2

- Tell students that they are going to write a description of a terrible event. Tell them to use their imagination. They can discuss their ideas in pairs if they wish.
- Tell them to choose a disaster and include the ideas in the rubric. Remind students to use the past simple and the past continuous.
- Ask some students to read their descriptions.
 - *Students' own answers*

PRONUNCIATION Page 100

Aim: to practise different ways of pronouncing *ear*

Activity 1

- Read the series of words.
- Ask students what they notice about the pronunciation of the letters *ear*.
- Students practise saying the words.
 - *There are three different sounds for the same group of letters.*

GRAMMAR Page 101

Aim: to practise sentences with the past simple and the past continuous and *when*

Activities 1 and 2

- Students look at the sentences and answer the questions.
- Check the answers orally. Make sure students understand the sentences by translating if necessary.
 - *1b 2a*

Activity 3

- Students complete the conversations using the past simple and past continuous.
- Ask pairs of students to read the conversations.
 - **1** broke **2** was doing **3** cut **4** was mending

Activity 4

- Read the example with the class.
- Ask students to write two sentences for each picture.
- Check the answers orally. Write the sentences on the board.
 - **2** *Ataba was painting the room when he fell off the ladder. When he fell off the ladder, he broke his arm.*
 - 3** *They were sitting in the yard when it started to rain. When it started to rain, they went into the house.*
 - 4** *John was walking in the forest when he saw a snake. He ran away when he saw the snake.*

Remember Page 101

- Read the Remember box with the class. Ask students to copy the rule into their exercise books.
⇒ **Grammar, Page 118**

Activity 5

- Play the *Memory game* around the class.
- Each student adds on a new activity.
- Carry on around the class until students cannot remember the activities.
→ *Students' own answers*

WORKBOOK

- **1** 1 was doing 2 were playing 3 told 4 was cooking
- **2** 1 sad 2 surprised 3 erupt 4 strange
- **3** 1 I was playing football on Saturday with my friends. 2 The driver was talking on the phone when he drove the car into a tree. 3 They were sleeping when the earth started to rumble. 4 He was picking pears when the rock destroyed his house. 5 We liked the film on television last night. 6 I understood the teacher's explanation.
- **4** 1 He was waiting for the rain to stop because he wanted to be the first person to pick pears. 2 They were sleeping. 3 He heard a strange noise. Then he heard a loud bang. 4 The rock falling on the house had made the large noise.
- **5** 1 drought 2 wet 3 crops 4 thirst 5 flood 6 water 7 drown
- **6** /ai/: find, five, fine, finally, time, child, die, light, outside /ɪ/: film, fish, dinner, hit, did

Practice page ► Page 102

GRAMMAR

Activity 1: Students answer the question and write affirmative sentences.

- **1** He was wearing a jacket. **2** He was carrying an umbrella.
3 He was going to the football match. **4** He was wearing a hat.

Activity 2: Students write questions using the words in brackets.

- **1** Where were you waiting? **2** What were your parents doing?
3 Why were the crops dying? **4** When was she doing her homework?

Activity 3: Students put the verbs in brackets in the past simple or the past continuous.

- **1** found, was standing **2** screamed, went out **3** were waiting, happened **4** exploded, were sleeping

Activity 4: Students complete the sentences with words from Unit 13.

- **1** drought **2** landslide **3** volcano, erupted **4** lightning

LET'S HAVE FUN

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

- **1** eruption **2** frightening **3** violently **4** electricity

Activity 2: Students make word maps with the words in the box.

- **Volcano:** erupt, lava, smoke **Flood:** drown, rain, water **Earthquake:** destroy, shake, tremble

Unit summary

COMMUNICATION FOCUS

- talking about plans, hopes and wishes
- describing past events
- telling a story

VOCABULARY

- space travel: *planet, astronaut, rocket, explore, Moon, spaceship, space station*
- the Sea: *underwater, mammal, dolphin, mussel, octopus, oyster, prawn, sardine, seaweed, shark, whale, diver, dive (v), offshore, oil, platform, shellfish, fish (v), shore, fin, oar*

Lesson 1 Space travel ► Page 103

TOPIC: space

- GRAMMAR AIMS:**
- to practise superlative adjectives
 - to talk about plans, hopes and wishes with infinitive verb patterns
 - to join sentences with *and, but, so* and *because*

READING AND SPEAKING Page 103**Aim:** to read a conversation for main ideas and specific information**Warm-up:** Ask students what they know about human space travel. Write their ideas on the board.**Activity 1:** Students look at the pictures and say what is happening.→ *Students' own answers***Activity 2**

- Read the conversation. Students listen and read.
- Students find out why Wamba is surprised.
- *He is surprised because a tourist is going to travel in space.*

Activity 3

- Students read the conversation again and decide which statements are true and which are false.
- Check the answers orally and correct the false statements with the class.
- **1** False – *He doesn't know a lot about space.* **2** False – *It was about someone who is going to travel in space.*
3 True **4** False – *It is very expensive.* **5** True

SPEAKING Page 103**Activity 1**

- Students practise the conversation in pairs.
- Students answer the question and give their reasons.
- Ask the question around the class.
- *Students' own answers*

GRAMMAR Page 104**Aim:** to learn verb + *to* + infinitive patterns**Warm-up:** Write the following gapped phrases on the board: *I would like*_____. *I want* _____.

Ask students to give suitable endings and make sentences. Write some of their ideas on the board.

Draw students' attention to the *to* + infinitive form of the verb which follows these phrases.

Activities 1 and 2

- Read the sentences with the class.
- Ask students to choose the correct verb pattern.
→ 1
- Ask students to find more verbs or expressions in the conversation which have the same pattern.
→ *would like, want, need, hope*

Remember Page 104

- Read the Remember box with the class. Tell students to copy the rule and examples into their exercise books. Encourage them to write down verbs and expressions which are followed by *to + infinitives* when they come across them.

SPEAKING AND WRITING Page 104

Aim: to talk and write about plans and hopes for the future

Warm-up: Ask students to say what their plans and hopes for the future are.

Activity 1: Students think about and make notes of their plans and hopes for the future.

→ *Students' own answers*

Activity 2

- Ask two students to read the dialogue.
- In pairs, students ask and answer questions about their own hopes and plans.
→ *Students' own answers*

Activity 3

- Ask students to write a paragraph about their plans and hopes for the future. Encourage them to use the verbs and phrases in the Remember box.
- Ask some students to read their paragraphs to the class.
→ *Students' own answers*

SPEAKING AND LISTENING Page 104

Activity 1

- Look at the pictures with the class and discuss what they show.
→ *The first creature to travel in space, the Soviet dog Laika. The American Neil Armstrong on the Moon. The International Space Station.*

READING AND LISTENING Page 105

Aim: to answer a quiz about space travel

Warm-up: Look at the pictures again and ask students to make questions about the pictures.

Activity 1

- Students answer the quiz questions with a partner.
- Read the Listening text to the class. Students listen and check their answers to the quiz questions.
- If necessary, read the text again.

1a 2a 3a 4b 5b 6b

Listening text: The very first space traveller was a Soviet dog called Laika in 1957. In 1961, the Soviets sent the first man into space. His name was Yuri Gagarin. Then, in 1969, the Americans surprised the world. Their spaceship Apollo flew to the Moon and the astronaut Neil Armstrong became the first man to walk on the Moon. Today, many countries work together on space projects. European and American scientists sent a spaceship to Mars. They took photographs and studied the planet. Sixteen countries built the International Space Station or ISS. In 2001, a millionaire went on holiday to the space station. He paid 20 million dollars about 10,000,000,000 CFA, and became the first space tourist!

EXTRA ACTIVITY

- Dictate the Listening text to the class.
- Students exchange their dictations and check for mistakes.

ALTERNATIVE EXTRA ACTIVITY

- Ask students, in pairs, to write four false sentences about space travel.
- Students exchange their sentences with other pairs and correct them.

GRAMMAR Page 105

Aim: to practise using the conjunctions *and*, *but*, *so* and *because*

Warm up: Write these conjunctions on the board: *and*, *but*, *so*, *because*. Ask students to make sentences using the words. Write some of their suggestions on the board.

Activity 1

- Read the sentences with the class.
- Students complete the sentences with the correct conjunction.
- Check the answers orally around the class.
 - **1** *because* **2** *and* **3** *and* **4** *but* **5** *so*

Remember Page 105

- Read the Remember box with the class. Tell students to copy the rules and examples into their exercise books.
- ⇒ **Grammar, Pages 120-121**

WRITING Page 105

Aim: to write an e-postcard from a space station

Activity 1

- Ask students to imagine that they are space tourists and they are on holiday for a week on the International Space Station.
- Look at the ideas with the class.
- Ask students, in pairs or individually, to make notes about the ideas.
- Students write an e-postcard to a classmate on Earth using their notes. Go around the class helping students with vocabulary and grammar.
- Students exchange e-postcards and check for mistakes.
- Ask some students to read out their e-postcards to the class.
 - *Students' own answers*

WORKBOOK

- **1** **1** space station **2** spaceship **3** rocket **4** exploration **5** tourism **6** travel **7** astronaut **8** planet
- **2** **1d** **2e** **3a** **4b** **5c**
- **3** **1** Who was the first space traveller? *Laika, the Russian dog.* **2** Who was the first person to walk on the Moon? *Neil Armstrong.* **3** What was the name of Neil Armstrong's spaceship? *Apollo.* **4** Who travelled into space in 2001? *A millionaire tourist.* **5** Who built the International Space Station? *Sixteen countries did.*
- **4** **1** The Europeans are going to send men to the Moon next year. **2** My brother wants to become an astronaut. **3** A millionaire plans to visit the ISS next year. **4** Many people would like to travel into space. **5** You need to have a lot of money to have a space holiday.
- **5** **1** from **2** is **3** be **4** walked **5** want
- **6** **1** and **2** but **3** or **4** so **5** because
- **7** **1** do, want, want, students' own answers **2** does, want, wants **3** does, need, needs **4** going, they are, do, want, I don't, students' own answers
- **8** *Students' own answers*

Lesson 2 The deep blue sea ► Page 106

TOPIC: the sea and marine professions

GRAMMAR AIMS: • adjectives and adverbs
• intensifiers *quite, very, too*

VOCABULARY AND READING Page 106

Aim: to learn words for sea creatures; to read an interview with a diver

Warm-up: Ask students to name creatures which live in the sea. Write their ideas on the board.

Activity 1

- Look at the picture with the class. Students guess the name of the things.
- Ask students to match the words in the box with the things in the picture.
→ **a** diver **b** dolphin **c** mussel **d** octopus **e** oyster **f** prawn **g** sardine **h** seaweed **i** shark **j** whale
→ **1** Mammals – dolphin, diver, whale **2** Fish – octopus, sardine, shark **3** Shellfish – mussel, oyster, prawn

Activity 2

- Students read the interview with a diver and find out what he does and where he works.
- Read the interview with the class and check students understand any new words.
- Check the answers with the class.
→ *Mr Minyono is a professional diver. He works on an offshore oil platform and repairs underwater equipment.*

Activity 3: Students practise reading the dialogue with a partner.

LISTENING Page 107

Aim: to listen to three divers for main ideas and specific information

Warm-up: Ask students if they can think of other jobs divers do.

Activity 1

- Tell students that they are going to hear three other divers talking about their work.
- Read the jobs with the class and check students understand what these people do.
- Read the Listening texts and students match the people with the jobs.
→ **Speaker 1:** *c* diving instructor **Speaker 2:** *a* marine scientist **Speaker 3:** *b* shellfish collector

Listening text: **Speaker 1**

I am a professional diving instructor and guide. I teach people to dive. I also take tourists to see the undersea wildlife. I see some very beautiful animals. It isn't too dangerous because I rarely dive deeper than 30 metres. It's quite tiring but it is fun. Except when there are sharks! I met one once when I was diving. That was the most frightening experience I've ever had!

Speaker 2

I am a marine scientist and diver. I study the life in the sea. It is a very interesting job and I'm very lucky. Diving is quite a dangerous activity so I am always very careful. I never dive below 40 metres because deeper than that, it is too dangerous. The most exciting moment I can remember was when I swam with a dolphin. It was very friendly!

Speaker 3

I dive to collect shellfish which I sell to restaurants. I work very hard and I'd like to do something else. I only have a mask so I have to hold my breath when I'm underwater. I stay for about a minute at a time. I don't stay longer because it's too dangerous. I dive to about 15 metres. The worst experience I've had was when a friend died diving. That was terrible.

Activity 2

- Read the sentences with the class.
- Students match the sentences with the speakers.
- Read the Listening texts again. Students check their answers.
→ **Speaker 1** diving instructor – 1, 6; **Speaker 2** marine scientist – 3, 5; **Speaker 3** shellfish collector – 2, 4

SPEAKING AND READING Page 107

Aim: to read a story for main ideas

Warm-up: Write the word *shark* on the board. Ask students what they know about sharks.

Activity 1: Students look at the pictures and put them in order to tell a story.

Activity 2: Ask students to read the story quickly and check the order of the pictures.

→ E B D F A C

Activity 3: Look at the blue words in the story. Find these words in the pictures.

→ **Picture E** shore **Picture B** grey fin **Picture D** dead fish **Picture F** oar – teeth **Picture C** fishing boat

Activity 4

- Read the story again. Check students understand the difficult vocabulary.
- Students answer the questions. Encourage them to write complete answers.
- Ask students to read out their answers.
 - **1** He knew it was a shark because it had a grey fin. **2** It was different because it circled and pushed the boat.
 - 3** Dad said the shark could smell the dead fish in the boat. **4** Dad hit it on the nose with an oar.
 - 5** They couldn't go back to the shore because they only had one oar. **6** A fishing boat pulled them to the shore.

GRAMMAR Page 108

Aim: to practise the intensifiers *too*, *very*, *quite*

Warm-up: Write these words on the board: *too*, *very*, *quite*. Ask students to make sentences using these words. Write some of their correct sentences on the board.

Activity 1

- Look at the pictures with the class and ask students what is happening.
- Read the sentences and ask students to match them with the pictures.
- Check the answers with the class.
 - 1 B 2 C 3 A

Remember Page 108

- Read the Remember box with the class. Tell students to copy the rule and examples into their exercise books.
 - ⇒ **Grammar, Page 120**

Activity 2

- Ask students to find more sentences with *quite*, *very*, *too* in the story.
 - We were **quite** far from the shore... ...it was **too** big for a dolphin. ...a **very** big one!
 - We were **very** frightened. ...a **very** serious situation. We were **too** far from the shore...

Activity 3

- Students complete the sentences with *too*, *very*, or *quite*. Tell them that sometimes more than one word is possible.
- Check the answers around the class.
 - **1** too / very **2** very / quite, too **3** very **4** very / quite **5** very

WRITING Page 108

Aim: to write about an encounter with an animal

Activity 1

- Ask students to imagine they had a close encounter with an animal. Tell them that it can be a friendly or an unfriendly encounter.
- Students make notes using the ideas. They can do this individually or in pairs.
 - *Students' own answers*

Activity 2

- Students write their story. Encourage them to use *very*, *too* and *quite* where possible. Help students with vocabulary and grammar.

- Students exchange stories and check for mistakes.
- Read some of their stories to the class.
 - *Students' own answers*

WORKBOOK

- **1** 1 diver 2 shark 3 dolphin 4 oil rig 5 fisherman 6 canoe
- **2** 1 on 2 in 3 out of 4 under 5 into
- **3** sea, whales, shark, prawn, shell
- **4** 1 shark 2 octopus 3 fossils 4 shellfish
- **5** 1 very 2 too 3 very 4 too 5 quite 6 very
- **6** *Students' own answers*
- **7** 1 I have never travelled under the sea. 2 A fish can't survive out of the water. 3 Explorers are very brave people. 4 Some mammals live in water.

Practice page ► Page 109

GRAMMAR

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

- 1 *Would you like to* 2 *hopes to* 3 *are planning to* 4 *wants to*

Activity 2: Students choose the correct conjunction in brackets to complete the sentences.

- 1 *so* 2 *because* 3 *but* 4 *and*

Activity 3: Students complete the sentences with the expressions in the box.

- 1 *too loud* 2 *very tired* 3 *too tired* 4 *quite cheap* 5 *very late*

Activity 4: Students complete the sentences with words from Unit 14.

- 1 *Moon* 2 *divers* 3 *sharks* 4 *spaceship*

LET'S HAVE FUN

Activity 1: Students match the words with the definitions.

- 1b 2c 3a 4e 5d

Activity 2: Students find the odd word out in each series.

- 1 *Moon* 2 *seaweed* 3 *fish* 4 *astronaut*

Unit summary

COMMUNICATION FOCUS

- telling a story
- making decisions
- talking about quantity

VOCABULARY

- verbs: *afford, rush, cover, shake, behave, burn, scream, collapse*
- nouns: *shopkeeper, credit, cow dung, lottery, millionaire, approval, trick, ticket, magic, idiot, announcer, fire, shock, cocoa, goat, fees, salary, appearance, behaviour*
- adjectives: *superstitious, steady, obedient, wonderful, ruined*

Lesson 1 Three white eggs ▶ Page 110

TOPIC: a story about a lottery ticket

GRAMMAR AIM: to talk about decision at the moment of speaking with *will* and *won't*

READING AND SPEAKING Page 111

Aim: to read a story for specific information

Warm-up: Write the word *lottery* on the board. Ask students what it is and what people can win. Ask: *Have you ever bought a lottery ticket?*

Activity 1

- Look at the pictures with the class.
- Ask students what Kana is dreaming of.
→ *He's dreaming of becoming rich.*

Activity 2

- Read Part 1 of the story with the class. Explain the new vocabulary.
- Students answer the questions.
- Check the answers around the class.
→ **1** They are poor. **2** Kana is superstitious. **3** He thinks it will help him win the lottery.

Activity 3

- Students read the text again and decide which statements are true and which are false.
- Students correct the false statement.
→ **1** True **2** False – *He was a poor man.* **3** True
4 False – *His friend Zambo has won 3 million francs on the lottery.*
5 False – *She doesn't approve of her husband playing the lottery.*

Activity 4: Students practice the conversation between Kana and Ndjanga in pairs.

READING Page 111

Aim: to read the second part of a story for specific information

Warm-up: Ask students to guess what happens next in the story.

Activity 1

- Read Part 2 of the story to the class. Students listen and read silently.
- Students find out what Kana's wife thinks about his tricks.
- Check the answers with the class.
- If necessary, read the story with the class and check the new vocabulary.
→ *She thinks that he is a superstitious idiot.*

Activity 2

- Students answer the questions. Encourage them to write complete sentences.
- Ask different students to read out their sentences.
 - **1** He hung the tail of a lizard around his neck. **2** His friend Zambo told him.
 - 3** He didn't say goodbye because Zambo told him not to speak to anyone before buying his ticket.
 - 4** He arrived home just before eight o'clock. **5** He turned the radio on to listen to the names of the lottery winners on the news.

Activity 3

- In pairs, students guess what happens next in the story.
- Compare their ideas around the class.
 - *Students' own answers*

LISTENING Page 111

I Aim: to listen to the end of the story for main ideas

Activity 1: Read Part 3 of the story to the class and students find out if they guessed correctly.

Listening text: Kana was not listening. He was dreaming. She took the ticket from his hand.

"Ndjanga what are you doing?"

"What I should have done long ago," she replied holding the ticket just above the fire.

"No Ndjanga, don't," Kana cried. But it was too late. The ticket was already on fire.

"And the winner of this week's lottery," said the announcer, "is the holder of ticket number zero, zero, two, four, five, five. I repeat, the holder of ticket number zero, zero, two..." Ndjanga and her husband screamed. Their eyes were still on the ticket. They could still see the number 002/455. But it was too late. The flames burnt the ticket. Both Kana and Ndjanga collapsed from shock.

Kana paused for a second and then ran out of the house. As he left he said, "Three eggs, I must have three white eggs for breakfast tomorrow."

Activity 2

- Read the words and the gapped text with the class. Check students understand the new vocabulary.
- Ask students to complete the summary with the words in the box.
- Check the answers by asking students to read out the text.
 - **1** lottery **2** burn **3** hand **4** fire **5** number **6** ticket **7** screamed **8** late **9** house **10** eggs

WRITING AND SPEAKING Page 112

Aim: to write a happy ending for the story

Warm-up: Ask students what they think about the story ending. Ask them if they can think of a happy ending.

Activity 1

- Ask students to write a happy ending for the story. Go around the class helping them with the vocabulary.
- Ask students to read out their endings to the class.
 - *Students' own answers*

GRAMMAR Page 112

Aim: to learn how to use *will* for decisions

Warm-up: Write the following sentences on the board: A: *Look it has started to rain.* B: *Oh no! I'll take an umbrella.* Ask: *Which sentence expresses a decision at the moment of speaking?*

Activity 1

- Find the sentence in the story and ask students to find out how Kana reacts to it.
- Check the answers with the class.
 - *He says: "Don't worry. I'll buy them on credit."*

Remember Page 112

- Read the Remember box with the class. Tell students to copy the rules and examples into their exercise books.
 - ⇒ **Grammar, Page 118**

Activity 2

- Read the sentences and decisions with the class.
- Students match the decisions with the situations.
- Check the answers orally around the class.
- Students practise saying the sentences.
→ 1c 2d 3a 4b

Activity 3

- Read the situations with the class.
- Ask students to write decisions for the situations.
- Students read out their decisions to the class.
→ *Students' own answers*

Activity 4

- Ask students to complete the conversation with the sentences in the box.
- Students practise the conversation with a partner.
→ 1 I'll ask my parents. 2 I'll go and ask them if they want to come. 3 I'll ask my mum for a bus ticket.
4 We'll walk. 5 I'll lend you the money. 6 I'll pay you back next week.

WORKBOOK

- 1 a2 b4 c7 d5 e3 f1 g6
- 2 1 Three white eggs. 2 No he didn't. 3 He won 3,000,000 francs. 4 Zambo explained the trick. 5 Ndjanga burnt the ticket. 6 Because they heard the radio announcer read out the number on their burnt ticket.
- 3 1 afford 2 trick 3 lottery 4 number 5 superstitious 6 ticket 7 approval 8 magic
- 4 1 Can I 2 no eggs 3 shop 4 money 5 on credit 6 Where 7 must
- 5 1c 2f 3d 4b 5a 6e
- *Students' own answers*
- 6 1 will (I'll) take 2 will (I'll) have 3 won't buy 4 won't take 5 won't come
- 7 1 I'll have 2 won't go out 3 I'll ask 4 He'll have 5 She'll be
- 8 *Students' own answers*

Lesson 2 Diane and the goats ▶ Page 113**TOPIC:** a story**GRAMMAR AIM:** to talk about quantity with *enough* + noun**READING** Page 113**Aim:** to read a story for main ideas and specific information**Warm-up:** Ask students to look at the title of the story and the picture and guess what it might be about.**Activity 1**

- Students read the story and find out if it has a happy or an unhappy ending.
- Read the story with the class checking the new vocabulary.
→ *a happy ending*

Activity 2

- Students read the story again and answer the questions. Encourage them to write complete sentences.
- Ask different students to read out their answers.
→ 1 *Mama had three goats. 2 Because they were very obedient goats and they didn't destroy the crops. 3 They were called Smile, Serious and Sense. 4 Because the names reflected the goats' appearance and behaviour. 5 Because it rained and the cocoa crop was ruined. 6 Diane bought five goats.*

Activity 3

- Ask students to find words in the passage with the meanings 1-4.

- Check the answers with the class.
→ **1** obedient **2** appearance **3** ruined **4** school fees

Activity 4: Discuss the question with the class.

GRAMMAR Page 114

Aim: to practise using *enough* + noun

Warm-up: Write the word *enough* on the board. Ask students to say the word aloud. Ask students to make sentences with the word. Write some of their ideas on the board.

Activity 1

- Ask students to find the sentences in the passage and complete them.
- Ask students to read out the complete sentences.
→ *enough*

Remember Page 114

- Students read the Remember box with the class. Tell them to copy the rule and examples into their exercise books.

Activity 2

- Ask students to write sentences using *enough* and the words in the box.
- Check their answers orally around the class and write some sentences on the board.
→ *Students' own answers*

PRONUNCIATION Page 114

Aim: to learn about the pronunciation of *gh* in English

Activity 1

- Write the words *enough* and *thought* on the board. Ask students to say them aloud. Point out that the letters *gh* are pronounced /f/ in the word *tough* and they are silent in the word *thought*.
- Say the words aloud. Students put them into two groups.
- Students practise saying the words aloud.
→ /f/: *enough, tough, rough*; silent: *fight, drought, brought, neighbour*

WORKBOOK

- **1** **1** Who **2** Who **3** What **4** What **5** How **6** Which
- *Students' own answers*
- **2** **1** There weren't enough chairs for everybody. **2** Does he have enough money to buy the jeans? **3** We need to drink enough water when the weather is hot. **4** She didn't have enough energy to climb the stairs. **5** Did you have enough time to finish the work?
- **3** **Across:** **2** goats **4** farmer **7** school **8** doctor **Down:** **1** salary **3** earn **5** money **6** cocoa
- **4** **f1** though **2** shock **3** friend **4** ruin

Practice page ► Page 115

GRAMMAR

Activity 1: Students complete the sentences with *will ('ll)* / *won't* and a verb in the box.

- **1** 'll / will win **2** 'll / will make **3** won't tell **4** 'll / will see **5** 'll / will get

Activity 2: Ask students to write decisions for the situations.

- *Sample answers:* **1** I'll buy a house. **2** I'll tell my mum. **3** I won't tell her. **4** I'll have a party. **5** I'll get a job and help them.

Activity 3: Students write sentences with *enough* using the prompts.

- *Sample answers:* **1** I haven't got enough time to revise for the test. **2** There's enough food for everyone. **3** There isn't enough clean water for everyone. **4** I've got enough money to buy a dictionary.

LET'S HAVE FUN

Activity 1: Ask students to match the words in the box with the stories in the unit.

- *Three white eggs: lottery, egg, burn, millionaire*
- *Diane and the goats: goat, fee, doctor*

Activity 2

- Ask students to write down other words from the stories. Tell them not to look back at the stories.
- In pairs, students say their words and guess which stories they come from.
 - *Students' own answers*

REVIEW AND EVALUATION FOR MODULE 5

Page 116

VOCABULARY

Activity 1: Students find the 13 words in the word square.

- *astronaut, moon, flood, sharks, diver, volcano, dolphins, storm, fish, lava, sea, planet, tornado, sardine*

Activity 2

- Students put the words from the word square into the three word groups.
 - **Natural phenomena:** *flood, volcano, storm, lava, tornado* **Space:** *astronaut, moon, planet* **The sea:** *sharks, diver, dolphins, fish, sea, sardine*
- Students think of two more words for each group.
 - *Students' own answers*

Activity 3: Students find the odd word out of each selection.

- **1** *drown* **2** *explore* **3** *diver* **4** *earn*

GRAMMAR

Activity 1: Students complete the sentences with the past continuous form of the verb in brackets.

- **1** *was playing* **2** *was helping* **3** *was doing* **4** *were travelling*

Activity 2: Students match the questions with the appropriate answers.

- *1c 2e 3d 4b 5a*

Activity 3: Students complete the sentences with the words provided. They must use the past continuous and the past simple.

- **1** *were sleeping, happened* **2** *rang, was having* **3** *was standing, destroyed* **4** *screamed, erupted* **4** *were playing, started*

CHECK YOUR PROGRESS

Page 117

Activity 1: Students complete the sentences with the correct expression.

- **1** *to be* **2** *to study* **3** *playing* **4** *to visit*

Activity 2: Students complete the sentences with the correct form of the verbs from the box.

- **1** *to be* **2** *were sleeping* **3** *will buy* **4** *arrived*

Activity 3: Students complete the sentences with a suitable conjunction.

- **1** *and* **2** *because* **3** *but*

Activity 4: Students complete the dialogue with suitable words.

- **1** *I will (I'll)* **2** *I will (I'll)* **3** *I will (I'll)*

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.

Word list

A

accident	<i>accident (m)</i>
accordion	<i>accordéon (m)</i>
across	<i>à travers</i>
afford (I can't afford it)	<i>mes moyens ne me le permettent pas</i>
ago	<i>il y a</i>
airport	<i>aéroport (m)</i>
always	<i>toujours</i>
ancestor	<i>ancêtre (m)</i>
ant	<i>fourmi (f)</i>
appearance	<i>aspect (m), apparence (f)</i>
argue (v)	<i>se disputer (avec)</i>
art	<i>art (m)</i>
astronaut	<i>astronaute</i>
atmosphere	<i>atmosphère (f)</i>
attractive	<i>beau, attrayant</i>
aunt	<i>tante (f)</i>
authority	<i>autorité (f)</i>

B

badly	<i>mal</i>
bag	<i>sac (m)</i>
ball	<i>balle (f)</i>
bamboo	<i>bambou (m)</i>
base unit	<i>disque dur (m)</i>
basketball	<i>basket (m)</i>
beans	<i>fèves (f), haricots (m)</i>
beautiful	<i>beau/belle</i>
behave	<i>se comporter, se conduire</i>
behaviour	<i>conduite (f), comportement (m)</i>
belief	<i>foi, croyance (f)</i>
bicycle	<i>vélo (m)</i>
bird	<i>oiseau (m)</i>
blacksmith	<i>forgeron (m)</i>
blow	<i>souffler</i>
blues (music)	<i>blues (m)</i>
boat	<i>bateau (m)</i>
boil (v)	<i>bouillir</i>
boring	<i>ennuyeux</i>
bottle	<i>bouteille (f)</i>
bracelet	<i>bracelet (m)</i>
breathe (v)	<i>respirer</i>
brother	<i>frère (m)</i>
bucket	<i>seau (m)</i>
burn (v)	<i>incendier, brûler</i>
bus	<i>autobus (m)</i>
busy	<i>occupé(e)</i>
butter	<i>beurre (m)</i>

C

calculator	<i>calculatrice (f)</i>
camel	<i>chameau (m)</i>
cane	<i>canne (f)</i>
captain	<i>capitaine (m)</i>
car	<i>voiture, auto (f)</i>
carbon dioxide	<i>dioxyde de carbone</i>
carrot	<i>carotte (f)</i>
cassava	<i>manioc (m)</i>
cathedral	<i>cathédrale (f)</i>

CD-Rom

cheap	<i>bon marché</i>
cheat	<i>tromper, duper</i>
chicken	<i>poulet (m)</i>
chimpanzee	<i>chimpanzé (m)</i>
chocolate	<i>chocolat (m)</i>
Christianity	<i>christianisme (m)</i>
classical (music)	<i>classique (m)</i>
clean	<i>propre, pur(e)</i>
climate	<i>climat (m)</i>
cloud	<i>nuage (m)</i>
coast	<i>côte (f)</i>
cocoa	<i>cacao (m)</i>
coconut	<i>noix de coco</i>
collapse (v)	<i>s'affaisser, s'écrouler</i>
collect (v)	<i>collectionner</i>
comfortable	<i>confortable</i>
community	<i>communauté (f)</i>
competition	<i>concours (m)</i>
cook (v)	<i>cuisiner</i>
cooking	<i>cuisine (f)</i>
cool	<i>frais</i>
cost	<i>prix (m)</i>
cotton	<i>coton (m)</i>
courtroom	<i>tribunal (m)</i>
cover (v)	<i>couvrir</i>
crazy	<i>fou/folle</i>
creative	<i>créatif/créative</i>
crops	<i>récolte (f)</i>
cross (v)	<i>traverser</i>
crowded	<i>bondé(e), encombré(e)</i>
crown	<i>couronne (f)</i>
culture	<i>culture (f)</i>
cybercafé	<i>cybercafé (m)</i>
cycling	<i>faire du vélo</i>

D

damage	<i>dommage (m), endommager</i>
dangerous	<i>dangereux</i>
decorated	<i>décoré(e)</i>
deep	<i>profond(e)</i>
deer	<i>cervidé (m)</i>
destroy (v)	<i>ruiner, détruire</i>
die (v)	<i>mourir</i>
dinosaur	<i>dinosaure (m)</i>
direction	<i>direction (f)</i>
dirty	<i>sale</i>
disappear (v)	<i>disparaître</i>
disaster	<i>désastre (m)</i>
discovery	<i>découverte (f)</i>
disk	<i>disque (m)</i>
dive (v)	<i>plonger</i>
diver	<i>plongeur (m)</i>
dolphin	<i>dauphin (m)</i>
down	<i>en bas, au bas</i>
draw (v)	
(of a match)	<i>match nul</i>
draw (v)	<i>dessiner</i>
drawing	<i>dessin (m)</i>
dream	<i>rêve (m)</i>
dress	<i>robe (f)</i>
drive (v)	<i>conduire</i>
drought	<i>sécheresse (f)</i>

drown (v)

drum	<i>se noyer</i>
dry	<i>tambour (m) sec, aride</i>

E

earrings	<i>boucles d'oreilles</i>
earthquake	<i>tremblement de terre (m)</i>
economic	<i>économique</i>
egg	<i>œuf (m)</i>
electric light	<i>ampoule (f)</i>
elephant	<i>éléphant (m)</i>
e-mail	<i>e-mail (m)</i>
endangered	<i>menacé(e)</i>
energy	<i>énergie (f)</i>
erupt (v)	<i>entrer en éruption</i>
eruption	<i>éruption (f)</i>
exciting	<i>excitant, passionnant</i>
explore	<i>explorer</i>
explosion	<i>explosion (f)</i>
extinct	<i>éteint(e), disparu(e)</i>

F

fantastic	<i>fantastique</i>
fashion	<i>mode (f)</i>
fashionable	<i>à la mode</i>
fast	<i>vite, rapide</i>
fat	<i>lipide (m) gros(se)/gras(se)</i>
father	<i>père (m)</i>
feeling	<i>sentiment (m)</i>
field	<i>champ (m)</i>
fifth	<i>un cinquième (m)</i>
fill (v)	<i>remplir</i>
shark	<i>nageoire (f)</i>
fine	<i>raffiné(e)</i>
finish (v)	<i>finir</i>
fire	<i>feu (m)</i>
fish	<i>poisson (m)</i>
fish (v)	<i>pêcher</i>
flood	<i>inondation (f)</i>
flow	<i>couler</i>
flute	<i>flûte (f)</i>
fly (v)	<i>voler</i>
folk (music)	<i>folk (f)</i>
football	<i>football (m)</i>
forget (v)	<i>oublier</i>
fraction	<i>fraction (f)</i>
fresh	<i>frais</i>
friendly	<i>amical(e), aimable</i>
frighten (v)	<i>effrayer, faire peur</i>
fruit	<i>fruit (m)</i>
fun (have) (v)	<i>s'amuser</i>

G

glass	<i>verre (m)</i>
global warming	<i>réchauffement de la planète</i>
goal	<i>but (m)</i>
goat	<i>chèvre</i>
gold	<i>or, (en or)</i>
gorilla	<i>gorille (m)</i>
gospel (music)	<i>gospel (m)</i>
grandmother	<i>grand-mère (f)</i>

great	<i>grand(e), super, fantastique, formidable</i>
greenhouse gas	<i>gaz à effet de serre (m)</i>
guitar	<i>guitare (f)</i>
H	
habitat	<i>habitat (m)</i>
half	<i>demi (m), moitié (f)</i>
happily	<i>heureusement</i>
happy	<i>heureux, joyeux</i>
hard-working	<i>travailleur(euse)</i>
hare	<i>lièvre (m)</i>
harmonica	<i>harmonica (m)</i>
hat	<i>chapeau (m)</i>
heat	<i>chaleur (f)</i>
heavily	<i>lourdement</i>
heavy	<i>lourd</i>
help (v)	<i>aider</i>
hide (v)	<i>cache</i>
hill	<i>colline (f)</i>
hit (v)	<i>frapper</i>
hobby	<i>hobby (m)</i>
horoscope	<i>horoscope (m)</i>
housework	<i>ménage (m)</i>
hunger	<i>faim (f)</i>
hungry	
(to be, to feel)	<i>avoir faim</i>
hunt (v)	<i>chasser</i>
hunter	<i>chasseur (m)</i>
hunting	<i>chasse (f)</i>
hurricane	<i>ouragan (m)</i>
hurt (v)	<i>faire mal</i>
I	
ice	<i>glace (f)</i>
idiot	<i>idiot(e) (m)</i>
illegal	<i>illégal(e)</i>
increase (v)	<i>augmenter</i>
industrial	<i>industriel</i>
insect	<i>insecte (m)</i>
insult (v)	<i>insulter/insulte (f)</i>
interesting	<i>intéressant(e)</i>
Internet	<i>Internet (m)</i>
interpret (v)	<i>interpréter</i>
into	<i>dans, en, à, entre</i>
invent (v)	<i>inventer</i>
J	
jazz (music)	<i>jazz (m)</i>
jewels	<i>bijoux (m)</i>
journey	<i>voyage (f), trajet (m)</i>
judge	<i>juge (m)</i>
jump (v)	<i>sauter</i>
K	
keep (v)	<i>tenir, garder</i>
keyboard	<i>clavier (m)</i>
kick	<i>coup de pied (donner un coup de pied)</i>
kill	<i>tuer</i>
kilometre	<i>kilomètre (m)</i>
kind	<i>gentil(le)</i>
L	
lake	<i>lac (m)</i>
lamp	<i>lampe (f)</i>
land	<i>terre (f), terrain (m)</i>
landslide	<i>glissement de terrain (m)</i>

rain	<i>pluie (f)</i>
large	<i>grand(e)</i>
laugh (v)	<i>rire</i>
lava	<i>lave (f)</i>
leather	<i>cuir (m)</i>
letter	<i>lettre (f)</i>
lightning	<i>éclair (m)</i>
line	<i>ligne (f)</i>
listen (v)	<i>écouter</i>
locust	<i>sauterelle (f)</i>
lonely	<i>isolé(e), seul(e)</i>
look after (v)	<i>avoir soin de, soigner</i>
loose	<i>ample</i>
lorry	<i>camion (m)</i>
loser	<i>perdant(e)</i>
lottery	<i>loterie (f)</i>
lovely	<i>charmant</i>
low	<i>bas(se), petit(e), peu élevé(e)</i>
Lycra	<i>Lycra (m)</i>
M	
magic	<i>magie (f)/magique (m)</i>
magnificent	<i>magnifique</i>
majestic	<i>majestueux</i>
mammoth	<i>mammouth (m)</i>
mango	<i>mangue (f)</i>
match	<i>match (m)</i>
measure	<i>mesure (f)</i>
meat	<i>viande (f)</i>
medal	<i>médaille (f)</i>
messenger	<i>messager (m)</i>
metre	<i>mètre (m)</i>
millimetre	<i>millimètre (m)</i>
millionaire	<i>millionnaire (m)</i>
mixture	<i>mélange (m)</i>
mobile phone	<i>téléphone portable (m)</i>
modern	<i>moderne</i>
Moon	<i>lune (f) (La Lune)</i>
mother	<i>mère (f)</i>
motorbike	<i>moto (f)</i>
mountain	<i>montagne (f)</i>
mouse	<i>souris (f)</i>
mussel	<i>moule (f)</i>
N	
naked	<i>nu, à nu</i>
nature reserve	<i>réserve naturelle (f)</i>
necklace	<i>collier (m)</i>
nephew	<i>neveu (m)</i>
never	<i>jamais</i>
nice	<i>bon(ne), agréable</i>
niece	<i>nièce (f)</i>
nightmare	<i>cauchemar (m)</i>
noisy	<i>bruyant</i>
nylon	<i>nylon (m)</i>
O	
oar	<i>rame (f)</i>
obedient	<i>obéissant</i>
ocean	<i>océan (m)</i>
octopus	<i>pieuvre (f)</i>
offer (v)	<i>offrir</i>
often	<i>souvent</i>
oil	<i>huile (f)</i>
old-fashioned	<i>démodé(e)</i>
on foot	<i>à pied</i>
only (child)	<i>(enfant) unique</i>
orange	<i>orange (f)</i>

organise (v)	<i>organiser</i>
oyster	<i>huître (f)</i>
P	
packet	<i>paquet (m)</i>
paint (v)	<i>peindre</i>
painting	<i>peinture (f)</i>
park	<i>parc (m)</i>
parrot	<i>perroquet (m)</i>
patient	<i>patient(e)</i>
pawpaw	<i>papaye (f)</i>
percentage	<i>pourcentage (m)</i>
piano	<i>piano (m)</i>
pick (v)	<i>cueillir</i>
pilot	<i>pilote (m)</i>
pineapple	<i>ananas (m)</i>
plain	<i>simple</i>
plain	<i>plaine (f)</i>
plane	<i>avion (m)</i>
planet	<i>planète (f)</i>
plant (v)	<i>planter</i>
plastic	<i>plastique</i>
player	<i>joueur (m)/joueuse (f)</i>
poacher	<i>braconnier (m)</i>
polar bear	<i>ours blanc (m)</i>
polite	<i>poli(e), courtois(e)</i>
political	<i>politique</i>
population	<i>population (f)</i>
post (v)	<i>poster</i>
post-office	<i>poste (f)</i>
prawn	<i>crevette (f)</i>
pray (v)	<i>prier</i>
present	<i>cadeau (m)</i>
priceless	<i>sans prix</i>
print	<i>imprimer</i>
printer	<i>imprimante (f)</i>
prize	<i>prix (m)</i>
probably	<i>probablement</i>
problem	<i>problème (m)</i>
produce	<i>produit (m)/produire</i>
promise (v)	<i>promesse (f)/promettre</i>
protect (v)	<i>protéger, défendre</i>
protein	<i>protéine (f)</i>
Q	
quarter	<i>quart (m)</i>
R	
race	<i>course (f)</i>
racquet	<i>raquette (f)</i>
radio	<i>radio (f)</i>
rainfall	<i>pluie (f)</i>
rainforest	<i>forêt tropicale (f)</i>
rap (music)	<i>rap (m)</i>
reading	<i>la lecture (f)</i>
receive (v)	<i>recevoir</i>
reggae (music)	<i>reggae (m)</i>
relative	<i>parent (m)</i>
remember (v)	<i>se souvenir de, se rappeler</i>
reservoir	<i>réservoir (m)</i>
rhythm	<i>rythme (m)</i>
rich	<i>riche</i>
ride (v)	<i>monter</i>
river	<i>rivière (m), fleuve (m)</i>
robe	<i>robe (f)</i>
rock	<i>rocher (m)</i>
rock'n'roll (music)	<i>rock'n'roll (m)</i>
rocket	<i>fusée (f)</i>
runner	<i>coureur (m)</i>

S

sad	<i>triste</i>
safe	<i>sauf, en sûreté</i>
safely	<i>en toute sécurité</i>
sail (v)	<i>naviguer, faire de la voile</i>
sailor	<i>marin (m)</i>
salary	<i>salaires (m)</i>
salsa (music)	<i>salsa (f)</i>
salty	<i>sale(e)</i>
sandals	<i>sandales (f)</i>
sardine	<i>sardine (f)</i>
saxophone	<i>saxophone (m)</i>
scream (v)	<i>hurler</i>
sculptor	<i>sculpteur (m)</i>
sea	<i>mer (f)</i>
seaport	<i>port (m)</i>
seaweed	<i>algue (f)</i>
secret	<i>secret (m)</i>
see (v)	<i>voir</i>
send (v)	<i>envoyer</i>
sewing	<i>couture (f)</i>
shake (v)	<i>trembler</i>
share (v)	<i>partager</i>
shark	<i>requin (m)</i>
shellfish	<i>coquillage (m)</i>
shirt	<i>chemise (f)</i>
shock	<i>choc (m)</i>
shoes	<i>chaussures (f)</i>
shopkeeper	<i>marchand (m), marchande (f)</i>
short	<i>court(e)</i>
silk	<i>soie (f)</i>
silver	<i>argent (m), (en argent)</i>
sister	<i>sœur (f)</i>
skirt	<i>jupe (f)</i>
slowly	<i>lentement</i>
smart	<i>smart, élégant(e)</i>
smelly	<i>malodorant</i>
soak (v)	<i>tremper</i>
sometimes	<i>quelquefois</i>
sorcerer	<i>sorcier (m)</i>
soul (music)	<i>soul (f)</i>
space station	<i>station spatiale (f)</i>
spaceship	<i>vaisseau spatial (m)</i>
species	<i>espèce (f)</i>
spend (v)	<i>dépenser</i>
spin (v)	<i>toumer</i>
spread (v)	<i>diffuser, répondre</i>
square	<i>carré</i>
steady	<i>sûr(e), stable</i>
still	<i>encore, toujours</i>
storm	<i>orage (m)</i>

stream	<i>ruisseau (m)</i>
success	<i>succès (m)</i>
sugar	<i>sucre (m)</i>
suit (v)	<i>convenir, aller à</i>
Sun	<i>soleil (m) (le Soleil)</i>
superstitious	<i>superstitieux</i>
survive (v)	<i>survivre</i>
survivor	<i>survivant (m)</i>
sweets	<i>bonbons (m)</i>
swim (v)	<i>nager</i>

T

take	<i>prendre</i>
take part	<i>participer</i>
tall	<i>haut, grand</i>
tap	<i>robinet (m)</i>
team	<i>équipe (f)</i>
technique	<i>technique (f)</i>
techno (music)	<i>techno (f)</i>
telephone	<i>téléphone (m)</i>
television	<i>télévision (f)</i>
tell (v)	<i>dire, indiquer</i>
temperature	<i>température (f)</i>
tennis	<i>tennis (m)</i>
text message	<i>texto, sms (m)</i>
thief/thieves	<i>voleur(s) (m)</i>
thin	<i>mince, maigre</i>
third	<i>un tiers</i>
thirst	<i>soif (f)</i>
thirsty	<i>avoir soif</i>
through	<i>à travers</i>
throw (v)	<i>lancer</i>
throw away (v)	<i>jeter</i>
ticket	<i>billet (m)</i>
tight	<i>étroit(e), serré(e)</i>
tin	<i>étain (m)</i>
tomorrow	<i>demain</i>
tornado	<i>tournade (f)</i>
tortoise	<i>tortue (f)</i>
touch (v)	<i>toucher</i>
traditional	<i>traditionnel(le)</i>
tragedy	<i>tragédie (f)</i>
train	<i>train (m)</i>
travel (v)	<i>voyager</i>
tremble (v)	<i>trembler</i>
trick	<i>ruse (f), farce (f)</i>
trousers	<i>pantalon (m)</i>
trust (v)	<i>avoir confiance</i>
t-shirt	<i>t-shirt (m)</i>
two thirds	<i>deux tiers</i>

U

uncle	<i>oncle (m)</i>
--------------	------------------

under	<i>sous, au-dessous</i>
underwater	<i>sous-marin(e)</i>
unfriendly	<i>hostile</i>
unhappy	<i>malheureux</i>
uniform	<i>uniforme (m)</i>
unkind	<i>méchant(e)</i>
unpleasant	<i>désagréable</i>
unusual	<i>rare</i>
up	<i>au haut, en haut</i>
usually	<i>ordinairement, habituellement</i>

V

valley	<i>vallée (f)</i>
vegetables	<i>légumes (m)</i>
violent	<i>violent(e), fort(e)</i>
violently	<i>violemment</i>
violin	<i>violon (m)</i>
vitamins	<i>vitamines (f)</i>
volcano	<i>volcan (m)</i>
volume	<i>volume (m)</i>
volunteer	<i>volontaire (m)</i>
voyage	<i>voyage (m)</i>

W

wait (v)	<i>attendre</i>
wake up (v)	<i>réveiller</i>
walk (v)	<i>marcher</i>
washing-up (to do) (v)	<i>faire la vaisselle</i>
waterfall	<i>cascade, chute d'eau (f)</i>
wear out (v)	<i>user</i>
well	<i>puits (m)</i>
wet	<i>humide</i>
whale	<i>baleine (f)</i>
whistle	<i>sifflet (m) / siffler</i>
wide	<i>large, grand(e)</i>
wife	<i>femme (f), épouse (f)</i>
win (v)	<i>gagner</i>
winner	<i>gagnant, vainqueur (m)</i>
witchcraft	<i>sorcellerie (f)</i>
wonderful	<i>étonnant, merveilleux</i>
wood	<i>bois, bois (forêt) (f)</i>
workshop	<i>atelier (m)</i>
worry (v)	<i>s'inquiéter</i>

X

xylophone	<i>xylophone (m)</i>
------------------	----------------------

Z

zip	<i>zip, fermeture Éclair (f)</i>
zodiac sign	<i>signe du zodiaque</i>