Lesson aims

Lesson 1 (Two periods)
- **Listening and Speaking:** Students practise saying the long /a:/ sound, and exercise sound contrasts with /æ/ en /a/.
- The students listen to a description and make notes.

Lesson 2 (Two periods)
- **Reading:** The reading text *How tall was the robber?* is divided in two parts, and specifically set out to practise the reading strategy *prediction*.
- **Vocabulary:** The students learn how to infer meaning before using a dictionary.
- This unit gives some additional guidance on reading a novel.

Lesson 3 (Two periods)
- **Grammar:** The Study focus boxes in this section give an overview on word order, adjectives and comparative and superlative forms.

Lesson 4 (Three periods)
- **Writing:** The students learn how to plan and write a composition as outlined in the Study focus.

Lesson 5 (One period)
- **Test:** This test assesses the students’ ability to use adjectives, write a description and infer meaning before using a dictionary.

Resources
- Dictionary
- *Student’s Book* (Unit 5)
- *Workbook* (Worksheets 8 to 10)
- Student’s notebooks to add new words and sentences

Teaching notes

A Speaking *(Student’s Book p. 36)*

1. This unit is the first part of this course where the students are given some time for reading, listening to and writing stories. The students will acquire and apply a number of new skills such as prediction, inferring meaning and the use of a dictionary, to develop their vocabulary at a rapid pace.

2. Learning new words, internalising them and applying them in a new context through role play and writing their own stories should be the students’ aim, not only for this unit, but throughout this course and other courses.

3. Follow the same procedure as in Unit 1. If the students have no serious problems with the pronunciation and recognition of these sounds, do not spend very long on this section.

1 **Practise**
Can you hear the difference?
One way of doing this is by reading out the sentences like this:

1. *He parked as soon as he arrived.*
   - He packed as soon as he arrived.
   - The same, or different? (Different)

2. *The dog has a loud bark*
   - The dog has a loud bark
   - The same, or different? (The same) etc.

Answers *(Section A: Speaking)* *(Student’s Book p. 36)*

**Practise**

(1) packed
(2) bark
B Reading  (Student's Book p. 37)

1  Before you read
Although this passage seems to be only story, it is designed to reinforce words and concepts important in the students' maths and science lessons, with expressions like: estimate, accurate, exact, average, in comparison with etc.

2  Comprehension
As usual, the questions should be asked orally as quickly as possible, but the difference here is that the students are not allowed to read the passage again. Stress this at the beginning of the reading exercise.

3  Thinking ahead
1. Ask the students to try and predict what will probably happen in the second part of the story.
2. If desired, the teacher can ask the students to write their prediction down, so that this can be checked after they have finished reading Part 2 of the story.

4  Questions
As usual ask them the questions that follow orally.

5  Story writing
The syllabus requires students to be aware of these different types of writing.
Lines 1 - 9 Description
Lines 10 - 16 Narrative
Lines 17 - 19 Dialogue and narrative

6  Write a description
An introduction to descriptive writing.

7  Practise writing a description
Some of the blanks can be completed in any way the students wish. These are indicated by a ?mark.

8  Role play
1. The driver could be Mr Mbama or Mr Momodu. Get the students to work in pairs and dramatise the incident by finding out the listed information. Remember to make them change roles so that the driver can act as the sergeant and vice versa.
2. Develop the students’ vocabulary with the additional activities on Worksheet 8 on page 16 and 17 of the Workbook.

Answers (Section B: Reading)

Memory questions  (Student's Book p. 37)
1F
2F
3F
4F
5T
6T
7F
8F
9T
10F

Questions  (Student's Book p. 38)
1 Because he himself was very tall.
2 Because he himself was very short.
3 He "split the difference"; he estimated that the robber was between the two witnesses in terms of height.
4 C (dazed means surprised. |To be in a daze: means to be in a shocked or bewildered position.)
5 D
6 The suspect; the robber
7 165cm. Halfway between the height of the two victims
Practise writing a description
(Student’s Book p. 38)
WANTED! FOR ARMED ROBBERY!
30; average; Peugeot; L6529; town; a white T-shirt and brown trousers; dangerous; approached; contact; information

C Vocabulary (Student’s Book p. 39)

1. **Infer meaning**
   1. Word inference is a very important language skill.
   2. Example 1 Role play is also advocated here. This will have a lasting effect on the students because they remember more what they do and see than what they merely hear. irritated - C displeased
   3. If there is time left, complete the additional vocabulary exercises of Worksheet 9 on page 18 of the Workbook.

2. **Use a dictionary**
The teacher should discuss the Skills focus with the students, stressing the importance of relating the meaning of a word to its context; that is, the meaning of words should not be treated in isolation.

3. **Practise using a dictionary**
Add examples of sentences using the words that students look up for Question 4.

Answers (Section C: Vocabulary)

Practise using a dictionary
(Student’s Book p. 40)

1. separate and description [description doesn’t seem to be spelt wrongly in the SB] are spelt wrongly.
2. estimate as a noun is pronounced /'estimət/
estimate as a verb is pronounced /'estim'eIt/
3. A It means he knew or thought there was something wrong about him.

D Grammar (Student’s Book p. 40)

1. **Study the basic word order of a sentence in English**
Word order in English is very important, as the meaning can be changed! Tell them that not all sentences have objects e.g. She laughed. (This will be discussed later.)

2. **Using adjectives (1)**
   1. The adjectives are shown in italics: The wanted woman is *slim*, and in her thirties. She is about 194 cm *tall*. She is *smart*, and *well-dressed*. She often wears a *dark blue* skirt and a *light grey* jacket. She has been seen in a *white Japanese* saloon car.
   2. Discuss the list of adjectives below, and ask the students to think up more examples.
   3. There is an additional activity on page 19 of the Workbook (Worksheet 10).

3. **Using adjectives (2)**
The students should use the tables to practise in pairs.

4. **Mini-talk**
Another opportunity for students to practise fluency skills. Once again, you may wish to give students an advance notice, so they have time to prepare.

5. **Write a paragraph**
A "mini" writing exercise, to do if there is time.

6. **Making comparisons**
The students should complete the sentences in any way they like, not limiting themselves to the choices on offer.
Answers (Section D: Grammar)

**Practise**

(Students' Book p. 40)

1. sentence 4: The robber held a gun; sentence 5: The policemen questioned the traders; sentence 6: The traders answered the policemen’s questions; sentence 8: The police issued a description.

2. The robber (S) stole (V) the car (O); The driver (S) did not lock (V) his car (O); The robber (S) saw (V) the traders; The robber (S) held (V) the gun (O); The policemen (S) questioned (V) the traders (O); The traders (S) answered (V) the policemen’s questions (O); The Inspector (S) heard (V) the interview (O); The police (S) issued (V) a description (O); They (S) put up (V) a “Wanted” notice (O); The policemen (S) caught (V) the robber (O).

**Using adjectives**

(Students' Book p. 41)

<table>
<thead>
<tr>
<th>a)</th>
<th>b)</th>
</tr>
</thead>
<tbody>
<tr>
<td>am</td>
<td>quite tall</td>
</tr>
<tr>
<td>became</td>
<td>angry</td>
</tr>
<tr>
<td>seem</td>
<td>nervous</td>
</tr>
<tr>
<td>tastes</td>
<td>salty</td>
</tr>
<tr>
<td>feels</td>
<td>damp</td>
</tr>
<tr>
<td>smells</td>
<td>good</td>
</tr>
</tbody>
</table>

**E Writing**

(Students' Book p. 42)

This introduces the students to write a composition - and shows how notes can be used when planning an essay.

**F Listening**

(Students' Book p. 43)

1. **Before you listen**

This trains the students to listen for key words. Follow the procedure used in Unit 1, but tell the students to listen and make notes about the important points - the key words will be mainly adjectives. The listening text for Unit 5 is on page 158 of the SB.

2. **A description**

Ask them to write a "Wanted" notice related to the listening passage on page 39 of the

**Answers (Section F: Listening)**

Answers:

1. Cheap, easy
2. The motor car
3. taxis/molues, local buses, express buses, train
4. Common, convenient - but expensive
5. Walking: Cheapest, healthiest - and safest!

**G Read a novel**

(Students' Book p. 43)

1. Many teachers will want to expand on these questions, or amend them to suit the novel the class has been reading.

2. During the discussion, it would be helpful to develop their ideas on conflict.

3. Conflict can be disagreements between characters; but there are other kinds of conflict: dilemmas, when decisions need to be made on various courses of action; or moral conflicts, where characters may have to choose between good and evil - or indeed, between evils. In life, one often has to choose between the lesser of two evils!

**Answers: Test 4**

(Students' Book p. 44)

**Using adjectives**

1. smaller;
2. more delicious, tastier;
3 least/less busy;
4 easier;
5 more enjoyable;
6 more interesting;
7 more demanding;
8 better;
9 worst;
10 most expensive, best, most practical, longer, better