

TERMINALE

Far Ahead

Teacher's book

édicef

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Unit 1 — Lifestyle — Moving with the times

Lead in # p. 7

1. Possible answers

The cartoon shows a teenager holding a cell phone and wearing modern clothes. In the speech bubble, we can see a prehistoric family making a fire and wearing very simple clothes mostly made of tree leaves.

According to the cartoon, the boy thinks that his family or his community is still leaving as in the prehistoric era and that they should move on and adapt to the modern world.

Vocabulary # p. 7

→ Values

2. 1/ growth
- 2/ impact
- 3/ half
- 4/ third
- 5/ remains

3. Possible answers

Traditional lifestyles: respect – generosity – commitment – patriotism – spirituality – authority – loyalty

Modern lifestyles: greed – freedom – individuality – materialism – tolerance – consumerism

4. Possible answers

I think that statements 1, 4, 5 and 6 are said by an elderly person, and that statements 2, 3, 7 and 8 are said by a teenager.

I agree with statements 2 and 5; I think that life today is easier than it was for our parents.

I agree with statement 8: I believe that the present is not worse than the past, but simply different.

I disagree with statements 1 and 6, because I think that there are many respectful teenagers today, and many teenagers that are interested in political and social issues.

5. Possible expressions to use

Do you think that the traditional way of life in our country is getting lost / remains strong?

What's your point of view on the traditional way of life in our country? According to you, is it getting lost / slowly disappearing, or is it still strong?

6. Writing

Possible expressions to use

Our society is changing fast. Economic growth and globalisation are transforming our country's way of life. In our class, about ... % of the students think that our traditional way of life is disappearing, whereas ... % believe it is still strong.

Reading # p. 8

1. Before you read

Possible answers

The first quote suggests that for people who feel nostalgic, life in the past was better than what it is in the present. They consider that life in the past was perfect.

The second quote means that if you want to move on and improve your future, you must stop thinking about the past and always comparing past and present times.

2. Possible answer

I think that Gtpulse, Sasoon and Ume would agree with the second quote in exercise 1.

3. 1/ Gtpulse

- 2/ Elena92
- 3/ Sasoon
- 4/ Ume
- 5/ Lu
- 6/ Jamjo
- 7/ Sasoon
- 8/ Elena92

4. 1/ high-yield

- 2/ post
- 3/ screen
- 4/ loneliness
- 5/ deteriorated
- 6/ neighbour

5. Discussion

Possible answers

1/ **Better:** healthcare – comfort – electricity – education

Worse: lack of solidarity – less respect for the environment – reduced diversity of cultures – more individualism

2/ What I would find most difficult would be to have much fewer ways of communication: I would really miss phones, computers and the Internet!

Vocabulary extension # p. 9

→ **The suffix –ness**

6. Examples in the text: loneliness (paragraph 4 – Jamjo) – kindness (paragraph 6 – Lu)

aggressive → aggressiveness

mad → madness

forgive → forgiveness

forgetful ← forgetfulness

hopeless → hopelessness

shy → shyness

thoughtful → thoughtfulness

thoughtless ← thoughtlessness

nervous → nervousness

fair → fairness

helpful → helpfulness

The words 'forgetfulness', 'hopelessness', 'thoughtfulness', 'thoughtlessness' and 'helpfulness' have two different suffixes.

7. Writing and Speaking

Possible answers

I always feel anxious before an exam. → nervousness

When you play a sports team, the same rule must apply to all players. → fairness

He became crazy when he learnt the news, and couldn't control himself. → madness

My brother doesn't like speaking in public; he feels embarrassed and blushes very quickly. → shyness

I often ask my uncle when I have a problem; he always gives me some good advice. → helpfulness

8. Writing

Possible answer

Although many people complain about the bad effects that technology has had on human relationships and traditional communities, I believe that modern technology is a wonderful tool. It can have a lot of positive effects if people know how to use it. It can make life much easier. So I think we should stop criticising technology and look at it in a constructive way.

9. Speaking

Possible expressions to use

In our class, many students think that life is better today than in the past / that life was better before. Some students argue that... while others believe that...

About ... % of students in the class think that modern people have a better lifestyle.

Grammar # p. 10

→ **Present and present perfect tenses**

1. 1/ has – returned → c, active

2/ are being turned → b, passive

3/ rely → a, active

4/ have been using → d, active

5/ has been made → c, passive

6/ are fed → a, passive

2. 1/ have developed

2/ find

3/ is becoming

4/ have been looking

5/ is constantly posting

6/ hasn't finished

3. 1/ Traditional farming is being replaced by more productive agricultural methods.

2/ A lot of cotton is grown in Mali.

3/ All the trees have been cut by villagers for farmland.

4/ Traditional lifestyle has been abandoned by a lot of Africans.

5/ All parts of the world are connected by communication technology.

6/ The Internet is being used by more people than ever before.

4. 1/ have been living

2/ am studying

3/ haven't seen

4/ don't feel

5/ speak

6/ has changed

7/ don't understand

8/ use

9/ is constantly chatting

5. Writing and Speaking

Possible answers

She's constantly checking the time on her cell phone.

He's constantly scratching his nose.

She's always sniffing.

He's always biting his nails.

Communication # p. 11

→ Complaining

1. 1/ to bother
- 2/ I'm afraid
- 3/ fair
- 4/ speak to
- 5/ Would you mind
- 6/ always complaining
- 7/ All you ever do
- 8/ there is a problem
- 9/ don't understand
- 10/ Can I speak

In dialogue 1, someone wants to exchange a radio that has a problem.

In dialogue 2, siblings are arguing, because one of them wants to study and the other one is listening to music.

In dialogue 3, a customer is asking for explanation about a mobile phone bill.

The people in dialogue 2 already know each other.

2. The following phrases are unsuitable in formal English: 'You're always complaining.' – 'I don't care.'

4. In the first dialogue, Bello refuses to move to the back row when an usher asks him to. The two people in this dialogue are strangers.

In the second dialogue, the school prefect tells the head cook there is a problem with the stew. The two people know each other.

5. Writing and Speaking

Possible answer

A Excuse me, but I ordered a cheese pizza and you brought me some spaghetti.

B That's not possible, I took the order from my colleague and I followed what he told me.

A Well, he must have misunderstood. Could you exchange the spaghetti for a pizza then?

B I'm not sure that will be possible now that the spaghetti are ready. Don't you want to try them?

A I'm sure I want to eat a cheese pizza and I refuse to eat anything else.

B Let me talk to the cook and see what I can do about that.

Reading # p. 12

1. Before you read

Possible answers

The people in the picture are Mauritanian migrants who are trying to reach the Canary Islands by boat.

Most of them probably want to escape poverty and are looking for a better life in Europe.

2. Possible answers

The yellow route shows Sanga's first journey.

At the time when he's telling his story, Sanga is working in Morocco, saving money.

3. 1C – 2D – 3C – 4A – 5C

4. 1/ reach

2/ struggle

3/ beat

4/ boarded

5/ sink

5. Discussion

Possible answers

1/ To escape poverty, Sanga could have looked for a job in Lagos or in another African big city.

2/ I think that the people who transport migrants are the ones who benefit most from the situation.

3/ Yes, my cousin has gone to Spain because he couldn't find a job here. / My brother went to study in the UK and then he stayed there.

Vocabulary extension # p. 13

→ *Wherever, whenever, whoever, whatever, whichever, however*

6. Table: whenever – whoever – whatever – whichever – however

Examples in the text: 'wherever' (paragraph 3) – 'Whenever' (paragraph 6)

7. 1/ whatever

2/ Wherever

3/ Whenever

4/ Whoever

5/ whichever

6/ however

8. Writing

Possible answers

Wherever you go, don't forget to call me when you arrive.

We can leave *whenever* you're ready.

You can invite *whoever* you want to the party.

Whatever you do, be careful!

I can lend you *whichever* book you need.

However you go, I will come with you.



Pronunciation # p. 13

→ The letters *gh*

9. *gh* pronounced /f/: enough – rough – tough

***gh* silent:** bought – caught – thought

Grammar # p. 14

→ Past and past perfect tenses

1. 1/ a, passive

2/ c, active

3/ b, active

4/ d, active

5/ c, passive

6/ b, passive

2. 1/ drowned – fell

2/ were given

3/ had been sailing – found

4/ were feeling

5/ had already done

3. 1/ I was working in a bar and saving money.

2/ The captain had been transporting migrants for several years.

3/ It was so cold that they nearly froze to death.

4/ Before he reached Morocco, he had crossed three countries.

5/ She had been studying for an hour when the light went off.

6/ They have become rich with human trafficking.

4. 1/ Leyla had been captured by human traffickers at the age of 14.

2/ The refugees were being interrogated by border guards.

3/ Temporary ID papers had been given to each refugee.

4/ The employees were taught how to use the new machines.

5/ Were all the illegal migrants arrested by the police?

5. 1/ travelled

2/ left

3/ had driven

4/ went

5/ reached

6/ had rained

7/ was

8/ was driving

9/ was forced

10/ had turned

11/ was blocking

12/ were

13/ were shouting

14/ was looking

15/ hadn't seen

6. Writing

Possible answer

Last summer, my cousin and I were going to Bamako by bus when we had an adventure. We had been travelling for about two hours when we heard a strange sound and the bus suddenly stopped. The bus driver got off to see what had happened. When he came back, he explained that the bus had a flat tyre, and that he didn't have any spare tyre. He had called for help but we might wait for a few hours.

After waiting for two hours, people were starting to get impatient and some started to shout at the driver. But there was nothing he could do!

We had been waiting for 4 hours when at last a mechanic arrived. My cousin and I were thinking about spending a whole day in Bamako, but in fact we could only stay for a few hours before taking the bus back home!

Vocabulary # p. 15

1. Lead in

Possible answers

The four symbols illustrate the following services: running water, refuse collection, emergency services and electricity.

In my opinion, emergency services, running water and refuse collection are the most important services.

2. 1/ transformed / facilitated

2/ create

3/ improve / reform

4/ affect

5/ declined / evolved

6/ extended / reformed / improved

3. Speaking

Possible answers and expressions to use

1/ In my country, ... services are private but services which provide... are public.

2/ Public services are mainly financed through taxes paid by the citizens.

3/ Some services like ..., ... and ... are quite efficient, whereas ... and ... must really be improved in our country.

Listening # p. 15

4. Before you listen

Possible answers

I think that my grandparents didn't have access to electricity or running water when they were teenagers, and that there was hardly any sewage treatment.



5. The elderly woman mentions running water, healthcare and electricity.

6. 1B – 2B – 3C – 4D

Writing # p. 16

→ A letter of complaint

1. Before you write

Possible answers

1/ With frequent power cuts, people cannot use computers or mobile phones anymore and this can have consequences on their jobs.

2/ The deterioration of the sewage system can have some consequences on people's health.

3/ If the tap water is polluted, it can transmit several diseases to the people who drink it.

2. Possible answers

Binta is complaining about the frequent power cuts that happen in her neighbourhood. She is writing to the manager of the National Electricity Board.

3. Possible answers

1/ The tone of the letter is polite, factual, concise and formal.

2/ Binta says that power cuts make it difficult to study and also have a negative impact on people's businesses.

3/ The tone of the final paragraph is conciliatory.

4/ In my opinion, it is an effective letter, because it is very clear and factual and it explains the problem without being rude.

Writing Task # p. 16

4. Possible answers

Problem 2 (209 words)

Dear Sir or Madam,

I live in the ... district and I go to the ... High School. I would like to make a complaint about the sewage system in my area. The system has seriously deteriorated in the last few weeks, and dirty water now accumulates in low areas. This is both smelly and unhealthy.

The accumulation of dirty water is extremely smelly, which is unpleasant for all the people who live in the neighbourhood. What's more, this situation will have worrying consequences on people's health if nothing is done. People in contact with dirty water have indeed more risks of catching diseases such as cholera or dysentery. This is particularly dangerous for people with a more fragile health like children, pregnant women or elderly people. When these illnesses are not treated rapidly and correctly, they can cause

serious health problems, and in the worst cases they can lead to death.

I realise that you may sometimes face difficulties in maintaining the sewage system, but an efficient sewage system is essential to people's well-being and health. That's why I hope that you will do everything that's in your power to renovate the system, for the benefit and the well-being of everyone in our area.

Yours faithfully,
Samuel Ndale

Problem 3 (202 words)

Dear Sir or Madam,

I live in the ... district, in the building in front of the post office. I am writing to make a complaint about the bad quality of the running water these days in my building. The tap water has been coming out white for the last few days, and I fear it might transmit typhoid.

The unusual white colour of the tap water is worrying me as well as the other people living in the same building. We are aware that contaminated water can transmit typhoid fever, a bacterial infection which can have very serious consequences on people's health. We feel extremely concerned about the community's health, especially as several people living in our building are already suffering from a bad health, and therefore face more risks in case of a contamination.

I understand that some difficulties are inevitable for your company, as for all companies, but the quality of the tap water is essential to people's health, and I feel it should be a priority. Therefore, I truly hope that the water will be analysed as soon as possible and its quality improved for the benefit and health of everyone in our building.

Yours faithfully,
Julie Amari

Check Unit 1 # p. 17-18

1. 1C – 2F – 3B – 4H – 5D – 6A – 7E – 8G

2. healthcare

economic growth

public services

inequality gap

social skills

consumer society

3. 1/ inequality gap

2/ public services

3/ social skills

4/ Healthcare

5/ consumer society

6/ Economic growth

4. 1/ thoughtfulness
2/ aggressiveness
3/ hopeless
4/ forgetfulness
5/ homeless

5. 1/ Whichever shirts you choose, they will fit you.
2/ Whatever he does, he is always loyal to him.
3/ Whoever comes to visit me, tell them I'm busy.
4/ Whenever he knocks at his door, he always welcomes him.
5/ Wherever you go in the world, you will meet hospitable people.
6/ However hard he tried, he never got good marks.

6. 1/ Do your brothers argue? – are constantly arguing
2/ are chatting – talk
3/ do you come – live
4/ is not working – know
5/ are you eating – looks – Do you want
6/ is not raining

7. 1/ have been working
2/ has broken
3/ has stolen
4/ have lost
5/ have been waiting

6/ has been staying
7/ has gone
8/ has passed

8. 1/ I have *just* had this bag for my birthday. / I have had this bag *since* my birthday.
2/ We have *already* seen this film.
3/ No one has told my brother about the match *yet*.
4/ We have lived in Dakar *for* two years. / We have lived in Dakar *since* 2013.
5/ Nadia hasn't finished her homework *yet*.

9. 1/ correct
2/ My mum slept was sleeping when we were arriving arrived.
3/ While I did was doing my homework, my dad was arriving arrived home.
4/ This time last week, I travel was travelling to Mali.
5/ We were had been travelling for two hours when the bus was breaking broke down.
6/ I wasn't going didn't go to school yesterday because I had been was ill.
7/ The man was already being had already been deported twice when I was meeting met him.
8/ Maria wore was wearing black jeans when I last see saw her.



Unit 2 — Freedom and rights

Lead in # p. 19

1. Possible answers

All I know about Dr King is that he was an American who fought against racial discrimination. / I know that Dr King was a minister and that he was assassinated. / I know that he gave a very famous speech asking for justice and equality. / I don't know much about Dr King.

Americans may honour MLK Day by remembering Dr King's speech and by promoting tolerance and equality through various actions and talks.

Vocabulary # p. 19

- 3. 1/ activist
- 2/ campaigns
- 3/ discrimination
- 4/ equality
- 5/ protests
- 6/ rights
- 7/ racism
- 8/ volunteers

4. Speaking

Possible answer

In a democracy, all citizens have the right to vote for their leaders, to express their opinions freely, to be treated equally and respected, and to choose their religion. They also have a right to medical care, education, housing and privacy.

Reading # p. 20

1. Before you read

Possible answers

The photo shows the statue which is in front of the House of Slaves and which represents slaves who have been freed.

Many famous people have visited this place because it is an important memorial to the slave trade, reminding the visitors of the thousands of enslaved Africans who were sent to America.

2. Possible answers

The story is set in the United States during the nineteenth century.

In paragraph 2, the author refers to the American Civil War that was fought between 1861 and 1865 between the Confederacy – a group of southern states – and the Union, representing northern states.

3. 1/ True (paragraph 1)

2/ True (paragraphs 1 and 2)

3/ Not mentioned

4/ False → His *mother's ancestors* were tortured on the slave ship from Africa. (paragraph 3)

5/ True (paragraph 4)

6/ Not mentioned

7/ Not mentioned

8/ False → The narrator wrote this story *after he had been freed*. (paragraph 2)

4. Possible answers

1/ He lived on a plantation in a log cabin. (paragraphs 1 and 2)

2/ He can't get information because in those days there were no records about black family history. (paragraph 3)

3/ He may know nothing at all about his father, or he may know that he was not a slave and that he was a white man.

4/ 'Her addition to the slave family attracted about as much attention as the purchase of a new horse or cow.' (last sentence of paragraph 3)

5/ The narrator was fascinated by the idea of studying, which seemed like paradise to him. (paragraph 4)

6/ Abraham Lincoln was the Republican president of the United States and therefore the leader of the Union. The narrator's mother prayed for his success because he supported the abolition of slavery.

5. 1/ recall

2/ the latter

3/ conveyed

4/ purchaser

5/ schooling

6/ awakened

6. Discussion

Possible answers and expressions to use

1/ For example, the author couldn't go to school, and he didn't know his exact date of birth.



2/ If I didn't know where and when I was born, it would be difficult for me to have an ID card or to register to vote for example.

3/ Yes, I think it is important, because your ancestors are part of who you are and you inherit many things from them.

Vocabulary extension # p. 21

→ Family members: *step-, half-, -in-law*

7. 2/ stepsister

3/ half-brothers

4/ mother-in-law

5/ brother-in-law

6/ stepfather

More family members: stepbrother – stepmother
– sister-in-law – brother-in-law

Pronunciation # p. 21

→ Stressed words in sentences

8. **Possible stresses:** Slavery – abolished – discrimination – inequality – century – Americans – vote – schools – universities – whites – less – equal – work

Grammar # p. 22

→ Present modals

1. Rules

a/ could – might

b/ must – have to

c/ mustn't

d/ can – can't

e/ should

f/ could – must – can't

2. 1/ could

2/ must

3/ have to

4/ don't have to

5/ should

3. 1/ You *ought to* defend your rights.

2/ You *needn't* be a politician to change society.

3/ Students *are allowed to* use dictionaries in the exam.

4/ In a dictatorship, citizens *are not able to* choose their leaders.

4. 1/ shouldn't

2/ must

3/ are allowed to

4/ mustn't

5/ must

6/ ought to

7/ have to

8/ don't have

5. Possible answers

In a dictatorship, citizens are not allowed to vote for their leaders.

Generally, citizens of a dictatorship can't choose their religion.

In dictatorships, citizens mustn't criticise the government.

People are not able to express their opinions freely in a dictatorship.

6. Writing

Possible answers

At home I don't have to *cook*, but I have to *do the shopping*.

This term, I must *take my exams*. I really need to *work hard*.

At school, we aren't allowed to *smoke*.

Next weekend, I really ought to *stay at home and revise for the Maths test*.

Communication # p. 23

→ Expressing wishes

1. 1/ wouldn't

2/ judged

3/ had listened

4/ had taken

4. 1/ lived

2/ would buy

3/ could afford

4/ had

5/ didn't have

6/ was / were

5. Writing and Speaking

Possible answers

I wish I could sing better.

If only my sister wasn't so rude with me!

I wish we had more music lessons at schools.

I wish I knew more about my community's history.

If only our country won the next African Cup of Nations!

I wish there were less racism and more tolerance in the world.

Reading # p. 24

1. Before you read

Possible answers

I know that Malala is a girl from Pakistan and that she received the Nobel Peace Prize for her fight for girls' education.



Malala's quote suggests that she doesn't feel a victim anymore, but that she has found the courage and the will to act and speak out.

2. Possible answer

The Taliban targeted Malala because she had published a blog where she criticised the edict banning girls' education and spoke out for girls' rights.

3. Possible answers

- 1/ She was 11 years old.
- 2/ In her blog, she talked about her life as a schoolgirl under Taliban rule, and she spoke out against the edict banning girls' schools.
- 3/ It was dangerous because the Taliban had published an edict banning girls' education.
- 4/ In 2012, Malala was attacked by the Taliban and was severely wounded.
- 5/ She was first taken to a military hospital in Peshawar and then transferred to a hospital in the UK.
- 6/ After the attack, Malala became even more determined to stand up and fight for girls' rights.
- 7/ The Malala Fund is an organisation that raises money to bring support to girls' schools.
- 8/ Malala has become a role model because she was an ordinary schoolgirl and decided to stand up for her rights and the rights of all the girls who are suffering from discrimination.

4. 1/ courage
- 2/ stood up for
- 3/ close
- 4/ speaking out for
- 5/ less
- 6/ stronger

5. Discussion

Possible answers

- 1/ In some countries, many girls are denied education because their parents cannot afford to pay for school fees and they think that educating girls is not as important as educating boys.
- 2/ I think that some groups target women and girls because they believe that women and girls shouldn't stand up for their rights, and that they should stay at home and obey men.
- 3/ In my opinion, giving an education to all girls and telling them about their rights is the most effective way of improving the situation.

Vocabulary extension # p. 25

→ Noun prefixes and suffixes

7. aware → awareness – unaware
encourage → encouragement – discourage
equal → equality – unequal
race → racism – racist
home → homeless – homelessness
fanatic → fanaticism
hero → heroism – heroic
legal → illegal – legality – illegality
tolerant → tolerance – intolerant – intolerance
martyr → martyrdom

8. Possible answers

Malala has been fighting for *equality* between boys and girls.

Homeless people are people who have no home.

Racism is the contrary of *tolerance*.

In many countries, men and women are still *unequal*.

9. Speaking

Possible answers and expressions to use

The statement suggests that girls' education has a very large impact on society and on the country as a whole.

In my country, many girls / some girls still don't go to school because...

I think that the situation could be improved if... / I think that one solution would be to... or... so that girls...

10. Writing

Possible answer (154 words)

In our country, several girls cannot go to school and are denied an education, mostly because of poverty and social or cultural issues. I believe that a few things could and should be done in order to increase girls' school attendance.

First, in my view, school fees for primary school should be abolished. If school is free, girls' attendance will certainly increase.

Furthermore, I feel that the school environment should be made more girl-friendly. For example, every school should have separate toilets for girls. Schools should also recruit more female teachers. Finally, all parents should be made aware of the importance of girls' education for the nation, and they should be strongly encouraged to send their girls to school.

To conclude, I believe that increasing girls' school attendance should be a priority. I do hope that some measures will be taken soon to improve the situation and increase the equality between boys and girls.



Grammar # p. 26

→ Past modals

1. a/ shouldn't have (sentence 2)
b/ may / might (sentence 3) – must have (sentence 5)
c/ didn't have to (sentence 7)
d/ could have (sentence 1)
e/ had to (sentence 4)
f/ couldn't (sentence 6) – weren't able to (sentence 8)

2. 1/ must have
2/ didn't have to
3/ could have fought
4/ couldn't
5/ might have
6/ was able to read

3. 1/ had to
2/ must have been
3/ would
4/ dared not
5/ shouldn't have
6/ could have

4. 1/ shouldn't have / needn't have
2/ couldn't get
3/ able to
4/ didn't have
5/ had to
6/ could have

5. Writing and Speaking

Possible answers

- 1/ He shouldn't have cut his own hair. / He should have asked someone to cut his hair.
- 2/ They didn't have to bring a picnic. / They needn't have brought a picnic.
- 3/ They can't have been British.
- 4/ He must have gone to bed very late yesterday.
- 5/ You should have gone to her party.

Vocabulary # p. 27

1. Lead in

Possible answers

According to the first quote, prejudice comes from a lack of education, and according to the second quote, it prevents people from becoming wise. The Yiddish proverb suggests that all people were born equal but that the education and the social and cultural environment then make a big difference.

The Italian proverb suggests that all humans are mortal, and that the differences that exist during their life are only superficial.

Rudyard Kipling probably means that we always identify with people who are similar to us, while people who are different feel like strangers to us.

2. Title 1: disability

Title 2: gender and physical appearance

Title 3: age

Title 4: ethnicity and race

3. Discussion

Possible answers and expressions to use

- 1/ In my country, discrimination based on gender and disability is quite common. / Prejudice against people who... is common in my country.
- 2/ Some laws make it illegal to discriminate against people because of their... or..., but they are not always respected. / I'm not sure that some laws exist.
- 3/ I feel I may be a little prejudiced against people with... or people who are... / who look...

Listening # p. 27

4. Before you listen

Possible answers

- A/ It must be difficult for Moussa to go out in the street by himself or to travel by himself.
- B/ It's probably difficult for Aicha to be independent and to live without somebody helping her.
- C/ Fatima must have difficulties communicating with other people.
- D/ It must be difficult for Emmanuel to socialise with other children, and it must be difficult for Nadia to take care of Emmanuel and have a job at the same time.

5. Speaker 1: Nadia (sentence D)

Speaker 2: Moussa (sentence A)

6. 1/ Moussa
2/ Nadia
3/ Nadia
4/ Nadia
5/ Moussa
6/ Moussa

7. Discussion

Possible answers and expressions to use

- 1/ Yes, I know someone who... He / She finds it difficult to..., but he / she manages to... thanks to...
No, I don't know anyone with a disability.



2/ In my opinion, the worst form of disability is..., because it makes it very difficult for people to... / it prevents people from...

3/ In my country, there are some facilities for people who are... or... / There aren't many facilities for people with disabilities in my country.

Writing # p. 28

→ An informal letter or email

1. Before you write

Possible answers and expressions to use

In our school, there are a few disabled students / teachers. / I don't think there are any disabled students or teachers in our school.

They have difficulties with... and... / I think disabled students or teachers would face problems such as... or...

2. Paragraph 1: B

Paragraph 2: E

Paragraph 3: D

Paragraph 4: A

Paragraph 5: C

3. Possible answers

1/ Akim and Ousmane are brothers. We know it because Akim writes about 'Nadia' and 'Kassim' who must be their younger sister and younger brother, and also because he writes 'Mum sends her love' at the end of his letter to Ousmane.

2/ Akim is in a wheelchair.

3/ Akim feels unhappy because there are many things he can't do with his friends and because he is completely dependent.

4/ Akim would like to study law in Britain, where some universities have excellent facilities for disabled students.

4. mates → friends

gets me down → makes me sad

terribly → extremely

What are you up to? → What are you doing?

awesome → wonderful

ok → well

tough → difficult

a bit of → quite

There's no question of → It's impossible to

get our backs up → annoy

around the next corner → to expect

touch → contact

Writing Task # p. 28

5. Possible answer (280 words)

Hi Akim,

Thanks for your letter and for all the news. I was glad to hear from home. I miss you all! Sorry to hear that you feel depressed, but I'm sure that you will pass the Bacalaureate and I really hope you will get your scholarship! When is the exam? Is English still your favourite subject at school?

Here things are going quite well. I miss home and my friends, of course, but I've made new friends and most people here are friendly and ready to give me a hand when I need some help.

I'm settling in ok, I'm learning to discover the city, which is extremely exciting! The music scene here is awesome, I've already been to three concerts, it was a lot of fun! Last week I met a man who sings in a band and said they are looking for a guitarist, so I might join them! I'm meeting the band tomorrow for a test session, wow!

I have to say that daily life is not always easy here. I find it difficult to move around the city by myself, because I'm afraid of getting lost. And I don't get on too well with one of my roommates, who can't stand it when I play the guitar in my room.

But I think that I will soon get used to the city and be more confident! I also hope I can get a practise room at the music school, so that I can rehearse as much as I want.

Bye for now. Good luck with everything, and I'm keeping my fingers crossed for your exam!

Say hi to everyone at home.

Write again soon,

Ousmane

Check Unit 2 # p. 29-30

1. 1/ exclusion

2/ oppression

3/ illiteracy

4/ censorship

5/ heroism

6/ commitment

7/ justice

8/ forgetfulness

2. 1/ beau-père

2/ beau-père

3/ son-in-law / stepson

4/ demi-frère

5/ daughter-in-law / stepdaughter

6/ demi-sœur

7/ belle-famille

8/ belle-mère



- 3.** 1/ activist
2/ segregation
3/ racism
4/ campaign – disabilities
5/ volunteers
6/ solidarity

- 4.** 1/ We ~~didn't~~ *weren't* able to send emails because the Internet was down.
2/ He isn't here. He may ~~been~~ *be* at the library. Have you checked?
3/ You don't have *to* come if you don't want to.
4/ You mustn't ~~to~~ throw rubbish in the street. It's a filthy habit.
5/ They live in Lagos, so I think they ~~should~~ *must* be Nigerian.
6/ You ought *to* help you sister learn to read.

- 5.** 1/ needn't / don't need to
2/ can't
3/ needn't / don't need to / don't have to
4/ you have to / students have to

- 6. Possible answers**
1/ aren't allowed
2/ can't be English

- 3/ mustn't park
4/ wasn't able to go to university
5/ can help you with the shopping
6/ we couldn't go out
7/ should have taken an umbrella
8/ must be English / must live in London
9/ can't have been him / must have been someone else

7. Possible answers

- 1/ I wish my family had a house.
2/ They wish it wasn't raining.
3/ If only they lived in a democracy, human rights would be respected.
4/ If only they had enough money, they could send him abroad for his studies.
5/ If only it wasn't raining so hard!

8. Possible answers

- 1/ I wish you would stop making noise. / I wish you wouldn't make so much noise.
2/ I wish you would pay me back.
3/ I wish you would tidy your room.
4/ I wish it would stop raining. / I wish it wouldn't rain so heavily.

Unit 3 — Development issues

Lead in # p. 31

1. Possible answers and expressions to use

The graph shows the most important problems faced by emerging and developing countries.

No, the results don't really surprise me, because...

/ I am quite surprised by some of the results, such as the importance of...

In our country, I would say that the most serious problems are... and...

Vocabulary # p. 31

2. 1/ developing

2/ crime

3/ schools

4/ water

5/ food safety

6/ shortages

7/ traffic

3. Possible expressions to use

What do you think are the most serious problems in our country / in our town today? / According to you, what is the major problem today in our society: crime, corruption, healthcare or education?

4. Speaking

Possible answers and expressions to use

According to our survey, ...% of the students in our class think that the major problems in our country are... and... Only ...% believe that ... is a serious issue, and ...% that ... is also a major problem.

To improve the situation, we think that... could be... and that the government should... We also believe that every citizen should... in order to...

Reading # p. 32

1. Before you read

Possible answers

The map shows the proportion of women who are married before the age of 18 in the world.

In my opinion, child marriage is due to cultural issues as well as poverty.

2. Possible answer

According to the text, the main cause of child marriages is poverty (paragraph 3), and the most

important factor in its reduction is education (paragraph 5).

3. 1/ False → The proportion is *higher* in Africa than in Asia. (paragraph 1)

2/ False → In Yemen, *there is no legal age* for marriage. (paragraph 2)

3/ True (paragraphs 3 and 4)

4/ False → The best way is to educate *girls*, men and boys. (paragraph 5)

5/ False → Linda's parents *wanted her* to leave school and marry, *but she didn't*.

6/ False → Mereso *married at 13* and had a baby at 14.

4. Discussion

Possible answers and expressions to use

1/ In our country, the legal age for marriage is..., but the law is not always respected. / You have to be... if you want to get married.

2/ Many girls are married when they are less than 18 in our country. / There are some child marriages in our country, because of... / I think that there are very few child marriages in our country today.

3/ Yes, I know a girl who was married at the age of... and who... / No, I don't know of any case of early marriage.

Vocabulary extension # p. 33

→ Three-part phrasal verbs

5. 1/ back

2/ out

3/ with

4/ away

6. Students may also refer to the Wordlist at the end of their book (see *Verbs with particles and verbs with prepositions*, page 158).

1/ get away with

2/ look up to

3/ live up to

4/ put up with

5/ come up with

6/ keep up with

7. 1/ came up with

2/ keep up with

3/ look up to



- 4/ drop out
- 5/ cut back

Grammar # p. 34

→ Verb patterns with *make / let* and *allow / enable*

- 1. 1/ pattern A
- 2/ pattern A
- 3/ pattern B
- 4/ pattern B

The verb 'made' in the first sentence expresses an obligation.

- 2. 1/ make
- 2/ let
- 3/ allowed
- 4/ enable
- 5/ let
- 6/ allowed

- 3. 1/ They make him take his sister to school.
- 2/ They let him play football after school.
- 3/ They don't let him stay out late on weekdays.
- 4/ They let him sleep late on Saturdays.
- 5/ They make him help with the chores.

→ Causative structures with *get* and *have*

- 4. 1B – 2A – 3A – 4C – 5B

5. Speaking

Possible answers

- 1/ I had it taken at the beginning at the school year.
- 2/ I get them checked about once a year.
- 3/ If it was broken, I would have it repaired. / I would get somebody to repair it.

Communication # p. 34

→ Reasons and purpose

- 1. 1/ due to
- 2/ That's why
- 3/ was caused by
- 4/ in order
- 5/ to
- 6/ so as not to
- 7/ so that
- 8/ because
- 9/ with the aim of
- 10/ As
- 11/ in order to

- 3. 1/ that's why

- 2/ was caused by
- 3/ as
- 4/ because
- 5/ so as not to
- 6/ to
- 7/ so that
- 8/ with the aim of

- 4. 1e – 2d – 3b – 4a – 5f – 6c

- 1/ It is advisable to use mosquito nets so as not to catch malaria.
- 2/ He wants to visit China to / in order to perfect his Mandarin.
- 3/ She studied German at school so that she could get a job in Germany.
- 4/ You need passports to enter the country as / because you are foreigners.
- 5/ I couldn't go to university because / as I couldn't afford the fees.
- 6/ The plane cancellations were caused by / due to stormy weather.

5. Writing and Speaking

Possible answers

- 1/ I'm saving up to travel to England. → Why are you saving up?
- 2/ He had to leave school in order to get a job. → Why did he have to leave school?
- 3/ My friend borrowed some money with the aim of having his computer repaired. → Why did your friend borrow some money?
- 4/ He got a US visa so that he could study in the US. → Why did he get a US visa?
- 5/ She exercises regularly so as to keep fit. → Why does she exercise regularly?
- 6/ He has given up eating sweet and fatty foods because he wants to lose weight. → Why has he given up eating sweet and fatty foods?

Reading # p. 36

1. Before you read

Possible answers and expressions to use

Infectious diseases are diseases that are caused by organisms such as bacteria, viruses or parasites. Some infectious diseases are passed from one person to another, some are transmitted by animals, and others are transmitted by contaminated food or water.

In our country, I think that the most serious health problem today is...

2. Possible answer

The text mentions AIDS, malaria, pneumonia, tuberculosis, measles, polio, lung cancer and diabetes.



3. Possible answers

- 1/ The main cause of ill-health is poverty. (paragraph 1)
- 2/ Healthcare services are poor in developing countries because governments can't spend enough money on those services. (paragraph 1)
- 3/ The poorest populations have little access to medication, because drugs are too expensive for them. (paragraph 2)
- 4/ Pharmaceutical companies develop drugs related to diseases that are widespread in developed countries, because these drugs make them earn more money. (paragraph 2)
- 5/ Malaria is caused by a parasite transmitted by a mosquito. (paragraph 3)
- 6/ The spread of malaria can be prevented by using insecticide-treated mosquito nets. (paragraph 3)
- 7/ Lifestyle diseases such as diabetes and lung cancer are likely to become a problem in the future. (paragraph 4)
- 8/ Diabetes can cause damage to the heart, the blood vessels or the eyes. (paragraph 4)
- 9/ Diabetes can be prevented if people have a healthy diet, practise a physical activity regularly and stop smoking. (paragraph 4)
- 10/ The problem of poverty will have to be addressed by governments and populations. (paragraph 5)

- 4.** 1/ efficient
2/ unaffordable
3/ privileged
4/ overweight
5/ underestimated
6/ regular

- 5.** healthy → unhealthy
patient → impatient
replaceable → irreplaceable
convenient → inconvenient
comfortable → uncomfortable
undercooked → overcooked
relevant → irrelevant
overpaid → underpaid

Vocabulary extension # p. 37

→ Verb + preposition

- 6.** 1/ in
2/ from
3/ of
4/ with

7. Students may also refer to the Wordlist at the end of their book (see *Verbs with particles and verbs with prepositions*, page 158).

- 1/ with
- 2/ on
- 3/ to – about
- 4/ to – for
- 5/ on
- 6/ for

8. Writing

Possible answers

- 1/ I apologised to my sister for losing her book.
- 2/ I am going to complain about the poor quality of tap water in our building these days.
- 3/ The best way to deal with child marriages is to educate both women and men.
- 4/ I don't agree with people who say that life was better in the past.
- 5/ Governments should spend more money on basic sanitation services.
- 6/ I've never suffered from malaria.

Grammar # p. 38

→ Determiners

1. Possible answers

- 1/ We use 'any' in questions and with negative verbs.
- 2/ We can use 'no' and 'a lot of' with both countable and uncountable nouns.
- 3/ few = not many
little = not much
a few = several
a little = a small amount of

- 2.** 1/ little
2/ many
3/ a few
4/ much
5/ A lot of
6/ Few

→ Comparative and superlative forms

3. 1d – 2a – 3c – 4b

- 4.** 1/ fewer
2/ fewer
3/ fewest
4/ Less

5. Possible answers

- 1/ less optimistic / less pessimistic
- 2/ the least corrupt / the least competent
- 3/ less fluently
- 4/ less carefully



Vocabulary # p. 39

1. Lead in

Possible answers

I think that articles A, B, C and D are about conflicts between indigenous people and logging companies (article A), mining companies (articles B and C) or farmers (article D).

Articles E and F must be about the consequences of the displacement faced by native people in the Kalahari Desert (article E) and in Brazil (article F).

2. 1B – 2D – 3A – 4E – 5F – 6C

3. Speaking

Possible answers

I don't agree with statement 1: although economic development is important, I think that a country should always respect traditional lifestyles.

I agree with statements 2 and 4; I believe that native populations should be protected, for the benefit of everyone.

I agree with statement 3; but in my opinion, moving with the times doesn't necessarily mean sacrificing one's traditional lifestyle and customs.

Listening # p. 39

4. Before you listen

Possible answers and expressions to use

The people in the picture are Brazilian indigenous people who are protesting against the construction of a dam on their land.

In my country, some native populations have similar problems, as they...

5. Answer A

6. 1/ dam / hydroelectric dam

2/ third largest

3/ half a million

4/ 23 million

5/ financial

6/ 50,000

7/ 500

8/ fight

Writing # p. 40

→ An article

1. Before you write

Possible answers

Paragraph 2: rituals – settlements – marriage customs – cultivation

Paragraph 3: flood their land – build a dam – fighting for survival

Paragraph 4: wisdom and knowledge – adapt to their environment

Paragraph 5: pay compensation – organise protests – fighting for survival

2. Paragraph 1: D

Paragraph 2: C

Paragraph 3: E

Paragraph 4: A

Paragraph 5: B

3. *Possible answers*

The following ideas are included: 'rituals', 'settlements', 'cultivation', 'flood their land', 'build a dam', 'fighting for survival', 'wisdom and knowledge' and 'adapt to their environment'.

Three ideas are not included: 'marriage customs', 'pay compensation' and 'organise protests'.

Writing Task # p. 40

5. *Possible answer* (253 words)

The Channel Country area, located in the south western part of Queensland, in Australia, is the ancestral home of the Mithaka people. Their territory represents almost 5 million hectares of rivers, wetlands, floodplains and desert. But today the traditional lifestyle of this indigenous population is under threat. Mining companies are planning to develop oil and natural gas exploitation projects in the area, which will cause serious damage to underground water.

Preserving the land and the water, including the groundwater, is an essential part of the Mithaka people's culture. This indigenous group has a very strong connection with their traditional territory, where they hunt, fish, practise cattle grazing and collect medicinal plants. This connection is also spiritual, as their land is home to the burial places of their ancestors.

Today, the Mithaka's territory is threatened. The Channel Country area is situated over the Lake Eyre drainage basin, where mining companies intend to develop petroleum exploitation. The government of the state of Queensland is supporting these projects. But the exploitation will severely affect the land, through the massive use of chemicals for example, and will degrade or pollute underground water.

The Queensland Government should understand the necessity to limit the number of exploitation leases that are granted to mining companies. It shouldn't take any decisions regarding the use of the Mithaka's people's territory without consulting



them and taking their point of view into account. The whole country needs to realise the importance of supporting the Mithaka people in their fight to preserve Australia's natural resources.

Check Unit 3 # p. 41-42

- 1.** 1/ conduct a survey
2/ Child marriage
3/ electricity shortages
4/ gender inequality
5/ sedentary lifestyle
6/ enforce the law
7/ sewage disposal
8/ sanitation services

- 2.** 1/ look up to
2/ put up with
3/ get away with
4/ drop out of
5/ lived up to
6/ come up with
7/ keep up with
8/ carry on with

- 3.** 1/ from
2/ in
3/ of
4/ to – for
5/ on
6/ with
7/ for
8/ with

- 4.** 1/ Their parents *let them go to the movies.*
2/ Their father wouldn't *allow them to go to the swimming pool.*
3/ Dad *got the repairman to fix the family's TV.*
4/ The teacher *made them sing the national anthem.*

- 5.** 1/ Those people *have all their meals prepared by a cook.*
2/ Last week, my parents *had the TV repaired by a technician.*
3/ Yesterday, we *had the leaking tap fixed by a plumber.*

- 6.** 1/ a few
2/ many
3/ Few
4/ much
5/ any – some

- 7.** 1/ less
2/ faster
3/ as much
4/ most
5/ as
6/ least

- 8.** 1/ in order to / so as to
2/ That's why
3/ so that
4/ so as to / in order to
5/ the aim
6/ so



Unit 4 — What the future holds

Lead in # p. 43

1. Possible answers

The picture on the left suggests that our planet will be overpopulated and that urbanisation will extend drastically. In my opinion, this representation might happen one day, maybe in 2200, if big cities keep growing and people don't try to better protect the environment.

The picture on the right suggests that our planet will be completely connected, and that all parts of the world will be able to communicate thanks to the Internet. I think this representation is already partly true; in 50 years, it may be the reality.

Vocabulary # p. 43

→ Global issues

2. To check the meaning of the words, students can use a dictionary or refer to the Wordlist at the end of their book (pages 156-158).

3. Possible answers

poverty: malnutrition, ill-health, illiteracy
discrimination: segregation, injustice, ostracised
racism: inequality, prejudice, differences
global warming: weather, catastrophes, extinction
terrorism: weapons, attacks, fear
hunger: famine, shortage, drought
war: fighting, conflicts, soldiers
pollution: industry, gases, traffic

6. Possible answers and expressions to use

In our class, ...% of students are total pessimists and ...% are total optimists. ...% tend to be pessimistic, while ...% tend to be optimistic.

Reading # p. 44

1. Before you read

Possible answers

The first picture shows a 3D printer, which can be used to transform digital files into objects.

The second picture illustrates nanotechnology, which is used to make tiny particles for everyday objects or for medicine for example.

2. Possible answer

According to the text, medicine will be most affected by both technologies.

3. 3D printing:

Already a reality: metal machine parts – pasta – chocolates – selfies – parts for aircraft and medical equipment

Future possibility: body parts – skin – blood vessels and bones

Nanotechnology:

Already a reality: clothes – toothpaste – sports equipment – skyscraper windows

Future possibility: diagnosing diseases – administering drugs

4. Possible answers

1/ The 3D printing process turns an object into tiny little slices before printing it slice by slice. (paragraph 2)

2/ They will become everyday devices as soon as their price comes down. (paragraph 4)

3/ To make nanoparticles, scientists use atoms and molecules. (paragraph 5)

4/ They are used in socks because they eliminate bacteria causing smelly feet. (paragraph 5)

5/ Nanotechnology will be most useful in medicine. (paragraph 6)

5. 1/ selfies

2/ contact lenses

3/ stain

4/ tiny

5/ stick

6/ surrounding

6. Discussion

Possible answers and expressions to use

1/ I think that nanotechnologies will be the most useful, because... / In my opinion, 3D printing will be the most useful technology, because...

2/ In my view, nanotechnology will make people's lives better, because of all its exciting possibilities.

3/ People are worried because today we don't know how nanoparticles will affect our health and the environment.

4/ 3D printing could be in competition with some industries and create unemployment, but it could also create new kinds of jobs and new areas of employment.



Vocabulary extension # p. 45

→ Strong adjectives

- 7 1/ tiny
- 2/ huge
- 3/ awful
- 4/ astonished

- 8. 1/ exhausted
- 2/ enormous
- 3/ terrifying
- 4/ soaked
- 5/ fascinating

9. Writing

Possible answers

Nanoparticles are *tiny* particles made from atoms and molecules.

They brought a *huge* present for their uncle.

It smells really *awful* here, you should open the windows.

She was *astonished* to see that her car had disappeared.

Grammar # p. 46

→ Future simple and *be going to*

1. 1a – 2a – 3b – 4c

- 2. 1/ 's going to
- 2/ will
- 3/ will
- 4/ 'm going to
- 5/ will

→ Future continuous and future perfect

3. Sentence 1 refers to b.

Sentence 2 refers to a.

Examples of future continuous in the text: will we be using (introduction) – we'll be making (paragraph 1) – will be making (paragraph 3)

Example of future perfect in the text: will have changed (introduction)

- 4. 1/ will be flying
- 2/ will not have finished
- 3/ will have covered
- 4/ will be revising
- 5/ will have changed

5. Speaking

Possible answers

- 1/ This evening I'm going to watch a film on TV.
- 2/ Tomorrow I'm going to visit my cousins.
- 3/ In ten years' time I will be expecting my second baby. / I will be living in England.

4/ I will have taken about 4 exams by the end of this year.

Communication # p. 47

→ Giving a short talk

1. Possible answers

The topic of Justine's talk is nanotechnology.

She gives three examples of how nanoparticles could be dangerous, in paragraphs 2, 3 and 4.

4. Topic a: 1, 6 and 8

Topic b: 2, 3 and 9

Topic c: 4, 5 and 7

5. Speaking

Possible answer

Topic a

I'm going to talk about the disastrous effects of poverty in the world. Let me start by looking at the consequences of poverty, before suggesting some solutions.

Poverty often forces people to leave their homes and families, in order to look for better jobs and better revenue.

Another problem linked to poverty is that some children are forced to work to earn money because their parents can't feed them. Consequently, these children cannot go to school and have a proper education.

Finally, extreme poverty can result in famine and high mortality rates.

As you can see from these examples, poverty can have disastrous effects on countries and communities. What are the solutions, today, to reduce poverty?

More funds should be created by international organisations and NGOs to help people suffering from extreme poverty. Also, the reduction of poverty should be a priority for all governments and all communities.

To wrap up, I believe that international solidarity should be developed between organisations, governments and citizens in order to reduce poverty more efficiently and durably in the world.

Reading # p. 48

1. Before you read

Possible answers

'Designer babies' are babies whose features have been chosen by their parents.

The cartoonist wants to convey the idea that one day parents may have the possibility to choose their babies just like you choose your meal in a restaurant.



2. Possible answer

The writer thinks that the idea of babies becoming items is 'horrifying', but he also believes that now that the technology exists, people will inevitably use it one day.

3. 1/ False → Parents *could* choose the colour of their children's eyes and hair, but *the clinic stopped offering the service*. (paragraph 1)

2/ True (paragraph 2)

3/ True (paragraph 2)

4/ True (paragraph 3)

5/ False → It is *not possible yet*. (paragraph 4)

6/ False → Doctors can only select *genes that are already in the future parents' DNA*. (paragraph 4)

7/ True (paragraph 5)

8/ True (paragraph 5)

4. 1/ fertility

2/ outrage

3/ lethal

4/ screen

5/ anomalies

6/ gender

5. Discussion

Possible answers

1/ In my opinion, genetic selection is acceptable for that situation, because the parents just want to protect their future child from a severe disease.

2/ I don't think that genetic selection is acceptable in that case; the parents don't have any good reason to choose their baby's gender.

3/ In my view, genetic selection shouldn't be used to select mental attributes such as musical talents; I think this might lead to discrimination.

Vocabulary extension # p. 49

→ **Binomials**

6. 1/ leaps and bounds

2/ sooner or later

7. 1/ over and over

2/ up and down

3/ back to front

4/ slowly but surely

5/ pick and choose

8. Debate

Possible answers

I personally agree with the girls' opinion: I think that once a technology has been invented, it should be made available to everyone.

I disagree with her opinion; I believe that even though it's important for science to progress, laws

should exist to regulate the use of new technologies such as baby building.

Grammar # p. 50

→ **Verb patterns**

1. **Verbs followed by a gerund:** imagine – can't help – finish – consider – avoid – can't stand – feel like – practise – (don't) mind

Verbs followed by an infinitive: decide – need – hope – agree – pretend – arrange – manage – promise – expect – seem – refuse

2. 1/ Sentence **a** means that she stopped walking and had a chat, and sentence **b** means that she doesn't talk to me anymore.

2/ Sentence **a** expresses a memory.

3/ Sentence **a** talks about something a person was supposed to do.

4/ Sentence **a** talks about trying something difficult.

More sentences: Possible answers

1/ They stopped to read the street sign.

They stopped reading and came to meet us.

2/ I'm glad I remembered to lock the door.

I clearly remember locking the door.

3/ I forgot to meet my sister at the bus station as we had planned.

I can't forget meeting my future boyfriend for the first time.

4/ She tried to open the door, but the key didn't turn.

To make the room cooler, she tried opening the door and the windows.

→ **Expressions starting with *it*: infinitives or gerunds?**

3. **Expressions followed by an infinitive:** it's (not) possible – it's dangerous / fun – it's important

Expressions followed by a gerund: it's pointless – it's not worth – it's no use

Possible answers

1/ I think it's pointless *calling her a second time*.

2/ As far as I know, it isn't possible to *travel to Dakar in less than 3 hours from here*.

3/ It's not worth *spending so much money on that hat*.

4/ It's no use *calling him, he lost his phone yesterday*.

5/ It would be dangerous to *sleep without a mosquito net*.

6/ It's important to *be on time for the exam*.

4. 1/ to ban

2/ making



- 3/ to control
- 4/ to do
- 5/ hearing
- 6/ to pay
- 7/ to clone
- 8/ doing
- 9/ to create
- 10/ thinking
- 11/ to have

Possible answers

Yes, I agree with the writer's views; I don't see how research could be controlled everywhere in the world.

I disagree with the writer's opinion: I think that genetic selection should be regulated by international organisations and governments.

5. Writing

Possible answers

Advantages: Your clone can be your closest friend, as you understand each other perfectly.

Your clone can go to school for you when you are ill.

Disadvantages: Having a clone means that you are not unique anymore.

Your clone can steal your identity and pretend to be yourself.

Vocabulary # p. 51

1. Lead in

Possible answers

The map shows the population of African cities in 2010 and a forecast for 2025. The graph shows a forecast for the growth of these cities between 2010 and 2025. According to the forecast, urbanisation will explode, and the growth of most African cities will be very important.

- 2. 1/ city dwellers
- 2/ inhabitants
- 3/ population
- 4/ populous
- 5/ housing
- 6/ infrastructure
- 7/ urbanisation
- 8/ slum dwellers

3. Speaking

Possible answers and expressions to use

1/ The text mentions food and water shortages, poor housing and the lack of infrastructure.

2/ The term 'infrastructure' refers to the basic systems and services that a country needs, such as roads and bridges.

3/ The biggest cities in my country are... Yes, these cities are growing / growing a lot. / The population of these cities is exploding.

Listening # p. 51

3. Before you listen

Possible answers and expressions to use

A megacity is a large city which has more than 10 million inhabitants.

I would say that the largest city in the world is...

6. Possible answers

1/ In 1950 there were only 2 megacities.

2/ The current population of Tokyo is 38 million inhabitants.

3/ There are three megacities in Africa today: Cairo, Lagos and Kinshasa.

4/ Many other African towns will grow rapidly as a result of rural exodus.

5/ Urban growth will make it more difficult for governments to meet the needs of the populations in terms of housing, infrastructure, education and healthcare for example.

7. Possible answers

Urban growth is due to several factors. Many people today migrate to big cities because they think these cities can offer better opportunities in terms of healthcare, education and employment. They also believe that they can have a better standard of living in big cities, and that they can have access to better services as well as more consumer goods.

Writing # p. 52

→ **A for and against essay**

1. Before you write

Possible answers

In my view, the advantages of living in a big city are that you can have a better access to services such as education and healthcare and you also have more work opportunities.

The disadvantages are that big cities are more crowded and more polluted, and that finding housing can be very difficult.

2. Paragraph 1: 'Many young people...' to 'a small village.'

Paragraph 2: 'Firstly...' to 'cultural centres.'

Paragraph 3: 'Another major advantage...' to 'in rural areas.'

Paragraph 4: 'On the other hand...' to 'no relatives there.'

Paragraph 5: 'In conclusion...' to the end.

The following words and phrases helped to find the paragraph divisions: 'Firstly', 'Another major advantage', 'On the other hand' and 'In conclusion'.

3. Advantages of city life: opportunities for going out – access to education – work opportunities – quality healthcare

Disadvantages of city life: amount of traffic – unhealthy air pollution – loneliness

5. Writing Task

Possible answer (278 words)

More and more people today are choosing to live in big cities rather than rural areas. In some cities, the only form of housing available is high-rise buildings, while in others people can also live in individual houses. As urbanisation increases, the number of high-rise buildings is also increasing very rapidly. We will see that there are both advantages and disadvantages of living in that kind of building.

First, let's have a look at some advantages of high-rise buildings. These buildings can offer housing to a very important number of people while taking up less space. Consequently, the density of population can be increased in the city. This is an essential point as urban growth constantly reduces the amount of space available in big cities.

Another major argument is that the system of services and infrastructure can be more rational and efficient in neighbourhoods with many high-rise buildings. Services such as sewage treatment, refuse collection or electricity can be more easily put in common.

However, there are also disadvantages of living in high-rise buildings. They tend to be overcrowded and noisy. People who are used to living in rural areas might suffer from the extreme proximity with the neighbours and the lack of privacy. Also, people can't have their own garden, which is possible with individual houses.

To conclude, in spite of several disadvantages, it appears that in big cities, high-rise buildings are a better form of housing than individual houses. In my opinion, high-rise buildings are more adapted to city life. They make it easier for the authorities to answer the needs of the populations and face the challenges brought by the rapid increase of urban growth.

Check Unit 4 # p. 53-54

1. 1B – 2A – 3F – 4E – 5C – 6D

2. 1/ racism
2/ demographics
3/ infrastructure

4/ discrimination

3. 1/ huge
2/ tiny
3/ fascinating
4/ astonished
5/ exhausted
6/ terrified
7/ awful

4. 1/ front
2/ choose
3/ over
4/ up
5/ sooner
6/ leaps

5. 1/ are going to paint
2/ am going to get
3/ will go
4/ are you going to buy
5/ will do
6/ will ask

6. 1/ is going to
2/ will
3/ will
4/ are you going to
5/ will
6/ 're going to

7. 1/ will be studying
2/ will have stopped
3/ will have changed
4/ will be working
5/ will have left
6/ will you be doing

8. 1/ 'm going to
2/ are going to
3/ will have arrived
4/ will be walking
5/ is going to take
6/ will have seen
7/ will

9. 1/ smoking
2/ to solve
3/ meeting
4/ putting
5/ to have
6/ to meet
7/ walking – taking / to take
8/ learning
9/ to pass
10/ to get



Unit 5 — Managing resources

Lead in # p. 55

1. Possible answers and expressions to use

a/ The picture on the left, representing a palm oil plantation, shows an agricultural resource. The picture representing a gold mine shows a natural and non-renewable resource.

b/ Yes, industrial agriculture and mines can be found in my country. / You can find industrial agriculture in my country, but no mines.

c/ Industrial agriculture particularly affects farmers' lives, because... / Mines affect people's lives because...

Vocabulary # p. 55

→ Agriculture

3. 1/ Subsistence

2/ Industrialised – fertilisers

3/ mechanised

4/ monocultures

5/ biofuel

6/ livestock

7/ organic

8/ dairy

9/ Sustainable

4. Answers will vary depending on the students' countries.

5. Writing

Possible answer

Agriculture in Cameroon:

In Cameroon, about 55% of the population works in agriculture. Cash crops such as cotton, cocoa, coffee and bananas are produced for export in large mechanised exploitations. Cotton is produced in the north of the country, cocoa and coffee are produced in the central and southern regions, and bananas are grown mainly in the southwest. Subsistence crops, intended for the domestic market and using semi-industrial agriculture, include plantains, manioc and corn, grown throughout the country. Today there are more than 30 centres for agricultural training in Cameroon, and in the coming years the government plans to train 30,000 farmers every year.

Reading # p. 56

1. Before you read

Possible answers

Land grabbing describes the acquisition of land by companies or governments in developing countries.

The graph shows that most land deals take place in Africa, Asia and Latin America. With 63% of the land deals, the African continent is clearly the main target of land grabbers.

2. Answer 3

3. 1/ True → 'Companies acquire land because there is money to be made' (introduction) – 'many investors saw land grabbing as the ideal way to make huge profits.' (paragraph 1)

2/ True → 'The recession reinforced the fear of food scarcity [...]; as a result, many investors saw land grabbing as the ideal way to make huge profits.' (paragraph 1)

3/ False → 'The recession reinforced the fear of food scarcity and an increase in food prices' (paragraph 1)

4/ True → 'The land is used to grow large monocultures [...]. These crops are exported...' (paragraph 2)

5/ Not mentioned → In paragraph 1, the text mentions that '4 million' hectares have been grabbed in Sudan, but it doesn't mention the origin of the companies.

6/ False → Although 'many investors claim that land grabbing brings new opportunities [...] to rural communities', the reality is that 'so far land grabs have mainly had a disastrous impact on local populations.' (paragraph 3)

7/ False → 'Land grabbing could only help reduce hunger [...] if part of the food crops were used to feed local populations, but this is not the case today.' (paragraph 4)

8/ False → 'In October 2014 [...] the first Africa Conference on Land Grabs was organised in South Africa'. (paragraph 5)

9/ Not mentioned

4. Possible answers

1/ Sudan has sold 4 million hectares of land. (paragraph 1)



2/ Sugar cane is grown in Mozambique and Tanzania. (paragraph 2)

3/ Local populations don't sell their land willingly: the text explains that they are forced off their land (paragraph 4) and often not consulted before the transaction takes place (paragraph 5).

4/ Local populations can come together and try to make themselves heard. (paragraph 6)

5/ This sentence means that to improve food safety around the world, it is more efficient to invest in farmers, by better training them for example, than to spend a lot of money on land and industrial equipment without taking the farmers into account.

5. 1/ ensure

2/ huge

3/ claim

4/ evicting

5/ prior

6/ impact

6. Discussion

Possible answers

1/ In my country, land grabbing is a very serious issue. / Land grabbing exists in my country, but on a relatively small scale.

2/ Governments do it because they think it can help them solve the country's food security problems.

3/ Land grabbing generally leads to mechanised monocultures using large areas of land. This need for land often causes deforestation or overexploitation, which both have a negative impact on the environment.

Vocabulary extension # p. 57

→ Prefixes *bio-*, *mono-*, *multi-*

7. 1/ monocultures (paragraph 2)

2/ biofuel (paragraph 2)

3/ Multinational (introduction)

8. Writing

To check the meaning of the words, students may use a dictionary or refer to the Wordlist at the end of their book (pages 156-158).

Possible answers

monopoly → In some regions of the country, the company has acquired a *monopoly* on the production of soya.

monotonous → He speaks in a very *monotonous* voice.

multimedia → The use of *multimedia* devices in schools and universities has greatly developed.

multicultural → Most big cities are *multicultural* today.

biomass → In order to develop a more sustainable agriculture, more farmers should be encouraged to produce *biomass* crops.

biochemist → A *biochemist* is a scientist who studies the chemical structure and behaviour of living things.

Pronunciation # p. 57

→ 'o' sounds: /aʊ/ or /əʊ/ or /ɒ/

9. More words:

/aʊ/: flower – shower – wow

/ɒ/: clock – top – lot

/əʊ/: own – go – show

Grammar # p. 58

→ Conditionals

1. 1d – 2b – 3c – 4a

2. 1/ won't bother – have

2/ rise – is

3/ invest – will ensure

4/ eat – feel

3. 1/ If I had a lot of money, I would buy a big plot of land.

2/ If my parents had more land, they wouldn't be so poor.

3/ If we sold our land, we would have to find jobs.

4/ If farmers received training, they would produce more food.

4. 1/ If it had rained more last year, our garden would have produced enough vegetables.

2/ We wouldn't have moved to the city if we hadn't sold our farmland.

3/ If the government hadn't sold the land to a foreign company, local farmers wouldn't have been evicted.

5. Speaking

Possible answers

1/ If I have some free time next weekend, I will visit my cousins.

2/ If I could visit any country, I would go to Canada.

3/ If I hadn't started to learn English, I would have studied Portuguese.

Communication # p. 59

→ Expressing regrets

1. 1/ can't

2/ will be



- 3/ hadn't
- 4/ have said
- 5/ were
- 6/ was
- 7/ 'd
- 8/ could

2. Sentences 1, 2 and 5 express regret.

- 5.** 1/ hadn't invited
- 2/ shouldn't have
- 3/ only
- 4/ ask
- 5/ leave
- 6/ speak

6. Writing and Speaking

Possible answers

A I feel bad. I shouted at Samuel yesterday.

B What happened?

A We missed the bus because he was late and it made me angry. I wish I hadn't been so rude.

B Yes, you should've been more patient. If I were you, I'd call him to apologise.

A I'll do that... If only he could forgive me!

A Aren't you coming with us to the cinema tonight?

B Well, I'd love to, but I promised my mother I would take care of my little brother. I wish I hadn't promised...

A Can't he come with us?

B No, he's too young. If only my sister was here, she could stay with him.

A Let me ask my brother. I think he's free, so he could come to your house.

B That would be great!

Reading # p. 60

1. Before you read

Possible answers

1/ Yes, I think hell really exists. / No, I don't really believe in hell.

2/ If hell exists, it is probably a dark place which is either very cold or very hot, and where people have nothing to do.

3/ You may find fire and / or ice, a lot of noise, dirt and pollution.

4/ I think I would expect to find my enemies and the people I didn't appreciate.

2. Possible answers

For George Orwell, hell is a dark and confined place with heat, noise, fire and foul air.

His description is more or less similar to my own idea of hell. / Orwell's vision of hell is quite different from mine.

3. Answer B

4. 1C – 2A – 3D – 4A – 5D – 6A

5. cramped → It describes the space in a coal mine.
odious → It describes the tradition of using slaves to work in silver mines.

extreme → It describes the working conditions in Bolivian mines.

backbreaking → It describes the work of children in Bolivian mines.

precious → It describes the mineral – silver – extracted by the Spanish colonists.

perilous → It describes the work in underground tunnels.

6. Speaking

Possible answers and expressions to use

1/ In my country, there are gold mines / silver mines / copper mines / tin mines / uranium mines / diamond mines... / There are no mines in my country.

2/ The Democratic Republic of Congo is rich in copper, gold, uranium and diamonds. Gabon is rich in uranium. Mali is rich in gold and Nigeria is rich in tin and gold.

3/ The world's largest oil reserves are in the Middle East (Saudi Arabia, United Arab Emirates, Qatar, Kuwait, Iraq and Iran) and in Africa (Nigeria, Libya, Algeria and Angola).

Vocabulary extension # p. 61

→ Repeated comparatives to show change

7. The words 'less and less' are used with uncountable nouns.

8. 1/ Fewer and fewer – less and less

2/ lower and lower

3/ later and later

4/ less and less – longer and longer

Grammar # p. 62

→ Reduced relative clauses

1. Rules

a/ active

b/ passive

2. 1/ working

2/ situated



- 3/ living
- 4/ providing

- 3.** 1/ Most people living in the town work in the tin mine.
2/ Many children working in mines do not live long.
3/ The factory being built on the coast will employ over 200 people.
4/ Governments investing in renewable energy sources care for the environment.

4. Possible answers

- 1/ She was sitting at home *reading a magazine*.
- 2/ Who is that person *carrying a red suitcase*?
- 3/ Did you hear someone *calling your name*?

→ **Impersonal passive forms**

- 5.** 1/ estimated
2/ feared

- 6.** 1/ It is reported that...
2/ It is thought that...
3/ It is expected that...
4/ It is claimed that...

7. Writing

Possible answers

It is believed that the origin of life was in the ocean.

It is thought that the first humans came from Africa.

It is known that global warming causes extreme weather events.

It is believed that tigers will become extinct in 20 years' time.

Vocabulary # p. 63

→ **Water and health**

- 2.** 1/ filter
2/ purifying / treating
3/ bacteria
4/ porous
5/ tap
6/ spring / well
7/ gravity

3. Discussion

Possible answers and expressions to use

- 1/ In my home, the water comes from...
- 2/ At school, we use... and at home we use...
- 3/ The dirty water and sewage go...
- 4/ Yes, waterborne diseases are a serious problem in our country, because... / No, waterborne diseases are not really a problem, because...

Listening # p. 63

4. Before you listen

Possible answer

Washing one's hands regularly and drinking only purified water can reduce the risk of catching diseases.

5. Possible answer

The talk is promoting handwashing with soap.

- 6.** 1/ soap
2/ healthy
3/ diseases
4/ infections
5/ human
6/ wash
7/ toilet
8/ vaccines

Writing # p. 64

→ **A talk**

2. Possible answers

The topic of the talk is handwashing.

- a/ paragraph 2
- b/ paragraph 4
- c/ paragraph 5
- d/ paragraph 3

3. Possible answers

The writer uses the following expressions: 'I'm going to talk about...', 'I shall start by...', 'Then I'll present...', 'And finally...', 'I shall begin by...', 'Now, I'd like to focus on...', 'My last point is...' and 'To conclude'.

Writing Task # p. 64

4. Possible answer (283 words)

Good afternoon. Today, I'm going to talk about the importance of drinking clean purified water. I shall begin by explaining why the quality of the water you drink is so important. Then, I'll describe what you can do to purify water.

I'd like to start by looking at the reasons why drinking clean water is so important. Dirty water can transmit several diseases such as diarrhoeal diseases, typhoid, hepatitis or cholera. Every year, for example, about 2 million people die because of diarrhoeal diseases transmitted by contaminated water. And yet, most of these cases could be prevented if people treated and purified water



before drinking it. Moreover, most diseases transmitted by unsafe water are infectious diseases and can spread very rapidly. This means that drinking clean water not only protects yourself but also the people around you.

Now, I'd like to focus on how water can be treated and purified. The cheapest and easiest way to purify water is to use a water filter, which filters dirt and bacteria out of water. A ceramic water filter, for instance, consists of a ceramic pot suspended in a plastic container with a tap near the bottom. To kill the bacteria which cause diseases, the pot can be treated with silver or with a household bleach such as 'eau de Javel'. That way, the water drawn from the pot is perfectly safe.

To conclude, by drinking clean water you can improve your health and that of the people around you. Purifying water with a water filter is a simple and affordable process that all schools and houses should adopt. I hope that my talk has convinced you of the importance of treating water before drinking it.

Check Unit 5 # p. 65-66

1. 1/ dairy
- 2/ grabbing
- 3/ cash
- 4/ yields
- 5/ organic
- 6/ subsistence
- 7/ land

2. 1C – 2F – 3A – 4E – 5D – 6B

3. 1/ multicultural
- 2/ biochemistry
- 3/ biomass
- 4/ multimedia
- 5/ biofuel

4. 1/ boil → zero conditional
- 2/ will sell → first conditional
- 3/ didn't have → second conditional
- 4/ would grow → second conditional
- 5/ hadn't used → third conditional
- 6/ don't get → zero conditional

5. 1/ If they hadn't used chemical fertilisers for years, the land wouldn't be impoverished.
- 2/ Their livestock would have died during the last epidemic if they hadn't vaccinated them.
- 3/ If they hadn't sold their farms to a multinational company, they wouldn't have had to find work in the town.
- 4/ If they hadn't followed the engineer's advice, they wouldn't have had a good harvest. / they would have had a bad harvest.
- 5/ They wouldn't have increased their production of rice if they had sold their land.

6. 1/ It is thought that family farming will also contribute to poverty reduction.
- 2/ It is believed that land grabbing is a form of dispossession.
- 3/ It is said that the national assembly will pass a law making child labour illegal.
- 4/ It is said that the monoculture of cotton is a threat to the national economy.
- 5/ It is estimated that over a hundred miners lose their lives every year.
- 6/ It is reported that artificial fertilisers impoverish the soil.
- 7/ It is claimed that the government has done little to increase wages.

7. had not – didn't – had said

8. 1/ chosen
- 2/ selling
- 3/ living
- 4/ made

Unit 6 — Contemporary Africa

Lead in # p. 67

1. Possible answers

The graph shows the economic growth of 10 African countries between 2007 and 2013. Some countries have higher economic growth because they grow faster.

Vocabulary # p. 67

→ Economy

3. 1/ growth

2/ boom

3/ investors

4/ worth

5/ infrastructure

6/ industrialise

7/ eradicate

8/ sectors

9/ workforce

10/ development

11/ infrastructure

4. Discussion

Possible answers and expressions to use

1/ In our country, the economy / the economic situation is...

2/ The most important sectors of the economy are... and...

3/ There are several infrastructure projects such as building... and...

4/ In my view, in order to improve the economy, the government should invest more money in... / more investments should be made in... so that...

Reading # p. 68

1. Before you read

Possible answers

Hollywood, Bollywood and Nollywood are the names given to the American, the Indian and the Nigerian film industries. Nollywood was created in the 1990s and now produces hundreds of films every year.

I know the films 'Iyore' and 'Brother's Keeper', and the actors Van Vicker and Genevieve Nnaji.

2. Possible answer

The photo shows the Nigerian actress Ivie Okujaye receiving the award of the best promising actress at the African Movie Academy Award in 2012.

3. Possible answers

1/ The Nigerian film industry comes right after Hollywood and Bollywood in terms of revenue, but in terms of film output, it comes first. (paragraph 1)

2/ Nigerians pay about two dollars for a DVD. (paragraph 1)

3/ Kunle Afolayan is a famous actor and director. His ambition is to produce American-style blockbusters in Nigeria. (paragraph 2)

4/ Nigerian film directors face a lack of reliable supply of electricity as well as a lack of financial resources. (paragraphs 2 and 6)

5/ A period of economic hard times in the 1990s helped the birth of the Nigerian film industry. (paragraph 4)

6/ Nigerians stopped going to cinemas because of the increase in street crime. (paragraph 4)

7/ Nollywood films appealed to people because of their bawdy humour. (paragraph 4)

8/ 'Living in Bondage' became a model in terms of plot, and subsequent Nigerian films also depicted familiar situations African people could relate to. (paragraph 5)

9/ It takes about ten days. (paragraph 6)

10/ The quality of the films has no effect on their success, as the public don't mind. (paragraph 6)

4. 1/ them → DVDs

2/ his → Afolayan's homeland

3/ This → The African Movie Academy Awards

4/ it → a business opportunity

5/ It → the film called 'Living in Bondage'

6/ who → a businessman

5. 1/ booming

2/ unrealistic

3/ Wherever

4/ bawdy

5/ would-be

6/ show up

6. Speaking

Possible answers and expressions to use

1/ I generally watch films once a week / several times a week / once a month...

I choose the films that... or that...

2/ My favourite film is..., because it is...

3/ My favourite actor / actress is... He / She has played in several movies such as... or...



7. Writing

Possible answer and expressions to use

My favourite film is a comedy / a drama / an action movie / a thriller / a musical...

It is about... / It tells the story of...

The main characters are played by... and...

It contains many special effects, such as... / It has no special effects.

The music was written by... and is performed by...

Vocabulary extension # p. 69

→ Idioms

8. Possible answers

1/ (paragraph 2) someone who is very well known

2/ (paragraph 6) as good as expected

3/ (paragraph 5) do something because it is popular

4/ (paragraph 6) with a tight budget

9. Possible answers

1/ f → Flora is streets ahead of the other students in her class.

2/ e → He's a very direct person; he always speaks his mind.

3/ a → Don't panic! Keep a cool head!

4/ b → She always talks a lot before getting to the point.

5/ d → Stop talking rubbish, will you!

6/ c → They spent a fortune on their new house.

Grammar # p. 70

→ Negative structures

1. 1/ The verbs used with the bold words are all affirmative.

'Not very often': 'seldom', 'hardly ever' and 'rarely'

'Almost not at all': 'hardly' and 'scarcely'

To talk about two things: 'neither' and 'nor'

2. 1/ She seldom appears on TV these days.

2/ Neither my brother nor my sister can dance.

3/ She scarcely sees her grandchildren.

4/ It was very noisy and we could scarcely hear each other.

5/ We hardly ever watch films.

6/ I hardly know the new student. She's just started our school.

7/ We rarely go on holiday.

3. Possible answers

1/ Neither *my cousin* nor *his wife* are good actors.

2/ My friends and I seldom *disagree*.

3/ I've hardly ever *been on holiday*.

4/ Neither of us *can speak Spanish*.

5/ I could scarcely see *the stage because of the crowd*.

6/ Things are rarely as serious as *they seem*.

→ Not only..., but also...

4. Rules

a/ two things

b/ beginning

c/ there is no

5. 1/ The film is not only boring, but it is also very long.

Not only is the film boring, but it is also very long.

2/ He not only wrote the scenario, but he also produced the film.

Not only did he write the scenario, but he also produced the film.

3/ She not only works very hard, but she also earns a lot of money.

Not only does she work very hard, but she also earns a lot of money.

4/ They have not only taken ages to shoot the film, but they have also spent a fortune.

Not only have they taken ages to shoot the film, but they have also spent a fortune.

Communication # p. 71

→ Asking for and giving explanations

1. 1/ why

2/ because

3/ could you

4/ wrong

5/ how

6/ the matter

7/ you see

2. The following sentences are unsuitable in formal English: 'What's the matter...?' – 'What's wrong with...?' – 'Well you see...'

4. Possible answers

The second dialogue is between strangers; the speakers address each other using the words 'young man' and 'sir'.

To ask for explanations, the people in the first dialogue use the phrase 'What's wrong with...?'

In the second dialogue, the following phrases are used: 'could you tell me what...?' and 'Do you know how...?'

5. Writing and Speaking

Possible answers

Situation 1

A What's wrong? You're pulling such a long face!

B I really don't understand this exercise.



A Well, just ask the teacher, I'm sure she will explain!

B You're right, I will!

Situation 2

A Please could you tell me how this printer works?

B Yes, of course. I'll be with you in two minutes.

A Thank you.

Situation 3

A Excuse me sir, do you know where the bus station is?

B Yes, it's not far from here. Let me see. Turn right after that post office over there and you should see it.

A Thank you very much!

Situation 4

A What's the matter with Samuel? He doesn't talk to me anymore.

B Well, you see, he thinks you've been making fun of him behind his back.

A But that's not true!

Situation 5

A Can you explain why you're late again this morning, Ahmed?

B That's because the bus had an accident, sir.

A Well, maybe next time you should take an earlier bus, don't you think?

Situation 6

A What's the problem, Flora? You look upset.

B Well, you see, I parked my bicycle here this morning and it has been damaged.

A I'm sorry to hear that. If you want, I can help you repair it.

B Thanks, that's really nice of you.

Reading # p. 72

1. Before you read

Possible answers and expressions to use

1/ A start-up is a new business.

2/ A logo is a symbol appearing on a company's products and used to identify the company.

3/ I can think of the... logo, or...

2. Possible answers

All three entrepreneurs have won the Anzisha Prize. Alain Nteff produces mobile apps helping mothers and pregnant women, Thato Kgatlhanye produces schoolbags with solar lights, and Andrew Mupuya produces paper bags.

3. 1B – 2A – 3C – 4C – 5A – 6D

4. 1/ set up

2/ find out

3/ turns out

4/ came up with

5/ turned into

5. Discussion

Possible answers and expressions to use

1/ I like Alain's / Thato's / Andrew's project best, because I think...

2/ Yes, I know a young entrepreneur, who has created... / who produces... / who has developed...

No, I don't know any young entrepreneur.

3/ Yes, I would really like to run my own business, because... / No, I don't think I would like to run my own business, because...

Vocabulary extension # p. 73

→ Words related to business

6. 1/ set up

2/ launch

3/ raise

4/ borrow

5/ take out

6/ lent

7/ pay back

8/ employs

8. Possible answers and expressions to use

Our company provides services for... / produces...

It is meant to help students who... / people who... / people with... and improve the country's situation in terms of...

Grammar # p. 74

→ Phrasal verbs

1. Rules

1/ wake up

2/ go up

3/ turn down

4/ set up

5/ look for

6/ take after

7/ come up with

8/ run out of

2. *Students may also refer to the Wordlist at the end of their book to check the meaning of most of the verbs (see Verbs with particles and verbs with prepositions, page 158).*

1/ away

2/ on

3/ for

4/ up with

5/ up

3. 1/ stand up
- 2/ turned down
- 3/ run out of
- 4/ came back
- 5/ looking for

4. Example 2: He turned *it* down.

Example 8: When will you set *it* up?

5. 1/ I have to look after *them* this evening. (type 3)
- 2/ I'll call on *her* after school. (type 3)
- 3/ I'm looking forward to *it*. (type 4)
- 4/ It took him a long time to get over *it*. (type 3)

Vocabulary # p. 75

1. Lead in

Possible answers and expressions to use

The street hawker in the picture appears to be selling lemons.

In my country, street hawkers generally sell... or...
Some street hawkers also sell...

2. 1/ prices
- 2/ online
- 3/ retail
- 4/ credit card
- 5/ account
- 6/ bargains
- 7/ haggle

Listening # p. 75

4. Speaking

Possible answers

I agree with opinions B, C and F: in my view, street hawkers just try to make a living, and their goods can help other poor people.

I disagree with opinions A and D, because I believe that most hawkers are honest and that they shouldn't be banned even if they don't pay taxes.

I agree with opinion E, but I don't think that's a reason to ban street hawking.

5. Speaker 1: statements B and C

Speaker 2: statements E and F

Speaker 3: statements A and D

6. 1C – 2A – 3B – 4B – 5C – 6B

Writing # p. 76

→ An opinion essay (1)

1. Before you write

Possible answers

Arguments for street hawking: contributes to the economy – gives jobs and source of income to poor people – helps people who can't afford to shop in supermarkets

Arguments against street hawking: makes the streets dirty and crowded – unhealthy – some hawkers are thieves – hawkers don't pay taxes

2. Possible answer

The writer's opinion is that street hawkers have a positive impact on the economy (introduction) and that street hawking shouldn't be banned, but regulated (conclusion).

3. Possible answers

1/ **Introduction:** Motorbike taxis are common in every town. They are used by many people to move around the city. Yet, my view is that these taxis often cause more problems than solutions.

Conclusion: It is clear that there are some advantages of motorbike taxis. Nevertheless, they are an important cause of pollution and lead to many accidents. I personally think that the number of such taxis should be reduced.

2/ **Introduction:** Many young people have difficulties starting businesses today. They often don't have enough money to get started, and once they have finally created their business, they don't manage to pay all their taxes. My view is that young entrepreneurs should not be asked to pay taxes during the first two or three years.

Conclusion: To conclude, I believe that young people starting businesses should be encouraged, and that allowing them not to pay taxes for two or three years could be one way of developing youth entrepreneurship. In my opinion, this measure could benefit the whole economy.

Writing Task # p. 76

5. Possible answer (282 words)

Street food is sold in streets or any other public places by hawkers or vendors, often from food carts or food trucks. Some people say that this kind of food is unhygienic and represents a threat for public health, and that it should therefore be banned. Although some vendors may not respect basic hygiene rules, I personally believe that most street food is safe and that moreover, it has many advantages.

Firstly, the most common criticism of street food, underlining the danger it represents in terms of safety and hygiene, is unfounded most of the time. Studies conducted by government agencies and NGOs have shown that the risk of being

contaminated and catching a disease is not much higher in the street than in restaurants.

Secondly, street food has many advantages for city dwellers and workers. The food sold by street hawkers is less expensive than in restaurants, which makes it affordable for poorer people or students for example. What's more, buying food in the street is very convenient as it is quick and people can find street vendors everywhere.

On the other hand, it is true that food carts or food trucks crowding the streets can increase the congestion and pollution. Moreover, street vendors represent unfair competition to restaurants because they have much cheaper prices.

In conclusion, despite a few disadvantages, street food represents a great convenience. Contrary to what some people believe, most street food is safe and does not represent any threat to public health. Of course, it is important for governments and NGOs to keep an eye on what food is sold in the street, but I believe that they would have no reason to ban street food.

Check Unit 6 # p. 77-78

1. 1/ owns
- 2/ haggled
- 3/ boom
- 4/ lend
- 5/ bargain
- 6/ borrow
- 7/ wealthy
- 8/ investors

2. 1D – 2E – 3B – 4F – 5A – 6C

3. 1/ called off
- 2/ turns out
- 3/ turned up
- 4/ turned down
- 5/ made up
- 6/ go up
- 7/ stands up for
- 8/ come to

4. 1/ He has turned *it* into a restaurant.
- 2/ She gave *it* away to poor people.
- 3/ Did you make *it* up?
- 4/ They take after *her*.
- 5/ I am looking for *it*.
- 6/ I have to look after *him* tonight.
- 7/ Why have they called *it* off?
- 8/ You should stand up for *him*.

5. 1/ The movies are not only interesting, but they are also affordable for most Nigerians. / Not only are the movies interesting, but they are also affordable for most Nigerians.
- 2/ They are neither difficult to understand nor boring.
- 3/ The movies are not only popular in Nigeria, but also with the Diaspora. / Not only are the movies popular in Nigeria, but also with the Diaspora.
- 4/ They are not only cheap, but they are also easy to find. / Not only are they cheap, but they are also easy to find.
- 5/ The story is neither a romance nor a comedy.
- 6/ She neither watches films nor reads glossy magazines.

6. 1/ It was so dark I could scarcely see.
- 2/ They hardly know each other.
- 3/ We hardly ever go to the movies.
- 4/ He seldom goes to bed before midnight.
- 5/ The actors hardly ever speak French in the movies.

7. 1/ Not only
- 2/ neither
- 3/ seldom / hardly ever / rarely
- 4/ nor
- 5/ neither
- 6/ hardly / scarcely

8. 1/ could you
- 2/ of course
- 3/ wrong
- 4/ see
- 5/ matter
- 6/ you see



Unit 7 — International issues

Lead in # p. 79

1. Possible answers

I know some of them, like the World Food Programme and the World Health Organisation. / I don't know what most of these abbreviations mean.

I can name a few other organisations like UNICEF, FIFA and the Red Cross.

Vocabulary # p. 79

→ International organisations

2. 1/ Food
- 2/ Organisation
- 3/ Refugees
- 4/ Health
- 5/ Fund
- 6/ Committee
- 7/ Petroleum
- 8/ Organisation

4. Speaking

Possible answers and expressions to use

- 1/ The WFP, the UNHCR and the WHO are United Nations organisations.
- 2/ The IOC is a sports organisation. Its function is to organise the Olympic Games.
- 3/ In my country, the.. and the... are active. They...

Reading # p. 80

1. Before you read

Possible answers

The picture shows a man giving money to another man. We can suppose the man who is given the money is being bribed because he takes the money behind his back.

The first quotation means that it is the young people's responsibility to fight corruption and promote honesty.

The second quotation means that it is the citizens' duty to fight corrupt practices in government, for the country's benefit.

Yes, I agree with these quotations. / I don't really agree with the first quotation, because I believe that it's not only the duty of youth, but of every citizen.

2. Possible answer

According to the text, all levels of society, wherever there is something to be gained, are affected by corruption.

3. 1/ False → Corruption affects *all levels of society*. (paragraph 1)
- 2/ True (paragraph 1)
- 3/ False → *High-profile projects* are more likely to attract corrupt practices. (paragraph 2)
- 4/ True (paragraph 3)
- 5/ False → Whistleblowing is *one of the most direct methods* to fight corruption. (paragraph 4)
- 6/ True (paragraph 4)

4. Possible answers

- 1/ To 'line your pockets' means to get richer by taking advantage of a situation or being dishonest.
- 2/ The expression 'to get your hands dirty' means to do difficult and often unpleasant work. In the text, it refers to rich countries who bribe rulers of developing countries.
- 3/ Many whistleblowers are threatened, fired from their jobs or exposed to harassment.

5. 1/ undermining (paragraph 1)
- 2/ scarce (paragraph 2)
- 3/ remain (paragraph 3)
- 4/ tackle (paragraph 4)
- 5/ retaliation (paragraph 4)
- 6/ firing (paragraph 4)

6. Discussion

Possible answers and expressions to use

- 1/ The political system of a society can be affected by corruption, for example when elections are falsified. The justice system can also be affected, when defendants bribe their lawyer to change the evidence.
- 2/ Yes, I know someone who... / No, I don't know anyone who has been involved in corruption.
- 3/ If someone tried to bribe me, I think I would refuse and report that person's behaviour.

Vocabulary extension # p. 81

→ Prefixes and suffixes

7. **dis-**: disclosures (noun, paragraph 4) – dishonest (adjective, paragraph 5) + discover
- il-**: illegal (adjective, paragraph 4) + illiteracy



un-: unfortunately (adverb, paragraph 4) – undoubtedly (adverb, paragraph 6) + unfair
-ship: leadership (noun, paragraph 1) + friendship
-ive: competitive (adjective, paragraph 3) + attractive
-ly: lowly (adverb, paragraph 1) – particularly (adverb, paragraph 3) – unfortunately, commonly, usually (adverbs, paragraph 4) – publicly (adverb, paragraph 5) – undoubtedly (adverb, paragraph 6) + slowly

8. 1/ illiterate
2/ unemployed
3/ definitely
4/ citizenship
5/ disinfected
6/ creative

9. Speaking

Possible answers

a/ In that situation, I would refuse the money, because I don't think it's right to give false evidence.
b/ I'm not sure what I would do. Maybe I would talk to my parents about the situation and ask what they advise me to do. I don't think I would report the situation to the school authorities, because I would be afraid of being harassed or threatened by the kid's parents.
c/ In that situation, I would refuse to give the examiner some cash, and I would take more driving lessons!

Pronunciation # p. 81

→ Stressed words

10. Possible stressed words:

a/ You are witness to a crime and you have to give evidence in court.
A relative of the defendant offers you a lot of money to change your evidence.
b/ A foreign student with wealthy parents always gets good marks without working.
It's common knowledge that the kid's parents are paying the school.
c/ At the end of your driving test the examiner tells you that you have failed.
But he suggests that he could change this result if you gave him some cash.

Grammar # p. 82

→ Dare and need

1. Rules

a/ 1 – 3 – 5
b/ 2 – 4

2. 1/ needn't shout
2/ need to get up
3/ daren't touch
4/ needn't come
5/ dare (to) interrupt
6/ dare (to) complain
7/ needn't – reported
8/ dare – suggest

→ Passive infinitives and passive gerunds

3. The passive infinitive is 'to be gained' and the passive gerund is 'being stigmatised'.

4. 1/ She doesn't like being criticised.
2/ The air conditioning needs to be repaired.
3/ I hate being asked stupid questions.
4/ We expect to be treated with respect.

5. 1/ being overworked
2/ to be given
3/ being punished
4/ to be offered
5/ being taught

6. Speaking

Possible answers

I don't like being ignored.
I want to be complimented.
I don't want to be criticised.
I like being admired.
I don't like being looked at.
I want to be taken seriously.

Communication # p. 83

→ Asking for, giving and refusing permission

1. 1/ May
2/ Would it be
3/ could I
4/ Do you mind
Dialogues 2 and 3 are quite formal.

2. 1/ May...?
2/ Would it be possible...?
3/ Yes, go ahead.
4/ All right.
5/ I'd rather you didn't.
6/ That's not possible.

4. Dialogue 1: 'could I possibly...?' – No
Dialogue 2: 'I'm sorry to bother you madam, but can we...?' – Yes



5. Writing and Speaking

Possible answers

Dialogue 1

A Mum, may I go to the cinema with my friends this afternoon?

B Don't you have homework?

A I did, but I finished it this morning.

B All right then, but don't come home too late.

A Sure! Thanks mum.

Dialogue 2

A Excuse me sir, could I try this shirt on?

B Please do. The fitting rooms are over there.

A Thank you.

Reading # p. 84

1. Before you read

Possible answers

The articles mention Interpol, the United Nations, the World Food Programme, the UNHCR and UNICEF.

I know some of these organisations, but not all of them. / Yes, I know these organisations.

2. Possible answers

Article 1 mentions crime, article 2 mentions refugees and famine, article 3 mentions education.

3. Possible answers

1/ The police operation targeted the production of fake goods ('in search of illicit goods' – 'fake goods').

2/ The operation was a success, and more than six thousand people were arrested ('an unprecedented success, resulting in over six thousand arrests').

3/ Mike Lewis underlines the importance of the collaboration between police authorities all around the world ('This shows what can be achieved when police forces worldwide collaborate').

4/ The stated objective of the UN is that of 'maintaining peace and making the world a better place'.

5/ The UN has helped resolve 'an estimated 172 conflicts'.

6/ The UN feeds populations during wars ('in war zones'), famines ('to relieve famines') or 'after natural disasters.'

7/ UNICEF has given Jirida 'access to basic education' and has enabled her to set her 'sights on higher things', as she now wants 'to be a doctor.'

8/ The programme has led to the opening of '20 primary schools'.

9/ The long-term objectives are 'to extend the programme to another 5,000 Thai children'.

10/ He is famous because he was 'Secretary-General of the UN' and he was awarded the '2001 Nobel Peace Prize'.

4. 1/ simultaneously

2/ unprecedented

3/ firearms

4/ overshadow

5/ remote

6/ extend

5. Discussion

Possible answers and expressions to use

1/ I have heard about a programme called... which...

2/ UN peacekeeping troops intervene for example in the Democratic Republic of Congo, in South Sudan and in Libya.

3/ In my opinion, the UN is doing a great job, but its actions still need to be extended. / I think that the UN's actions help to make the world a better place.

4/ Yes, in my country UNICEF supports a project which... / No, I don't think UNICEF is active in my country.

Vocabulary extension # p. 85

→ Prepositions

6. 1/ At – on – in

2/ in

3/ in – at

4/ to – in – in – to

5/ on

7. 1/ on

2/ in

3/ at

4/ at

5/ in

6/ no preposition

7/ in

8/ at

9/ on

10/ no preposition

11/ on

12/ at

9. Writing

Possible answer

Failed robbery in Douala

Last Friday at 3 pm, two armed men entered a bank in Douala, intending to hold up the bank. They were wearing hoods to hide their faces and



carrying guns. They started pointing their guns at the receptionist and threatening him, but the bank's security forces reacted very quickly and were able to stop the robbers before they could do anything. Once the police had arrived, the two men were arrested and sent to prison, where they are now waiting for their judgment.

Grammar # p. 86

→ Reported speech – statements and questions

1. Possible answer

In reported speech, the verb tenses go back one step in the past.

2. 1/ The doctor said that the vaccination programme was very effective.

2/ A man told the journalist that they couldn't return to the village.

3/ My friend said that the police had caught wildlife traffickers.

4/ Abdul said that they had been forced to evacuate the area.

5/ The Interpol official said that they wouldn't reduce crime unless countries cooperated.

3. 1/ The policeman asked them *what they had seen*.

2/ Zola asked us *if we had heard from John lately*.

3/ My mother asked me *where I was going*.

4/ The doctor asked the girl *how she was feeling*.

→ Requests and orders

4. The first and second sentences are orders, and the third sentence is a request.

5. 1/ The soldier asked me to stand still.

2/ The policeman told the man to put his hands in the air.

3/ The man asked the children to stay there.

4/ The officer told / asked us not to say anything.

6. Writing

Possible answers

My sister asked me if I could lend her some money.

Samuel asked me where I was going on holiday.

The English teacher said that we would have a test soon.

My mother asked me to help her with the housework.

Flora asked me to sit next to her.

The Maths teacher told us to be quiet.

Vocabulary # p. 87

1. Lead in

1st line: German, French, Swedish, Arabic, Spanish

2nd line: English, Swahili, Fon, Wolof, Bambara

2. Possible answers

I agree with statements 2 and 3 and I disagree with statement 7; I believe that languages are linked to culture and identity, and that linguistic diversity can be a part of a nation's identity.

I agree with statement 8, because I think that speaking a global language enables you to be better connected with the modern world.

I don't agree with statement 1: English is the dominant language today because of historical and political reasons, not because it is easy.

I agree with statement 6 and disagree with statement 5; in my opinion, it's important for children to hear their mother tongue, and bilingualism has many advantages.

3. Speaking

Possible answer

To simplify the English language, I suggest that we make all irregular verbs regular, that we reduce the number of modals and keep only three different modals, and that we stop using the present perfect.

Listening # p. 87

4. Before you listen

1A – 2B – 3C – 4D – 5A – 6D

6. Writing

Possible answer

Today, between 6,000 and 7,000 languages are spoken in the world, but 50% of these languages have fewer than 10,000 speakers. Besides, 3,000 languages are in danger of vanishing during the 21st century. At the same time, Mandarin, which is spoken by the most people in the world as a mother tongue, has 850 million native speakers. English has 400 million native speakers and 1.5 billion speakers if we include second and foreign languages speakers. The third most spoken language is Spanish.

Writing # p. 88

→ An opinion essay (2)

1. Before you write

Possible answer and expressions to use



Arguments in favour: minority languages are part of a country's culture and heritage – it is the government's duty to save endangered languages

Arguments against: public money is more useful in other areas such as education and health – when no one speaks a language anymore, it is useless to spend money on it

2. Possible answers and expressions to use

The essay mentions the fact that... and...

The writer's opinion is that public money shouldn't be spent on saving minority languages.

3. Possible answers

- 1/ Paragraphs 2 and 3 support the writer's opinion.
- 2/ Paragraph 4 presents the opposite opinion.
- 3/ The following paragraph linkers are used: 'Firstly', 'Secondly', 'However' and 'In conclusion'.
- 4/ Reasons, examples and consequences are introduced by the following words and phrases: 'for instance', 'Consequently', 'like', 'as a result', 'because', 'Therefore'.

Writing Task # p. 88

5. Possible answer (281 words)

Today, for many children in rural areas, their mother tongue is a minority language. But so school authorities believe that these child should be prevented from speaking their mother tongue while they are at school, and asked to speak only the official language. I personally don't believe it would be a good thing to forbid the use of mother tongues at school.

First, banning minority languages at school would make it more difficult for students coming from rural areas to feel at ease in their new environment. They would probably feel lost, especially if they are not used to speaking the official language. Besides, refusing their mother tongue would be like denying a part of their identity, which can make their integration in the school harder.

Another argument is that the use of minority languages at school, if it is not exclusive, can have a positive impact. For instance, it can teach children tolerance and respect. Moreover, bilingualism or multilingualism is certainly an asset in today's globalised world; that's why it could be interesting for children to speak both their mother tongue and the official language at school.

On the other hand, some people argue that minority languages at school can have a negative impact on the students' cohesion and unity. It is true that students who speak the same mother

tongue tend to remain together and to communicate less with the other students.

To conclude, despite some small disadvantages, it is my view that children should not be prevented from speaking their mother tongue at school. It is the school's duty to promote diversity and recognise minority languages, while at the same time encouraging children to learn the official language.

Check Unit 7 # p. 89-90

1. 1/ World Trade Organisation
- 2/ International Monetary Fund
- 3/ United Nations
- 4/ World Food Programme
- 5/ Organisation of Petroleum Exporting Countries
- 6/ United Nations High Commissioner for Refugees
- 7/ International Olympic Committee
- 8/ World Health Organisation

2. 1C – 2A – 3D – 4C

3. 1/ illegal
- 2/ illiteracy
- 3/ incompetence
- 4/ leadership
- 5/ competitive
- 6/ thoughtful

4. 1/ to be
- 2/ being
- 3/ of being
- 4/ with being
- 5/ to be

5. 1/ 'What film is on TV this evening?' he asked.
- 2/ 'I don't know,' she said.
- 3/ 'Many people have been injured in the attack,' a witness said.
- 4/ 'I will be late tomorrow,' he told me.
- 5/ 'Can / Could I borrow your textbook?' my friend asked me.
- 6/ 'You will have a test tomorrow,' the teacher told us.
- 7/ 'Don't stay in the market place because it's dangerous,' the police officer told us.

6. 1/ She asked us if we had seen that film before.
- 2/ A witness said that he had seen the thief in the middle of the market the day before.
- 3/ The teacher asked me if I spoke English fluently.
- 4/ He asked me if I had listened to the news on the radio.
- 5/ The teacher told his class not to make a noise.
- 6/ Peter said that he was leaving the day after.

7/ Awa asked me to come to their party on Saturday.
8/ John said that he would do the shopping that afternoon.

7. 1/ no preposition
2/ in
3/ in – at
4/ on
5/ on

8. 1/ dares
2/ needn't have

3/ Don't you dare
4/ How dare
5/ needn't
6/ didn't dare

9. 1/ May
2/ rather
3/ Do you mind
4/ do
5/ don't take
6/ Would it be possible

Unit 8 — Across cultures

Lead in # p. 91

- 1. A/ gesture n° 3
- B/ gesture n° 5
- C/ gesture n° 1
- D/ gesture n° 2
- E/ gesture n° 4

2. Possible answers and expressions to use

- 1/ In my country, some gestures have the same meaning, such as...
- 2/ Yes, I use the gestures which mean... and... / No, I don't use any of these gestures.
- 3/ In my country, people use...

Vocabulary # p. 91

→ Body language and gestures

3. To check the meaning of the words, students may also refer to the Wordlist at the end of their book (pages 156-158).

- blush with embarrassment
- frown in disapproval
- yawn from boredom
- nod in agreement
- wave to someone across the street
- shake hands with someone
- fold your arms
- point at someone
- hug your friend affectionately
- blow your nose
- clap your hands

Possible answers and expressions to use

- I make many of these gestures several times a day, such as... or...
- I never..., but I very often... or...
- I often..., especially when...

5. Speaking

Answers will vary depending on the countries the students come from.

Reading # p. 92

1. Before you read

Possible answers and expressions to use

The diagram shows the different spaces that exist around an individual, from the intimate space to the public space.

Yes, it is quite similar in my country.

When I greet friends, I generally..., but when I greet elders I... and when I greet strangers I...

Yes, it is courteous. / No, it isn't courteous.

2. They don't mention D, 'Eye contact'.

- 3. 1/ Italy
- 2/ England
- 3/ Italy
- 4/ England
- 5/ England
- 6/ Italy
- 7/ England

- 4. 1/ had trouble
- 2/ close
- 3/ froze
- 4/ remove
- 5/ grab
- 6/ funny

5. Discussion

Possible expressions to use

Statements... and... are true in my country, but statement... is false.

In my country, it's usual to... and a majority of people... / most people...

It's acceptable to... but it's impolite to...

Vocabulary extension # p. 93

→ Feelings

6. **upset**: Isabelle, when Toni put his arm around her shoulders

relieved: Toni, when Isabelle started laughing

embarrassed: Toni, when Isabelle told him to remove his arm

uncomfortable: Toni, when people backed away from him when they were chatting

- 7. 1/ upset
- 2/ proud / delighted
- 3/ embarrassed
- 4/ delighted
- 5/ jealous / upset
- 6/ relieved

8. Possible answers

- 1/ I would feel surprised and a little disgusted.



- 2/ I would feel insulted.
 3/ I would feel upset.
 4/ I would feel embarrassed.

9. Possible answers and expressions to use
 I felt *relieved* when the doctor told me I didn't have HIV.
 I felt *delighted* when my parents told me we would travel to England for the holidays.
 I felt *confused* the first time I went to Douala.
 I felt *proud* when I passed my driving exam.
 I felt *upset* when Flora said she wouldn't come to my party.

Grammar # p. 94

→ Question forms

1. Main verbs: living – find – are – return – stay – speak

Rules

- a/ before
 b/ don't use
 c/ negative

- 2.** 1/ Have you ever heard someone speaking Italian? (extra word: 'been')
 2/ Where were you born? (extra word: 'be')
 3/ Do you want to study at university? (extra word: 'are')
 4/ Didn't you meet your friends last night? (extra word: 'are')
 5/ How long have you studied English? (extra word: 'be')

- 3.** 1/ Aren't you making a mistake?
 2/ Didn't she study in the US?
 3/ Isn't that John's new car?
 4/ Isn't that Justine in the red coat? / Doesn't that look like Justine in the red coat?

- 4.** 1/ Who locked the door?
 2/ How much did this mobile cost?
 3/ What did you have for dinner?
 4/ Where does Nataki live?
 5/ When did you arrive home?
 6/ Who broke the window?

5. We use a negative tag when the main verb in the statement is affirmative, like in sentence 1. After 'Let's', we use 'shall we'.

- 6.** 1/ have you
 2/ shall we
 3/ don't you
 4/ could you
 5/ isn't she

Communication # p. 95

→ Asking for and giving information

- 1.** 1/ Could you tell
 2/ Do you know if
 3/ Would you mind
 4/ Can you tell me

- 2.** 1/ Could you tell me where the bus station is?
 2/ Do you know if there are any taxis near here?
 3/ Would you mind telling me why you are late again?
 4/ Can you tell me what the name of your hotel is?
 / Can you tell me the name of your hotel?

- 4.** 1/ I wonder if you could help me?
 2/ Can I ask you what time it is?
 3/ Would you mind telling me where the nearest café is?
 4/ Could you tell me when the shop opens?
 5/ Do you know if Justine has arrived yet?

5. Correct order: 4 – 2 – 1 – 5 – 3

- 1/ Do you know if it stops on the way?
 2/ Can you tell me how long the journey takes?
 3/ Can you tell me where it is?
 4/ I wonder if you could tell me the best way to get to Maroua?
 5/ May I ask you how much a ticket costs?

6. Writing and Speaking

Possible answer

A Excuse me, I'm going to spend three days in London, between June 20th and June 23rd. I wonder if you could tell me if there are any rooms free in a youth hostel near the centre, for two people.

B Yes, I can book you a room near the British Museum.

A That's perfect! And do you know if there are many restaurants nearby?

B Oh, yes, there are plenty in that neighbourhood.

A Great. What about the attractions? Would you mind giving me a brochure describing the best attractions to see in that part of London?

B Sure, here you are.

A Thank you. Could you also tell me if there are any trips organised to visit the countryside?

B Yes, there are several kinds of trips; you'll find all the information in the brochure.

A Thank you very much.

B You're welcome. Enjoy your stay in London!



Reading # p. 96

1. Before you read

Possible answers

The pictures show a boy who is first delighted to be in a new country, but after a month starts to feel homesick.

Culture shock is what you feel when you spend some time in a country with a different culture.

Young people who study abroad are particularly affected by culture shock, because generally it is the first time they leave their country for such a long time, and they often travel alone.

2. Answers B and F

3. Possible answers

1/ Anyone who spends more than a few weeks in a new environment can be affected by culture shock.

2/ Culture shock is caused by the cultural differences experienced in a new place, and it is made worse by homesickness.

3/ The first signs of culture shock are when you start feeling depressed or lonely.

4/ It is advisable to seek help, for example at the Foreign Students' Bureau of the university.

5/ Food can be a problem because it may taste very different from what you are used to at home.

6/ Other foreign students can understand you better and share your feelings.

7/ Local students can help you learn about their culture and all the unspoken rules.

8/ The bureau's counsellors can support foreign students by listening to them and answering their questions, and they can also give them leaflets about how to deal with culture shock.

4. 1/ cook familiar food from time to time

2/ read online newspapers or take part in chat groups in your language

3/ keep in touch with home

4/ make friends with local students

5. 1/ This → experiencing culture shock

2/ They → counsellors at the Foreign Students' Bureau

3/ this → the climate

4/ this → travelling home too often

5/ these → unspoken rules

6/ one → a leaflet

6. be aware of

feel down

have trouble with

keep in touch

make sure

7. Writing

Possible answers

When you spend time in a foreign country, you should always try to *be aware of* the unspoken cultural rules of the country.

If you *feel down*, don't hesitate to call me!

My sister *had trouble with* the people's accent when she first arrived in London.

Don't forget to *keep in touch* by email!

Before you leave, *make sure* you say goodbye to your grandparents.

Vocabulary extension # p. 97

→ Adjectives ending in *-ed* and *-ing*

8. The adjective 'excited' in sentence 2 describes how a person feels, and the adjective 'Exciting' in sentence 1 describes that has an impact on someone.

Example of *-ed* adjective: depressed (paragraph 1)

Examples of *-ing* adjectives: depressing (paragraph 2), tiring (paragraph 4), confusing (paragraph 6)

9. 1/ shocked

2/ confusing

3/ relaxing

4/ disappointed

5/ embarrassing / worrying

6/ frightening

10. Writing

Possible answers

The accident that happened last week in front of our house was really *shocking*.

After talking to her, I felt much more *relaxed*.

The talk about foreign politics was *confusing*; I didn't understand much.

I felt extremely *embarrassed* when I realised that everyone had been waiting for me.

Don't be *frightened*, this dog is really nice.

Samuel's results are *worrying*; you should talk to his parents.

I was *disappointed* when they called off the trip.

Grammar # p. 98

→ Verb patterns

1. **pattern a:** 1, 3 and 6

pattern b: 2, 4 and 5

2. 1d – 2a – 3f – 4c – 5b – 6e

3. 1/ I expect them to arrive soon.

- 2/ I reminded Ngono not to forget the English Club that evening.
 3/ My friend suggested (that) I go running.
 4/ She encouraged me to study engineering.
 5/ My aunt taught me cooking / how to cook.

4. Possible answers

- 1/ I recommend (that) you talk to a counsellor. / I recommend talking to a counsellor.
 2/ I advise you to take up exercising.
 3/ I think (that) you should call all the local companies.
 4/ I suggest you join a sports club.

5. Possible answers

- 1/ My parents don't want me to *study abroad*.
 2/ My friend reminded me that *we had an exam the next day*.
 3/ My teacher suggested *travelling to England*.
 4/ My mother warned me not to *come home too late*.
 5/ I persuaded my *brother to let me use his computer*.

Vocabulary # p. 99

1. Lead in

Possible answers

The purpose of a CV is to give information about you. You send a CV when you're looking for a job or an internship.

You include information about your studies, your qualifications, your voluntary experience and your work experience.

2. Possible expressions to use

I would say that I am..., ... and...

To describe myself, I would use the adjectives...

I would agree that you are..., but I wouldn't really say you are... I'd rather describe you as... and...

3. Possible answers

Eva-Simone's qualities are compassion, commitment and courage. I think a job with disabled children would suit her, because she already has work experience with disabled children and she seems to like taking care of them.

Listening # p. 99

4. Possible answers

Eva-Simone wants to work as an assistant carer for disabled children.

- 1/ 18 years old
 2/ prefect

- 3/ volleyball team
 4/ 8 to 11
 5/ weekends
 6/ Babysitter
 7/ nanny
 8/ French

5. Writing

Answers will vary depending on the students.

Writing # p. 100

→ A covering letter

1. Before you write

Possible answers

The purpose of a work placement is to gain some work experience even if you don't necessarily have completed your studies yet.

A good time to do a placement is during the summer holidays, because you are not at school.

2. Possible answer

The writer wants to do a work placement in a retail store in London.

3. Paragraph 1: 'I am writing to enquire about...'

Paragraph 2: 'I am currently completing...'

Paragraph 3: 'As you can see from my CV...'

Paragraph 4: 'I am a conscientious person...'

Paragraph 5: 'Thank you for considering...'

Writing Task # p. 100

5. Possible answer (203 words)

Ref: Work Placement Application: tourism agency

Dear Sir or Madam,

I am writing to enquire about the possibility to work as an assistant in the tourist information centre in Accra during the next summer vacation period. I attach my curriculum vitae providing details of my studies and experience to date.

I am currently completing high school in Abidjan and I expect to obtain my Baccalauréat exam this year. I then intend to study Tourism Management at university in preparation for a career in tourism and hospitality management.

As you can see from my CV, I have already had experience in the Abidjan tourist office during the holidays and at weekends. This has enabled me to develop communication and team-working skills.

I am a reliable person and am able to take initiatives. I am people-oriented and attentive, and I am fluent in French and English. I am eager to put my experience to practical use in the tourist office of your capital city.

Thank you for considering my request. I would be happy to supply any additional information that you may need, and I am available for an online interview at any time. I look forward to hearing from you.

Yours faithfully,
Flora Ndongo

Check Unit 8 # p. 101-102

- 1.** 1/ nodded
2/ shake
3/ waving
4/ yawning
5/ hugged
6/ blushed
7/ frowning
8/ point

- 2.** make friends with
cross your fingers
get into trouble
feel homesick
keep in touch with
stay out of trouble

- 3.** 1/ keep in touch with
2/ made friends
3/ feel homesick
4/ Cross your fingers
5/ getting into trouble
6/ stay out of trouble

- 4.** 1/ have you been living in this country
2/ did you live when you first arrived
3/ you have self-catering accommodation
4/ you experience cultural shock
5/ about the English people

- 6/ is the weather like
7/ you been home since you arrived
8/ are you planning to go home
9/ you miss home

- 5.** 1/ haven't you
2/ was she
3/ aren't they
4/ can you
5/ shall we
6/ will you
7/ won't they
8/ hasn't he

- 6.** 1/ May I ask you *how I can get to the airport?*
2/ Could you tell me *where I can get a taxi?*
3/ Do you know if *a taxi is expensive?*
4/ Can you tell me *how long it will take?*

- 7.** 1b – 2f – 3a – 4c – 5d – 6g – 7e

8. Possible answers

- 1/ I encouraged my friend *to come with me.*
2/ My parents don't want me *to go out tonight.*
3/ My teachers expect me *to pass the exams.*
4/ My mum taught me *how to speak Spanish.*

- 9.** 1/ Would you mind telling me why you're so late?
2/ Do you know where the bus station is?
3/ Are there any taxis near the office?
4/ Why are you late again?
5/ What's the name of your hotel?
6/ Do you know if there are any buses nearby?
7/ What do you advise me to do?
8/ Could you tell me where the market is?



Writing training 1 # p. 104

1. Possible answer

One of the writers is complaining about the incompetence of the plumber who came to repair the shower. The other writer is complaining about the person who came to repair the fridge.

2. Possible answers

Extracts in formal style: b, d, f, g and i → These extracts use more complex sentences and no contractions, exclamation marks or colloquial language.

Extracts in informal style: a, c, e, h and j → These extracts use contractions, exclamation marks and colloquial language.

3. Possible answers

a → Dear Sir, I wish to complain about...

c → Furthermore, the repairman did not ask for our permission before using our toilet, and he left our kitchen in a very dirty state.

e → The repairman who came to mend the fridge was inefficient. Nonetheless, he made us pay for his intervention.

h → Please call us to make a new arrangement as soon as possible. Yours faithfully, Yacine Maalouf

j → As our fridge is still not working properly, we would appreciate it if you could send someone competent to repair the fridge or refund the money we have paid.

4. a → paragraph 1

b → paragraph 1

c → paragraph 2

d → paragraph 2

e → paragraph 2

f → paragraph 2

g → paragraph 3

h → conclusion

i → conclusion

j → paragraph 3

5. Possible answer

Dear Mr Dia,

I am writing to complain about *the repairman who was sent by your company to repair our shower.*

Our shower was not repaired properly and we were dissatisfied with the attitude of the plumber. *He did not clean the apartment properly after finishing his job, and he left some dirt in the kitchen as well as in the toilet. Furthermore, when we turned the shower tap on for the first time, the shower head fell off and water sprayed everywhere.*

We would appreciate it if you could either send someone competent to repair the shower or refund the money we have paid.

I look forward to hearing from you.

Yours sincerely,

Eric Maalouf

Writing training 2 # p. 105

1. **Formal style:** Yours faithfully – I would be very grateful if... – Yours sincerely – Dear Madam – I apologise for... – Please could you confirm...? – Further to our recent conversation... – I look forward to... – Could you confirm that...?

Informal style: How are things with you? – I can't wait to... – Hi! – Best wishes – It's up to you. – Can you send me...? – Give me a call... – I'm free on... – I'd like to know if... – Write again soon. – That's all for now. – Hope to hear from you soon. – Let me

know if... – It was great to speak to you... – I loved the photos. – Let me know when... – Thanks for...

2. Possible answers

'I very much appreciated the enclosed photographs.' → I loved the photos you sent with your letter.

'I look forward to hearing from you soon.' → Write again soon.

'Yours sincerely' → Best wishes



- 3. 1/ E
- 2/ B
- 3/ E
- 4/ B
- 5/ B
- 6/ E
- 7/ E
- 8/ B

4. Possible answer

Hi Samuel,
How are things with you? Thanks for your letter, it was great to hear from everyone! I'm sorry for not writing earlier, I've been quite busy these days.

I'm working hard for the exams which are in 3 months. I hope to get a good score so that I can get a scholarship to go to university. On Monday and Thursday evenings, I have basketball training; we have a competition in a few weeks, and I'm really excited about it!

I guess you still practise football; have you got a competition soon? And do you still play in the rock band with Fatimatou and Ayo? I hope you do, I really loved your concert last year!

That's all for now. Write again soon!

Best,
Akim

Writing training 3 # p. 106

1. Possible answer

Yes, the student's notes correspond to the paragraph plan given in exercise 4 on page 40.

2. Paragraph A: 4

Paragraph B: 3

Paragraph C: 1

Paragraph D: 2

Correct order: C – D – B – A

Points that are not mentioned: sustainable lifestyle – timber – huge profits – forced off land

4. Possible answer

Botswana's Central Kalahari Game Reserve is the ancestral home of the Bushmen, tribespeople who are believed to have been southern Africa's first inhabitants. But their future is uncertain, as the creation of the game reserve is threatening their way of life and their survival.

The Kalahari Bushmen have been keeping their ancient way of life for thousands of years. They live in the desert as nomads and are traditional hunters. They depend on the animals they kill for food and clothing.

Today, the survival of this way of life is under threat. Following the creation of the game reserve, which is supposed to attract more tourists, many Bushmen have been evicted from their territory and sent to settlements on the edge of the park, where they are forbidden to hunt. What's more, this forced sedentary lifestyle has led to health problems related to alcohol or depression for example.

The international community as a whole should value the Bushmen's traditions, which represent an ancient cultural heritage. Pressure should be put on Botswana to stop evicting the Bushmen and allow them to choose their own lifestyle.

Writing training 4 # p. 107

1. Arguments in favour: paragraph 2

Sum up the main arguments: paragraph 4

Arguments against: paragraph 3

The current situation: paragraph 1

2. Possible answers

'One positive aspect of...' → 'One argument in favour of...' – 'Firstly' – 'On the one hand'

'In addition' → 'Another argument...' – 'Furthermore'

'However' → 'On the other hand'
'Firstly' → 'One argument...' – 'On the one hand'
'Another negative thing' → 'Another problem' –
'Furthermore'
'Another disadvantage' → 'Another problem' – 'In addition'
'To sum up' → 'In conclusion'
'In my view' → 'In my opinion'

3. Points in favour: a, c and e
Points against: b, d and f

5. Possible answer

Today, more and more children have access to the Internet. While some people believe that the Internet can be bad for them, others think that it represents great opportunities and should not be feared.

One disadvantage of the Internet for children is that spending time in front of a screen is both addictive and unhealthy, because children then tend to exercise less. In addition, there is a lot of rubbish online, and most children are not mature enough to select the interesting sites.

However, the Internet can be very useful for children if they need to do research for schoolwork for example. Another advantage is that it can broaden their horizon and teach them a lot about different countries and cultures.

In conclusion, despite a number of disadvantages, the Internet offers great opportunities to children and should not be considered bad for them. In my view, it is the parents' role to teach their children how to use the Internet in a safe and responsible way.

Writing training 5 # p. 108

1. Possible answers

1/ The audience will be elementary school children. As they are quite young, they may not know much about the topic.

2/ The purpose of the talk is to inform and warn the children about the dangers of smoking.

3/ The speech will be about the dangers of smoking, and the consequences it can have for people's health. The main points will be a description of the diseases that can be caused by smoking, and the mention of the addictive nature of smoking.

4/ It is important to answer these questions to make sure that both the language and the content of the talk are suitable for the target audience.

2. introduction: 3, 5 and 10

body: 1, 2, 7, 8 and 9

conclusion: 4 and 6

3. Correct order: 3 – 5 – 10 – 2 – 7 – 8 – 9 – 1 – 4 – 6

Good morning. My name is... I am here to talk to you about the dangerous habit of smoking. I shall describe the negative effects of smoking, and then explain why it is better never to start.

I'd first like to focus on the health risks of smoking. Smoking can cause deadly diseases, such as lung cancer, heart disease or respiratory illnesses. These

diseases kill people, or at the very least, they shorten their lives.

Another thing to remember is that second-hand smoking is also dangerous. If you breathe in someone else's smoke, you are at risk, too.

Finally, once you start smoking, it is very difficult to stop. Why is this? Because tobacco is a drug. Tobacco contains a substance called nicotine which is highly addictive. It is just as addictive as other drugs.

To summarise, I'd like you to remember – smoking kills. The best way to stop smoking is never to start. Thank you for your attention.

4. Possible answer

Good morning. The health centre has invited me today to talk to you about problems linked to an unhealthy lifestyle. What I intend to do is first describe what we call lifestyle diseases and then give some advice about how to avoid them.

First of all, let me explain what lifestyle diseases are. The most common are lung cancer and diabetes. They are linked to the development of new lifestyles and new habits. Lung cancer, for example, is mostly due to smoking. As for diabetes, it results from a rise in obesity, caused by a more sedentary lifestyle and a change in diet. And the consequences of diabetes, such as damage caused



to the heart, the blood or the eyes, shouldn't be underestimated.

You must be aware that lifestyle diseases can easily be prevented. A healthy diet, regular physical activity and suppression of tobacco use are generally enough to protect you from these diseases. Therefore it is important that you remember these elements in your daily life, and

that you also take them into account in your children's education.

As you can see, an unhealthy lifestyle can have serious consequences on your health. You should always bear in mind that exercising regularly and eating a balanced diet are the best ways to keep healthy. Thank you for your attention.

Writing training 6 # p. 109

1. Possible answers

1/ There are generally 5 paragraphs in an opinion essay.

2/ You give your opinion both in the introduction and the conclusion.

3/ You can include a paragraph presenting the opposing viewpoint.

2. Possible answers

Paragraphs B and C are introductions, because they present the topic of the essay.

Paragraphs A, D and E are conclusions, as they start with the following words: 'In conclusion', 'Consequently', 'To sum up'.

3. Topic 1: paragraph E

Topic 3: paragraphs A and C

Topic 5: paragraphs B and D

4. Possible answers

Topic 2

Introduction: In most schools today, boys and girls are in the same classes. However, some people argue that it would be better to put boys and girls in separate classes. In this essay, I shall explain why I disagree with the idea of separated classes.

Conclusion: To sum up, clearly putting boys and girls in separate classes has more disadvantages than advantages. That's why I believe that mixed classes are better.

Topic 4

Introduction: We often hear in the news of wars that started because of religious issues. Does this mean that religion causes war? In my opinion, war is primarily caused by people, not by religion.

Conclusion: In conclusion, I believe that in most cases, it is unfair to accuse religion when a war is started. Wars may be caused by the way people interpret religion, but it is wrong to say that they are caused by religion itself.

Writing training 7 # p. 110

1. Possible answers

1/ The topic sentence is the first sentence of the paragraph, starting with 'Firstly'.

2/ The expression 'for instance' indicates that the second sentence is an example.

3/ The main idea is developed in the third sentence, starting with 'Consequently'.

4/ A second point is introduced in the fourth sentence by the word 'Furthermore'.

2. Correct order:

One argument in favour of advertising is that it is useful because it informs us of new products. For example, we often learn about new gadgets and fashion items through advertising. Furthermore, advertising is also used to educate people about important topics such as health risks. Finally, some adverts are entertaining and clever.

3. 1/ but



- 2/ For instance
- 3/ What's more
- 4/ moreover

- 4.** 1/ Junk food is bad for us. However, a lot of people prefer it to healthy food.
 2/ Language learning is interesting. In addition, it is culturally enriching.
 3/ It is clear that team sports such as football and basketball help develop collaboration skills.
 4/ School should be made compulsory until 18. What's more, school holidays should be shorter.

5. Possible answer

In some countries, smoking has been banned in all public places. In my opinion, this is a healthy measure which should be extended to all countries in the world. I shall explain why in the following essay.

Firstly, it is important to remember that second-hand smoking can be dangerous. If a child breathes in someone else's smoke for instance, he or she can absorb some nicotine, which is a dangerous and addictive substance. So banning smoking from public places could protect non-smokers' health.

Moreover, it is my view that if smokers cannot smoke in public places anymore, they may be encouraged to limit their smoking or completely stop. What's more, children and young people might be less tempted to start smoking if they don't see any smokers in public places.

To conclude, I believe that banning smoking in all public places would help improve society's global health. That's why I think that all governments should pass such laws and make sure they are respected.

Writing training 8 # p. 111

1. Possible answers

- 1/ The date appears on the top right-hand corner.
- 2/ The writer uses 'Dear Sir or Madam'.
- 3/ The expression *Yours sincerely* is only suitable if we know the name of the person we're writing to.
- 4/ The writer encloses a CV.

2. Inappropriate phrases to cut: 'I think you'll like it.' – 'because I'm very clever' – 'and very handsome' – '(my mum is English!)

Inappropriate phrases to change: 'I'm' → I am
 'I can't wait to hear from you.' → I look forward to hearing from you soon.
 'Best wishes' → Yours faithfully

3. Possible answers

The person applying for the position of receptionist must be outgoing and reliable and must speak both English and French fluently. The employee would be expected to take care of customer rentals, answer the telephone and clean cars.

The person applying for the position of sales assistant must have good IT and people skills, and must have some experience in retail. The employee would be expected to help sell products in the computer department and advise customers.

4. Possible answer (208 words)

Ref: Part-time Job Application: Receptionist

Dear Sir or Madam,

I am writing to apply for the position of car hire receptionist which was published in *L'Essor* last Wednesday. I enclose my curriculum vitae providing details of my experience to date.

I am currently completing my final year at high school in Bamako and I expect to do well in my Baccalauréat exam. I intend to study office administration at university in preparation for a career in management.

As you can see from my CV, I have had a lot of experience both as a secretary and a receptionist. These positions have helped me develop communicating skills as well as the ability to work with different types of people.

I am an outgoing and enthusiastic person who is flexible and ready to learn from others. I am fluent in both English and French. I am eager to put my experience to more practical use in your RedCar Hire office, helping to assist the customers and maintain the cars.

Thank you for considering my request. I would be happy to supply additional information that you may need, and I am available for a video interview at any time.

I look forward to hearing from you soon.

Yours sincerely,
 Jonathan Diallo



Present simple and present continuous # p. 112

1. 1/ Farmers **milk** their cows every day.
2/ What **does she usually do** on Sundays?
3/ Yedo **is eating** fish for dinner tonight.
4/ My parents **don't like** my new haircut.
5/ Doris is busy at the moment; she **is talking** on the phone.

2. 1/ a: My sister **is thinking** about buying a new mobile.
b: What **do** you **think** about the new school magazine?
2/ a: When my little brother can't sleep, I **sing** a lullaby for him.
b: Can you hear David? He **is singing** in the shower!
3/ a: She has to get up early to go to work. Her train **leaves** at 6 am.
b: I **am leaving** tomorrow. I won't see you until next week.
4/ a: I can't come with you now. I **am writing** an email.
b: She is a journalist. She **writes** articles for the local newspaper.

3. 1/ Why **are you not eating** your dinner? **Don't you like** ndole?
2/ Hurry up! Everyone **is waiting** for you!
3/ Let's go out. It **is not raining** anymore.
4/ Normally, my father **finishes** work at five; this week, he **is working** until six.

4. 1/ A: What **are you doing**?

B: Be quiet please! I **am thinking**!
2/ A: What **does** your brother **do**?
B: He's a taxi driver. But at the moment he **is not working**.
3/ A: Can you drive?
B: I **am learning**. My father **is teaching** me.
4/ A: Why **are** you **lying** to me?
B: I'm not lying, I **am telling** you that I **don't remember** where I left your phone.

5. Bintu: Hi Flora! What **are** you **doing** next Saturday afternoon?
Flora: I **am staying** at home. Why?
Bintu: I **am going** into town with some friends. Do you want to come?
Flora: I can't. I **am looking after** my little cousin Obame.
Bintu: Obame? Your cousin who **comes** from Dakar?
Flora: Yes. He normally **lives** in Dakar, but this week he **is staying** with us.
Bintu: Why **don't** you **bring** him with you?
Flora: I **prefer** not to. He's too young.
Bintu: And what about Sunday? I **am going** to a music festival with my brother. Are you free?
Flora: Yes, I **think** that would be possible. On Sundays my sister **often stays** at home; I **hope** she can look after Obame.



Past simple and past continuous, past perfect and past perfect continuous # p. 113

1. 1/ He was late this morning. When he **came** into the station, the train **had left** already.

2/ He blushed and she **realised** that he **had been lying**.

3/ How fast **were you driving** when the accident **happened**?

4/ Mani and I were good friends. We **had known** each other for years.

5/ We **were** exhausted because we **had been** walking for over six hours.

2. 1/ – What **was** she **doing** when you **called**? – She **was cooking**.

2/ **Did** you **go out** last night? – No, I **was** too tired.

3/ I **was walking** home last Monday when suddenly I **heard** a strange noise behind me. I **thought** that somebody **was following** me. I was so scared that I **started** to run.

4/ **Did** you **hear** the thunder yesterday evening? – No, I didn't! The storm **started** when I **was sleeping** and it **did not wake** me up.

3. 1/ We were driving home **when** we saw a car which had broken down, so we stopped to help.

2/ Yéro couldn't wait to get a bike. **As soon as** he had saved enough money, he bought one.

3/ **Before** he went home, he stopped off to see a friend. **When** he got home, it was late and his parents were worried.

4/ They emigrated to England **after** they had finally managed to sell their house.

4. 1/ She felt angry because she **had left** her mobile phone on the train.

2/ I **did not hear** a sound when I got home: everybody **had gone** to bed.

3/ He was really nervous at the airport. He **had never flown** before.

4/ I offered Nadia something to eat, but she **was not** hungry. She **had just had** breakfast.

5. 1/ Assiba was sitting on the ground, out of breath. She **had been running**.

2/ When I arrived, my sister was crawling on the floor. She **was looking** for her contact lens.

3/ Nothing was left of the cake. They **had eaten** it all up!

4/ I woke up suddenly, confused. I didn't know where I was. I **had been dreaming**.

5/ When they got home, the television was on. Somebody **had forgotten** to turn it off.

6/ – Where were you?

– Sorry I'm late, I **was helping** my mother.



Grammar training 3

Present perfect simple and present perfect continuous # p. 114

- 1.** 1/ I have no idea. *I have never met* her.
2/ Yes, *she has just arrived*.
3/ No, *I have already been* there.
4/ Yes, but *I haven't played* for ages.

- 2.** 1/ It's been raining *since* lunchtime.
2/ Let's go now! We've been waiting *for* two hours!
3/ We've lived in Dakar *since* 2003.
4/ I wonder where Simo is. I haven't seen him *since* last week.
5/ Nadia has lived in Doula *for* three years.

- 3.** 1/ Sorry, *he has just gone out*.
2/ *I haven't decided yet*.
3/ No, *she has just come back*.
4/ No thanks, *I have already seen it*.
5/ Wait a minute please! *I haven't finished yet*.

- 4.** 1/ Have you caught any fish?
2/ How many books have you written?
How long have you been writing books?
3/ Have you ever been to Banco National Park?
4/ How long have you been saving?
How much money have you saved?

- 5.** 1/ *I have always wanted* to be like her!
2/ Where have you been? *Have you been playing* tennis?
3/ Look! Somebody *has broken* that window.
4/ We *have been walking* a lot. We are exhausted.
5/ I *have lost* my hat. *Have you seen* it?
6/ I *have been reading* the book you lent me, but I *haven't finished* it yet.



Grammar training 4

Present perfect and past simple # p. 115

1. 1/ This is a nice place, isn't it? Is it the first time you **have been** here?

2/ – Sorry, Zola has gone out. – Oh, has she? What time **did she go**?

3/ After leaving school, Samuel **got** a job in a post office.

4/ I'm still not sure what to do. I **haven't decided** yet.

5/ When I **decided** to be a singer, no one **encouraged** me.

2. 1/ It **was cold last week**.

2/ It **hasn't rained this week**.

3/ Doris **has earned a lot of money this year**. She **did not earn so much last year**.

4/ **Have you had a holiday recently**?

5/ Can you help us, please? Our car **has broken down**.

3. 1/ What do you think of my English? Do you think it **has improved**?

2/ I don't know where Flora is. **Have you seen** her?

3/ Where's my bike? It **was** outside the school but it's not there anymore.

4/ Daniel's father **worked** in a bank for fifteen years. Then he gave it up.

5/ A: **Did you go** to the cinema last night?

B: Yes, but it **was** a mistake. The film **was** really bad!

6/ Yedo lives in Douala. He **has lived** there for 3 years. Before that, he **lived** in Yaoundé.

4. 1/ – Are you still reading that magazine? – No, I **have finished** it. You can have it.

2/ She **applied** for a job as a tourist guide, but she wasn't successful.

3/ I learned Spanish when I was young, but I **have forgotten** most of it now.

4/ Look! There's an ambulance. There **has been** an accident.

5/ The police **arrested** two people, but they soon let them go.

6/ It **stopped** raining for a few hours, but now it's raining again.

5. 1/ How was your holiday? **Did you have** a nice time?

2/ Why **did you go** to bed so early last night?

3/ **Have you ever been** to Abidjan?

4/ Your house is beautiful! How long **have you lived** here?



Grammar training 5

Future tenses # p. 116

1. 1/ This bag is good quality. I think it **will** last a long time.

2/ The best player in the team has been injured. He won't **be playing** in the next game.

3/ – I don't know how to use this camera. – It's easy, I **will** show you.

4/ This is taking so much time! When will you **have finished**?

5/ Shall I do the washing-up? – No, it's all right. I **will** do it later.

6/ – What are you doing with that bucket of water? – I **am going to** wash the car.

2. 1/ – Why are you turning on the television? – I **am going to** watch the news.

2/ – I haven't got any money. – Don't worry, I **will** lend you some.

3/ I **am going to** do some shopping tomorrow. Would you like to come?

4/ – Did you buy that magazine for me? – Oh, I'm sorry, I forgot. I **will** do it now.

5/ – Have you decided where to go for your holidays? – Yes, we **are going to** visit London.

6/ I think Yédo **will** get the job. He has a lot of experience.

7/ Don't wait for me tonight. I don't think I **will** be there in time for dinner.

3. 1/ You must meet my cousin sometime. I'm sure you **will like** her.

2/ I've invited Efna, but I don't think she **will come**.

3/ Do you think people **will live** longer in the future?

4/ It's raining. Don't go out. You **will get** wet.

5/ When the new bridge is finished, my journey to school **will be** much shorter.

6/ Goodbye! I expect we **will meet** again very soon.

4. 1/ If you don't eat anything now, you **will** be hungry later.

2/ Can you wait for me? It **won't** take too much time.

3/ I'm sorry about that. I promise it **won't** happen again.

4/ It's incredible! You **will** never believe what happened to me!

5/ Don't ask your sister for advice. She's too young. She **won't** know what to do.

6/ Why don't you try on this hat? I'm sure it **will** look nice on you.

5. 1/ – Can we meet on Sunday morning? – No, I **will be visiting** my grandmother.

2/ Don't call between 7 and 8. We **will be having** dinner then.

3/ We're late. I'm afraid the train **will have left** by the time we get to the station.

4/ If you need to contact me, I **will be staying** at the Central Hotel until Saturday.

5/ By next Friday I **will have finished** my exams, so I will be able to go out with you.

6/ At 10 o'clock tomorrow, Flora will be on the plane. She **will be travelling** to Paris.



Present modals # p. 117

1. 1/ She's not answering the phone. She **might** be in the shower.

2/ I'm afraid I **can't** come to your party tomorrow.

3/ My uncle has travelled a lot. He **can** speak four languages.

4/ Fatimatou isn't here today. She **may** be ill.

5/ You **don't have to** come if you don't want to.

6/ You **shouldn't** say that, you're being rude!

2. 1/ We **can't go** without an invitation.

2/ You **may be** too ambitious.

3/ I'm afraid I **can't** help you.

4/ I'm sure you **can still** buy a ticket.

5/ He **may not** want to see you.

6/ They think he **can** do it.

3. 1/ This is a surprise. You **mustn't** tell anyone about it.

2/ I can stay in bed tomorrow morning, because I **don't have to** go to school.

3/ We don't have much time. We **must** hurry.

4/ Fatou **doesn't have to** get up early on Saturdays, but she usually does.

5/ I'm sure I gave you the key. Look in your bag. You **must** have it.

6/ Who's knocking on the door? It **can't** be John, he's still at school.

4. 1/ You **should take a photograph**.

2/ He **shouldn't go to bed so late**.

3/ She **should pass the exam**.

4/ You **should put some posters on the walls**.

5/ He **shouldn't use his car all the time**.

6/ You **should apply for the job**.

5. Try to find another one! → You **must** try to find another one!

Don't look at him! → You **mustn't** look at him!

We don't have to hurry. → We **needn't** hurry.

You're not allowed to go in. → You **mustn't** go in.

You have the possibility to try. → You **may** try.

It's not necessary to arrive early. → You **needn't** arrive early.



Grammar training 7

Past modals # p. 118

- 1.** 1/ We **had to leave** because we were short of time.
2/ I can't find my bag anywhere. I **may have left** it in the shop.
3/ This jacket is very good quality. It **must have been** very expensive.
4/ Omar hasn't called me back. He **can't have got** my message.
- 2.** 1/ I'm feeling sick. I **shouldn't have eaten** so much.
2/ They were irresponsible. They **should have tried** to stop them before the incident happened.

- 3/ When we got to the restaurant, there were no tables free. We **should have reserved** a table.
4/ They were really confused about your email. You **shouldn't have sent** that message to them.
- 3.** 1/ **They might have had** the wrong number.
2/ It **must have been** a terrible accident.
3/ **They can't have** heard you.
4/ **They might have been** arrested.

Grammar training 8

Verb patterns # p. 118

- 1.** 1/ He refuses **to come** with us. He has decided **to stay** at home.
2/ Can't you avoid **being** late every morning?
3/ I don't mind **getting up** early during the week, but I enjoy **staying** in bed longer on Sundays.
4/ Stop **bothering** her, will you?
- 2.** 1/ Remember **to lock** the door when you leave!
2/ I don't understand how they came in. I clearly remember **locking** the door.
3/ You should try **to be** more understanding. He's only 5 years old.
4/ The printer isn't working? Try **pressing** that button, it might help.

- 5/ Don't forget your umbrella. It's starting **to rain**.
6/ I started **learning** English four years ago.
- 3.** 1/ They wanted **to watch** the game yesterday evening, so they asked **to go** home earlier.
2/ Come on! You'll never manage **to score** a goal if you keep **avoiding** the ball!
3/ I intended **to send** them a present but they forgot **to give** me their address.
4/ He decided he would give up **smoking** and start **exercising** more.



Grammar training 9

Gerunds # p. 119

1. 1/ Don't you think **repairing** the door would be a good idea?

2/ It is essential **to protect** children's rights.

3/ The captain was suspected of **being** a spy.

4/ They're thinking of **building** a new house.

5/ The heavy rains didn't stop us from **enjoying** the weekend.

2. 1/ How about **going** out tomorrow evening?

2/ I'm afraid Joseph has no chance of **passing** the exam.

3/ He should thank her for **inviting** him.

4/ **Travelling** can help you learn foreign languages.

5/ **Borrowing** a lot of money can be risky.

3. 1/ They learnt to read **without going** to school.

2/ He worked at the post office **before getting** a new job in a bank.

3/ She went back to school **after recovering** from her illness.

4/ You can improve your English **by listening** to the BBC on the radio.

5/ You should go out **instead of staying** at home all day long.

Grammar training 10

Comparatives and superlatives # p. 119

1. 1/ It's **easier** to learn a foreign language in a country where it is spoken.

2/ I really enjoyed our visit to the zoo. It was **more interesting than** I expected.

3/ I'm afraid the situation is **much more complicated than** it seems.

4/ It was very hot yesterday. Today it's **a bit colder**.

2. 1/ My grandmother's house is really close to mine, but my uncle's house is **farther / further** away.

2/ He doesn't study very hard. He's **more interested** in having fun.

3/ Unfortunately her illness was **more serious than** we thought at first.

4/ I'd like a **bigger** house. We don't have enough space here.

3. 1/ It isn't **as cold as yesterday**.

2/ I'm not **as tall as you**.

3/ My salary isn't **as high as yours**.

4/ I don't **feel as tired as yesterday**.

4. 1/ This is **the cheapest** hotel in town.

2/ Everest is **the highest** mountain in the world. It is **higher** than any other mountain.

3/ What's **the smallest** country in the world?

4/ What is **the most popular** sport in your country?



The passive # p. 120

1. 1/ Last year, the village was devastated by a hurricane.

2/ A new sports centre is being built by the authorities.

3/ They have been sent to prison by the judges.

4/ She was arrested by a policeman.

5/ Money has been stolen from the bank.

6/ The inhabitants were given free access to the healthcare centre by the government.

2. 1/ Where **were these photographs taken**? In Cotonou? **Did you take** them?

2/ It's a big factory. Four hundred people **are employed** there.

3/ While I **was** on holiday, my camera **was stolen** from my hotel room.

4/ The park gates **are locked** at 7 pm every day.

5/ Experts **estimate** that 200 million children **are forced** to work in dangerous jobs around the world.

6/ Joseph's parents **died** when he was 3. He **was brought up** by his grandparents.

3. 1/ Sorry, you can't use the computer. It **is** already **being used**.

2/ The house **has been cleaned**.

3/ All flights **were cancelled** yesterday because of the storm.

4/ A new hospital **is being built** near the airport.

5/ When we arrived at the stadium, we found that the game **had been cancelled**.

4. 1/ She was taken to hospital.

2/ He has not been seen since then.

3/ Have you painted the walls?

4/ The new bridge had not been built yet.

5/ They should have left earlier.

5. 1/ Listen! There's somebody behind us. I think we **are being followed**.

2/ If he hadn't insulted the policeman, he wouldn't **have been arrested**.

3/ Do you think that more money should **be spent** on health and education?

4/ I didn't receive the letter. I think it **was sent** to the wrong address.

5/ Binta's grandmother **was given** a present when she retired.

6/ How much will you **be paid** in your job?



Grammar training 12

The impersonal passive # p. 121

1. 1/ *It is claimed that* their company is losing money.

2/ *It is thought that* the thieves entered the house between 6 and 7 pm.

3/ *It is said that* there is a secret passage between the two houses.

4/ *It is believed that* the universe was created after the Big Bang.

2. 1/ Oh, no! I *was supposed* to call my sister but I completely forgot!

2/ The new museum *was expected* to open last summer, but it didn't.

3/ I can't wait to see that movie. It *is supposed* to be very good.

4/ The police are looking for a missing boy. He *is believed* to be wearing a red coat.

3. 1/ Everyone has heard about the plan, even though it *is supposed to be a secret*.

2/ What does this painting represent? Is it the sky? Or maybe it *is supposed to be the sea*.

3/ I'm sorry I said that, I was just trying to be funny. It *was supposed to be a joke*.

4/ I really shouldn't be eating so much sugar. I *am supposed to be on a diet*.

5/ How come you're still watching TV? You *are supposed to be working*!

Grammar training 13

Negative structures # p. 121

1. 1/ Both my cousins live in Germany, but *neither* of them can speak German fluently.

2/ She was so shocked when she heard the news, she could *hardly* speak.

3/ Not only *can he* sing, but he can also dance.

4/ It was incredible. He could *scarcely* believe it.

2. 1/ *I hardly ever shop online*.

2/ *He seldom watches TV these days*.

3/ *Neither my father nor my mother can speak English*.

4/ *After the accident, I could scarcely move my arm*.

3. 1/ Not only *did she write the play, but she also created the costumes*.

2/ Neither *Doris nor Brahim came yesterday*.

3/ Not only *does he travel all around Africa for his job, but he also travels to Europe*.

4/ He can *neither read nor write*.



Determiners # p. 122

1. 1/ We didn't have **enough** time to visit all the interesting places.

2/ I've got **several** friends who can speak three different languages.

3/ There aren't **many** tourists in that area.

4/ You need **a lot of** money if you want to travel around the world.

5/ Do you mind if I ask you **a few** questions?

6/ I tried to call Sanga, but there was **no** answer.

2. 1/ Are there **any** messages for us?

2/ Sorry, I'm afraid there is **no** battery left on my phone.

3/ In **some** countries, girls are forced to marry very young.

4/ They didn't have **any** choice.

5/ Excuse me, I would like **some** information about the next train to Douala.

6/ The bus was empty yesterday. There were **no** passengers at all.

3. 1/ I don't know **much** Spanish – only a few words.

2/ She arrived last week from Bamako. She doesn't know **many** people in the school yet.

3/ Most international companies don't spend **much** money on local communities.

4/ It was a real surprise that they won the match.

Few people expected them to win.

5/ Today is a holiday. You will not find **many** shops open.

6/ We asked for new computers in our school, but we have **little** hope. They're too expensive.

4. 1/ Only **a few** people came to the concert. They had expected a larger audience.

2/ It was **no** surprise to us that he passed the exam. He had really studied **a lot**.

3/ **Several** trains were late because of the accident.

4/ That singer is so popular that there weren't **enough** seats for everyone.

5/ There were very **few** trains. We had to wait for hours.

6/ I need **some** help with that new computer programme. Could you stop by tomorrow?

5. 1/ Do you have **any** idea how long the meeting is supposed to last?

2/ There is **little** time left. You should hurry up!

3/ He didn't get **enough** votes to be elected.

4/ I'm afraid they don't know **much** about renewable energies.

5/ In poor communities, **some** / **many** girls are not sent to school.

6/ – It's really hot here. Would you like some water? – Yes, please, just **a little**.



The conditional # p. 123

1. 1/ If I speak English well enough, I will travel to London next summer.

2/ If she wins the race, her parents will be proud of her.

3/ If I get up late, I miss the bus.

4/ If I won the lottery, I would donate the money to a women's rights association.

5/ If my parents let me go out, I will be able to come with you.

6/ If people don't exercise regularly, they don't feel good.

2. 1/ If you were more sensitive, you **would** understand that she needs help.

2/ I **would** buy a tablet if it was less expensive.

3/ If you get the highest score, you **will** be rewarded.

4/ If he knew, he **would** be really angry.

5/ I **will** call you if I hear something new.

6/ If they hurry up, they **will** be able to catch the next train.

3. 1/ If there was something wrong, I would tell you.

2/ If she had more money, she would help you.

3/ If you explained the situation to her, she would understand.

4/ If the factory closed down, many people would lose their jobs.

5/ If I had the choice, I would live closer to the centre.

6/ If this bread was not so salty, it would taste better.

4. 1/ If you **were** not so shy, you would easily pass the test.

2/ If you had been more understanding, things **would have been** different.

3/ I'm glad we have a map. I'm sure we would get lost if we **didn't have** one.

4/ None of this **would have happened** if you had listened to me.

5/ If I **had known** he was in hospital, I would have gone to visit him.

6/ – Why do you read the news? – If I **didn't read** the news, I wouldn't know what is going on in the world.

5. 1/ Liz **would not be tired** all the time if she didn't go to bed so late.

2/ The accident was his fault. If he **had driven** more carefully, it wouldn't have happened.

3/ If you don't answer this message, I **will never talk** to you again.

4/ The dog wouldn't have attacked you if you **hadn't frightened** it.

5/ Sorry, I have to go. My friends will get worried if I **am not** on time.

6/ Their holiday was nice, but they **would have enjoyed** it more if the weather had been better.



Relative clauses and pronouns # p. 124

1. 1/ The house **that** was destroyed in the fire has been rebuilt.

2/ I met a girl **whose** brother knows you.

3/ The man **whom** I wanted to see was away.

4/ My brother Simo, **who** is a teacher, lives in Cotonou.

5/ The new stadium, **which** can hold 400 people, will open next week.

6/ This is the park **where** we play football.

2. 1/ Do you know a shop near here **where** I can buy some stamps?

2/ A pacifist is a person **who** thinks that wars are wrong.

3/ What's the name of the boy **whose** bike you borrowed?

4/ The place **where** they spent their holiday was amazing.

5/ An orphan is a child **whose** parents are dead.

6/ The woman with **whom** he fell in love left him after only a few weeks.

3. 1/ Yaoundé is a town **that / which** I would like to visit.

2/ His father, **whose** job involves a lot of travelling, is often away from home.

3/ She showed me a photograph of her father, **who** is a policeman.

4/ The strike at the factory **that / which** started a week ago is over now.

5/ Parakou, **where** my brother lives, is the biggest city in north Benin.

6/ Yesterday I met a woman **who** owns a restaurant.

4. 1/ The boy **who lives next door is very friendly.**

2/ The book **is about a girl who refuses to get married.**

3/ We couldn't go **to the wedding (which) / (that) we were invited to.**

4/ The nurse **who came to visit my grandfather was rude and impolite.**

5/ The bus **that / which runs every hour goes to the station.**

6/ The dress **(that) / (which) Rachel bought doesn't fit her very well.**

5. 1/ At the end of the road there's a **path leading to the river.**

2/ A hospital **employing 60 people has just opened in the town.**

3/ The man **injured in the accident was taken to hospital.**

4/ The school sent me a **brochure containing all the information I needed.**

5/ The computers **stolen from the shop haven't been found yet.**

6/ What was the name of **the woman arrested by the police?**



Grammar training 17

Need and dare # p. 125

- 1.** 1/ They need **to leave** early tonight. Their father is waiting for them.
2/ You **didn't** need to take antibiotics for a cold.
3/ We had an argument yesterday. I don't **dare** call her now.
4/ You needn't have **brought** your camera. I could have lent you mine.
5/ I can't believe it! How **dare** he suggest I was lying!

- 2.** 1/ You **needn't** have waited for me. I could have taken the bus home.
2/ How **dare** you talk to me like that!
3/ She didn't **dare** to go out alone that night. She didn't feel safe.
4/ I'm sorry, I **need** to go now. I'll come back later.
5/ I **daren't** tell him what happened. I'm afraid he will be mad at me!

Grammar training 18

Indirect questions # p. 125

- 1.** 1/ I would like to know what this word **means**.
2/ Do you have any idea where **Doris lives**?
3/ He didn't know whether they **were** allowed to go home.
4/ She had no idea why **they had called her**.
5/ You should ask them why **they didn't** come yesterday.

- 2.** 1/ Tell me **what you want**.
2/ Do you know **if Sandra got my email**?
3/ Do you know **where my camera is**?
4/ Can you tell me **how far it is to the station**?
5/ Have you any idea **why they want to see him**?
6/ I wonder **how much it costs to send a letter to Australia**.

- 3. A:** Do you know where **Samuel has gone**?
B: I'm sorry, I have no idea.
A: OK. And I suppose you don't know **what time he will be back**.
B: Absolutely not.
A: One last thing. Do you know **if he went out alone**?
B: I'm afraid not, I didn't see him go out.
A: Never mind. Thank you anyway! Goodbye.



Grammar training 19

Reported speech – statements, questions, requests and orders

p. 126

- 1.** 1/ that morning
2/ the previous day
3/ that night
4/ that day
5/ then
6/ there
7/ the week after

- 2.** 1/ 'How long do you intend to stay in the country?' the immigration officer asked.
2/ 'Don't worry!' Bintu told Brahim.
3/ 'We visited Bamako last week,' they told me.
4/ 'Do you want to go out tomorrow?' Assana asked.
5/ 'Can / Could you go to the shop?' Mum asked us.
6/ 'I will help you with the exercises,' I promised my friend.

- 3.** 1/ He added that he wanted to stay there until the summer.
2/ Flora's mother said that her car had been stolen the previous day.

- 3/ The scientist announced that a major discovery had been made the previous week.
4/ Assana said that they had to leave the next day.
5/ Ayo said that her brother was flying to Dakar the next day.
6/ Mum said she hoped that he would phone them when he arrived.

- 4.** 1/ The tourists asked the receptionist if / whether there were any rooms free for the week after.
2/ Fatou asked Nadia what she was doing the next day.
3/ Brahim asked the taxi driver if / whether he could pick him up the next morning.
4/ The girl asked her cousin Peter why he had not visited them while he was in Douala.
5/ The principal asked me if / whether I had seen the English teacher anywhere.
6/ My brother asked me why I worried so much.

Grammar training 20

Used to # p. 126

- 1.** 1/ Doris **used to travel** a lot, but now she prefers to stay at home.
2/ Our family **used to have** a dog, but it died last year.
3/ There **used to be** a hotel in the town, but it closed several years ago.
4/ I **used to drink** a lot of coffee, but now I prefer tea.

- 2.** 1/ People **didn't use to have** a TV at home.
2/ My grandmother **used to look** after me when I was a baby.
3/ We **are used to living** in London now. We've been here for 6 months.
4/ Where **did you use to live** before you moved here?



Grammar training 21

Wishes and regrets # p. 127

1. *There may be several answers*

1/ It's so cold today. I hate cold weather. I wish **it wasn't so cold**. / I wish **it was warmer**.

2/ I'd like to stay in bed tomorrow, but I have to work. I wish **I didn't have to work**. / I wish **I could stay in bed**.

3/ I need a mobile phone, but I don't have one. I wish **I had a mobile phone**.

4/ I'd like to come tomorrow night, but I can't. I wish **I could come tomorrow night**.

5/ I want to see the game, but I don't have tickets. I wish **I had tickets for the game**.

2. 1/ I wish **Flora would come / arrive soon**.

2/ I wish people **wouldn't drop litter in the street**.

3/ I wish **you would listen to me!**

3. 1/ We only stayed two days in London. I wish we **could have stayed** longer.

2/ I'm really exhausted at the moment. I wish I **wasn't / weren't** so tired.

3/ He should have listened to you. I really wish he **had taken** your advice.

4/ I didn't enjoy the movie at all. I wish we **hadn't watched** it.

5/ I'd like to stay here longer. I wish we **didn't have** to leave now.

Grammar training 22

Verb patterns and causative structures: *make / let, allow / enable, get / have* # p. 127

1. 1/ You don't look well. I think I will **let** you go home earlier today.

2/ Spending some time in London will **enable** her to become fluent in English.

3/ They aren't **allowed** to sell cigarettes in front of the school.

4/ **Let** me carry this suitcase for you! It's really heavy.

5/ I can't stand it anymore. She **makes** me do all the washing-up.

2. 1/ The storm broke the windows. We will need to **have / get** them replaced.

2/ I didn't move the table by myself. I **got** somebody to help me.

3/ The teacher **had** us talk about our plans for the future.

4/ They **had / got** the door painted. It certainly looks much nicer.

5/ Flora's car broke down last week. Has she **had / got** it repaired yet?



Exam practice 1 # p. 128

Reading comprehension # p. 129

1. 1k – 2j – 3e – 4g – 5a – 6f – 7b – 8h – 9i – 10c – 11d

2. Possible answers

1/ It is urgent because by 2040 half of the world's young people will be African and the majority of them will live in cities. (paragraph 1)

2/ Economic trends are hard to predict because some industries and sectors grow while others decline. (paragraph 1)

3/ The Information and Communication Technology sector will probably offer job openings in the future. (paragraph 2)

4/ ICT workers in Ghana will be in charge of entering data, setting up and overseeing websites. (paragraph 2)

5/ Solar power, wind power and biogas plants will be sources of energy in the future. (paragraph 3)

6/ The new energy sectors will need engineers, technicians and people who plan, install and maintain the systems. (paragraph 3)

7/ Tourism will expand in Africa because the continent can offer great scenery, very rich wildlife and cultural variety. (paragraph 4)

8/ African countries can attract more tourists if they invest in attractive tourist products. (paragraph 4)

9/ Tourism can create jobs such as hotel managers, interpreters, guides and other services. (paragraph 4)

10/ African countries can encourage entrepreneurship by reducing red tape for example. (paragraph 5)

Language in use – Grammar

p. 129

1. 1/ you will find

2/ I am going to apply

3/ We are going to set up

4/ I will take

5/ I will get

2. Possible answers

1/ Young people would not migrate to Europe if there were jobs for them at home.

2/ If we set up businesses in rural areas, we will stop the massive exodus of young people to cities.

3/ If you tried to find a decent job, you wouldn't be dependent on your parents anymore.

4/ If governments invested in new energy sectors, they would create new jobs.

5/ If the right conditions are created for young people, they will develop their talents.

6/ If you studied engineering at university, you would find a good job. / If you study engineering at university, you will find a good job.

3. 1/ New residential areas will be developed in the big cities by the local council.

2/ City dwellers will certainly be attracted by the villages if they are modernised.

3/ Economic trends cannot always be predicted.

4/ Young engineers and technicians will be required by the new energy sectors.

5/ Jobs for the future are not easy to create.

6/ More skilled workers will be needed by the ICT sector.

Writing # p. 130

Possible answers

Task 1 (239 words)

Today, many young people are leaving their rural towns and moving to big cities. Forecasts predict that by 2040, the majority of young Africans will be living in cities. The main reason for this exodus is that young people are looking for more work opportunities. Yet, some people claim that rural areas can also offer job opportunities, and I agree with this statement.

Firstly, the ICT sector is creating more and more jobs, and ICT workers don't necessarily need to live in big cities. Buying or selling online, for instance, can be done in rural areas as well, given that the Internet connection is reliable.

Another argument is the growth of new energy sectors. Many jobs linked to energy sources such as wind power or biogas plants will be created in rural areas, because in most cities there is little space left for new facilities.

On the other hand, it is true that big cities offer an important variety of businesses. Most international companies, for example, have their offices in big cities, where they can offer numerous work opportunities.

To sum up, despite the fact that most big cities offer many job opportunities, I believe that rural



areas can also offer opportunities in various sectors such as ICT or energy. It is my view that rural areas' potential for jobs in the future shouldn't be underestimated by young people and should encourage them to stop migrating to big cities.

Task 2 (213 words)

The energy sector is changing extremely fast. More and more people are becoming aware that many traditional sources of energy, such as coal or oil, are non-renewable, which means that they will one day be depleted. As a consequence, governments and international organisations are starting to look at new energy sources and develop new energy sectors. In my opinion, several of these new energies are particularly adapted to many African countries.

First, I believe that solar energy could become the first source of energy for the African continent,

given the important amount of sunlight in most African countries.

Second, it is my view that other natural resources such as water and wind should be better used in African countries. Many countries have important rivers, for example, that can be used to produce hydroelectric energy.

Although some people think that biofuel could be an interesting source of energy for African countries, I disagree. Growing sugar cane for biofuel, for instance, implies taking up huge surfaces of land, which then cannot be used to feed the population anymore.

To conclude, in today's context, I believe that solar energy as well as hydroelectric energy and wind power are best adapted to many African countries. In my view, governments should invest more in these types of energy.

Exam practice 2 # p. 131

Language in use – Grammar

p. 131

- 1/ much
- 2/ have
- 3/ will
- 4/ much easier
- 5/ put up with

2. 1a – 2d – 3b – 4c

3. Possible answers

- 1/ transported
- 2/ only
- 3/ had allowed her
- 4/ is prohibited
- 5/ Neither

Language in use – Vocabulary

p. 131

- 1/ irresponsible
- 2/ disagree
- 3/ unlawful
- 4/ hopeless
- 5/ unkind

2. 1/ empower
- 2/ stand
- 3/ offence

- 4/ achievement
- 5/ audience

3. Possible answers

Samuel: Excuse me. How could I get to the stadium from here?

Zola: You just have to go straight along Independence Street to the traffic lights.

Samuel: Is that the tall building over there?

Zola: Yes. To reach it, first go down this street and then turn left at the end.

Reading comprehension # p. 132

1. Possible answers

1/ **a:** nomadic (paragraphs 1 and 3)

b: straight (paragraph 5)

c: tall (paragraph 5)

d: slim (paragraph 5)

e: polygamous (paragraph 6)

f: losers (paragraph 7)

2/ The Wodaabe can be found in the Sahel, in Niger and Nigeria. (paragraph 1)

3/ The Wodaabe are famous for the special importance they give to male beauty. (paragraph 1)

4/ The Gerewol is a beauty contest. (paragraph 2)

5/ The judges are generally three beautiful young women with a high social status. (paragraph 2)



6/ The contestants have to be tall, slim, they have to be excellent dancers and also to have charm and charisma. (paragraph 5)

7/ Yes, I would like to take part in the competition because I love dressing up and dancing. / No, I wouldn't like to, because I don't really like competition.

2. 1/ True (paragraph 3)

2/ False → In preparation for the Gerewol, *men* spend hours adorning themselves. (paragraph 5)

3/ True (paragraph 4)

4/ False → Young Wodaabe boys are *taught* to use mirrors. (paragraph 4)

5/ False → The Gerewol takes place *once a year, at the end of the rainy season*. (paragraph 2)

Writing # p. 133

Possible answers

Topic 1 (218 words)

The Ngondo festival of the Sawa people is celebrated every year on the banks of the Wouri River, not far from Douala. It takes place in the first two weeks of December. During this traditional festival, about 30 different ethnic groups of Cameroon, all belonging to the Sawa people, celebrate the cult of water. It is a very special event as it represents a way for the Sawa people to communicate with their ancestors.

The Ngondo festival starts with a sacred ceremony performed by Jengu cult members, who dive into the river with a sacred vase to seek messages from the Sawa gods, believed to be living in the water. Because of the secret aspect of the ceremony, children are not allowed to attend it.

After the ceremony comes a female beauty contest; at the end of the competition, the most beautiful girl is elected Miss Ngondo. The most spectacular and popular event of the festival is the final pirogue race, watched by thousands of spectators. The giant pirogues that are competing can hold up to 70 paddlers!

I enjoy this festival because there is an incredible atmosphere and I find the traditional costumes and dances beautiful. What's more, I believe that it is an excellent way for the Sawa people to keep their culture and customs alive.

Topic 2 (243 words)

Hi Samuel,

How are things with you? I hope you're getting used to your new life.

Here, everything is fine, but we miss you a lot!

Maybe you know that last week, it was the election of Miss Côte d'Ivoire. I watched it on TV with

Nadia, Akim and Flora, and I must say it was a lot of fun!

To enter the competition, the girls must have the Ivorian citizenship and be between 17 and 25 years old. They also have to measure at least 1,68 metres. Finally, they must not have children or be married.

On Saturday evening it was the final. This means that all the candidates had already been elected in regional elections all around the country. There were 33 regional elections, but only 12 girls had been chosen by the committee to compete in the final. The girls were judged on their physical aspect, but they also had to pass a test in general knowledge.

During the final, the judges as well as the TV viewers vote for the 5 finalists among the 12 remaining girls. And finally, the TV viewers select Miss Côte d'Ivoire. It was great because we got to participate and choose the girl we liked most!

After the election, the winner remains Miss Côte d'Ivoire for a year, and everyone in the country admires her. She becomes a real celebrity!

Well, that's all for now. I hope to hear from you soon!

Best,

Emmanuel

Topic 3 (218 words)

Every nation in the world has its own culture, which includes the country's history and customs. Some people today believe that 'cultural activities are a waste of time and money', arguing that our globalised and capitalist world leaves no space for culture. I personally disagree with this opinion, and I shall explain why.

Firstly, in my opinion, culture is what makes a group of people special. It is what makes people communicate and interact with each other in a certain way. Culture brings cohesion to a society, and cultural events such as music and dance festivals enable the society to keep the culture alive.

Secondly, we inherit our country's culture from our ancestors. This legacy, which includes a language, customs and beliefs, but also works of art, comes from a distant past. It is our duty to receive this legacy and then pass it down to the next generations. If a society starts forgetting or denying its cultural legacy, the risk is that all the individuals in that society lose their sense of identity.

To conclude, I believe that cultural activities should never be considered as a waste of time and money. Culture is what gives unity to a society. Without any cultural activities to keep this culture alive, a society may be in danger of breaking apart.



Exam practice 3 # p. 134

Reading comprehension # p. 135

- 1.** 1/ False → There are *more* migrant workers today. (paragraph 1)
2/ True (paragraph 2)
3/ True (paragraph 3)
4/ True (paragraph 3)
5/ False → The brain drain means that *the home country is left with a largely uneducated population*. (paragraph 4)
6/ True (paragraph 3)

- 2.** 1/ to find foreign employment
2/ brain drain, loss of skilled workers
3/ many villages where no parents are left

- 3.** 1C – 2B – 3A – 4B – 5D

Language in use – Vocabulary

p. 135

1. nation – poverty – economise – foreigners – investments – initiatives – manages – economists – proposals – creation – merciless – criticism

- 2.** 1/ wages → earnings
2/ line up → queue up
3/ harmful → detrimental
4/ depend → rely
5/ raise → bring up

Language in use – Grammar

p. 136

1. 1B – 2C – 3A – 4A – 5C

- 2.** 1/ Boganda asked Ayo if she could drive.
2/ Unless you change your lifestyle, you will fall ill.
3/ This house was brought for my parents by my brother who works in Paris.
4/ Although my father has his address, he won't give it to me.

Writing # p. 136

Possible answers

Topic 1 (210 words)

Hi John,

I'm writing because I'm quite worried about you. I haven't heard from you for the past two months, and I do hope you're not having any serious problems.

While you usually write a letter each month along with the allowance you so kindly send to help my family, I have received nothing since last October and I'm starting to wonder about you.

I've lately heard in a news report that working conditions for migrants in South Africa can be really bad, especially as more and more migrants from all Africa are attracted to that country. What's more, according to the journalist, many migrant workers have no access to healthcare and minimum wage is often not respected by their employers.

I've talked about this report with all our friends, including Nadia and Daniel, and with your family as well. Everyone thinks you really should leave South Africa and come back to Accra if you are experiencing any serious difficulties or suffering from hard working conditions.

I hope you would tell us if you needed some help, you know we will support you if you come back, and we will figure something out for the future.

Bye for now, write soon to let us know how you're doing!

Best,
Samuel

Topic 2 (226 words)

Today, more and more young people looking for better working opportunities leave their country and settle abroad as illegal workers. In this article, I would like to warn all the young people of our community about the dangers of illegal emigration. I shall start by describing the risks they face, before giving some advice.

First, it is essential that all young people who are thinking about emigrating illegally be aware of the dangers they face. Illegal migrants are often treated very badly. For example, they are more subject to racism, violence and sexual harassment than other people. Moreover, when they work, they are often exploited by their employers, who do not respect their basic rights such as access to healthcare or minimum wage.

That is why I strongly discourage young people to emigrate illegally. Of course, I understand that in some situations there may seem to be no other



possibility to fight unemployment and poverty. Young people who emigrate illegally should at least make sure they go to places where they already know someone, so that they can find support more easily if they are in need.

To conclude, I insist that young people must be very careful if they decide to emigrate illegally. And

if they can avoid illegality or find other solutions, it is always better and safer both for them and their family.

Exam practice 4 # p. 137

Language in use – Grammar

p. 137

- 1/ When did the tourists come back?
- 2/ Where do they work?
- 3/ Who is getting married next month?
- 4/ Why does Beko walk with a stick?
- 5/ Will you go by bus to the market?

2. 1/ don't have
- 2/ must
- 3/ father's
- 4/ came
- 5/ he had
- 6/ travel
- 7/ to study
- 8/ ago
- 9/ won't you
- 10/ Can

3. 1/ whose
- 2/ herself
- 3/ would
- 4/ have you
- 5/ since

Language in use – Vocabulary

p. 137

1. 1/ in
- 2/ by
- 3/ out
- 4/ at
- 5/ to – on
- 6/ on

2. 1/ Flu
- 2/ mouth
- 3/ soap
- 4/ products
- 5/ avoid

3. 1/ made do with
- 2/ integral
- 3/ came up against
- 4/ illegal
- 5/ Democracy

Reading comprehension # p. 138

1. Possible answer

The title refers to the possible end of humanity and our civilisation due to the impact of a meteor strike.

2. Possible answers

1/ False → 'Three rockets carrying nuclear missiles are being launched [...] in a desperate attempt to destroy the one-kilometre-wide asteroid.' (introduction)

2/ False → 'In 2013, an asteroid [...] exploded over the Russian city of Chelyabinsk [...]. This meteor was the largest object to hit the Earth since 1908...' (paragraph 1)

3/ True → 'Observations [...] suggest that about 4,700 asteroids at least 100 metres wide come uncomfortably close to our planet...' (paragraph 3)

4/ False → 'The odds of a massive asteroid strike are very small' (paragraph 6)

5/ True → 'An asteroid a kilometre or bigger could end our civilisation.' (paragraph 6)

3. Possible answer

The 2013 asteroid explosion damaged hundreds of buildings and injured more than 1,000 people. (paragraph 1)

4. Possible answer

Scientists can destroy the asteroid in deep space by a nuclear explosion, or they can change its direction so it misses our planet. (paragraph 5)



5. Possible answers

- a/ crash, impact
- b/ a piece of rock falling from outer space into the Earth's atmosphere
- c/ disastrous
- d/ more important things to do or focus on

- 6.** 1/ 'they' → the 10,000 asteroids about 15 metres wide situated near the Earth
2/ 'these objects' → the 4,700 asteroids at least 100 metres wide that are close to our planet
3/ 'They' → scientists
4/ 'none' → the giant asteroids of at least one kilometre wide that could cause a threat to the Earth
5/ 'it' → the asteroid

Writing # p. 139

Possible answers

Topic 1 (215 words)

Science-fiction stories are based on imagined scientific discoveries of the future. Science-fiction books and films often deal with space or time travel, futuristic settings, futuristic science and technology or extraterrestrial life. While some people think that this genre of fiction is boring, I personally find it extremely exciting. I shall explain why.

Firstly, I like the fact that science-fiction stimulates the imagination. Science-fiction writers often invent new worlds, new ways of travelling or parallel universes, and they describe these as realistic and possible scientific developments. Good science-fiction stories captivate the readers or the viewers and make them believe in these possibilities, which I find fascinating.

Secondly, I believe that this genre encourages the readers and viewers to look at humankind from a different and original point of view. Science-fiction stories often question the way people and societies may be affected by scientific discoveries. In that sense, these stories can help us think about

the future of humanity and the possible impact of the development of science and technology on human life.

In conclusion, it is my view that science-fiction stories are very exciting. They both stimulate the imagination and offer an opportunity to reflect on the link between science and humanity, between technology and society. That is why I enjoy reading or watching science-fiction stories.

Topic 2 (235 words)

In this essay, I shall deal with a delicate topic: the end of the world. My aim is to warn you that most probably, our world will unfortunately end before reaching the 22nd century, in the year 2099. Here are several reasons that explain and justify this prediction.

Let me start by focusing on the Earth's population. Several studies have shown that the number of inhabitants will continue to grow in the following decades, and that our planet will greatly suffer from overpopulation. Consequently, there is a high probability that by 2099 many people will have either starved to death or died from the extreme pollution caused by increased urbanisation.

Another argument is that if there are any survivors left by the end of the 21st century, they will most likely fight over the possession of the last resources and launch a nuclear war that will kill all of them.

Finally, even if some humans survive all the previous catastrophes, scientists have predicted that a huge meteor almost one kilometre wide, undetected until very recently, will collide with the Earth in 2099. It will destroy the entire planet and leave no life on Earth.

To conclude, you can see from these arguments that 2099 will mark the end of our world, including of course our civilisation and the entire humanity. I hope I have convinced you and I am sorry for bringing such terrible news.

Exam practice 5 # p. 140

Reading comprehension # p. 141

1. Possible answers

1/ The right to human dignity and the right to physical integrity are violated all over the world. (paragraph 1)

2/ Children can suffer from corporal punishments, from acts of intimidation and from sexual violence. (paragraph 3)

3/ Governments, civil society groups and individual citizens should work together. (paragraph 4)



4/ The author believes that developing awareness and promoting non-violent education practices are important. (paragraph 6)

5/ Bullying is an example of violence inflicted by children on other children.

2. 1/ False → *Only 194 countries* have adopted the Convention. (paragraph 1)

2/ True (paragraph 2)

3/ False → Violence can occur *at home, at school or in the street*. (paragraph 2)

4/ True (paragraph 2)

3. 1B – 2C – 3A – 4D – 5B

Language in use – Vocabulary

p. 142

1H – 2F – 3G – 4I – 5A – 6C – 7B – 8E – 9D

Language in use – Grammar

p. 142

1. 1/ has decreased

2/ Have you noticed

3/ yet

4/ should stop

5/ with

2. 1C – 2A – 3D – 4B

Writing # p. 142

Possible answers

Topic 1 (275 words)

I have recently learnt that some junior students in our school are being bullied by senior students. I strongly believe that this is not acceptable. I am writing this essay in order to warn all students as well as the whole community about the dangers of bullying and its negative consequences. I shall also suggest some ways of stopping it.

First, it is clear that bullying has a harmful impact on the students who suffer from it. Young children or teenagers who are victims of bullying often tend to withdraw into themselves, which can have bad psychological consequences for them. Moreover, the fear of being bullied can encourage students to skive off school or to reject school and fail their studies.

Another argument is that bullying can have negative consequences on society. When people know that some bullying is taking place in a school in their neighbourhood, it sets a climate of fear and

mistrust inside the whole community. Not only do students mistrust each other, but parents start mistrusting the teachers, holding them responsible for the situation.

To fight against this practice, it is my view that school authorities, parents and students must all stay aware and regularly talk about the issue. Authorities should encourage all students who are either victims or witnesses of bullying to report the situation, and should then protect these students against a possible retaliation.

In conclusion, it is very important that bullying should be stopped. This practice can be harmful not only to the individuals who suffer from it but also to the whole community. That is why I believe that further efforts should be made to discourage bullying.

Topic 2 (280 words)

According to a recent report conducted by UNICEF, about 3 in 10 adults consider corporal punishment as a way of educating and correcting children. I personally disagree with this opinion, and I believe that corporal punishment should never be used on children. I shall explain my point of view in the following essay.

One argument against the use of corporal punishment is that it is a violation of the children's rights to human dignity and physical integrity. Using violence against a child implies a denial of his or her humanity. Furthermore, it can cause physical as well as psychological damages that can have a strong impact on the child's future.

Another argument is that physical punishment is harmful to the society as a whole. When parents treat their children violently, they set a bad example. When these children grow up, they are more likely to use violence as well, either against their fellow citizens or against their own children. This can only lead to a more violent world.

Some people argue that parents have a natural authority over their children and therefore are free to use corporal punishment if they wish to. I do not agree. Although it is true that parents have authority over the children they educate, I believe that there are non-violent types of authorities that are much more preferable as well as more efficient than physical punishment.

To conclude, it is my opinion that corporal punishment used to educate or correct children is dangerous for the children and harmful to society. Violence always leads to more violence, and the only way to reduce the amount of violence in the world is to promote non-violent education practices.



Exam practice 6 # p. 143

Language in use – Vocabulary

p. 143

1. 1/ Sending girls to school is a long-term investment.

2/ Forcing young girls to leave school and get married is common in Sierra Leone.

3/ Denying girls their right to education and forcing them to marry very young is a crime.

4/ Having children is very dangerous for young girls.

2. 1/ unless

2/ despite

3/ would have

4/ have

5/ As long as

Language in use – Grammar

p. 143

1/ above

2/ under

3/ for

4/ of

5/ to – about

6/ to

7/ on

8/ with

9/ for

10/ at

Reading comprehension # p. 145

1. 1F – 2D – 3A – 4G – 5B – 6K – 7I – 8J – 9H – 10C – 11E

2. Possible answers

1/ False → 'Hassanatu is revising for her spelling test *while sweeping* the yard' (paragraph 1)

2/ True → 'The 12-year-old girl proudly announces that she has succeeded in being ranked second in her class' (paragraph 1)

3/ False → 'Hassanatu *always manages to find time* to study' (paragraph 2)

4/ True → 'many girls in her situation can't cope with the time pressure and end up dropping out of school' (paragraph 2)

5/ True → 'Her deepest wish is to become a teacher' (paragraph 2)

6/ False → 'she *might not be able* to fulfil her dream' (paragraph 2)

7/ False → 'she's likely to be married off soon, like *many girls* in Sierra Leone or other developing countries' (paragraph 2)

8/ True → 'many parents feel compelled to marry their daughters very young [...] in order to reduce their household expenses.' (paragraph 3)

9/ False → '*some men* have already shown interest in marrying Hassanatu.' (paragraph 4)

10/ True → 'she hopes for another future for her younger sister' (paragraph 4)

Writing # p. 145

Possible answers

Task 1 (253 words)

Dear Sir,

I am writing to express my worries about the girls' situation in my village. Many girls are forced by their parents to marry very young, and I believe that this practice is not acceptable. It is clear that these young girls' basic rights are being violated, and that forced marriages are harmful both to the girls and to society as a whole.

First of all, forced marriages are dangerous for the girls' health and represent a violation of their right to physical integrity. The girls are often forced to marry when they are still very young, sometimes even before they are 15, and they are expected to have children rapidly. But having children so young is dangerous, and they face serious complications during pregnancy or childbirth. What's more, the girls are more exposed to domestic violence as they depend entirely on their husbands.

Secondly, the girls who are forced into marriage often have to drop out of school and cannot finish their education. This means that they are denied the right to choose their own future and therefore to fully develop as independent human beings.

These are the reasons why I think that it is both important and urgent to ban forced marriages. I do hope that UNICEF will be able to do more to ensure the rights of the girls, and will help our community to put pressure on the government to make and enforce laws banning forced child marriages. We are counting on your support.



Yours faithfully,
Flora Cissoko

Task 2 (256 words)

Gender discrimination in education is still important in many countries today. Some people still believe that 'it is a waste of time to send girls to school', and that girls 'should get married early and have children.' I strongly disagree with that opinion, and I shall explain why in the following essay.

First, I believe that girls have the same right as boys to choose their own future and to decide how they want to lead their life. All girls have the right to be educated and parents shouldn't prevent them from going to school.

Second, getting married early is dangerous for the girls' health. Girls who are forced to marry when they are very young are expected to have children rapidly even if their bodies are not ready to bear

children. As a consequence, these girls face complications during pregnancy and child birth, and their babies face health problems as well.

One of the most important arguments in favour of sending girls to school is that educating girls is a way of fighting poverty and helping the development of communities and society as a whole. Educated women contribute to a country's good health and economic growth. The Cameroonian journalist Henriette Ekwè, for example, fights for democracy and human rights, while Denise Epoté Durand manages the international TV channel TV5 Afrique.

To conclude, it is my view that all girls have the right to be educated. Furthermore, I believe that this education is not only a right, but that it is essential for a country's development.

Exam practice 7 # p. 146

Reading comprehension # p. 147

1. 1/ True (paragraph 1)
- 2/ False → 'Ebola [...] is spread by direct contact with contaminated body fluids.' (paragraph 2)
- 3/ True (paragraph 3)
- 4/ False → 'The virus is transmitted to people from wild animals and then spreads between humans.' (paragraph 3)
- 5/ True (paragraphs 3, 4 and 5)

2. 1C – 2B – 3C – 4C – 5D

3. Possible answer

Because of deforestation, many wild animals lose their natural habitat and are forced into areas where humans live. As a consequence, they come into contact with humans more often, and this is how they can spread diseases to them.

Language in use – Vocabulary

p. 147

1. 1/ outbreak
- 2/ remote
- 3/ widespread
- 4/ fear
- 5/ risk

- 6/ catch
- 7/ protected

2. 1/ emphasised
- 2/ disturbance
- 3/ fall apart
- 4/ started
- 5/ happened
- 6/ related

Language in use – Grammar

p. 148

Possible answers

Dr. Bouba: How are...

Mr. Ekambi: ...better than...

Dr. Bouba: ...aren't you?

Mr. Ekambi: ...might...

Dr. Bouba: ...don't think... – Have you...

Mr. Ekambi: ...I haven't yet.

Dr. Bouba: ...may... – ...shouldn't...

Writing # p. 148

Possible answers

Topic 1 (300 words)



Good morning. You all know that there have been cases of infection by the Ebola virus in our village recently, and that unfortunately all the victims have died. The purpose of this talk is to give you information about Ebola and show you it has nothing to do with witchcraft. I shall begin by describing the disease and then explain why it is not witchcraft. Finally, I'll give some advice about how to avoid it.

The first point I would like to discuss is how the virus spreads and what the symptoms are. Ebola is transmitted to people from wild animals such as bats or chimpanzees and then infects other humans very rapidly. Body fluids such as blood, vomit or saliva can carry the virus. Some of the symptoms, which appear from 2 to 21 days after exposure, are fever, headache, diarrhoea and vomiting.

As you have all noticed, this virus has a very high mortality rate – more than 50%. This is probably why people associate it with witchcraft. Yet, we know that the Ebola outbreak is linked to certain human activities and therefore has nothing to do with black magic. For example, the destruction of natural ecosystems through deforestation is one of the major causes for the outbreak of the disease.

My last point is what you can do to avoid catching the virus. First, you should keep away from bats and other wild animals. Second, if you are taking care of a sick person, it is very important to wear protective masks and gloves to limit the risk of infection.

In conclusion, I hope I have given you some useful information about Ebola and helped you understand the disease. I also hope I have convinced you that it is no witchcraft. I thank you all for your attention.

Topic 2 (263 words)

Dear Mr Ibrahim,

I'm writing to thank you for the dedicated care you took of my uncle Etienne after he had been contaminated with the Ebola virus. In the name of my whole family, I would like to express how grateful we are about your support and your professionalism, which have helped us all greatly during this difficult period.

First of all, we really appreciate your dedication to our country. We know that you have travelled from England to come and help the health workers fight against the terrible disease in our region, and we find it extremely generous.

Furthermore, my uncle has greatly enjoyed the efforts that you have made to communicate with him and to talk to him in French, even though you are not very familiar with that language. Since my uncle doesn't speak English at all, it has greatly helped. What's more, I know that my uncle is not always easy to handle, especially when he's sick, and I personally thank you for always being caring and patient with him.

I was sorry to learn that while you were working at the hospital, you have been contaminated with the Ebola virus yourself. I do hope that you will recover quickly, and that you will be able to travel back to your country and meet your family and friends soon.

Once more, my family and I would like to express our deepest thanks for your support and the care you took in treating Etienne. We all wish you a prompt recovery and a safe travel home.

Yours sincerely,

Samuel Amari

Exam practice 8 # p. 149

Reading comprehension # p. 150

1. 1/ False (paragraph 1)
- 2/ False (paragraph 2)
- 3/ True (paragraph 3)
- 4/ False (paragraph 5)
- 5/ False (paragraph 3)

2. 1C – 2A – 3C

Language in use – Vocabulary

p. 150

- 1/ global
- 2/ Unfortunately
- 3/ controversial
- 4/ opportunities
- 5/ tolerate



Language in use – Grammar

p. 151

1. Possible answers

- 1/ Nice to meet you
- 2/ How long
- 3/ business climate
- 4/ Is there a
- 5/ You don't have to / Don't

2. 1/ purpose

- 2/ cause / effect
- 3/ intention
- 4/ reason
- 5/ contrast

Writing # p. 151

Possible answers

Topic 1 (266 words)

In the past few decades, the process of globalisation has completely transformed the world, affecting the way people, companies and governments interact with each other. People in favour of globalisation argue that it can help developing countries fight poverty, while opponents of globalisation claim that it contributes to reinforcing inequalities in the world. In my view, globalisation has a particularly negative effect on indigenous cultures, and I shall explain why in the following essay.

To begin with, globalisation threatens many indigenous people's lifestyles. Because our world is becoming increasingly global, more and more companies and governments are using processes such as land grabbing or deforestation, in order to grow export crops, to build dams or exploit the various resources of the land. Most of the time, this is done without consulting the indigenous people, who are often evicted from their own territory. As a consequence, indigenous people have to abandon the traditional lifestyle linked to their territory, and they have more difficulties keeping their cultures alive.

Furthermore, globalisation tends to increase the rural exodus. The Western way of life, mainly centred on city life, technology and consumerism, has become a model for many young people. More

and more of them are therefore attracted to big cities, where they are looking for this modern way of life. This implies that they tend to forget about the traditions and customs which make the specificity of their own culture.

In conclusion, I agree with those who think that developing societies do not always benefit from globalisation. And I believe that globalisation has a particularly negative impact on indigenous cultures.

Topic 2 (263 words)

In recent years, modern technology has deeply transformed our society, including the way we communicate, we work or we play. Advances in technology have had a great impact not only on economic life but also on the citizens' everyday life. I personally think that technology has made my life easier and better than before, in many different ways. I shall explain these in the following essay.

First of all, I am able to communicate more easily with friends or relatives who live far away, thanks to Skype. What's more, I can share pictures and videos with them, just by connecting to a social network. This makes it easier to keep in touch with friends who have moved to other countries or who are studying abroad.

Second, thanks to technology I don't need to remember as much information as before. For instance, I don't have to remember my friends' phone numbers since I can all find them in my mobile phone. And if I ever forget their birthday, I can always check on Facebook!

Thirdly, playing computer games has helped me improve my ability to make decisions more rapidly. When you play a computer game you generally have to make very quick decisions, and I believe that it is a useful skill in today's world, where everything goes so fast.

To conclude, it is my view that many aspects of technology have made life much easier than before. It is clear that technology has many positive effects for me in my everyday life, and I have to say I couldn't imagine living without it!

