

RESSOURCES
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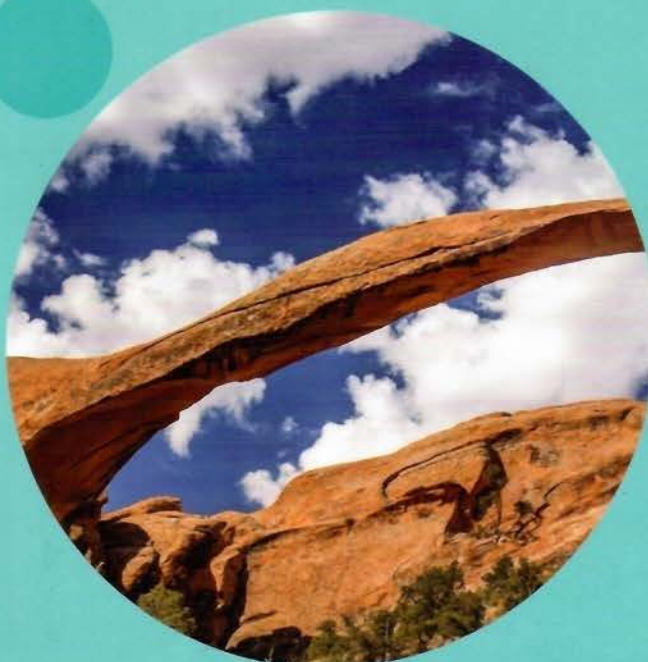


SECONDE

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Far Ahead

LET'S GO AND STUDY ENGLISH



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SECONDE

Far Ahead

Student's book

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UNITS

Topics

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UNITS

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Introduction

Far Ahead is a **three-level upper-secondary** course which prepares students for success in their school-leaving Baccalaureate exam.

Far Ahead units are topic-based with a large variety of fresh, up-to-date topics in each unit. The magazine-style presentation is designed to keep students interested and motivate them to practise and improve their language skills.

The communicative approach of *Far Ahead* provides the tools to effectively develop all four language skills: **reading, listening, speaking and writing**. Students improve their fluency in English through real-life situations and authentic tasks.

There are 10 carefully structured units in the Seconde and Première Student's books, and 8 in Terminale. Each unit is divided into 9 sessions.

Each session represents one teaching hour, so a whole unit can correspond to 3 weeks of teaching. Depending on the teacher's method, a unit can also take up 4 weeks.

More details on this time allocation is available in the **Teacher's books** which go along with this course, available on www.edicef.com.

In each unit

- Thought-provoking and carefully **graded texts** to help build students' confidence.
- Systematic **vocabulary** building with:
 - vocabulary presented in lexical sets,
 - new words focused on in the texts,
 - vocabulary extension sections presenting 'lexical grammar' points: suffixes, prefixes, collocations, word patterns, etc.
- Self-discovery **grammar** presentation followed by practice tasks.
- Strategy tips to help students develop their language skills.
- Systematic **pronunciation** training including:
 - practice of word stress and problematic sounds for French speakers,
 - intonation patterns presented in dialogues.
- Functional language presented in dialogues.
- **Writing task** with step-by-step guidance in writing a variety of texts.
- Regular revision and recycling in the **check pages** after each unit.

At the end of the book

- Extra **Writing training** for each unit, to be used as a preparation for the writing task, to support and provide additional practice of the text type and strategy developed in the unit writing, or given as homework assignment.
- **Grammar summary**
- A transcription of the listening texts.
- **Dictionary-style word list** of the new vocabulary presented in the units with their French translations.

Every two units

- Systematic **exam training** with exam-like tasks.

Available on www.edicef.com

- The recording of the pronunciation exercises, the functional dialogues and the listening texts.

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People

Unit 1

1 Lead in

Look at the pictures. Describe the people and say what they are doing.



Vocabulary

2 Listen and say these adjectives aloud. Stress the bold syllables.

ambitious

bossy

confident

curious

efficient

flexible

focused

hard-working

lazy

organized

patient

responsible

selfish

studious

stubborn

3 Decide which adjectives are positive, negative or both. Which adjectives would you use to describe the people in the pictures? Why?

4 Antonyms

Write the opposites, or antonyms, of the **red** words in exercise 2.

Use these prefixes: *dis-*, *un-*, *in-*, *im-*, *ir-*. Check your answers in a dictionary.

Example: *flexible* → *inflexible*

5 How do you feel about studying? Copy the statements that are true for you. Then match adjectives in exercise 2 with the statements.

1 I spend a lot of my free time revising and studying.

2 I often look for information about interesting subjects.

3 I want to be top of my class.

4 I never change my mind.

5 I get really worried before a test.

6 I never do more work than I have to.

7 I like telling people what to do.

8 I always plan my study time and follow a schedule.

6 Speaking

What do you think are the most important qualities for a successful student? Use the words in exercise 2 and your own ideas. Tell other students.



I think you must be ambitious if you want to do well.

I agree, but it's also important to be curious.



Session 1

Reading

1 Before you read

Look at the pictures. Read the title and subheadings of the article. What do you think the article is about? Choose A, B or C. Then read and check your answer.



- A The type of food we eat determines our personality.
- B The way we eat reveals some of our personality traits.
- C We change our eating habits as our personality develops.

Eating habits and personality: a surprising connection

Have you noticed that different people have different eating styles? Some people are slow eaters, while others eat quickly; some people mix foods on their plate, while others eat everything separately. Recent research shows that our different eating styles could reflect our different personalities. There are five eating styles which are more common than others. Most people fall under at least one of these categories.

Slow eaters

People who eat slowly like routines and they are often quite stubborn. They **make a point of** savouring their food, and they like to **make the most of** every experience. They're also more likely to be selfish and self-centred.

Fast eaters

Eating quickly shows a difficulty in setting priorities. People who eat fast tend to put other things and people before themselves. However, they're also focused and efficient.

People who mix foods

Some people mix different types of food to create new flavours and make the eating experience

more interesting. This type of person is generally responsible, but a bit unfocused. They are often good at taking responsibility, but they may **have trouble** concentrating on a particular task.

People who eat foods one at a time

Some people eat different foods separately and they never mix sweet and sour flavours. These people are usually organized and methodical. They're also less flexible when they are faced with an unexpected situation.

People who enjoy trying new foods

People who like trying new foods are often creative and they are curious about other aspects of life. They're adventurous and excited about new experiences.

Eating is one of the most fundamental human habits. It's instinctive and universal. You can **'fake'** a food style for a while, but eventually, the instincts will **kick in** and reveal the 'real' you. Of course, you can't judge a person on their eating style alone. Nevertheless, the small things we do instinctively can be incredibly revealing. So next time you **go on a date**, make sure you have a meal with your new friend. You may learn a lot!

2 Decide which sentences are true and which are false. Justify your answers and correct the false sentences.

- 1 There are only five different eating styles.
- 2 People who eat fast don't care about other people.
- 3 People who mix foods are often creative.
- 4 You can't change your eating style permanently.
- 5 We need more than eating habits to judge people.

3 Read the text again. Then copy and complete the table with the personality traits.

Slow eaters	Fast eaters	Mix foods	Eat foods separately	Enjoy new food
<i>selfish</i>				

4 Match the **red** words in the text with their definitions.

- 1 meet a girl/boyfriend (*expression*)
- 2 pretend; simulate something so it appears different (*verb*)
- 3 start again (*verb*)
- 4 do something purposefully (*expression*)
- 5 take full advantage of (*expression*)
- 6 have difficulty (*expression*)

5 Discussion

Discuss these questions.

- 1 What type of eater are you?
- 2 What types of eaters are your friends / your parents?
- 3 In your opinion, do their eating habits correspond to their personalities?
- 4 What other small things that we do instinctively reveal our personality?

Vocabulary extension

Adjectives and adverbs

6 Find the adverbs from these adjectives in the text. Which adverb is irregular? What suffix forms the regular adverbs?

Example: slow → *slowly* 1 slow 2 fast 3 quick 4 instinctive 5 separate 6 incredible

7 Complete the sentences with adverbs formed from the adjectives in the box.

- 1 The man shouted _____ to his friend across the street.
- 2 I don't know Elizabeth _____, but I've heard a lot about her.
- 3 Pasta is _____ appreciated.
- 4 The Chinese and English languages are _____ different.
- 5 My brother is very focused and he works _____.
- 6 The teacher _____ explained the problem for a second time.

universal
methodical
patient
loud
personal
fundamental

Pronunciation

Stressed syllables

8 Look at the words in the box in exercise 7. How many syllables are there? Listen and repeat. Make sure you stress the bold syllables.

Example: *universal* – 4 syllables

9 Look at the stressed syllables in these pairs of words. What do you notice? Listen and repeat.

method – methodical instinct – instinctive responsible – responsibility
curious – curiosity electric – electricity prepare – preparation educate – education

Grammar

Present tenses: present simple and present continuous

- 1** a. Read the 'Take notice' box. Then choose the correct verb tense in sentences 1-5.
b. Copy and complete the rules a-d with *present simple* or *present continuous*.

- 1 Assiba is eating / eats grilled fish for dinner at the moment.
- 2 Comlan isn't liking / doesn't like fish.
- 3 Assiba often goes / is often going to bed before midnight.
- 4 Plantains and bananas are growing / grow in tropical climates.
- 5 This month my class is doing / does a science project on health and safety.

Take notice

He plays tennis on Monday. → **Present simple**.
He is playing tennis with his sister. → **Present continuous**.

Rules

- a We use the _____ for actions happening now.
- b We use the _____ for habits and facts.
- c We use the _____ with stative verbs: *like* (emotion), *look* (appearance/perception), *want*, *hate*, *know*, etc.
- d We use the _____ for actions happening around now.

- 2** Complete the sentences with the verbs in the box. Use the correct form of the present simple or the present continuous and the words in brackets.

- 1 What _____ you _____ about the new president?
- 2 I _____ how to play the guitar at the moment.
- 3 My parents _____ (not) any English at all.
- 4 I _____ you do well in your exams.
- 5 Look at that cheetah! How fast _____ it _____ ?
About 80 kph.
- 6 How long _____ mosquitoes _____ ?
About two weeks.
- 7 What time _____ the sun _____ ? At about 6.30 am.
- 8 I (not usually) _____ jeans to school.

hope run live understand
learn think rise wear

- 3** Complete the pairs of sentences with the present simple or present continuous of the verbs.

- 1 look a That outfit _____ very nice. Where did you buy it?
b Can you help me? I _____ for a cotton skirt.
- 2 feel a This fabric _____ very soft. Is it synthetic?
b The nurse _____ the child's forehead to see if he has a high temperature.
- 3 smell a Peter _____ the different perfumes in order to choose one for his wife.
b What are you cooking? It _____ delicious!
- 4 taste a I _____ the meat to make sure there's enough salt.
b This fish _____ good. How did you cook it?
- 5 think a I _____ that's a stupid thing to do!
b He _____ about buying a new mobile phone.

4 Speaking

Choose a person in the picture.

Describe and guess the person with a partner.

What does the person look like? What is he / she doing?
Does he / she look like a local or a foreigner?
Where do you think he / she comes from?
Where is he / she going? Why?

5 Writing

Write a description of a person in the picture.
Answer the questions in exercise 4.



Communication

Suggesting and responding

1 Complete the dialogues with the words in the box. Listen and check.

- 1 A Are you free tomorrow?
 B Yes, I am. Why?
 A Would you (1) _____ to go fishing early tomorrow?
 B I'd (2) _____ to, but I can't. I'm (3) _____ in the morning.
 A How about (4) _____ after lunch?
 B That's a great (5) _____. I'll meet you at 2 pm.
- 2 A Let's (6) _____ to the market.
 B No, thanks. I hate going to the market.
 A Well, why (7) _____ we meet somewhere for lunch?
 B Sure. Where do you (8) _____ ?
 A How (9) _____ that café near your school?
 B OK. Let's do that!

about
 busy
 don't
 free
 go
 going
 idea
 like
 love
 suggest

2 Listen to the intonation in the sentences in the chart. Then say the phrases aloud. Pay attention to the intonation.

Suggesting

Would you like to (go)?

How about (going)?

Why don't we (go)?

Shall we (go)?

Let's (go).

Responding

Yes, I'd love to. / Sure. / That's a great idea.

I'd love to, but I can't. / No, thanks.

3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.

4 Listen to three dialogues and complete the sentences.

- 1 Oumarou suggests going for a ride on his _____, but Samuel refuses. They decide to go _____ instead.
- 2 Changa suggests ndole and _____ for dinner, but Mamouna wants something lighter. They decide to have _____ and drink _____ with it.
- 3 Nadia invites Doris to a friend's _____, but Doris can't go. She has to _____. Nadia offers to spend the evening with her and they decide to _____.

5 Writing and Speaking

Write dialogues with the ideas in the box. Use the dialogues in exercise 1 to help you. Then practise your dialogues with a partner. Make sure you use the correct intonation.

go swimming
 play chess
 listen to music
 watch TV
 play video games

Reading

1 Before you read

Look at the pictures. What is happening? What do you think the people are saying?



- 2 Read the Strategy box.
Skim read the text for the main idea.
Choose the best title A, B or C.

- A All about peer pressure.
- B Peer pressure problems at school.
- C Teenage delinquency and peer pressure.

- 3 Read the text.

Reading Strategy

Skimming for main ideas

Before you read a text in detail, it is helpful to 'skim' read it to get the **general idea**. To skim a text, read the **topic sentences** – the first sentences of each paragraph. Topic sentences often contain the main idea of the paragraph. Then read the final paragraph of the text.

Peer pressure

'Come on! Forget the History class. We're all going into town to have some fun', says the coolest boy in the class. Will you do what you know is right and go to History class, or will you go with the crowd?

When people of your own age and status try to influence how you act, it's called peer pressure. The pressure to conform can be powerful and hard to resist. Many people **give in** to peer pressure because they want to be liked, to **fit in** or because they're afraid of looking uncool. Others go along because they are curious to try something new. The idea that 'everyone's doing it' can influence some teenagers to ignore their better judgment.

Peer pressure can influence you to do something relatively harmless like dressing in a certain way or buying the latest mobile phone that 'everybody' has. But it can also get you into trouble if it makes you do something that is wrong, such as **skiving off** school, smoking, or lying to your parents.

Nearly everyone experiences peer pressure sooner or later, so it's important that you learn to **deal with** it and only do what is right for you. Saying 'no' to peer pressure can be tough, but people will respect you if you **stand up for** what you **believe in**. It's important to develop friendships with people who have similar values and ideas as you. Just having one friend who will **back you up** when you need moral support can make all the difference. You should pay attention to your feelings and do what you know is right. Try to support friends who are having trouble resisting peer pressure.

Peer pressure is not always negative. Peers who are committed to doing well at school or excelling at sport, for instance, may influence others to follow their example. Your peers might get you involved in clubs, sports, or religious groups. Sharing experiences with peers is an essential part of **growing up** and becoming self-reliant. Your world would be far less rich without peers to encourage you to try new things.

- 4** Read the text again. What types of peer pressure do the pictures on page 12 illustrate? Find the following in the text:

- three examples of negative peer pressure;
- three examples of positive peer pressure;
- three ways of dealing with peer pressure.

- 5** Read the text again and choose the correct answers.

- | | |
|--|---|
| <p>1 What type of person is your peer?
 A Your best friend.
 B Someone your own age.
 C Someone you admire.</p> <p>2 Some people let other teenagers influence them because
 A they admire them.
 B they are afraid of them.
 C they don't want to be different.</p> <p>3 You must learn to say 'no' to peer pressure when it
 A makes you do bad things.
 B influences the way you dress.
 C makes you spend money.</p> | <p>4 Who is likely to experience peer pressure?
 A People with no confidence.
 B Cool people.
 C Most people.</p> <p>5 Who can help you say no to peer pressure?
 A A friend who supports you.
 B Your parents.
 C Someone you respect.</p> <p>6 Peer pressure
 A is always bad.
 B can be positive.
 C is always good.</p> |
|--|---|

6 Discussion

Discuss these questions.

- 1** What examples of peer pressure can you think of? Make a list.
- 2** What experiences of peer pressure have you had?
- 3** How did you react? What happened?
- 4** Can you think of other ways to deal with peer pressure?
- 5** What is the difference between peer pressure and bullying? Give examples.

Vocabulary extension

Phrasal verbs

- 7** Look at the **red** phrasal verbs in the text. Which verb has three words?

Take notice

Verbs with two or three words are called **phrasal verbs**.

- 8** Complete the sentences with the correct form of the **red** phrasal verbs in the text.

- 1** Most people like to _____ and it's hard being the only one doing something different.
- 2** I wish she would _____ and stop behaving so childish.
- 3** Someone lacking confidence is more likely to _____ to peer pressure than someone with a lot of self-esteem.
- 4** She finds it difficult to _____ the pressure of exams.
- 5** Thomas _____ school last week to play football. His uncle saw him and told his parents.
- 6** It's great to have friends who will _____ you when you don't want to do something.
- 7** I don't _____ ghosts!

Pronunciation



- 9** Listen to these words. What sound can you hear in each word? Then listen again and repeat.
- pressure action share essential patient efficient

Grammar

Gerunds and infinitives

1 Identify the gerunds and the infinitives in these sentences.

- 1 He thinks that learning languages is important for his career.
- 2 She wants to learn Spanish before going to South America.
- 3 Learning languages is interesting and important when you travel.
- 4 They have to learn English because they're going to live in Australia.

2 Rewrite the sentences. Change the infinitive to a gerund.

Example: *It's wrong to skive off school.* → *Skiving off school is wrong.*

- | | |
|--|--|
| 1 It wasn't a good idea to eat all those sweets. | 4 It's important to learn irregular verbs. |
| 2 It will be fun to meet them. | 5 It's easy to get lost in this place. |
| 3 It didn't take long to drive home. | 6 It was exciting to see Eto playing. |

3 Rewrite the sentences. Change the gerund to an infinitive.

Example: *Developing friendships with like-minded people is important.*

→ *It's important to develop friendships with like-minded people.*

- | | |
|---|--|
| 1 Finding a good job is difficult. | 4 Seeing them win the match was fantastic. |
| 2 Working at weekends won't hurt him. | 5 Learning another language takes time. |
| 3 Riding a motorbike without a helmet is dangerous. | 6 Cheating in exams is against the law. |

Verb patterns: -ing form and infinitive

4 Which verbs or expressions are followed by the -ing form and which are followed by an infinitive?

- | | |
|---|---|
| 1 My brother tends to talk too much in class. | 3 We didn't anticipate winning the match. |
| 2 I can't face walking all that way home. | 4 He refuses to cooperate. |

5 Copy and complete the table with verbs from the text.

Anoh's friends have come to see her. But she hates being disturbed by unexpected visitors. She really enjoys studying alone. She would like to get rid of these two because they talk for hours. Anoh wants to get good results because she hopes to obtain a scholarship for the next school year. She's relieved when she hears her mother say: 'I'm afraid Anoh's out!' The two friends decide to leave. As they are walking away, they hear Anoh's voice: 'Have they gone?'

Verb + infinitive

come

Verb + -ing form

hate

6 Complete the text with the infinitive or -ing form of the verbs in brackets.

Some people tend (1) (deny) responsibility for their lives. They fail (2) (realize) that they can influence their own destiny. Instead of trying (3) (improve) their future prospects, some teenagers prefer (4) (go) out all the time. They dislike (5) (study) and they spend their time (6) (have) fun. They never stop (7) (think) that they are wasting their time. They expect (8) (pass) their exams without working. But it's never too late to change your ways!

Vocabulary

1 Lead in

Describe the people in the pictures. What are they doing? Who seem to be friends?



2 Read the sentences and identify Binta, Obame, Yedo and Maty in the pictures.

- 1 Binta hasn't got many friends because she **falls out with** everyone.
- 2 Obame is older than me but we **have a lot in common**. We're both **keen on** music.
- 3 I **don't get on with** Binta because she's so bossy.
- 4 I **got to know** Obame at soccer club. We play in the same team now.
- 5 Yedo and I **get on well** because we **have similar interests**.
- 6 Maty really **gets on my nerves** with her trendy clothes and shallow lifestyle.

Take notice

Idiomatic expressions

'To get on my nerves' and 'to get on well (with)' are idiomatic expressions.

An idiom is an expression that means something other than the literal meanings of its individual words.

3 Speaking

Use expressions in exercise 2 to describe personal situations and experiences.

Example: *Obame and I have a lot in common. We both like rap music and football.*

Listening

4 Before you listen

What is a role model? How important are role models? Have you got a role model?

5 You're going to hear four teenagers talking about people who influence them. Match the speakers (1-4) with what they say (a-d).

- a This person gives me confidence to do things.
- b This person helps me and gives me advice.
- c This person makes it difficult for me to study.
- d This person has changed my attitude towards studying.

6 Listen again and choose the correct words.

- 1 Speaker one **won** / **completed** the *Mount Cameroon Race of Hope*.
- 2 Speaker two says it's **Daniel's fault** / **his own fault** if he gets bad results.
- 3 Speaker three was bullied by **an older girl** / **a girl her own age** at school.
- 4 Speaker four's results are **improving** / **are deteriorating**.

7 Speaking

Tell your partner about a person who has influenced you. Say...

- who the person is
- what the person is like
- what relationship you have with the person
- how the person has influenced you
- how you feel about this person

Writing

A description of a person

1 Before you write

Read the Strategy box. Now look at paragraphs 2 and 4 of the text on page 12 about peer pressure. Answer the questions about these two paragraphs.

- 1 What is the main idea of each paragraph?
- 2 Which sentence introduces the main idea in each paragraph?
- 3 What is the position of this sentence in each paragraph?

Writing Strategy

Topic sentences

Topic sentences are usually the **first sentences of paragraphs**. They often introduce or summarize the topic of the paragraph.

2 Read the model text below. Then match topic sentences (a-d) with paragraphs (1-4).

- a I feel very lucky to have such a good friend.
- b When I got to know Assiba, I realized that we had a lot in common.
- c The first time I saw Assiba was at theatre club.
- d Everyone gets on well with Assiba because she has a great sense of humour.

Model text

An important person in my life

1 — I didn't know anyone there and I remember feeling a bit intimidated by her. She looked so confident and clever. Everyone seemed to admire her.

2 — Both of us love music and this brought us together. We spent a lot of time together and our friendship grew.

3 — She's also assertive and stands up for her ideas. She may sound perfect, but she has her faults. She always says what she thinks and sometimes hurts people's feelings.

4 — Assiba is someone I can always rely on. She is always there when I need support. A friend like Assiba is a friend for life.

3 Put sentences 1 to 4 in the correct order. Which is the topic sentence?

- 1 I went into the classroom and sat down at the back.
- 2 I first met Jonathan when I started my new secondary school.
- 3 Then a tall boy sat down beside me and asked me my name.
- 4 It was my first day at the school and I didn't know anyone.

Writing Task

An online magazine has asked readers to write about a person who has had a strong positive influence on them. Write your description of this person and describe your relationship. How has the person influenced you?

4 Choose the person you are going to describe. Make notes under the paragraph headings. Choose suitable adjectives to describe the person's personality.

Paragraph 1 Present the person and describe your relationship.

Paragraph 2 Describe the person's personality; include both positive and negative aspects.

Paragraph 3 Say how the person has influenced you. Give an example.

Paragraph 4 Write a conclusion summarizing how you feel about the person.

5 Write the description in 80 to 120 words following the paragraph plan.

Think of a topic sentence for each paragraph.



Check Unit 1

1 Fill in the gaps in the sentences below with the words from the box.

Mind the form of the verbs.

- 1 Our landlord advised us to _____ our stay in the English family by learning English.
- 2 He's quite _____. You can't get him to change his ideas or plans.
- 3 My parents won't let me _____ with a boy before I go to university.
- 4 Children should be educated to _____ their beliefs and ideas.
- 5 _____ school simply means not to go to school when you should be there.
- 6 I don't like her _____ attitude. She's always telling other people what to do.

bossy
stubborn
make the most of
skiving off
go on a date
stand up for

2 Rewrite the sentences. Replace the bold words with the correct form of these phrasal verbs.

• fit in • deal with • give in to • grow up • skive off • stand up for

Example: She **couldn't resist the pressure of** the other girls. → She **gave in to** the other girls.

- 1 He got into trouble because he **didn't go to** his Maths class.
- 2 She wanted to **be like** everyone else.
- 3 My best friend always **supports** me if other people bother me.
- 4 I **lived until I was sixteen** in a small village.
- 5 You must learn how to **resist** peer pressure.

3 Say these words aloud.

Underline the stressed syllable in each word.

re spon si ble re spon si bil i ty
cu ri ous cu ri os i ty
stub born stu di ous

4 Write the opposite of the words below.

Use the prefixes *dis*, *un*, *im*, *ir*, *in*.

...regular ...responsible
...organized ...available
...agree ...mature
...ability ...patient

5 Complete the conversation between Aïcha and Assana. Use the present simple or the present continuous. Mind the form of certain verbs.

Aïcha: Where's the babysitter? The baby (1) _____ (cry).

Assana: She's not around. She went to the market half an hour ago.

Aïcha: Why (2) _____ (the baby / cry)?

Assana: Because she's hungry. She always (3) _____ (cry) when she wants milk.

Aïcha: What (4) _____ (you / do) when this (5) _____ (happen)?

Assana: I (6) _____ (feed) her and (7) _____ (sing) her lullabies.

Aïcha: Really? (8) _____ (you / remember) lullabies from your childhood?

Assana: You never (9) _____ (forget) these things.

Aïcha: And where's your brother? (10) _____ (he / ever / help) with the housework?

Assana: Oh, yes. Right now, he's in the garden. He (11) _____ (plant) flowers.

Aïcha: No, he isn't! I can see him. He (12) _____ (sleep) under the tree!

6 Write eight verbs you can use to describe things you do before you go to school.

Example: *get up*

Check Unit 1

- 7** Use the verbs in exercise 6 to write a paragraph about your morning routine.
Use adverbs of frequency.
Start like this: *I usually get up before six o'clock...*

- 8** Copy and complete the table with the verbs from the box.

V + infinitive	V + -ing form	V + infinitive or -ing form
decide		prefer

decide ~~prefer~~ choose
tell avoid like
start hate give up
enjoy continue force
expect intend attempt
offer want ask

- 9** Complete this conversation between Tatiana and Sandra.
Use the correct form of the verbs in brackets.

Tatiana: Have you heard the latest news? Bintu decided (1) _____ (quit) her job at the bank.

Sandra: I'm not surprised. I was expecting her (2) _____ (take) such a decision one day.

Tatiana: Really? Why?

Sandra: Although she seemed to enjoy (3) _____ (work) in a financial institution, she didn't like it. She couldn't stand (4) _____ (work) at a job which doesn't suit her personality. She's an outgoing person, so she likes (5) _____ (meet) people and (6) _____ (help) them.

Tatiana: Are you telling me she couldn't manage (7) _____ (adapt) to the working environment there? And where does she want (8) _____ (work) now?

Sandra: In a nursing home.

Tatiana: She surely is going to like (9) _____ (take) care of elderly people. But she's not going to make much money there.

Sandra: For Bintu, money doesn't matter much. And she doesn't mind (10) _____ (earn) less than she did at the bank as long as the atmosphere at the new place suits her.

- 10** Write true sentences about you and the members of your family.
Use the verbs in the box.

Example: *My dad enjoys watching the Champions League matches on TV.*

~~intend~~ like
~~want~~ dislike
~~tend~~ hate
~~enjoy~~ mind

Self-assessment

Can you...

- talk about someone's personality?
- use phrasal verbs?
- stress words correctly?
- use antonyms?
- use the present simple and present continuous?
- use adverbs of frequency?
- choose between the -ing form and infinitive?
- write about you and your family?

Health and lifestyle

Unit 2

1 Lead in

Look at the pictures. Discuss the questions.

Who are the people?

Where are they?

What are they doing?

Why are they there?



Vocabulary

2 Put the words on health issues into three categories. Which diseases are the most serious? What are the symptoms of these diseases?

- ache • AIDS • antibiotic • boil • conjunctivitis • cough • diabetes • diarrhoea
- fever • flu • heart attack • infection • injection • itching • malaria • painkiller
- tablet • tuberculosis • unconscious • vomiting • vaccine • Ebola • allergy

Diseases	Symptoms	Remedies
AIDS		

3 The statements below are related to health matters. Copy the statements that are true; then check your answers with your partner.

- 1 Antibiotics are effective against viral infections like flu.
- 2 Some people have food allergies.
- 3 There are vaccines to protect against all diseases.
- 4 Smoking can cause lung cancer.
- 5 Diabetes is caused by eating too much salt.
- 6 If you suffer from asthma, you get short of breath.
- 7 There is no effective cure for yellow fever.
- 8 In my country, there is universal health insurance.

4 Speaking

Choose a disease from your list in exercise 2. Describe the symptoms of this disease, but don't say what it is. Tell your partner. She/He guesses the disease.

5 Writing

Write a paragraph about malaria. Use the words in the box and questions to help you.

- How do you catch it?
- What are the symptoms?
- What is the treatment?
- How serious is it?

mosquito fever headache
anti-malarial medicine
serious die

If you suffer from this disease, you feel terrible and you usually have a high fever. You should take antibiotics because...



Reading

1 Before you read

Look at the picture.
What does the picture show?
What is happening?
What problem does the picture illustrate?

2 Skim the article and choose the best title A, B or C. Then read and check your answer.

- A Fake drugs can kill
- B Police fighting organized crime
- C Self-medication – the way forward



Remember : 'skimming' is reading a text quickly to get a general comprehension of it.

When Joseph Houssou fell ill with malaria, his family did what they had always done in the past – they bought him anti-malaria **medicine** and antibiotics from the local market. When he fell unconscious, they took him to a health clinic in Yaoundé, Cameroon. 'Mr Houssou is a lucky man. He was dying when he arrived here', said the doctor who was treating him. 'Six out of every ten patients have taken **counterfeit** medicines and many die'.

Poor people use self-medication because they cannot afford **genuine** drugs or the cost of a medical consultation. In pharmacies a packet of anti-malarial tablets costs around 4 000 CFA, but **illicit traders** sell it for only 1 500 CFA. International criminal organizations control the trade which is extremely profitable. Marcel Kofié is a **vendor** of **illegal** drugs. 'The police sometimes seize my **drugs**, but this isn't a problem

because I keep my stock in a safe place. The loss is well worth the risk.' He says he earns about 20 000 CFA a day.

Fake tuberculosis and malaria drugs kill around 700,000 people worldwide every year. Many drugs are toxic and can cause kidney or liver diseases.

One of these medicines is fake.



Can you tell which?

Some have the correct ingredients, but in such low quantities that they are ineffective. These are particularly dangerous because they cause drug resistant diseases to develop. Others do not contain anything useful.

Police recently raided a warehouse where people were making antibiotic tablets – with maize flour! They also confiscated bottles of painkillers which turned out to be ordinary water!

It isn't only Cameroon which is affected by this public health problem. Everywhere in Nigeria, traders sell fake medicine like vegetables on market stalls. Most of the drugs arrive from South East Asia or the Middle East. Two years ago in Angola, customs agents made the largest seizure of fake drugs in history. They were checking containers that had arrived from China when they found 1.4 million counterfeit packets of an anti-malarial drug.

Governments are getting tougher on the criminals, but progress is slow. The only sustainable way to reduce the illegal trade is to produce **authentic** drugs locally and sell them more cheaply.

3 Answer the questions.

- 1 What disease did Joseph Houssou suffer from?
- 2 What did Mr Houssou's family do?
- 3 Why do some people buy drugs from market stalls?
- 4 Why is the fake drug trade doing well?
- 5 Why are drugs with very small quantities of ingredients dangerous?
- 6 What did Angolan customs agents find in containers that had come from China?
- 7 Where do most of the drugs come from?
- 8 According to the text, what is the solution to the illegal drug trade?

4 Find the words which are in the box in the text.

Then complete the sentences with the correct form of the words.

- 1 The police sometimes _____ illegal drugs on ships.
- 2 There are more police in this town, which is making life _____ for criminals.
- 3 Paul Farso is very poor. He _____ to buy medicine.
- 4 The police _____ a building this morning and they found a stock of fake medicines.
- 5 The _____ was full of cheap electronic goods from China.
- 6 Governments must encourage _____ development.

cannot afford
tougher
raided
seizure (seize)
sustainable
warehouse

5 Discussion

Discuss these questions.

- 1 What illnesses have you had? What treatments did you receive?
- 2 What are the most serious diseases in your country?
- 3 Do you know anyone who has bought fake medicine from a street trader? What happened to him or her?
- 4 How can governments stop the sale of fake goods?

Vocabulary extension

Synonyms

6 Synonyms are words which have similar meanings.

Look at the **red** words in the text and find five pairs of synonyms.

Example: *counterfeit* - *fake*.

7 Replace the underlined words with the words in the box. Use a dictionary to help you.

- 1 Doctors have diagnosed a serious disease.
- 2 The best treatment for tiredness is rest!
- 3 Doctors say you will get better if you take your tablets.
- 4 Our hands are covered in bacteria so it's important to wash them regularly.
- 5 This is a serious injury and it needs treatment.

germs
illness
recover
wound
remedy

Pronunciation

Words with the same spelling, but a different pronunciation

8 Listen to the underlined words in these sentences.

- 1 a The nurse put a dressing on his wound.
b She wound the bandage around his wrist.
- 2 a Is the Sahara the world's largest desert?
b Why did the father desert his family?
- 3 a Please close the door.
b His house is close to the market.
- 4 a I live near the school.
b The club has a live band on Fridays.

Now say the sentences. Say the underlined words correctly.

Grammar

Past tenses: past simple, past continuous and past perfect

- 1** Look at the sentences. What tenses are the bold verbs?
Choose from past simple, past continuous and past perfect.
Then choose the correct words and copy the rules a-c.

- 1 He **fell** ill and **died** the next day.
- 2 When the police **arrived**, the criminals **had disappeared**.
- 3 He **was sleeping** when the doctor **arrived**.

Rules

- a We use the **past simple** / **past continuous** for a completed action in the past.
- b We use the **past simple** / **past perfect** for an action that happened before another action in the past.
- c We use the **past continuous** / **past perfect** for a long action in the past.

Now find examples of these tenses in the text.

- 2** Choose the correct verb tense in these sentences.

- 1 I was excited about going to Dakar because I **hadn't flown** / **didn't fly** before.
- 2 While I **was cleaning** / **cleaned**, my brother **was doing** / **had done** nothing.
- 3 As soon as we **had bought** / **were buying** the tickets, we **had got** / **got** on the bus.
- 4 When we **arrived** / **had arrived** at the clinic, the doctor **had already left** / **already left**.
- 5 As I **had crossed** / **was crossing** the road, a motorbike **knocked** / **was knocking** me over.
- 6 She was unhappy because she **was losing** / **had lost** her MP3 player.

- 3** Copy the text. Use the correct form of the past simple, past continuous or past perfect.

I was walking (walk) home at 7 pm yesterday after I (1) _____ (spend) the afternoon with my grandmother. As I (2) _____ (walk) down a street, I (3) _____ (meet) my cousin Flora. I (4) _____ (not see) her for a long time so we (5) _____ (talk) for over an hour. By the time I (6) _____ (get) home, my parents (7) _____ (go) to my grandmother's house to find me. They (8) _____ (be) very angry when they (9) _____ (get) home.

- 4** Choose the correct time expressions in these sentences.

- 1 I was chopping the vegetables **as soon as** / **while** my sister was cooking the fish.
- 2 **Already** / **When** he was sixteen, my father had left school and got a job.
- 3 When I arrived at school, the lessons had **already** / **before** started.
- 4 **As soon as** / **While** he had saved enough money, William bought a new taxi.

5 Writing

Complete the sentences with your own ideas.

- 1 While I was having lunch, _____
- 2 As soon as I had done my homework, I _____
- 3 As I was walking down the street, _____
- 4 This time yesterday, I was _____
- 5 We went home after _____
- 6 I was tired because _____

I was tired because
I had done a lot
of sport.



Communication

Asking for and giving advice

1 Choose the correct words to complete the dialogues. Listen and check.

- 1 A I feel terrible. I can't face going to lessons.
 B You look a little pale. Have you eaten anything?
 A No. I've got a sore throat. What should I (1) **do / to do**?
 B If I were you, I'd (2) **talk / talking** to Mrs Babalola. Perhaps she'll let you go home.
 A Yes, that's a good idea.
- 2 A Excuse me, Mrs Babalola. I'm not feeling very well.
 B I'm sorry to hear that, Koffi. What's the matter?
 A I've got a sore throat, headache and a slight temperature. What do you advise me (3) **doing / to do**?
 B You'd better (4) **going / go** home and rest.
 A Thank you, Mrs Babalola.
- 3 A You look tired, Pamela. What's the matter?
 B I can't sleep at night.
 A Why don't you (5) **getting / get** more exercise?
 B I've tried that and it doesn't help. What do you suggest I (6) **do / doing**?
 A Maybe you should (7) **see / to see** a doctor.
 B I think I will.

2 Listen to the intonation in the sentences in the chart. Then say the phrases aloud. Pay attention to the intonation.

Asking for advice

What do you advise me to do?

What do you suggest (I do)?

What should I do?

Giving advice

If I were you, I'd ...

Why don't you (get more exercise)?

You should (see) ...

You'd better (go) ...

3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.

4 Listen to three dialogues. Complete the chart.

	Problem	Advice
1		
2		
3		

5 Writing and Speaking

Write a dialogue about a problem you have. Think about the ideas in the box. Use the dialogues in exercise 1 to help you. Then practise your dialogue with a partner. Make sure you use the correct intonation.

health
home
parents
school
friends

Reading

1 Before you read

Look at the picture.
What does it show?
What type of lifestyle does this person have?

2 Read the text.

What is a 'couch potato'?

- 1 Someone who spends all day on a couch.
- 2 Someone who never walks anywhere.
- 3 Someone who eats badly and doesn't exercise.



I used to be a couch potato

Anyone who meets Samuel Song today would have difficulty believing that he used to weigh one hundred kilos. By the age of twenty-five, he had **put on** so much weight because of his unhealthy lifestyle that he was obese and a future candidate for diabetes and heart disease. 'I used to be a real couch potato', he said. 'I didn't use to exercise at all.'

Samuel decided to make a change, and the change has lasted two decades. Samuel's secret? 'There's no secret. I just don't eat so much and I take regular exercise,' he said.

His first step when he started trying to lose weight was to examine his diet. He was eating a lot of carbohydrates, fat and sugar, so he decided to **cut down on** all these. The diet he chose was nothing special. At lunch, he used to buy fried chicken and plantains or sandwiches and soda from a street trader. That changed to grilled chicken or fish with green vegetables. He also

used to eat biscuits and chocolate between meals. He **gave up** eating snacks completely.

He lost fifteen kilos very quickly, but then he stopped losing weight. He decided to **take up** exercising. At first, he couldn't walk up steps without getting out of breath. He began walking around his neighborhood, a kilometre at a time, and then more as his stamina increased. It took about a year for his weight to drop to seventy kilos and he has maintained this weight ever since.

According to Samuel, the secret of weight maintenance is not to become an athlete and eat like a bird. 'I don't **work out** in a gym or go running. I just made some changes and **stuck with** them.' He got used to eating grilled food instead of fried, and he **cut out** white bread and replaced it with whole grain bread. He walks everywhere - to and from work during the week, and at weekends he goes for long walks around town just for exercise. Anyone can do it!

3 Decide which sentences are true and which are false. Correct the false sentences.

- 1 When he was younger, Samuel Song had a healthy lifestyle.
- 2 He had diabetes when he was younger.
- 3 He eats less today than when he was younger.
- 4 He stopped eating grilled fish and vegetables for lunch.
- 5 He lost a lot of weight at first.
- 6 When he took up walking, he lost more weight.
- 7 He goes to the gym every day.
- 8 He only eats whole grain bread today.

- 4** Find these words in the text. Match them with the definitions. Be careful, one word has two definitions.

● decade ● obese ● weight ● diet ● stamina

- 1 too fat
2 the food that you eat regularly
3 we measure it in kilos or pounds
4 ten years
5 physical strength
6 the food that you eat to lose weight

Now complete the expressions with two words from the list above.

Eve has put on _____ because she doesn't have a balanced _____.

Eve has decided to go on a _____ because she wants to lose _____.

- 5** Complete the sentences with the correct form of the **red** phrasal verbs in the text.

- 1 Gabriel can eat as much as he likes and he never _____ weight. It isn't fair!
2 After school I go to the gym and _____ for at least an hour.
3 If you want to lose weight, you should _____ biscuits and sweet drinks completely, and _____ carbohydrates.
4 I only _____ at weekends. I have to stay in on weekdays.
5 We're all pleased because dad is trying to _____ smoking.
6 I think I'll _____ dancing. It's a great way of doing exercise.
7 She _____ her decision to give up unhealthy food.

6 Discussion

Discuss these questions.

- 1 What is a balanced diet?
2 How much exercise do you get? Do you get enough?
3 How healthy / unhealthy is your lifestyle? How could you improve it?
4 Write four foods under each heading.

Carbohydrates	Sugar	Proteins	Fat	Vitamins
potatoes				

Vocabulary extension

Collocations

- 7** Look at the text and complete these collocations.

Example: put on weight

- 1 go on a _____
2 lose _____
3 a balanced _____
4 running
5 _____ potato
6 heart _____

Take notice

Collocations are words that go together to form common expressions.

Pronunciation

[i] and [i:]

- 8** Listen to the underlined sounds in these words. Put them into two groups [i] and [i:].

eat kilo since kilometre instead grilled week meet it obese green fifteen stamina secret
[i] since [i:] eat

Now say the words aloud. Pronounce the underlined sounds correctly.

Grammar

Used to

- 1 Look at the first paragraph of the text on page 24 and complete these sentences. How do we form the negative?

- 1 He (Samuel) _____ weigh one hundred kilos.
2 I _____ a real couch potato.
3 I _____ exercise at all.

- 2 Look at the sentences in exercise 1 and choose *a* or *b* to complete the rule about *used to*.

Rule

We use *used to* to talk about things that were true in the past...

a but aren't true now.

b and are still true today.

- 3 Reorder the words and write sentences.

Example: a village / to / family / live / used / My / in → *My family used to live in a village.*

- 1 have didn't People to electricity use
2 to your use a TV grandparents Did have ?
3 on help dad to farm used We his
4 on didn't to school use to They go Thursdays

- 4 Complete the questions using *used to*. Then write true answers.

Example: *Did you use to watch a lot of TV when you were very young?*

→ *I didn't use to watch TV because my parents didn't have one.*

- 1 What _____ drink when you were a baby?
2 What games _____ play when you were a small child?
3 Who _____ look after you when you were a baby?
4 Did your parents _____ have mobile phones when you were young?

Get used to and be used to

- 5 Look at the underlined expressions in these sentences.

- 1 He got used to eating grilled food instead of fried food.

- 2 I'm not used to eating hamburgers.

We never eat them in my family.

Which expression means to...

- a** become accustomed to something?
b be accustomed to something?

get used to / be used to + -ing form of the verb

I can't get used to living in the city. = I can't get accustomed to living...

I am used to getting up early. = I am accustomed to getting up early.

- 6 Choose the correct form in each sentence.

- 1 I can't get used to / be used to living in the country. After city life, it's very boring.
2 I get used to / am used to eating a lot of vegetables. We have them every day.
3 We get used to / are used to living in Britain now. We've been here for two years.
4 Did you find it difficult to get used to / be used to eating a balanced diet?

7 Writing

Write a paragraph about what life in your town used to be like. What is different today? Think about:

- houses • education • health • facilities • transport • entertainment • clothes

Vocabulary

1 Lead in

Look at the poster. What is it campaigning against?
What specific problem does the poster highlight?

2 Match the words in the box with their definitions.

- 1 possibility of danger
- 2 make illegal
- 3 rapid increase of something bad
- 4 aim at something specific
- 5 stop something from happening
- 6 unable to stop something harmful

epidemic
ban
prevent
addicted
threat
target

3 Complete the sentences with words formed from the words in exercise 2.

Example: Alcohol *addiction* is becoming a serious problem among young people.

- 1 In Kenya, they have _____ smoking in public places.
- 2 Passive smoking is a serious health _____ to children and unborn babies.
- 3 Many anti-smoking campaigns _____ pregnant women.
- 4 Africa faces a smoking _____ as more and more children become _____.
- 5 _____ is better than cure.

4 Speaking

Why do young people take up smoking? Do you know many people who smoke?
What other substances do people become addicted to?



Listening

5 Before you listen

What health problems does smoking cause? Do you know anyone who has (had) smoking-linked diseases?



6 Read the statements. Which ones do you think are true?

Listen to a World Health Organization (WHO) report on smoking and check your answers.

- 1 Smoking has become a serious global epidemic.
- 2 Malaria kills more people in the world than smoking.
- 3 Tobacco only kills smokers.
- 4 A majority of countries have banned smoking in public places.

7 Listen again the report and give the missing information.

Listen once more and check your answers.

- | | Smoking kills |
|---|---|
| 1 | Nearly _____ million people die every year from smoking. |
| 2 | Over _____ people die because they breathe second-hand smoke. |
| 3 | In the 20 th century, around _____ million people died because of smoking. |
| 4 | This could increase to _____ billion people in the 21 st century. |
| 5 | More than _____ countries have banned smoking in public places. |
| 6 | Nearly _____ of the world's children are passive smokers. |

8 Discussion

Discuss these questions.

- 1 What is the best way to prevent people from taking up smoking?
- 2 Do you think anti-smoking campaigns are effective? Why / Why not?
- 3 Do you think the government should ban smoking in public places?

Writing

An informal email

1 Before you write

Look at these problems. What consequences are they likely to have on the people's behaviour and attitude?

- 1 A student makes friends with people who are a bad influence.
- 2 A friend starts a dangerous habit such as smoking, drinking or taking drugs.
- 3 A member of your family has put on a lot of weight and has an unhealthy lifestyle.

2 Read the email. What is Pamela's problem? Why is she writing to her cousin Zohra? Choose the right answer(s).

- A To give her news of her family.
- B To inform her of a problem.
- C To request her advice.

Writing Strategy

Features of informal emails

In informal emails, we use:

- contractions, for example *can't* NOT ~~cannot~~, *I'm* NOT ~~I am~~
- first names in greetings, for example *Hi Sam*, *Dear Cathy*.
- these expressions at the end: *Write soon*, *See you soon*, *Bye (for now)*, *Love*.

Model text

Dear Zohra,

(1) I'm writing to you about a problem. I'm **really** worried about my brother Bilal because I think he's started smoking. I haven't seen Bilal smoking, but all his friends smoke. Also, I was waiting for a friend outside school yesterday when I saw him buying cigarettes.

(2) Bilal used to be **really** crazy about soccer, but he's given that up. He used to be good in most subjects, but now his school results are **very** bad. What's more, he argues all the time with our parents.

(3) I can't tell my parents because they'd be **extremely** angry. Do you think I should tell a teacher or his football coach, or someone else? What do you advise me to do?

Write soon

Love

Pamela

3 Answer the questions.

- 1 Is the style of this email formal or informal?
- 2 How does Pamela start and end her email?
- 3 Which paragraph describes the consequences of Bilal's behaviour?
- 4 In which paragraph does Pamela ask for advice?
- 5 Which paragraph states the problem?

Study focus

Adverbs of degree

We often use **adverbs of degree** like *extremely*, *really* and *a bit* in informal language.

Very and *quite* are neutral and can be used in both formal and informal texts.

4 Read the Study focus. Then study the **adverbs of degree** in the email and answer the questions.

- 1 Do they come before nouns or adjectives?
- 2 Which is the strongest adverb?
- 3 Which is the weakest?

Writing Task

Your friend has made some new friends who have a bad influence on him. They behave badly at school and hang out in bars. You are really worried about your friend.

Write an email to another friend to ask for advice about the problem.

5 Decide how your friend's behaviour has changed and the consequences this is having on his/her behaviour, appearance, results, etc.

Paragraph 1 State the problem.

Paragraph 2 Describe the consequences of this problem.

Paragraph 3 Request advice.

6 Write your email in 80 to 120 words following the paragraph plan. Try to use adverbs of degree.

1 Read the sentences below. Which diseases do they describe?

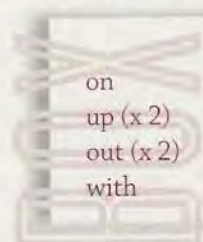
- 1 You should sleep under an insecticide-treated mosquito net and you won't catch it.
- 2 It is caused by too much sugar in the blood.
- 3 She coughs, spits blood and is getting thinner and thinner.
- 4 His eyes are red and they hurt.

2 Complete the sentences with health words.

- 1 The doctor gave me a _____ s because I had an i _____ n.
- 2 My grandfather had a h _____ t a _____ k and had to go to hospital.
- 3 The symptoms of typhoid fever are v _____ g and d _____ a.
- 4 The child screamed when the doctor gave him an i _____ n.
- 5 I have several food a _____ s, for example, I can't eat dairy products.
- 6 Sadly, there is no v _____ e to protect against malaria.

3 Complete the phrasal verbs with the particles in the box. Then match them with their definitions.

- | | |
|--------------------|---------------------------------------|
| 1 put _____ weight | a start doing (something) |
| 2 take _____ | b get heavier |
| 3 give _____ | c stop (eating or drinking something) |
| 4 stick _____ | d exercise |
| 5 cut _____ | e stop doing (something) |
| 6 work _____ | f continue with |



4 Complete the sentences with the correct form of the phrasal verbs in exercise 3.

- 1 He started _____ weight, so he decided to _____ exercising.
- 2 You don't need to go to a gym to _____. Running will help you keep healthy.
- 3 Your health is really improving these days. You must _____ your new lifestyle.
- 4 You should _____ sweets and soda from your diet. They're not doing you any good.

5 Read these sentences aloud. Copy and circle the stressed syllable in the bold words.

Ask your teacher for help.

- 1 The students **rebelled** against their school administration.
- 2 The **rebels** seized the airport last night.
- 3 She **recorded** her new album in the States.
- 4 The **record** sold millions.
- 5 She **deserted** her home and family.
- 6 The Sahara is the largest **desert** in Africa.
- 7 Is your house **close** to the school?
- 8 Please **close** the window. I can't hear anything.

6 At 1:30 pm on December 10th, 2000, a minor earthquake occurred in the small country of Batangata. Use the prompts to write sentences about what the people were doing when the earthquake struck.

Example: Ayaba: do the washing-up / listen to her mobile phone

→ Ayaba was doing the washing-up. She was also listening to music on her mobile phone.

- 1 Azim and Ebrimat: have fun in the park / ride bikes
- 2 My parents: sit on a bench / watch children
- 3 The President: make a speech about social problems
- 4 Mr Fachola: drive his new car to the village
- 5 Mrs Fachola: shop for food at the market

Check Unit 2

- 7** Write a short paragraph describing what you and people in your family were doing this time yesterday.

Start like this: *This time yesterday my family and I were at different places and were doing different things.*
I was at _____ and I was _____. My father was at _____ and he _____.

- 8** Use *after*, *before* or *when* to combine the sentences in each pair below.
 Use the correct past tenses.

Example: He went home. / He finished writing the report.

→ *He went home after he had finished writing the report.*

- 1 They migrated to the States. / They sold their house.
- 2 War broke out. / They lived in that country for twenty years.
- 3 He got home. / A burglar broke into his house.
- 4 They decided to watch a movie. / They finished eating dinner.
- 5 The 10:30 train left for Ouagadougou. / He arrived at the train station.

- 9** The Adamons' lifestyle has changed a lot since the father won the national lottery.
 Describe what they used to do in the past (P) and what they do today (T).

Example: Mr Adamon

P: work for Mr Ouedraogo.

T: run own business.

→ *Mr Adamon used to work for Mr Ouedraogo, but now he runs his own business.*

- 1 The family P: live in a slum. T: live in one of the nicest and most beautiful houses in the city.
- 2 The kids P: go to school on foot. T: drive to school.
- 3 Mrs Adamon P: cook food and do all the domestic chores. T: maid / do everything.
- 4 Mr Adamon P: borrow money from neighbours. T: run a microcredit project / lend money to poor women.
- 5 The Adamons P: don't travel. T: be globetrotters / visit every part of the world.

- 10** Your classmate has some problems and asks you for advice.

Write short conversations giving advice. Use some of the problems or your own ideas.

Example

A *I think I have malaria. What should I do?*

B *Do you sleep under a mosquito net?*

A *No. I don't like sleeping under a mosquito net.*

B *You're wrong. You should try to get used to it.*

You should also see a doctor.

Problems

putting on weight
 having unprotected sexual intercourse
 having bad teeth
 not being able to concentrate in class
 having problem with English vocabulary

Self-assessment

Can you...

- talk about health and diseases?
- use collocations?
- distinguish between words with the same spelling but different pronunciation?
- use the past simple and past continuous?
- use the past perfect?
- talk about past habits with *used to*?
- ask for and give advice?

Prepare for the exam!

Reading comprehension

Read the text carefully and answer the questions below.

Grandma's remedies

- Ayo:** John, do you remember some of those home remedies that Grandma used to prepare for us when we were little kids?
- John:** How could I forget? She used to make remedies for almost everything. Some of them were horrible, especially the cough medicine. She made it with lemons. She boiled them in water with wood ash and a spoonful of honey.
- Ayo:** I remember it. It was ok on the first day when it was hot and you could taste the honey. But it became very bitter and we had to swallow it as fast as we could. It seemed to work, though.
- John:** What about the steam baths she used to give us when we had fevers or malaria?
- Ayo:** They were terrible. I had to sit for at least thirty minutes in front of a steaming pot of boiled herbs with my head under a blanket.
- John:** We were wet with the sweat and steam. And then, when the bath was over, we had to drink some of the herbal mixture. I was sick every time she asked me to swallow it. It was so disgusting.
- Ayo:** Did this therapy work?
- John:** I don't think so. We usually went to the health centre after these baths and they gave us quinine tablets. We didn't like them, either! Do you remember how you used to hide your tablets and throw them under the bed when no one was looking?
- Ayo:** Yes, they were very bitter. I hated taking them. Which of her remedies did you like?
- John:** The roast green plantains she gave us to stop diarrhoea. That was ok, but it didn't always work. She sometimes got medicine from the health centre when it was really bad.
- Ayo:** The most ridiculous and dangerous of her therapies was the one for conjunctivitis. She drank some palm wine, kept it in her mouth, and then spat it into my eye. I remember that when she did it to me once, I screamed because it hurt my eye. I never let her do it again. I don't know whether it was effective, but other people in the neighbourhood did it too.

1 Answer the questions.

- 1 How many of Grandma's remedies are mentioned in the text?
- 2 What is the relationship between Ayo and John? Justify your answer.
- 3 Select three sentences which show that Ayo and John are talking about their childhood experiences.
- 4 What illnesses did Grandma treat with these remedies?
a boiled lemon drink b steam bath c roast plantains d palm wine spit
- 5 How long did the patient have to sit in front of a steaming pot?
- 6 Where did the children go when Grandma's therapy did not work?
- 7 What did Ayo do with her quinine tablets?
- 8 What is John and Ayo's overall opinion of their Grandma's remedies? Justify your answer.
- 9 How effective do you think home remedies are? Explain your answer.

2 Find words in the text that have the same meaning as these words.

- 1 medicines 2 heated to 100°C 3 revolting 4 cry out loudly

3 Find words in the text that have the opposite meanings to these words.

- 1 forget 2 dry 3 safe 4 ineffective

Prepare for the exam! Units 1-2

Vocabulary

1 Write the appropriate form of the words in brackets to complete the sentences.

- 1 I'm coming. Don't be so! (patient)
- 2 Can you speak, please? (slow)
- 3 It's to play football in a busy street. (responsible)
- 4 They won't give you the job if you are (efficient)
- 5 If you want to succeed, try not to be so (organize)

2 Complete the dialogue with appropriate responses.

Justine: Let's go to the sports centre.

Lekane: No, I to do sport.

Justine: What's the? You look tired.

Lekane: I sleep last night. I well.

Justine: to hear that. Did you eat something bad?

Lekane: No, I a fever.

Justine: Maybe you a doctor.

Lekane: It's OK. I feel better now.

Justine: Well, how?

Lekane: Good idea. Let's do that!

3 Match the phrases 1-5 with their endings a-e.

- | | |
|--|---|
| 1 Ndemba and I get on well | a but we have a lot in common. |
| 2 I don't know Afia personally, | b banned smoking in public places. |
| 3 In some African countries, they have | c a serious problem among young people. |
| 4 Mrs Tanyi is older than me, | d because we have similar interests. |
| 5 Alcohol addiction is becoming | e but I've heard a lot about her. |

Grammar

1 Complete the following sentences with the correct word in the brackets.

- 1 The food (tasting / tastes / taste / tasty) delicious. Can I have some more, please?
- 2 The person who I (admiring / admires / admire / to admire) most is my English teacher.
- 3 My grandfather (gives up / is giving up / gave up / will give up) smoking five years ago.
- 4 (Ride / Riding / Write / Writing) a motor bike without a helmet is dangerous.
- 5 After living in town for three years, we are (used to / not used to / get used to) it. We don't want to leave again.
- 6 It's late. You'd better (be going / gone / go / went) home now.
- 7 Pawpaws, mangoes and oranges (growing / grows / grow / grew) in tropical climates.
- 8 'Why did you decide to (take up / take / took / taking up) running?' 'To get fit.'

Writing

1 Do only one of the following tasks.

Task 1 You have made a new friend at school. Write an email of 150-200 words to another friend or member of your family who you haven't seen for a while. Tell him / her all about your new friend and how you met.

Task 2 Write an essay of 150 words on any one of the following topics:

- A Fake medicines and genuine medicine
- B Traditional methods of healing patients
- C The importance of making new friends

Technology

Unit 3

1 Lead in

Look at the pictures. What are the people doing?
What effect do mobile phones have on people's lifestyle?



Vocabulary



2 Listen and say these technology words aloud. Which words are similar in your language?

- | | | |
|------------|----------------|----------------|
| • airtime | • app | • battery |
| • charger | • coverage | • calculator |
| • download | • icon | • keypad |
| • landline | • network | • password |
| • ringtone | • screen | • SIM card |
| • handset | • text message | • touch screen |

3 Compound words

Find ten compound nouns in exercise 2.

Take notice

Compound nouns are formed with two different words. They can be one word or two words.
Examples: *mobile phone*, *smartphone*.



4 Complete the sentences with the compound words in exercise 2.

- Before I use my phone, I have to type in my to activate it.
- I have installed my own personal so I recognize my phone when it rings.
- My phone has a to type messages, not a touch screen.
- I don't often call people because I can't afford much
- It's cheaper to send a than to call someone.
- A won't work without a battery.
- More people have mobile phones than these days.
- I use my smartphone to music from the Internet.

5 Speaking

- How many people that you know have a mobile phone?
- What do you / they use it for?
- How often do they use it?

Reading

1 Before you read

Read these statements about mobile phones. Which ones do you agree / disagree with? Why?

- 1 Mobile phones will replace landlines everywhere.
- 2 Mobile phones produce dangerous radiation which can cause disease.
- 3 Mobile phones are a waste of money.

2 Read the webpage. Which of these professions are mentioned?

- business people • doctors • farmers • teachers • workers



The screenshot shows a web browser window with the URL <http://www.themobilecommunity.com>. The page title is "The Mobile Community". The navigation menu includes "Home", "Magazine", "Statistics", "About", and "Contact". There is a search bar on the right. The main content area is titled "Africa's mobile revolution" and features a photograph of a woman in a rural setting talking on a mobile phone. The text discusses the rapid growth of mobile phone ownership in Africa, its impact on communication, and its use in various sectors like business, banking, and agriculture. Below the main text is a "Comments" section with four user comments: George, HotRob, Zorro, and Doguy, each with a small icon and their respective text.

Africa's mobile revolution



Mobile phone ownership in Africa has **exploded**, and is fast replacing other forms of communication. Until recently, most mobile users were city **dwellers**, but this has changed as network coverage has spread to rural areas. Mobile phones have now become the main way for people to share information in places with no landlines. This mobile technology has already started to transform different areas of life, from business and banking and agriculture to politics. Big and small businesses alike **rely on** mobiles to respond to customers and manage stock or deliveries.

Text messages are increasingly used to transfer money and pay bills. In rural areas, farmers can receive advice, weather **forecasts** and market prices without travelling into town, while social networks like *Facebook* have played a key role in recent political **uprisings**.

Cheap Chinese handsets have made it possible for more people to own a mobile and teenagers are the group which has benefited most from the drop in prices. The mobile phone has already become an important part of youth culture.

We'd like to know what you use your mobile for. Has it changed your life? Send us your experiences by SMS or post them here.



Comments



George

I have a clothes retail business. I contact clients and pay for stock with my mobile. I also advertise on *Facebook* – 'There are fancy tops for sale at stall A8.'



HotRob

I use my mobile to find work. It has changed my life because employers can contact me easily. I can't afford much airtime, so I avoid using it for other things.



Zorro

The two mobiles in my home belong to my parents. Mum **lends** me one when I go out, so I can 'beep' her when I want to come home. She doesn't answer my call to save airtime. She just sends my brother to get me.



Doguy

I've got a smartphone which I use for everything, chatting with friends, playing games and downloading music. I've just downloaded an app for learning English verbs, but I haven't tried it yet! 😊

3 Read the text again and choose the correct answers.

- 1 Mobile phones are the main form of communication for people who
 - A live in towns.
 - B can't afford a landline.
 - C don't have landlines.
 - D live in the country.
- 2 ... use mobile technology to get the weather forecast.
 - A Business people
 - B Farmers
 - C Bankers
 - D Customers
- 3 Citizens have used social networks to during political protests.
 - A pay bills
 - C communicate
 - B transfer money
 - D get advice
- 4 More teenagers have been able to buy mobiles since
 - A prices went down.
 - B the Chinese started importing them.
 - C network coverage improved.
 - D the last political uprising.
- 5 Zorro is
 - A a student.
 - B a worker.
 - C a tradesman.
 - D a schoolboy.

4 Match the red words in the text with their definitions.

- 1 rebellions
- 2 depend on
- 3 predictions
- 4 increased very much and very fast
- 5 gives a thing to someone temporarily
- 6 people who live in a place

5 Discussion

Discuss these questions.

- 1 What are the main advantages of having a mobile phone?
- 2 How can smartphones change people's lives?
- 3 What are the dangers of mobile phones?
- 4 What would / do you use a smartphone for?

Vocabulary extension

Verbs + prepositions

6 Some verbs are always followed by a preposition. Find these verbs in the text. What prepositions follow them?

- belong • rely • respond • chat • benefit

7 Choose the correct prepositions. Use a dictionary to help you.

- 1 My brother never agrees **with** / **at** me.
- 2 Mrs Belco suffers **for** / **from** severe headaches.
- 3 The teacher complained **at** / **to** my parents.
- 4 Don't worry **of** / **about** exams yet.
- 5 John spends a lot **on** / **in** airtime.
- 6 We apologized **for** / **to** arriving late.

8 Writing

Choose five verbs in exercises 6 and 7 and write five true sentences.

Example: *We rely on our teachers to prepare us for exams.*

Pronunciation

/h/



9 Listen to the pronunciation of the letter *h*. Then listen again and repeat.

have has haven't hasn't handset how he here

Grammar

Present perfect (and just, already, yet, still)

- 1** Read these sentences in the present perfect. Choose *a* or *b* to complete the rule.
Find more examples of the present perfect in the text on page 34.

- 1 Mobile phones have changed people's lives. 2 I've never flown in a plane.

Rule

We use the present perfect to

- a** talk about experiences with no specific time reference.
- b** say when something happened in the past.

- 2** Complete the sentences with the verbs in the box.
Use the correct form of the present perfect.

Example: My brother has broken his arm.

- | | |
|----------------------------------|--------------------------------|
| 1 My parents _____ a new mobile. | 4 Our team _____ the match. |
| 2 We _____ that film six times! | 5 My sister _____ her clothes. |
| 3 She _____ her homework. | 6 I _____ Chinese food. |

break
buy
not wash
not do
see
not eat
win

- 3** Look at the bold words in sentences 1-7.
Then answer questions a-c about the bold words.

- | | |
|--|--|
| a Which words do we use in affirmative sentences? | 1 I haven't met the new student yet . |
| b Which words do we use in questions? | 2 I've already eaten Chinese food. |
| c Which words do we use in negative sentences? | 3 Have you ever been to France? |
| | 4 We've just finished breakfast. |
| | 5 He still hasn't finished his essay. |
| | 6 Has your brother come home yet ? |
| | 7 She's never seen a lion. |

- 4** Look at the sentences in exercise 3.
Then complete these sentences using the words in brackets.

Example: Our team has never won a match. (never / win)

- | | |
|--|---|
| 1 My father _____ Nigeria. (already / visit) | 4 My parents _____ at home. (just / arrive) |
| 2 My boyfriend _____ my parents
(not meet / yet) | 5 _____ Japanese food? (you / ever / eat) |
| 3 _____ all the irregular verbs _____? (you / learn / yet) | 6 I _____ the essay. (still / not write) |

- 5** Write questions and short answers.
Then ask and answer the questions with your partner.

Example: you / ever / win / a competition (✓) / (x)

→ Have you ever won a competition? Yes, I have. / No, I haven't.

- | | |
|--|---|
| 1 you / learn / all the irregular verbs / yet? (✓) | 3 your friend / ever / break / his arm? (✓) |
| 2 you / ever / swim / in the sea? (✓) | 4 your teacher / meet / your parents / yet? (x) |

6 Speaking

Ask and answer questions with a partner using the phrases in the box.

- | | |
|---|----------------------------|
| 1 take part in a competition or an exam | 4 have bad marks in a test |
| 2 send a text message or an email | 5 sing in a choir |
| 3 use a smartphone to go online | 6 be to the dentist's |

Example: Have you ever taken part in a competition? Yes, once.

Useful phrases

- Yes, occasionally.
- Yes, a lot of times.
- No, never.
- Yes, a few times.
- Yes, once or twice.

Communication

Checking information - question tags

- 1** Doris is talking to Abbo, who is visiting Douala. Listen and choose the correct answers.

Doris: Hello Abbo! My friend Aisha has told me all about you.

You're here on holiday, (1) **aren't you** / **don't you**?

Abbo: Yes, I am. I'm visiting relatives.

Doris: You live in Nigeria, (2) **don't you** / **did you**?

Abbo: Yes, I do. I'm from Lagos.

Doris: You haven't been here before, (3) **have you** / **did you**?

Abbo: No, I haven't. This is the first time.

Doris: You flew here, (4) **didn't you** / **have you**?

Abbo: Yes, I did. It was my first flight.

Doris: I've never flown in a plane. You weren't frightened, (5) **were you** / **weren't you**?

Abbo: No, I wasn't. It was fun.

Doris: You aren't staying long, (6) **are you** / **aren't you**?

Abbo: No, I'm not. I'm leaving on Saturday.

Doris: That's a shame. You'll come back, (7) **will you** / **won't you**?

Abbo: That depends.

- 2** Listen to the intonation of the sentences and question tags in the chart. Then say them aloud. Pay attention to the intonation.

Question tags

You're here on holiday, aren't you?

You live in Nigeria, don't you?

You haven't been here before, have you?

Answers

Yes, I am. / No, I'm not.

Yes, I do. / No, I don't.

Yes, I have. / No, I haven't.

- 3** Practise the dialogue in exercise 1 with a partner. Pay attention to the intonation.

- 4** Imagine you meet a European tourist on holiday in your country. Complete the sentences with question tags. Then say the sentences aloud.

1 You're British, _____?

2 You don't speak my language, _____?

3 You haven't been here before, _____?

4 You went to the market yesterday, _____?

5 You've enjoyed your holiday, _____?

6 You're going home tomorrow, _____?

5 Writing and Speaking

Write five things you know about your partner. Use the ideas in the box. Check the information using question tags. Pay attention to the intonation.



You're seventeen, aren't you?

No, I'm not. I'm sixteen.



age
home
favourite subject
food
interests and sports
plans for the future

Reading

1 Before you read

Look at the picture. What are the people doing? What is special about the language people use in text messages? How do you think it affects writing skills?

2 Skim read the text. Match the topics A-F with the paragraphs 1-5.

There is one topic that you do not need.

- | | |
|------------------------------|--|
| A Text message language. | D The influence of texting on Twitter. |
| B Texting competitions. | E Texting versus reading and writing. |
| C The importance of texting. | F The history of SMS. |

Texting

1 On 3 December 1992, a 22-year-old British engineer called Neil Papworth used his computer to send the text message 'Merry Christmas' to the mobile phone of a colleague called Richard Jarvis. It was the first ever text message. Jarvis couldn't reply because mobile phones didn't have keypads in those days. The first mobile which allowed the user to type text messages was commercialized by Nokia in 1993.

2 Today SMS (Short Message Service) has become the second most commonly used feature on a mobile phone (behind checking the time), and it is estimated that over 9 trillion messages are sent every year – the equivalent of 250,000 every second. Since 2007, texting has even **overtaken** speaking on the phone.

3 Texting is particularly popular with **tech-savvy** teenagers who use it to **keep in touch** with their friends. They have developed a special text language with abbreviations, initials and emoticon smiley symbols (😊) called 'text-speak'. For example, the letter 'b' is used for the word 'be'. Similar letters are 'c' (see), 'r' (are), 'y' (why), and 'u' (you).

4 Many people believe that texting **damages** children's ability to write properly, but recent research has shown that the opposite is true. For the past ten years, a British university has studied the effects of texting on 8-12 year-olds. They have found that children who are fluent at text messaging have

txtin iz messin,
mi headn'me englis,
try2rite essays,
they all come out txtis.
gran not plsed w/letters shes getn,
swears i wrote better
b4 comin2uni.
& she's African

(Information of the Guardian,
www.theguardian.com/uk,
© Hetty Hughes)



better **literacy** skills than youngsters who do not use mobile phones. Texting improves their ability to recognize rhymes and speech patterns. So parents who are concerned about their texting children should stop worrying!

5 Texting has also inspired some unusual competitions. The World Texting Championship has existed since 2010. Participants compete to type the fastest and most accurate message. Two Korean students are the current world champions. A few years ago, the Guardian newspaper in the UK **launched** a text poetry competition and received nearly 7,500 entries! This poem by Hetty Hughes was the winner. Can you read it?

Fact Buster

- Text messages used to be limited to 160 characters.
- The world record 'texter' sent 566,607 messages in one month; that's 13 texts a minute!
- In Malaysia, it's legal to divorce via text message!

3 Read the text again and choose the correct answers. There may be several correct answers.

- 1 The first text message was sent from a
 A mobile phone.
 B computer.
 C smartphone.
- 2 Mobile phones didn't have until 1993.
 A keypads
 B SMS networks
 C clocks
- 3 More people use their mobiles to send messages than to
 A check the time.
 B call people.
 C go online.
- 4 Research has shown that children who text a lot
 A have good literacy skills.
 B can't write properly.
 C can't read.
- 5 Competitors in the World Texting Championship have to
 A send text messages quickly.
 B text in Korean.
 C write text poems.

4 Match the **red** words in the text with their definitions.

- 1 who know a lot about technology
- 2 started
- 3 harms
- 4 be in contact with
- 5 gone ahead of
- 6 reading and writing



5 Discussion

Work in small groups and list things that you can do with a smartphone.

Number the things in the order of how useful they are.

Then compare your list with other students.

6 Play a game

Write these text messages in English. Put them in the correct order of the conversation. Then practise the conversation with a partner.

- 1 fine and u?
- 2 dnt b l8!
- 3 hi how r u 2day?
- 4 gr8 can i c u 2nite?
- 5 Ok c u @ 7.30
- 6 hi john

Vocabulary extension

Take notice

Many adjectives are followed by a **specific preposition**.

You need to learn the adjective and preposition **together**.

Examples: *good at, frightened of, serious about, different from, addicted to...*

Adjectives + prepositions

7 Find these adjectives in the text and write the prepositions that go with them.

- 1 popular
- 2 fluent
- 3 concerned

8 Choose the correct prepositions. Check your answers with your teacher.

- 1 She's interested **of** / **in** science.
- 2 Mum was angry **to** / **with** me.
- 3 I'm excited **about** / **for** the match.
- 4 Are you fond **with** / **of** chocolate?
- 5 I'm grateful **at** / **to** you.
- 6 Mum's incapable **of** / **for** sending an SMS.

Pronunciation

/hæv/ and /hæv/

9 Listen to the pronunciation of *have* in these dialogues. Then listen again and repeat.

- 1 A Have you been here before?
 B Yes, I have.
- 2 A Have you seen Doris?
 B No, I haven't.

Grammar

Present perfect + *for* and *since*

Take notice

We use the present perfect with *for* and *since* for actions that **started in the past** and **continue in the present**.

1 Read the sentences. Then complete the rules with *for* and *since*.

1 I've lived in this town **for** sixteen years.

2 I've lived in this town **since** 2003.

Rules

a We use _____ with a length of time.

b We use _____ with a point in time.

2 Put words in the box into the correct groups. Then add three more examples to each group.

For	Since
two hours	

July
three weeks
a long time
Christmas
ages
2010
ten years

3 Complete the dialogue with *for*, *since*, *Have* and *How long*. Then practise the dialogue.

Flora: *How long* have you been in Dakar, Pierre?

Pierre: I've been here (1) _____ Saturday. And you? (2) _____ you lived here for long?

Flora: Yes, I have. I've lived here (3) _____ eight years now.

Pierre: (4) _____ have you had a smartphone?

Flora: I've had a mobile (5) _____ I was fourteen years old.

Pierre: You're so lucky! I've wanted a smartphone (6) _____ a long time.

Present perfect and past simple

4 Read the sentences. Then answer the questions.

1 I've bought a dictionary.

2 I bought a dictionary in September.

a Which sentence has a specific time reference? What tense is used?

b Which sentence refers to a past action but has no reference to when the action happened? What tense is used?

5 Complete the email with the present perfect or the past simple form of the verbs.

Hi Ngono,

Guess what! I'm on holiday with my parents in New York! I've been here for six days.

We (1) _____ (fly) direct from Dakar last Saturday. We (2) _____ (already / do) a lot of things since we arrived. We (3) _____ (visit) the Statue of Liberty and Ground Zero, we (4) _____ (be) to Ellis Island. We (5) _____ (not visit / any museums / yet). Last night, we (6) _____ (see) a show on Broadway. Right now, we are in a café and I (7) _____ (just / eat) an enormous burger with French fries. My dad isn't here. He (8) _____ (go) to buy souvenirs to take home.

See you soon.

Solange

Vocabulary

1 Lead in

Look at the picture.

What are the people doing?

Where can you see scenes like these? How different is the situation in big towns?



2 Complete the statements about television with the words in the box.

- There are only state-owned TV _____ in my country.
- There are no annoying _____ which interrupt programmes on the BBC.
- Houses used to have ugly _____ on their roofs, but most homes have _____ these days.
- The BBC and CNN _____ all over the world.
- The _____ is very bad in my village because the signal is weak.
- We've got an old-fashioned TV. The new _____ sets are too expensive.

channels satellite dishes
broadcast adverts reception
flat screen TV aerials

3 Speaking

Correct the statements in exercise 2 so they describe your experience of television.

There are
state-owned
and private
TV channels
in my country.



Listening

4 Before you listen

How often do you watch television? What are your favourite programmes?
What programme do you never miss?

5 Listen to an inhabitant of Bam in Cameroon talking about the arrival of television in her village. Choose the correct words in the summary. Then listen again and check.

A businessman called Pa Max brought the first TV to Bam from (1) _____ (Algeria / Nigeria). For most villagers it was the (2) _____ (first / last) time they saw a TV set. In those days, there was only one (3) _____ (public / private) TV channel and it only broadcast for (4) _____ (two / three) hours each day. The villagers (5) _____ (could / couldn't) understand most of the programmes. Today, (6) _____ (many / all) households have their own TV sets. A woman has just installed two (7) _____ (colour TV sets / satellite dishes) so she can run a business.

6 Discussion

Discuss the questions about television.

- Can you remember the first time you watched TV?
- What was TV like when you were young?
- How has TV changed since you were a child?



Writing

An informal letter

1 Before you write

Imagine that your family has moved to another country. What would you find difficult at first? What would you miss? Tell your partner.

2 Read the letter. Answer these questions.

- 1 Where is Christine? Roger?
- 2 How do they know each other?
- 3 What question is Christine answering in the first line?
- 4 What does Christine miss about home?

Model text

Thursday 7th April, Dabou

Dear Roger,

It was great to hear from you. Yes, I am happy here now. The people are friendly and I've made a lot of friends since I arrived. I haven't been home to Parakou since I got here and I miss my relatives. You asked me what TV is like here. Well, it's amazing! There are a lot of local channels and I can also get English-speaking channels from all over Africa with our satellite dish. My favourite programme is *Question pour un champion* on TV5. I watch it every Friday. Have you seen it?

Has TV changed much since I left? Are there any English-speaking channels? What's your favorite TV programme?

That's all for now. Say hello to your family. Please write soon.

Christine

3 Put these expressions for informal letters under the headings below.

- Bye
- Hi!
- Write back soon
- How are things?
- All the best,
- How are you?
- Bye for now
- Love
- Take care.
- It was great/ lovely to hear from you.
- That's all for now.
- Dear...,
- Thanks for your letter. I'm sorry I haven't written for ages.
- Say hello to...
- How are you?

Starting a letter

Dear _____,

Ending a letter

4 Read the Strategy box. Find four questions in the letter. Then write three more questions

Writing Strategy

Asking questions

When we write an informal letter to a friend or relative, we often include questions to find out their news. For example:
Have you done anything interesting lately?
How is school going? Are you coming home at Christmas? How are your parents?

Writing Task

Imagine that you are Christine's former primary school classmate. Write a reply to her letter. Give her your news and answer her questions.

5 Decide what news could interest her, for example, news about former primary school classmates, friends you have made, interests you have taken up, people you haven't seen for a long time, etc.

Greeting Greet your friend.

Paragraph 1 Thank her for her letter and mention something she wrote about.

Paragraph 2 Give her your news and include information about former classmates.

Paragraph 3 Answer her questions. Ask her one or two questions.

Ending Write a suitable ending.

6 Write your letter in 100 to 150 words following the paragraph plan.

Check Unit 3

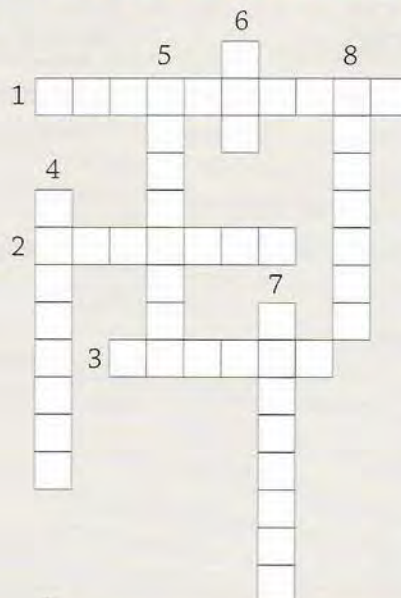
1 Copy and complete the crossword puzzle.

Across

- 1 mobile phone that connects to the Internet
- 2 amount of time paid for in communication
- 3 mobile phone keyboard

Down

- 4 fixed telephone line or fixed phone
- 5 the sound made by a mobile phone
- 6 abbreviation for applications
- 7 secret word to access a mobile phone or computer
- 8 telephone company that provides services for mobile phone



2 Form compound nouns by combining words from list A with words from list B.

- | | | | | | | | | | |
|---|-------|---------|---------|-------|-----------|---------|--------|----------|---------|
| A | youth | mobile | weather | touch | satellite | social | text | TV | SIM |
| B | phone | message | dish | card | channel | culture | screen | forecast | network |

3 Match words in exercise 2 with these definitions.

- 1 A round aerial that receives signals.
- 2 A phone you can use anywhere.
- 3 An electronic communication sent and received on a mobile phone.
- 4 A personal smartcard inside a mobile phone.
- 5 A special website people use for communicating.
- 6 A display which works when you touch it.

4 Complete the sentences with the correct prepositions.

- 1 My brother is very clever. He is good _____ science subjects.
- 2 She is fond _____ sweet food and spends all her money _____ ice cream.
- 3 Larissa is more and more interested _____ classical music.
- 4 They are all excited _____ making the trip to Accra next Easter.
- 5 Most farmers are grateful _____ the government for paying a profitable price for their cotton.
- 6 She is incapable _____ using all the functions on her new smartphone.

5 Copy and complete the table below.

	Affirmative	Negative	Interrogative
1	a. _____	b. _____	c. Have you visited Douala?
2	a. _____	b. I haven't had this for a long time.	c. _____
3	a. He has been top of his class.	b. _____	c. _____
4	a. _____	b. _____	c. Has she bought a new dress?
5	a. _____	b. They haven't sung the national anthem.	c. _____
6	a. The train has left the station.	b. _____	c. _____
7	a. _____	b. They haven't found their dog.	c. _____

Check Unit 3

- 6** John is interviewing you and other members of your family about experiences you have had. Write his questions and short answers.

Example: Christine / be / Lomé ☒

Has Christine been to Lomé? No, she hasn't.

- | | |
|---|---|
| 1 Mr Aballo / travel / abroad? <input checked="" type="checkbox"/> | 4 Flora and Romeo / drive / their parents' car? <input checked="" type="checkbox"/> |
| 2 Mrs Aballo / use / smartphone? <input checked="" type="checkbox"/> | 5 You / eat / Chinese restaurant? <input checked="" type="checkbox"/> |
| 3 Larissa / send / text messages? <input checked="" type="checkbox"/> | 6 Your parents / meet / the President? <input checked="" type="checkbox"/> |

- 7** Rewrite the sentences in exercise 6 using the prompts.

Example: Christine / never: *Christine has never been to Lomé.*

- | | |
|-----------------------------|---------------------------------------|
| 1 Mr Aballo / several times | 4 Flora and Romeo / a couple of times |
| 2 Mrs Aballo / never | 5 You / often |
| 3 Larissa / once or twice | 6 They / never |

- 8** Complete the conversation with the correct form of the verbs.

- A** Excuse me, how long (1) _____ you _____ (be) on the platform?
B I (2) _____ (be) here for half an hour.
A (3) _____ the train for Abomey _____ (leave) yet?
B Yes. It (4) _____ already _____ (leave). It (5) _____ (leave) about fifteen minutes ago.
A Hmm. And how about the one for Parakou? (6) _____ it _____ (leave) too?
B No. It (7) _____ (leave) yet. It (8) _____ (leave) Platform B at 12:05.
A It's only 11:15. I've still got plenty of time. Thank you very much.
B You're welcome.

- 9** Complete the sentences with *ever*, *never*, *in*, *ago*, *for*, *since* and *how long*.

- A** Where do you go to school?
B I go to Pythagoras High School.
A (1) _____ have you been at that school?
B I've been there (2) _____ four years.
A So you started high school (3) _____ 2012.
B That's right.
A Have you got friends in your school?
B Bintu is my best friend. I met her during the English Club's trip to Accra four years (4) _____. We have been good friends (5) _____ then.
A And have you (6) _____ been top of your class?
B No, I've (7) _____ been top of my class. But I would like to.

Self-assessment

Can you...

- | | |
|---|---|
| ■ talk about technology? | ■ choose between the present perfect and past simple? |
| ■ use compound nouns? | ■ use <i>already</i> , <i>yet</i> and <i>still</i> ? |
| ■ use adjectives and verbs with prepositions? | ■ use <i>for</i> and <i>since</i> ? |
| ■ use the present perfect? | |
| ■ make short answers? | |

Looking forward

Unit 4

1 Lead in

Look at the photos. Where do you think they were taken?
What types of energy do they show? Which is a clean energy? Why?



Vocabulary

Energy

2 Check the meaning of these words related to energy. Which ones are clean energy sources?
Then listen and repeat.

- solar • wind • nuclear • coal • gas
- firewood • biofuel • geothermal • hydroelectric • oil

3 Choose the correct words in the sentences.

- 1 In 2011, a tsunami caused a disaster at a **nuclear** / **solar** power station in Fukushima, Japan.
- 2 Oil / **Coal** is a black rock which is found underground.
- 3 Many people still burn **firewood** / **wind** for cooking.
- 4 **Biofuel** / **Hydroelectric** energy uses the power of water.
- 5 Wind / **Solar** power uses the sun's energy to produce electricity.
- 6 **Biofuel** / **Geothermal** energy is produced from plants.
- 7 Natural **gas** / **firewood** comes from underground and is mainly composed of methane (CO).
- 8 **Geothermal** / **Nuclear** energy is heat from the Earth.

4 Look at the pictures and complete the compound nouns with words from exercise 2.

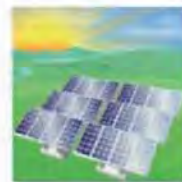


_____ turbine

_____ dam



_____ panel



_____ refinery



_____ waste



5 Speaking

Ask and answer the questions with a partner. Then compare your answers with the class.

- 1 What energy do you use for cooking and lighting in your home?
- 2 What type of energy is used to produce electricity at your school?
- 3 Which energy sources in exercise 2 are fossil fuels?

Reading

1 Before you read

Look at the picture in the text. What type of energy does it show? How does it work?

2 Read the blog. What is the purpose of this blog?

- 1 To describe how to build a biogas generator.
- 2 To discuss and share information about future jobs.
- 3 To persuade people to use renewable energy.

Let's look ahead

by Singh on April 24, 2015

With the end of high school not far off, we have to decide on a **career**. It's an important decision because some jobs might become obsolete, whereas others will develop. What sectors will offer the best opportunities in the future?

If you're interested in new technologies, there will be plenty of jobs in renewable energies. Solar and wind energy will be major power sources in the future. Companies will need engineers as well as technicians and workers to install and maintain solar panels and wind turbines. Two of my friends are going to study engineering so they can work in solar energy.

Other alternative energy sources will also develop. Have you heard of biogas? No? Well, I hadn't until I read an article about **farmers** in the Pradesh region of India who have installed biogas

digesters to produce gas. Biogas is a really exciting source of energy because it is simple, **affordable** and helps people save money.

How does it work?

A biogas digester transforms animal dung, human sewage and other organic matter into gas (mainly methane and carbon dioxide) which is then used for cooking and lighting homes. Here's a diagram.

There are also industrial biogas projects. I can see a bright future for biogas, and I'd like to get into it. But how? Any suggestions?



Comments

Kes2nepal

If you do an engineering course, you'll learn the basics. Then you could go **abroad** and specialize.

Cynthia

How can you consider a career in ANIMAL DUNG!? It's unimaginable! Yuk! If you work on a farm in the holidays, you'll see plenty of that. You may change your mind then!

Tonto

Don't let Cynthia put you off, Singh. Biogas is definitely going to develop. It's a really green alternative to fossil fuels and firewood. I typed 'Biogas engineering studies' into my **search engine** and I found lots of courses.

Padma

They're going to build a biogas generator on a dairy farm near me. It will produce gas for our village. It's an exciting project.

- 3** Find eight words in the text that are similar in your language. Can you guess their meaning in French?

Reading Strategy

Many words are similar in French and English, for example *sector* = *secteur*. This can help you guess their meaning.

Similar words

- 4** Read the text again. Complete the chart with information from the text.

Energy	Materials used	Advantages	Gases
Biogas	animal dung	simple	carbon dioxide
	(1) _____	(3) _____	(5) _____
	(2) _____	(4) _____	

- 5** Decide which sentences are true and which are false. Justify your answers and correct the false sentences.

- The writer thinks that there will be job opportunities in alternative energies.
- You have to study engineering to get a job in the solar industry.
- Biogas is only a good energy source for farms.
- Singh wants to know more about biogas projects.
- Cynthia thinks that working in biogas is disgusting.
- Tonto disagrees with Cynthia.

- 6** Complete the sentences with the **red** words in the text.

- In the USA, some _____ have more than a thousand cows.
- I've only travelled _____ once. I went to Nigeria.
- One of the most popular _____ is Google.
- Wind turbines are very expensive. They aren't _____ by most people.
- She started her _____ as receptionist, and now she's the hotel manager.

Vocabulary extension

Adjectives with suffix -able

- 7** Find three adjectives formed from these words and the suffix **-able** in the text.

- renew (paragraph 2)
- afford (paragraph 3)
- imagine (Cynthia's comment)

- 8** Complete the sentences with adjectives formed from the words in the brackets. Use the suffix **-able**, and a negative prefix if necessary.

- She's wearing a _____ gold necklace. (value)
- Your behaviour was _____. You must apologise. (accept)
- You're being _____. I can't miss school. (reason)
- We had an _____ afternoon. (enjoy)
- She is very _____ about alternative energies. (knowledge)

9 Speaking

Ask and answer these questions in pairs. Then tell the class.

- What career are you considering? Why?
- Will you continue studying after high school?

10 Writing

Write a comment for Singh's blog on page 46. Include your opinion about renewable energy.

Pronunciation

/ŋ/

- 11** Listen and repeat these words. Make sure you pronounce the /ŋ/ sound correctly.

going dung exciting engineering lighting cooking anger

Grammar

Will / won't; may and might

1 Look at these sentences. Copy and complete the rules with *will / won't, may and might*.

- | | |
|---|---|
| 1 Companies will need engineers. | 3 Some jobs might become obsolete. |
| 2 Oil won't disappear for a long time. | 4 You may change your mind. |

Rules

We use *will, won't, may* and *might* to make predictions about the future. (1) _____ express **certainty** about the future.
(2) _____ and (3) _____ express **possibility** about the future.

2 Write sentences with *will* or *won't* and the verbs in the box.

Example: Bintu / a doctor (✓). → *I think Bintu will become a doctor.*

- Comlan / engineering at university (x)
- The world / a better place in the future (✓)
- Humans / from our planet one day (✓)
- People / on other planets this century (x)
- Oil / by the end of this century (✓)
- Scientists / a cure for cancer one day (✓)

be
become
destroy
disappear
live
find
study

3 Reorder the words to make questions. Then answer the questions.

Example: married / you / one day / will / get ? → *Will you get married one day?*

No, I won't. I'll never get married.

- | | |
|---|--|
| 1 live / you / where / will / when you're older? | 4 leave / when / you / will / home? |
| 2 children / will / have / how many / you? | 5 write / you / one day / will / a book? |
| 3 job / do / you / what / will / when you're older? | |

4 In pairs, ask and answer the questions in exercise 3. Use *will / won't, may or might*.

First conditional



Where will you live when you're older?

I'm not sure.
I may go abroad.



5 Look at these first conditional sentences. What are the underlined tenses?
When do we use a comma (,)?

- If you take an engineering course, you'll learn the basics.
- We won't pollute the environment if we install solar panels.

6 Complete the sentences. Use the first conditional.

Example: If we (continue) *continue* burning fossil fuels, the climate (change) *will change*.

- I (not go) to university if I (fail) my exams.
- If you (arrive) late, you (miss) the bus.
- If you (install) a biogas generator, you (not have) to buy kerosene.
- We (protect) the environment if we (use) clean energy.

Writing and Speaking

Complete the sentences with your ideas. Then ask and answer questions with a partner.

- If I finish my homework early, _____
- If my mum doesn't feel well, _____
- If a famous person comes to town, _____
- If I have time this evening, _____



What will you do if you finish your homework early?

I'll cook dinner for the family.



Communication

Making travel arrangements

1 Complete the dialogues with the words in the box. Then listen and check.

- 1 A Can I help you, Madam?
 B Yes, please. (1) _____ the next bus to Parakou?
 A The next one (2) _____ at 14.30.
 B (3) _____ does it get to Parakou?
 A It gets there at 16.15.
 B (4) _____ is it?
 A It costs 3,000 francs.
 B Here you are.
 A Thank you, Madam.
- 2 A (5) _____ I help you, Sir?
 B Can you tell me when the next bus to Natitingou is?
 A There's one at 11.30.
 B (6) _____ does it take?
 A It takes five hours. You have to change at Abomey.
 B (7) _____ I have a return ticket, please?
 A That's 6,000 francs.
 B Here you are.
 A And here's your change, Sir. Thank you.

BOX

Can Could How long How much
 leaves What time When's

2 Listen to the intonation in the phrases in the chart. Then say the phrases aloud. Pay attention to the intonation.

Asking for information

When is the next bus to...?

How long does it take?

What time does it get to...?

How much is it?

Giving information

The next one leaves at 14.30.

It takes two hours.

It gets there at 16.15.

It costs 3,000 francs.

3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.

4 Listen to three dialogues and complete the chart.

Dialogue	Destination	Departure time	Arrival time	Ticket price
1				
2				
3				

5 Writing and Speaking

Work in pairs.

Choose a town in your country.

Imagine a bus timetable for this town.

Write a dialogue.

Then practise your dialogue in pairs.

Make sure you use the correct intonation.



Can I help you, Sir?

Yes, please. When is the next bus to...?



Reading

Date: 06-05-2279

1 Before you read

Look at the pictures. When and where does the story take place?

2 Read the story. Who is Sola Kovak? What is Vortex and where is it?

Dr Lennox Kovak is a famous doctor. He wants his daughter to study medicine, too, but Sola has different ideas. She wants to be an explorer. On her 18th birthday, Sola writes her father a message and leaves home.

Dad,
I hate living on Earth.
I'm not going to
be a doctor like you.
I'm going to travel
around the universe.
Love
Sola

13/11/2309



Thirty years later, Dr Kovak is aboard a spaceship on his way to a small planet called Vortex. It is the home of space adventurers. Dr Kovak is looking for his daughter Sola.



After a six-month journey, the spaceship **lands on** Vortex. As Dr Kovak **disembarks** and walks into the spaceport terminal he passes a smart woman in a blue uniform who is **boarding** the spaceship. The woman looks vaguely familiar.



Dr Kovak takes a spacebus to the Last Frontier Hotel. It is very popular with adventurers who stay there before travelling to unknown regions of space. Many of these astronauts never return.



The receptionist says that Captain Kovak **checked out** earlier, but he doesn't know where she was going. He suggests he speak to the manager who knows Sola Kovak well.



Suddenly, Dr Kovak remembers the smart woman in a blue uniform. Was it possible...? He hurries out of the hotel and gets a jet taxi to the space terminal.



Dr Kovak arrives at the terminal, just in time... to see the spaceship **lifting off** and **heading** into space.

3 Complete the summary of the story.

Sola Kovak left home aged 18 to become a space (1) _____ instead of studying (2) _____. Thirty years later her elderly (3) _____ travels to a distant (4) _____ to find his (5) _____. He discovers that she is a famous (6) _____ called Captain Kovak. On the day he (7) _____, his daughter leaves for (8) _____ and he misses her. He decides to get a (8) _____ home.

4 Match the red verbs in the text with their definitions. Some words have the same meaning.

- | | |
|----------------|--------------------|
| 1 get on | 4 leave the ground |
| 2 get off | 5 leave a hotel |
| 3 move towards | |

5 Writing

Write a dialogue for the situation below. Use phrases from page 49.

Then practise your dialogue with a partner.

Dr Kovak enquires about flight times and books a flight back to Earth.

Vocabulary extension

Suffixes -ist, -er, -or

6 Complete these jobs and occupations from the text with -ist, -er, -or.

- | | | |
|------------------|--------------|---------------|
| 1 reception_____ | 2 doct_____ | 3 explor_____ |
| 4 adventur_____ | 5 manag_____ | |



7 Work in pairs and make a list of jobs and occupations. Find at least three with the suffixes in exercise 6.

Pronunciation

/ə/

8 Listen and repeat. Make sure you pronounce the underlined syllables correctly.

- | | | |
|----------|-----------|-----------|
| director | daughter | astronaut |
| solar | policeman | about |
| | | energy |

Pronunciation Strategy

'Schwa' is the name for the most common sound in English. The symbol for this sound is /ə/.

It is a weak, unstressed sound. If you pronounce the schwa sound correctly, your pronunciation will sound more natural.

Grammar

Be going to

1 Look at these sentences. Choose the correct words to complete the rule.

- 1 I'm not going to be a doctor.
- 2 I'm going to travel around the universe.
- 3 Is she going to visit her father? Yes, she is. / No, she isn't.

Rule

We use *be going to* to make predictions / explain plans and intentions.

2 Write affirmative and negative sentences. Use *be going to*.

Example: (your friends / play) football on Saturday

→ *My friends aren't going to play football on Saturday.*

My friends are going to play football on Saturday.

- | | |
|--|------------------------------------|
| 1 (the students / revise) irregular verbs at the weekend | 4 (Ngonzo / work) harder next year |
| 2 (you and your parents / go) to church on Sunday | 5 (Oscar / cook) dinner tonight |
| 3 (you / visit) my grandparents tomorrow | 6 (I / get) married when I'm older |



3 Ask and answer questions about the plans in exercise 2 with a partner.



Are your friends going to play football on Saturday?

No, they aren't. They're going to do their homework.



Take notice

We can use the present continuous to talk about future arrangements that **already have been organised**.
Example: *Dr Kovak is leaving on Wednesday, 29th May 2320.*
(He has already booked his flight.)

Will and going to

4 Match sentences 1-4 with the uses a-d.

- 1 She's going to see her father.
- 2 I'll have to get the next flight.
- 3 People will travel to Mars one day.
- 4 Will you come with me?

- a a prediction about the future
- b a future plan or intention
- c to make a request
- d for a decision at the moment of speaking

5 Choose the correct words.

- 1 One day, I'll be / am being a famous astronaut.
- 2 She's working / 's going to work harder next year.
- 3 We're meeting / will meet at 6.30.
- 4 OK. I'll come / 'm coming with you.
- 5 Are you lending / Will you lend me your mobile, please?

6 Complete the dialogue with the verbs in brackets. Use *will* or *be going to*.

- A We (1) _____ (play) against the Stars team tomorrow.
B I'm sure you (2) _____ (win). Their best player is injured.
A (3) _____ (you/come) and support us?
B I can't. But I (4) _____ (celebrate) with you after the match.



Ivory Coast won't win the Africa Cup next year.

I'm going to study medicine and become a doctor when I'm older.



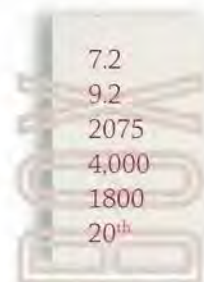
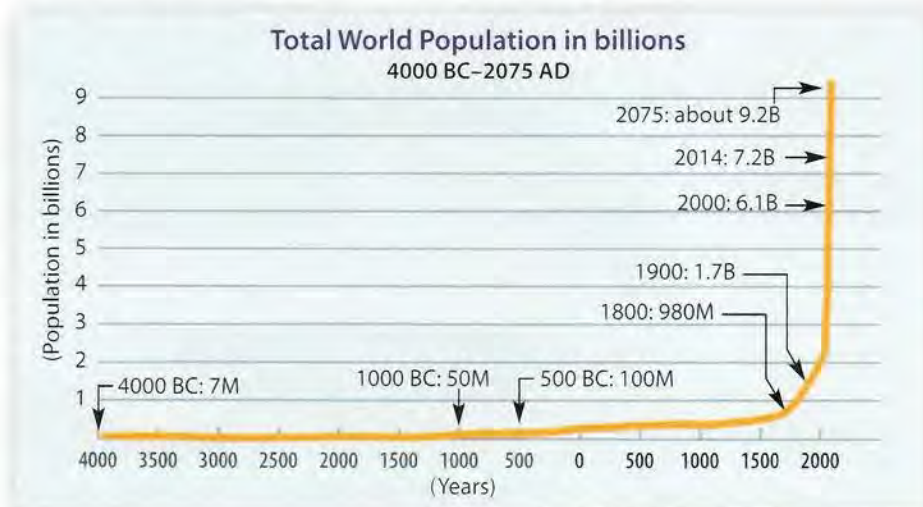
7 Writing

Write three predictions and three plans or intentions.

Vocabulary

1 Lead in

Look at the graph. What global problem does it illustrate?
Complete the summary with this information.



The graph shows that world population increased very slowly for the first (1) years. Then between 1000 AD and (2) it increased steadily. At the beginning of the (3) century, it started to increase very rapidly. Today, the global population is about (4) billion. If this trend continues, the world population will be about (5) billion in the year (6)

2 Speaking

Work in small groups and number these world problems 1-7 according to how serious they will be in the future. 1 = extremely serious, 7 = not very serious

- overpopulation [...]
- famine [...]
- energy crisis [...]
- poverty [...]
- climate change [...]
- access to water [...]
- unemployment [...]

Listening

3 Listen to three people from different countries talking about the future.
Who is optimistic (o) and who is pessimistic (p) about the future?

- 1 Padma 2 John 3 Lucas

4 Complete the texts for each speaker.

1 Padma is from For Padma, the most serious problem will be In her country there are 1.26 billion people today and the number will be in 2020. This will cause unemployment and

2 John is from For John, the most serious problem will be This is already a problem in his country and it will get worse with If there isn't enough water, crops won't grow. This might cause

3 Lucas is from For Lucas, the most serious problem might be the when fossil fuels run out. But he is confident that sources will replace it and this will stop

5 Speaking

Read the texts again. Which speaker do you agree / disagree with? Tell the class.

Writing

An article

1 Before you write

Read the advert. Work in small groups and discuss how the following things will be different in the future.

Note down your ideas.

- health
- education
- energy
- transport
- space
- population
- environment

2 Read the article. Is the writer an optimist or a pessimist? Does she include any ideas you discussed in exercise 1?

What will the future be like?

Are you an optimist or a pessimist? How will technology affect people's lives? Write an article with the title *In the year 2200*. If it's good, we'll publish it!

Model text

In the Year 2200

by Enanga

1 I am sure that the world will be very different in the year 2200 if humans survive. Technology will solve many of our problems, and it will help improve people's lives. Unfortunately, this won't happen for a long time.

2 The 21st century will probably be a difficult time. Oil and gas will run out and this will seriously affect transport and industry. By 2050, there will be about 9 billion people on Earth. This overpopulation will have serious consequences, such as wars for water and food.

3 Things will start to improve from 2100. Solar and wind power will be the main forms of energy, so there will be less pollution. Space travel will develop, and people will start living on other planets.

4 In general, I am optimistic about the future. I believe that in 2200, there will be fewer people on Earth. They will be better educated and have better lives.

Writing Strategy

Supporting details

A paragraph usually consists of a **topic sentence** and **supporting details**. These details constitute the main body of the paragraph. Supporting sentences develop and explain the main idea of the topic sentence.

They may answer questions like *who, when, what, why* or *how*.

3 Read the Strategy box. Then answer the questions.

- 1 Which sentence best summarises the writer's view of the future?
 - a Life will gradually be better.
 - b Life will get worse before it gets better.
- 2 Which are the topic sentences in paragraphs 2 and 3? Can you rephrase them?
- 3 What supporting details are mentioned in each of these paragraphs?
- 4 Which paragraph only presents negative details?

Writing Task

Write an article with the title 'In the year 2200'.

- 4 Make notes under the paragraph headings using your ideas from exercise 1. Write topic sentences for paragraphs 2 and 3. Then add one or two supporting details.

- Paragraph 1** Introduction: include your opinion
Paragraph 2 First main idea + supporting details
Paragraph 3 Second main idea + supporting details
Paragraph 4 Conclusion: sum up your ideas

- 5 Write your article following the paragraph plan. (100-150 words)

Check Unit 4

1 Write the sources of these types of energy.
Choose from the words in the box.

- 1 solar energy 2 biogas 3 hydroelectric 4 nuclear power 5 wind power

the wind
radioactivity
organic matter
water
the sun

2 Make six compound nouns related to energy
with the words in the box.

Example: *biogas digester*

biogas	panel	coal	oil	dam
solar	mine	energy	fuel	refinery
digester	hydroelectric	fossil	renewable	

3 Complete the sentences with the words in the box.

- Burning _____ fuels is the main cause of climate change.
- On some dairy _____ in the US, there are over a thousand cows.
- A _____ digester uses organic waste to produce gas for cooking and lighting.
- They have installed solar _____ on our school roof.
- There is a huge hydroelectric _____ on the Nile at Aswan in Egypt.
- Solar and wind power are renewable _____ sources.

biogas
dam
energy
farms
fossil
panels

4 Choose the correct verb forms.

- The bus **leaves** / **will leave** at 6.30.
- Have you heard? They **re going to** / **will** build a dam in Ethiopia.
- If you don't hurry, you **are going to** / **will** miss the programme.
- Goodbye. I **m going to** / **might** see you next week.
- Don't worry. I **m going to** / **will** help you.
- Scientists **are going to** / **will** find a vaccine for AIDS one day.

5 Complete the sentences using *will* or *be going to*.

- A** Our biogas generator has broken down.
B Oh, really? When (1) _____ (you / fix) it?
A I (2) _____ (work) on it this afternoon.
B I (3) _____ (help) you if you like. I'm free all day.

- A** I have a terrible headache. I haven't got any aspirin.
B Don't worry. I (4) _____ (get) you some.

- A** What is Ebrimat researching on the Internet?
B Wind turbines. He (5) _____ (design) a wind turbine.
 He hopes it (6) _____ (produce) enough electricity
 for the village.

- A** I don't understand how a biogas generator works.
B It is simple. I (7) _____ (explain) it when I've finished my homework.

- A** My pen has just run out. Have you got another blue one?
B No, I haven't. But I (8) _____ (lend) you Lisa's.



Check Unit 4

6 Complete the sentences with *may / might, going to or will*.

- A** Do you know where your sister is?
B No. But she (1) (be) on the beach.
- A** What (2) you do if you can't get the job?
B I (3) (train) to be a mechanic.
- A** When are you going to see your mother at the hospital?
B I (4) (visit) her this afternoon.
- A** The German team is leading by 2-1 and there are ten minutes to play.
B The Algerian team (5) still equalize.
- A** Fidelia was feeling better when I saw her this morning.
B (6) (she / be able) to attend the meeting?
A Yes, I'm sure she (7)
- A** What (8) (you / do) tomorrow?
B I haven't decided yet. I (9) (visit) my cousin. How about you?
A It depends on the weather. If it's dry, I (10) (go) running.

7 Complete the conversation with sentences a-f in the box.

Assistant: Hello, Sir. Can I help you?

Traveller: (1)

Assistant: A single or a return ticket?

Traveller: (2)

Assistant: That's 3,000 francs, please.

Traveller: (3)

Assistant: Here's your change and your ticket.

Traveller: (4)

Assistant: It leaves at 9.15.

Traveller: (5)

Assistant: About 45 minutes.

Traveller: (6)

- a** Thank you very much.
b Here you are.
c Thanks. When does it leave?
d And how long does it take to get there?
e Yes. I'd like a ticket for Abidjan, please.
f A return ticket, please. How much is it?

8 You are going to visit a friend or family member in another town.

Write a short email telling your friend about your travel arrangements, including time of departure and arrival.

Self-assessment

Can you...

- talk about energy?
- talk about the environment?
- use *will* and *won't*?
- choose between *will / won't* and *be going to*?
- use *may* and *might*?
- make travel arrangements?

Prepare for the exam!

Reading comprehension

Read the text carefully and answer the questions below.

Social networking

Social networking is when you connect with other people online using special websites, such as *Facebook*, *Linkd'In* and *Twitter*. Many teenagers use social networking extensively, even more than email, to communicate with other people.

How does it work? You choose a social network website and you create your account and page. You can post anything on this page - your profile, personal information, photos, video and comments. Then you decide who can access your page. These people are your 'friends' and they can make comments, upload photos, etc. on your page. It's great for sharing information such as photos with loved ones who live far away.

How safe is social networking? As with any public place, there are dangers. In general, social networks are safe if you follow basic safety rules. Most social networking sites have strong privacy settings that enable you to decide what information to share with other people. You can restrict access to information to a few people. For example, you can post photos which only a few friends or family members can see. It is essential that young people understand and use these settings appropriately. You should never post embarrassing photos or personal information on the page which everyone can see.

What about children? Although most social networking sites require children to be over a certain age (often 13) to sign up without their parents' permission, many kids as young as 8 lie about their age, so they can use social networks. Children so young may not know anything about online safety, so it is essential that parents monitor what their child is doing online.

Should parents become friends of their children online? Some parents insist on being their children's friends so they can check what is going on. This is ok for younger children but parents should be careful not to post messages or photos that would embarrass their child.

As kids get older, they may refuse their parents access. This is just a normal part of growing up.

1 Answer the questions or do the activities.

- 1 Give three examples of social networking websites.
- 2 True or False? You do not need an account and a password in order to access a network website.
- 3 What three things can you post on your website?
- 4 Who can access your website? Choose the correct answer.
a Everybody. **b** Only family members. **c** People you choose. **d** Enemies.
- 5 Why is networking great? Choose three reasons from the choices below:
a You can share information such as photos with loved ones who live far away.
b You can upload photos.
c You can make comments.
d You can harass your friends.
- 6 How do you make social networking safe? Choose two ways.
a You decide what information to share with other people.
b You give access to everybody who wants to be your friend.
c You can restrict access to information to a few people.
d You comment on everything that is posted on the website.

Prepare for the exam! Units 3-4

- 7 What kind of photo should you not post on a social networking website?
- 8 Is there an age when children are not allowed to access social networking websites?
- 9 How do young people under 13 get access to social networking?
- 10 Give one reason for and against parents becoming friends of their children online.

Vocabulary

1 Complete the sentences with the following words: *firewood, download, biogas, geothermal, solar*.

- 1 power uses the sun's energy to produce electricity.
- 2 energy is heat from the Earth.
- 3 We use both gas and for cooking.
- 4 is simple, cheap and affordable.
- 5 I use my smartphone to music from the Internet.

2 Complete the sentences with words formed from the words in brackets. Use suitable suffixes.

- 1 My sister bought a leather bag in the market. (value)
- 2 The answered all the calls and left the messages in our rooms. (reception)
- 3 The will have a lot of work if we plant more fruit trees. (garden)
- 4 Where did Titi study? She is so (knowledge)
- 5 They say life is short. Let's make our lives (enjoy)

Grammar

1 Complete the following sentences using *for, since* and *ago*.

- 1 I have had an email address I was fifteen.
- 2 My mother has been at her new job just a month.
- 3 Do you know that my sister had her first mobile phone ten years ?

2 Complete the sentences by choosing the correct word from the brackets.

- 1 If I (am having / will have / have) time, I'll cook dinner.
- 2 John and I (is going / will / are going) to visit our grandparents tomorrow.
- 3 I'm sure the world (will / might / may) be a better place in the future.
- 4 Have you (yet / ever / just) seen a website? No. I haven't.
- 5 If Catherine's computer (crashes / crashed / crash) again, we will call an engineer.

3 Complete the sentences with the correct forms of the verbs in brackets.

- 1 If they, they'll miss the bus. (not hurry)
- 2 Fantastic news! Fatou all her exams. (pass)
- 3 How long in this town? Since 2012. (they / live)
- 4 I'm sure astronauts to Mars one day. (travel)
- 5 We the 8 o'clock bus. I bought the tickets this morning. (get)

Writing

Do only one of the following tasks. Write 150 to 200 words.

Task 1 Write an informal letter to a friend giving information about your family.

Task 2 What do you think the world will be like in the year 2035?

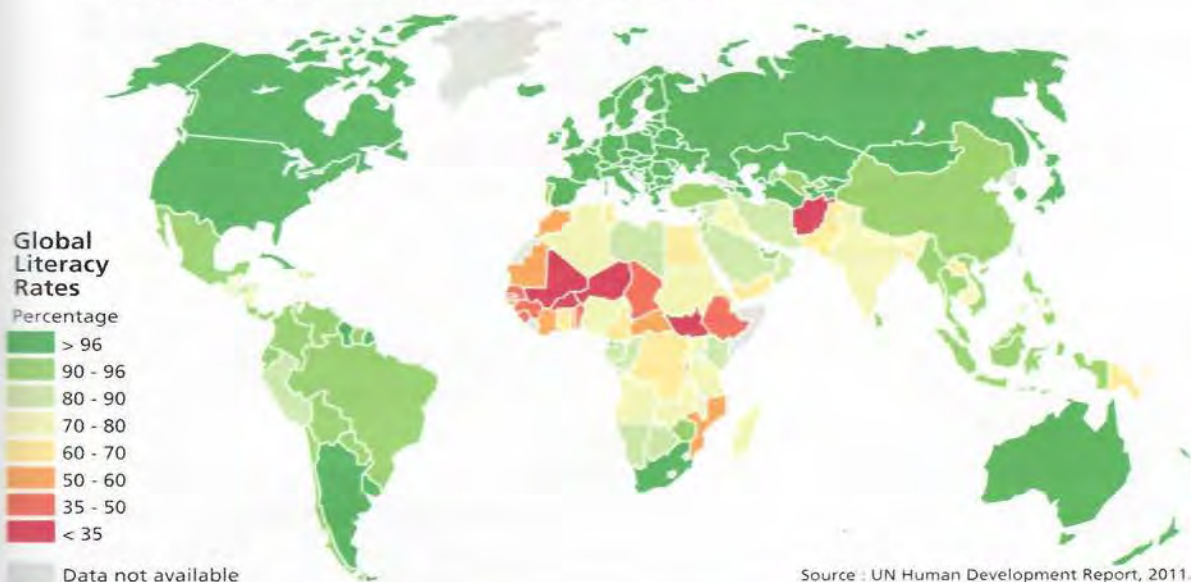
Task 3 Give the advantages and disadvantages of social networking.

Gender and education

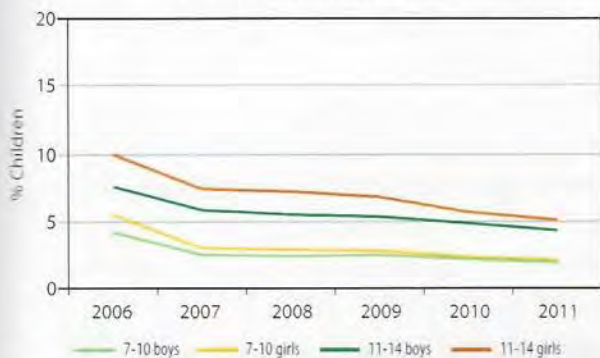
Unit 5

1 Lead in

Look at the map. It illustrates the rates of literacy in the world. What is literacy? What is illiteracy? In which countries is the problem of illiteracy the most serious? In which countries are more people literate?



Girls / boys out of school in India



3 Look at the map and the graph, then decide if the statements are true or false.

- The problem of illiteracy has been solved in most of Africa.
- The number of Indian children out of school has decreased since 2006.
- Australia needs to address the problem of illiteracy.
- China still hasn't succeeded in eradicating illiteracy.
- School attendance in India is improving.
- The Indian government has reduced the number of children with no education.
- India has achieved gender equality in education.
- The number of Indian girls attending school has increased.
- The percentage of children attending school in India has fallen.

Vocabulary

Problems and solutions

- 2 Check the meaning of the words in the box. Then listen and say the words aloud.

address	fall	increase
succeed	reduce	decrease
improve	solve	achieve

4 Speaking

In pairs, look at the map and answer the questions.

- What is the rate of literacy in your country?
- Which African countries have the lowest / highest literacy rates?
- What do you think are the causes of illiteracy?
- How can we reduce illiteracy?

Reading

1 Before you read

Read the quotations. What do they mean?

'One child, one teacher, one pen and one book can change the world. Education is the only solution. Education First.' *Malala*

'If you educate a boy, you educate a person. But if you educate a girl, you educate a whole nation.' *Anonymous, African proverb*

'Who opens a school door, closes a prison.' *Victor Hugo*

2 Skim the text. Which quotation best summarizes the main idea of the text? Write a suitable title for the text.

It is widely recognized that girls' education is one of the most effective **means** of development for communities and society as a whole. Today's girls are tomorrow's wives, mothers, caregivers, entrepreneurs and leaders. By educating girls, society can reduce child mortality, improve nutrition and health, and increase economic growth. Nevertheless, gender discrimination in education is still relatively high. **This**¹ is especially true of sub-Saharan Africa where twice as many girls as boys receive no education. There are many reasons, including poverty, the school environment and cultural attitudes to gender roles.

Many poor families cannot afford to pay school **fees** or buy uniforms and textbooks for all their children and **they**² are more likely to favour the boys' education. A few countries, including Ghana and Ethiopia, have abolished school fees and the enrolment of girls in primary schools has increased considerably. In Ethiopia, for example, girls' **enrolment** increased rapidly from 30% to 75% when fees were abolished. In Benin, primary education is free, and secondary education is also free for girls up to the 3rd form.

The school environment also affects girls' **attendance**. In many rural areas, children have to walk long distances to school and parents fear for their daughters' safety. Another problem is that some schools do not have any toilets that are specifically for girls. **This**³ can cause embarrassment, and girls sometimes have to face up to threats of harassment or even **assaults** in unsupervised rooms and areas.

Traditional customs greatly contribute to marginalizing girls' education. Some cultures actively discourage girls from getting an education. **They**⁴ believe that a woman's place is at home, not at work. Some young girls marry and have children at a very early age. Some parents do not see much value in educating a girl. They think it is a waste of money to invest in her education. Even when a girl goes to school, she doesn't have much time to study because she has to do housework as well.

Although many problems still exist, things are improving and more girls are attending primary school. More schools are girl-friendly, and there are more female teachers. Several countries are considering abolishing school fees, while **others**⁵ are **legislating** against child marriage. All these measures are starting to make a difference.

3 Answer the questions.

- 1 In what part of Africa is gender inequality still a problem?
- 2 Why is it expensive to send a child to school?
- 3 Why do some poor families educate boys, not girls?
- 4 How did Ethiopia increase the number of girls going to school?
- 5 What are some of the conditions in schools that expose girls to harassment?
- 6 How do traditional ideas about gender roles affect the education of girls?
- 7 According to the text, what measures are helping to improve gender equality in education?

4 What do the underlined words 1-5 in the text refer to?**5 Find words in the text which are similar to words in your language.**

Example: *education*.

6 Match the red words in the text with their definitions.

- | | |
|---------------------------------|--|
| 1 money paid to attend school | 4 the act of officially joining a school |
| 2 physical attacks (on someone) | 5 presence; being in a place |
| 3 making laws | 6 methods; ways |

7 Discussion

Discuss these questions in small groups. Then report back to the class.

- 1 Do you know any girls who left school young? Why?
- 2 How girl-friendly (or unfriendly) is your school?
- 3 Can you suggest some improvements to girls' education?

Vocabulary extension

Adverbs

8 Find the adverbs below in the text.

Which adverbs modify verbs, and which ones modify adjectives?

- | | | | |
|-----------|--------------|--------------|----------------|
| • widely | • relatively | • especially | • considerably |
| • rapidly | • greatly | • actively | |

Take notice

Adverbs are used to modify verbs and adjectives.

9 Complete the text with adverbs formed from the words in brackets.

The number of girls attending the new school had increased (1) ____ (consider). The children were dressed (2) ____ (smart). They were singing (3) ____ (happy). They took part (4) ____ (active) in school clubs and assured us they would go to school (5) ____ (regular). We admired them (6) ____ (great).

10 Write sentences with six of these adverbs.

- | | | | | |
|-----------------|--------------|----------|----------|-------------|
| • exceptionally | • absolutely | • badly | • well | • easily |
| • gradually | • happily | • really | • kindly | • amazingly |

Pronunciation

Syllable patterns

- 11** Listen to the adverbs in exercise 10. Underline the stressed syllable in each word and match the words with the syllable patterns. Then say the words aloud.

O	Oo	Ooo	Oooo	oOoo	oOooo
<u>well</u>	<u>badly</u>				

Grammar

Some and any

1 Study these sentences. Do we use *some* or *any* in questions and negative sentences?

- 1 Some cultures discourage girls from studying.
- 2 Is there any supervision?
- 3 There aren't any separate toilets for girls.

2 Complete the sentences with *some* or *any*.

- 1 I haven't got _____ money to get the bus.
- 2 In _____ countries, more girls attend university.
- 3 Are there _____ new students in your class?
- 4 In _____ classes, there are over sixty students.
- 5 There isn't _____ sexual harassment at my school.
- 6 Have we got _____ English homework?

Countable and uncountable nouns with *much*, *many*, *a lot of*, *(a) little*, *(a) few*

3 Look at the underlined nouns in these sentences.

Which nouns are countable, and which ones are uncountable?

Then complete the rules with *countable* or *uncountable*.

- 1 In many areas, children walk to school.
- 2 She doesn't have much time to study.
- 3 A few countries have abolished fees.
- 4 In Ethiopia, a lot of girls go to school.
- 5 There is little interest in girls' education.
- 6 We haven't got a lot of time to study.

Rules

We use *much*, *(a) little*, *a lot of* with _____ nouns.

We use *many*, *(a) few*, *a lot of* with _____ nouns.

4 Put these nouns into two lists. Write the plural forms of the countable nouns. Then add more words to your lists.

- custom • danger • energy • homework • information
- person • school • student • time • work

Countable nouns

custom - customs

Uncountable nouns

danger

Take notice

In affirmative sentences, *much* is not usually used.

I have a lot of work. NOT *I have much work.*

But with *so* and *too*, we can use *much* in affirmative sentences.

I have too / so much work.

5 Choose the correct words to complete the sentences.

- A Are there (1) **many** / **much** illiterate adults in your village?
- B Yes, there is (2) **a lot of** / **much** illiteracy.
- A Do (3) **many** / **much** girls go to school?
- B (4) **A few** / **A little** girls don't go to school.
- A Those who go to school don't have (5) **many** / **much** time to study in the evenings. They have so (6) **a lot of** / **much** homework!
- B What about the boys? Do they do (7) **a lot of** / **much** homework, too?
- A No. The boys do very (8) **few** / **little** homework. But (9) **many** / **much** boys spend (10) **a lot of** / **much** time doing farm work, instead.

6 Writing

Answer the questions. Then use your answers to write a paragraph about your school.

- 1 How many students are there in your school?
- 2 How large are your classes? Give the number of students per class.
- 3 How many teachers are there in your school?
- 4 Is the number of male teachers equal to that of female teachers?
- 5 Are there separate toilets for girls and boys?
- 6 Are there as many girls as boys in your school?
- 7 What particular problems do girls face in your school?

Communication

Making deductions



1 Choose the correct words to complete the dialogues. Listen and check.

- 1 A Do you know where Justine is?
 B She (1) **may** / **would** be in her room. Have you looked?
 A She isn't there.
 B Well, she (2) **didn't** / **hasn't** gone out, so she (3) **must** / **can** be in the bathroom.
 A Yes, you're right. I can hear her singing.
- 2 A Have you seen Omar this morning?
 B No, I (4) **haven't** / **didn't**. He wasn't in the first class. He (5) **has** / **could** be ill, or something.
 A He (6) **can't** / **isn't** be ill. I saw him last night at basketball and he was fine.
 B Well, he (7) **must** / **will** have a problem otherwise he'd be at school.
 A He (8) **might** / **should** just be late. It's happened before.



2 Listen to the intonation in the sentences in the chart.

Then say the phrases aloud. Pay attention to the intonation.

Enquiring about someone / something

Do you know where Zola is?

Have you seen Zola?

Where's Zola?

Deductions

She **may** / **might** be (in her room).

She **must** be...

He **could** be (ill).

He **can't** be...



3 Practise the dialogues in exercise 1 with a partner.
 Pay attention to the intonation.

Take notice

May, might and could express possibility and have very similar meanings.
Must and can't express certainty.



4 Listen to three dialogues. Choose the correct words.
 Dialogue 1

- 1 Mother can't find her glasses / handbag.
 2 She finds them in the living room / bathroom.

Dialogue 2

- 3 Bouba and Justine can hear people laughing / crying next door.
 4 They think it is certain / possible that someone has died.

Dialogue 3

- 5 Flora says that her parents usually get home at 5.30 / 6 pm.
 6 Their parents got home early / didn't go to work.

5 Writing

Write deductions for these situations. Use *may* / *might* / *could*, *must* or *can't*.

- 1 You can't find your mobile phone. You are talking to your brother/sister.
 2 It is late and your dad still hasn't come home. You are talking to your mum.
 3 Your volleyball team has a match soon and one of the team members hasn't arrived.



6 Writing and Speaking

Write a dialogue for one of the situations in exercise 5.

Then practise your dialogue with a partner. Make sure you use the correct intonation.

Reading

1 Before you read

Look at the photo.
What is the woman doing?

2 Read the text quickly.

Match the sections with the topics.
There are two extra topics.

- | | |
|--------------|-------------|
| A Marriage | D Education |
| B Employment | E Elections |
| C Driving | |



18 The magic age - not everywhere!

*How old do you have to be to get married, leave school, drive a car, or vote in your country?
In most places, 18 is the magic age when a child legally becomes an adult,
but this isn't the case everywhere, or for everything.*

1 Nina Muller is too young to drive a car, but she can vote! Austria recently became the first European country to **lower** the voting age in national elections from 18 to 16. Only a few other nations, including Argentina and Brazil, allow voting at 16, but others, like the UK, are debating the issue. The most common minimum voting age across the globe is 18, but in Japan it is 20 and in Cameroon and in Ivory Coast you have to be 21 to vote. In a majority of countries, you don't have to vote if you don't want to, but in Australia, Argentina and Belgium it is **compulsory**. In these countries, taking part in elections is considered a citizen's **duty**.

If you don't vote, you face **sanctions**.

2 Andy and Kelly are both 16 and they have just got married without their parents' permission. They could do this because they live in Scotland where 16 is the legal age for marriage. In England, and most other countries, you have to get parental **consent** to marry if you're under 18, and marriage is illegal under 16. In China, the minimum age for marriage is 22 for men and 20 for women! In a few Muslim countries like Yemen, there is no minimum age, and many girls are forced into marriage when they're very young, causing great emotional and physical suffering.

3 3 year-old Loic Gautier is painting at his local nursery school. Loic doesn't have to go to school until he is 6, but a quarter of French 2 year-olds, and 95% of 3 year-olds go to school every day. Loic will have to stay at school until he is at least 16, which is the legal school leaving age in France and a majority of countries. In a few countries like Israel and Germany, school is compulsory up to 18, while in Morocco and Tanzania, children don't have to stay at school after 13.

3 Decide which sentences are true and which are false. Correct the false sentences.

- 1 Nina Muller is from Australia.
- 2 You can vote when you're 18 in Cameroon.
- 3 16 year-olds need their parents' permission to marry in England.
- 4 Most countries have a minimum legal age for marriage.
- 5 A majority of French two year-olds go to school.
- 6 Tanzanian children can't leave school until they are 16.

4 Complete the chart with countries from the text.

Voting	Marriage	Education
The legal voting age is 16 in Austria, (1) _____ and (2) _____.	The minimum legal age to get married without parental consent is 16 in (6) _____.	The minimum school starting age is 6 in (8) _____.
It is 20 in (3) _____ and 21 in (4) _____ and (5) _____.	It is 18 in (7) _____.	School is compulsory until 18 in (9) _____ and (10) _____.
		In (11) _____ and (12) _____ it is 13.

5 Answer the questions.

- Which countries have compulsory voting? Why?
- What country has no minimum age for marriage?
- What are the consequences for girls?
- What is the school leaving age in a majority of countries?
- Where do children have to stay at school until they're 18?

6 Match the red words in the text with their definitions.

- | | |
|---------------------------------|--------------|
| 1 moral or legal responsibility | 4 bring down |
| 2 permission | 5 punishment |
| 3 obligatory | |



7 Speaking

Work in pairs and answer the questions about your country. Note down your answers.

- How old must you be to vote in a national election?
- Is voting compulsory?
- What is the minimum age to get married?
- When do children have to start school?
- When can children leave school?

Vocabulary extension

Adjectives with suffix -al

8 Many adjectives are formed with a noun + -al. Find adjectives formed from these nouns in the text. Add more adjectives with -al to the list.

- 1 emotion 2 physic 3 parent 4 nation

9 Complete the sentences with adjectives formed from the words in the box.

- | | |
|--|---|
| 1 There must be a _____ answer. | 4 Nigeria's _____ conflicts are very serious. |
| 2 That's just my _____ opinion. | 5 Mozart was a _____ genius. |
| 3 With the Internet, the world has become a _____ village. | 6 Your hairstyle is very _____. |

region
person
globe
origin
music
logic

10 Writing

Write a paragraph about your country's youth laws. Use your answers in exercise 7.

In my country, we can vote in national elections when we are ...

Pronunciation

Linking of must and mustn't

11 We don't pronounce the final 't' in must and mustn't before a consonant. Listen and repeat.

There must be an answer.
She must leave yet.

You mustn't shout.
They mustn't smoke.

He must go now.
Children mustn't drink alcohol.

Grammar

Have to, must and should

1 Look at the underlined words in these sentences. Then complete the rules a-c.

- | | |
|--|---|
| 1 In Australia you <u>have to</u> vote. It's the law. | 4 You <u>mustn't</u> drive a car without a licence. It's against the law. |
| 2 In Cameroon, you <u>must</u> be 21 to vote. | 5 You <u>should</u> work harder. You could do a lot better. |
| 3 In France, children <u>don't have to</u> start school at the age of two. | |

Rules

- a We can use (1) _____ and (2) _____ to express obligation.
 b We can use (3) _____ to express no obligation.
 c We can use (4) _____ to express a recommendation.

2 Choose the correct words.

In South Africa, children (1) **have to** / **should** start school at the age of seven. Under the age of 15, they (2) **don't have to** / **mustn't** work. Children aged 15-18 are allowed to have a job, but they (3) **must** / **mustn't** do dangerous jobs. 18 is the legal age for marriage; between 16 and 18, children can get married, but they (4) **have to** / **don't have to** get their parents' written consent. South African children (5) **don't have to** / **mustn't** stay at school after 15. There are many other things that under 18 they (6) **mustn't** / **don't have to** do, for example they (7) **mustn't** / **don't have to** smoke or drink alcohol. It's illegal.

3 Complete the sentences. Use your answers to exercise 7 on page 65.

In my country,

- | | |
|--|---|
| 1 you _____ be _____ to vote in a national election. | 4 children _____ start school at _____. |
| 2 voting isn't compulsory, so citizens _____ vote. | 5 they _____ stay at school until they are _____. |
| 3 you _____ get married until you are _____. | |

4 Write meaningful sentences using *have to*, *don't have to* or *mustn't*.

Example: help with the housework → *I have to help with the housework.*

- walk to school
- study English at school
- cook dinner on school days
- study two foreign languages
- do the food shopping
- get up early on Saturdays

Take notice

Have to and *must* both express **obligation** and they have similar meanings.
You must go to school. = You have to go to school. (It's the law.)

5 Complete the sentences with your ideas. Then find out if other students agree.

- | | |
|---------------------------------------|---|
| 1 Teachers shouldn't _____ | 4 Older students don't have to _____ |
| 2 The school-leaving age should _____ | 5 In exams, we mustn't _____ |
| 3 In our school, we mustn't _____ | 6 When the teacher arrives, we must _____ |

6 Writing

Work in groups and design a School Rules poster. Write eight school rules with *have to*, *don't have to* and *mustn't*. Use these or your own ideas.

- | | | | |
|-----------------|-------------------------|------------------|-------------------------------------|
| ● mobile phones | ● eat in class | ● wear a uniform | ● stand up when the teacher arrives |
| ● chew gum | ● listen to the teacher | ● shout in class | ● arrive at 6 am. |

Vocabulary

1 Lead in

Read the definition of a boot camp.

Why do parents send their teenagers to boot camps?

How are boot camps different today?

2 Look at the definition in exercise 1 again.

Complete the description with words in the box.

The first boot camps started in the USA in the early 1980s as an alternative to (1) _____ for young people who had committed (2) _____. The idea was to change difficult teenagers' (3) _____ with a tough military-style (4) _____. Since the 1990s, commercial boot camps have become popular. These special boarding schools are for teens that behave badly or have started breaking the (5) _____, by taking (6) _____ or getting into fights. At these schools, teenagers have to follow a strict routine with lots of physical exercise. People in favour of boot camps say that they prevent teen from becoming juvenile (7) _____. They see the camps as a way to turn around 'problem teenagers' who are at risk of getting into serious (8) _____ or even being sent to prison. However boot camps do not suit everyone, especially teens with emotional problems.

behaviour
crimes
delinquents
discipline
drugs
law
prison
trouble

A boot camp is a special school for teenagers who behave badly and do not obey their parents. Early boot camps used military-style methods. But these days, boot camps offer special programmes such as camping and wilderness expeditions, to help teenagers overcome their problems.

3 Complete the sentences with the correct form of the verbs in the box.

- My father punished me when I _____ into trouble at school.
- I don't know anyone who _____ the law.
- The judge _____ the man to prison for stealing a motorbike.
- A gang of street kids have _____ a number of crimes.
- Students are expected to _____ all the school rules.
- Some people who _____ drugs become dealers.

commit
break
get
take
follow
send

4 Discussion

Discuss these questions.

- How do parents deal with 'problem teenagers' in your country?
- Do you think boot camps are a good / bad idea? Why?
- What is the best way to reduce crime?

Listening

5 Listen to Mani, Afia and Yéro talking about their schools. Who goes to a boot camp?

6 Listen again and choose the correct answers.

- What does Mani dislike about his school?
 - It's very big.
 - There are strict rules.
 - He has to wear a uniform.
- Why does Mani go to this school?
 - It's near his home.
 - Students do well there.
 - There's strict discipline.
- Does Afia ever get homesick?
 - Hardly ever.
 - Not anymore.
 - Occasionally.
- What does Afia dislike about her boarding school?
 - There are no boys.
 - She can't go home every day.
 - She has a lot of homework.
- Yéro goes to a special boarding school because...
 - his parents live abroad.
 - his parents don't like the local school.
 - he was behaving badly.
- What is Yéro's attitude today?
 - His parents' decision was a wise one.
 - He is angry with his parents.
 - He is unhappy at school.

7 Work in groups. Write one advantage and one disadvantage about these schools:

- state schools
- single-sex schools
- independent (private) schools
- boarding schools

Example: An advantage of state schools is that you don't have to pay.

Writing

A description of a weekly routine

1 Before you write

Complete the sentences about your weekly routine.

- 1 I have to get up at _____
- 2 I start school at _____
- 3 I finish school at _____
- 4 After school, I _____
- 5 In the evening, I have to _____
- 6 At the weekend, I have to _____

- 2 Read GJ's description of his weekly routine on the English Club website. What things are different from your routine? What things are similar?

Model text

Me lazy? You must be kidding! by GJ

Many adults complain about how lazy teenagers are. I think this is unfair. Here is a description of my week. Do you really think I am lazy?

Every morning I must get up at six o'clock. I have to leave at 7 am because I walk to school. I finish school at 3.30, but I don't go home then. I go to English Club on Mondays and Thursdays. I also play basketball, so I have to train on Wednesdays.

At home, I have to help with the housework because both my parents work. I always do the washing up, and on Fridays I have to cook dinner. I also have to do my homework.

On Saturdays, I have a job at the market, so I have to get up at six again! On Sundays, I don't have to get up early, but I have to help at home, go to church, and then, in the evening, revise my school work. It's a busy week! Do you really think I am lazy?

- 3 Read the Study focus. Then complete the sentences with *because* or *so*.

- 1 Mum takes me every morning _____ she works near my school.
- 2 I go to bed very late, _____ I'm often tired.
- 3 I don't always do my homework _____ I don't have time.
- 4 Yesterday I missed the bus, _____ I got to school late.
- 5 I get to school early, _____ I can spend time with my friends.

Study focus

Because and so

We use *because* to introduce a reason.

I have to leave at 7 am because I walk to school.

We use *so* to introduce a result.

I have a job, so I have to get up at 6 am again.

Writing Task

Write a description of your weekly routine for your school website.

- 4 Make notes under the paragraph headings. Use your ideas in exercise 1 to help you. Use *because* and *so* where it is possible.

Paragraph 1 The school day

Paragraph 2 At home

Paragraph 3 At the weekend

- 5 Write your description in 100 to 150 words following the paragraph plan.

Check Unit 5

- 1** Complete the text with the missing words. The first letter of each word is given.
Each dash represents a letter.

(1) I ----- describes the state of a person who cannot read or write in their own language. But today it covers a wider range of realities. A person who can't use a computer today is 'computer (2) i-----'.

Governments in developing countries have set up programmes to promote adult (3) l----- . The (4) e----- of rural women in these programmes is encouraged in various ways, for example, women don't have to pay (5) f----- . Also, attendance is not (6) c----- . The number of rural women who have benefited from these programs has (7) i----- considerably since the 1980s.

- 2** Match the words in the box with their synonyms.

- 1 attack 2 make laws 3 agreement 4 responsibility
5 find solution 6 punishment 7 bring down 8 become better

assault
consent
duty
improve
legislate
lower
sanction
solve

- 3** Copy and complete the tables.

Adjectives	Adverbs
incredible
good
bad
happy
final

Adjectives	Adverbs
extreme
exceptional
enthusiastic
heavy
easy

- 4** Complete the sentences with adverbs from exercise 3.

- 1 The task was ----- difficult, but after a lot of hard work we ----- managed to complete it.
2 He always does ----- in maths tests even though he works hard.
3 She plays the guitar and sings very ----- .
4 It rained ----- for a week causing extensive flooding.
5 The audience applauded ----- at the end of the performance.
6 She is ----- generous. Many people rely on her in difficult times.

- 5** Match the quantifiers in the box with the pictures.

1 ----- rice



2 ----- rice



3 ----- bananas



4 ----- bananas



5 ----- bananas



a few
a lot of
few
a little

Check Unit 5

6 Choose the correct words.

- 1 A lot of / Much shops open on Sundays in my country.
- 2 In the desert, there is little / few water during the dry season.
- 3 Farmers grow a lot of / a little vegetables and some / any rice in the Ouémé River Valley.
- 4 He's a rich farmer. He has much / a lot of land.
- 5 I only have a little / some tapioca left.
- 6 We haven't got many / much money.
- 7 Some / Any people work on the palm oil plantation.
- 8 There aren't some / any plantains left.
- 9 How much / many does a kilo of tomatoes cost?
- 10 Is there some / any water in the jug?

7 Rewrite the sentences using the words in brackets.

- 1 Farmers haven't grown a lot of corn and cotton this year. (only / a little)
- 2 The factory didn't produce many cars last month. (only / a few)
- 3 There weren't many people at the celebration. (few)
- 4 I don't have a lot of money. (little)
- 5 Nigeria doesn't export a lot of crude oil. (much)

8 Write down what you 'don't have to' do or 'mustn't' do in these contexts.

- 1 It rained a lot last night, so I _____ water the garden this morning.
- 2 Admission to the Independence Day match is free. You _____ buy a ticket.
- 3 You _____ eat that sandwich. It's for your father's lunch.
- 4 We have a lot of food in the refrigerator. We _____ go to the market.
- 5 The streets are not safe at night in this city. You _____ walk around late.
- 6 Shshsh! You _____ talk during the speech.

9 Complete this conversation. Use may / might / could or must to express probability or certainty.

- A Is your sister here?
B No. She's revising with her friend Abiba. She (1) _____ be at her house.
- A She promised to lend me her laptop. Do you know where it is?
B I'm not sure. It (2) _____ be in her bedroom. I'll look. ... No, it isn't there.
- A It (3) _____ be in the study.
B No, it isn't there either.
- A How about her wardrobe? She always hides it there.
B You're right. It (4) _____ be there. ... Here it is!

- 10 You can't find the objects in the box. Write a conversation between a friend, a sister, a brother and you. Use *may / might / could* and *must* to express certainty and possibility. Use the conversation in exercise 9 as a model.

mobile phone
watch
sunglasses
MP3 player

Self-assessment

Can you...

- talk about education?
- talk about problems and solutions?
- use adverbs?
- use countable and uncountable nouns?
- use *some* and *any*?
- choose between *much*, *many*, *a lot of*, *(a) little*, *(a) few*?
- use *don't have to* and *mustn't*?
- make deductions with *may*, *might*, *could* or *must*?

Citizenship

Unit 6

1 Lead in

Look at the logos of NGOs (Non-Governmental Organizations) or international organization(s). Do you recognize any of them? Match the names of the organizations a-c to the logos.



- a Red Cross
- b Save the Children
- c Amnesty International

2 Complete the sentences with the names of organizations in exercise 1.

- 1 _____ works to protect human rights and save people from injustice.
- 2 _____ brings emergency medical aid and basic healthcare to people in need.
- 3 _____ fights to protect children's rights and improve their lives.

Vocabulary

Verbs for taking action

3 Choose the meaning in brackets of the underlined verbs. Then listen and repeat. Make sure you stress the bold syllables.

Example: Our class is participating in a race for charity. (take part / start)

- 1 The Red Cross provides medical aid. (uses / gives)
- 2 The charity is launching a series of actions. (starting / completing)
- 3 Amnesty International campaigns to abolish the death penalty. (fights / helps)
- 4 Local people support the solar energy project. (oppose / defend)
- 5 Educating girls is the best way to empower women. (give authority / refuse authority)
- 6 The WWF is committed to saving rainforests. (works hard / has decided)
- 7 Nelson Mandela's life inspired many young people. (discouraged / influenced)

4 Choose the correct words in the sentences.

- 1 Greenpeace is an NGO which **campaigns** / **supports** against climate change.
- 2 Countries should **provide** / **empower** local people to find local solutions.
- 3 The Red Cross **inspires** / **provides** healthcare when there are disasters.
- 4 The volunteers are **committed** / **empowered** to protecting children.
- 5 Gandhi's non-violent methods have **launched** / **inspired** many civil rights' activists.
- 6 Hundreds of volunteers **participate** / **provide** in the event each year.
- 7 The organization is **committing** / **launching** a media campaign.
- 8 Amnesty International **supports** / **provides** political prisoners everywhere.

5 Speaking

Answer the questions.

- 1 What other NGOs have you heard of? What do they do?
- 2 What NGOs are there in your country?
- 3 Which of the NGOs or international organization(s) in exercise 1 do you think is the most useful? Why?

6 Writing

Write a few sentences about an NGO or a local charity. Use these questions to help you.

What is its name? What does it do? Where does it work? Why is it important?

Reading

1 Before you read

Look at the photo.

Who do you think the people are?

What are they doing?

Why do you think they are doing it?

2 Read the webpage. Then match the headings with section 1-5. There is one extra heading.

- History
- How it works
- Mission
- Today
- Tomorrow
- Who we are



Do you know 'Clean Up the World'?

1 *Clean Up the World's* mission is to inspire and empower communities around the world to clean up and conserve their local environment, so it¹ is a healthier and cleaner place to live.

2 During a round-the-world voyage, Australian sailor Ian Kiernen was shocked at the huge **amount** of rubbish that pollutes the oceans. A lot of our rubbish ends up in the sea, so he decided to take action. In 1990, he started *Clean up Australia Day* which² was so successful that in 1993, *Clean Up the World* (CUW) was launched.

3 CUW is one of the largest community-based environmental campaigns in the world. Around 35 million volunteers in 130 countries participate each year. The organization's main annual event is *Clean Up the World Weekend* in September.

4 Being a member of CUW is easy – your group simply signs up online (on the website www.cleanuptheworld.org) and organizes an environmental activity. Anyone can take part – businesses, community groups, schools, governments or simply a group of people getting together.

5 Groups organize activities which include planting trees, cleaning beaches and rivers, conserving water, or running awareness-raising initiatives. Activities can take place **throughout** the year, but can also be a part of *Clean Up the World Weekend* in September.

CUW Weekend

Actions

The Algerian Scouts movement organized a clean-up in a forest park where local people relax at weekends. The 1,000 volunteers who took part were scouts of all ages. They³ picked up enough rubbish to fill 2,000 bags! They also distributed **leaflets** which⁴ encouraged visitors to protect the environment.

A beach clean-up was organized in Dakar, Senegal. The 25 volunteers who⁵ took part were from two local NGOs. They collected a large amount of waste including plastics, papers, bottles and even shoes. The groups plan to **extend** their action to other beaches next year.

900 volunteers participated in a clean-up in three towns in Argentina. They collected a total of 3 tons of waste which⁶ was processed by local councils. Organic waste was **turned into** compost and recyclable materials were sent to a recycling plant.

3 Decide which sentences are true and which are false. Justify your answers and correct the false sentences.

- 1 *Clean Up the World* (CUW) was started in 1990.
- 2 CUW groups only carry out actions in September.
- 3 Only NGOs and students groups can become members of CUW.
- 4 Members choose the environmental action they want to organize.
- 5 In Algeria, the volunteers carried out an awareness activity.
- 6 In Dakar, volunteers cleaned streets and school yards.
- 7 Argentinian volunteers recycled some of the waste they collected.

4 What do the words underlined 1-6 in the text refer to?

5 Complete the sentences with the **red** words in the text.

- 1 A large _____ of plastic rubbish ends up in the oceans.
- 2 Some groups continue their work _____ the year.
- 3 The charity wants to _____ its work to other countries.
- 4 They gave out _____ about recycling.
- 5 Leaves and plant waste can be _____ compost.

Vocabulary extension

Phrasal verbs with up

6 Find these phrasal verbs in the text. Match them with their meanings.

- clean up
- end up
- sign up
- pick up

- 1 join
- 2 clear away rubbish
- 3 take (something) from the ground
- 4 arrive finally

Vocabulary Strategy

Phrasal verbs

When you note down a phrasal verb, it's a good idea to include an example sentence to illustrate its meaning.

7 Rewrite the sentences with the phrasal verbs in the box.
Use a dictionary to help you.

Example: He invented the story. → He made up the story.

- 1 We're raising money to renovate the building.
- 2 They're starting their own business.
- 3 She has started to play volleyball.
- 4 This government plans to raise taxes.

do up
~~make up~~
put up
set up
take up

8 Speaking

You are going to organize an action for *Clean Up the World Weekend* in your area. Make a list of environmental problems in your area and choose an action. Think about these issues: *water, education, tree planting, climate change, waste.*

9 Plan your action. Think about these things:

Time and place

Attracting volunteers

Organizing and coordinating

Promoting the action

10 Writing

Design a poster for your *Clean Up the World Weekend*.

Pronunciation

Linking words

11 Listen to the links between consonants and vowels. Then listen again and repeat.

Clean up the world.

They participate each year.

The rubbish ends up in the sea.

The main annual event.

Grammar

Relative pronouns (who, which, where, whose and that)

1 Look at the sentences. Then complete the rules with *where*, *who*, *whose* and *which*.

- 1 They cleaned up a forest **where** people relaxed at weekends.
- 2 The people **who** took part were all volunteers.
- 3 They distributed leaflets **which** explained their actions.
- 4 I met a man **whose** wife works for the WWF.

Rules

We use (1) _____ to refer to people,
(2) _____ to refer to things, and (3) _____
to refer to places. We use (4) _____
to replace a possessive adjective.

2 Complete the text with *who*, *which*, *whose* or *where*.

There are universities _____ community work has become compulsory. One effect is that job applicants _____ CVs do not mention community work are more likely to be turned down for the work _____ they apply for. In fact, volunteering, _____ is unpaid work, is an important aspect of citizenship along with voting, paying taxes and observing the law. People _____ receive support feel that they are not abandoned.

3 Join the sentences with *who*, *which*, *whose* or *where*. Make any necessary changes.

Example: I met a woman. She works for the Red Cross. → *I met a woman who works for the Red Cross.*

- 1 That's the school. My father went to the school.
- 2 I sit next to a boy. His father is from Abidjan.
- 3 This is the leaflet. We distributed to people.
- 4 This is the market. We do our shopping here.
- 5 That's the exercise. We must do for homework.
- 6 He's the journalist. He wrote an article about the campaign.

Take notice

We often use *that* instead of *which*.

It is also possible to use *that* instead of *who*, but only in very informal style.

It's a problem that we must solve.

He's someone that I've never met. (very informal)

4 Rewrite four sentences in exercise 3 using *that*.

5 Writing

Complete the sentences with your own ideas. Use *who*, *which* / *that*, *whose* or *where*.

Example: An NGO is an organization → *which is independent of governments.*

- 1 A volunteer is a person _____
- 2 Plastic is a material _____
- 3 A forest is a place _____
- 4 Bananas are fruit _____
- 5 My friend is a person _____
- 6 That's the student _____

6 Speaking

Play a guessing game in pairs. Make sentences with *who*, *which*, *whose* and *where* and guess the place, thing or person.

This is	a place		I really like.
	someone	who	I can go online.
	something	where	I meet my friends.
	a sport	which	dad is famous.
	a teacher	whose	I do sport.
	a café		makes me laugh.
			I admire.



Communication

Asking for and giving opinions



1 Complete the dialogues with the words in the box. Listen and check.

- 1 A What do you (1) _____ about making all teenagers do voluntary work?
 B Personally, I think it is a good idea. It would make people more responsible.
 A I (2) _____ students would have time for it.
 B What do you (3) _____?
 A What I mean is the school day is long and we get a lot of homework.
 B In my (4) _____, students could do it at weekends.
- 2 A How do you (5) _____ about participating in this year's *Clean Up the World Weekend*?
 B I'd say it's a (6) _____. But we need to choose an activity.
 A We could organize actions to clean up school yards. (7) _____ you think that's a good idea?
 B Ye, it is. And we could also plant trees.
 A Let's go for it, then!

do
 don't think
 feel
 great idea
 mean
 opinion
 think



2 Listen to the intonation in the sentences in the chart. Then say the phrases aloud. Pay attention to the intonation.

Asking for opinions

What do you think about...?
 How do you feel about...?
 What's your view / opinion?
 What do you mean?
 Do you think (...) is a good idea?

Giving opinions

Personally, I (don't) think...
 I'd say that...
 In my opinion / view, ...
 I (don't) believe that...
 What I mean is...



3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.



4 Listen to three dialogues. Match the dialogues with statements a-b.

- a The two speakers have the same opinion.
 b The speakers have different opinions.

5 Write personal opinions for these ideas.

- 1 Your school plans to make Chinese compulsory for all students.
 2 The Environment Club wants to organize a *Clean Up the School* day.
 3 Your principal has announced that one extra hour will be added to the school day.



6 Writing and Speaking

Write a dialogue for one of the situations in exercise 5. Then practise your dialogue with a partner.



Reading

1 Before you read

Read this quote by Barack Obama. What does it mean? Choose A, B or C.

'The best way to not feel hopeless is to get up and do something. Don't wait for good things to happen to you. If you go out and make some good things happen, you will fill the world with hope, you will fill yourself with hope.'

- A If you do something for someone, you'll help yourself.
- B If you do good actions, you will feel and make others feel better.
- C Nothing good will happen unless you go out and do it.

2 Skim the article. Why do American students do community service?

Community service

Community service for teens has become a school graduation requirement almost everywhere in the United States. At Jamestown High School all students must complete 40 hours of community service. School principal, Tina Harris, feels strongly that schools have a responsibility to teach young people the value of giving back to their community.

'The satisfaction and pride that comes from helping someone else can be life-changing. But it's important that students choose a meaningful project and not just something to put on their college "résumé". We hope that the experience will encourage our students to make volunteering a lifelong habit. Governments can't do everything and volunteers make a huge difference. If people never help each other and only think about themselves, the world becomes a crueller and sadder place.'

Testimonials

'I'm a volunteer for *Running with Ropes*, a charity which helps the blind. We tie ourselves to the blind runners with ropes and guide them around and over obstacles. I run with a former long-distance runner twice a week. It's incredibly rewarding.'

Karen

'I'm doing my community service at a club which organizes sports for the disabled. I coach the junior basketball team. The kids adore it, and so do I!'

Dave

'For my community project, I help fifth grade students do their homework. At first, I only did it to put on my résumé, but it has been an eye-opener. I've decided to be a teacher!'

Steve

'My project is visiting the elderly at a retirement home. I visit a 91 year-old man there. At first, I was a bit dubious about spending time with someone so old, but I really enjoy his company and value his friendship. I shall carry on volunteering when I leave school.'

Sally

'I'm a volunteer with *Coastsweep*, an organization that cleans up beaches. We pick up all sorts of trash including cans, plastic bottles and fishing lines. Our work really makes a difference.'

Peter

3 Match four of the volunteers in the testimonials with the people they help.

- 1 'I often felt lonely and I used to get bored, so chatting with a young person is like a breath of fresh air.'
- 2 'I go to homework club and some of the older students help us. I really appreciate their help and my grades have improved.'
- 3 'When I lost my sight, I thought I'd never run outside again. Now I run twice a week with a volunteer. It's changed my life.'
- 4 'Basketball is my passion. I train once a week at the sports club. The volunteers are really supportive.'



4 Read the text again and choose the correct answers.

- Community work is compulsory
A in all US schools. B in most US schools. C only in Jamestown High School.
- The principal at Jamestown High School encourages community service because it
A looks good on résumés. B is satisfying for parents. C helps self-development.
- Sally's project is visiting
A orphans. B old people. C the blind.
- At first, Steve _____ community work.
A was enthusiastic about doing B wasn't interested in C didn't want to do
- Steve's project was 'an eye-opener'. It has _____ him.
A inspired B empowered C frustrated
- Peter's project makes a difference to _____
A his neighbourhood. B the environment. C his school.
- 'Young people should be taught the values of giving back to their community,' means
A abandoning B supporting C turning back
- 'I was a bit dubious about spending time with someone so old,' means
A curious B excited C reluctant

5 Match the red words in the text with their definitions.

- | | |
|------------------------------|---|
| 1 CV (American English) | 4 doubtful |
| 2 rubbish (American English) | 5 something useful that makes you happy |
| 3 very big | 6 join with a rope |

6 Discussion

Discuss these questions.

- Do you know anyone who is a volunteer? What do they do?
- Do you think community service should be a graduation requirement?
- If you had to do community service, what would you do? Why?

Vocabulary extension

7 Look at these sentences.

Are the underlined words adjectives or nouns?

- I'm a volunteer at an organization which helps the blind.
- My project is visiting the elderly.
- We help organize sports for the disabled.

8 Rewrite these sentences using a noun instead of an adjective.

Example: Young people don't usually enjoy being with elderly people.

→ *The young don't usually enjoy being with the elderly.*

- | | |
|--|---|
| 1 Economic recessions hit <u>poor people</u> hard. | 4 <u>Rich people</u> have an easy life. |
| 2 There is a plan to help <u>unemployed people</u> . | 5 The film has subtitles for <u>deaf people</u> . |
| 3 <u>Chinese people</u> have small families. | 6 <u>Old people</u> should get a pension. |

Pronunciation

/ɔ:/ and /əʊ/

9 Listen to these words. Is the underlined sound /ɔ:/ or /əʊ/? Listen again and repeat. Can you think of more words with these sounds?

- | | | | | | | | | | | |
|-------|-------|-----------|------|------|------|----|-----|------|------|------|
| adore | bored | important | hope | know | more | no | old | open | poor | rope |
| /ɔ:/ | adore | | /əʊ/ | hope | | | | | | |

Grammar

Indefinite pronouns with *some*, *any* and *every*

1 Look at the sentences. Choose the correct words in the rules.

- 1 I visit someone each week.
- 2 Did you do anything yesterday?
- 3 Nobody in my class is a volunteer.
- 4 We didn't go anywhere.
- 5 Everyone does community work.

Rules

- a We use pronouns with *some* in **negative / affirmative** sentences.
- b We use pronouns with *any* in **negative / affirmative** sentences and in questions.
- c We use a **singular / plural** verb with *everyone* and *everything*.

2 Copy and complete the chart.

	Person	Thing	Place
some	someone / somebody	(1) _____	somewhere
any	anyone / (2) _____	anything	(3) _____
every	(4) _____ / everybody	(5) _____	(6) _____
no	no one / (7) _____	(8) _____	nowhere

3 Complete the sentences with indefinite pronouns.

- 1 I want to do _____ with children for my community service.
- 2 Has _____ seen my mobile phone?
- 3 Listen! I can hear _____ laughing.
- 4 There was _____ in the café. It was empty.
- 5 _____ enjoyed the concert. It was a success.
- 6 There isn't _____ on TV tonight.

Reflexive pronouns

4 Look at the sentence from the text. Which word is a reflexive pronoun?

Write down six more reflexive pronouns.

If people only think about **themselves**, the world becomes a crueller and sadder place.

5 Complete the sentences with the verbs in the box and a reflexive pronoun.

Example: He *taught himself* Spanish. He didn't have lessons.

- 1 I _____ with the hot frying pan.
- 2 We _____ the car _____. We didn't take it to a garage.
- 3 She _____ badly when she fell off the ladder.
- 4 He _____ his hair _____. It looks awful!
- 5 You should _____ some new shoes.
- 6 You can programme this cooker to _____ off.

Take notice

Be careful not to confuse reflexive pronouns and *each other*.

Dacko and Solange bought each other presents. (Dacko bought a present for Solange and Solange bought a present for Dacko.)

Dacko and Solange bought themselves presents. (Dacko bought a present for himself, and Solange bought a present for herself.)

6 Writing

Write four sentences about things you and your friends do / did yourselves.

Use some of the verbs in the box.

I accidentally cut myself when I was chopping vegetables.

burn
buy
cut
hurt
repair
teach
turn

cut
injure
buy
repair
teach
cook

Vocabulary

1 Lead in

Look at the picture. Who are the people? What are they doing?
How would you describe their feelings?



2 Complete the chart with adjectives and nouns.
Which words express negative feelings?

Adjective

bored
(1) _____
determined
enthusiastic
(4) _____
hopeless
(6) _____
proud
(8) _____
satisfying

Noun

boredom
challenge
(2) _____
(3) _____
frustration
(5) _____
loneliness
(7) _____
reward
(9) _____

3 Speaking

Look at these statements about the advantages of volunteering.
Which do you think are the most / least important?
Put them in order 1 (very important) to 8 (unimportant).

- | | |
|---|--|
| 1 You meet interesting people and you don't get lonely. | 5 You feel needed and important. |
| 2 It makes you feel proud and gives you self-esteem. | 6 Volunteering is a good way to fight boredom. |
| 3 Volunteering looks good on your CV. | 7 Volunteering is fun. |
| 4 You feel satisfaction when you help others. | 8 It can help you gain useful skills. |

Listening

4 Before you listen

Work in pairs and write two or three questions to ask the volunteers in the picture above.

5 Listen to an interview with one of the volunteers.
Number statements from exercise 3 in the order they are mentioned.

6 Speaking

Discuss these voluntary activities. Which would you (not) like to do? Why?

- | | | |
|-----------------------------------|-------------------------------------|--|
| 1 visit people in hospital | 4 accompany children on trips | 7 organize activities for the disabled |
| 2 teach illiterate people to read | 5 help at a homework club | 8 work in an animal shelter |
| 3 train a junior sports team | 6 go shopping for an elderly person | |

Writing

A formal letter

1 Before you write

Imagine that you are going to apply to an organization to become a volunteer. What type of information would you include in your letter? Think about your...

- age
- parents' profession
- motivation
- experience
- skills
- school
- availability
- favourite subject
- health
- ambitions
- qualities

2 Read the letter below. What kind of volunteer work does Julie Amari want to do? Which points in exercise 1 does she include in her letter?

Model text

Julie Amari
20 BP 442 Abidjan 20
mobile: 40-61-69-49
julieamari@yahoo.fr

6th November 2015

NGO Save Street Children
BP 002, Bouaké, C.I.

Dear Sir / Madam,

Punctuation
mistake
, (comma)

I am interested in becoming a volunteer with your organization. I am seventeen **old years**, and I am in Seconde C at Lycée Le Succès of Abidjan.

I believe that I have the qualities necessary for working with children. I am a reliable and caring person, with a lot of patience. I have had **many** experience teaching children as I have five younger brothers and sisters, and I help them regularly with **our** homework.

I am keen to do any training that you feel is necessary. I am able to work on Mondays and **Wensdays** after 4 pm. If you require any further information, I would be pleased to come to your office to meet you, **please** feel free to contact me on my **number mobile**. I look forward to **heering** from you.

Yours faithfully,

Julie Amari

Take notice

With Dear Sir and Dear Madam, we use *Yours faithfully*.

With Dear Mr XX and Mrs XX, we use *Yours sincerely*.

Writing Strategy

Correcting

When you are satisfied with the content of your letter, it is very important to **reread it carefully** and **correct any mistakes**. Look for the following mistakes: grammar, spelling, punctuation, and incorrect word order.

3 Read the Strategy box. Look at the mistakes in red in the letter. What type of mistakes are they? Correct the mistakes.

Writing Task

You have decided to become a volunteer for a local organization. Write a letter of application.

4 Decide what type of voluntary work you would like to do. Think about the activities in exercise 6 on page 79. Choose an organization or invent one.

Paragraph 1 Say why you are writing and give some personal information.

Paragraph 2 Give your qualities and experience.

Paragraph 3 Give your availability and end your letter politely.

5 Write your letter in 100 to 150 words following the paragraph plan. Check for mistakes. Then exchange letters with another student and check for mistakes.

1 Choose the synonym of each word.

- 1 a **volunteer**: an unpaid worker / a slave / an unpaid helper
- 2 **charity**: organization / help / laziness
- 3 a **challenge**: a issue / a test / an occupation
- 4 to **launch**: to start / to finish / to begin
- 5 a **campaign**: a crusade / a movement
- 6 to **reward**: to recompense / to remunerate / to punish
- 7 to **provide**: to give / to refuse / to grant
- 8 to **commit oneself to**: to decide to do something / to be forced to do something
- 9 to **empower**: to give power / to exclude / to make powerful

2 Complete the sentences with words formed from the bold words in exercise 1.

- 1 The rains caused a lot of damage, so the government decided to _____ people with material to rebuild their homes.
- 2 The best way of _____ women today is to educate them.
- 3 He finds working as a _____ in a nursing home gratifying and very _____.
- 4 They have _____ themselves to helping younger students with their school work.
- 5 Several West African countries are _____ a big _____ against Ebola virus.

3 Choose three words in exercise 1 and explain or define them in your own words.

Use a dictionary to improve your work.



4 Replace the underlined verb by a phrasal verb from the box. Mind the tenses of the verbs.

set up do up end up clean up pick up sign up make up

- 1 They invented the whole story and their audience believed them.
- 2 They are starting a new business which they hope will be prosperous.
- 3 The gorilla took a fruit from the ground and threw it at me.
- 4 Do you want to join the campaign against violence to women? It's easy. All you have to do is join on the NGO's website.
- 5 A huge amount of chemicals get into seas and rivers all over the world.
- 6 We should tidy the school before the NGO's general annual assembly.
- 7 The young people decided to repair and decorate the village health centre.

Check Unit 6

5 Explain what the people below do. Use a relative clause.

Example: A baker is a person / someone who makes bread.

- | | |
|----------------|-----------------------|
| 1 A model | 5 An environmentalist |
| 2 A webmaster | 6 A barber |
| 3 An astronaut | 7 A journalist |
| 4 A babysitter | 8 A logger |

6 Use a relative clause to complete these sentences.

- A calculator is an instrument
- The fridge is a machine
- Antibiotics are substances
- The mobile phone is an invention
- Universities are places

7 Complete the sentences with words from the box.

There are two words which you do not need.

- They haven't spoken to since they had an argument.
- Did help you? Your essay is very good!
- Dan is teaching Spanish. He's bought some CDs.
- 'I can't find my bag. I've looked!' 'Well, it must be!'
- I think has been using my mobile phone. They've used all the airtime!
- There's in the cupboard. We'll have to buy some food.
- You two are very selfish. You only think of

anyone
anything
somewhere
everywhere
somebody
~~nothing~~
yourselves
himself
themselves
each other

8 a Copy and complete the table.

Write two or three things
in favour of school uniform.

Write two or three things
against school uniform.

- b** Read the dialogues on page 75 in your book.
Then write a dialogue asking and giving opinions
about school uniform.

Use the dialogues
on page 75
as models.



Self-assessment

Can you...

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ talk about taking action? ■ talk about volunteering? ■ use phrasal verbs with <i>up</i>? ■ use relative pronouns? | <ul style="list-style-type: none"> ■ use indefinite pronouns with <i>some</i>, <i>any</i> and <i>every</i>? ■ ask for and give opinions? |
|--|--|

Reading comprehension

Read the text carefully and answer the questions below.

The Tyrant

Shakima lived in the fishermen's **village** with her family. She was the only bread-winner in her family that comprised her husband Kimbareta, two daughters and a son. She had married at the age of fifteen and had never had the chance to enjoy her **childhood**. She had to give up school when she married Kimbareta, who was twenty years older than her. Within a year, she gave birth to her eldest daughter.

Shakima worked as a maid in various houses. In the early years, Shakima led a happy married life. Kimbareta used to give her whatever he earned from fishing for household expenses. He would drink occasionally. However, he gradually started spending more on cheap country liquor, and he became an alcoholic. He often came home drunk and he beat Shakima if she had no **meat** or **fish** to serve him for dinner.

Shakima's in-laws were kind and they supported her emotionally. They tried to make up for their son's disgraceful **behaviour**. They built a house on the small plot of **land** in the fishermen's village. Shakima was relieved because she did not have to worry about paying rent. She worked hard to send her children to school. She was determined that they should have a good education.

Meanwhile, Shakima's father-in-law, who had been ill for some time, died and her mother-in-law came to live with them. The old woman tried to help her in whatever way she could, including pleading with her son to mend his ways.

One day when the children were at school and Shakima had gone to work, Kimbareta asked his mother for some **money** to buy a bottle of liquor. His mother refused, saying that she had no money to spare on a worthless fellow. Kimbareta became extremely angry and he banged her head against the wall. The poor old woman died instantly. Kimbareta was not remorseful, but instead he tried to take her earrings. They would not come off easily so he cut off his mother's ears.

1 Read the story. Choose the correct answers.

1 Who is 'the tyrant' in the text?

- A Shakima.
- B Kimbareta, Shakima's husband.
- C Shakima's mother-in-law.
- D Shakima's father-in-law.

2 Why is he / she called 'the tyrant'?

- A Because he / she drank too much.
- B Because he / she married a very young spouse.
- C Because he / she never gave his / her partner money for household expenses.
- D Because he / she beat his / her spouse often and he / she killed his / her mother.

2 Decide which sentences are true and which are false. Write 'True' or 'False'.

- 1 Shakima supported her family with the income she earned as a domestic maid.
- 2 Kimbareta was thirty years old and Shakima was fifteen when they got married.
- 3 Shakima had three children.

- 4 Kimbareta was a fisherman.
- 5 Kimbareta killed his mother because she wouldn't give him money for drink.
- 6 Kimbareta was a caring husband when he first got married.

3 Are the **red** words in the text countable or uncountable nouns? Copy and complete the chart.

Countable

Uncountable

village

childhood

Prepare for the exam! Units 5-6

Vocabulary

1 Rewrite these sentences using a noun instead of an adjective.

Example: Young people don't usually enjoy being with elderly people.

→ *The young don't usually enjoy being with the elderly.*

- 1 The new project is solely for poor people.
- 2 Here is the home for deaf people.
- 3 English people have a beautiful country.
- 4 It is our duty to look after the old people.
- 5 This part of town is for rich people.

2 Complete the sentences by choosing the correct word from the brackets.

- 1 A little parents think that educating girls is a waste of _____ (goods / money / children).
- 2 _____ (Literacy / Democracy / Legibility) is the ability to read and write.
- 3 Every year we celebrate the International Literacy _____ (Day / Week / Month) on the 8th September.
- 4 The _____ (populace / amount / enrolment) of girls in our college has increased.

Grammar

1 Join the sentences with *who*, *which*, *whose* or *where*. Make any necessary changes.

Example: That's the house. My father bought the house.

→ *That's the house which my father bought.*

- 1 This is the teacher. The teacher was looking for you.
- 2 This is my friend. Her mother is from Senegal.
- 3 This is the piano. We bought the piano on our recent trip to Paris.
- 4 She's a magician. She plays tricks in the local restaurant.

2 Complete the sentences by choosing the correct word from the brackets.

- 1 Do _____ (much / many / some) girls go to school in your village?
- 2 Young children _____ (mustn't / have / ought) smoke or drink alcohol.
- 3 You _____ (have to / mustn't / ought) study engineering to get a job in the solar industry.
- 4 She bought _____ (themselves / herself / each other) a new coat.

3 Complete these sentences with suitable words.

- 1 How _____ students are there in your class?
- 2 There are only _____ students here. Where are the others?
- 3 You _____ drive a car under legal age.
- 4 I'm lucky. I _____ to wear a uniform in my school.
- 5 Where's my mobile? I've looked _____ and I can't find it.

Writing

Do only one of the following tasks. Write 150 to 200 words.

Task 1 You have a new friend. Describe your weekend's activities to your friend.

Task 2 There is an outbreak of an epidemic in your country. Write a formal letter to the UNESCO Director in your country telling him/her how you think you can handle the situation.

Task 3 Why do you think girls continue to be marginalized in some societies?

Sport

Unit 7

1 Lead in

Look at the pictures.
What are the sports?
Where do people
practise these sports?
What do players
have to do?



Vocabulary

Sports collocations



2 Complete the sentences with the correct form of these verbs.
Then listen and say the sentences aloud.

- 1 Sports people want to _____ matches,
not _____ matches.
- 2 Usain Bolt _____ the world records
for the 100 metres and 200 metres.
- 3 Cameroon _____ / _____ Benin
by 4-2 in the championship.
- 4 He has _____ eight goals this season.
- 5 She _____ a new Olympic record
last year.
- 6 One of the sprinters _____ a drugs
test and was eliminated.
- 7 Many people _____ sports just
to keep fit.
- 8 Before you _____ a competition,
you must train hard.

set
defeat/beat
hold
lose
score
enter
win
fail
practise

Sports people, places and equipment



3 Work in groups. Copy and complete the chart with these words.
Some words go with more than one sport. Use a dictionary to help you.

court game goalkeeper match net penalty
pitch/field racket referee serve set umpire

Football	Tennis
_____	_____
_____	_____

4 Complete the description with words from exercise 3.

Tennis is played on a (1) _____ between two players.
The players have (2) _____ which they use to hit a
ball over a (3) _____. To win a (4) _____, a player
must win at least six (5) _____. To win a (6) _____,

a player must win three (for women) or five
(for men) sets. A tennis match can last a long time.
The person responsible for a tennis match
is the (7) _____.



5 Speaking

Ask and answer questions with a partner.
Then compare your answers with the class.

- 1 What is the most popular sport in your country?
- 2 Who is the greatest sports person in your
country / the world today?
- 3 Who do you think is the greatest sports person
in history?



6 Writing

Work in pairs. Write a paragraph about
football using words from exercise 3.
Use the text in exercise 4 to help you.
Football is played...

Reading

1 Before you read

Look at the photo.
Who is this person and what
is he doing? Why?

2 Read the article. What is the writer's opinion? Justify your answer.

- 1 Magic has no effect on results.
- 2 Magic helps teams win important matches.
- 3 Witchdoctors are frauds.
- 4 If teams didn't use magic, they wouldn't win matches.

African teams turn to magic for success

In many African countries, it is still widely believed that magic can affect the performance of football players, that juju, charms or muti can influence the **outcome** of matches. Although everyone **acknowledges** the importance of training and technical skills, in football, they also believe that these are not enough. You can still come across witchdoctors in the changing rooms or on the field before a match.

Before tournaments, some players consult witchdoctors who give them charms or muti which they rub on their bodies, carry with them or bury on the pitch. Before an important international match, a famous African goalkeeper was caught burying bones and **spraying** a strange elixir on the field in order to **cast a spell on** it... The police arrested him.



Most practices aim at **weakening** the opponents' spirits. One technique involves putting pig's blood in the opponents' changing room to scare younger players. There are also claims that a witchdoctor can make the players of the opposing team so weak that they **lack** the energy to play. Others believe that they can prevent the goalkeeper from catching a ball by turning it into a stone or a frightening object. The witchdoctors are always trying to come up with new things to **outdo** each other. It's a competitive business and their services don't come cheaply!

Such **odd** behaviour is not limited to African national teams. Superstitions are common in football worldwide. Many European and South American soccer stars follow rituals and

routines. One player always sits in the same place on the bus when travelling to games. Another player always walks onto the field last. And yet another always wears the same undershirt.

Most people agree that witchcraft is less common than it used to be, and that mostly smaller soccer clubs turn to marabouts for help. Fortunately, fewer people in the football world believe in the power of witchcraft these days and juju practices seem to be dying out. 'Teams with witchdoctors would do better in international competitions if magic really worked,' one official commented. *The Confederation of African Football* obviously agrees with this because they have banned magic rituals and witchdoctors from the stadiums.

3 Read the text again and choose the correct answers.

- 1 Teams use witchdoctors' services because
 - A they can't win without them.
 - B players are afraid of them.
 - C everyone believes in them.
- 2 A famous African goalkeeper was arrested before a match because he was
 - A cheating.
 - B drinking something illegal.
 - C performing strange rituals.
- 3 Witchdoctors put pig's blood in the changing rooms to
 - A weaken opponents.
 - B frighten players.
 - C improve team spirit.
- 4 Some people believe that witch doctors can
 - A put a stone in the ball.
 - B frighten the opponents' goalkeeper.
 - C transform the ball.
- 5 There are footballers in other parts of the world who
 - A consult witchdoctors.
 - B are superstitious.
 - C believe in witchcraft.
- 6 Witchcraft and magic _____ important football competitions.
 - A are becoming less common in
 - B are increasing in
 - C will never disappear from

4 Match the red words in the text with their definitions.

- 1 strange
- 2 do better than somebody else
- 3 accepts the truth of something
- 4 final result
- 5 taking the strength from someone
- 6 not have enough of something
- 7 use magic to influence something
- 8 covering with a small amount of liquid

5 Discussion

Which of the statements in exercise 2 reflects your opinion? Do you think it is a good thing that *The Confederation of African Football* has banned witchcraft? Why?

Vocabulary extension

Phrasal verbs with come

6 Find these sentences in the text and complete the phrasal verbs.

- 1 You can still come _____ witchdoctors in the changing rooms.
- 2 The witch doctors are always trying to come _____ new things.

7 Rewrite the sentences. Replace the phrasal verbs with the phrases in the box. Use a dictionary to check if necessary.

Example: An important point **came up** at the meeting.
→ An important point was raised at the meeting.

- 1 Please **come by** sometime.
- 2 Our exam results **come out** today.
- 3 He **came up against** fierce competition.
- 4 They **come back** from holiday next week.
- 5 This guidebook will **come in** useful in the US.
- 6 He **came down** with flu and missed school.

fell ill
pay an informal visit
return
are published
faced
be

Pronunciation

/tʃ/ and /dʒ/

8 Listen to the /tʃ/ and /dʒ/ sound in these words. Then listen again and repeat.

witch catch pitch match charm changing magic cheaply energy object strange

Grammar

2nd conditional

1 Look at these sentences in the 2nd conditional. Then choose the correct words in the rules.

- 1 The teams **would do** better in international competitions if witchcraft really worked.
- 2 If witchdoctors **were** so powerful, they **would predict** winning teams.

Rules

- a The 2nd conditional describes **real / imaginary** situations.
- b The verb form in the *if*-clause is **would + infinitive/ in the past simple**.
- c There is a comma between the two clauses when the *if*-clause comes **first / last**.

Take notice

*It would be great if he **was / were** in the final.*

We use both *was* and *were* with *he / she / it* in the 2nd conditional. *Were* is more common in formal English.

2 Complete the sentences with the correct form of the verbs.

Use the 2nd conditional.

- 1 If I (meet) Usain Bolt, I (ask) him the secret of his success.
- 2 Our national team (win) more matches if it (have) a witchdoctor.
- 3 The world (be) a better place if there (be) no corruption.
- 4 If everyone (have) clean drinking water, there (be) less disease.
- 5 If I (go) to China, I (visit) the Great Wall.
- 6 You (not feel) so tired if you (not train) every day.

1st conditional and 2nd conditional

3 Identify the conditional sentences. Write '1st conditional' or '2nd conditional'.

Then complete the rule with *possible* and *imaginary*.

- 1 If I have time, I'll go running.
- 2 If I had time, I'd go running.
- 3 She'd win the race if she trained harder.
- 4 She'll win the race if she trains harder.

Rules

The first conditional describes _____ situations.
The second conditional describes _____ situations.

4 Write sentences. Use 1st and 2nd conditionals.

- 1 If I (earn) a lot of money next year, I (buy) an island. (2nd conditional)
- 2 If I (meet) Serena Williams, I (ask) her how often she trains. (2nd conditional)
- 3 It (be) brilliant if he (win) another gold medal. (1st conditional)
- 4 If he (beat) Rafael Nadal, he (become) number one player again. (1st conditional)

5 Complete the sentences with your own ideas and the 1st or 2nd conditional.

- 1 If I visited Europe, _____
- 2 If I were a football champion, _____
- 3 If I played for Arsenal, _____
- 4 If I have time tonight, _____
- 5 If I pass my exams, _____
- 6 If I won a lot of money, _____

6 Speaking

Ask and answer questions about the sentences in exercise 5 with your partner.

A What would you do if you visited Europe?

B I'd go to Paris and I'd climb the Eiffel Tower!

7 Writing

Complete the chain of consequences.

If I won a million dollars, I'd buy a house on an island. If I had a house on an island, I'd

Communication

Encouraging and reassuring

1 Complete the dialogues with the words in the box. Listen and check.
What are the situations?

- | | |
|---|---|
| <p>1 A How are you feeling?
B Nervous. It's my first final.
A It'll (1) _____. The other runners are nervous, too.
B That's what I keep telling myself.
A You've got nothing to (2) _____. Just remember not to take the lead until the last 200 metres.
B Right. I'd better go.
A Just do your (3) _____.
B I will.
A You can win it! Good (4) _____!
B Thanks.</p> | <p>2 A You look terrible!
B I didn't sleep. I revised all night.
A There's (5) _____ to worry about. You always get good marks.
B I know, but if I don't do well, I won't get into college.
A Just (6) _____ best. If you feel stressed, close your eyes and breathe slowly. It'll help you focus.
B You're right. I need to relax.
A I'm (7) _____ you'll be fine. See you later.
B See you. Thanks.
A And (8) _____ worry!</p> |
|---|---|

best
be fine
do your
don't
lose
luck
nothing
sure

2 Listen to the intonation in the sentences in the chart. Then say the sentences aloud. Pay attention to the intonation.

Encouraging

Good luck!

You can do it!

Just do your best.

You've got nothing to lose.

Reassuring

You'll / It'll be fine.

Don't worry.

There's no need to worry.

There's nothing to worry about.

3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.

4 Listen to three dialogues. Choose the correct words in the summaries.
Listen again. Which expressions in the chart do people use?

- John did badly in a Maths / Science test. He is scared of his mother's / father's reaction. He'll have to do better in the next two / three tests.
- Abena is going to take part in a TV reality show / quiz programme. She's scared because she might not know the answers / people will see her on TV.
- Afia's mother is scared of travelling / flying. She is supposed to go to South Africa / Nigeria to stay with her oldest daughter / son.

5 Writing and Speaking

Write dialogues for these situations. Use the dialogues in exercise 1 to help you. Then practise your dialogues. Make sure you use the correct intonation.

- You are going to study in Europe.
- You're going to start your first job.

Reading

1 Before you read

Look at the photos. Who are these people?
What are they doing?
Where do they come from?

2 Read the article. According to it, what is the most important reason for the Kenyans' success?

- | | |
|-------------------|---------------------|
| A natural ability | C altitude training |
| B determination | D poverty |



Kenya's Rift Valley, where everyone runs

Kenya produces many of the world's greatest distance runners, but the possibility of winning Olympic gold is not the only incentive for the country's athletes.

On the drive up into the hills of Iten, 2,600 m above sea level, we pass groups of children on their way to school. One or two are dawdling, but most are running - and running fast.

One 13-year-old boy called Kenneth tells me how he runs back and forth to school three times a day. Each run takes 40 minutes, but he has long, lean legs and says he likes it. Like a lot of children living in the hills of western Kenya, he wants to be an athlete. Why? Because then he could afford to help his family and village. With heroes like Wilson Kipsang who holds the marathon world record and Mary Keitany who holds three world records, the children see athletics as a way out of poverty, but runners here are so good that the competition is fierce. The times that would guarantee you a place on the national team of many European countries would leave you as one of many runners-up in Kenya.

This exceptional pool of talent brings athletes another opportunity. An hour from Iten is a training camp where the young people have one aim in mind - to use their running talent to get them a scholarship to an American university. It is early but they have already been for a 45-minute run into the hills. Then they begin their training session, sprinting diagonally across the track then jogging slowly round the edge - again and again. After 30 minutes they begin their stretches and tell me of their plans. Nowami wants to be a nurse, Beatrice, a scientist, but they know that what the Americans want them for is their running speed. Provided they train hard enough, pass their exams and satisfy the strict criteria for visas, they can go to the US.

The best runners here have very long, slim lower legs, so slim

that they almost look fragile. Scientists have found that this brings an advantage, as does living and training at such a high altitude, but the athletes are not keen on the suggestion that it is down to genetics. They do not like the implication that this means they do not have to try. And they certainly do try. Their determination and dedication are remarkable. One athlete told me that the motivation to run your way out of poverty is so strong that if Kenya were to become a rich country he believed it might stop producing such fast runners. But is this likely in a country that prides itself on having greater runners than anywhere else?

Adapted from Kenya's Rift Valley, where everyone runs, by Claudia Hammond, BBC, 28 April 2012. (http://www.bbc.com/news/magazine-77853592)
DR



3 Read the Strategy box. Then read the text again and decide which sentences are true and which are false. Justify your answers.

- 1 All the best distance runners come from Kenya.
- 2 Kenyan children start athletics training at school.
- 3 Many children see running as a way to improve their lives.
- 4 American universities only want Kenyan students who are ambitious and clever.
- 5 Most of the youngsters at the training camp hope to go to the US.
- 6 All Kenyans are tall and slim.
- 7 Genetics is the only reason for the Kenyans' success.
- 8 The writer believes that there would still be Kenyan champions if the country was rich.

Reading Strategy

Answering true / false questions

Read each statement carefully before you read the text. If any part of a statement is false, then the entire statement is false. Be careful of sentences with words like *all, every, none, only*. They are often false.

4 Match the red words in the text with their definitions.

- | | |
|----------------------------------|--------------------------------------|
| 1 running very fast | 5 thin with no fat |
| 2 because of | 6 competitors who finish second |
| 3 group of people to choose from | 7 motivation |
| 4 in (their) thoughts | 8 taking a long time to do something |

5 Discussion

Discuss these questions.

- 1 What do you think is the secret of the Kenyans' extraordinary success?
- 2 What other east African countries have great athletes? Can you name any?
- 3 Can you name any great sprinters? Where are they from?

6 Listen and read the poem.

For Athletes

Author unknown

There are **little eyes** upon you,
And they're **watching night and day**;
There are **little ears** that quickly
Take in every word you say;
There are **little hands** all eager
To do **anything you do**;
And a **little boy** who's **dreaming**
Of the day he'll be like you.

There's a **wide-eyed** little fellow,
Who **believes** you're always right,
And his **ears** are always open,
And he **watches day and night**;
You are **setting an example**
Every day in all you do,
For the **little boy** who's **waiting**
To **grow up** to be like you.

© A. Gier, 1998-2002,
(<http://smiley00.tripod.com/poem51.html>).
DR

7 In pairs, answer the questions.

- 1 Is 'you' the athlete or the little boy?
- 2 Who does the 'little boy' want to be like?
- 3 How does the little boy feel about this person - admiration or envy?
- 4 Who is 'setting an example'?
- 5 What is the poem's message?

Pronunciation

8 Listen to the poem again.

Notice the stress on the bold words. Practise reading the poem aloud.

Stress the bold words.



Grammar

So and such

1 Look at sentences 1-4 with *so* and *such*. Which words can we use before...

a a noun or noun phrase? b an adjective? c an adverb?

- 1 He's **such** an incredible athlete.
- 2 She's **so** fast that nobody can beat her.
- 3 I wish you wouldn't talk **so** loudly.
- 4 They are **such** amazing athletes.

2 Choose the correct words in the rules.

Find examples of *so* and *such* in the text on page 90.

Rules

- a We use **so** / **such** before a noun or noun phrase.
- b We use **so** / **such** before an adjective.
- c We use **so** / **such** before an adverb.

3 Complete the sentences with *so* or *such*.

- 1 The team is _____ good that they will win the championship.
- 2 The weather was _____ wet that the football match was cancelled.
- 3 It was _____ a boring match that we left before the end.
- 4 She plays _____ well that nobody can beat her.
- 5 It is _____ a big stadium!

4 Rewrite the sentences in exercise 3. Use *such* instead of *so* or *so* instead of *such* and make any necessary changes.

Example: *The team is so good that they will win the championship.* → *It is such a good team that they will win the championship.*

5 Complete the sentences with your ideas. Use *so* or *such*.

- 1 _____ is _____ a _____ person that _____.
- 3 It was _____ day that they had to cancel the _____.
- 2 He was _____ that everyone liked him.
- 4 I was _____ that I _____.

Comparatives and superlatives

6 Complete the sentences with the words in the box.

- 1 He is better _____ anyone else.
- 2 They are _____ greatest distance runners in the world.
- 3 No other country has _____ many champions as Kenya.
- 4 He's the _____ dedicated athlete in the team.
- 5 The 100 metres is _____ exciting than the marathon.

as more most
than the

7 Write comparative and superlative sentences with these words.

- easy • far • confident • exciting
- hard • hot • good

Example: *This exercise is easier than exercise 3.*
Exercise 2 is the easiest.

8 Play a game

In two teams, write six sentences with an adjective. Say your sentence.

A member of the other team must say a sentence with a comparative. Begin with *Yes, but...*

Example: *The Elephants are a good football team.*
Yes, but the Lions are better.

Vocabulary

1 Lead in

Which of these sports do you find the most or least appealing? Why? What qualities do you need to succeed in these sports?

2 Match these words and phrases with the sentences.

- competitiveness
- determination
- team spirit
- self-esteem
- self-control
- discipline

- 1 Even when she's losing, she never gives up.
- 2 He never shows his emotions even when he's feeling nervous or angry.
- 3 We all work together and share the same aims.
- 4 She follows a strict routine and lifestyle – she never misses training or stays out late.
- 5 More than anything I want to beat my opponents.
- 6 She has more confidence in everything she does these days.

3 Look at the sports in the photos. Which values in exercise 2 do you think these sports develop? Choose two values for each sport.



4 Speaking

Work in groups. Imagine that your local sports club has received money to start a new sports activity and it has asked members to choose between two sports: volleyball or boxing.

Discuss the advantages and disadvantages of these sports and decide which one they should choose.

5 Discussion

Discuss and defend your choice with the class. Which sport has the most support?

Listening

6 Listen to a text about Usain Bolt and the secrets of his success. Which two values in exercise 2 does Bolt mention?

7 Listen again. Answer the questions.

- 1 Usain Bolt holds **two** / **three** world records.
- 2 Bolt has had to give up his **friends** / **social life** in order to succeed.
- 3 He is motivated to win by his **fear of losing** / **incredible determination**.
- 4 He admires sportspeople who are **determined** / **famous**.
- 5 As a child, Bolt was supported by his **team mates** / **parents**.
- 6 The most important motivation to succeed is **discipline** / **enjoyment**.

8 Writing and Speaking

Write three sentences about two famous sports people without mentioning their names. In pairs, take turns saying your sentences and guessing the people.

Writing

An opinion essay

1 Before you write

What are the advantages of practising sport regularly? Look at the values in exercise 2 on page 93. Which of these values do you think are the most important?

2 Read the model text. Look at the blue phrases and put paragraphs A-D in the correct order.

Model text

The importance of sports

(A) **In the first place**, sport is good for the body. Exercise makes your body stronger, and helps prevent heart disease, diabetes or strokes. It also strengthens bones and muscles and helps fight obesity.

(B) **In conclusion**, I feel strongly that everyone should have the opportunity to practise sport. It is good for our minds and bodies, and it help us live longer, happier lives.

(C) More people practise sports today than ever before. In my view, this is a good thing because sport helps people develop their physical and mental skills.

(D) **Secondly**, sport is good for the mind. You learn social and communication skills through sport. For example, if you play in a volleyball team, co-operating with other team members develops team spirit. What's more, many people discover things that they are good at and this improves their self-esteem.

3 Answer the questions about the text.

- Which paragraphs present...
 - mental advantages of regular sport?
 - physical advantages of regular sport?
- How many arguments in favour of practising sports does the writer include?
- What expressions does the writer use to state personal opinions?
- Which paragraph sums up the writer's opinion?

4 Read the Strategy box. What linkers introduce the paragraphs in this essay? Replace each expression in blue with another paragraph linker.

Writing Strategy

Opinion essay – Paragraph linkers

A basic opinion essay is organized into 4 or 5 paragraphs: introduction + body paragraphs + conclusion. We use **link words or phrases (linkers)** to introduce a new paragraph. Here are some examples of paragraph linkers: *In the first place*, *Firstly*, *First of all*, *Secondly*, *In addition*, *In conclusion*, *To sum up*.

Writing Task

Your local sports club is planning to finance a new sports activity. The choice is between the team sport basketball and the individual sport running.

Write an opinion essay for the school authorities supporting one of these sports.

5 Decide which sport you are going to support, make notes under the paragraph headings. Use your arguments in exercise 4, page 93 to help you.

Paragraph 1 Introduction: present the situation and state your preference.

Paragraph 2 First argument: *In the first place*, ...

Paragraph 3 Second argument: *Secondly*...

Paragraph 4 Conclusion: restate your preference and sum up your arguments.

6 Write your essay in 100 to 150 words following the paragraph plan.

1 Write the words for these descriptions.

- 1 He directs a football match.
- 2 A tennis player hits the ball with this.
- 3 A group of people who play a game together.
- 4 They are organized every four years.
- 5 Football is played on this.
- 6 The person who directs a tennis match.

2 Complete the collocations in these sentences.

- 1 The aim of football is to _____ more goals than the other team.
- 2 It is getting more difficult for athletes to _____ records.
- 3 He _____ the 100 m and the 200 m world records.
- 4 The Bayern _____ their opponents by 3-1 last night.
- 5 He trains regularly because he plans to _____ the Addis Ababa marathon.
- 6 More and more people are _____ sport to keep healthy.
- 7 He was happy when he _____ the competition for the second time.
- 8 Although they trained hard, they _____ the match against The Lions of Cameroon.



3 Match the phrasal verbs 1-6 with their meanings a- f.

- | | |
|-------------------|-----------------------------|
| 1 come up against | a return |
| 2 come down with | b be published (officially) |
| 3 come back | c face (competition) |
| 4 come by | d catch (a disease) |
| 5 come across | e visit (someone's home) |
| 6 come out | f meet |

4 Complete the sentences with the correct form of the phrasal verbs in exercise 3.

- 1 He spent a few days in the forest and _____ severe malaria.
- 2 When you _____ from the market, why don't you _____ for a cup of tea?
- 3 Mum _____ an old friend from her village today.
- 4 The athletes knew they would _____ fierce competition because three Kenyans were competing.
- 5 The students are impatient to know when the results of the final exam will _____.

5 Complete the sentences with the correct form of the verbs in brackets.

- 1 If he went to bed earlier, he _____ (not be) so tired at school.
- 2 I _____ (win) more competitions if I train more regularly.
- 3 If you _____ (eat) better, you'd feel fitter.
- 4 If I were you, I _____ (not enter) the marathon because you aren't fit enough.
- 5 I _____ (not get) into university if I don't get good results.
- 6 What _____ (you / do) this afternoon if it rains?
- 7 If I _____ (be) an animal, I'd be an eagle.
- 8 Where _____ (live) if you had a lot of money?

Check Unit 7

6 Complete the conditional sentences with your own ideas.

- 1 _____, the match will be cancelled.
- 2 If our team trained harder, _____.
- 3 _____, she would ruin her reputation and be forced to give back her medals.
- 4 If you don't get tickets soon, _____.
- 5 If an African nation wins the next World Cup, _____.
- 6 I'd be fitter if _____.

7 Write what you would do in each of the following situations.

- 1 If you won the jackpot at the national lottery.
- 2 If you were Bill Gates.
- 3 If you were the president of your country.
- 4 If you had one wish.
- 5 If you could go anywhere in the world.
- 6 If you had the power to change one thing in the world.

8 Join the sentences with *so* and *such a*. Write two different sentences.

Example: The mountain is high. Climbers need strength and stamina.

→ *The mountain is so high that climbers need strength and stamina.*

→ *It's such a high mountain that climbers need strength and stamina.*

- 1 The valley is beautiful. It looks like a divine painting.
- 2 She sings beautifully. She will be selected for the next Kora in South Africa.
- 3 He has a nice voice. People have nicknamed him the village's nightingale.
- 4 He's a great actor. He will surely win an Oscar.

9 Complete the conversation with phrases a-e in the box.

There is one extra phrase that you do not need.



- a I'm sorry to hear that.
- b Don't worry.
- c What's the matter?
- d Good luck.
- e Just do your best.

- A You look fed up. (1) _____.
- B I didn't do well in the last Maths test. It will bring my term average down.
- A (2) _____. But there's another test on Wednesday, isn't there?
- B Yes. I'll have to get a good mark in that.
- A The only thing to do is revise your lessons. (3) _____. You can't do more than that.
- B I certainly will. I'm going to start revising this evening.
- A (4) _____. Everything will be OK.
- B Thanks for your support.
- A You're welcome.

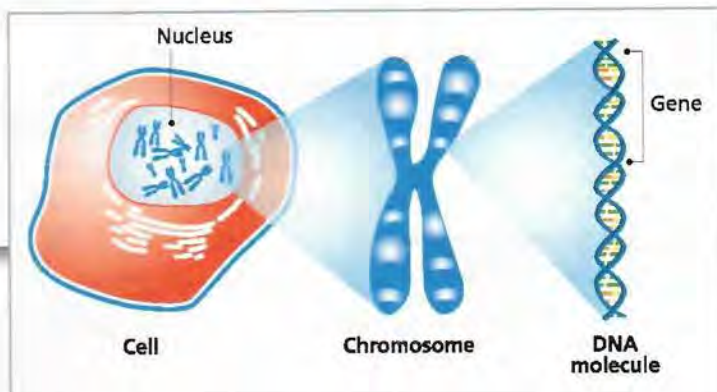
Self-assessment

Can you...

- talk about sports?
- use sport collocations?
- use phrasal verbs with *come*?
- use the first and second conditional?
- use *so* and *such a*?
- encourage and reassure someone?

1 Lead in

Look at the picture.
What does it show?
Where do you find cells?
What do you know about DNA?



Vocabulary

Genetics

2 Check the meaning of these words. Which ones are similar in French? Listen and repeat.
gene chromosome diversity genome clones mutation cell nucleus DNA molecule

3 Look at the picture again and match four words from exercise 2 with these definitions.

- 1 the material from which chromosomes and genes are constructed
- 2 a long structure which carries genes
- 3 a short segment of a chromosome
- 4 the central part of a cell which contains the genetic material

4 Do the genetics quiz with a partner. Then check your answers.

- 1 How many pairs of chromosomes do humans have?
A 18 B 20 C 23
- 2 In humans, which pair of chromosomes determine the male sex?
A XX B XY C YY
- 3 What are genetically identical copies of organisms known as?
A Clones. B Mutations. C Genomes.
- 4 What is a genome?
A Part of an animal's leg. B A man who studies genes. C The complete set of an organism's genes.
- 5 What is a mutation?
A A natural change in a gene's structure. B An organism with an extra chromosome.
- 6 Where can we find the greatest diversity of living organisms?
A Mountains. B Oceans. C Deserts.

Answers: 1C 2B 3A 4C 5A 6B

5 Complete the text with words from exercise 2.

Your body is made up of trillions of (1) _____. Each cell has a (2) _____ that contains your (3) _____. Each chromosome is made up of threads of (4) _____ (deoxyribonucleic acid). (5) _____ are segments of DNA that determine specific traits, such as eye or hair colour. You have more than 20,000 genes. A gene (6) _____ is an alteration in your DNA. It can be inherited or acquired during your lifetime. This may occur as cells grow old or if they are exposed to certain chemicals.

6 Discussion

Discuss these questions.

- 1 What physical characteristics or personality traits have you inherited from your parents?
- 2 Who do you resemble most in your family?
- 3 Which of the following conditions are NOT genetically determined?
A albinism B poverty C eye-colour D height E cleanliness F AIDS

Reading

1 Before you read

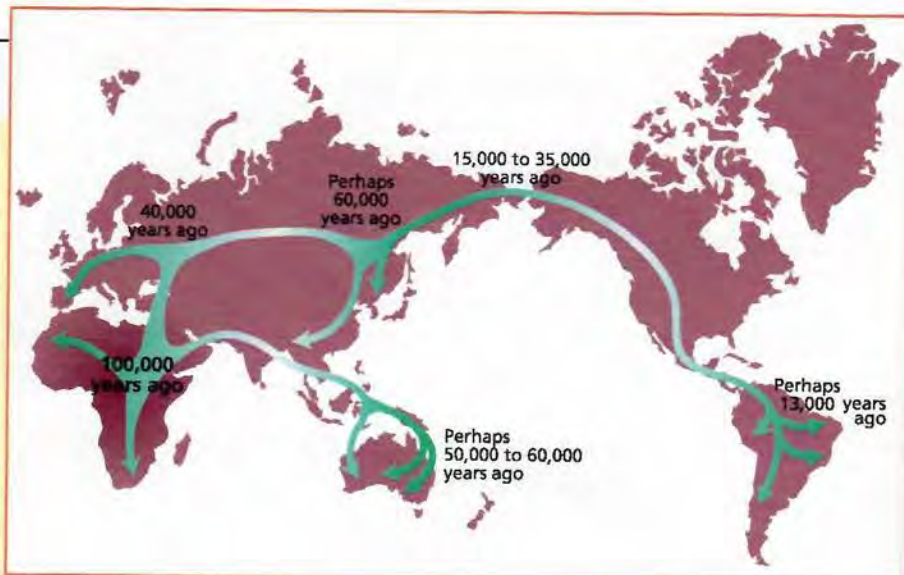
Look at the map below. What does it show? Where do all humans come from?

2 Read the text. Match the headings with the paragraphs.

- A Genetic diversity B Leaving Africa C Reading the genes D Our origins

The Human Story

Over 6 billion people live on our planet. Where did all these people come from? How and when did they colonize the world? Scientists from the National Geographic Society's Genographic Project have collected DNA samples from over 500,000 people worldwide in order to find out. So far the results support archaeological and fossil evidence: our species is an African one.



1 The human story is clearly written in our genes. When DNA is passed from one generation to the next, it is recombined giving each of us our individuality. But some parts of the DNA chain remain the same through the generations, altered only occasionally by mutations, which are called genetic markers. Scientists have analyzed these genetic markers in modern people to create a picture of when and where ancient humans moved around the world.

2 Genetic studies show that the entire human population originated in Africa. This is where we evolved and where we spent the majority of our time on Earth. Our species, *Homo sapiens*, began to evolve there about 200,000 years ago. 150,000 years ago, some African fossils show modern human features. Around 65,000 years ago, the first small groups of modern humans started to leave Africa. Why they did this is still a mystery, but they may have been driven by climate change.

3 The earliest migrants probably travelled across the Red Sea to present-day Yemen. They then spread rapidly along the coast to India, reaching Southeast Asia and Australia 50,000 years ago. About 40,000 years ago a second group headed inland and colonized the Middle East, Central Asia and Europe. Finally, around 20,000 years ago a small group crossed from Asia into North America, and travelled down to South America.

4 African people are the most genetically diverse in the world. This is because *Homo Sapiens* originated in Africa, therefore the DNA of its inhabitants has evolved and changed the longest. Human genetic diversity decreases as distance from Africa increases. Researchers have found that the DNA of the San people of Namibia and South Africa is the most diverse. This suggests that the San are the direct descendents of the early humans who migrated out of Africa and colonized the world.

3 What do these 'years ago' refer to in the text?

- 20,000 • 40,000 • 50,000 • 65,000 • 200,000

Example: 20,000 years ago the first humans arrived in North America.

4 Choose the correct answers.

- What do scientists use to understand early human migration out of Africa?
A Fossils. B Genetic markers. C Ancient maps.
- Where has the human species spent most of its time on Earth?
A In Asia. B In the Americas. C In Africa.
- How old are the earliest human-like fossils that have been found?
A 6 billion years old. B 200,000 years old. C 150,000 years old.
- Why did early humans leave Africa?
A To find food. B Because the climate had become too hot. C Nobody knows for sure.
- What part of the world did *Homo sapiens* colonize first?
A Australia. B The Middle East. C India and Southeast Asia.
- What happened 20,000 years ago?
A The first humans arrived in North America. B Early humans left Africa. C Europe was colonized.
- Which population shows the most human genetic diversity?
A North Americans. B North Africans. C The San people of southern Africa.

5 Discussion

Discuss these questions.

- Where did your family originally come from?
- Have any of your relatives moved to another country?
- What do you know about your ancestors?

Vocabulary extension**Prepositions of movement****6** Complete these sentences from the text.

- The earliest migrants probably travelled _____ the Red Sea.
- They then spread rapidly _____ the coast to India.
- We create a picture of when and where ancient humans moved _____ the world.
- They travelled _____ to South America.

7 Choose the correct prepositions in the sentences.

- He ran **down** / **up** the hill and when he reached the top he was out of breath.
- We drove **over** / **through** the bridge.
- When the child ran **across** / **under** the road, her mother was angry.
- She walked **out of** / **into** the house, **over** / **along** the street to the market.

Pronunciation**Weak and strong forms of the**

- 8** We usually pronounce *the* with a weak form. But when it comes before a vowel (a, e, i, o, u) we pronounce it with a long form. Listen and repeat.

strong form /ði:/ →	the Earth	the inhabitants	the afternoon	the exercise
weak form /ðə/ →	the problem	the solution	the world	the book

Grammar

The and no article

1 Read the text. Then match the rules with the underlined examples.

- (1) Scientists analysed thousands of DNA samples. (2) The results showed that humans came from (3) Africa.
(4) Research is important for our understanding of (5) the Earth and its history.

Rules

- a** We use *the* when there is only one of something.
- b** We use *the* when we know which one / ones are referred to.
- c** We don't use *the* with place names, including most countries and continents.
- d** We don't usually use *the* in generalisations with plural nouns.
- e** We don't usually use *the* in generalisations with uncountable nouns.

2 Complete the text with or without *the*.

In my country, (1) _____ school year is 9 months.
We are on (2) _____ holiday from June to August.
We spend (3) _____ holiday in our village and we don't
do (4) _____ school activities. In (5) _____ evening,
we eat and tell (6) _____ stories. To get to (7) _____
village, we go down (8) _____ river by (9) _____ boat and
then we continue on (10) _____ foot.

Take notice

We don't use *the* with some common expressions after a preposition:

to / at school, university, church, work

at / from home

by car / bus, boat

at night (BUT in the morning / afternoon / evening)

on Monday in bed / prison / hospital on holiday

Expressions of purpose (*to, in order to, so that, so as (not) to*)

3 Copy the clauses that express purpose in these sentences.

Then choose *a* or *b* to complete the rule about expressions of purpose.

- 1 Scientists are collecting samples in order to find out about human migration.
- 2 She's going to university to study biology.
- 3 I went to China so as to know more about Chinese culture.
- 4 He was very quiet so as not to wake up the baby.

Rule

We can use an expression of purpose to say...

- a** why somebody does something.
- b** how somebody does something.

4 Join the two parts of the sentences using the expressions of purpose in the box.

- | | |
|--|--|
| 1 He moved to Dakar | a miss the last bus. |
| 2 I believe that you have to learn a language | b understand a country's culture. |
| 3 He is learning Swahili | c she could learn about other cultures. |
| 4 When she was a girl she wanted to travel | d he can understand people in Kenya better. |
| 5 He had to run all the way to the bus station | e get a better job. |

to
so that (x 2)
in order to
so as not to

5 Writing

Write sentences about why you or other people do the following things.

- study English
- do exercise
- clean your teeth
- get a passport
- go to university
- go to church
- join a club

I'm learning English
so that I can get
a job in tourism.



Communication

Explaining how things work

1 Choose the correct words to complete the dialogues. Listen and check.

- 1 A Is this your new tablet?
B Yes. It's cool, isn't it? It's got a touch screen.
A What's this button (1) **to** / **for**?
B It's for (2) **turn** / **turning** it on and off. Like this.
- 2 A What's (3) **it** / **that**?
B It's a memory stick.
A What do you (4) **used** / **use** it for?
B I keep my photos on it. It's easy to carry around.
- 3 A What's that machine?
B It's my parents' new coffee machine.
A How does it (5) **work** / **do**?
B You (6) **are putting** / **put** the coffee in this container, the boiling water in the bottom, then you heat it. When it (7) **makes** / **make** a hissing noise, the coffee's ready.
Would you like one?
A Yes, please.

2 Listen to the intonation in the sentences in the chart.
Then say the phrases aloud. Pay attention to the intonation.

Asking about things

What's this? / What are these?

What's it for? / What are they for?

How does it work?

Explaining

It's for (...-ing) / They're for (...-ing) ...

I use it for...

You can use it for...

3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.

4 Listen to three dialogues. Complete the chart about the objects.

Object	Use
1	
2	
3	

5 Writing

Write dialogues for two of these objects.
Use the dialogues in exercise 1 to help you.

6 Speaking

Practise your dialogues with a partner.
Make sure you use the correct intonation.



Reading

1 Before you read

How old is the Earth?
When did the dinosaurs live and die?
When did humans invent writing?

2 Read the factfile and check your answers in exercise 1. Then read the text. What three ways of dating old things does the text mention?

Factfile

- The Earth is 4.54 billion years old.
- Dinosaurs disappeared around 65 million years ago.
- Our ancestor Lucy is over 3.5 million years old.
- Agriculture started about 10,000 years ago.
- The oldest known writing dates back to around 3,000 BC.

Reading the past

Have you ever wondered how scientists **work out** the age of very old things? How do they know the age of the Earth, when the dinosaurs became extinct, or when humans started agriculture? We asked palaeontologist Tim Adams from the Natural History Museum how scientists dated rocks, fossils, and other ancient objects. **He**¹ told us that there were a number of dating techniques available today.

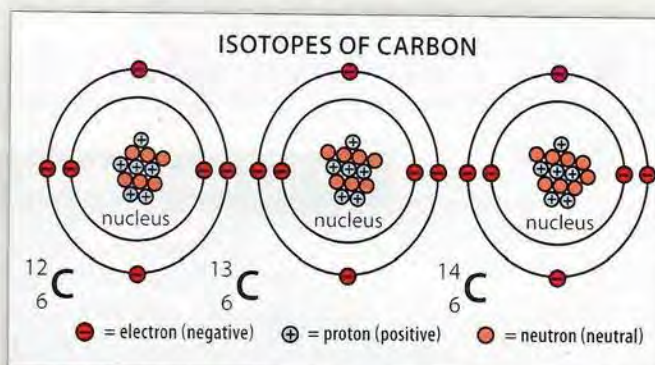
One common method is known as relative dating and it is often used for fossils. Geologists have a good idea of the age of rocks. In general, the oldest rocks are at the bottom. By looking at the layers of rocks in which a fossil lies, they can guess **its**² age. This method doesn't give the exact age, but **it**³ provides important clues.



Another method is radiometric dating, which gives us the exact age. **This**⁴ consists in measuring natural radioactive elements. There are natural radioactive elements in everything - rocks, fossils, plants and animals. These radioactive elements are unstable and they gradually **turn into** more stable elements. This process occurs at a constant **rate** for each radioactive element. Scientists know

exactly how long it takes for half the quantity of a radioactive element to change into the stable form, and **this**⁵ is called its 'half-life'.

Carbon dating is the most widely used. The radioactive element Carbon-14 changes into the stable form called Carbon-12. Scientists compare the proportions of C12 and C14 in a sample and **this**⁶ gives them its age.



But carbon dating is only **accurate** for things under 40,000 years old. **It**⁷ is widely used in archaeology and to date manmade objects. For older things, potassium-argon dating is used. Potassium-40 has a half-life of 1,310 million years. That means it takes 1,310 million years for half of the Potassium-40 to turn into Argon-40.

Genetics also play an important part. By studying gene sequences we can understand the evolution of living organisms. Geneticists are able to **extract** DNA from very old bones and sequence the genome of extinct species, such as the woolly mammoth. By comparing **these**⁸ genomes with other species they can understand better the tree of life. Genetics has confirmed the African origin of humans. **It**⁹ is also helping us understand the story of human evolution and how *Homo sapiens* populated the world.

3 Read the Strategy box. What do the underlined words 1-9 in the text refer to?

4 Answer the questions.

- 1 How many chemical elements does the text mention?
- 2 Where are the oldest rocks located?
- 3 Which dating technique gives the exact age of a sample?
- 4 What radioactive element is used to date manmade things?
- 5 What dating technique is used to give the age of extremely old things?
- 6 What extinct species are mentioned in the text?

5 Work in pairs and decide which dating techniques would be suitable for dating the items in the factfile. Explain your answers.

6 Match the definitions with the **red** words in the text.

- 1 be converted to 2 get; obtain 3 determine 4 precise; exact 5 speed

7 Discussion

Discuss these questions.

- 1 How many extinct species can you name? Where did they live?
- 2 What other elements can you name? What is their chemical symbol?

Reading Strategy

Understanding reference words

When we read a complex text, it's important to understand words such as pronouns and adjectives which refer to **earlier information**. This helps us understand the overall meaning of the text.

- Pronouns (*it, he, they, etc.*)

Example: I asked **Sanga** a question.

He answered.

- Demonstrative pronouns (*this, these, etc.*)

Example: **Carbon dating** is commonly used for old tools.

This is accurate for most man-made things.

- Possessive and demonstrative adjectives (*its, their, this, that, these, etc.*)

Example: **Some humans** left Africa.

These people travelled east.

Vocabulary extension

Suffixes -(o)logy and -(o)logist

8 Look back at the text. What do we call scientists who study these things? What do we call their disciplines?

- 1 The Earth, its composition and history. 2 Fossils and the evolution of species. 3 DNA.

9 Complete the definitions with the words in the box.

Can you think of more words with this suffix?

- Someone who studies ... 1 the human species is a ... 2 the weather is a ...
3 the relationship between organisms and their environment is a ... 4 insects is a ...

anthropologist
biologist
entomologist
meteorologist

10 Writing

Look at the definitions in exercise 9. Then write definitions for these professions.

- zoologist • pharmacologist • psychologist • sociologist • microbiologist

Pronunciation

Stressed syllables

11 Listen and repeat these pairs of words. Notice the stressed syllables.

geology – geologist ecology – ecologist biology – biologist sociology – sociologist

Grammar

Reported statements

- 1** Look at the sentences in direct and reported speech.
Then choose the correct words in the rules.

- 1 'There are a number of dating techniques available today.'
He told us that there were a number of dating techniques available today.
- 2 'He studied zoology at university.'
He said that he had studied zoology at university.
- 3 'I'm going to church early.'
She said that she was going to church early.
- 4 'I'll spend a year at an American university.'
She told us that she would spend a year at an American university.
- 5 'I can't speak French.'
He said that he couldn't speak French.

Rules

When you change direct speech to reported speech:

- a verbs in the present simple change to the **past perfect / past simple**.
- b verbs in the past simple change to the **present perfect / past perfect**.
- c verbs in the present continuous change to the **past continuous / past simple**.
- d *will* becomes **can / would**.
- e *can* becomes **will / could**.

- 2** Rewrite the sentences using reported speech.

Example: 'We're studying evolution in Biology,' Oumarou said.

→ *Oumarou said that they were studying evolution in Biology.*

- 1 'I don't understand this exercise', Bintu told the teacher.
- 2 'My sister can't swim', said Etienne.
- 3 'I'm sure you'll do well in the exam', Mr Makanjo told me.
- 4 'I bought a mobile from a street hawker', said Comlan.
- 5 'I don't think they'll come', said Akim.

Take notice

Pronouns and possessive adjectives change in reported speech:

'I like **your** shirt,' said Ngono.

Ngono said that **she** liked **my** shirt.

- 3** Rewrite the sentences in direct speech.

Example: He told me that he didn't eat meat. → '*I don't eat meat.*'

- 1 She said that she couldn't meet me after school.
- 2 The teacher told the students that they would pass the exam if they worked hard.
- 3 My parents said that they would get home late.
- 4 Idrisso said that he was feeling ill.
- 5 My sister said that she wanted to leave school.

- 4** Read the dialogue and complete the summary with the correct pronouns.

Campers: How do they interpret fossils, Professor?

Professor: I'm not an archaeologist but a meteorologist.

Campers: So you can teach us a lot about climate change.

Professor: Do you have enough time for that?

Summary

The campers asked the professor about fossils.

(1) _____ told (2) _____ that (3) _____ was a meteorologist, not an archaeologist. (4) _____ said that (5) _____ could teach (6) _____ about climate change if (7) _____ had enough time.

5 Writing

Write six things that people have said to you today.

Brahim said that he was going to play football after school.

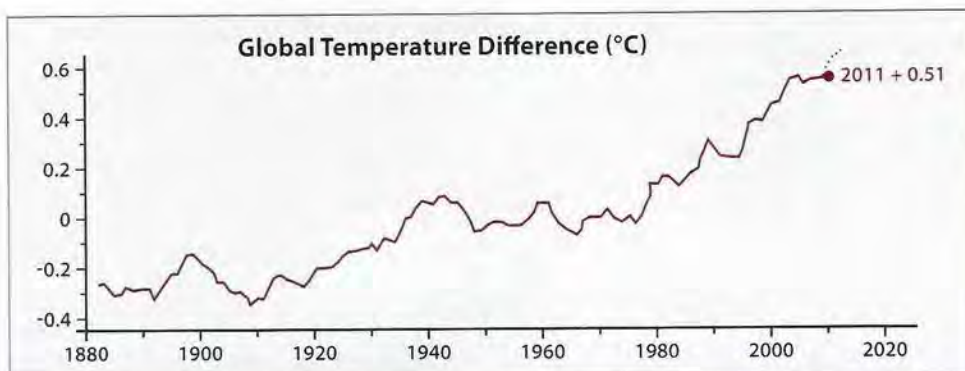


Vocabulary

1 Lead in

Look at the graph below. What does it show? Choose from:

- A Annual rainfall worldwide B Global temperature trends C Global climate change



2 Decide which statements are true or false. Correct the false statements.

- The graph shows how the **average** temperature of the Earth has changed since 1990.
- The **overall** trend is a **rise** in the temperature over the period.
- Temperatures have **fluctuated** over the period.
- Between 1920 and 1940, temperatures **decreased** sharply.
- Since 1980, temperatures have **increased** steadily.
- The average global temperature **rose** by nearly 1° Celsius between 1880 and 2011.

3 Speaking

Discuss these questions.

- What explanations are there for the increase in the Earth's temperature?
- What will be the possible consequences of this global warming?
- Will the consequences be positive or negative for humans?

Listening

4 Before you listen

Where is Gabon? What is its climate like? Think about the following things:

- the equator
- rainfall
- temperature
- seasons
- different months

5 Listen to a description of the climate in Gabon and complete the text.

Then listen again and check.

Gabon has a rather (1) _____ climate with a total (2) _____ rainfall of around (3) _____ mm. Between June and (4) _____ the precipitation is very low. Rainfall is high from October to (5) _____. The annual temperature variation is around (6) _____ degrees Celsius. The months from (7) _____ to August are cooler with the average temperature just above (8) _____. The hottest months are from December to (9) _____ with average temperatures around 28 and (10) _____ degrees Celsius during this period.

6 Writing

Work in groups. Write a short description of the climate in your country / region. Present your description to the class.

Writing

Writing about a graph

1 Before you write

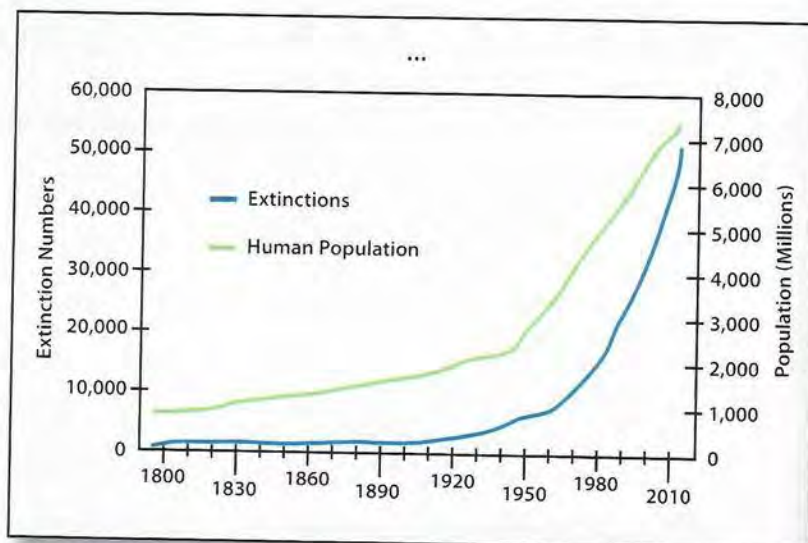
Look at the graph.

What does it show? Choose from:

- A Global evolution of biodiversity.
- B Species extinction and human population.
- C Deforestation and species extinction.

2 Read the description.

Choose the correct words.



Model text

The graph (1) **compares** / **describes** the global human population and the extinction of species between the years 1800 and 2015. It can be clearly seen that both the human population and species extinction are currently (2) **decreasing** / **increasing** rapidly.

In 1800, the world population was about 1 billion. This number increased (3) **rapidly** / **gradually** to about 2.5 billion in 1950. Over the same period, the number of species that became extinct also increased from around zero in 1800 to over 2,000 species in 1950. Between 1950 and 2015, the human population rose (4) **slowly** / **sharply** to nearly 8 billion individuals. At the same time, the rate of extinction increased to nearly 6,000 species in 2015.

In conclusion, we can see that the increase in human population and the extinction of species is linked. As the global human population increases, the (5) **rate** / **size** of species extinction also increases.

Writing Strategy

Describing graphs

A graph description should:

- include an **introduction**, a **body** and a **conclusion**;
- only describe the **information given**;
- **do not include** a personal opinion.

Writing Task

Your school magazine has asked readers to write articles for the science section. Read the Strategy box and write a description of the graph in exercise 1 on page 105.

3 Read the Strategy box. Look at the graph and sentences in exercises 1 and 2 on page 105 and plan your text.

Paragraph 1 Introduction: presenting the parameters of the graph and main trends.

Paragraph 2 Body of the graph: describing the whole graph.

Paragraph 3 Conclusion: summarise and draw a conclusion.

4 Write the description in 150 words following the paragraph plan.

1 Complete the words we can use to talk about genetics.

- 1 c _ o _ o _ o _
- 2 n _ c _ _ _ s
- 3 g _ _ e
- 4 g _ n _ m _
- 5 m _ t _ t _ n
- 6 m _ _ _ c _ l _ e
- 7 c _ _ l
- 8 c _ _ n _



2 Write definitions of the words in exercise 1 in your own words.

Example: A *chromosome* is a structure which contains genetic material.

3 Copy and complete the table.

Discipline	Root/Meaning	Scientist	Definition
	zoo (animal)		Someone who studies animals.
pharmacology			
	psycho (mind)		
sociology			
			Someone who studies the Earth and its composition.
	eco (environment)		
		biologist	
		palaeontologist	

4 Complete these sentences with infinitive clauses using *to*, *in order to* or *so as to*.

More than one answer is possible.

- 1 She's studying hard _____
- 2 Scientists are working continually _____
- 3 She exercises regularly _____
- 4 They set up the new NGO _____
- 5 I usually wear sun glasses _____
- 6 Peasants are growing a new variety of rice _____
- 7 The Ministry of tourism is investing money in hotels and sites _____
- 8 Dad will buy a bike for Fidelia _____

Check Unit 8

5 Rewrite the sentences into direct or reported (indirect) speech.

Example: The demographer said that the world population had risen sharply during the last century.
→ *'The world population rose sharply during the last century,' the demographer said.*

- 1 'This increase in the human population has caused the extinction of many other species,' he said.
He said that _____
- 2 The French captain said he didn't think the Spanish basketball team was unbeatable.
- 3 'We are a good team too and we can and will beat them,' he told reporters.
- 4 'We asked for suitable equipment to fight poachers last year,' the rangers told officials.
- 5 'You haven't provided equipment and elephant poaching continues,' they said.
- 6 'We need to empower women in order to develop this country,' the president of *Women's Power* said.
- 7 Oscar Wilde told the American custom officers that he didn't have anything to declare, but his genius.
- 8 'I don't drink, I don't smoke and I don't take drugs,' she told her friends.
- 9 'That's the safest way to keep healthy,' they said.

6 Complete the sentences with the definite article *the* or the zero article.

Write capital letters where necessary.

- 1 _____ lion is a wild animal. _____ hunters say that it is _____ most dangerous of all animals.
- 2 _____ mangoes are her favourite fruit.
- 3 My sister doesn't play _____ guitar well, but she's very good at _____ piano.
- 4 _____ poachers and _____ rangers hate each other.
- 5 On week days, Dad goes to _____ work, Mum goes to _____ market and we go to _____ school, but on Sundays we all go to _____ church.
- 6 He was arrested for shoplifting and sent to _____ prison.
- 7 _____ English speak _____ English, _____ Italians speak _____ Italian and the Germans speak _____ German.
- 8 This NGO provides food, shelter and medical care for _____ sick and _____ homeless.
- 9 Which is _____ longer? _____ Nile or _____ Amazon?
- 10 In _____ United States, _____ food in _____ ethnic restaurants is often cheap.

7 a Read the conversation below.

- A What's that thing in the upper right angle of the room?
B That's a camera.
A A camera? What is it for?
B It's for watching the customers who come in to the shop, especially shoplifters.
A How does it work?
B The camera takes your picture and transmits it to a computer in the room where the watcher is. The monitor displays your picture and allows the watcher to observe every movement you do.

b Write a conversation to explain how these two technologies work:

- a webcam
- a bar code on a product

Use the conversation above as a model.



Self-assessment

Can you...

- talk about science?
- talk about genetics?
- use the suffixes *-(o)logy* and *-(o)logist*?
- express a purpose?
- make reported statements?
- choose between *the* and the zero article?
- explain how things work?

Reading comprehension

Read the text carefully and answer the questions below.

What is Evolution?

Biological evolution is the change in the characteristics of living organisms over generations. It explains the way all living things evolved over billions of years from a single common ancestor. All life is interconnected, but two different species may be separated by millions or even billions of years of evolution.

What is the relationship between apes and humans?

Scientists have discovered that about 98.5% of the genes in people and chimpanzees are identical. This means that chimps are our closest living relatives. But it does *not* mean that we evolved from chimps. It indicates that humans and modern African apes (gorillas and chimpanzees) share a common ancestor. We are therefore related to these other living primates, but we did not descend from them.

Was there a common ancestor?

Most scientists believe that the common ancestor of all primates existed 5 to 8 million years ago. Then two species broke off into separate lineages. One of these lineages evolved into gorillas and chimps, while the other evolved into early humans called *hominids*.

Who were the early humans?

In the millions of years that followed, at least a dozen different species of humanlike creatures existed. We know this because of the fossil discoveries. Many of these early hominids left no descendents and simply died out. Others are the direct ancestors of modern humans or *Homo Sapiens*. While scientists still do not know the total number of hominid species that existed, the story of human evolution becomes clearer as new fossils are discovered.

What about the Missing Link?

In the popular imagination, the missing link would be the fossil of our common ancestor. The idea suggests that evolution is a straight chain of events. In fact, it is much more complicated. While scientists agree on the idea of a common ancestor, it may be impossible to decide which fossil represents this species. The fossil record may never be 100% complete. And even if it was, how would we know?

1 Answer the questions.

- 1 What is biological evolution?
- 2 What have scientists discovered about the genomes of apes and humans?
- 3 Who are humans' closest relatives?

2 Find words in the text that have the same meaning as these words.

- | | |
|------------------------------------|---------------------|
| 1 exactly the same | 3 became extinct |
| 2 relatives living a long time ago | 4 similar to humans |

3 Find words in the text that have opposite meanings to these words.

- | | | | |
|------------|----------------|------------|--------------|
| 1 multiple | 2 more obscure | 3 possible | 4 incomplete |
|------------|----------------|------------|--------------|

4 Decide if these statements are true or false. Justify your answers.

- 1 Modern African apes and humans have a common ancestor.
- 2 Humans evolved from apes.
- 3 All the early hominid species that existed all became extinct.
- 4 The fossil of our common ancestor has been discovered.

Prepare for the exam! Units 7-8

Vocabulary

1 Match the words in column A with their synonyms in column B.

A	B
origin	won
spectators	result
beat	onlookers
create	beginning
outcome	make

2 Complete the sentences with the correct words in the brackets.

- 1 The marathon is _____ (much / most / more) exciting than the high jump.
- 2 These species of mammals lived many thousands of years ago.
But they are now completely _____ (extinct / die / lived).
- 3 _____ (Seeing / Being / Living) his father and so many of his countrymen suffer, George was determined to do something about it.
- 4 Violence against children, including corporal punishment, is a violation of the _____ (duty / law / rights) of the child.
- 5 They say a family that lives, eats and works together becomes a happy and _____ (disunited / united / confused) family.

3 Complete the following sentences with a suitable word.

- 1 One of the runners _____ a drug test and was eliminated.
- 2 I think Serena Williams is a _____ tennis player than her sister Venus.
- 3 He runs _____ fast that nobody can beat him.
- 4 He trains regularly _____ to keep fit and healthy.
- 5 The _____ gave the player a red card and sent him off the field.
- 6 How many goals has he _____ this season?

Grammar

1 Complete the following sentences with *such*, *so*, *because*, *more*, *most* or *as*.

- 1 The tennis champion played _____ well that he won easily.
- 2 The speaker made _____ a boring speech that the students left the auditorium.
- 3 It was the _____ exciting game I've ever seen.
- 4 He was ahead of everybody _____ he started early.
- 5 She can't swim as fast _____ her sister.
- 6 He is _____ confident than he used to be.

Writing

1 Write an essay of between 150-200 words on any one of the following topics.

- 1 What values do sportsmen and women develop?
- 2 Do you think that magic works in sports?
- 3 Do you agree with this sentence: 'Human beings are responsible for the destruction of other species on Earth'? Discuss.

Wildlife

Unit 9

1 Lead in

Look at the photos. Discuss the questions.

- 1 What are the animals?
- 2 Where do you think the photos were taken?
- 3 What problems do they illustrate?



Vocabulary

- 2 Listen and say these words aloud. Stress the bold syllables.
Which of these words are adjectives, nouns or verbs?

habitat	species	endangered	extinct
destroy	poacher	hunter	protect
ranger	conservation	logging	biodiversity

- 3 Complete the text with words from exercise 2.

Orangutans are a (1) _____ of great ape that lives in Southeast Asia. The tropical forests of Indonesia and Malaysia are the orangutan's natural (2) _____. However, illegal (3) _____ is destroying these forests and threatening the orangutans' survival. Many

orangutans are killed by (4) _____. Unfortunately, there aren't enough park (5) _____ to protect them. Orangutans are now a critically (6) _____ species. If logging continues, orangutans will become (7) _____ in the next twenty years.

4 Speaking

Work in pairs. Make a list of ten endangered animals in your country. Put the animals in order from nearly extinct (1) to threatened (10).

- 5 Choose an endangered animal from your list. Discuss these questions and make notes.

What is its natural habitat? What is threatening its survival? Is it protected? How? What is likely to happen in the future?

- 6 Give a presentation to the class using your notes in exercise 5.

7 Writing

Write a paragraph about your endangered animal using your ideas in exercise 5. Look at the text in exercise 3 to help you.

Reading

1 Before you read

Look at the photo in the article. What is happening? What do you think is going to happen to the elephant?

2 Read the article and check your answers in exercise 1. What was the purpose of this operation?

Ivory Coast elephants relocated

A group of forest elephants have been moved from villages near Daloa in Ivory Coast after villagers threatened to kill them. The elephants **wandered** into the area from Marahoue National Park two years ago and became a threat to villagers and their plantations. The elephants were forced to leave their home when their forest habitat was destroyed by loggers, but also by people who had settled in the area during a period of political instability.

The relocation operation was conducted by the *International Fund for Animal Welfare* and was the first of its kind in the world. According to the regional head of the organization, it was highly risky because forest elephants are difficult to locate in dense vegetation. They are unpredictable and if they are **startled**, they may attack. A dozen elephants were given tranquillizers with special guns, and then they were transported by lorry to Asagny National Park, 500 kilometres southeast of Daloa. Two animals didn't survive the operation. The villagers were **relieved** to see the elephants go, but most were pleased that they weren't killed.



Elephant poaching in Africa is at the highest level in more than a decade, as demand for ivory from China and Thailand drives prices up, according to *Traffic*, a wildlife-trade monitoring group. Asian criminals arm and pay locals to kill animals for their tusks. Furthermore, loss of habitat has made forest elephants the most endangered of all elephants species. Their population has **dropped** by about 62 percent in the past 10 years. 'If nothing is done to protect them, the forest elephant will become extinct within a generation,' said a conservationist.

Elephants are extremely important in Ivory Coast's culture. Its national soccer team is nicknamed *The Elephants*. There is a **tusk** on the national coat of arms. The country is even named after the ivory trade, **underscoring** how common these giant mammals once were. Nobody knows the exact number of forest elephants left in the country, but conservationists estimate that there are only a few hundred.

It would be a sad irony if the Ivory Coast's national emblem disappeared forever.

3 Read the text again and choose the correct answers.

- 1 How did the elephants arrive in the Daloa area?
 - A They were transported there.
 - B They arrived there by chance.
 - C The villagers fed them.
- 2 Why did the elephants leave Marahoue National Park?
 - A The forest was destroyed.
 - B They were chased by poachers.
 - C Villagers threatened to kill them.
- 3 Why was the relocation operation risky?
 - A The elephants were aggressive.
 - B It had not been done before.
 - C The elephants can be dangerous if they are taken by surprise.
- 4 What happened to the elephants before they were loaded onto lorries?
 - A They were shot.
 - B They were given tranquillizers.
 - C They were identified.
- 5 Who organizes elephant poaching in Africa?
 - A The organization *Traffic*.
 - B Criminals from Asia.
 - C Local people.
- 6 Why are forest elephants more endangered than other elephants?
 - A They have longer tusks.
 - B Their habitat is disappearing.
 - C They are easier to kill.
- 7 Why are elephants important in the Ivory Coast?
 - A They are its national emblem.
 - B They attract tourists.
 - C They are important for the ivory trade.
- 8 Which sentence best reflects the writer's opinion about saving elephants from extinction?
 - A The writer expresses no opinion.
 - B The writer regrets the endangered status of elephants.
 - C The writer thinks elephants take up useful farmland.

4 Match the red words in the text with their definitions.

- 1 valuable elephant tooth
- 2 emphasizing; stressing
- 3 walked with no specific destination
- 4 fallen; gone down
- 5 taken by surprise
- 6 satisfied; reassured



5 Discussion

Discuss these questions.

- 1 What national parks are there in your country? What animals live there?
- 2 What conservation problems are there in your country?
- 3 Do people care about the environment? Why? Why not?

Vocabulary extension

6 Complete the chart with words from the text.

Verb	Noun
operate	(1)
organize	(2)
(3)	location
threaten	(4)
(5)	survival
lose	(6)

Verbs and nouns

7 Complete the sentences with nouns formed from the verbs in brackets.

- 1 The _____ of habitat is an important cause of wildlife extinction. (destroy)
- 2 Asian criminals organize elephant _____. (poach)
- 3 Many people are not concerned about the _____ of wildlife. (protect)
- 4 You shouldn't take unnecessary _____. (risk)
- 5 The ivory trade is threatening the _____ of elephants. (survive)

Pronunciation

Word stress



- 8 Listen to the sentences in exercise 7. Cross out the words that are NOT stressed. What do you notice?

Example: *The destr... of habitat is an important cause of wildlife extinction.*

Grammar

The passive

- 1** Study the verbs in these sentences from the text on page 112. What tenses are the verbs?
Which two verbs are NOT in the passive form?

- 1 Their forest habitat **was destroyed** by loggers.
- 2 Villagers **threatened** to kill them.
- 3 A group of forest elephants **have been moved**.
- 4 I **have never seen** a forest elephant.
- 5 Its national soccer team **is nicknamed** *The Elephants*.
- 6 The animals **will be transferred** to another park.
- 7 They **were transported** by lorry to Asagny National Park.

- 2** Look at the sentences in exercise 1 again.
Choose the correct words in the rules and copy the rules.

Rules

- a We often use the **active** / **passive** when the action is more important than the person who does it.
- b The passive is formed with **be** + **past** / **present** participle.
- c To say who or what did the action (agent) in a passive sentence, we use **by** / **to** + agent.

Find more sentences in the passive form in the text.

- 3** Write the active sentences in the passive. Include **by** + the bold words.

Example: They protect chimpanzees in the national park.
→ *Chimpanzees are protected in the national park.*

- 1 They have given park rangers guns.
- 2 They have exterminated the West African black rhinoceros.
- 3 They founded Kruger National Park in 1898.
- 4 **Poachers** kill a lot of animals in the park.
- 5 **Rangers** saved a lot of wild animals last year.

- 4** Complete the sentences with correct passive form of the verbs.

Example: In many parts of Europe the bear *has been hunted* to extinction. (present perfect)

- 1 The bear — (protect) by European law. (present simple)
- 2 Many bears — (shoot) every year. (present simple)
- 3 In Austria, the last bear — (kill) by poachers in 2012. (past simple)
- 4 In France, five bears — (reintroduce) into the Pyrenees in 2006. (past simple)
- 5 Twenty-two bears — (see) there recently. (present perfect)

- 5** Complete the sentences using the correct active or passive form of the verbs.

The number of wild tigers in the world (1) — (drop) from 100,000 in the early 20th century to around 3,000 today. Poachers (2) — (continue) to kill the world's remaining tigers. The animals (3) — (sell) to Southeast Asian countries for their skin, teeth and bones. Tiger body parts (4) — (use) in traditional Chinese medicine. What's more, loss of habitat (5) — (accelerate) their extermination. In the past few decades, vast forests (6) — (cut down) for agriculture. As forests are destroyed, the tigers (7) — (disappear) because they cannot find enough food to survive.

6 Writing and Speaking

Write three true passive sentences and three false passive sentences about the texts in exercise 4 and 5. Then read your sentences to your partner. Guess if your partner's sentences are true or false.



Communication

Agreeing and disagreeing

1 Complete the dialogues with the words in the box. Listen and check.

- 1 A That farmer shouldn't go to prison.
 B I don't (1) _____. He shot two rare elephants.
 A Yes, but he was protecting his crops.
 B I don't (2) _____ so. He killed them for their tusks.
 A That's not right.
- 2 A They're extending the national park and forcing people to move.
 B I don't think that's (3) _____.
 A Neither (4) _____ I.
 B They should let people choose for themselves.
 A I agree with that. And I don't think they should protect dangerous animals.
 B I don't think so (5) _____.
- 3 A I think there should be more park rangers.
 B (6) _____ do I. And they should be given guns.
 A Yes. I think (7) _____ right. It's a dangerous job.
 B A ranger was killed last month. Those poachers are criminals.
 A That's exactly (8) _____ I think.

agree
do
either
right
so
think
what
you're

2 Listen to the falling intonation in the sentences in the chart. Then say the phrases aloud.

Agreeing

That's exactly what I think.
 Yes, I think you're right.
 I don't think so either.
 I agree with you / that.
 So do I.

Disagreeing

That's not right.
 I disagree. / I don't agree.
 I don't think so / that's right.
 Neither do I.
 Yes, but....

3 Practise the dialogues in exercise 1 with a partner. Pay attention to the intonation.

4 Look at the underlined verbs and react to these opinions.
 Use *Neither ... I* and *So ... I*.

- 1 I wouldn't like to be a park ranger.
 2 I 'm not afraid of snakes.
 3 I saw elephants in the park.
 4 I 've visited Waza Park.
 5 I 'll protect my crops.
 6 I haven't got a gun.



I think poachers should go to prison.

So do I.



5 Listen to three dialogues. Do the speakers agree (✓) or disagree (X)?
 Listen again and check.

dialogue 1 _____ dialogue 2 _____ dialogue 3 _____

6 Writing and Speaking

Write dialogues about these statements. Use the dialogues in exercise 1 to help you. Then practise your dialogues. Pay attention to the intonation.

- Street hawking alcohol and cigarettes shouldn't be allowed outside schools.
- There should be more national parks in our country.

Reading

1 Before you read

Look at the title of the article and the picture. What idea do you think the picture illustrates? These words appear in the article. In what context do you think they are used?

- agriculture
- climate
- ecosystem
- erosion
- hectares

2 Read the article and check your answers in exercise 1. Then match these headings to paragraphs 1-5. There is one extra heading that you do not need.

- | | |
|--------------------------|-------------------------|
| A A question of survival | D Main causes |
| B Global importance | E The present situation |
| C International laws | F Drug discovery |

Deforestation – an unnecessary evil

1 The Earth is losing its forests. They currently only cover about 30 percent of the Earth's surface. The remaining forests are being destroyed at an alarming rate, especially in the tropics. Already more than thirty tropical countries have reached a critical level of forest destruction and former exporters of wood such as Nigeria and Thailand now have to import **timber** for their domestic needs.

2 The timber trade is a major cause of this catastrophic deforestation. Trees are used for building houses, making furniture and paper. At least 40 hectares of rainforest are destroyed every minute. Agriculture is also to blame because farmers burn rainforests to clear land for their animals or **crops**. In the Amazon region, for example, rainforests are being burnt down at a rate of 20 hectares a minute. Rainforest soil is extremely poor in nutrients, so it cannot be reused year after year, so farmers continually clear more land, gradually destroying the entire rainforest.

3 Rainforests are vital to the planet's ecosystems. They regulate climate by absorbing **greenhouse gases**. They regulate water exchanges between the atmosphere and the land. Forests protect the Earth's fragile layer of soil from erosion. Fertile land can be turned into barren **wasteland** by the action of wind and water if there are no trees to protect it. Treeless hills are vulnerable to **landslides**, which can result in the loss of homes and lives. Last but not least, rainforests are home to over half the species of fauna and flora on Earth. This unique biodiversity will disappear forever if nothing is done. Thousands of species will become extinct if their forest habitat is destroyed.



4 In addition, most human medicines are derived from plants that are found in rainforests. Scientists believe that many species of plants have still not been discovered and among these, many may contain substances which could be used to treat diseases like cancer or AIDS. What potential for life-saving medicines are we losing each day as the forests are being destroyed?

5 Apart from all this, let us **keep in mind** the most basic function of trees: they provide oxygen. All living creatures need oxygen in order to stay alive. A treeless planet would be an airless and, therefore, a dead one. For all these reasons, rainforests should be protected. Deforestation must be stopped.

3 Read the article again and answer the questions.

- 1 Why does Nigeria have to import timber?
- 2 What are two important causes of deforestation?
- 3 Why do farmers continue to burn rainforests year after year?
- 4 How do forests regulate the climate?
- 5 What proportion of the world's biodiversity is found in rainforests?
- 6 Why are rainforests important for medical research?
- 7 What basic function makes trees so important for life on Earth?
- 8 What is the writer's opinion about deforestation? Justify your answer.

4 Complete the sentences with the red words in the text.

- 1 Cassava, plantains and yams are important food _____ in Cameroon.
- 2 Carbon dioxide and methane are _____.
- 3 Tropical trees provide _____ for the construction and furniture industries.
- 4 Before we cut down trees, we should _____ the consequences.
- 5 _____ happens when rocks and soil roll down a slope quickly.
- 6 Nothing grew anymore in this empty _____.

5 Discussion

Which of these statements do you agree / disagree with? Why?

- 1 It is more important to clear land for farming than to save forests.
- 2 Countries that protect their natural heritage protect their future.
- 3 Local people are the first to benefit from deforestation.
- 4 Protection is better than cure.

Vocabulary extension

Nouns with suffixe -less

Take notice

The noun suffix *-less* expresses the idea of 'without'.
Example: *tasteless* means *without taste*.

6 Find two examples of noun + *less* in the text. What do they mean?

7 Write noun + *less* with the words in the box.

Example: *useless*

use	shame	need	defence	life
power	doubt	effort	cloud	help

8 Speaking

Think of definitions for words in exercise 7.
Take turns saying and guessing the words.



Something that has no function.



Useless!

Pronunciation

/eɪ/ and /aɪ/

9 Listen to these words. Is the underlined sound /eɪ/ or /aɪ/?

Listen again and repeat. Can you think of more words with these sounds?

blame fine life rain shame taste waste line mind

Grammar

The passive with present modals

- 1** Complete these passive sentences from the text on page 116.
Then choose *a* or *b* to complete the rule for passive modals.

- Fertile land can be _____ into barren wasteland by the action of wind and water.
- Rainforests should _____ protected.
- Deforestation _____ be stopped.
- Many species of plants contain substances which _____ to treat diseases.
- Rainforest soil _____ year after year.

Rule

For modals, we form the passive with:

- a** modal + *be* + past participle **b** *be* + modal + past participle

- 2** Reorder the words and write passive sentences.

- controlled in logging be must rainforests
- park rangers national be more in employed should parks
- be tourism developed green could
- species saved many cannot be endangered
- prison sent and poachers be must to caught
- trade the be stopped bushmeat must

- 3** Write the sentences in the passive form.

Example: Forests / must / protect → *Forests must be protected.*

- | | |
|---------------------------------|-----------------------------|
| 1 national parks / can / create | 5 fishing / could / control |
| 2 people / shouldn't / ignore | 6 tigers / cannot / save |
| 3 children / should / educate | 7 students / may / invite |
| 4 the visit / might / finish | 8 poaching / must / stop |

- 4** Complete the text with the words in the box. Use the passive form.

In countries all over the world, measures (1) _____ to protect the fauna and the flora. People everywhere should (2) _____ to the dangers of deforestation. When a forest (3) _____, the land (4) _____ for farming. If this land (5) _____ it can become barren and nothing will grow on it. This in turn may gradually lead to famine. Moreover, the ozone layer of the atmosphere (6) _____ by deforestation. Consequently humanity risks extinction in the long term as essential resources disappear. We mustn't (7) _____ by immediate profit.

overexploit
sensitize
take
blind
affect
destroy
use

5 Speaking

Work in groups. Discuss the statements in exercise 2.
Which ones do you agree or disagree with? Give your reasons.

- 6** Work in pairs. You are going to create a national park in your country. Discuss these questions.

- | | |
|------------------------------------|--|
| • What's it called? How big is it? | • What wildlife can be seen in the park? |
| • Where is it? | • How will wildlife be protected? |
| • How do you get there? | • What activities could be organized? |

7 Writing

Write a description of your national park. Use your answers in exercise 6 to help you.

Vocabulary

1 Lead in

Look at the photo.
Who are these people
and where are they?
What do they do?
What are the risks
of this job?



2 Match the words in the box with the sentences.

- The rangers don't have 4x4 vehicles or two-way radios.
- The poachers are prepared to kill rangers who get in their way.
- The government didn't let them carry guns.
- The rangers don't earn a lot.
- There are a lot more poachers than rangers.
- The illegal wildlife trade is worth a lot of money.

ill-equipped
lucrative
outnumbered
unarmed
underpaid
vicious

Listening

3 Before you listen

Read the Strategy box.
You are going to listen to a park
ranger talking about her job.

Which of these topics do you think she will talk about?

- hobbies • dangers • daily life • colleagues • fear

Listening Strategy

Before you listen to a text, it is helpful to **try and predict** things that will be mentioned and words that may be used.

Predicting

4 Listen to the park ranger and check your answers.

5 Listen again and choose the correct answers.

- As a ranger of the Lobeke National Park, Aissatou protects....
A all the animals.
B the trees from loggers.
C endangered animals.
- The poachers are...
A well-equipped.
B ill-equipped.
C from different countries.
- One night Aissatou and her fellow rangers...
A caught fourteen poachers.
B were disarmed by poachers.
C saved three elephants from poachers.
- One of the rangers was injured because he...
A tried to escape.
B beat a poacher.
C refused to surrender his gun.
- All rangers of the Lobeke Park...
A are ill-equipped.
B have radios.
C receive a good salary.
- How does Aissatou feel each time she leaves for the forest?
A excited
B stressed
C afraid

6 Speaking

Answer the questions with your partner.

- What qualities do you need to become a park ranger?
- What should be done to help rangers? Why?
- Would you like to be a park ranger?

Writing

A for and against essay

1 Before you write

In many countries there are laws to protect animals from cruelty. Do these exist in your country?

2 Read the model text. What is the writer's opinion about animal rights?

In which paragraph does the writer...

A express his / her personal view about animal rights?

B present arguments against animal rights?

C present arguments for animal rights?

D state the situation and what the problem is?

Model text

Are you for or against animal rights? Explain your views.

1 Animals everywhere suffer because of humans. Many animals are killed while others are beaten or neglected. Many people think that animals should be given rights, **but** others disagree.

2 One argument for animal rights is that animals suffer like humans do. They feel pain, pleasure, fear and love. **For example**, when young monkeys are separated from their mothers, they suffer from depression all their lives. **What's more**, some animals, **like** elephants, apes and dolphins are self-conscious.

3 On the other hand, many people argue that animals cannot talk or think rationally, so it is acceptable to treat them badly. **Also**, animals do not know the difference between good and bad.

4 In conclusion, I am in favour of animal rights because we shouldn't make animals suffer. Many humans do not know the difference between good and bad, but they are not beaten or killed. **Although** we eat animals, we don't have to treat them cruelly.

3 Read the Strategy box. Which words in the Strategy box can replace the blue words in the text?

Example: *For example* → *For instance*

4 Complete the sentences with suitable linkers.

- 1 Some animals, monkeys and bats, carry the Ebola virus.
- 2 we can catch Ebola from bushmeat, some people still eat it.
- 3 Some people eat bushmeat., they sell it to make money.
- 4 Animals cannot talk, they have feelings.

Writing Strategy

Organizing ideas – Sentence linkers

Sentence linkers connect one idea or sentence in a text with another. Linkers have different functions. Here are three functions: **to add ideas**: *also*, *what's more*, *furthermore*; **to introduce examples**: *such as*, *like*, *for instance*, *for example*; **to contrast ideas**: *but*, *although*, *on the other hand*.

Writing Task

Are you for or against eating bushmeat? Explain your answer.

5 Make notes under the paragraph headings. Use words from exercise 4 to organize your ideas. Think about the ideas in the box and your own ideas.

Paragraph 1 Introduction: What's the situation? What's the issue?

Paragraph 2 Arguments for eating bushmeat.

Paragraph 3 Arguments against eating bushmeat.

Paragraph 4 Write a conclusion giving your opinion and an explanation.

6 Write a for and against essay in 100 to 150 words following the paragraph plan.

What's bushmeat?
It's the meat
of wild animals.



endangered animals
feeding families
income
illegal
disease
trade

1 Reorder the letters and write words used to describe the environment.

- | | | |
|---------------------|---|---------------|
| 1 bitatha | h | _____ |
| 2 otydisiverbi | b | _____ |
| 3 tnsecti | e | _____ |
| 4 grnaer | r | _____ |
| 5 erchoap | p | _____ |
| 6 elogrg | l | _____ |
| 7 ercnatisvoon | c | _____ |
| 8 edendgeran cieeps | e | _____ s _____ |

The first letter is given.



2 Match the words from exercise 1 with their definitions.

- 1 Someone who destroys forests by cutting down trees.
- 2 When a species has completely disappeared.
- 3 The act of protecting and saving wildlife.
- 4 They protect natural areas mainly against poaching.
- 5 The diversity of living species.
- 6 Someone who kills animals illegally.
- 7 The environment where animals or plants live.
- 8 Animals or plants that may soon become extinct.

3 Match the words in list A with the words in list B to make compound nouns. Then complete sentences 1-6.

- | | | | | | | |
|----------|-------|------------|------------|--------|-------|------|
| A | rain | greenhouse | endangered | wild | waste | land |
| B | gases | species | slide | forest | life | land |

- 1 Carbon dioxide and methane are _____.
- 2 The mountain gorilla is an _____.
- 3 A terrible _____ buried dozens of homes and killed at least 25 people.
- 4 The Amazon is the largest _____ in the world.
- 5 Nothing would grow in the barren _____ north of the city.
- 6 You can see amazing _____ in the Serengeti Park in Tanzania.

4 Rewrite the sentences in the passive or active.

- 1 Plantain, cassava and yams are grown by most West African farmers.
- 2 Do wild animals cause a lot of damage to farmers' crops in your village?
- 3 A group of elephants destroyed a banana plantation in Ivory Coast last week.
- 4 Did the villagers attack them with spears and arrows?
- 5 Some hunters have been caught by rangers for poaching.
- 6 They sell off their tusks to Asian tourists.
- 7 Poaching and logging are destroying the rainforest.
- 8 Japanese fishermen have killed thousands of whales for years.
- 9 A law will be passed soon by the National Assembly for the protection of our national parks.

Check Unit 9

5 Complete the sentences. Suggest what can, should, must be done to protect our environment using the verbs in the box.

- 1 The wildlife in every country of the world
- 2 Laws
- 3 All the citizens of the world
- 4 Anyone
- 5 Animals' habitat
- 6 Logging and poaching

respect
protect
pass a law
destroy
punish
sensitize
teach
regulate
break the law

6 Form adjectives with the nouns in the box and the suffix *-less*. Then complete the sentences with the new words.

- 1 Poachers left behind dozens of _____ bodies of elephants in the middle of the forest.
- 2 Rangers often feel _____ against poachers who are heavily armed.
- 3 The day started hot and _____, but by midday the weather changed.
- 4 The Indians living in the Amazon are _____ against multinational logging companies.
- 5 She tried to work but it was _____. She couldn't concentrate.
- 6 He made playing the guitar look _____.

life
power
use
cloud
help
effort

7 Put the sentences in the appropriate box.

That's exactly what I think!
I don't agree.
That's not right.

I agree with you.
I don't think so either.
Yes, I think you're right.

Neither do I.
So do I.
I disagree.

Agreeing

Disagreeing

8 Match the statements 1-6 with the responses a-f.

- | | |
|------------------------|-------------------------------|
| 1 I adore chocolate. | 4 I can't speak Spanish. |
| 2 I'm good at English. | 5 I haven't flown in a plane. |
| 3 I didn't revise. | 6 I'll go later. |

- | | |
|-------------------|------------------|
| a Neither did I. | d So will I. |
| b So do I. | e So am I. |
| c Neither have I. | f Neither can I. |

9 Agree and disagree with these statements.

- | | |
|---------------------------|------------------------|
| 1 I can't cook. | 4 I'm going to revise. |
| 2 I've visited Waza Park. | 5 I won't go out. |
| 3 I had ndolé for dinner. | 6 I like football. |



Self-assessment

Can you...

- talk about wildlife?
- use the passive form?
- use present modals with the passive?
- use nouns with the suffix *-less*?
- express agreement and disagreement?
- make short answers to agree or disagree?

Culture

Unit 10

1 Lead in

Look at the photos.
What type of music
are the people playing?
Can you name
the instruments?



Vocabulary

2 Answer the music quiz in pairs. Then check your answers.

- 1 A solo artist is a singer or musician who...
A is part of a band.
B writes songs.
C is not part of a band.
- 2 When you listen to live music you...
A can see the musicians.
B listen to a recording.
C wear headphones.
- 3 When musicians make an album, they record _____ songs or pieces of music.
A several
B two
C only one
- 4 Salsa and samba are music genres which originated in...
A North America.
B Europe.
C South America.
- 5 A composer is someone who...
A sings and dances.
B writes music.
C writes about music.
- 6 A vocalist is someone who...
A sings.
B plays an instrument.
C dances.
- 7 A single is a CD with _____ on it.
A two songs
B one song
C several songs
- 8 The lyrics of songs are the...
A melodies.
B instruments.
C words.

Answers: 1C 2B 3A 4C 5B 6A 7B 8C

3 Complete the text with the words in the box.

Stanly Enow, also known as 'Bayangi Boy', is a (1) _____ Cameroonian (2) _____ and songwriter from Bamenda. Enow started with break-dancing and writing rap (3) _____ while in high school. He (4) _____ his first single *Hein Pere* in 2013 and it was an immediate success. His first (5) _____ *Soldier Like My Papa* was released in 2014.

album
talented
singer
released
lyrics

4 Speaking

Discuss these questions.

- 1 What type of music do you listen to?
- 2 What traditional instruments do people play in your country?
- 3 Do you sing or play an instrument?
- 4 How many different music genres can you name?

5 Writing

In pairs, write a paragraph about a singer or a musician.

Use the text in exercise 3 as a model.

Reading

1 Before you read

What do you know about Angelique Kidjo? Think about her:

- birth place
- nationality
- style of music
- achievements
- other activities

2 Skim the text and find out if your ideas in exercise 1 are correct.

Angelique Kidjo

Africa's Diva



Angelique Kidjo is a world famous Beninese singer and composer. She is well known for her diverse musical influences, but also for her humanitarian work.

Kidjo was born in Ouidah, Benin, on 1st July 1960. She grew up listening to artists such as Miriam Makeba, James Brown, and Stevie Wonder. Kidjo began singing and dancing with her mother's theatre troupe when she was only six. This experience gave her a love for the **stage**. Her first artistic success was in her school band *Les Sphinx*, which played on national radio.

After leaving Benin because of political instability in 1983, Kidjo moved to Paris. She enrolled in law school, but soon **dropped out**. While she was in Paris, she went to jazz school. She also met her future husband Jean Hebrail, with whom she has composed most of her music. In 1985, she became the **lead vocalist** in the jazz/rock band *Pili Pili*. By the end of the 1980s, she had become one of the most popular live performers in France and recorded a solo album *Parakou*. She lived in Paris until 1998 when she decided to relocate to the USA.

Kidjo's energetic dancing, powerful voice make her concerts a memorable experience. During her performances, she gets the **audience** to participate by dancing and clapping. Her music mixes traditional songs

and rhythms of Benin with other musical genres such as jazz, soul and rhythm'n'blues. It is this combination along with her exceptional live shows that have led to her international fame. She sings in four languages, Fon, Yoruba, English and French, and she has worked with many of the world's finest musicians such as Manu Dibango and Santana. Her artistic achievements are too numerous to list. She has released thirteen albums, won a Grammy Award, and recorded songs for films and TV shows, including *The Simpsons* and *The Lion King*. She also sang at the opening ceremony of the 2010 Football World Cup.

Kidjo's love for Africa manifests itself through her **tireless** activism. She has been a UNICEF Goodwill Ambassador since 2002. She uses her celebrity to reach out to Africans and discuss some of the major issues affecting their lives such as AIDS, poverty, hunger, and war. She has performed in concerts and written songs in support of Amnesty International, vaccination campaigns and Fair Trade. She has also started her own foundation, the Batonga Foundation, to help **fund** secondary education for young girls in Africa.

3 Decide which sentences are true, false or not mentioned. Correct the false sentences.

- 1 Angelique Kidjo is a well-known singer and composer.
- 2 Kidjo's mother taught her to read music.
- 3 She performed on national radio when she was still at school.
- 4 She played the guitar in a band called *Pili Pili*.
- 5 She has been living in the Benin since she left France.
- 6 She encourages her audiences to get up and dance.
- 7 She composes all of her songs.
- 8 She dedicates time to helping people who are less fortunate.

4 Match the red words in the text with their definitions.

- 1 hard-working; persevering
- 2 gave up; quit
- 3 spectators; people watching something
- 4 finance; provide money
- 5 main singer in a group
- 6 theatre platform

5 Check the meaning of these false friends in the text.

stage support
finest (fine) issue
performance

Reading Strategy**False cognates**

Be careful! False cognates, or false friends, are words that look similar in French and English, but they have different meanings. For example, in English the word 'audience' means 'spectators', but in French it has a different meaning.

6 Discussion

Discuss these questions.

- 1 What famous singers and musicians are there in your country?
- 2 What are their music styles?
- 3 Who are your favourite singers or musicians?

Vocabulary extension**Word families****7** Find in the text the adjectives from the nouns in the box.

Example: fame → famous

8 Complete the sentences with nouns formed from the words in brackets.

- 1 Sending a person into space was a remarkable _____. (achieve)
- 2 Afro pop is a _____ of African rhythms and pop music. (combine)
- 3 She lived in _____ until she was in her teens. (poor)
- 4 Social _____ such as protest marches are legal in democracies. (active)
- 5 There were _____ everywhere when our team won the World Cup. (celebrate)

fame music art
life energy power
memory tradition

9 Writing and Speaking

Work in pairs and write an interview with Angelique Kidjo.

Write at least six questions using the information in the text to help you. Think about the following:

- birthplace
- early life
- favourite musicians
- life in Paris
- style of music
- humanitarian work

Example: *Where were you born?*

Pronunciation

/ʌ/ and /u:/

- 10** Listen to the underlined sounds and put the words into two groups. Then say the words aloud. Can you think of other words with these sounds?

blues discuss
love some
soon through
fundu

/ʌ/

discuss

/u:/

blues

Grammar

Time words (*after, before, during, when, while, until*)

1 Read the sentences. Then answer the questions about the underlined time words.

- 1 She started dancing when she was six.
- 2 While she was living in Paris, she went to jazz school.
- 3 She lived in Paris until 1998.
- 4 During her performance, the audience danced and clapped.
- 5 After leaving Benin, she moved to France.
- 6 Before going to the US, she lived in France.

- a Which words can we use to talk about...
 - two actions happening at the same time?
 - two actions happening one after another?
 - an action happening up to a specific time?
- b Which word is followed by a noun or a noun phrase?

2 Choose the correct words to complete the sentences.

- 1 She went to several concerts **while** / **after** she was staying in Douala.
- 2 We went to a concert **when** / **during** the holidays.
- 3 He lived in a village **until** / **after** he was 16, and then he moved to Dakar.
- 4 **When** / **Before** going back to Ivory Coast, she went on a European tour.
- 5 **When** / **Until** I was eight, I had my first guitar.
- 6 **After** / **During** releasing a single, he recorded his first album.

Take notice

After and *before* can be followed by a subject + verb clause or by a gerund.

You can only use a gerund when the subject is the same in the two actions.

After she left Benin, she moved to France.

→ *After leaving Benin, she moved to France.*

3 Correct the mistakes in these sentences.

- 1 My friend was listening to music during I was studying.
- 2 I had guitar lessons while I was 10, and then I gave them up.
- 3 After he was leaving school, he started a pop band.
- 4 We often go to live concerts until the weekend.
- 5 While he got home, there was nobody there.

4 Complete the email with time words.

Last week, there was a spelling competition at the American cultural centre. (1) _____ the competition, we learnt the difficult words. (2) _____ the tester pronounced the words we spelled them out quickly. (3) _____ the competition the bright students got the words right (4) _____ the weak ones didn't. We didn't laugh at them. We waited patiently (5) _____ they spelled them correctly. (6) _____ the competition the American Ambassador congratulated the winner.

There may be more than one possibility.



5 Writing

Complete the sentences with your own ideas.

- 1 After leaving school, I _____
- 2 During the summer holidays, I _____
- 3 Before I get a job, I _____
- 4 I won't get married until _____
- 5 While I was sleeping, _____
- 6 When I got home last night, I _____

Asking for and giving directions

1 Reorder the sentences and write the dialogues.

Dialogue 1

- a When you get to the bus station, take the second street on your left.
- b Yes. First, go down this street for about 100 metres.
- c Can you tell me how to get to the concert hall, please?
- d It's on your right, next to the post office.
- e Then go along Central Street until you get to the bus station.

1

Dialogue 2

- a It's on the left, opposite a school. You can't miss it.
- b At the lights, turn right and go straight on.
- c Excuse me. What's the best way to get to the stadium from here?
- d Then go along Bata Street to the traffic lights.
- e First, go down this street and turn left at the end.

2 Complete this dialogue with the words in the box.

- A Which is the easiest (1) _____ to get to the Ministry of Culture?
- B Go (2) _____ this street for 50 metres. Then (3) _____ the first street on the (4) _____.
- A Aha! Is it that tall building at the end of the street?
- B Oh no! You must (5) _____ left at the end of the street. It's (6) _____ to a bank.
- A Thank you.

down
next
right
take
turn
way

3 Listen to the intonation in the sentences in the chart.
Then say the phrases aloud.

Asking for directions

Can you tell me how to get to this place?
What's the best way to get to the market?
How do I get to the bank from here?

Giving directions

First go down this street for ...
Then turn right/left at the traffic lights ...
After that, go down Central Street until you get to the market.
It's on the left, next to / opposite the stadium.

4 Practise the dialogues in exercises 1 and 2 in pairs. Pay attention to the intonation.

5 Listen to a dialogue. Where does the person want to go?
Then listen again and complete the directions.

- A Excuse me. How do I get to the (1) _____ from here?
- B The best way is to go down this street and turn (2) _____ at the end. Then take the (3) _____ street on the (4) _____ into Bata Street. When you get to the (5) _____, turn right into Market Street. Walk along there for about (6) _____ metres. It's on the right, next to a (7) _____ and opposite the (8) _____.

6 Writing and Speaking

Write directions to a place in your town, for example, a football stadium, the post office, a park, a restaurant, a concert hall.

Use the dialogues in exercise 1 to help you.

Then practise your dialogues in pairs. Pay attention to the intonation.

Reading

1 Lead in

Look at the photo. Who is this person? What is he doing?
What tradition does it show?

2 Read the article. Where does Usifu Jalloh come from, and what is he trying to do?

The magic of storytelling

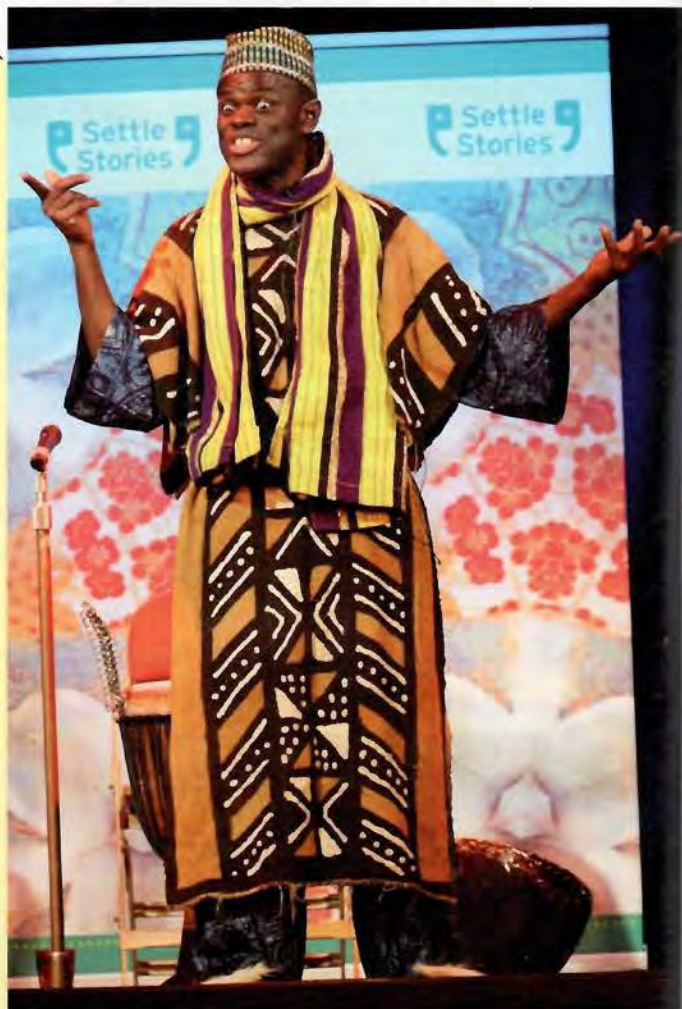
The actor, dancer, percussionist and inspiring storyteller Usifu Jalloh wants to **revive** the oral tradition of storytelling in his homeland Sierra Leone. Storytelling has always been an important part of African culture. While it still **thrives** in some West African countries, it is slowly dying in Sierra Leone.

Most of us can **relate** to storytelling. The stories we hear as children **stick** in our heads into adulthood. This was certainly the case for the audience in Freetown as they laughed and listened to Usifu Jalloh. His performance was energetic and funny; he used humour, a variety of voices, and drums, but his story also carried a message. 'That is what storytelling is all about,' commented one listener. 'Hearing Jalloh brings back **fond** childhood memories. Storytellers used to visit the villages around Christmas time, and tell stories about animals that **depict** human beings. The stories taught us about morality, but also our history and customs.'

Usifu Jalloh was brought up in Kamakwie in northern Sierra Leone. He experienced storytelling from his grandparents. 'It's not just about entertainment,' he says. 'My grandmother always said: *"Tickle them... When their mouths are wide open with laughter, pour in the truth"*. So my stories are full of powerful messages for young people to think about and interpret.'

He says that his country is losing its identity. He believes that British colonization played a part, but also the recent civil war. Many people now in their 20s and 30s grew up during this war and lost much of their culture because of it.

Jalloh has been living in the UK since his early 20s. He is currently on tour in his homeland. He has been performing in different regions of



Sierra Leone for the last two weeks. His performances have been attracting audiences of all ages. He hopes that young people will carry on the oral tradition. He strongly believes that the **salvation** of Sierra Leone as a nation lies within its culture and storytelling is an important part of that.

Usifu Jalloh has been working in arts education for over 20 years. He founded the annual Maambena Fest, which celebrates Sierra Leonean culture. He organizes drumming workshops for children, and is a regular speaker at UK universities.

3 Answer the questions.

- 1 What is happening to the oral tradition in Sierra Leone?
- 2 What are the ingredients of Usifu Jalloh's storytelling?
- 3 What messages did childhood stories use to convey?
- 4 According to Jalloh, why is Sierra Leone losing its identity?
- 5 Where does Jalloh live?
- 6 Where is he performing at the moment?
- 7 What age group do his performances appeal to?
- 8 What festival did he start?

4 Match the red words in the text with their definitions.

- | | |
|--------------------------------------|--------------------------|
| 1 amuse or make someone laugh | 5 stay; remain |
| 2 continues to be strong and healthy | 6 represent |
| 3 connect with; understand | 7 rescue; preservation |
| 4 make strong again; resuscitate | 8 affectionate; pleasant |

5 Find these sentences in the text. Complete the phrasal verbs.

- 1 Hearing Jalloh **brings** _____ fond childhood memories.
- 2 Usifu Jalloh was **brought** _____ in Kamakwie.
- 3 Many people now in their 20s and 30s **grew** _____ during this war.
- 4 He hopes that young people will **carry** _____ the oral tradition.



6 Discussion

Discuss these questions.

- 1 Is the tradition of storytelling dying in your country?
- 2 What are your favourite childhood stories?
- 3 Do these stories have messages?

Vocabulary extension

Noun suffixes -ance, -ation, -ment, -hood

- 7 Complete the chart with nouns from the text.

Can you think of more words with these suffixes?



	Noun
adult	adulthood
perform	
entertain	
colonize	
child	



8 Speaking

Work in small groups. You're going to tell a story.

- Choose a well-known story – not too long!
- Note down the storyline.
- Divide the story into a section for each person.
- Practise telling your story in your group.

Follow these steps.



- 9 Tell your story to the class.
If you wish, you can have a vote for the best storytellers.

10 Writing

Write your story from exercise 8.

Grammar

Present perfect continuous

1 Read these sentences in the present perfect continuous and choose the correct rules.

- 1 How long has he been touring Sierra Leone?
- 2 He has been performing in different regions for the last two weeks.
- 3 His performances have been attracting audiences of all ages.

Rules

- 1 We form the present perfect continuous with...
 - a has / have + past participle.
 - b has / have + been + present participle.
- 2 We use present perfect continuous to talk about an action which...
 - a began in the past, continues in the present and may continue in the future.
 - b began and ended in the past.
- 3 We can use the present perfect continuous to answer questions with...
 - a How long...?
 - b How many / much...?



2 Reorder the words and write sentences.

have 10 o'clock playing they since been football → *They have been playing football since 10 o'clock.*

- | | |
|--|---|
| 1 waiting long you how been have ? | 3 anything been interesting I haven't doing |
| 2 hasn't she listening the to been teacher | 4 watching they TV have been ? |

3 Complete the sentences with the present perfect continuous form of the verbs.

Example: We ____ hard. (work) → *We have been working hard.*

- | | |
|----------------------------------|--|
| 1 It ____ all day. (rain) | 4 You ____ text messages all morning! (send) |
| 2 I ____ for my parents. (wait) | 5 He ____ for his exams. (not revise) |
| 3 They ____ to a story. (listen) | 6 She ____ at all. (not study) |

4 Match the statements 1-5 with the explanations a-e.

- | | |
|----------------------|---|
| 1 You look tired. | a I've been working on a building site. |
| 2 You look scared. | b I've been waiting for the bus. |
| 3 You're very dirty. | c I've been going to bed too late. |
| 4 You're late. | d I've been running. |
| 5 You look hot. | e I've been watching a horror film. |

5 Write questions and answers with *How long...?* and the present perfect continuous.

Example: he / learn / English ? (six years)

→ *How long has he been learning English? He's been learning English for six years.*

- | | |
|---------------------------------------|-------------------------------------|
| 1 your father / drive? (two hours) | 3 she / live / in Abidjan? (2012) |
| 2 you / read / that book? (yesterday) | 4 those people / watch / us? (ages) |

6 Write sentences about yourself using the present perfect continuous with *for* and *since*.

- study English ● go to school ● live in this town ● use a computer ● sit next to (...)

7 Speaking

Work in pairs.
Ask and answer questions about the sentences in exercise 6.



How long have you been studying English?

I've been studying English for four years.



Vocabulary

1 Lead in

Look at the photo.
What type of festival is this?
Where do you think it is?

- 2 Look at the adjectives in the box.
Which adjectives can we use to describe facts and opinions?
Put them into two groups.

Fact

annual

Opinion

spectacular



spectacular

colourful

traditional

contemporary

well-known

vibrant

unforgettable

diverse

annual

popular

relaxing

exciting

ethnic

religious

lively

modern

- 3 Write three or four sentences about the festival in the photo using words from exercise 2. Then compare your ideas with other students.

Example: *This is a traditional festival of the Sawa people in Douala.*

4 Discussion

Discuss these questions.

- 1 What are the best festivals in your country?
- 2 What are your favourite festivals or celebrations?
- 3 What was the last festival or celebration you went to? Describe it.

Listening

- 5 Listen to a presentation of four famous African festivals.

Copy and complete the chart.
Then listen and check.

Festival	What?	Where?	When?	Since?
Dak'Art Festival	visual arts			
Ouagadougou Festival				
Voodoo Festival				
FEMUA				

6 Speaking

Which festival in the listening activity would you most / least like to go to? Why?

- 7 Work in pairs. Describe a festival, but don't say its name.
Your partner can ask questions to guess the festival.

8 Writing

In pairs, design a poster for one of the festivals in the listening activity. Include the information in the chart.

This festival is famous. It lasts ... days.
It takes place in ... every year.
... and ... perform at the festival.

Is it the ... festival?

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

Writing

A description of an event

1 Before you write

Turn to page 28 and read the Strategy box 'Features of informal emails'.

2 Read the model text.

Answer these questions.

- 1 Where is Solange?
- 2 How long has she been there?
- 3 Who has she been staying with?
- 4 What did she do last weekend?

Writing Strategy

To make your writing more interesting, use a **variety of adjectives**. Try to avoid common adjectives like *nice, good, bad, big, small*, etc.

Using adjectives

extraordinary
fantastic
fascinating

giant
gorgeous
vibrant

3 Read the Strategy box.

Replace the **red** words with adjectives in the box.

Model text

Hi Zola,
How are things with you? What have you been doing? I've been staying with my cousins in Douala for a few days. Last weekend, they took me to the annual Ngondo festival of the Sawa people on the banks of the Wouri River. I had a (1) **nice** time! I adored the festival. There was a (2) **good** atmosphere and many exciting things to see. The dancing was very colourful with the dancers wearing traditional costumes. There were also wrestling fights and a beauty competition to elect Miss Ngondo. The girls were (3) **pretty**!
The final event of the Ngondo is a race between (4) **big** pirogues. There were seventy men in one pirogue! This spectacular event attracted thousands of spectators. If you get a chance, you should go one year. It is an (5) **interesting** festival.
See you next week. Say hello to your family.
Solange

4 Add an adjective to each sentence. Choose from the words in the box.

- 1 He is a storyteller who inspires people of all ages.
- 2 This festival is held in the desert every year.
- 3 The wrestling is an event which is incredibly popular.
- 4 The audience loved her voice and traditional songs.

exciting
exotic
talented
powerful

Writing Task

You are staying with a member of your family and they have taken you to a festival.
Write an email to a school friend and tell him / her about the festival.

5 Choose a festival or celebration you know about.

Decide how long you have been staying there, and who you are staying with.

Greeting

Greet your friend.

Paragraph 1

Make a polite enquiry, and say what you have been doing.

Paragraphs 2 & 3

Say what the festival was like and describe the activities.

Ending

Write a suitable ending.

6 Write your email in 150 to 180 words following the paragraph plan. Try to use a variety of adjectives.

Check Unit 10

1 Look at the examples and copy and complete the tables with suitable nouns.

adult	<i>adulthood</i>
brother	
child	
relate	<i>relation</i>
depict	
colonize	<i>colonization</i>
relax	

entertain	<i>entertainment</i>
empower	
achieve	
govern	
perform	<i>performance</i>
resist	
appear	

2 Translate these words into French.

- | | | | |
|---------|-----------|------------|---------------|
| 1 stage | 3 support | 5 audience | 7 rest |
| 2 issue | 4 assist | 6 injury | 8 performance |

3 Complete the sentences with words from exercises 1 and 2.

- They were tired after walking a long distance, so they decided to _____ under a tree.
- Fortunately, the passengers had no serious _____ in the accident.
- The _____ clapped their hands while the band _____ on the _____.
- Many people think that the country needs a democratic _____ after so many years of dictatorship.
- _____ is the state of being a child, whereas _____ is the state of being an adult.
- Please don't raise that _____ at the meeting!

4 For each sentence below, write *past* if it describes a completed action in the past and *present* if the action is still in progress in the present.

- She attended our school last year.
- She has been attending our school since last year.
- They worked as rangers in this park for ten years.
- They have been working as rangers in this park for ten years.
- He did volunteer work for *SOS Enfants* for more than two decades.
- He has been working at *SOS Enfants* for more than two decades.

5 Say how long people have been doing the things below. Use *for* and a duration.

Example: I / attend this school → *I have been attending this school for two years.*

- | | |
|------------------------------|-------------------------------|
| 1 My sister / bike to school | 4 Mum / work at present job |
| 2 My family / live in house | 5 My family / use a colour TV |
| 3 Dad / drive car to work | |

6 Rewrite the sentences in exercise 5 using *since* + a clause.

Example: *I've been attending this school since my family moved to this area.*

Check Unit 10

- 7** Write six sentences using *after* or *before* and the phrases in the box.

Example: *After I get up, I brush my teeth.*

do domestic chores

brush teeth

take a shower

get up

do homework

watch TV

get dressed

- 8** Complete the sentences with *while*, *when*, *during* and *until*.

- 1 I will stay at school I pass my baccalaureate exam.
- 2 She helps on the farm the school holidays.
- 3 I leave school, I'll get an apprenticeship.
- 4 He was listening to the radio I was doing my homework.
- 5 I started having guitar lessons I was fifteen.
- 6 What were you doing your parents were sleeping?

- 9** Look at the map and complete the directions with the words in the box.
There are two words that you do not need.

Drive (1) ahead until you reach the traffic lights. Turn (2) at the traffic lights, drive for about two minutes. At the second traffic lights, (3) left into Marina Street. Drive (4) this street, (5) the Central Bank on your right and the park on your (6) Take the second street on the left. You'll see the Novotel Hotel on your left after the Market Place.

after
down
left
past
right
straight
take
turn



Self-assessment

Can you...

- use noun suffixes *-ance*, *-ation*, *-ment*, *-hood*?
- use *after* and *before*?
- translate false cognates?
- use time words?
- use the present perfect continuous?
- ask for and give directions?

Reading comprehension

Read the text carefully and answer the questions below.

Wolf, an endangered species

Wolves once roamed throughout the United States, living in harmony with early human populations. They preyed on deer and elk, killing the young, the sick and the old, and leaving the fittest to survive and reproduce. They filled an important role in the web of life.

When Europeans arrived in the New World, there were around 2 million wolves in North America. By the 1970s, only 500 to 1,000 wolves remained, occupying less than three percent of their former territory. They had been persecuted to the edge of extinction. In the 19th century, the demand for pelts (fur) encouraged hunters to kill wolves everywhere. At the same time, ranchers moved into the western plains with their herds. Wolves were considered a threat to their cattle, and they were shot, poisoned and trapped. In 25 years, more than 80,000 wolves were killed in the state of Montana alone.

Fortunately, our understanding of the interdependence of all living things has increased. Biologists understand that predators are important for healthy ecosystems. Many people realize that the actions of former generations have had disastrous consequences on the natural world. The vast North American plains and forests are disappearing because of development. People have finally begun to treasure what they are losing. The wolf has become a symbol of this loss.

In the 1970s, the wolf was finally protected under the *Endangered Species Act*. In 1995, fourteen wolves were reintroduced into Yellowstone National Park and their numbers have slowly increased to around 300 individuals today. It is now estimated that there are about 5,000 wolves across the northern states of the US.

However, the battle to save the wolf from extinction is not over. Wolves now only occupy less than 5 percent of their historic territory making it impossible for different populations to mix and breed. Animals that roam outside the parks are regularly shot by locals. A minority of ignorant people still want to exterminate them.

Wolves must be protected everywhere if the species is to survive. But above all, attitudes towards wolves must be changed, and this can only be done by informing and educating people.

Answer the questions.

- 1 Before the arrival of the Europeans, did wolves live in harmony with humans?
Give two words to justify your answer.
- 2 How many wolves were there in the New World (North America) when the Europeans arrived?
- 3 Why did they kill the wolves? Give two reasons.
- 4 What does the author mean by 'interdependence of all living things'?
- 5 According to the writer, the wolf should be:
a exterminated? **b** chased away? **c** protected?
Choose one and justify your answer.
- 6 *The local people have now understood the necessity to protect wolves:* true or false?
Justify your answer.

Prepare for the exam! Units 9-10

Vocabulary

1 Choose the appropriate meanings of the underlined words or expressions in the text.

- a groups of domestic animals
- b killed for food
- c travelled around
- d to kill every individual
- e animals that kill and eat others

2 Complete the following sentences with a suitable word.

- 1 Forest is dangerous for animals and mankind.
- 2 Barks, roots and leaves of trees can be used to diseases.
- 3 Climate changes may cause some animals'
- 4 A land where nothing can grow is
- 5 Protected species are kept in national

3 Use words from the box to complete the statements below.

- 1 The rainforest is advantageous for
- 2 The fauna, the flora as well as natural resources are a nation's
- 3 Because of poachers, animal extinction has reached a high
- 4 action jeopardizes animals and trees.
- 5 Deforestation destroys the ozone of the atmosphere.

rate
layer
biodiversity
heritage
loggers
wildlife
nature

Grammar

1 Rewrite the sentences below as indicated.

- 1 The authorities have taken measures to protect the parks.
Measures
- 2 Natural resources must be saved for future generations.
We must
- 3 Each rancher was given a two-way radio by the boss.
The boss
- 4 Agriculture causes disastrous forest destruction.
Disastrous forest destruction
- 5 They hold the festival in April each year.
The festival

Writing

1 Do only one of the following tasks.

Task 1 You have visited a natural park. Write a report of about 150 words.

Task 2 Write an essay of about 150 words about the consequences (negative effect) of urbanization on the natural world.

Writing¹ training

Strategy: Topic sentences

Turn to page 16 and read the Strategy box again. Then do the exercises.

1 Read the paragraph below. Then answer the questions.

One can easily recognize the symptoms of malaria. A person suffering from malaria usually has a fever, headaches and a high temperature. He also feels bitterness in his mouth and doesn't feel like eating. In some cases, the patient shivers as if he was cold and he vomits.

- 1 What is the general topic of the paragraph?
- 2 What is the topic sentence of the paragraph?
- 3 Which sentence best announces the topic of the paragraph?

2 Rewrite the sentences in the correct order. Which is the topic sentence?

- 1 People who do sport regularly feel good and have healthy bodies.
- 2 Schools should encourage all young people to practise sport.
- 3 Sport is also a great way to fight obesity.
- 4 This is important because obesity can cause serious health problems.

3 Write topic sentences for these paragraphs.

- 1 We are both keen on music, especially traditional music. We also go to the same church, and we sing in the church choir.
- 2 We spend a lot of time together. My parents say that John is a bad influence. They want me to stop seeing him.
- 3 It was my first time and I was feeling a bit shy. I didn't know anyone there.
- 4 She says unkind things. She is also very bossy. That's why people don't appreciate her too much.

4 Study the table below. Then read the paragraph.

Paragraph topic	Argument	Topic sentence
Fast food	Unhealthy	Eating fast food is bad for our health.

Eating fast food is bad for our health. Food like hamburgers or fried chicken are full of sugar and fat and eating too much of these can cause people to become overweight, or even obese. People who are obese are more likely to suffer from serious diseases like diabetes and heart attacks.

5 Study the table. Then write one paragraph about this topic. Use the topic sentence for the paragraph.

Paragraph topic	Argument	Topic sentence
Fake drugs	Kill people	Fake drugs kill thousands of people worldwide every year.

6 Answer the questions and check your work.

- 1 Have you kept to the paragraph topic?
- 2 Have you used the topic sentence?
- 3 Have you given an example?
- 4 Is your paragraph clear and easy to read?
- 5 Is there enough information?
- 6 Have you checked spelling, grammar and punctuation?

Writing² training

Strategy: Features of informal emails

Read the Strategy box on page 28 again. Then do the exercises.

- 1** Read the email. Why is Tatiana writing to Yoyo?
Choose the best expressions to complete the email.

Bye for now. I look forward to hearing from you. Hi ..., Please write soon.
Reply to this email. Yours sincerely, Dear Miss ...,

(1) Yoyo

I need your help. I'm worried about my friend Aicha. She hangs out with some awful people, and they often skive off school. What's more, she goes out a lot, and she's started smoking. Aicha used to be a good student, but now her results are terrible.

This lifestyle is also affecting her health. She looks pale and she's lost a lot of weight.

What do you think I ought to do? Do you think I should report the situation to her parents or to the administration?

(2)

(3)

Tatiana

- 2** Read the Take notice box. Then rewrite these sentences using *really*, *very* or *extremely*.
More than one adverb is possible.

- 1 I'm concerned about my friend Tom.
- 2 He used to be brilliant at basketball.
- 3 She often looks tired.
- 4 They behave badly at home.
- 5 He speaks rudely to our parents.
- 6 His behavior is terrible.

Take notice

We use *very*, *really*, *extremely* to make adjectives and adverbs stronger. We don't normally use *very* and *extremely* with 'strong' adjectives, e.g. *It's very terrible.* *It's extremely fantastic.* But we can write: *It's very bad. It's extremely good.*

Modifying adverbs

- 3** Copy the adjectives on the email in exercise 1.
Then add modifying adverbs to the text. Use *very*, *really* and *extremely*.
Sometimes more than one adverb is possible.

Example: *I'm extremely worried about my friend Aicha.*

- 4** Read the situation. Then complete sentences 1-6 with your ideas.

Your cousin has met a group of people who steal and take drugs.

Your cousin often wears expensive clothes. Your cousin skives off school, and stays out all night.

- 1 I'm worried about...
- 2 He hangs out with...
- 3 These people...
- 4 What's more, he often..., and I think he...
- 4 He also..., and he...
- 5 He used to be..., but now...
- 6 He argues a lot with...

- 5** Complete the email to a friend with your ideas in exercise 4. Use modifying adverbs.

I need your help. I'm worried ... hangs out with ... These people ...
What's more, ... often ... and I think ... also ... and he ...
... used to be ... but now ... argues with ...
What do you think I ...? Do you think I ...?

Writing³ training

Strategy: Asking questions (in informal letters)

Read the Strategy box on page 42 again. Then do the exercises.

- 1** Read the letter. Who are Dacko and Solange? Where are they?
Find three expressions or phrases which are inappropriate in an informal letter.
Replace them with something more appropriate.

Hi Dacko,

It was a pleasure to hear from you at last. Mum and Dad were starting to get worried.
You sound as if you're enjoying college. I hope you're working hard, too!

Here at home, there's not much to tell. I'm doing ok at school, but Dad says my results
could be better. You know what he's like! Aunt Liza is over from America for two weeks.

You didn't say anything about your social life. Have you made many friends?
Are British people friendly? Oh, and what's the weather like? Is it as cold as people say?

I look forward to hearing from you soon.

Mum and Dad send their love.

Yours faithfully

Solange

- 2** Find four questions in the letter. Write suitable answers.

- 3** Read the Take notice box. Complete the questions.
Then write answers.

- 1 is the food like?
- 2 you seen a premier league football match?
- 3 you heard from any school friends?
- 4 you do in your free time?
- 5 you practise any sports?
- 6 you like the food?

- 4** Complete the letter below with these questions.

Could you send it to me? How are you?
How are they all doing? Has he found one yet?
How is everybody at home?

Take notice

Questions

Questions which we can answer with 'Yes' or 'No' are formed with an auxiliary verb.

Do you drink tea? Yes, I do.

Have you met the Queen? No, I haven't.

Did you pass your exams? Yes, I did.

Will you come home? No, I won't.

We also form questions with question words, such as *what, when, where, how*, etc.

These require longer answers.

Where do you live? I live in the town centre.

When are you coming home? Not until July.

Hi Kesia,

It's great to hear from you. (1) (2) Sanga was job-hunting when
I left. (3)

You asked about the weather and the food. Well, it's very cold. I have to wear
warm clothes all the time. As for the food, it's good and plentiful. The only
problem is that there is often too much sugar. People here put it in everything!

You also asked if I had a part-time job and my plans for the holidays.
It's difficult to get a job here because of the recession, so I haven't applied
for one yet. I'm planning to visit Scotland in the holidays.

You didn't mention any of our friends. (4) Say hello to all of them.
By the way, I've lost Etienne's email address. (5)

Bye for now,

Lokossi

Writing training 4

Strategy: Supporting details

Read the Strategy box on page 54 again. Then do the exercises.

1 Read the article.

An article by Tadağbe

The world today is not a happy place. There is war and suffering everywhere. Serious diseases and natural disasters kill millions. The deserts are advancing because of deforestation. As a result, famine is a serious threat. What's more, there are religious and political conflicts. They cause the death of thousands of people. But despite all this, some men and women have not given up hope. They continue to work hard to create a better world.

In the second half of the 21st century, the world will be a better place to live. There will be a cure for malaria. Scientists will develop vaccines for AIDS and Ebola. Food production will increase enormously using green farming methods. In developing countries, children will receive a better education, and malnutrition will be a thing of the past. And more importantly, there will be peace because nations will dialogue instead of fighting.

My vision of a brighter future may sound idealistic. But if we join with men and women of everywhere, I believe that this dream will come true.

2 Which sentence best summarizes the writer's view? Choose from a, b or c.

- a The world is in chaos and things will get worse.
- b Things will eventually change for the better.
- c He is pessimistic about the future of developing countries.

3 Answer the questions about the article.

- 1 Which sentence best summarizes the main idea of paragraph 1?
Which sentences support this idea?
- 2 Which sentence best summarizes the main idea of paragraph 2?
Which sentences support this idea?
- 3 What's the role of the third paragraph?

4 Reorder the sentences in this paragraph.

On this day, each citizen is encouraged to plant a tree. Every year, June 1st is the national Tree Day in Benin. Hopefully, in the year 2025, Benin will be a green country. Whoever you are, join this national campaign for making your country a better place to live.

5 Write supporting details for each of these topic sentences.

Example: We are heading for a global energy crisis when oil runs out.

→ *Transport will become very expensive. Pollution will increase as countries use more coal.*

- 1 The use of biogas will bring a lot of changes.
- 2 Wind energy has many advantages.
- 3 The construction of the new dam will transform the villagers' lives considerably.
- 4 Making biogas is very simple.

6 Write an article about your country in 50 years time.

First paragraph: Describe the present situation. Start with a topic sentence.

Write two or three supporting sentences.

Second paragraph: Write about the positive changes that will affect people and the environment. Start with a topic sentence. Write two or three supporting sentences.

Conclusion: Summarize your vision of your country's future.

Writing training 5

Study focus:
Because and so

Read the Study focus on page 68 again. Then do the exercises.

- 1** Read the description. Who is Fifonsi? How many children does she have?

Fifonsi is a hardworking woman. She has the same daily routine all week. Her days are long and very hard.

Every morning, she has to get up very early because she has so many things to do. The compound where the family lives doesn't have a water supply, so she helps the children get water from a neighbour who sells it. She washes her children every morning because she wants them to be clean at school.

During the day she works on the farm because her husband can't manage alone. Sometimes there is extra farm produce, so she takes it to market because the family needs money. They can't buy charcoal to cook their food, so she often has to buy firewood.

In the evening she cooks and eats dinner with her children. She usually goes to bed early because she is so tired.

Fifonsi is a brave and proud woman. She is also a happy woman because her children are intelligent and well-behaved.

- 2** Answer the questions about the text.

- 1 Which paragraph describes Fifonsi's activities in the morning?
- 2 Which paragraph describes her activities during the day?
- 3 What does she do in the evening?
- 4 What makes her proud?
- 5 What is the function of paragraphs 1 and of paragraph 5? Choose from:
 - a to develop the general topic
 - b to conclude the description
 - c to introduce the description

- 3** Complete these sentences.

- 1 She has to work hard because
- 2 She helps the children get water from a neighbour because
- 3 She is very tired in the evening, so
- 4 She brings firewood home from market because
- 5 She is a happy woman because

- 4** Complete these sentences with *because* or *so*.

Example: I get up at six *because* I have to walk to school.

- 1 They are working during the holidays they need money to buy school things.
- 2 Our old TV broke down, we bought a new one last week.
- 3 She believes in education, she works hard to keep her children at school.
- 4 South Korean people travel a lot today the country has become rich.
- 5 Flora's parents want her to be fluent in English they usually send her on vacation in Accra.

- 5** Write a description of the daily routine of a well-known person.

Use *because* and *so* to join your sentences where possible. Use your imagination!

Introduction: Name the person and give a very brief description.

Paragraph 1: Describe his or her activities in the morning.

Paragraph 2: Describe his or her activities in the evening and at night.

Conclusion: Say what you think about this person.

Writing training 6

Strategy: Correcting

Read the Strategy box on page 80 again. Then do the exercises.

- 1 Read the letter. Who wrote it? Who did he write it to? Why did he / she write it?
- 2 Look at the mistakes in **red** in the letter. What types of mistakes are they? Correct the mistakes.

P0 Box 1001
Porto-Novo
Benin
March 1, 2015

Madam Genevieve AHOSSI
Managing director
POB 01 200 Grand Po
Benin

Dear Madam;

(1) I'd like to **aply** for the job as a secretary for an NGO which appeared in *La Nation* last Friday. I'm **thinking** I have the required qualifications and experience for this position.

(2) I graduated from ADONAI University, where I **do** a course in bilingual **studies secretarial**. I also studied English at Accra Language Institute (ALI) for a year. I **have** bilingual in both French and English.

(3) I **have** a part-time job at the American Cultural Center **since** the last two years. I answer the **telephone** and answer letters and emails in both languages.

(4) I look forward to **hear** from you soon.

Yours faithfully:

Victorine L. KAKPO

Enclosed: curriculum vitae

3 Answer these questions.

- 1 Which paragraph...
 - a states the purpose of the letter?
 - b describes Victorine's experience?
 - c mentions her academic qualifications?
- 2 What does 'Enclosed: curriculum vitae' mean?

4 Identify and correct the mistakes in these sentences.

Example: I am ~~righting~~ in response to your job advertisement. **writing**

- 1 I have graduated from Pythagoras University since last year.
- 2 I am writing to informing you that I have done well in the English test.
- 3 I have bilingual.
- 4 I would like applying for the job which you advertised in *The Times*.

5 Write a letter to the managing director of an NGO in your country to apply for a job. Include all the features of a formal letter (date, addresses, greetings, and ending).

Paragraph 1: State the purpose of your letter and how you heard about the job.

Paragraph 2: Give your qualifications and where you got them.

Paragraph 3: Describe your work experience which relates to the job you are applying for.

6 Read your letter carefully and correct the mistakes.

Then exchange letters with a partner and check for mistakes.

Writing⁷ training

Strategy: Opinion essay – Paragraph linkers

Read the Strategy box on page 94 again. Then do the exercises.

- 1** Read the essay and complete it with the linkers in the box.

Many people follow sport on TV, but they do not practise it themselves. But there are two good reasons to promote the practise of sport everywhere in the world.

(1) , sport helps keep us healthy, both mentally and physically. It is the cheapest way to prevent diseases. This is why many doctors advise their patients to practise a sport regularly.

(2) , sport helps bring nations together and promotes peace between them. The image of players or athletes shaking hands at the end of a competition, is always strong and moving.

(3) , I strongly feel that sport plays an important role in the lives of individuals and nations. Therefore, it should be promoted everywhere in the world.

In conclusion
In the first place
In addition

- 2** Answer these questions.

- 1 What is the opinion the writer of the essay wants to share with readers?
- 2 Which paragraph clearly states this opinion? What is its function in the essay?
- 3 The writer gives two arguments to support his / her opinion. What are they?
In which paragraphs are they developed?
- 4 Which linkers introduce these paragraphs?
- 5 How does the writer signal the end of the essay?

- 3** Cross out the odd linker in each group.

a in addition secondly to sum up

b to sum up in conclusion first of all

c first of all first to sum up in the first place firstly

- 4** Write a short opinion essay with the title *Sport teaches children self-discipline*. Think of at least two arguments to support the opinion. Write four paragraphs. Use paragraph linkers and ideas in the box.

- 5** Exchange essays with a partner and correct the mistakes.

motivation
determination
team spirit
improve
practise
respect the rules

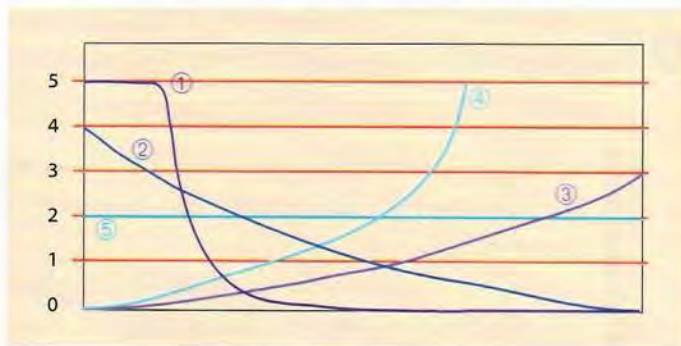
Writing training 8

Strategy: Describing graphs

Read the Strategy box on page 106 again. Then do the exercises.

1 Match the line charts ① - ⑤ with the phrases below.

- A rise sharply
- B increase steadily
- C fall sharply
- D fall gradually
- E stay the same



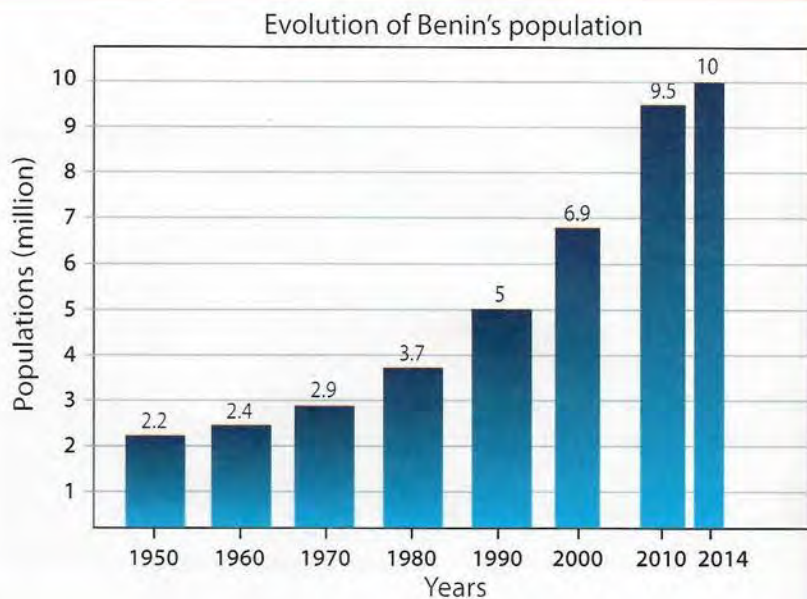
2 Study the graph and complete the description with the words below.

shows has risen rose sharply doubled was

The graph (1) the evolution of Benin's population since 1950 to the present day. The total population (2) steadily over the last 60 years.

In 1950, the country's population (3) about 2.2 million. It (4) steadily to reach 2.9 million in 1980. From this point, it increased more (5) to 5 million in 1990. Then it rose steadily to reach 10 million in 2014.

In conclusion, we can see that Benin's population has increased steadily since 1950, and it has (6) in the last three decades.



3 Answer these questions.

- 1 Which paragraph presents the topic of the graph?
- 2 Which paragraph describes the graph in detail?
- 3 Which paragraph summarizes the main facts that the graph shows?

4 Choose the correct answer.

- 1 The population **has increased gradually** / **increased steadily** from 1950 to 1980.
- 2 The population **has risen more sharply** / **rose more sharply** in the last three decades.
- 3 It **doubled** / **has doubled** since 1990.

Writing training 9

Strategy: Organizing ideas – Sentence linkers

Read the Strategy box on page 120 again. Then do the exercises.

1 Read the essay and complete it with the linkers in the box.

Every year, new drugs are developed by pharmaceutical laboratories. These drugs are tested on animals (1) rats and chimpanzees before humans can use them. Some people think this practice is wrong, (2) other people approve of it.

People who are against animal testing argue that animals are living creatures that feel and suffer like humans. (3), scientists know that the drugs can be dangerous, and they deliberately risk the animals' lives. Finally, laboratory animals are like pets and they trust their keepers.

(4), those people who are in favour of animal testing say that scientists have no choice. They argue that untested drugs could be dangerous for humans and this is unacceptable. (5), they say that scientists never intend to ill-treat or kill animals.

In conclusion, it is clear that we cannot test dangerous drugs on humans. (6) animal testing is unpleasant, it is sometimes the only safe way to develop new drugs. Scientists should only use animals when there is no alternative.

Although
What's more
On the other hand
but
Furthermore
such as

2 In which paragraph does the writer:

- 1 express his / her personal view about testing new drugs on animals?
- 2 present arguments for testing new drugs on animals?
- 3 present arguments against testing new drugs on animals?
- 4 state the situation and what the problem is?

3 How does the writer signal the end of the essay?

4 Replace the underlined words in these sentences.

- 1 For many diseases such as AIDS and Ebola, there is no vaccine.
- 2 Bushmeat is dangerous, but some people still eat it.
- 3 Animal testing is cruel. What's more, it is unreliable.
- 4 Some animals, for example chimps and dolphins, are extremely intelligent.

5 Write a *for and against* essay about school uniform.

Think of two arguments in favour of uniforms and two arguments against uniforms. Write four paragraphs. Use the ideas in the box or your own ideas. Use linkers to organize your ideas.

equality
discipline
personality
identity
cost of clothes
comfort
fashion statements

Writing training 10

Strategy: Using adjectives

Read the Strategy box on page 132 again. Then do the exercises.

- 1** Read the letter. Replace the words in red with the words from the box.

Hi Azim,
How have you been? What have you been doing recently?
You know, I've been staying with my uncle Bonou since I left.
His wife and my cousins are just great!
Last week end was the Wémèhwé, the annual festival of the
Wémènu. They live in the rich Wémè Valley along the Wémè River.
A lot of **great** cultural events took place on Saturday afternoon.
The **greatest** event was the dance of the guélèdè. They are **good**
dancers and they wear beautiful masks. The election of Miss
Valley was in the evening. Ten young girls took part in the
competition. With their traditional clothes, they looked **beautiful**.
Sunday was the big day. It started with mass celebrated on a **big**
square by archbishops and priests. They wore **nice** soutanes.
After mass, there was a lot of music, eating, drinking and dancing
until late in the night.
I'll come here on holiday again next year. You should come with me.
You'd love it!
See you soon,
Ebrimat

enormous
talented
exciting
gorgeous
most fascinating
rich

- 2** Compare the two paragraphs. Which words are different?

- a** The concert was very good because the band's performance was excellent.
The lead singer had a nice voice, and the bass guitarist was very good, too.
The audience was very pleased.
- b** The concert was brilliant because the band's performance was fantastic.
The lead singer had an amazing voice, and the bass guitarist was brilliant, too.
The audience was thrilled.

- 3** Add the adjectives from the box to the nouns in the sentences.

- 1 She is a _____ musician with a _____ voice.
- 2 The Chinese company gave a _____ performance last night at their cultural center.
- 3 You should read this book. It's _____.
- 4 They organized the festival in a _____ field near the football stadium.
- 5 She was such an _____ actress!

vibrant
powerful
fascinating
huge
extraordinary
talented

- 4** You spent last holiday in another village or town with a relative or a friend.
During your stay, you attended a festival or a celebration.
Write a short letter to a friend. Include a description of the event.
- Use the features of an informal letter.
 - Organize your description.
 - Avoid common adjectives.

Grammar

summary

The present simple

We use the present simple:

- to talk about facts, habits and routines: *The sun rises at about 6.30 am.*
- to describe people: *He wears glasses.*
- to talk about timetables: *The bus leaves at 8.30 am. We get to Douala at 10 pm.*
- with stative verbs such as *like, look* (appearance), *want, hate, seem, know*, etc: *I like mangoes.*

We often use the present simple with frequency adverbs to say how often we do something:

I usually wear jeans. We use the contractions *doesn't* and *don't* in spoken and informal English:

He doesn't work hard.

The present continuous

We use the present continuous:

- to say what is happening at the moment of speaking: *They're revising now. He's sleeping at the moment.*
- for temporary states or actions: *We're studying the conditional this week.*
- to talk about future arrangements: *We're going to a wedding tomorrow.*

We don't usually use the present continuous with stative verbs: *like, hear, know, love, understand, want, hate, believe*, etc.

The past simple

We use the past simple to talk about:

- a past action or event that is finished: *She saw the doctor yesterday. He took some medicine.*
- an action which interrupted another action in the past: *I was walking home when I had an accident.*

We use these time expressions with the past simple: *yesterday, last week, last Monday, last year, in 1998, ago*. For example: *I went to the market yesterday.*

The past continuous

We use the past continuous tense:

- for long actions at a specific time in the past: *I was sleeping at midnight.*
- for an action that was in progress when something else happened:
I was sleeping when the fire started.

We can join the two clauses with *when, while* or *as*: *I was cooking while my sister was greeting the guests.*

We don't usually use the past continuous with these verbs:

believe, understand, want, like, see, hear, know.

The past perfect

We use the past perfect tense to describe an action that happened before another action in the past:

When I got to school, the lesson had already started.

The present perfect simple

We use the present perfect simple tense to talk about experiences with no specific time reference:

I've visited Nigeria. She hasn't met my parents.

We often use the present perfect with *ever, never, just, yet, still* and *already*:

Have you ever sent a text message? I've never been there. He's already seen the film.

We use the present perfect with *for* and *since*. We use *for* with a length of time:

She's lived here for two years. We use *since* with a point in time: *He's been here since March.*

The future simple

We use the future simple with *will* and *won't*:

- to make predictions about the future: *Oil will run out one day. Many animals won't survive.*
- to make requests: *Will you come with me?*
- for a decision at the moment of speaking: *'I think I'll go shopping.'*

The present perfect continuous

We form the present perfect continuous with *has been* + present participle.

We use the present perfect continuous to focus on an action which started in the past and continues in the present: *They've been living here for ten years. He's tired because he's been working all day.*

First conditional

We form the first conditional with *if* + present simple + future simple. The *if*-clause can come first or second. We separate the two clauses with a comma when the *if*-clause comes first: *She will be angry if you forget your homework again.*

If you forget your homework again, she'll be angry.

We use the first conditional to talk about a likely situation and its possible result:

If you arrive late, you'll miss the bus.

Second conditional

We use the second conditional to talk about an imaginary situation and to describe its result:

We'd win more games if we trained harder. If she ate healthier food, she wouldn't be obese.

We form the second conditional with *if* + past simple, *would* + infinitive.

Modal verbs and other verbs expressing modality

The following are modal verbs. Modal verbs:

- have the same form for all persons: *I / she / they can...*
- don't take an auxiliary in questions and negative forms: *Can you sing? You mustn't do that.*
- take an infinitive without *to*: *He could run fast. You should wait.*

Should and shouldn't

We use *should* and *shouldn't* to give advice: *You should get more exercise. You shouldn't eat fast food.*

May and might

May and *might* have a similar meaning. We use *may* and *might* to talk about possible future events:

I may/might get a job in China. = Perhaps I will get a job in China.

Must and mustn't

We use *must* and *mustn't*:

- to talk about obligation: *You mustn't talk in class. You must do your homework.*
- to give strong advice: *Children mustn't smoke.*

We use *must be* to make deductions: *He's wearing a Rolex watch. He must be rich.*

Can and can't

We use *can* and *can't*:

- to ask people to do things: *Can you close the door, please?*
- to talk about general ability: *I can't swim very well. He can run fast.*
- to talk about permission: *You can check the answers now.*
- to talk about prohibition: *You can't smoke in school.*

We can use *can't be* to make deductions: *He's very short. He can't be in the basketball team.*

Could and couldn't

We use *could* and *couldn't*:

- to talk about past ability: *He could read at the age of 4. She couldn't swim until she was 11.*
- to ask people to do things: *Could you open the window, please?*
- to ask polite questions: *Could you tell me where the bus station is, please?*

We use *could be* to make deductions: *He could be French.*

Have to and don't have to

We use *have to* to talk about obligation: *You have to get a visa to go to the USA.*

We use *don't have to* to talk about lack of obligation: *We don't have to wear a uniform at my school.*

Be going to

We use *be going to* to explain plans and intentions: *I'm going to visit my cousin in the holidays.*

Used to

We use *used to* to talk about things that were true in the past but are not true today:

I used to drink milk, but I prefer coffee now. We didn't use to work hard, but we do now.

Be used to and get used to

We use the gerund form of a verb after *be / get used to*.

Be used to means to be accustomed to something: *I am used to going to bed late.*

Get used to means to become accustomed to something: *I can't get used to getting up early.*

Verb patterns

Gerunds

A gerund is a noun formed by adding *-ing* to a verb.

Gerunds can be subjects or objects of sentences: *Walking is good for you. I enjoy running.*

A gerund phrase consists of a gerund + object + other: *Eating fatty food is unhealthy.*

The gerund is used after certain verbs and expressions: *I love sleeping. He is good at playing football.*

Infinitives

The infinitive is the base form of the verb, which is preceded by *to*, e.g. *to walk, to listen*, etc.

The *to* + infinitive is used after:

- certain verbs and expressions: *want, hope, need, would like, refuse.*
- some adjectives: *It's important to work hard. It's dangerous to run across the road.*

Question tags

Question tags turn a statement into a question.

If the statement is affirmative, the tag is negative:

You come from Dakar, don't you? She's American, isn't she?

If the statement is negative, the tag is affirmative:

You haven't seen John, have you? He isn't 18, is he?

If the speaker's voice goes up, it's a real question: the speaker is not sure.

If the voice goes down, the speaker is inviting the listener to agree with him/her.

Quantifiers

Some and any

We use *some* before plural and uncountable nouns in affirmative sentences:

There are some excellent students in this class. I've got some free time at the weekend.

We use *any* in questions and negative sentences:

Is there any homework? There aren't any classes on Saturday.

Much and many

We use *much* with uncountable nouns and usually in negative sentences:

We haven't got much free time.

With *so* and *too*, we use *much* in affirmative sentences: *There's too / so much work.*

We use *many* with countable nouns: *Students wear uniform in many schools.*

A lot, lots of

We use *a lot / lots of* with both countable and uncountable nouns:

There are a lot of / lots of girls in my class. There's a lot of / lots of information on the Internet.

A little, little, a few, few

We use *a little / little* with uncountable nouns: *Students show little interest in Art.*

There's a little bread left.

We use *a few / few* with countable nouns: *Only a few students study German.*

Few people understand Chinese.

So and such (a)

We use *so*:

- before an adjective or an adverb. It is stronger than *very*: *The match was so boring. I felt so ill.*
- before an adjective / adverb + *that*: *It was so late that I fell asleep. They played so badly that they lost.*

We use *such (a)* before an adjective + noun: *He is such a good swimmer.*

Comparisons

We can make comparisons using:

- comparative adjective + *than*: *He's older than his cousin.*
- *more* + long adjective + *than*: *She's more confident than her opponent.*
- *(not) as* + adjective + *as*: *The marathon isn't as exciting as the 100 metres.*
- *the* + superlative adjective: *He is the fastest sprinter in history.*
- *the* + *most* + long adjective: *She's the most confident player.*

Defining relative pronouns

We can define people, places or things with a relative clause beginning with a relative pronoun: *who*, *which*, *where*, *whose* and *whom*. We can replace *who* and *which* with *that*.

We use:

- *who* (or *that* in informal English) for people: *She's the woman who works for the Red Cross.*
- *which* or *that* for things: *This is the leaflet which/that they distributed.*
- *where* for places: *That's the shop where I buy my clothes.*
- *whose* for possessions: *That's the man whose car was stolen.*

We can leave out *who* / *which* / *that* when it is the object of the relative clause:

He's the tallest person (who / that) I've ever seen.

We use the object pronoun *whom* in formal English: *The man to whom I spoke was a doctor.*

Indefinite pronouns

	Person	Thing	Place
some	someone/somebody	something	somewhere
any	anyone/anybody	anything	anywhere
every	everyone/everybody	everything	everywhere
no	no one/ nobody	nothing	nowhere

We use singular verbs with *-body*, *-one* and *-thing*: *There's nobody here yet.*

Everyone has gone home. There isn't anything good on TV.

We usually use *any-* in questions and negative sentences:

Have you seen anyone? I'm not doing anything today.

We can use *any-* in affirmative sentences with the meaning 'it doesn't matter who':

Anyone can do that. It's easy!

Pronouns

We use a **reflexive pronoun** when the subject and object are the same person:

I taught myself Spanish.

They talk about themselves all the time.

Subject	Object	Possessive	Reflexive
I	Me	Mine	Myself
You	You	Yours	Yourself
He	Him	His	Himself
She	Her	Hers	Herself
It	It	Its	Itself
We	Us	Ours	Ourselves
You	You	Yours	Yourselves
They	Them	Theirs	Themselves

Each other and one another

Each other and *one another* have similar meanings. We prefer *each other* when there are two people:

Fatou and Justine talk to each other in class. The students greeted one another.

Purpose

We use *to*, *in order to*, *so that* and *so as (not) to* to talk about purpose:

They started a campaign to inform people. I work hard so as to do well. I moved to Abidjan in order to go to university. He's studying law so that he can become a lawyer.

Passive

We form the passive with the different tenses of *be* + past participle: *Coffee is grown here.*

We often use the passive:

- when we don't know or are not interested in who or what did the action: *They were given guns.*
- to describe a process: *The cotton is picked and transported to factories, where it is made into clothes.*

We use *by* to say who or what did the action: *Poaching is organised by criminal gangs.*

We can form the passive with modal verbs: *Rainforests must be protected. Children should be educated.*

Agreement: *either, neither* and *so*

We can use *so* + auxiliary + subject to express positive agreement:

'I like coffee.' *'So do I.'* *'I have seen that DVD.'* *'So have I.'* *'I can speak Arabic.'* *'So can I.'*

We can use *neither* + auxiliary + subject to express negative agreement:

'I can't sing.' *'Neither can I.'* *'I don't like Maths.'* *'Neither do I.'*

Time words

Before and *after*

We can use *before* and *after* to link two actions: *He had a meal before he went out.*

After we visited the market, we went home. We did the housework before they arrived.

We can use *before* / *after* + -ing when the subject is the same in the two actions:

Before going out, he had a meal. After visiting the market, we went home.

For and *during*

We use *for* to say how long something takes: *I waited for an hour.*

We use *during* to say when something happened: *I worked during the winter.*

Until

We use *until* to mean 'up to the time when.' It can be a preposition or a conjunction:

He waited until dinner time. I worked until it was time to go home.

Articles

We use the indefinite article *a/an*:

- to talk about something for the first time: *There's a man at the door.*
- with jobs: *He's an astronaut. She's a geneticist.*
- with some expressions of quantity: *a few books, a little oil, a lot of people, etc.*

We use the definite article *the*:

- to talk about something again:
In the desk there's a drawer, and in the drawer there's an address book.
- when we know which one is referred to: *The school gets good results.*
- with some places and names: *the USA, the UK, the Himalayas.*
- when there is only one: *the earth, the sun, the government, etc.*

We don't use an article:

- with plural and uncountable nouns in generalizations:
We have thousands of samples. Research is essential for development.
- with some expressions after a preposition: *at home, by car, in bed, etc.*
- with meals, languages, most countries and towns: *I've had lunch. He speaks Spanish. I'm from Algeria. I lived in Yaoundé.*

Reported or indirect speech statements

We use *say* to report what someone said in two ways:

- in direct speech: *Solange said, 'I saw Flora in town.'*
- in indirect or reported speech: *Solange said (that) she had seen Flora in town.*

We use *say* when there is no indirect object: *Our teacher said that we'd all done well.*

We use *tell* when there is an indirect object: *He told the students that they had all done well.*

We change the tense of the verb 'one tense back' in the reported statement.

The tense changes from direct to reported speech as follows:

present simple → past simple	present perfect → past perfect
present continuous → past continuous	will → would
past simple → past perfect	can → could

Listening texts

Unit 1

Communication, page 11

Exercise 1

► Dialogue 1

- A Are you free tomorrow?
B Yes, I am. Why?
A Would you like to go fishing early tomorrow?
B I'd love to, but I can't. I'm busy in the morning.
A How about going after lunch?
B That's a great idea. I'll meet you at 2 pm.

► Dialogue 2

- A Let's go to the market.
B No, thanks. I hate going to the market.
A Well, why don't we meet somewhere for lunch?
B Sure. Where do you suggest?
A How about that café near your school?
B OK. Let's do that!

Exercise 4

► Dialogue 1

- Oumarou: Hi Samuel, let's go for a ride on my motorbike.
Samuel: No, thanks Oumarou. I never ride on motorbikes.
Oumarou: How about going window shopping in town?
Samuel: I'd love to, but I can't go now. I'm very hungry.
Oumarou: Why don't we have a sandwich?
Samuel: Good idea.

► Dialogue 2

- Changa: How about having some ndole and fried plantains for dinner?
Mamouna: No. We already had a big meal at lunchtime. Let's have something light. Why don't we have some pepper soup?
Changa: That's a great idea. Would you like some green tea with it?
Mamouna: Yes, I'd love some.

► Dialogue 3

- Nadia: Doris, would you like to come with me to Halima's birthday party?
Doris: I'd love to, but I can't. My parents are away and I have to babysit.
Nadia: Do you want me to come and keep you company, then?
Doris: Sure. That's so kind of you.
Nadia: Why don't we listen to music while we're babysitting?
Doris: That's a good idea.

Listening, page 15

Exercise 5

► Speaker 1

My friend Brahim gets me doing things I'd never do on my own because I don't have as much confidence as him. For instance, we often go running together at weekends. Last year, Brahim decided to enter both of us in the *Mount Cameroon Race of Hope*. I didn't think I could do it, but Brahim encouraged me. I didn't win, but I was very pleased when I completed the race.

► Speaker 2

My friend Daniel is friendly and everyone likes him. We

go out a lot together. I'm getting bad results at school and my parents say Daniel is a bad influence and I mustn't see him so often. It's my fault really because I find it difficult to say 'no' when he suggests doing something fun.

► Speaker 3

I talk to my aunt Flora when I need help. For example, when I started my new school, an older girl was horrible to me. My aunt told me not to be afraid and to ignore the girl when she was unkind. It worked and she stopped bullying me.

► Speaker 4

I used to spend hours watching TV and my school results were bad. This made me feel unhappy, but I didn't change until I met Afia. We have similar interests, but she also enjoys studying. Now, we do our homework together and then go out and have fun. My results are getting better and I feel good about myself now.

Unit 2

Communication, page 23

Exercise 1

► Dialogue 1

- A I feel terrible. I can't face going to lessons.
B You look a little pale. Have you eaten anything?
A No. I've got a sore throat. What should I do?
B If I were you, I'd talk to Mrs Babalola. Perhaps she'll let you go home.
A Yes, that's a good idea.

► Dialogue 2

- A Excuse me, Mrs Babalola. I'm not feeling very well.
B I'm sorry to hear that, Koffi. What's the matter?
A I've got a sore throat, headache and a slight temperature. What do you advise me to do?
B You'd better go home and rest.
A Thank you, Mrs Babalola.

► Dialogue 3

- A You look tired, Pamela. What's the matter?
B I can't sleep at night.
A Why don't you get more exercise?
B I've tried that and it doesn't help. What do you suggest I do?
A Maybe you should see a doctor.
B I think I will.

Exercise 4

► Dialogue 1

- Zola: I had a quarrel with my best friend Efua and she no longer speaks to me. I'm upset. What do you advise me to do?
Loris: If I were you, I'd talk to her about it.
Zola: I have tried to but she avoids me all the time. What should I do then?
Loris: Why don't you let me talk it over with her?
Zola: I'd be delighted if you would.

► Dialogue 2

- Andrew: Mum's phone looks horrible. It's broken and she holds it together with a rubber band.
Benita: It's a shame. What do you suggest we do?

Andrew: We should get her a new phone for her birthday.

Benita: That's a wonderful idea!

► **Dialogue 3**

Ngono: I haven't finished paying for the excursion to Waza Park yet. The deadline is tomorrow. What should I do?

Bilola: Why don't you tell your parents?

Ngono: I did. They can only give me the money next week.

Bilola: You'd better explain the situation to the coordinator of the trip. Maybe he'll let you pay the rest later.

Ngono: I think I will.

Listening, page 27

Exercise 6

The World Health Organization has issued a report on the global effects of smoking.

According to the report, the current tobacco epidemic is one of the biggest public health threats that the world has ever faced. Tobacco kills nearly 6 million people every year, more than AIDS and malaria.

More than 5 million of these people are smokers, while more than 600,000 die because they breathe second-hand smoke that is produced by people who smoke.

Tobacco killed 100 million people in the 20th century and it could cause one billion deaths in the 21st century.

It is a priority to fight smoking and the first thing to do is to ban smoking in public places. Over ninety countries have already done this. Everyone has the right to breathe air that isn't polluted by cigarette smoke, but millions of people are passive smokers. Second-hand smoke is the smoke that fills restaurants, buses, offices and other public places. Non-smokers breathe this polluted air. There is no safe level of exposure to second-hand smoke. Almost half of all children regularly breathe air that is polluted by cigarette smoke in public places.

Unit 3 Communication, page 37

Exercise 1

Doris: Hello Abbo! My friend Aisha has told me all about you. You're here on holiday, aren't you?

Abbo: Yes, I am. I'm visiting relatives.

Doris: You live in Nigeria, don't you?

Abbo: Yes, I do. I'm from Lagos.

Doris: You haven't been here before, have you?

Abbo: No, I haven't. This is the first time.

Doris: You flew here, didn't you?

Abbo: Yes, I did. It was my first flight.

Doris: I've never flown in a plane. You weren't frightened, were you?

Abbo: No, I wasn't. It was fun.

Doris: You aren't staying long, are you?

Abbo: No, I'm not. I'm leaving on Saturday.

Doris: That's a shame. You'll come back, won't you?

Abbo: That depends.

Listening, page 41

Exercise 5

The village of Bam has come a long way since Pa Max, a businessman, brought the first television set to the village from Nigeria. It was a 32 cm black and white television set.

Only a few people had heard about or seen television. The majority of the villagers were farmers who rarely left the village, so they knew nothing of television.

In those days, there was one state-owned TV channel which broadcast for about two hours every evening. Most of the villagers crowded into Pa Max's house from 6 to 8 pm to watch his TV. Adults sat inside while children peered through the windows from outside. Most people couldn't understand the language but the TV connected them to the outside world and they could travel in their imagination. Pa Max's TV was life-changing for the villagers. Before TV, they used to go to bed as soon as it was dark, but now they stayed up to watch and discuss programmes.

As I walk through the village of Bam these days, I can see that a lot of things have changed. A lot of families have already bought their own sets. And a young woman has just installed two satellite dishes for her business centre.

Unit 4 Communication, page 49

Exercise 1

► **Dialogue 1**

A Can I help you, Madam?

B Yes, please. When's the next bus to Parakou?

A The next one leaves at 14.30.

B What time does it get to Parakou?

A It gets there at 16.15.

B How much is it?

A It costs 3,000 francs.

B Here you are.

A Thank you, Madam.

► **Dialogue 2**

A Can I help you, Sir?

B Can you tell me when the next bus to Natitingou is?

A There's one at 11.30.

B How long does it take?

A It takes five hours. You have to change at Abomey.

B Could I have a return ticket, please?

A That's 6,000 francs.

B Here you are.

A And here's your change, Sir. Thank you.

Exercise 4

► **Dialogue 1**

A Excuse me, Sir. Where can I get a bus to Bouaké?

B You can get it right here.

A What time does it leave?

B Buses leave every four hours. The next one leaves at 11 am.

A How long does it take to get there?

B About four hours, Sir. It depends on the traffic.

A How much is the fare?

B Five thousand francs.

A Where do I get the ticket?

B Over there. The third window on the right.

A Thank you.

► **Dialogue 2**

A How can I help you, Madam?

B When is the next train to Ngoundere?

A The next one leaves at 5.45 pm. In fact, there is only one train daily.

B What time does it get there?

- A It gets there at 6 am the next day.
 B How much does a ticket cost?
 A That depends on the class. First class tickets cost 12,500 francs, second class 5,000 francs and a bed is 28,000 francs.
 B I'll take a bed. Here you are.
 A Thank you, Madam.
 ► **Dialogue 3**
 A Can I help you, Sir?
 B Yes, please. When is the next bus to Tong village?
 A There are no fixed departure times. The bus leaves when it's full.
 B How long does it take to get there?
 A Normally it takes two hours. But as it's the rainy season and the roads are bad, it may take 6 to 8 hours.
 B That's terrible. How much does it cost?
 A 4,000 francs at this time of the year but in the dry season it costs 1,500 francs.
 B That's a big difference. Can I have a ticket?
 A Here you are.
 B Thank you. I hope the bus fills up fast.

Listening, page 53

Exercise 3

► Speaker 1

Hi. My name's Padma and I live in India. In my opinion, overpopulation will be my country's most serious problem in the future. Already there are 1,26 billion people in India and there are a lot of problems but by 2020, the experts say there will be 1,40 billion inhabitants. This will make unemployment worse and there will be a lot more poverty.

► Speaker 2

My name's John and I'm from Bamako in Mali. There is already a lot of poverty and a lot of my country is desert. The most serious problem we will have to face in the future will be lack of water. This is already a problem but with climate change it will get worse. Without water people can't grow crops and this could cause famines.

► Speaker 3

Hi. I'm Lucas and I live in Sao Paulo in Brazil. Energy will be the most serious problem we'll have to face in the future. Fossil fuels are going to run out and we'll have to replace them. But alternative energy sources already exist and I think they'll develop quickly. This will also have a positive effect on climate change, so I think the future looks good.

Unit 5 Communication, page 63

Exercise 1

► Dialogue 1

- A Do you know where Justine is?
 B She may be in her room. Have you looked?
 A She isn't there.
 B Well, she hasn't gone out, so she must be in the bathroom.
 A Yes, you're right. I can hear her singing.
 ► **Dialogue 2**
 A Have you seen Omar this morning?
 B No, I haven't. He wasn't in the first class. He could be ill, or something.
 A He can't be ill. I saw him last night at basketball and he was fine.

B Well, he must have a problem otherwise he'd be at school.

A He might just be late. It's happened before.

Exercise 4

► Dialogue 1

- Mother:** Has anyone seen my glasses? Shakima?
Shakima: No, I haven't. Have you checked in your handbag?
Mother: They aren't there.
Ewane: They could be in the living room. You had them last night?
Shakima: They can't be there because I've just cleaned the room and I didn't see them.
Mother: They might be in the bathroom.
Ewane: I'll look... Here they are. They were on the shelf by the washbasin.

► Dialogue 2

- Bouba:** Simo's parents must be having a party. There's a lot of noise coming from their house.
Justine: It may not be a party. I can hear people crying.
Bouba: Then it can't be a party. It could be a funeral.
Justine: Simo's grandfather may have died. He has been in hospital for some time.
Bouba: Let's go and find out what's happening.
 ► **Dialogue 3**
Musa: Do you think mother and father are back from the farm yet?
Flora: They can't be. It's only 5.30 pm and they usually get home at 6.
Musa: But I can see their farm shoes and tools near the house.
Flora: There's father. He's waving to us.
Musa: They must have got home early.

Listening, page 67

Exercise 5

► Speaker 1

My name's Mani and I'm from Nigeria. I go to a state secondary school. It's a mixed school with over 1,200 students. My parents sent me here because the school has a good reputation and many students get good results. One of the reasons is that there are a lot of school rules and many teachers are strict. I'm happy at my school but I don't like our uniform. I have to wear a grey skirt and jumper and a horrible red tie.

► Speaker 2

My name's Afia and I'm from Ghana. I go to an independent boarding school and I only go home in the holidays. I used to get homesick, but not anymore. I like my school and the teachers are kind, but strict. There are lots of activities. I belong to the computer club and I also play table tennis and basketball. The only thing I don't like is that there are no boys!

► Speaker 3

Hi, I'm Yéro. My parents sent me here when I was 14 because I was getting into trouble. At first I hated everything. I was very angry with my parents because I couldn't go home or contact my friends. The discipline here is very strict. We have to wear a uniform, get up early, do the cleaning, and do physical exercise every day. But now I'm grateful to my parents. My results have improved and I've become more positive and confident.

Unit 6

Communication, page 75

Exercise 1

► Dialogue 1

- A What do you think about making all teenagers do voluntary work?
 B Personally, I think it is a good idea. It would make people more responsible.
 A I don't think students would have time for it.
 B What do you mean?
 A What I mean is the school day is long and we get a lot of homework.
 B In my opinion, students could do it at weekends.

► Dialogue 2

- A How do you feel about participating in this year's *Clean Up the World Weekend*?
 B I'd say it's a great idea. But we need to choose an activity.
 A We could organize actions to clean up school yards. Do you think that's a good idea?
 B Ye, it is. And we could also plant trees.
 B Let's go for it, then!

Exercise 4

► Dialogue 1

- Amina: Joseph, what do you think about the new football coach?
 Joseph: He's experienced. He should improve the team's results.
 Amina: I don't believe he'll make any difference.
 Joseph: What do you mean?
 Amina: I don't think the team's poor performances are because of poor coaching. The players are too old. The team needs younger players.
 Joseph: I don't agree. In my opinion, the coach's method is very important and so are experienced players. He shouldn't replace half the team.
 Amina: Let's wait and see then.

► Dialogue 2

- Doris: How do you feel about young people who disrespect their parents?
 Oumarou: I'd say that it is especially bad in front of strangers.
 Doris: In my opinion, the parents' attitude is sometimes to blame.
 Andrew: That's true Doris, but they should learn to control their emotions. I'd advise parents to consider their children's feelings if they want to be respected.
 Doris: Definitely!

► Dialogue 3

- Abdou: Fatou, what's your opinion about parents who don't speak their mother tongue to their children?
 Fatou: Personally, I think parents have the right to choose the language they speak.
 Abdou: But I'd say that if children speak their mother tongue, it helps them identify with their roots.
 Fatou: There are other ways to do that. In my opinion, the issue of mother tongues can create problems in some families, especially when the two parents speak different mother tongues.
 Abdou: Yes, I see what you mean.

Listening, page 79

Exercise 5

Interviewer: Volunteering is hard work and it is also challenging. So, why do people do it? What are the advantages of being a volunteer?

Volunteer: You're right. It is hard work and sometimes quite challenging, but it's also a fantastic way to spend your time. The disabled people at our centre are amazing. They have so much determination! I've made some great friends amongst them.

Interviewer: I imagine it is extremely satisfying.

Volunteer: Yes, but that's not all. I used to be quite shy and helping other people has increased my self-esteem and confidence. I feel proud of what I do.

Interviewer: It's probably a good thing to put on your CV or college application form, isn't it?

Volunteer: Yes, and you learn useful skills for later in life. But that isn't why I became a volunteer. I wanted to help people who weren't as lucky as me. Of course, it is good to feel needed. But most of all, volunteering is a lot of fun. I would encourage everyone to become a volunteer.

Interviewer: It sounds like volunteering does as much for the volunteer as it does to the people, places, or animals that you're trying to help!

Volunteer: That's the secret of volunteering. People who become volunteers usually lead richer, happier, and more satisfying lives than those who don't volunteer. Don't hesitate. Just go for it!

Unit 7

Communication, page 89

Exercise 1

► Dialogue 1

- A How are you feeling?
 B Nervous. It's my first final.
 A It'll be fine. The other runners are nervous, too.
 B That's what I keep telling myself.
 A You've got nothing to lose. Just remember not to take the lead until the last 200 metres.
 B Right. I'd better go.
 A Just do your best.
 B I will.
 A You can win it! Good luck!
 B Thanks.

► Dialogue 2

- A You look terrible!
 B I didn't sleep. I revised all night.
 A There's nothing to worry about. You always get good marks.
 B I know, but if I don't do well, I won't get into college.
 A Just do your best. If you feel stressed, close your eyes and breathe slowly. It'll help you focus.
 B You're right. I need to relax.
 A I'm sure you'll be fine. See you later.
 B See you. Thanks.
 A And don't worry!

Exercise 4

► Dialogue 1

- Nene: You look sad, John! What's wrong?
 John: I did badly in the Maths test, Nene.
 Nene: There's no need to worry. This is just the first of three tests.

John: You don't understand. My father will kill me.
Nene: What mark did you get?
John: Nine out of twenty.
Nene: That's not too bad. Just do your best in the next two.
John: I guess I'll have to face my father's anger and get down to serious work.
Nene: That's the spirit. I'm sure everything will turn out ok.

► **Dialogue 2**

Lulu: Why do you look so worried, Abena?
Abena: I've been selected to participate in the TV quiz and I am frightened.
Lulu: There's nothing to worry about. The questions are on current events, and you follow the national and international news.
Abena: That's not what scares me. Millions of people all around the country will see me.
Lulu: You'll get over that in a few minutes. I know you can do it.
Abena: If you say so. Thank you Lulu.
Lulu: Good luck.

► **Dialogue 3**

Daughter: When are you leaving for South Africa, Mom?
Mum: I've changed my mind about going there. I'm scared of flying.
Daughter: Oh Mom! Everything will be fine.
Mum: Also, I'm too old. I like to be at home.
Daughter: But Mom, you are going to stay with your eldest son and his family. What have you got to lose?
Mum: I know, but I feel more comfortable at home.
Daughter: There's no need to worry. Samuel and his wife are loving and caring. You won't regret going.
Mum: I'll think about it again.
Daughter: Don't think Mom. Give it a try.

Listening, page 93

Exercise 6

The Jamaican sprinter, Usain Bolt is the world's fastest man. He holds world records for the 100 and 200 metres and the team 4 x 100 metres. How does he do it? In a recent interview, Bolt revealed some of his secrets.

First of all, Usain Bolt knows what it means to make sacrifices and he started young. As a kid, he didn't often go out in the evening with friends because he had to rest. He knew that he would have plenty of time in the future to have fun.

He is also incredibly competitive. One of his main motivations is the fear of losing. He gets over this fear by training harder than other competitors.

He says that role models are important. One of his role models is basketball player Kevin Durant. Bolt admires his determination and leadership qualities and he tries to copy him. According to Bolt, having the right people around him is essential. He says that if he wasn't part of a great team, he wouldn't excel. And his parents have always been supportive. His dad was strict and made sure he never missed a track meeting when he was a kid.

Finally, he believes that the most important thing is enjoying what you do. He says that he wouldn't be a champion if he didn't enjoy training and competing.

Unit 8

Communication, page 101

Exercise 1

► **Dialogue 1**

A Is this your new tablet?
B Yes. It's cool, isn't it? It's got a touch screen.
A What's this button for?
B It's for turning it on and off. Like this.

► **Dialogue 2**

A What's that?
B It's a memory stick.
A What do you use it for?
B I keep my photos on it. It's easy to carry around.

► **Dialogue 3**

A What's that machine?
B It's my parents' new coffee machine.
A How does it work?
B You put the coffee in this container, the boiling water in the bottom, then you heat it. When it makes a hissing noise, the coffee's ready. Would you like one?
A Yes, please.

Exercise 4

► **Dialogue 1**

Diouf: Hello Fadimatou. It looks very cold in Newcastle. I can see snow on trees, houses and cars...
Grand Pa: Hey Diouf. How can you see snow in Newcastle when we're in Senegal?

Diouf: With a webcam, Grandpa. You use it to see the person you are phoning. Look!
Grand Pa: Fadimatou in the snow! Hum! Modern magic.

► **Dialogue 2**

Oumarou: What are these, Joseph?
Joseph: They are electronic cigarettes.
Oumarou: What are they used for?
Joseph: They help heavy smokers to gradually give up smoking.
Oumarou: Great! I'll give some to my Dad on his birthday.

► **Dialogue 3**

Mum: How many times have I told you not to put anything there?
Daughter: What is it Mum?
Mum: It's the car's air bag. It protects people from accident shocks.
Daughter: What accident with a slow driver like you?
Mum: One never knows!

Listening, page 105

Exercise 5

Gabon is in West Africa and it has a tropical climate because it is near the equator. Most of the year round the climate is rather wet with a total annual rainfall of around 2,500 mm. Between June and August the amount of rain is very low, and there is almost no rain at all in July. It increases in September and from October to May, rainfall is high.

Temperatures are fairly steady throughout the year with slight variations. The annual temperature range is only about 4 degrees Celsius. The coolest months are from June to August, but the average temperature doesn't go below 24 degrees Celsius. The hottest months are from December to May with average temperatures around 28 and 29 degrees Celsius during the whole period.

Unit 9

Communication, page 115

Exercise 1

► Dialogue 1

- A That farmer shouldn't go to prison.
B I don't agree. He shot two rare elephants.
A Yes, but he was protecting his crops.
B I don't think so. He killed them for their tusks.
A That's not right.

► Dialogue 2

- A They're extending the national park and forcing people to move.
B I don't think that's right.
A Neither do I.
B They should let people choose for themselves.
A I agree with that. And I don't think they should protect dangerous animals.
B I don't think so either.

► Dialogue 3

- A I think there should be more park rangers.
B So do I. And they should be given guns.
A Yes. I think you're right. It's a dangerous job.
B A ranger was killed last month. Those poachers are criminals.
A That's exactly what I think.

Exercise 5

► Dialogue 1

- A The government should ban motorbike taxis.
B I don't agree. They are great service to people who can't afford regular taxi fares.
A Yes, but motorbikes cause so many accidents.
B I don't think so. Only a small number of bikers are involved in accidents. Many accidents could be prevented if they were made to respect the highway code.

► Dialogue 2

- A I think schools should reduce the number of tests students do each term.
B I don't think so. There are only three tests a term. That's not a lot.
A Yes, but they're stressful for students. I think one test at the end of each term is sufficient.
B I don't agree with you. One test a term would mean a lot to revise. This would be more stressful.
A I disagree. They should plan their revision better.

► Dialogue 3

- A Children below the age of 18 shouldn't be allowed to hawk goods in bars.
B I agree with that. They are exposed to a lot of bad behaviour in bars.
A I think you are right. Sometimes they are attacked and robbed by thieves and drunkards.
B I don't see how hawking in bars, especially at night, is helpful to children of this age.
A Neither do I.

Listening, page 119

Exercise 4

My name is Aissatou Moussa and I am a park ranger in the Lobeke National Park in Cameroon. My duty is to protect endangered animals from poachers. I often spend several days in the forest with other rangers tracking down

poachers. It is a difficult and risky job. The poachers work for international crime syndicates and poaching is very profitable. They are well organised and are armed with sophisticated weapons, while we are ill-equipped and underpaid.

One evening we were camping in the forest when fourteen heavily armed poachers attacked the ten of us. We were outnumbered and we were forced to surrender the two guns we had. One of the rangers who tried to resist was beaten viciously. After that, the poachers chased us out of the forest and we ran away carrying our injured colleague with us. The next day when we came back accompanied by armed soldiers, we saw the destruction they had left behind - three elephants with all the tusks removed.

I love my job even though it is highly dangerous. Unlike the poachers, we have no radios and only a few of us carry guns - about two out of ten. Our trade union has asked to the government to recruit more rangers, give us necessary equipment and pay us better salaries, but so far to no avail.

Unit 10

Communication, page 127

Exercise 5

- A Excuse me. How do I get to the national museum from here?
B The best way is to go down this street and turn left at the end. Then take the third street on the right into Bata Street. When you get to the library, turn right into Market Street. Walk along there for about 50 metres. It's on the right, next to a bank and opposite the post office.

Listening, page 131

Exercise 5

More and more people are coming to Africa for its amazing festivals. Here are four which you really shouldn't miss!

Dak'Art also known as Dakar Biennale is devoted to Contemporary African Art. This world famous visual arts festival has been running since 1996. It takes place in May and June every two years in the Senegalese capital city. There are hundreds of exhibitions featuring artists from all over the continent.

The Panafrican Film and television Festival of Ouagadougou is the largest film festival in Africa. It has been running since 1969. It takes place in February every two years in the Burkina Faso capital. Its aim is to promote African films and filmmakers.

Every January, people from Benin and West Africa assemble in the lively, coastal town of Ouidah for the annual Voodoo Festival. This colourful festival has been running since the 1990s. Most of the events take place on the beach. It features voodoo related activities, but also horse racing and dancing.

The Festival of Urban Music of Anoumabo, more commonly referred to as FEMUA, is a vibrant urban music festival which takes place each year in early April. It has been running since 2007 in a suburb of Abidjan in Côte d'Ivoire and attracts a lot of celebrities.

Wordlist

abroad *adv* à l'étranger.
 absolutely *adv* absolument.
 accurate *adj* exact(e).
 ache *n* mal *m*, douleur *f*.
 achieve *vt* atteindre.
 acknowledge *vt* accuser
 réception de.
 across *prep* en travers de.
 actively *adv* activement.
 addicted *adj* to be addicted to
 être adonné(e) à.
 address *n* adresse *f* ♦ *vt* s'adresser à ;
 to address a problem aborder.
 adulthood *n* âge *m* adulte.
 adventurer *n* aventurier *m*,
 aventurière *f*.
 advertisement *n* publicité *f*.
 aerial *n* antenne *f*.
 affordable *adv* abordable.
 agree *vi* to agree with être
 d'accord avec.
 AIDS *n abbr* (= Acquired Immune
 Deficiency Syndrome) SIDA *m*.
 airtime *n* crédit *m*.
 album *n* album *m*.
 along *prep* le long de.
 amazingly *adv* incroyablement.
 ambitious *adj* ambitieux(euse).
 amount *n* somme *f*, quantité *f*.
 angry *adj* to be angry with sb
 être furieux contre quelqu'un.
 anthropologist *n* anthropologiste
 m/f.
 antibiotic *adj*, *n* antibiotique *m*.
 apologize *vi* to apologize (for sth
 to sb) s'excuser (de quelque
 chose auprès de quelqu'un).
 app *n abbr* application *f*.
 assault *n* attaque *f*.
 attendance *n* présence *f*.
 audience *n* public *m*.
 authentic *adj* authentique.
 average *n* moyenne *f*.
 back up *vt* faire une copie
 de sauvegarde de.
 badly *adv* mal.
 ban *n* interdiction *f* ♦ *vt* interdire.
 battery *n* batterie *f*.
 beat *vt* battre.
 behaviour *n* comportement *m*.
 believe *vt*, *vi* croire ; to believe in
 croire en.

belong *vi* to belong to appartenir à.
 benefit *vt* faire du bien, profiter.
 biodiversity *n* biodiversité *f*.
 biofuel *n* biocarburant *m*.
 biologist *n* biologiste *m/f*.
 bite *vt*, *vi* mordre.
 boil *vt* bouillir.
 boredom *n* ennui *m*.
 bossy *adj* autoritaire.
 break *vt* casser.
 broadcast *vt* diffuser.
 calculator *n* calculatrice *f*.
 career *n* carrière *f*.
 cell *n* cellule *f*.
 challenge *n* défi *m*.
 channel *n* chaîne *f*.
 charger *n* chargeur *m*.
 childhood *n* enfance *f*.
 chromosome *n* chromosome *m*.
 cloud *n* nuage *m*.
 coal *n* charbon *m*.
 commit *vt* commettre.
 commitment *n* engagement *m*.
 competitive *adj* concurrentiel(le).
 complain *vi* se plaindre de.
 composer *n* compositeur *m*.
 compulsory *adj* obligatoire.
 confident *adj* sûr(e), confiant(e).
 conjunctivitis *n* conjonctivite *f*.
 consent *n* consentement
 vi to consent (to) consentir (à).
 conservation *n* préservation *f*.
 considerably *adv* considérablement.
 cough *n* toux *f*.
 counterfeit *n* faux *m*, contrefaçon *f*.
 court *n* cour *f*, tribunal *m*.
 coverage *n* reportage *m*.
 crime *n* crime *m*.
 crop *n* culture *f*.
 curious *adj* curieux(euse).
 dairy farm *n* exploitation *f*
 laitière.
 damages *npl* (law) dommages
 et intérêts.
 dawdle *vi* traîner, trainasser.
 decrease *n* diminution *f*
 vt, *vi* diminuer.
 defeat *n* défaite *f* ♦ *vt* battre.
 defenceless *adj* sans défense.
 delinquent *adj*, *n* délinquant(e).
 depict *vt* représenter.
 destroy *vt* détruire.

determination *n* détermination *f*.
 diabetes *n* diabète *m*.
 diarrhoea *n* diarrhée *f*.
 die *vi* mourir ; to be dying
 être mourant.
 discipline *n* discipline *f*.
 diverse *adj* divers(e).
 diversity *n* diversité *f*.
 DNA *n abbr* ADN *m*.
 doctor *n* médecin *m*.
 doubtless *adv* sans doute.
 download *vt* télécharger.
 drop *vi* baisser.
 drop out *vi* se retirer.
 drug *n* médicament *m*.
 dubious *adj* incertain(e).
 duty *n* devoir *m*.
 dweller *n* habitant(e) *m/f*.
 easily *adv* facilement.
 ecologist *n* écologiste *m/f*.
 efficient *adj* efficace.
 effortless *adj* sans effort.
 emotion *n* émotion *f*.
 empower *vt* autoriser, donner
 du pouvoir.
 endanger *vt* mettre en danger.
 endangered *adj* en voie d'extinction.
 enjoyable *adj* agréable.
 enrolment *n* inscription *f*.
 enter *vt* entrer dans.
 enthusiastic *adj* enthousiaste.
 epidemic *n* épidémie *f*.
 especially *adv* spécialement.
 exceptional *adj* exceptionnel(le).
 excite *vt* exciter.
 explode *vi* exploser.
 explorer *n* explorateur(trice) *m/f*.
 extend *vt* prolonger.
 extinct *adj* éteint(e).
 extract *vt* extraire.
 fail *vt* échouer.
 fake *n* faux *m* ♦ *vt* faire semblant.
 fall *n* chute *f* ♦ *vi* tomber.
 fame *n* renommée *f*.
 fast *adj* rapide.
 fee *n* frais *mpl* de scolarité.
 fever *n* fièvre *f*.
 firewood *n* bois *m* de chauffage.
 flat *adj* plat(e).
 flexible *adj* souple, disponible.
 flu *n* grippe *f*.
 fluctuate *vi* varier, fluctuer.

follow *vt* suivre.
forecast *n* prévision *f*.
frustrate *vt* frustrer.
fund *n* caisse *f*.
game *n* jeu *m*.
gas *n* gaz *m*.
gene *n* gène *m*.
genome *n* génome *m*.
genuine *adj* authentique.
geothermal (science) *n* géothermie *f*.
germ *n* microbe *m*.
global *adj* mondial(e), global(e).
goalkeeper *n* gardien *m* de but.
gradually *adv* peu à peu.
grateful *adj* reconnaissant(e).
greatly *adv* très, grandement.
greenhouse gas *n* gaz *m* à effet de serre.
grow up *vi* grandir.
habitat *n* habitat *m*.
handset *n* combiné *m*.
happily *adv* heureusement.
hard-working *adj* travailleur(euse).
heart attack *n* crise *f* cardiaque.
helpless *adj* impuissant(e).
hold *vt* tenir.
hopeless *adj* désespéré(e).
huge *adj* énorme.
hunter *n* chasseur *m*.
hydroelectric *adj* hydroélectrique.
icon *n* icône *f*.
illegal *adj* illégal(e).
ill-equipped *adj* mal équipé(e).
illicit *adj* illicite.
illness *n* maladie *f*.
improve *vt* améliorer.
incapable *adj* incapable of incapable (de).
incentive *n* encouragement *m*, stimulation *f*.
increase *n* augmentation *f*
 ♦ *vi* augmenter.
incredible *adj* incroyable.
infection *n* infection *f*.
injection *n* injection *f*.
inspired *adj* inspiré(e).
instinctive *adj* instinctif(tive).
interested *adj* intéressé(e) ; to be interested in s'intéresser à.
into *prep* dans.
issue *n* question *f*, problème *m*.
itch *n* démangeaison *f*.

keypad *n* pavé *m* numérique.
kick *vt* donner un coup de pied.
kindly *adj* bienveillant(e)
 ♦ *adv* avec bonté.
lack *n* manque *m* ♦ *vi/vt* manquer
landline *n* ligne *f* fixe.
landslide *n* glissement *m* de terrain.
launch *n* lancement *m* ♦ *vt* lancer.
law *n* loi *f*.
lazy *adj* paresseux(euse).
lead *n* tête *f* ♦ *vt* mener, conduire.
leaflet *n* prospectus *m*.
lean *adj* maigre.
legislate *vi* légiférer.
lend *vt* to lend sth (to sb) prêter quelque chose (à quelqu'un).
lifeless *adj* inanimé(e).
literacy *n* fait *m* de savoir lire et écrire.
lively *adj* vif, vive.
locate *vt* trouver, localiser.
logging *n* abattage (arbres) *m*.
logical *adj* logique.
loneliness *n* solitude *f*.
lose *vt* perdre.
lost *adj* perdu(e).
lower *vt* baisser.
lucrative *adj* lucratif(ive).
malaria *n* malaria *f*.
manager *n* manager *m*.
match *n* match *m*.
mean *adj* avare ♦ *vt* signifier.
meteorology *n* météorologie *f*.
mind *n* esprit *m* ♦ *vt* faire attention, s'occuper de.
molecule *n* molécule *f*.
mosquito *n* moustique *m*.
musical *adj* musical(e).
mutation *n* mutation *f*.
nation *n* nation *f*.
needless *adj* inutile.
net *n* filet *m*.
network *n* réseau *m*.
nuclear *adj* nucléaire.
nucleus *n* noyau *m*.
odd *adj* bizarre.
oil *n* huile *f*.
operation *n* opération *f*.
organization *n* organisation *f*.
original *adj* original(e).
outcome *n* résultat *m*.
outdo *vt* surpasser.

outnumber *vt* surpasser en nombre.
over *prep* sur, par-dessus.
overtake *vt* dépasser.
painkiller *n* calmant *m*.
password *n* mot *m* de passe.
patient *n* patient(e) *m/f*.
penalty *n* pénalité *f* (football : pénalty).
performance *n* représentation, performance *f*.
personal *adj* personnel(le).
physical *adj* physique.
pitch *n* terrain *m*.
poacher *n* braconnier *m*.
pool *n* flaque *f* ♦ *vt* mettre en commun.
powerless *adj* impuissant(e).
practise *vt* s'exercer à.
prevent *vt* empêcher.
prison *n* prison *f*.
protect *vt* protéger.
proud *adj* fier(ère).
provide *vt* fournir.
quick *adj* rapide.
racket *n* raquette *f*.
rainfall *n* chute *f* de pluie.
ranger *n* garde *m* forestier.
rapidly *adv* rapidement.
rate *n* taux *m*.
really *adv* vraiment.
reasonable *adj* raisonnable.
reception *n* réception *f*.
receptionist *n* réceptionniste *m/f*.
recover *vt* récupérer.
reduce *vt* réduire.
referee *n* arbitre *m*.
regional *adj* régional(e).
relate *vt* raconter.
relatively *adv* relativement.
relaxing *adj* délassant(e).
release *vt* libérer; (book, disc) sortir.
relieve *vt* soulager.
remedy *n* remède *m*.
respond *vi* répondre; (to treatment) réagir.
responsible *adj* responsible for responsable (de).
résumé *n* (US) curriculum vitae.
revive *vt* ranimer.
reward *n* récompense *f*.

ringtone *n* sonnerie *f*.
 rise *vi* augmenter.
 runner-up *n* finaliste *m/f*.
 salvation *n* salut *m*.
 sanction *n* sanction *f*.
 satellite dish *n* antenne *f*
 parabolique.
 satisfy *vt* satisfaire.
 score *vt* marquer (un but / point).
 screen *n* écran *m*.
 self-control *n* maîtrise *f* de soi.
 self-esteem *n* amour-propre *m*.
 selfish *adj* égoïste.
 send *vt* envoyer.
 separate *vt* séparer.
 serious *adj* sérieux(se).
 serve *vt* servir.
 set *n* (tennis) set.
 shameless *adj* effronté(e).
 SIM card *n* carte *f* SIM.
 singer *n* chanteur(euse) *m/f*.
 skive *vi* tirer au flanc, 'sécher'
 l'école.
 slow *adj* lent(e).
 solar *adj* solaire.
 sore *adj* douloureux(euse).
 species *n* espèce *f*.
 spectacular *adj* spectaculaire.
 spirit *n* esprit *m*.
 spray *vt* vaporiser.

sprint *vi* sprinter.
 stage *n* scène *f*.
 startled *adj* effrayé(e).
 stick *n* bâton *m*.
 stubborn *adj* têtu(e).
 studious *adj* studieux(euse).
 succeed *vi* réussir.
 suffer *vi* souffrir.
 support *n* soutien *m* ♦ *vt* soutenir.
 survive *vi* survivre.
 tablet *n* comprimé *m*, tablette *f*.
 talented *adj* talentueux(euse).
 target *n* cible *f*.
 team *n* équipe *f*.
 tech-savvy *n* calé en technologie.
 temperature *n* température *f*.
 text message *n* SMS.
 threaten *n* menace *f*.
 thrive *vi* bien se développer,
 prosperer.
 through *prep* à travers.
 throughout *adv* partout.
 tickle *vt* chatouiller.
 tie *vt* attacher.
 timber *n* bois *m*.
 tireless *adj* infatigable.
 touch screen *n* écran *m* tactile.
 trader *n* commerçant.
 trouble *n* difficulté *f*.
 tuberculosis *n* tuberculose *f*.

turn into *vi* se transformer en.
 tusk *n* défense *f*.
 umpire *n* arbitre *m*.
 unconscious *adj* évanoui(e),
 inconscient(e).
 under *prep* sous.
 underpaid *adj* sous-payé(e).
 underscore *vt* souligner.
 unforgettable *adj* inoubliable.
 uprising *n* soulèvement *m*.
 useless *adj* inutile.
 vaccine *n* vaccin *m*.
 valuable *adj* précieux(euse).
 vendor *n* vendeur(euse) *m/f*.
 vibrant *adj* vibrant(e).
 vicious *adj* cruel(le).
 vocalist *n* chanteur(euse) *m/f*.
 vomit *vt* vomir.
 wander *vi* errer.
 warn *vt* avertir.
 wasteland *n* terres abandonnées
 (stériles) *fpl* à l'abandon.
 weaken *vi* faiblir, affaiblir.
 well *adv* bien.
 widely *adv* radicalement.
 win *vt* gagner.
 wind *n* vent *m*.
 worry *n* souci *m* ♦ *to worry about*
 se faire du souci pour.
 wound *n* blessure *f*.

Phrasal verbs

back (someone) up soutenir.	give in renoncer.
clean up nettoyer.	give up arrêter.
clear away débarrasser.	grow up grandir.
come by passer (chez quelqu'un).	make up inventer.
come down with tomber (malade).	pick up ramasser.
come out sortir, paraître.	put up augmenter.
come up against se heurter à.	rely on compter sur.
come back retourner.	set up commencer.
cut down on réduire.	sign up adhérer.
cut out supprimer.	skive off sécher l'école.
deal with traiter.	stand up for défendre.
do up restaurer.	stick with s'en tenir à.
drop out abandonner.	take up débiter ; se mettre à.
end up finir (par).	turn into se transformer en.
fit in s'intégrer.	work out faire de l'exercice ; résoudre.

Expressions

be keen on aimer ; apprécier quelque chose.	have trouble avoir du mal à.
come in useful être utile.	keep in mind garder à l'esprit.
fall out with se disputer.	keep in touch rester en contact.
get better (from an illness) aller mieux.	lose weight maigrir.
get on my nerves me taper sur les nerfs.	make a point of ne pas manquer de
get on with s'entendre.	faire quelque chose.
get to know faire connaissance.	make the most of profiter de quelque
go on a date sortir avec.	chose.
go on a diet faire un régime.	put on weight grossir.
have a lot in common avoir des choses en commun.	

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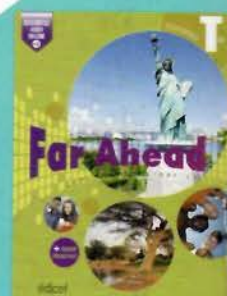
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