

RESSOURCES
AUDIO
EN LIGNE



PREMIÈRE

1

ÈRE



Far Ahead

LET'S GO AND STUDY ENGLISH



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PREMIÈRE

Far Ahead

Student's book

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UNITS

1

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Listening (available on www.edicef.com)



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UNITS

6

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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 practice 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** for 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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Travel and world tourism

Unit 1

1 Lead in

Look at these photographs. What do they tell you about tourism?
What is the effect of tourism on a place or on a country?



Great pyramid of Giza, Egypt.



Philae, Egypt.

Vocabulary

2 Listen and say these words aloud. Some words may be similar to words in your own language, but the pronunciation is not the same.

tourist	travel industry	holidaymakers	hotel	guesthouse	ecotourism
community-owned	package tour	safari	wildlife	indigenous	
guests	guide	destination	attraction	accommodate	

3 Complete the paragraph with words from exercise 2.
Change the form of the word if necessary.

The travel (1) is growing fast. By 2015 there were more than one billion international travellers. (2) around the world spend money to visit other countries, to learn about other cultures, to observe the (3) and to relax and have fun! Some tourists prefer (4) tours, which are organised for them. They hire (5) to show them the tourist (6) Others prefer to explore new places by themselves. Some tourists stay in big hotels, while others prefer community-(7) guesthouses. There is now a trend towards (8) , so that tourism does not damage the places that tourists visit.

4 Form nouns from these verbs: *tour, accommodate, travel, attract*.
Check the words in a dictionary. Then write a sentence with each new word.
Each sentence should describe tourism in some way.

5 Find synonyms for these words in exercise 2.
You may have to change the form of the word.

1 business 2 lodging 3 organised holiday
4 wild animals and plants 5 local 6 visitor

Take notice

Synonym: a word with the same or a similar meaning.

6 Speaking

Work with a partner. Talk about tourism in your own country.
Make a list of places that tourists visit. Which places are popular?
Why? Has tourism changed anything in your country? How? Tell other students.

Reading

1 Before you read

Discuss these questions in groups.

- 1 What is a blog?
- 2 What would you expect to read on a website called *Salimatoublog*?
- 3 Should businesses be allowed to use blogs to advertise and promote their goods?

2 Read the text in detail. Make notes of the key ideas in the text as you read.

Salimatoublog

salimatoublog.com

Posted on May 14

I'm blogging from South Africa this week. As you know, I had been planning to visit South Africa for the past few years. Well, here I am, and so far, it has been amazing!

I have been visiting Gauteng Province this week. That's where Johannesburg and Soweto are. Yesterday we went on a tour of Soweto. The name Soweto is an abbreviation of the full name: **South Western Township**. Soweto has played an important part in the history of modern South Africa. The **township** started off as a place where black **miners**, who worked in the gold mines, could live. They were not allowed to live in Johannesburg in the days of Apartheid.

People like Nelson Mandela, Archbishop Desmond Tutu, Baby Jake Matlala, Yvonne Chaka Chaka and Hector Pieterse have lived there at some stage. Hector Pieterse was the young boy who was killed by police during the 1976 student **uprising** in Soweto. You must have seen the photo of him dying in the arms of another student, haven't you? It became the symbol of the **struggle** against apartheid.

We have also visited a game park outside Johannesburg, which was **awesome**. We stayed in a beautiful guesthouse. I've never seen so many elephants in my life! I didn't realise how big they are! I have been telling the other people on the tour about the animals in my country too. We have also been shopping. The shopping malls here are huge, with as many as 200 shops in one place.

People are very friendly here! Most people call me 'Sissie' (pronounced See-See) which means 'sister'. I love it! I have also learned to greet people in isiZulu, which is just one of the many languages that people speak here.

Last week we went to Cape Town. We went to Robben Island and up Table Mountain. People said that the beaches were beautiful but the water was VERY COLD! They were right! I didn't swim but I did go down to the beach, where I took this stunning photo of Table Mountain.

Until next week ... *Hambe kahle* – (which means 'Go well!' in isiZulu.)

Table Mountain





3 Read the text again. Discuss these questions in pairs and then write your answers.

- 1 What does this sentence mean? Well, here I am, and *so far, it has been amazing*. Choose the best answer:
 - A It is far away and surprising.
 - B Until now, it was been wonderful.
 - C Until now, it has been disappointing.
 - D The surprise is far away from home.
- 2 Where is Soweto? Is it near Johannesburg or near Cape Town?
- 3 Why is Soweto an important town in the history of South Africa?
- 4 Who killed Hector Pieterse?
- 5 Did the writer enjoy her visit to the game park? Quote words from the blog that prove this.
- 6 Name two places in Cape Town that the author visited.

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

Try to work out the meanings of the words from the sentences in which they occur.

- 1 people who work to get minerals out of the ground
- 2 something that impresses you
- 3 to try very hard or to fight to do something
- 4 a part of a town where only black people could live during Apartheid
- 5 written a blog and put on a website for others to read
- 6 when a group of people fight against their government to make it change



5 Discussion

Discuss these questions in groups and report back to the rest of the class.

- 1 Why did Hector Pieterse become a symbol of the struggle against Apartheid?
- 2 Would you like to visit South Africa? Why or why not?

Vocabulary extension

Prepositions

6 Choose prepositions from the box to complete these sentences, if necessary.

You may use prepositions more than once. Some sentences do not need a preposition.

- 1 He went for a swim the sea.
- 2 There were so many elephants the park!
- 3 What is the national symbol your country?
- 4 Robben Island is important the history of South Africa.
- 5 We are going to visit a game park next month.
- 6 The girl was killed police.
- 7 He wrote me an email France to tell me about his trip.
- 8 The tourists were a tour of the island when the boat sank.

by
from
of
in
on
to

Pronunciation

Final consonants



7 Listen and repeat these words. Make sure you pronounce the end (final) sounds clearly.

- | | | | | |
|-------------|-----------|--------|------------|----------|
| • important | • tourist | • gold | • student | • next |
| • Apartheid | • greet | • cold | • elephant | • killed |

Grammar

Present perfect simple and present perfect continuous

1 Read these sentences. What tenses are the bold verbs? Choose from present perfect continuous and present perfect simple. Then copy and choose the correct words in the rules a-c.

- 1** I **have been visiting** Gauteng Province this week.
- 2** Soweto **has played** an important part in the history of modern South Africa.
- 3** I **have also learned** to greet people in isiZulu.
- 4** **Has** the government always **done** enough to help tourists?
- 5** I **have been telling** the other people about the animals in my country.
- 6** **Have you been visiting** the museums today? Yes, I **have visited** three already.

Rules

- a** We use the **present perfect continuous / present perfect simple** for actions that started in the past and are continuing now or might continue.
- b** We use the **present perfect continuous / present perfect simple** to emphasise the result of an action that started in the past.
- c** We never use the **present perfect continuous / present perfect simple** when we talk about *How much / How many*.

2 Use these words to make sentences in the present perfect continuous tense. You will need to add words.

Example: blogger / write / travel blog / for / three years

→ *The blogger has been writing a travel blog for three years.*

- | | |
|---|---|
| 1 tourists / visit / Cairo / for / long time | 3 they / live / Nigeria / for / many years |
| 2 miners / work / gold mine / since / 1965 | 4 Adèle / read / book / tourism / Africa |

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

- 1** Holidaymakers in Kenya (visit) traditional Maasai villages for many years.
- 2** The guests (stay) at a community-owned lodge in the game park since they arrived.
- 3** Tourism (help) people who live in the village.
- 4** She (not be) to Gorée Island although she (visit) Senegal.
- 5** Tourists (go) to the top of the Eiffel Tower since it was built.

4 Complete this email with the correct form of the verbs in brackets.

Hi Simon,

I (1) _____ (travel) around Cameroon with Francine for one week now. We (2) _____ (not be) to see Mount Cameroon yet, but we have already (3) _____ (visit) Yaoundé, Bamenda and the Fon Palaces. We (4) _____ (drive) around quite a lot, and we are tired. It _____ (5) (rain) quite hard every day too and they say it will rain tomorrow as well. So it's time to rest for a day or two. We (6) _____ (have) a wonderful time so far. We (7) _____ (enjoy) the local foods too. The pineapples are delicious!

5 Speaking

Look at this picture.
What have the people been doing?
Use verbs in the present perfect continuous tense to describe their actions.



Communication

Questioning

- 1** John, an Ivorian student, is talking to Flora, a tourist from the United Kingdom. Listen and then choose the correct response to each question.

John: Hello. I'm John. Welcome to Grand-Lahou. You are from the UK, (1) **aren't you / don't you?**

Flora: Hello, John. Yes, I am. My name is Flora. It's so nice to meet you.

John: This is your first visit to West Africa, (2) **is this / isn't it?**

Flora: Yes, (3) **it is / it does** and I love it so far!

John: You (4) **haven't / have** been to Asagny forest yet, have you?

Flora: No, I (5) **haven't / hasn't**. It isn't far from here, (6) **is / do** it?

John: No, it (7) **isn't / aren't**. I can take you there on Saturday.

Flora: Thank you. That would be great!

- 2** Listen to the intonation in the questions and responses in the chart. Then say each question and response aloud with the correct intonation.



Questions with question tags

He is from Benin, isn't he?

You know how to get to the Botanical Gardens, don't you?

They aren't students, are they?

Responses

Yes, he is.

Yes, I do.

No, they aren't.

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

- 4** Listen to these questions. What response does each speaker expect, Yes or No?

- 1 She is from Senegal, isn't she?
- 2 You haven't visited Timbuktu, have you?
- 3 They aren't going to Paris this year, are they?
- 4 He likes to travel, doesn't he?
- 5 Ecotourism is sustainable tourism, isn't it?
- 6 Tourists shouldn't hunt wild animals, should they?

5 Writing and Speaking

Write a dialogue between an English speaking tourist and a student. Use question tags in their questions. Then practise your dialogues with a partner. Pay attention to the intonation.

Reading

1 Before you read

Look at the photograph and read the list of activities below. Which of these activities do you think are related to ecotourism? Why?

- lying on a beach
- driving in a 4 x 4 across the desert
- flying in a small aeroplane over a forest
- staying in a game lodge run by a local community group
- hiking up Mt Cameroon
- canoeing on a river



Ecolodges in Kenya.

2 Write your own definition of ecotourism. Then read the quote below and improve your definition.

Ecotourism

Ecotourism involves 'travel to natural areas to learn about the way of life of the people and the natural history of the environment, while taking care not to change the environment, and contributing to the economic welfare of the local people. It is environmentally responsible travel.'

Hector Ceballos-Lascurain (*The Mexican architect who invented the term 'Ecotourism'.*)

3 Read the text.

Ecotourism in Africa

Africa's wildlife and natural beauty have been attracting tourists for years. But until recently tourism did more harm than good and the industry was not growing. Many of the animal species that tourists came to see faced **extinction** as a result of hunting, poaching, political instability and the increase in human populations. Profits that were made from tourism activities did not benefit local communities.

Today tourism is a growing industry, which is helping to protect natural resources and to **empower** local communities. Africa has been a leader in the international trend towards sustainable tourism, which is what ecotourism is all about. Africa's ecotourism industry helps to protect wildlife and to educate tourists and local people about the need to preserve natural resources. The industry now sees the community as an integral part of tourism. The idea of ecotourism is catching on fast.

Ecotourism started when people realised that tourism could not work or be sustainable without the support of local communities. Involving local communities brought much-needed **revenue** into

communities and it gave people a reason to preserve their natural resources. Hunters, who had previously used their extensive knowledge of local environments to kill animals, now serve as guides to tourists. Local farmers, who had previously grown only enough to feed themselves, are now **prospering** because they are able to sell their crops to hotels and restaurants.

Today ecotourists visit Africa to **engage** with and learn more about African people, their history and culture. They expect to stay in accommodation that is environmentally friendly and that has a minimal **impact** on the environment. They expect to eat foods which are made from local ingredients. They also come to see wildlife in its natural habitat and they are willing to play their part in preserving this natural habitat. They want to help to prevent the extinction of wild animals and plants.

So tourism is becoming more responsible. Ecotourism is helping the tourist industry in Africa to grow and to remain sustainable. A positive trend for local communities and future generations will also be able to enjoy this wonderful heritage.

4 Read the text again and answer the questions. Choose the correct words.

- Ecotourism is tourism that aims to help protect natural:
A profits B communities C resources D results
- In ecotourism the _____ is fully involved in all tourist activities.
A community B natural resources C welfare D hotels
- Tourists come to Africa to experience African culture and to see:
A wildlife B hunting C poaching D revenue
- Tourists now expect to eat food that is made with _____ ingredients.
A local B imported C animal D cheap
- Ecotourists can help to _____ wild animals.
A project B protect C hunt D extinct
- Ecotourism is _____ because it does not damage the environment.
A responsive B attraction C minimal D sustainable

5 Complete the sentences with the red words in the text.

- Ecotourism helps to _____ local communities because they become involved in the tourism activities.
- Many animals face _____ because of hunting, poaching and other human activities.
- Tourists like to meet local people and _____ with them.
- Ecotourism has had a positive _____ on the local community.
- The family is _____ because everyone in the family now has a paying job.
- Ecotourism is good for local communities because it brings them _____.

6 Discussion

Discuss ecotourism in your country, or in the area where you live. Identify an example of ecotourism and discuss it, using these questions. Report back to the rest of the class.

- Where do the tourists come from?
- Who benefits from this tourism? Explain how they benefit.
- Is this tourism sustainable? Why or why not?

Vocabulary extension

Take notice

We sometimes use verbs with prepositions / adverbs called **phrasal verbs** to make common expressions, for example:
*They have been working hard to **finish off** the new building before the tourist season begins.*

Phrasal verbs

- Find these verbs in the text, and the particle that is used with each verb. Make your own sentences with each expression.

• have an impact • engage • learn • catch

8 Choose the correct word from the box to complete each sentence.

Use a dictionary to help you. You may use words more than once.

Before they built the hotel, they carried (1) _____ an environmental impact study. The aim of the study was to find (2) _____ if the local animals and plants would be affected. While building the hotel, the builders were careful not to leave any rubble lying (3) _____ that would harm the environment. But the builders have been working on the hotel for two years already and everyone is tired (4) _____ the noise and traffic. They hope to finish (5) _____ next month. It will be a relief, as things can settle (6) _____ after that!

by
out
of
off
down

Pronunciation

Word stress (syllables)

- Listen and repeat these words. Stress the bold syllables.

• tourist • preserve • extinction • industry • natural • community • habitat • ingredients

- 1** a Study each sentence. Identify the two clauses in each sentence.
b Find the word that is used to link the clauses in the sentences.

Can you take out one clause and still have a sentence that makes sense?

- | | |
|--|---|
| <p>1 John, who is a student in Cameroon, is talking to Jemma.</p> <p>2 Profits that were made from tourism activities did not benefit local communities.</p> <p>3 This is the town where my family used to live.</p> | <p>4 Hunters, who had previously used their extensive knowledge of local environments to kill animals, now serve as guides to tourists.</p> <p>5 That was the day when I lost my luggage!</p> <p>6 I don't like hotels that serve only imported food.</p> |
|--|---|

- 2** Study the rules below and the sentences in exercise 1. Identify the sentences which have *defining clauses* (1), and those that have *non-defining clauses* (2). Write (1) or (2) at the end of each sentence.

Rules

- a Relative pronouns: *who, whom, whose, which, what, that, when, where*.
- b We use *which, what* and *that* to refer to animals and objects.
- c We use *who, whom, whose* and *that* to refer to people.
- d A '*defining clause*' is a clause that carries essential information in a sentence. If that clause is removed, the sentence does not make sense.
- e A '*non-defining clause*' adds information that is not essential to the meaning of the sentence. The clause is separated by commas and it cannot use *that*.

- 3** Choose the correct word to complete each sentence.

- 1 Local farmers, **who** / **whom** used to grow food for their families, now supply hotels and restaurants with farm products.
- 2 Jemma, **who** / **whose** is a student from Cameroon, is visiting Benin.
- 3 The hotel **that** / **what** is up on the hill is popular with ecotourists.
- 4 The tour guide, **who** / **which** used to be a hunter, showed us where the animals lived.
- 5 Tourists like to taste foods **which** / **what** are made from local products.

- 4** Join these sentences with the appropriate relative pronoun.

Example: They go on tours. The tours do not harm the local environment.

→ They go on tours **that** do not harm the local environment.

- 1 We like tourists. The tourists use local guides.
- 2 She has a friend. The friend travels a lot.
- 3 Cotonou is a city. I would like to visit that city.
- 4 They love to travel to places. The places have different cultures.
- 5 Rhinos are animals. The animals face extinction.
- 6 This is a book. The book is interesting to read.

5 Speaking

Work in pairs. Tell your partner about the sort of tourism you would like to do.

Read the sentences aloud and complete them.

- | | |
|--|--|
| <p>1 Something (which) I'd like to do is ...</p> <p>2 A place (where) I'd like to go is ...</p> <p>3 An animal (that) I'd like to see is ...</p> | <p>4 A person (whom) I'd like to meet is ...</p> <p>5 Food (that) I'd like to taste is ...</p> |
|--|--|

Vocabulary



- 1** Choose the correct phrase to complete each sentence.
Then read each sentence aloud to a partner.

- 1 There are **thousands of** / **a thousand of** animals in the park.
- 2 The House of Slaves on Gorée Island was built **in 18 centuries** / **in the 18th century**.
- 3 The palaces were built around **sixteen thirty-five** / **one thousand six hundred and thirty-five**.
- 4 There were **nineteen forty-two** / **one thousand nine hundred and forty-two** people at the tourist conference.
- 5 There was a **22 per cent** / **22 percentage** increase in tourism this year.
- 6 The park is **square metres one thousand five hundred and twenty-one** / **one thousand five hundred and twenty-one square kilometres** in size.

Listening

2 Before you listen

Look at the picture.
Who are these people?
Where are they?
What are they doing?



Listening Strategy

Main ideas

Listen for **key words** that will give you **information**.
Listen for **names of places**, **names of people**, **numbers** and **dates**.



- 3** Listen to the dialogue and make notes about names and dates.

- 4** Listen again and choose the correct words to complete these statements.
Use the notes you made in exercise 3.

- 1 Where do the tourists want to go?
A East Africa B South Africa
C West Africa D North Africa
- 2 How much time do the tourists have to visit these places?
A two weeks B three weeks
C one week D two months
- 3 The travel agent suggests that they visit _____ first.
A Benin B Ivory Coast C Cameroon D Senegal
- 4 How far is Gorée Island from Dakar?
A three kilometres B seven kilometres
C ten kilometres D fifteen kilometres
- 5 When were the royal palaces in Abomey built?
A in the 17th century B in the 16th century
C in the 20th century D in the 19th century
- 6 Where is the Pendjari National Park?
A in the north of Benin
B in the south of Cameroon
C in the north of Senegal
D in the south of Benin



5 Speaking

Work in pairs or small groups. Role-play a visit to a tourist agency.
Ask for information about a place you want to visit.

Writing

Drafting and revising



1 Before you write

Work in pairs and discuss how you approach a writing task.

Here are some questions to think about.

Do you brainstorm ideas first? How do you do this? How do you record your ideas?

Do you check what you have written? How do you do this?

Writing Strategy

Checking and improving your work

Check spelling. If a word looks wrong, check it in your dictionary.

Check punctuation. Have you started and ended each sentence with appropriate punctuation marks?

Check grammar. Read the text aloud to someone in your class.

If they don't understand the text, check the grammar in each sentence.



2 Work in pairs. Read text A and check for mistakes.

- 1 Find five words that are spelled incorrectly.
- 2 Find five punctuation errors.
- 3 Find five grammatical errors. Check the model text to see if you identified mistakes correctly.

3 Work in pairs and improve text A.

- 1 Find two examples of sentences that could be combined with relative pronouns to make complex sentences.
- 2 Find two adjectives that could be replaced with more interesting words.
Check the model text B to see what the writer has done.

Model text

Venice

Text A Draft

Tourism destroys the places we most love. Think about the city of Venis. Venis is one of the most beautifulest cities in the world. Venis is well-known for it's architecture and art. The sity has no streets, only canals once a strong city state in the 9-12th senturies, venis is now part of italy.

But to the people who lives there, Venice it feels like a big park. The city has less than 60,000 inhabitents but more than 20 millen people visit the sity each year. The local artisans and crafters are moving out and are being replaced by souvenir shops and expensive foreign boutiques. Venis is in danger if being drowned by tourists?

Text B Model

Tourism can destroy the places we most love. Think about the city of Venice, which is one of the most beautiful cities in the world. It is well-known for its architecture and art. The city, which was built on small islands in a lagoon, has no streets, only canals. Once a powerful city state in the 9-12th centuries, Venice is now part of Italy.

But to the people who live there, Venice feels like a huge amusement park. The city has fewer than 60,000 inhabitants, but more than 20 million people visit the city each year. The local artisans and crafters are moving out and are being replaced by souvenir shops and expensive foreign boutiques. Venice is in danger of being drowned by tourists!

Writing Task

Write a description of a well-known tourist attraction.

4 Make notes under the paragraph headings.

Paragraph 1 Say where the place is, why it is famous and what it looks like.

Paragraph 2 Describe tourism and its impact on the lives of people.

5 Write a draft description of 150 to 180 words, following the paragraph plan. Then edit and improve your work. Refer to the Strategy box.

1 Fill in the boxes with the missing letters to get words related to tourism.

1 a _ _ _ _ _ n

6 t _ _ _ _ t

2 i _ _ _ _ y

7 h _ _ _ l

3 s _ _ _ _ i

8 e _ _ _ _ _ m

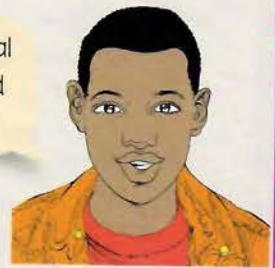
4 g _ _ _ t

9 d _ _ _ _ _ n

5 g _ _ _ e

10 a _ _ _ _ _ e

The first and the final letters of each word are given.



2 Make seven compound nouns, using all the words from the list below.

industry	owned	house	eco	tourism	maker	holiday
guest	travel	community	tour	package	life	wild

3 Match words from exercise 1 with these descriptions.

- 1 A person who visits a foreign country and learns about its geography, history and culture.
- 2 The type of tourism that respects the local environment.
- 3 A tour in which tourists observe animals in their natural habitat.
- 4 A person who shows visitors interesting places on a tour.

4 Write your own definitions for the words below.

Read out your definitions and let your partner guess the words.

- | | | |
|-----------------|------------------|-----------|
| 1 a destination | 3 to accommodate | 5 awesome |
| 2 a guesthouse | 4 indigenous | 6 a guest |

5 Work with a partner. Underline the stressed syllable in the words below.

Take turns to read the words aloud.

tourist	preserve	extinction	industry	community	ingredient
indigenous	accommodate	ecotourism	safari	destination	habitat
empower	revenue	uprising	awesome		

6 Use the words to write questions and answers in either the present perfect simple or the present perfect continuous tense. Remember some verbs have irregular forms.

- | | |
|--|--|
| 1 You / ever / visit / the Pandjari Park / North of Benin / ?
No / I / never / visit / it / . | 4 The workers / finish / the construction of the new museum / ?
No / they / finish / it / yet / . |
| 2 You / ever / be / to / Gorée Island / in Senegal / ?
Yes / I / visit / it / several times / . | 5 How long / they / work / on it / ?
They / work / on it / for two years / . |
| 3 How long / they / build / the new hotel / ?
They / build / it / since / 2014 / . | 6 You / ever / travel / on the Nile / ?
Yes / I / travel / on the Nile / many times / . |

Check Unit 1

7 Join these sentences with the appropriate relative pronoun.

- 1 The tourists used to stay in luxurious hotels. The tourists stay in community-owned guesthouses and engage with local populations today.
- 2 We saw a rich entrepreneur on TV last night. The rich entrepreneur will build a big hotel near the main road.
- 3 The river is full of hippos. The river is drying out.
- 4 The villagers met yesterday. The villagers decided to build a community-owned guesthouse for tourists.
- 5 Some villagers were poachers in the past. Some villagers serve as tourist guides in the national parks nowadays.

8 The underlined prepositions in each sentence are wrong.

Rewrite the sentences with the correct prepositions.

- 1 I read the book because I wanted to find by more about the animals in the region.
- 2 Before they built the hotel, they made a study to find out about what impact the hotel would have in the environment.
- 3 They will finish of the new road before the end of the year.
- 4 Gorée Island is important of the history of West Africa.

9 Read the conversation below with question tags. Then practise it with a partner.

- A** Hi, I'm Ken. I'm from the USA. Nice to meet you.
- B** Nice to meet you, too. I'm Bello. I'm from this area, *la Région des Collines*. This is your first visit to this city, _____ it?
- A** Yes, it is, although I've visited your country several times in the past.
- B** I see. You haven't been to the hills yet, _____?
- A** No, I haven't yet. But I must say that even from a distance, the hills look awesome, _____?
- B** Yes, they do. They're beautiful, _____?
- A** Yes, they are. I love them.
- B** Besides the hills, the area is also famous for its cave, *la Grotte Mariale*. You've heard of it, _____?
- A** Yes, I have. I read in the local papers that it attracts thousands of Christian pilgrims every year.
- B** That's true. If you like, I can take you to the *Grotte* and we can go climbing in the hills one day.
- A** That'll be nice.

Use the above conversation as a model.



- 10** Write a conversation in which you talk to a tourist about some of the attractions of the place where you live. Make sure you and the tourist use questions tags to ask questions.

Self-assessment

Can you...

- talk about tourism?
- use prepositions correctly?
- use the present perfect simple and present perfect continuous?
- ask questions with question tags?
- use phrasal verbs?
- use relative clauses?

Natural resources

Unit 2

1 Lead in

Look at these two photographs. Which natural resources are shown in each picture?
How are these natural resources used?



Vocabulary

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

natural	resource	renewable	conserve	environment	species
generate	seawater	habitat	extract (verb)	transport (verb*)	
transport (noun*)		increase (verb*)		increase (noun*)	

* These words are pronounced differently as nouns and verbs.

3 Choose words from the list in exercise 2 to complete these sentences.
Change the form of the word if necessary.

- Coal is a natural (1) _____ which is (2) _____ from under the ground.
- Waterfalls are a (3) _____ resource which can be used to (4) _____ electricity.
- Wind is a (5) _____ resource which can be used to make electricity.
It can also be used for (6) _____.

4 Identify the prefixes in these words.

- non-renewable
- unnatural
- decrease
- degenerate

Take notice

Antonym: a word with the opposite meaning.

5 Use the prefixes you identified in exercise 4 to make antonyms with the words in the box.

smoking	able	forestation
necessary	fair	form
fiction	certain	sense



6 Speaking

Work in small groups. Make a list of the natural resources in your own country and talk about them.
Are they renewable or non-renewable?
How do people use them?
Report back to the class.

Reading

1 Before you read

Work in groups. Discuss where the following products come from. What is needed to make them? Report back to the class.

- 1 paper 2 jewellery 3 wires in electrical equipment 4 glass bottles

2 Read the text. Study the charts carefully as you read.

Natural resources

Natural resources are materials that come from the environment. Some of the materials are used for satisfying our **needs**, while we use others for satisfying our **wants**. Every natural substance that we use is a natural resource. Every product we make is derived from or with natural resources.

All of the food that people and animals eat comes from plants or animals. Resources such as water, coal, wood, natural gas and oil provide us with heat, light and **power**. We also use natural resources to make food, fuel and to produce goods. All the products that we use every day, like fabrics and telephones, are produced from raw materials like plants and metals, which are natural resources.

Renewable and non-renewable resources

Renewable resources are natural resources such as water, sunlight and wind that can be **regenerated** naturally and at about the same rate at which they are used. However, some of these resources, such as trees, can be **depleted** if they aren't properly managed or conserved.

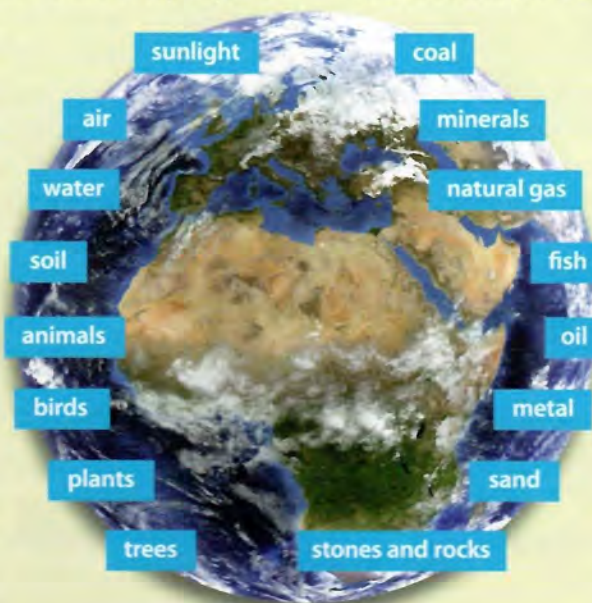
Non-renewable resources are resources that are depleted more quickly than they can be regenerated. Fossil fuels like oil and natural gas are good examples of non-renewable resources. Taking millions of years to form, fossil fuels are gone forever once we have used them.

Using natural resources

Product	Natural resource
fuel	oil, natural gas
cars, motor vehicles	bauxite ore
steel, cast iron	manganese, cobalt
jewellery, electrical equipment	platinum

People use natural resources in different ways and some people use more than others. We can use resources in simple ways, for example, for washing clothes before letting them dry in the wind. But sometimes, in order to make use of some natural resources, we have to extract them from the ground or process them. Extracting and processing natural resources can cause environmental pollution. Burning coal to generate electricity for example, produces carbon dioxide. Carbon dioxide is a gas that absorbs and **retains** the heat of the sun. Too

much of this gas causes the temperature to rise. This can harm **ecosystems**. The communities of plants and animals that live together and depend on each other in these systems can be destroyed or disturbed by higher temperatures. This in turn can cause a decrease in **biodiversity**, as animals leave the area and plants stop growing.



3 Read the text again and choose the correct answers.

- 1 Which of these is not a natural resource?
 - A coal
 - B water
 - C plants
 - D house
- 2 Which of these are renewable resources?
 - A wood
 - B sunlight
 - C metals
 - D coal
- 3 What natural resource is fuel a product of?
 - A oil or gas
 - B water
 - C stone
 - D metals
- 4 Name two natural resources that we use to satisfy our basic needs.
- 5 Why is wood such a valuable resource? Give two reasons.
- 6 Why is a fossil fuel a non-renewable natural resource?
- 7 Which of these processes can harm the environment?
 - A Burning coal to make electricity
 - B Using the wind to generate electricity
 - C Using water to generate electricity
 - D Using solar power

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

- 1 holds or keeps
- 2 used up until only a few remain
- 3 organisms that live together in environments
- 4 variety of plants and animals
- 5 grown again after being damaged
- 6 things that are essential to life (like food and shelter)
- 7 things that we want but that are not essential to life
- 8 electricity

5 Discussion

Work in groups and discuss these questions. Report back to the class.

- 1 Which natural resources are over-used in your area or country? What do people do with them?
- 2 What should be done to stop the over-use of resources?

Vocabulary extension

Word building with the suffix -tion

- 6 Form nouns from these verbs. Use the suffix *-tion* and make other spelling changes if necessary. Check the spelling in a dictionary. Then make a sentence with each noun.

Example: conserve → conservation.

The community has helped with the conservation of the plants in this area.

- 1 deplete
- 2 extract
- 3 destroy
- 4 satisfy
- 5 regenerate

7 Writing

Write a short paragraph about one of the natural resources in your country or area.

Start like this:

We have many natural resources in...

First of all we have solar energy.

This provides us with power...

Use words and information from the reading text.



Grammar

Gerunds

1 Study these examples. Identify the gerunds and then choose the correct words to complete the rules.

- 1 Extracting and processing natural resources can cause environmental pollution.
- 2 After washing the clothes, I let them dry in the wind.
- 3 Think about the environment before making a fire.
- 4 They arrived home late after working all day.
- 5 If they keep logging, there will be no more forests left.
- 6 They dislike hunting, yet they enjoy eating bushmeat.

Rules

- a We use gerunds (not infinitives) after some **nouns / verbs**, for example: *keep, avoid, consider, enjoy, dislike, hate*.
- b Gerunds can be the subject, **object / verb** or complement of a sentence.
- c We use gerunds after some **prepositions / adjectives**.

2 Choose the correct words to complete these sentences.

- 1 Uncontrolled **hunt / hunting** can damage natural resources.
- 2 We installed solar panels for **to heat / heating** the water in our house.
- 3 The dam was built for the purpose **to generate / of generating** electricity.
- 4 **Taking / Taken** millions of years to form, fossil fuels will soon all be used up.
- 5 I enjoy **to watch / watching** films about nature.

3 Join the following sentences using the words in brackets. Study the example.

Example: Think of the environment. Cut the trees. (before)

→ *Think of the environment before cutting the trees.*

- 1 Wash your hands. Prepare the food. (before)
- 2 I felt better. I talked to him. (after)
- 3 He always turns off the tap. He waters the garden. (after)
- 4 They are more careful with natural resources. They saw the documentary. (since)
- 5 He died. He was hunting in the forest. (while)

4 Complete the sentences with the correct forms of the words in brackets.

- 1 I love (watch) programmes about nature and geography.
- 2 (Protect) the flora and fauna of our country is important.
- 3 (Burn) the bush destroys trees and soil.
- 4 If we (cut down) trees, we should plant new ones.
- 5 (Generate) electricity from water is good for the environment.
- 6 The scientist warned people about the danger of (use) polluted water.

5 Speaking

Work in pairs.
Talk about these ideas.
Use gerunds in your questions and answers.

- 1 use trees for making furniture
- 2 use firewood for cooking
- 3 avoid wasting electricity

Example: *travel to new places*



Do you enjoy travelling to new places?

Yes, I love travelling. But I hate packing my suitcase.



Communication

Expressing preferences



- 1** Listen to the students. They are talking about their preferences.
Choose the correct words or expressions to complete each sentence or question.

1 Afia: What do you prefer – walking or driving?

Sanga: I prefer to (1) walking / walk.

Afia: Why?

Sanga: Because walking does not pollute the environment! What about you?

Afia: I prefer (2) to drive / to driving. I prefer driving (3) to / from walking.

2 Kesi: Would you prefer (4) to go / going shopping today or tomorrow?

Olinga: I'd prefer (5) to go / go today. And you?

Kesi: I'd prefer to go today. I prefer not to go (6) shop / shopping on Saturdays.

Olinga: So do I!

3 Justine: Would you rather (7) cook / cooking with gas or with firewood?

Ayo: I'd rather (8) using / use gas than firewood.

Justine: Yes, so would I. But gas is also a fossil fuel.

Ayo: You are right. (9) Wouldn't you rather / Wouldn't rather you use solar power to cook food?

Justine: Yes, I would if we had solar panels on our roof!

Tips

Prefer: Use nouns, gerunds or infinitive verbs with *to*.

Examples: *I prefer gas to firewood. I prefer driving. I prefer to drive.*

Would prefer: Use infinitive verbs with *to*.

Example: *I would prefer to use a renewable source of energy.*

Would rather: Use infinitive verbs without *to*; use *than*.

Example: *I would rather have solar energy than energy from burning coal.*



- 2** Listen to the intonation in the sentences in the chart. Then say the phrases aloud.

Questions

Would you rather swim or play tennis?

Would you prefer to take the car or walk?

Do you prefer walking or running?

Responses

I'd rather swim.

I'd rather walk than take the car.

I prefer walking to running.



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



- 4** Listen to two dialogues. What is each speaker's preference? Listen again and check.



5 Writing and Speaking

Use the questions given by the two characters to write two dialogues about your own preferences.
Use the dialogues in exercise 1 to help you.
Then practise your dialogues.
Pay attention to the intonation.



Would you rather
eat bushmeat
or mushrooms?

Would you prefer
to buy a fur coat
or a cotton coat?

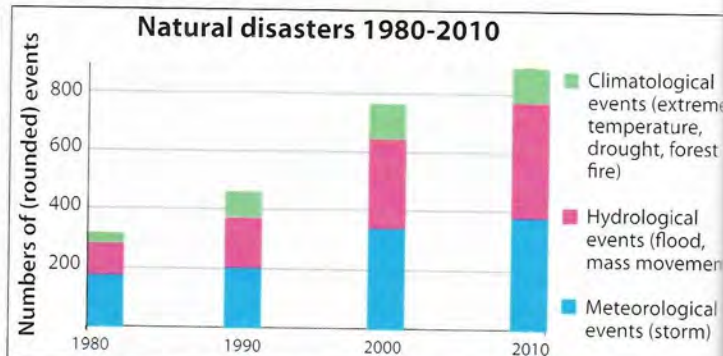
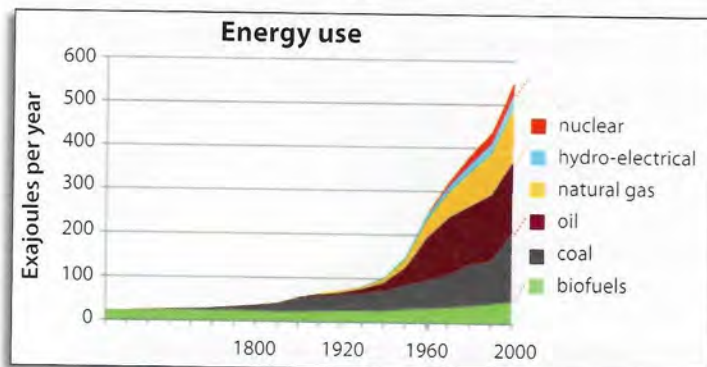


Reading

1 Before you read

Work in pairs. Look at the graphs below and answer these questions.

- 1 What can you say about the amount of energy we use on Earth?
- 2 Where does most of this energy come from?
- 3 Do you think there is a link between the way we use natural resources to produce energy and natural disasters?



2 Read the following article to find out what the climate change is about.

Climate change

Climate changes have always been part of the Earth's long history. However, in the past two centuries, human populations have grown rapidly and this had led to an increased demand for energy and also for land resources. An increase in the **rate** at which fossil fuels are burned and the change in the way land and other resources are used, is **altering** the Earth's balance of energy. Scientists believe that these activities are changing the climate on Earth.

What causes climate change?

There are three main causes of climate change:

- an increase in the amount of greenhouse gases;
- a change in the way land is used;
- an increase in sulphate aerosols and black carbon.

Greenhouse gases

Greenhouse gases in the atmosphere help to make the Earth a **habitable** planet. The gases are a natural part of the climate system and they help to keep the Earth warm. This is called the 'greenhouse effect' because the gases keep heat on the Earth in the same way as a **greenhouse** does. Without the greenhouse effect, the average temperature on Earth would be -18°C , rather than the present **average** of 15°C . Water vapour (H_2O) and carbon dioxide (CO_2) are the two most important greenhouse gases.

The amount of greenhouse gases in the atmosphere has risen over the past two hundred and fifty years. This is largely due to the burning of fossil fuels for energy production. Gases from cattle farming, the cultivation of rice and from **landfills** have also contributed to the increase.

Land-use change

When ecosystems are changed and vegetation is either burned or removed, the carbon stored in them is released to the atmosphere as carbon dioxide. The principal reasons for deforestation are agriculture and urban growth, and harvesting timber for fuel, construction, and paper.

Sulphate aerosols and black carbon

Sulphate aerosols enter the atmosphere naturally during volcanic eruptions and through the burning of fossil fuels by big industries. Black carbon is generated from industrial pollution, traffic, outdoor fires, and the burning of coal and biomass fuels. The carbon particles absorb sunlight, both heating the air and reducing the amount of sunlight reaching the ground.

3 Read the article again and answer the questions.

- What is causing climate change on Earth, according to scientists?
 - the atmosphere
 - human activities
 - sunlight
 - new resources
- Why has there been an increased demand for energy and land in the last few centuries?
 - There are more greenhouse gases.
 - There are fewer trees and plants.
 - We burn more fossil fuels.
 - There are more people living on Earth.
- Why are greenhouse gases important to life on Earth?
- Name two greenhouse gases.
- Name two things that have caused greenhouse gases to increase in the last two hundred and fifty years.
- What happens when trees and plants are removed from an ecosystem?
- Where do sulphate aerosols come from? Name two sources.
- What does black carbon do to sunlight?

4 Complete the sentences with the red words in the text. Change the forms of the words if necessary.

- ... gases keep the Earth warm enough for people to live on.
- Some planets, like Mercury, are not ... because they are too hot.
- What is the ... annual temperature in Cameroon?
- Deforestation can ... the ecosystem because there are no longer trees to provide shelter and food for animals.
- The population of the city has increased at a ... of around 6% each year.
- People dump their rubbish in huge ... outside the city.

5 Discussion

Describe to the class a change in your environment (temperature, rain, drought/floods) which people attribute to climate change.

- How are the changes affecting people and the environment?
- Does the population understand the causes of these changes?
- What are they doing to stop or improve the situation?

Vocabulary extension

Take notice

A collocation is a group of two or more words that we often use together. The words can be a combination of nouns, adjectives, adverbs and verbs. Example: *climate change* (we don't say *climate alteration*).

6 Match these words to make collocations.

- | | |
|--------------|---------------|
| 1 urban | a population |
| 2 fossil | b gases |
| 3 human | c eruption |
| 4 save | d growth |
| 5 greenhouse | e fuel |
| 6 volcanic | f vehicles |
| 7 motor | g satisfied |
| 8 completely | h electricity |

7 Make sentences with five of the collocations you have made.

We must preserve electricity.

No. We say 'save electricity.'



Pronunciation

The final 's': /ɪz/, /s/ or /z/?

8 Listen and read these words aloud. Pay attention to the pronunciation of the final 's': /ɪz/, /s/ or /z/.

/ɪz/ → changes resources gases causes increases

/s/ → scientists plants planets rates

/z/ → fires vehicles floods fuels ecosystems disasters

Grammar

Articles

1 a Study these sentences. Some use articles (*a, an, the*) while others don't. Can you see any patterns?

b Read then copy and complete the rules a-c.

- 1 There has been an increased demand for land.
- 2 Water vapour (H₂O) and carbon dioxide (CO₂) are the two most important greenhouse gases.
- 3 They are going to a conference on greenhouse gases in London.
- 4 We do not burn any fossil fuels at home.
- 5 I love fish!
- 6 English has become an international language.
- 7 They use sand to make glass.
- 8 People look for love, happiness and prosperity all over the world.

Rules

- a** Use **a** before a singular or adjective that begins with a if it refers to something not specific.
- b** Use **an** before a word that begins with a if it refers to something not specific.
- c** Use before singular or words that refer to something specific or something that has been referred to before.
- d** Do **not** use an article:
 - with nouns that refer to things in general;
 - with plural and uncountable nouns;
 - before the names of countries, towns, streets, languages;
 - before some types of transport;
 - before abstract nouns;
 - before nouns of matter.

2 Complete these sentences. Choose the correct words.

- 1 Scientists believe that **the climate change** / **climate change** is linked to **increase** / **an increase** in greenhouse gases.
- 2 Do you have **the solar panels** / **solar panels on roof** / **the roof** of your house?
- 3 **Deforestation** / **The deforestation** occurs when too many trees are cut down and no new trees are planted.
- 4 There is a meeting in **the town** / **town** this afternoon. I am going there by **bus** / **the bus**.
- 5 The people in this village get **wood** / **the wood** from **the forest** / **forest** and **water** / **the water** from the river nearby.

3 Use these words to make sentences. Use articles if necessary.

Example: use / water / generate / electricity → *We can use water to generate electricity.*

- 1 carbon dioxide / is / greenhouse gas
- 2 amount / gases / has risen
- 3 burn / coal / harm / environment
- 4 oceans / provide / habitat / fish
- 5 sand / is / natural resource
- 6 population / this city / increase / by 23%
- 7 Gabon / is / beautiful / country
- 8 people / hope / peace / after / years of war

Pronunciation

Word stress



4 Listen and repeat these sentences. Do not stress the articles.

It was an interesting conference. The first speaker talked about climate change.
She showed a film about rising sea levels. Then she talked about the need to stop pollution.

Vocabulary



1 Lead in

Work in pairs. Read these dictionary definitions.

Typhoon *noun* A very violent tropical storm with strong winds.

Catastrophe *noun* An event that causes a lot of damage.

Devastation *noun* Very severe destruction or damage.

Unprecedented *adjective* Something that was not known or done before this.

Destructive *adjective* Causing damage.

2 Use the words from the definitions above to complete these sentences.

- 1 The television cameras showed the that occurred after the earthquake.
- 2 The volcano that erupted in Iceland was a
- 3 The floods that have struck Europe this year are
- 4 The meteorologists warned that a was going to hit the coast in a few days time.
- 5 The winds that blow during a typhoon are very

Listening



3 Before you listen

Work in groups. Discuss the meaning of the term 'climate change'.

What are the causes of climate change? Why are people so concerned about it?



- ## 4
- You are going to listen to a report about climate change.
Listen to the text and make notes as you listen.

Listening Strategy

Make notes as you listen

When you listen to a text, you will probably not understand or remember everything you hear. To understand a text better, write down the **key words** (usually nouns and verbs) that you hear. Don't try and write down every word you hear. Then listen again and try to link the words and make notes.

5 Listen again and choose the correct answers.

- 1 Which place was most affected by Super Typhoon Haiyan?
A The Philippines. C Islands in the Indian Ocean.
B The Caribbean. D Countries in Africa.
- 2 Which of these words best describes the typhoon?
A homeless C exciting
B destructive D harmless
- 3 How many people in the Philippines were left without homes after the typhoon?
A half a million C a million
B three quarters D twenty thousand
- 4 Which of these is an effect of climate change?
A The level of water in the oceans becomes lower.
B The Earth cools down.
C The number of storms decreases.
D The level of water in the oceans becomes higher.
- 5 Will there be more storms like this in the Philippines in the future in the view of the speaker?
A Yes. C Maybe.
B No. D He does not say.
- 6 What is the 'madness' that the speaker says we can stop?
A storms C sitting on chairs
B climate change D making speeches



6 Speaking

Answer the questions with your partner.

- 1 The title of the text that you listened to is: *It's time to stop this madness!*
Is it a good title? What does it tell us about climate change?
- 2 Think of another example of a natural disaster that was caused by climate change. What happened?

Writing

A magazine article

1 Before you write

Work in pairs. Discuss why people like to read magazine articles. Answer these questions.

- 1 Do you think people want **facts** (accurate information)?
- 2 Do you think it's important for people to hear the **opinion** of the writer?
- 3 Do you think people want to have fun and be entertained?

2 Read the model text and answer the questions.

- 1 What is the topic sentence in each paragraph?
- 2 What **facts** does the author give in the second paragraph?
- 3 What **opinion** does the author give in the third paragraph?

Writing Strategy

Writing an article

Articles need the following:

- They should be structured in **paragraphs**. Use **topic sentences**.
- They need to contain information (facts), written in a way that is interesting to the reader.
- They are more interesting if the writer expresses an **opinion**.

Model text

Natural resources of the DRC

The Democratic Republic of Congo is rich in natural resources. The country has vast mineral resources like cobalt, oil, copper, uranium, diamonds and gold. These mineral resources provide a lot of income for the country. The DRC also has large rainforests, lakes and rivers, which are full of wildlife and attract tourists.

Most of the minerals are found in the eastern parts of the country, from the north to the south. Copper, coal and uranium are mined in the south of the country around Lubumbashi, Kolwezi and Likasi. These are exported all over the world. Diamonds are found in the northern part of the country, near Kisangani. Gold is mined around Bukavu and Moto in the east and northeast.

The rainforests are also a rich natural resource but this resource is in danger. Logging activities have caused damage to the environment and destroyed the habitat of many animals. Conflicts in the eastern and northern parts of the country have also caused damage. The DRC will need help to protect these valuable natural resources.

Writing Task

Write an article about the use of natural resources in your country.

- 3 Make notes under the paragraph headings. Write a topic sentence for each paragraph. Then add 3-4 sentences to give more details about your topic sentences.

Paragraph 1 Name the country and say what resources the country has.

Paragraph 2 Give more information (**facts**) about the natural resources.

Paragraph 3 As a conclusion, talk about resources which are non-renewable and suggest how they can be protected. Give your **opinion** about this.

- 4 Write a draft article of 180 to 200 words, following the paragraph plan.

- 5 Now edit and improve your work.

- Check your spelling, grammar and punctuation. (see unit 1 page 16)
- Have you used paragraphs? Make sure you have one good topic sentence in each paragraph.



1 Make the antonyms of the words below, using the prefixes in the box.

- | | | | |
|-----------|---------------|--------------|--------------|
| 1 able | 5 forestation | 9 increase | 13 renewable |
| 2 certain | 6 form | 10 natural | 14 sense |
| 3 fair | 7 generate | 11 necessary | 15 smoking |
| 4 fiction | 8 important | 12 protected | 16 stop |

2 Fill in the gaps with some of the antonyms you made.

- Governments are always asking poor people to make more sacrifices, which is _____.
- Coal is a _____ source of fuel.
- This is a _____ park. You can't smoke here.
- Taking an umbrella with you today is _____. The weather forecast didn't predict rain.
- In many African countries the means of subsistence is _____, but the rate of growth of the population is increasing.
- _____ is one of the causes of climate change in our country.

3 Complete the sentences with the correct form of the verb.

- | | |
|---|--|
| 1 How about (join) the new NGO? | 5 He enjoys (work) late at night. |
| 2 (Extract) natural resources can cause pollution. | 6 The ozone layer prevents the sun rays from (hit) the earth directly. |
| 3 When (apply for) the job, provide all the information related to your educational background. | 7 They fight desertification by (plant) trees. |
| 4 She taught them how to (keep) their school green. | 8 (Use) solar power is a good idea because solar power is a renewable energy source. |

4 Complete the sentences with your own ideas. Use gerunds.

- | | |
|-----------------------------|---|
| 1 They hate _____ | 4 She felt happy after _____ |
| 2 I like _____ | 5 Impact studies should be carried out before _____ |
| 3 They became rich by _____ | 6 He got tired of _____ |

5 Complete the sentences. Choose the correct words.

- We all need to learn how to **save** / **preserve** electricity.
- We have installed **solar panels** / **the solar panels** on the roof of our school.
- The scientists are not **whole** / **completely** satisfied with the results of the tests.
- I attended **an** / **a** interesting meeting about deforestation last week.
- Benin is **a** / **the** fascinating country.
- There was a volcanic **eruption** / **explosion** in the DRC last year.
- Our school is helping with the **conservation** / **conservating** of the plants in the area.
- The government should be more concerned about the **destroying** / **destruction** of forests in the country.

6 Do this vocabulary quiz. Refer to page 24 for the answers.

- Two important greenhouse gases are water vapour and _____.
- H₂O is the chemical formula for _____.
- A place where people dump rubbish is called a _____.
- Floods and storms are examples of natural _____.
- Greenhouse gases make the Earth a _____ planet for plants and animals.
- _____ is a word that means 'changing'.

Check Unit 2

7 Write your own definitions for these expressions.

- 1** climate change **2** a natural disaster **3** a destructive typhoon **4** population growth

8 Read the model dialogues below. Write two similar dialogues in which you express preference. Use the words in bold print in your dialogues.

Dialogue A

- A** What do you **prefer** - riding a bicycle or a motorbike to go to school?
B I prefer riding a bike.
A Why?
B Because riding a bike keeps me fit. When I ride a motorbike I am tempted to ride too fast! And I don't always have money to buy fuel. What about you?
A I **prefer** riding a motorbike. It's faster and less tiring. I also run a lot of errands for my friends and parents on the way back from school.

Dialogue B

- A** Would you **rather** exercise at home or go to a sports centre?
B I'd **rather** exercise at home.
A Why?
B Because at home, I can exercise alone, in a quiet environment and there is no need for expensive equipment. What about you?
A I **would rather** go to a sports centre. You meet new people and make new friends there.

9 Read the model text on natural resources of the Democratic Republic of Congo (DRC) on page 28. Then compile a fact file and complete it.

Fact file

The Democratic Republic of Congo (DRC)

Mineral resources

- 1
- 2
- 3
- 4
- 5
- 6

Area of extraction

- 1
- 2
- 3
- 4
- 5
- 6

Natural resources

- 1
- 2
- 3

Uses, threats

- 1
- 2
- 3

10 Use the information in your fact file to write about the natural resources of the DRC. Make your own sentences. Do not copy the article on page 28. Use the following expressions: *to be found, to be exported, to be threatened.*

Self-assessment

Can you...

- talk about natural resources and climate change?
- use gerunds?
- express preferences?
- use articles correctly?
- write a magazine article?

Prepare for the exam!

Reading comprehension

Units 1-2

Read the text carefully and answer the questions below.

Is tourism always 'good' for a country?

Tourism is one of the biggest industries in the world. It generates a huge amount of money and provides jobs for millions of people. In theory tourism should therefore be helping to alleviate poverty and maintain and protect natural resources. But is this always the case?

There are places where tourism has had a positive impact. There are small tourism projects that have helped lower-income communities. In Cameroon, tourists have been visiting Mount Cameroon with guides from local villages for some time now. Tourists have also been enjoying traditional food supplied by the villagers and buying arts and crafts made by the villagers. Travellers in Kenya have also been going on tours of Maasai villages for years. The money raised by these tours is used to improve education and sanitation in the villages.

This type of tourism, which is called ecotourism, empowers people in local communities and it also helps to protect natural resources. It does not harm the environment. Tourists want to see animals and plants in their natural habitats and the money they pay for their tours helps to protect the plants and animals. Ecotourism has a minimal impact on the environment.

Sadly, protecting natural resources has not been a priority in some tourist destinations. Forests have been cut down to build hotels and roads, and the hotels use up local water resources. There have also often been clashes between local people and the hotel developers as the developers pay little attention to local cultural practices and beliefs.

Despite the potential that tourism has for helping to alleviate poverty, the money spent by tourists doesn't always stay in the traveller's destination and people in the local communities do not always benefit from tourism. For example many tourists prefer to stay in foreign hotel chains rather than in local hotels. Many of these foreign hotels import goods from other countries instead of supporting local farmers and businesses. They also employ foreigners instead of local people. When they do employ local people, they pay very low wages. Cambodia is an example of a country where tourism has not helped to create jobs in the local communities. Food is imported and foreigners are employed to work in hotels and restaurants.

So while tourism has helped to alleviate poverty and protect the environment in many countries, there are still places where tourism has unfortunately had a negative impact.

1 Answer the questions and do the activities.

- 1 Which problems could tourism help to solve?
- 2 Tourism that relies on foreign workers and imported food _____ local communities.
A empowers B benefits C does not benefit D employs
- 3 Give one example from the text of a tourist activity that benefits a local community.
- 4 How can tourism help to protect natural resources?
- 5 Do you think tourism can help against poverty? Explain your answer.

2 Find the words in the text that correspond to the following definitions.

- 1 the capacity to grow into something in the future
- 2 tourism that does not damage the environment
- 3 to gain an advantage or profit
- 4 to make less severe

Prepare for the exam! Units 1-2

3 Decide if these statements are true (T) or false (F) according to the text.

- 1 Ecotourism is sustainable because it does not damage the environment.
- 2 The tourist industry always cares for natural resources.
- 3 Tourism can help to resolve the problem of poverty because it can create many jobs.
- 4 All tourists want to stay in foreign hotel chains and eat imported food.

Vocabulary

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

- 1 The tourists are looking for _____ (accommodation / destination / package) in a guesthouse.
- 2 Tourism can _____ (engage / extinct / empower) local communities as it provides them with an income.
- 3 Some natural resources like wind are _____ (non-renewable / renewable / retained) resources.
- 4 Organisms live together in _____ (ecosystems / biodiversity / resources) which need to be protected.

2 Form antonyms by adding prefixes or changing the prefixes.

- 1 natural 2 increase 3 renewable 4 organised

3 Add prepositions *by*, *out*, *on* or *in* to complete these sentences.

- 1 Hunting has had a huge impact _____ the environment.
- 2 They hope to have finished the new hotel _____ the end of the month.
- 3 We went for a swim _____ the lake.
- 4 Where can I find _____ about tours to the game park?

Grammar

1 Complete the sentences with the correct forms of the words in brackets.

- 1 He _____ around France for more than a month already. (travel)
- 2 We already _____ a game park and a museum this week. (visit)
- 3 _____ you ever _____ to Côte d'Ivoire? (be)
- 4 She _____ a blog for more than a year. It's fascinating! (write)
- 5 In the past two centuries human populations _____ rapidly. (grow)

2 Choose the correct word to complete each sentence.

- 1 They like restaurants _____ (who / that) serve local foods.
- 2 Moussa, _____ (who / which) is a tour guide, is from Yaoundé.
- 3 Gorillas are wild animals _____ (whose / that) face extinction in the future.
- 4 The tourists _____ (whose / who) luggage had been lost were given some clean clothes to wear.
- 5 There has been _____ (an / a / the) increase in the demand for land.

3 Choose the correct word to complete each sentence.

- 1 We have solar panels for _____ (generate / generating) power at our school.
- 2 They enjoy _____ (watching / to watch) documentary films about other countries.
- 3 We need to wash our hands before _____ (eating / to eat).
- 4 I hate _____ (waiting / to waiting) at the airport when I go on holiday.

Writing

Do only one of the following tasks. Write 150 to 180 words.

Task 1 Write a description of a tourist attraction.

Task 2 Write an essay about how natural resources are used in your country.

Task 3 Write an essay or a blog about ecotourism.

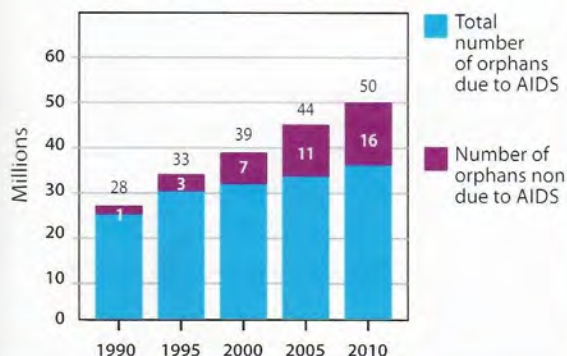
Deadly viruses and diseases

Unit 3

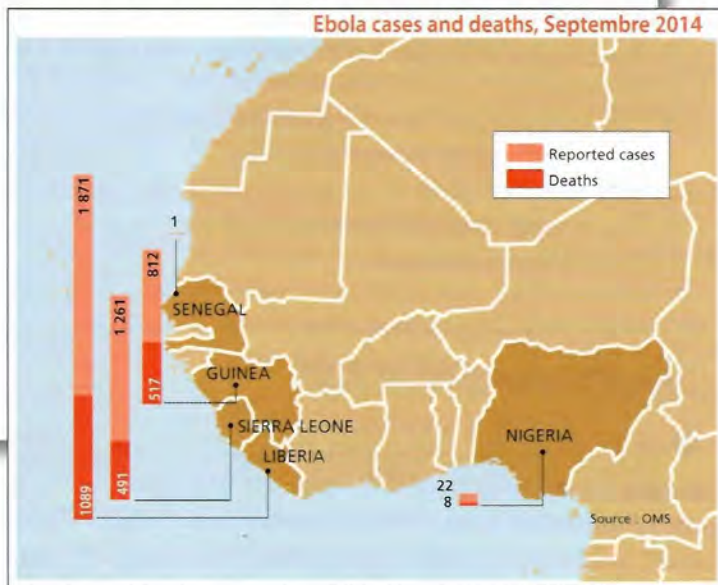
1 Lead in

Look at the map and the graph and discuss what information they provide.
What are the viruses? What do you know about them?
What effect have they had? Which countries have been affected by these viruses?
Has the data changed since the dates shown on the map and graph?

The estimated number of orphans in sub-Saharan Africa, 1990-2010



Ebola cases and deaths, September 2014



Vocabulary

2 Listen and say these words aloud. Some words may be similar to words in your own language or French, but the pronunciation is not the same.
Which words are similar in your language or French?

- ostracise
- virus
- quarantine
- transmission
- Ebola
- abstinence
- HIV
- devastate
- alarming
- antiretroviral therapy
- condom
- AIDS
- infection
- prescribed
- blood transfusion
- infected
- epidemic
- survive
- sexually transmitted diseases (STDs)
- case
- antibody
- outcasts
- contaminated
- orphan
- diagnosed

3 Choose words from the list in exercise 2 to complete the following paragraphs.
Change the form of the words if necessary.

Millions of people around the world (1) _____ with (2) _____. A few years ago, an HIV or AIDS diagnosis was like a death sentence. But today if you are (3) _____ with HIV or AIDS you can still live an active, productive life. In many places you will also no longer be (4) _____ by society if you have HIV or AIDS. To manage the disease successfully, you will need to go on a healthy diet and take regular exercise. You will also need to take medicines regularly. These medicines are known as (5) _____ or ART. (6) _____ from sex is one way to prevent the spread of HIV. If abstinence is not possible or if you have a sexual partner, use (7) _____ whenever you have sex to help prevent the spread of the disease and other (8) _____. If you have been diagnosed with HIV, ensure that your partner knows about it.

4 Speaking

Read these statements. Do you agree or disagree? Is this true in your community?

- 1 Ebola is now the most feared disease in the world.
- 2 The rate of Ebola infection has increased in an alarming way. We were not prepared for it.
- 3 People are ostracised when they talk about their HIV status.

Reading

1 Before you read

Read these statements about how you can get AIDS. Which statements are true and which are false?

- 1 You can get HIV/AIDS by working with AIDS orphans.
- 2 You can get HIV/AIDS by having unprotected sex with an HIV-positive person.
- 3 You can get HIV/AIDS by hugging an infected person.
- 4 HIV-positive mothers can pass the infection on to their babies during childbirth and breast-feeding.
- 5 You can get HIV/AIDS from a blood transfusion if the blood is infected.

2 Read the article once. What is each paragraph about? Match a main idea to each paragraph.

- A AIDS has put a strain on other family members.
- B AIDS is a terrible epidemic that has killed millions of people.
- C There are things we can do to reverse this trend.
- D Many people have been rejected or ostracised by their communities as a result of being infected with AIDS.
- E The number of children who have become orphans as a result of AIDS has increased.

The consequences of AIDS

1 It is estimated that more than 36 million people have died from AIDS since the first cases were reported in 1981. This has made it one of the most **devastating** epidemics in history. According to the World Health Organization (WHO), 35.3 million people worldwide are currently living with HIV/AIDS. It is the most feared disease in the world. And the consequences have been very serious.

2 Would you be willing to share a meal with someone who is HIV positive or has AIDS? Probably. But years ago many people would not have done so because they were afraid and misinformed. They would not have slept in the same room as someone with AIDS, and they would not have talked to them. They believed that HIV was transmitted through being close to HIV-positive persons. They argued that people with AIDS should be ostracised and cast out of the community. Many traditional groups believed that ancestral spirits and supernatural forces were infected people to punish for failing to lead moral lives. They thought that people with AIDS were dirty, repulsive, **cursed**, and foolish. Today, we know that this is not true.

3 In spite of this **awareness**, people have continued to die of AIDS. Many of the people who have died were adults and they have left behind children who will grow up without parental care. An AIDS orphan is defined as 'any child under the age of 18 who has lost one or both parents through an HIV-related illness.' The increase in the number of AIDS orphans is alarming.

4 The increasing number of orphans is one of the most severe **consequences** of the AIDS epidemic. Worldwide, it is estimated that there are about 17.8 million AIDS orphans and that this figure will rise to 25 million by 2015. Unfortunately Africa is home to a large percentage of the world's AIDS orphans. Most of the AIDS orphans live in the care of a **surviving** parent or family member. They are vulnerable to poverty, malnutrition, exploitation, illness, and sexual abuse.

5 We cannot allow this situation to continue and there are many things that we can do to improve this. Firstly, new HIV infections must be prevented so that children do not lose their parents. Secondly, access to antiretroviral treatment ought to be **stepped up**. Antiretroviral treatment is very effective as it allows people to live normal and healthy lives. And finally, care must be provided for all children who have already been orphaned.



3 Read the text again. Choose the correct answers.

- More than _____ people have died of AIDS since 1981.
A 35.300.000 C 36.000.000
B 25.000.000 D 360.000
- Misinformed people believed that AIDS was transmitted by _____ HIV-positive persons.
A being close to C sharing needles with
B having sex with D listening to
- Which of these is a social consequence of the AIDS epidemic?
A An increase in the number of HIV infections.
B The rejection of infected people by their own communities.
C A decrease in the number of orphans.
D An awareness of the number of orphans.
- An AIDS orphan is any child under the age of _____ who has lost one or both parents through an HIV-related illness.
A 20 C 16
B 18 D 21
- According to the passage, there are _____ AIDS orphans in the world.
A 17.8 million C 25 million
B 1.1 million D 95%
- AIDS orphans live in the care of a _____ parent or family member.
A sibling C dying
B surviving D losing
- Life can be very challenging for these orphans. They are exposed to many threats:
A poverty, exploitation, malnutrition, illness and sexual abuse
B fighting, quarrelling, eating and dancing
C begging, crying, studying and playing
D comfort, lights, water and clothes
- What things could we do to reduce the increase in the number of AIDS orphans?
A Provide free medication to all patients, build new homes and send children to school.
B Train more doctors, give free medication and increase salaries.
C Distribute condoms to people, educate them and give them a lot of money.
D Prevent new HIV infections, treat all infected cases and provide care for all AIDS orphans.

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

- the results of something
- affected by words that have magic power
- still alive
- having knowledge or understanding about something
- increased
- something that causes a lot of damage

Vocabulary extension

Denotative and connotative meanings

- 5 Look at the words in bold in these sentences. Think about the possible connotative meanings. Are the meanings positive or negative?

- They thought that people with AIDS were **dirty**, **repulsive**, and **foolish**.
- The social worker was very **modest** about the work she had done to help the children.
- The children are lucky to live at **home** with their families.

Take notice

The *denotative meaning* of a word is its direct or its **literal meaning**. This is the meaning you will find in a dictionary.

The *connotative meaning* of a word is the meaning a reader attaches to a word. It is an **implied meaning** or a meaning associated with a particular word. This can be positive or negative.

For example: Home: 1 A place where you live. (denotative meaning)

2 A place where you are happy and comfortable. (connotative meaning – positive)

6 Discussion

Discuss these questions in groups and then report back to the class.

- Is the number of people dying of AIDS increasing or decreasing in your village / town?
- Are people in your community tolerant of people with HIV and AIDS?
- Are AIDS orphans ostracised in your community or are they cared for?

Grammar

Reported speech (statements)

- 1** Study these statements. They are in direct speech. Look at the punctuation in these sentences. Then study the way the sentences are written in indirect or reported speech and copy and complete the rules.

Direct speech	Reported speech (indirect speech)
'AIDS is the most feared disease in the world', said the doctor.	The doctor said <u>that</u> AIDS <u>was</u> the most feared disease in the world.
'The rate of HIV infection has decreased this year', announced the scientist.	The scientist announced <u>that</u> the rate of HIV infection <u>had decreased</u> <u>that</u> year.
The speaker said, 'We cannot allow this situation to continue.'	The speaker said <u>that</u> <u>they could</u> not allow <u>that</u> situation to continue.
'I was ostracised when people heard I was HIV-positive', said Afia.	Afia said <u>that</u> <u>she had been</u> ostracised when people heard <u>she</u> was HIV-positive.
'I went for an HIV test yesterday', said Brahim.	Brahim said <u>that</u> <u>he had gone</u> for an HIV test <u>the day before</u> .

Rules

To change direct statements into reported (indirect) speech:

- Change the punctuation. Remove the inverted commas.
- Add the word that after the reporting verb.
- Change the time of the main verbs and modal verbs. Go back one step in the past.
- Change the pronouns. Change 'I' to 'he' or 'she', change 'we' to they.
- Change 'this' to that.
- Change time statements. For example: Change tomorrow to 'that year', change 'tomorrow' to 'the next day' and change the day before to 'the day before' / 'the previous day'.

- 2** Match a speaker with each statement. Choose a reporting verb. Write each statement in direct speech and then in reported speech.

Speaker	Reporting verb	Statement
A nurse	said	My parents died from AIDS last year.
An orphan	explained	This centre accommodated more than 200 orphans last year.
A student	declared	We should do our best to stop the spread of AIDS among young people.
A health officer	announced	The number of Ebola cases increased very quickly. We were not prepared.
A scientist	suggested	Researchers are carrying out experiments to try and find the cure for AIDS.

- 3** Write the sentences below in reported speech.

- 'HIV affects me physically and mentally', said the AIDS patient.
- 'We have put people who are suspected of having Ebola in quarantine', said the doctor.
- Amadou said, 'I need to collect my ARVs tomorrow'.
- 'AIDS is a preventable disease', said the speaker.
- 'I will tell my family about my HIV status when I get my test results', said Solange.

4 Speaking

Work in groups. Share your knowledge of HIV, AIDS and Ebola. The first person makes a statement to the second person in the group. The second person reports what the first person said, and then makes a new statement.

Example: *My uncle is HIV-positive and he lives a normal life.*

She said that her uncle was HIV-positive and that he lived a normal life.

Communication

Describing experiences



1 Complete these dialogues with words from the box. Then listen and check your answers.

- 1 A** The best (1) _____ I ever made about my health was going for tests.
B Me (2) _____! At least now I know that I don't have HIV!
A I must (3) _____ it took some courage though.
B Yes, but it was worth it!

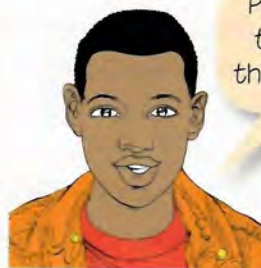
idea too decision
 believe say afraid

- 2 A** I am (4) _____ to say that when I look at all girls, I assume that they are all HIV-positive.
B That's a bit negative. But you are right to be careful.
A Yes, I (5) _____ in the ABCD strategy.
 A is for abstinence, B is for behaviour change, C is for condoms and D is for death – if you don't follow the ABC rules!
B That's a good (6) _____. But when you fall in love, remember to go with your partner and get tested first!



2 Listen to the stresses in the sentences in the chart. Then say the sentences aloud.

The best decision I ever made was _____ At least now I _____
 I must say that _____ That's a good idea.
 I believe that _____ I'm afraid that _____



Pay attention to the words that you stress.



3 Practise the dialogues in exercise 1 with a partner.



4 Read the dialogue below. Then listen and complete the dialogue.

- Kesi:** I (1) _____ that attending the HIV/AIDS counseling sessions has (2) _____ me a lot of good. I was really depressed before I started the sessions.
Benita: Yes, it was a good (3) _____. It is good to (4) _____ experiences.
Kesi: Yes, indeed. I (5) _____ some of the personal stories I heard really uplifted me. I heard stories from people who are now living fulfilling lives.
Benita: I'm (6) _____ that if HIV/AIDS education is not carried out, a lot of people will still believe that being (7) _____ is a death sentence.
Kesi: I (8) _____ with you.



5 Listen to the dialogue. Choose the sentence that best describes what this dialogue is about.

- 1** A woman whose husband does not love her because she is too thin.
- 2** A woman who is healthier now because she has lost some weight.
- 3** A man who has an unhealthy lifestyle.
- 4** A woman who is worried because she is always out of breath and tired.



6 Writing and Speaking

Write a dialogue in which you describe (personal) experiences relating to HIV, AIDS or Ebola. Use the dialogues in exercise 1 to help you. Then practise your dialogues. Pay attention to the words that your stress.

Reading

1 Before you read

Read the title and the source of the text. What do you think the text is about?

- 1 A woman who died of HIV.
- 2 A man who has died of AIDS.
- 3 A child whose mother has AIDS.
- 4 A woman who has HIV.

2 Read the story. What discrimination did this writer suffer as a result of being HIV positive?

Stigma and discrimination



Initially, when people found out that I was HIV-positive, I experienced a lot of stigma and discrimination. Nobody wanted to come to my house, and I was ostracised. I asked myself, 'What have I done to deserve such treatment from people I have trusted for such a long time?'

I knew that people were talking – they would be chatting and then the minute I got closer they would go quiet. When I went past, they would start talking again. It was hard losing friends. 'Why don't they want to be associated with me anymore?' I asked myself. At the time I was very angry. I couldn't figure it out. But now I know that they didn't know enough about HIV.

I was lucky because the nurses at the clinic were very **supportive**, not only to me, but also to my mother. They found a support network for my family and friends who received counselling and support.

People often **internalise** stigma because they assume that no one will accept them if they have HIV. Although it can be hard to accept your status, it is important to do so in order to be able to deal with the discrimination directed at you by others.

It is **vital** for people with HIV to be in contact with others who are living with the virus, for example by joining a support group or attending group counselling sessions. This is important so that you can empower yourself to deal with stigma and discrimination in a way that will not affect your health. It also gives some comfort to know that you are not the only one who is dealing with an infection, and to have a network of connections to call on when you need support. The more you talk about the virus, the more you are able to accept your **status**, sort out your life and manage your health as you would with any other chronic illness.

The TAC* has been important to me. Engaging with the politics of the world and specifically the issues of HIV and TB (tuberculosis) has enabled me to push my ambitions higher and to educate people who feel that they are at their last point in life. It helps me to give hope to others when their own hope has run out.

Adapted from <http://www.health24.com/Medical/HIV-AIDS/Real-life-story/Nokhwezi-on-stigma-and-discrimination-20120721>. DR

* TAC stands for the Treatment Action Campaign. This is an organisation that supports AIDS patients and campaigns for all HIV and AIDS patients to receive free treatment and care.

3 Read the article again and answer the questions.

- 1 Why was the writer ostracised at first?
- 2 What did people do when she walked past them?
- 3 Who were the people who treated the writer like this?
- 4 Why did people treat her like this?
- 5 Who gave her the support she needed?
- 6 Why is it important to accept the fact that you have HIV or AIDS?
- 7 How can networking and counselling help people with HIV and AIDS?
- 8 How does this writer help other people with HIV or AIDS?

4 Complete the sentences with the red words in the text.

Change the form of the word if necessary to make the sentence grammatically correct.

- 1 She usually _____ her fears because she does not like to talk about them.
- 2 Taking ARVs is a _____ part of managing your health when you have HIV.
- 3 I thought _____ that my diet was working but then I realised that I was getting thin because I was ill.
- 4 His parents were very _____ when they heard that he had HIV and they helped him to lead a healthy life.
- 5 You will not know your HIV _____ unless you get tested.

5 Discussion

Work in groups. Discuss these questions and report back to the class.

- 1 How can you lead a positive life with HIV or AIDS? What should you do?
- 2 How should you treat people who have HIV or AIDS?

Vocabulary extension

Phrasal verbs with out

6 Read the text again and find the phrasal verbs from the box.

Match them with their definitions.

- | | |
|--|-----------------------------|
| 1 to work out the answer to something or to understand something | 3 to get information |
| 2 to organise and manage something | 4 to come to an end, finish |

find out
figure out
run out
sort out

7 Rewrite these sentences with the phrasal verbs in the box. Use a dictionary to help you.

Example: She completed the form. → She filled out the form.

- 1 He fainted because he had not eaten the whole day.
- 2 The NGO will give treatment packs to all the patients.
- 3 I would rather remain outside if they are selling drugs inside the club.
- 4 We often meet with friends at the internet café in the evenings.
- 5 The two friends had an argument last week and they are no longer speaking to each other.

~~fill out~~
hand out
pass out
hang out
fall out
keep out

Pronunciation

Word stress (verbs)

8 Read aloud these phrasal verbs. Be careful to stress the verb.

- | | |
|-------------------------|----------------------------|
| Find out about _____ | Don't give up _____! |
| Run out of _____ | Don't switch off the _____ |
| Figure out how to _____ | Step up the _____ |
| Hang out with _____ | |

- 1** Study the questions and requests in column A. They are in direct speech. Look at the punctuation in these sentences. Then study the way the questions and requests are written in indirect or reported speech in column B. Then copy and complete the rules.

A Direct speech	B Reported speech (indirect speech)
'What have I done to deserve such treatment from people I have trusted for such a long time?' she asked.	She asked what she had done to deserve such treatment from people she had trusted for such a long time.
'Why don't people want to be associated with me anymore?' I asked myself.	I asked myself why people didn't want to be associated with me anymore.
'Could you help me to find out more about HIV tomorrow?' Fatou asked me.	Fatou asked me if I could help her to find out more about HIV the next day.
'Do you know how to fill out this medical form?' Ngong asked Ali.	Ngong asked Ali if he knew how to fill out that medical form.

Rules

To change direct questions and requests into reported speech:

- Remove the inverted commas and ... marks.
- Change the pronouns and the verb ...
- Use ... after the reporting verb if the question does not start with a question word (like *Who*).
- Change the ... of the words after the reporting verbs.
- Change time phrases.

- 2** Write the following questions in reported speech. Start with the given words.

- 'Why are there so many orphans in this village?' asked the health officer.
Start: The health officer asked why ...
- 'What are we going to do to help the orphans in our town?' the mayor asked us.
Start: The mayor asked what we ...
- 'Can you please find out where I can get this medicine?' the woman asked the doctor.
Start: The woman asked the doctor if he ...
- 'Were people supportive when you told them about your HIV status?' Paul asked his friend.
Start: Paul asked his friend if people ...

- 3** Rewrite the sentences below in direct speech.

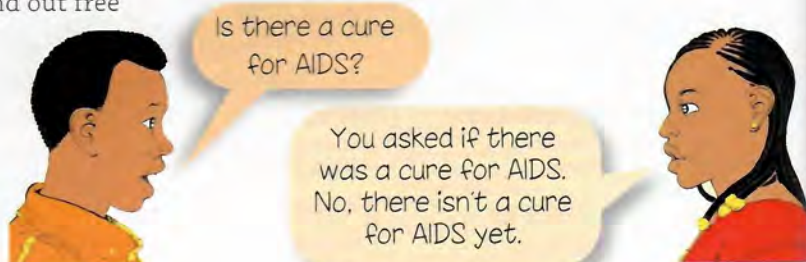
Pay attention to the punctuation.

Example: The doctor asked if I had lost any weight recently.
→ 'Have you lost any weight recently?' the doctor asked.

- Mariam asked why I had gone to the clinic the day before.
- The principal asked if you knew of anyone in the community who needed assistance.
- The health officer asked if the child's mother was ill.
- The nurse asked whether she could hand out free condoms to the students.

4 Speaking

Work in pairs. Ask your partner five questions about HIV or AIDS. Your partner reports the question and then answers it.



Vocabulary

1 Lead in

Work in pairs.
Practise this conversation
with your partner.



Life is so
unpredictable.

You're right. You
never know what is
coming your way!



I guess one just has to
prepare for the unexpected.
Otherwise things can tear
your life apart.

2 Explain the following words or expressions.
The clues can help you.

1 Unpredictable

CLUE: 'to predict' means to say what will
happen in the future.

2 Unexpected

CLUE: 'to expect' means to think that
something will happen.

3 What is coming your way

CLUE: 'way' can mean a path that you take.

4 One

CLUE: This is *not* a number in this sentence.

5 To tear apart

CLUE: 'apart' means to separate into pieces
or to break into pieces.

Listening

3 Before you listen

Read the poem below silently.
Then read the Strategy box.

4 Listen to the poem. Try to get the gist
of the poem.5 Listen again and complete the gaps
in this poem with words from the box.

Listening Strategy

Getting the gist

The first time you listen to a text, try to focus on the
main idea or the 'gist' of the text. Don't worry about
words you do not understand. Keep listening and
then write down in one sentence what you think the
text is about.

I mean HIV

Life so (1) _____
Let me tell you a story
of a (2) _____ divided
that was once united
Seemed like a little error
but it contributed to that family's terror
u see, it was his (3) _____ that cheated
but didn't do what was needed
he caught the (4) _____
i mean (5) _____
his life went on
gave it to his mom
5 years later
they were both (6) _____
it's sad to see
this kid left alone
his world torn (7) _____
by a killer (8) _____
caused by HIV
[...]

by Toni Payne

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6 Speaking

Discuss and answer these questions
about the poem.

- 1 What happened to the family described
in the poem?
- 2 Who caused the problem?

7 Listen to the end of the poem.
Then turn to page 153 and read
the whole poem aloud with a partner.
Perform the poem with rhythm.

BOX
apart
HIV

gone dad disease virus
unpredictable family

Toni Payne is an American-based writer and spoken word
poet. Her passion for poetry has led her to write epic pieces
such as *I mean HIV*, *Dare to Question Love* and more.

Writing

An informal email

1 Before you write

Suppose you have been diagnosed with HIV. What would you do?
Would you talk to a friend about it? Would you talk to someone in your family?
Would you keep quiet?

2 Read the email below. What is it about? Choose A, B or C.

- A** Someone writing a report about HIV. **C** Someone telling a story about her life.
B Someone asking a friend for advice about his HIV status.

Model text

Dear Amadou,
I'm writing to you because you are my best friend. I need to share something with you and ask for your advice.
I had an HIV test yesterday and the doctor told me that I'm HIV-positive. I just can't believe it! I told her that it couldn't be true. She asked me if I'd had unprotected sex recently. How does she know? She explained that you can get AIDS this way. She told me that I'd have to take ARVs and take care of myself.
What am I going to do? My mother's going to be so mad at me. Should I tell her? She won't notice if I just keep quiet, will she?
And what about school? Nobody will want to be my friend anymore.
I don't know what to do. Have you any good advice for me? Write soon.
Ngono

3 Answer the questions.

- 1 Is the email formal or informal? Quote an example to support your answer.
- 2 Does the writer use direct or reported speech? Quote an example to support your answer.
- 3 What advice does Ngono want from Amadou?
- 4 What is Ngono more worried about:
his health or how people will treat him?

4 Read the Strategy box and complete these questions with appropriate words.

- 1 _____ is Ebola?
- 2 _____ you heard that antiretroviral drugs are now free?
- 3 _____ I tell my friends that I am HIV-positive?
- 4 We can live normal lives with HIV, _____ we?

Writing Strategy

Writing questions

There are different ways of writing questions.

Question word: What am I going to do?

Auxiliary verb: Should I tell her?

Inverted word order: Have you any good advice for me?

Question tag: She won't notice if I just keep quiet, will she?

Don't forget to put a question mark at the end of a question.

Writing Task

Suppose you are Amadou. Write a reply to Ngono's email to help him with some good advice. Use reported speech to report to him some of the ideas and advice you heard when you had to deal with a similar problem.

5 Make notes under the paragraph headings.

Paragraph 1 Say why you are writing.

Paragraph 2 Write down one piece of advice that someone has given you on this topic. Use reported speech.

Paragraph 3 Give another piece of advice.

Paragraph 4 Conclude and tell your friend that you will support him.

6 Write your email in 180 to 200 words following the paragraph plan.

1 Study and complete the table below.

Verbs	Past participles/adjectives	Nouns
(1) _____	contaminated	(2) _____
transmit	(3) _____	(4) _____
(5) _____	survived	(6) _____
infect	(7) _____	(8) _____
(9) _____	diagnosed	(10) _____
devastate	(11) _____	(12) _____
(13) _____	prescribed	(14) _____

2 Fill in the gaps with the correct forms of the words from the box.

Ebola has (1) _____ many thousands of people. It is (2) _____ through contact with a sick person. All people who have been in contact with people infected with Ebola are put in quarantine for 21 days, the time between the (3) _____ and appearance of the symptoms of the disease.

People who have (4) _____ positive for Ebola should not be (5) _____. So far, only experimental vaccines have been (6) _____ on patients and many patients do not (7) _____. Scientists are working against the clock to find a vaccine to prevent infections caused by the Ebola (8) _____.

transmit
use
infect
test
survive
diagnose
virus
stigmatism

3 Match the phrasal verbs with their meanings. Then complete each of the sentences below with the appropriate phrasal verb in the correct form.

- | | |
|-------------|---|
| 1 run out | a successfully deal with a problem or a situation |
| 2 find out | b do and complete |
| 3 fall out | c finish or use up a supply of something |
| 4 carry out | d stop being friends after arguing |
| 5 sort out | e learn or discover something |

- Ebola is a huge health problem. The international community is helping to _____ the problem.
- The general impression is that we have _____ of time to stop it.
- Scientists all over the world are stepping up their efforts to _____ tests on vaccines and other appropriate treatments.
- The women were devastated when they _____ that they had contracted Ebola.
- My friend and I _____ over what the best solution was to the problem.

4 Turn the sentences into reported speech.

- 'Ebola is the most devastating disease affecting our community', a medical official declared.
- 'The European Commission will donate 20.000.000 million euros for research on Ebola', he promised.
- 'The country has just recorded its first case of Ebola', the Minister of Health announced on TV.
- 'I'm donating an ambulance because everybody should contribute to the fight against Ebola', a Liberian businessman said.

Check Unit 3

5 Turn the questions into reported speech.

- 1 'How long have you had these symptoms?' the doctor asked the patient.
- 2 'How did they start?' the doctor also asked him.
- 3 'Did she respect the protection protocol prescribed for the medical personnel?' everybody wondered.
- 4 'Who has she been in contact with since she got sick?' the personnel at the health centre wanted to know.
- 5 'How long will the quarantine last?' the parents asked the doctor.
- 6 'How often should I collect my ARV drugs?' the girl asked the nurse.

6 Write the following sentences in direct speech. Pay attention to the punctuation.

- 1 The doctor explained that malaria was a preventable disease.
- 2 The nurse asked if the child had slept under a mosquito net.
- 3 The health officer said that mosquito nets would be handed out the next day.
- 4 Fatou told her mother not to worry.
- 5 The woman asked if they intended to build a new hospital.

7 Read the dialogue below and answer the questions. Ask your teacher for help if necessary.

Rolande: I've never had an HIV test.

Mariette: I have. And I know I'm not HIV-positive.

Since then I haven't had unprotected sex.

Rolande: Really? When did you have the test?

Mariette: There was an AIDS-detection campaign in my school last year.

We were all invited to have the test.

Rolande: It must have been a hard decision to make.

Mariette: Yes, it was. But I made it.

- 1 In what tense is the sentence 'I've never had an HIV test'?
- 2 Is this sentence describing a present or a past action?
- 3 Why did Rolande choose to make her sentence using this tense?
- 4 What tense did she use when she wanted to know when the test took place? Why?

8 Write a dialogue in which you talk about an experience you have or about something you haven't tried yet.

Use both the present perfect and the simple past in your conversation as in the model conversation.



Self-assessment

Can you...

- talk about diseases?
- write sentences in direct speech?
- write questions and statements in reported speech?
- use phrasal verbs with 'out' correctly?
- use the correct tenses of verbs?

Crime and violence

Unit 4

1 Lead in

Look at the pictures. What is happening?



Protesters during a large anti-cuts rally on March 26, 2011, in London, UK.



After a street protest.

Vocabulary

2 Listen and say these words aloud. Which words are similar to words in your own language? Is the pronunciation the same?

Which syllable should you stress in each word? Use a dictionary if you need help.

- handgun • violence • crime • offence • criminal • steal • burglary
- abduct • murder • rape • robbery • kidnapping • theft • assault
- arson • death • threat • pickpocket • shoplifting • cybercrime • convicted
- sentences • offence • crime-free • misdemeanour • blackmarket

3 Look up the words in exercise 2 that you do not understand. Then copy and classify the words in a table, as in the example below.

Misdemeanours (bad behaviour)

Felonies (serious crimes)

burglary ...

murder ...

4 Complete this paragraph with words from exercise 2. Change the form of the word if necessary to make the sentences grammatically correct.

Crimes are classified as misdemeanours or serious offences (called 'felonies' in the United States and many other countries). (1) _____ are petty or less serious crimes like being drunk in public. Serious crimes involve (2) _____ and include crimes like rape, murder, burglary, kidnapping, arson or robbery. (3) _____ is an act of sexual assault against a child, woman or man. The killing of one person by another person is called (4) _____. (5) _____ occurs when someone starts a fire with the intention of causing harm. Robbery and (6) _____ have to do with stealing goods. (7) _____ often involves theft of money and goods via the Internet. A person who is (8) _____ is abducted and a ransom has to be paid for the person's release. People who are (9) _____ of serious crimes like murder or rape get long prison (10) _____.

5 Find six compound nouns in exercise 2. Find out what each word means and write a short definition of each word.

Take notice

Compound nouns are formed from two different words. Compound words can be one word, two words or words joined by hyphens. Examples: *breakdown*, *sexual assault*, *break-in*

6 Speaking

Work with a partner. Find a report about crime in a local newspaper or on the Internet and tell your partner what you have read. Use words from exercise 2.

Reading

1 Before you read

Read these statements about guns and violence.
Do you agree or disagree with them? Why?

1 There would be less violence if people were not allowed to own guns.

2 People have a right to own guns to protect themselves.

3 Guns do not protect you, they increase your risk of being shot.

2 Skim the article below and write down what you think the main ideas and arguments are.

Should gun ownership be regulated?

Every day, on **average**, 13 children are killed by gunfire in the United States. Many more are injured. The leading cause of death among children between the ages of 13 and 19 in the United States is homicide*. And handguns are responsible for most of these homicides. In South Africa more than 900 children were killed in 2011. While many of these deaths, especially among girls, were related to rape and assault, many teenage boys in the country die every year in gang-related violence in which handguns and shotguns are used.

These **shocking** statistics have caused much debate about the need to regulate the ownership and **availability** of guns. There are some who believe that regulating gun ownership will help to reduce

homicides. Others argue that citizens have the right to own guns and that allowing people to own guns can reduce the rate of crime. Some studies show that gun availability and crime are **unrelated**.

Those who believe that guns should be regulated put forward several arguments. They say that every gun out in society is a risk because someone might use the gun. Children might play with guns and fire them accidentally or guns might be used in a moment of panic or rage. Guns are also often stolen during robberies and then later used by criminals. Guns are often used against the people from whom they are stolen. Those in favour of gun **regulation** say that if ordinary citizens are able to buy guns easily, then criminals also have easy access to guns.

Others argue that guns don't kill, only people kill. If people carry guns they can protect themselves and their property and this can help to reduce crime.

Those who argue against gun regulation also point out that regulation does not stop criminals. Criminals buy guns illegally on the blackmarket, or they steal them. Regulations therefore offer no real protection against the use of guns by criminals.

So is there a link between the availability of guns and violent crime? Would a **gun-free** society also be a crime-free society? Studies across the world have shown that violence occurs as a result of social problems in a society. Regulating gun ownership alone therefore will not stop violent crimes.

* This is an American English word for 'murder'.

3 Read the text again. Choose the correct words.

- 1 The main cause of death of children in the United States is
 A rape
 B homicide
 C kidnapping
 D burglary
- 2 In South Africa, young men are often killed in violence related to
 A gangs
 B arson
 C rape
 D regulations
- 3 are responsible for most homicides in the United States.
 A Handguns
 B Shotguns
 C Knives
 D Daggers
- 4 Criminals get guns on the
 A fleamarket
 B mall
 C blackmarket
 D open market
- 5 Criminals also guns during robberies.
 A steal
 B buy
 C lend
 D bring
- 6 Some people like to carry guns in order to themselves.
 A project
 B injure
 C protest
 D protect
- 7 Having a gun at home can be dangerous because it can be used you in a robbery.
 A before
 B against
 C towards
 D after
- 8 Violence is often the result of problems in a society.
 A social
 B unrest
 C gun
 D regulation

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

- 1 control by rules (laws)
- 2 without guns
- 3 not linked
- 4 something that surprises and upsets very much
- 5 the result you get when you add values and divide the total by the number of values that you added
- 6 being ready to use

5 Discussion

Discuss these questions in groups and then report back to the class.

- 1 Do you think it is a good idea to own a gun?
- 2 Are the guns the main reason for violent crimes in society?

Vocabulary extension

Idiomatic expressions

- 6 Work in pairs or small groups. These expressions all describe criminal activities.

What is involved in each activity? Explain to your partner or group what each crime involves.

Example: 'Breaking the law' means to do something in which you do not observe the law.

It is something illegal, like driving a car when you don't have a driver's license.

- | | | |
|----------------------------|----------------------------|---------------------------|
| 1 breaking the speed limit | 3 breaking into a building | 5 demanding a ransom |
| 2 holding up a bank | 4 paying a bribe | 6 hacking into an account |

7 Writing

Write one paragraph about one of the criminal activities in exercise 6.

You can write a short paragraph about something that really happened.

Grammar

The passive

- 1** Study the verbs in this news report. What do you notice? Why do you think these forms are used? Read the rules a-b and see if you are correct. Then copy and choose the correct words for rules c-d.

Rules

- a We often use the passive when the action is more important than the person who does it.
- b We use the passive when we need to be formal.
- c The passive is formed with the verb *to be* + **past / present participle**.
- d To say who or what did the action (agent) in a passive sentence, we use **to / by** + agent.

Yaba Chief Magistrate Court, Lagos

A 19-year-old boy, Ali Okeke, has been brought before a Yaba Magistrate's Court for allegedly* killing a woman named Linda Ekwensi with a commercial tricycle popularly called Keke Napep. The incident allegedly occurred along Commercial Avenue in Sabo-Yaba area of Lagos. Ali Okeke was said to have been driving his tricycle 'recklessly and dangerously' on the highway. Linda Ekwensi was crushed by the tricycle. The woman was said to have been seriously injured and was rushed to a hospital in the area. She however died some days after the accident.

* allegedly: This word is used by lawyers because they have to prove that someone is guilty first. They can't say he killed someone until they have proved it.

- 2** Reorder these words and phrases to make passive sentences.

- 1 thousands / every year / by guns / of people / are killed
- 2 dangerously / the woman / to have been driving / was said
- 3 was knocked over / the boy / a car / by
- 4 on a police station / the guns / were stolen / during an attack

- 3** Choose the correct words to complete each sentence.

- 1 In most countries gun ownership **are regulated / is regulated** by law.
- 2 The man **was accused / have been accused** of murder.
- 3 The businessman **having been abducted / has been abducted** by the kidnappers who are asking for a ransom for his release.
- 4 My bank account **was hacked / is being hacked** last month and I lost a lot of money!

- 4** Write the active sentences in the passive. Include **by** + agent.

Example: The government should regulate gun ownership.

→ *Gun ownership should be regulated by the government.*

- 1 Criminals buy guns illegally.
- 2 She bought the gun in 2010.
- 3 The magistrate granted the defendant bail.
- 4 A boy killed a woman with a Keke Napep.
- 5 Handguns kill many children in the United States.
- 6 The criminals used stolen guns in the robbery.

5 Speaking

Use these passive phrases in the box to change each of the sentences that lawyers would use in a court of law.

- 1 The incident occurred on Independence Avenue in Dakar.
- 2 Simo knocked the woman over while driving his car too fast.
- 3 The pedestrian was rushed to hospital after the accident.
- 4 The man had had too much alcohol when the accident occurred.
- 5 The burglars stole expensive computers and jewellery from the house.

Ali Okeke killed a woman.

Ali Okeke is reported to have killed a woman.



It is alleged that Ali Okeke killed a woman.
It is said that Ali Okeke killed a woman.

Ali Okeke is alleged to have killed a woman.

It is alleged that ... / It is said that ... / ... is reported to have ... / ... is alleged to have ...

Communication

Expressing opinions



1 Listen to these dialogues and choose the correct words to complete them.

1 Zola: Have you heard that the personal calls are monitored by security agencies?

Seko: Yes I have! And in my (1) **option** / **opinion** that is wrong!

Zola: I agree. Personal calls are personal calls!

Seko: I couldn't (2) **agreed** / **agree** more.

I would hate it if someone monitored my calls.

2 Ewane: Do you think it is safe to put personal details on social networking sites?

Nadia: Yes, I think (3) **so** / **it**. But cyber criminals could get our personal information.

Ewane: That's a good point. As I (4) **see** / **seeing** it, we can never be too careful these days.



2

Now read this jumbled dialogue.

Choose the correct words and put the sentences in the correct order.

Read the dialogues aloud with a partner.

As far as I am concerned
it is one of the biggest
problems we have at college!

Is there anything
we can do about it?

What is your view / viewing
on sexual harassment
at college?

Yes, of course! I'd suggest that
we hold a meeting to discuss it.

Personally / Personality I think
the problem is greatly
exaggerated!



3 Listen to the intonation in these expressions. Then say the expressions aloud.

• In my opinion

• I think that

• As I see it

• I believe that

• As far as I am concerned

• Speaking for myself

• In my view



4

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



5

Listen to the dialogues. Then express your own opinion on each topic.



6

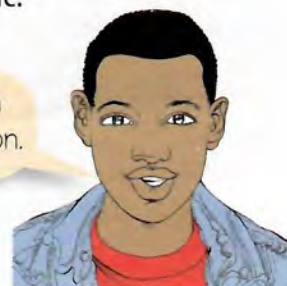
Writing and Speaking

Write a dialogue in which three people express their opinions about a certain type of crime.

Use the dialogues in exercise 1 to help you.

Then practise your dialogue.

Pay attention
to the intonation.



Reading

1 Before you read

Read these dictionary definitions.
Do you think there is a difference
between **flirting** and **sexual harassment**?
Discuss this.

flirt *verb* To behave in a playful way towards someone that suggests you are attracted to a person.

harass *verb* To annoy someone or put pressure on them repeatedly.

2 Skim the text. Where would you expect to see a text like this? Who are the readers? What does the title suggest?

Your view counts

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What is sexual harassment?

Many women experience what they say is harassment of a sexual nature at work or at school and at home. But some people say they are **overreacting** and in fact what they are experiencing is **harmless** flirting. However Benin's parliament has recently made sexual harassment illegal in schools, at work and at home. This suggests that sexual harassment is a serious problem.

The United Nations Development Fund for Women defines sexual harassment in the workplace as 'unwelcome or unwanted verbal, non-verbal, physical or visual conduct based on sex or of a sexual **nature**; the acceptance or **rejection** of which affects an individual's employment.'

Speaking about a campaign called 'Unite to End Violence against Women', the Secretary General of the United Nations, Ban Ki-Moon said that he was a 'proud husband, father and grandfather' and that violence against women and girls caused him great pain. He said that 'women need to feel free of fear and the girls need to safely enjoy their education. These are basic rights.' But the **reality** was that many women did not enjoy these rights.

What do you think? Have you been a victim of sexual harassment? Is sexual harassment and violence against women the same thing? Are both men and women affected by sexual harassment? Is this an **issue** that more people should be taking seriously? Let's hear your comments.

Comments

Sexual harassment and abuse are common in Nigeria. People accused of sexual harassment are not punished because the law does not make this a criminal offence in people over the age of 16.
David, Nigeria

In my view sexual harassment and rape has little to do with sexual feelings. It is all about power. People use this to show that they are more powerful than others. And yes, there is often violence in sexual harassment.
Mara, Cameroon

Some men say that women bring harassment upon themselves because of the way they dress. What rubbish!
Adèle, Côte d'Ivoire

Some men use their physical strength to intimidate women. That is wrong.
Akim, Benin

Some people mistake fondness and caring for sexual harassment. It's all relative, and it depends on your culture.
Precious, Zambia

Yes, I have experienced sexual harassment – at work. This is wrong and offenders should be punished.
Pius, United Kingdom

Why do we only look at one side of the coin? There are many innocent young men who become victims as well. Many women take advantage of their positions too!
John, Senegal

3 Read the article again and answer the questions.

- 1 Name one country in Africa in which sexual harassment is against the law.
- 2 Name three places where sexual harassment can take place.
- 3 What is 'Unite to End Violence against Women' and who started it?
- 4 Explain what it means to be a 'victim of sexual harassment'.
- 5 Why are adults in Nigeria not punished for sexual harassment?
- 6 How do you think sexual harassment can affect your employment? Give an example.
- 7 Which reader states that men can also be sexually harassed?
- 8 What do you do if you only 'look at one side of the coin'?

4 Complete the sentences with the red words in the text.

- 1 Crime and violence often go together. This is a big _____ in countries like Mexico and South Africa.
- 2 Many men think that women are _____ when they complain about sexual harassment.
- 3 He has a kind and gentle _____. He will not hurt anyone.
- 4 People used to think that tobacco was _____. Now we know that it is harmful to our health.
- 5 Although there are laws to protect children from abuse, the _____ is that children are still abused.
- 6 She did not report her boss for sexual harassment because she feared _____ by other people at work.

5 Discussion

Work in pairs. Discuss the comments made on this webpage. Do you agree or disagree with each comment? Why?

6 Writing

Add a comment of your own to the webpage article that you read. Write three sentences.

Vocabulary extension

Prefixes and suffixes

Take notice

We can use **prefixes** and **suffixes** like *un-, dis-, non-, il-/ir-, over-, -less, -ful*, to make words that have **opposite or different meanings**.
Example: *harmless / harmful - wanted / unwanted*

7 Use prefixes or suffixes to make words that have opposite or different meanings. Make a sentence with each new word.

- | | | | |
|----------|------------|----------|---------------|
| 1 lawful | 3 welcome | 5 verbal | 7 responsible |
| 2 legal | 4 reacting | 6 agree | 8 related |

Pronunciation

Word stress and /h/ sound

8 Listen and say these words. Stress the syllables in bold.

- | | | | |
|----------------|--------------|------------|--------------|
| • experiencing | • verbal | • problem | • parliament |
| • physical | • intimidate | • criminal | • offence |

9 Listen and say these words. Say the /h/ sound clearly.

- harassment • home • husband • highway • hospital • handguns • homicides

10 Find four new words in which the /h/ sound is clearly pronounced. Compare your words with your partner's.

Grammar

Determiners



1 Discuss the underlined words in each sentence.

- What part of speech comes after each word?
- Is the word countable or uncountable?
- What rules can you make up for the use of these words?

Read the rules and check your answers when you have finished.

- Were there any police officers at the scene of the crime?
- Many people have little knowledge of how the law works.
- We read stories about violence and crime every day in the newspapers.
- We don't have enough information about violence at home because few people report this to the police.
- Several lawyers have made a lot of money trying to defend the murderer.
- There are many young men who become victims as well.



Some men use their physical strength to intimidate women.



'Men' is a countable noun.

Rules

Determiners are words like *the, few, many* and *no*. We use determiners **before nouns** and **noun phrases**. They help to tell us what the noun refers to. They often tell us about **quantities** or **numbers**.

- Some determiners can only be used with **countable nouns**: *many, few, several*.
- Some determiners can only be used with **uncountable nouns**: *much, little*.
- Some determiners can be used with **both countable and uncountable nouns**: *no, some, any, all, most, enough, a lot of*.

2 Choose the correct words to complete the paragraph.

(1) **Many** / **Much** people think that sexual harassment has (2) **little** / **few** to do with sexual feelings. They think it is really (3) **all** / **every** about power! (4) **Any** / **Some** person who sexually harasses another is just trying to show that he or she is (5) **more** / **much** powerful.

3 Use appropriate determiners to complete these sentences.

- _____ people believe that sexual harassment is a major problem in colleges.
- I do not know _____ about mob justice, but I do believe that people should not take the law into their own hands.
- Is there _____ evidence to suggest that she sexually harassed her teacher?
- _____ teenage boys in the country die every year in gang-related violence.
- Criminals buy _____ of the guns that they use on the blackmarket.
- Laws offer _____ protection against the use of guns by criminals.

Pronunciation

Word stress: determiners



4 Sometimes we need to stress a determiner in a sentence, and sometimes we don't. Listen to these examples and repeat them. Stress the words in **bold**. Which determiners are not stressed? Could you stress different words to change the meaning of some of the sentences?

- It's **all** about power!
- Some** people argue that guns should be regulated.
- There are **many** young men who are victims as well.
- We don't have enough **information** to prove that he committed the crime.
- She had a **bad** accident on the way to school.
- He left the money on the **kitchen** table.

Vocabulary

- 1 Read the words in the box with your partner. Look up the words in a dictionary if you don't know what they mean. Explain to the class how they are related to crime.



fingerprints
detective
offence
effective
shoplifting
loot
guilty
sentences

- 2 Use words from the box above to complete these sentences.

- 1 Shops lose a lot of money through _____.
- 2 The _____ who was investigating the crime interviewed many people.
- 3 The thief left his _____ on the door of the house that he broke into.
- 4 In some countries it is a criminal _____ to sexually harass another person at home, at work or at school.
- 5 People who are found to be _____ of rape should be given long prison _____.
- 6 The robbers stole money and gold from a bank and hid their _____ under the floor of an old building.

Listening

Listening Strategy

Listen for key words

Listening for **key words** will help you to get the **main idea** of a text the first time you listen to it. Listen for **key nouns**: the names of people, the names of places, and names of things that are repeated.

3 Before you listen

How do police usually track down criminals?
What is an 'app'? Read this headline and discuss your ideas.



- 4 Listen to the text.

Serial burglar tracked through phone app

- 5 Listen again and make notes of the key words. Then use your notes to choose the correct answers.

- | | |
|--|--|
| <p>1 Where was the man arrested?</p> <p>A in south London
B in north London
C in east London
D in west London</p> <p>2 How many burglaries was he suspected of committing?</p> <p>A 14
B 40
C 4
D 24</p> | <p>3 What did the burglar steal that allowed the police to catch him?</p> <p>A a phone
B jewellery
C an app
D a tablet</p> <p>4 How did the police know what kind of car the burglar used?</p> <p>A The car had an accident.
B They filmed the car near where the burglaries occurred.
C The car was speeding.
D The car was narrow.</p> |
|--|--|



6 Speaking

Discuss the questions with your partner.

- 1 Do you think it is a good idea to have a tracking device on your mobile phone? Why? Why not?
- 2 Is it a good idea for police to film cars in the streets? Why or why not?

Writing

A report

1 Before you write

Tell your partner about crime and violence in the place where you live. What are the main causes? How do people in the area deal with crime?

2 Read the model text and answer the questions.

- 1 Which verb forms are used?
- 2 Does the writer express an opinion about crime in South Africa?
- 3 Does this report have a conclusion? If so, what is the conclusion?

Model text

Reasons for crime in South Africa

South Africa has a very high rate of violent crime compared to other countries in Africa. **Statistics show that** the rates of violent crime like murders, rape and armed robberies increased by 4.6% in the last two years. **A study conducted by** the Centre for the Study of Violence and Reconciliation **concluded that** there are many different reasons for the high rate of violent crime.

Firstly, it was found that violence is seen as a legitimate way of resolving a conflict. People are therefore used to violence. Many men believe that using force against women or children is not wrong.

It was also found that the criminal justice system is inefficient and corrupt. Police officers are not well paid and many accept bribes. Many officers did also not have the tools to track criminals efficiently.

Poverty, unemployment and the break-up of families **are also** important **factors**. Many children are exposed to a life of crime from an early age. In some areas of the country, many young people belong to gangs.

To sum up, crime is therefore a serious issue in the country. Improving the police services will help to reduce these crimes, but social and economic issues also need to be addressed.

3 Use phrases in green in the model text to complete the sentences below.

- 1 _____ we need to distinguish between serious crimes and misdemeanours.
- 2 _____ show that many misdemeanours are not reported to the police.
- 3 A study conducted by the police _____ the number of burglaries dropped last year.
- 4 To _____, we can say that crime has increased in our city.
- 5 In the study _____ was also _____ that some people took the law into their own hands.

Writing Strategy

Structuring a report

The words in green in the model text give your report **structure**.

- Some words say where the **information** in the report **comes from**: *statistics show that...*, *a study conducted by...*, *it was found that...*
- Some words **link ideas**: *firstly*, *also*, *to sum up...*

Writing Task

Write a report about crime in a city that you know. Use ideas from this unit.

- 4 Decide which city you will write about. Do your research and make sure you have facts about crime in that city. Make a plan of your report first. Make notes:

Paragraph 1 Say which city you are writing about and name the most common crimes that occur there.

Paragraph 2 Give reasons for crimes.

Paragraph 3 Write a conclusion.

- 5 Write a report of 180 to 200 words following the paragraph plan. Use some of the phrases in green in the model text.

Check Unit 4

1 Match the crimes with their definitions.

Crimes

- 1 burglary
- 2 kidnapping
- 3 rape
- 4 murder
- 5 arson
- 6 shoplifting
- 7 cybercrime
- 8 hacking

Definitions

- a burning something intentionally
- b stealing from a shop
- c killing somebody intentionally
- d taking somebody away with force in order to get money
- e getting into someone else's computer system illegally
- f getting into a house or a shop illegally and stealing things
- g having sex with somebody against their will
- h crimes committed on the Internet

2 Use the words from the box to complete these sentences.

- 1 The was released from jail after serving a 2-year sentence for burglary.
- 2 Last week there was a at the jewellery store in the centre of town.
- 3 This area has been since the police stepped up their patrols in the area.
- 4 The man his wife after he had been out drinking with his friends.
- 5 Driving too fast is a and not a serious crime unless of course the driver has an accident and someone is injured.

crime-free
robbery
assaulted
misdemeanour
criminal

3 Complete the sentences below using the expressions from the box.

Make sure you use the correct forms of the verbs in the expressions. Mind the irregular forms.



hold up
hack into
break the speed limit
break into
pay a bribe
demand a ransom
sentence
alleged to

- 1 He drives too fast so he always
- 2 Thieves our neighbours' house last night and stole many valuable goods.
- 3 The kidnappers of the rich businessman's daughter a huge
- 4 They were about to the bank, but fled away as they heard the police sirens.
- 5 It is common to see drivers to policemen along some national and international roads in our sub-region.
- 6 Many banks are taking tough measures to prevent criminals from their clients' accounts.
- 7 He was accused of rape and to ten years in prison.
- 8 The man was have raped a young girl.

Check Unit 4

4 Turn the following sentences into the active or passive voice.

- 1 The demonstrators in Hong Kong were dispersed by the police on Monday.
- 2 Many young girls were abducted by members of the sect.
- 3 Interpol arrested the thieves who robbed the bank two weeks ago.
- 4 The Ebola virus has killed more than three thousand patients in that area.
- 5 Doctors will test an experimental treatment on the patients.
- 6 Some young cybercriminals have hacked into their country's president's bank account.

5 Replace the underlined words in each sentence with words that have the opposite meaning. Use prefixes and suffixes.

- 1 The burglary in this house was related to the burglary in the house next door.
- 2 She is a kind person.
- 3 We have to think of violent ways of protesting against crime.
- 4 The joke was quite harmful I thought.

6 Choose the correct words to complete each sentence.

- 1 As I **see** / **look** it, crime is a social problem.
- 2 Personally, I **believe** / **belief** that burglars should be given long prison sentences.
- 3 That is my **view** / **views**. What is yours?
- 4 As far as I **is** / **am** concerned, anyone who hacks into someone else's computer is a criminal.

7 Choose determiners from the box to complete these sentences.

- 1 I have _____ knowledge of how the law works in the United States.
- 2 There was _____ money in the house when the thieves broke in.
- 3 There are _____ people who believe that rapists are not criminals!
- 4 There is not _____ evidence to convict her of murder.
- 5 It is reported that there were _____ incidents of looting during the strike last week.
- 6 The army has done _____ to protect school children against abduction in't those areas.

much
some
many
little
enough
no

Self-assessment

Can you...

- talk about crime and violence?
- use idiomatic expressions about crime and violence?
- use the passive and the active voice?
- express an opinion?
- use prefixes and suffixes?
- use determiners like *much*, *some*, *many*, *little*, *enough* and *no* correctly?

Prepare for the exam!

Units 3-4

Reading comprehension

Read the text carefully and answer the questions below.

How to avoid being a victim of crime

Crime is everywhere – in the street, in shops, at home, at work and on the Internet. Sometimes victims are just unlucky as they are in the wrong place at the wrong time. But there is a lot we can do to avoid being a victim of crime.

Pickpockets like busy streets. People don't notice when someone bumps against them. The next thing they know, their wallet or their cell phone has been stolen. Thieves also like crowds. Nobody notices when they smash a window and steal things from cars or shops. They can run away quickly and get lost in the crowds of people. Mariam, who is a police officer in Yaoundé, has some advice. 'Don't walk around with your handbag open. Close it and tuck it under your arm. And don't leave things lying around in your car, even if it is locked.'

Shopping also poses several risks. Whether you shop in supermarkets or on the Internet, you could easily become the victim of a scam. Thieves who work with shop assistants can clone your credit card for example. They make a copy of your card and then they use it to buy goods in shops or on the Internet. Hackers may try and access your bank details if they know you buy goods online. 'This means that we must be very careful with our bank cards,' says one detective who specialises in Internet fraud. 'Don't give your card to anyone. Swipe it yourself on the credit card machine. And never tell anyone what your pin number is. If you buy goods online, make sure you buy from a well-known and legal website. Cybercrime is becoming more and more of a problem.'

Sexual harassment is a crime that can occur at school, at work, in the street or even at home. Women are the main victims of this type of crime. Mariam suggests that women should not walk around alone at night. If anyone bothers them or touches them in an uncomfortable way, they should say, 'Please don't do that!' Then they should walk away and go to a safe place. They should also talk to someone they trust if they experience sexual harassment.

So, be alert and don't be a victim.

1 Answer the questions and do the activities.

- 1 Name two places where crime occurs.
- 2 Why are some victims of crime just unlucky?
- 3 A pickpocket is a person who _____.
A harasses women. **C** steals something from your bag or pocket.
B clones your credit card. **D** helps the police to track down thieves.
- 4 Give an example from the text about something you can do to avoid being pickpocketed.
- 5 Should you give your credit card to a shop assistant? Why or why not?
- 6 Explain what sexual harassment is.
- 7 A crime that is committed on the Internet is a _____.
A burglary **B** cybercrime **C** web crime **D** credit card
- 8 Complete this sentence. *If you don't want to be a victim of crime, be _____.*

2 Read the following words and definitions. Find words in the text that have the same meaning.

- 1 make a copy
- 2 dangers
- 3 a trick
- 4 pass over an electronic device

Prepare for the exam! Units 3-4

Vocabulary

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

- 1 If you contract a disease like Ebola, you will be put in (quarantine / outcast) for a few weeks.
- 2 Antiretroviral (transmission / therapy) should be available to anyone who is infected with HIV.
- 3 (Misdemeanours / Felonies) are serious crimes.
- 4 The criminals (held up / stuck up) the bank and stole all the cash.
- 5 Detectives look for (fingermarks / fingerprints) at the scene of a crime so that they can identify the people who committed the crime.
- 6 Life is (unexpected / unpredictable) because you don't know what will happen tomorrow.

2 Match phrases 1-5 with endings a-e.

- | | |
|-----------------------------|--|
| 1 We fell out last week | a so he tried to pay a bribe to the police officer when he was caught. |
| 2 He did not have a licence | b because he had not eaten for three days. |
| 3 If you break the law | c you do something which does not respect the law. |
| 4 You can get HIV if you | d but now we are speaking to each other again. |
| 5 He passed out | e have unprotected sex with someone who is infected with HIV. |

Grammar

1 Write the following statements and questions in reported speech.

- 1 'I was ostracised by my community when I got HIV,' said Amadou.
- 2 'Ebola spread very quickly in West Africa in 2014,' said the health officer.
- 3 'Is there a vaccine to prevent Ebola?' asked the woman.
- 4 'Why is there so much crime in this city?' asked the visitor.

2 Write the verbs in brackets in the correct forms.

- 1 The criminals (use) stolen weapons in the bank robbery last week.
- 2 It is alleged that the woman (trade) drugs at the market.
- 3 The boy (knock over) by a car on Saturday.
- 4 The man (accuse) of murder after police found the murder weapon at his home.

3 Choose the correct word to complete each sentence.

- 1 There weren't (no / any) police officers at the scene of the crime.
- 2 (Many / Much) people become victims of crime because they are careless.
- 3 What is your (view / viewing) on crimes against children?
- 4 He passed (off / out) after he was hit on the head.
- 5 I have (little / less) knowledge of medicine but I know that I should go to the clinic if I have a fever.

Writing

Do only one of the following tasks. Your text should be about 180 words.

- Task 1** Write an email to a friend in which you ask for some advice about a health problem.
- Task 2** Write a report about a crime that took place in your community recently.
- Task 3** Write an essay in which you explain what sexual harassment is and what you think can be done to stop it.

We all have rights and deserve respect

Unit 5

1 Lead in

Look at the photograph and at the sentences and words around the poster. What do they tell us about human rights? What right(s) does the child in this picture NOT have?



Equality

Justice

Law

All human beings are born free and equal.

Respect

Dignity

Peace

If you don't respect women's and children's rights, the country will not develop.

Freedom

Hope

Vocabulary

2 Listen and say these words aloud. Pay attention to the stressed syllables.

- rights • equality • defend • freedom • respect
- dignity • justice • violate • disregard • prosperity

3 Which words in exercise 2 are verbs and which are nouns? Check the meanings in a dictionary.

4 Complete these sentences with words from exercise 2.

- 1 We should all have the _____ to say what we think.
- 2 If you show _____ to others, you show that other people have human rights.
- 3 In some communities, women still have very few _____.
- 4 This NGO is trying to promote gender _____ in rural areas.
- 5 Not to help people in need is to show a complete _____ for their human rights.
- 6 Some factory owners _____ the rights of young children when they force them to work.

5 Speaking

Work in groups. Make a list of all the human rights in exercise 2. Now add more rights to the list. Discuss your list with the rest of the class.

Reading

1 Before you read

Look at the map.

Where is Ometepe?

2 Read the first paragraph and answer these questions.

- 1 What is this article about?
- 2 What do you think a 'second class citizen' is?



Making a difference: Football and women's rights in Ometepe

Ometepe is an island on a lake in the Central American country of Nicaragua. In the 1970s, 1980s and 1990s there was **civil war** in the country. The country is poor and women and girls were treated like second class citizens, whose only duty was to look after the house.

But with the support of some NGOs, the lives of the girls on the island have improved –and it's all thanks to football! In the 1990s the NGOs identified that the young women on the island needed support and help. There were many **unwanted** pregnancies, the girls did not communicate with their parents and they did not go to school. The girls had fewer opportunities than the boys and they also had less freedom. What would these girls do if they did not get help?

A football tournament was started for the young people of the island. Both girls and boys took part in the tournament, but the girls also helped **to run**

the tournament. So the organisers created a new rule. If you want to play in the tournament, you will also have to help run it. If you don't help, you will not be allowed to play. Soon there were only women playing. And from this came the idea of a women's football league. The tournament is now held regularly with seven women's teams playing.

The girls learn how to play in a team and how to get fit, but they are also taught their rights as women and as human beings. They are taught sex education, they are taught that they are **equal**, and that violence is not something they should accept. They have a place where they can discuss their problems and the challenges they face.

It is now becoming clear that the lives of the girls on the island have improved. There are almost no unwanted pregnancies amongst the girls who play football. The girls are also more confident, they respect themselves and some

of them have even obtained a **scholarship** for university. The girls have a lot of fun and they have developed an understanding of their rights. They are able to travel to other parts of the country to play and they also make new friends.

The community now has more respect for these girls. They come to watch the games that the girls play. But it was not easy in the beginning. The fathers of the girls did not **approve**. But the women appealed to the mayor of the island. If he had not listened to them, the football league would not have been started. But he did listen and he helped to bring about changes.

Football has given these girls confidence and it has opened many doors for them. If the football league continues, they will go from strength to strength.

Based on information from the blog 'fivepointfive'
(<http://fivepointfive.org/making-a-difference-womens-rights-football>).

3 Give two examples of how the rights of the girls and young women of Ometepe were not respected.

4 Read the text again. Answer the questions.

- | | |
|---|---|
| <p>1 What did the girls learn when they joined the football league?</p> <p>2 Why did the boys stop playing in the league?</p> <p>3 How has football improved the lives of the girls on the island?</p> <p>4 Who opposed the girls' football league?</p> | <p>5 Which important person in the community supported the league?</p> <p>6 How does the community show its support for the league now?</p> <p>7 How has football 'opened doors' for the girls of Ometepe?</p> |
|---|---|

5 Match the **red** words in the text with their meanings.

- | | |
|--|---|
| <p>1 agree that something is satisfactory</p> <p>2 a payment that supports study</p> <p>3 war between people who live in the same country</p> | <p>4 treated the same as others</p> <p>5 to organise and manage</p> <p>6 not wanted or desired</p> |
|--|---|

6 Discussion

Discuss these questions.

What do you think of the idea of a girls' football league? Why did it work in Ometepe? Would it work in other countries? Give reasons.

7 Writing

Write a short note or email to a friend living in Ghana. Tell your friend about the football league in Ometepe. You can compare with the situation in your school.

Vocabulary extension

Word families

8 Use suffixes (*-ence, -al, -able, -ment, -tion*) to change the words in brackets into the appropriate part of speech to make each sentence grammatically correct.

- If the women had not taken some (act), their rights would not have been respected.
- Sometimes the lack of rights for women and children is a (culture) problem.
- The women wanted more (independent) and respect from others in their community.
- There has been a big (improve) in the lives of the girls since they started playing football.
- That was a (value) experience. I hope you appreciate it.

Take notice

We can use suffixes to create different words in the same word families. The words are different parts of speech: nouns, verbs, adverbs and adjectives. Examples: *confident / confidence*
approve / approval
accept / acceptable
enjoy / enjoyment
communicate / communication

Pronunciation

Silent letters

9 Listen to these words. Then read them. Pay attention to sounds that are not pronounced.

island listen rights sign hymn thumb knowledge scissors

10 Work in pairs. Read these words aloud to each other and decide which letters are silent.

climb knife scene lamb know muscle

Grammar

1st and 2nd conditionals (probable and improbable conditions)

- 1** Read these sentences, which express probable and improbable conditions.
Notice how the sentences can be written in two different ways.

If	Condition	Result	Type of conditional
If	you want to play in the tournament,	you will also have to help run it.	➤ first conditional (probable)
If	the football league continues,	they will go from strength to strength.	➤ first conditional (probable)
If	the girls all got scholarships,	they would all be able to study.	➤ second conditional (improbable)
If	the women had equal rights in that country,	they would be able to get better jobs.	➤ second conditional (improbable)

Result	If	Condition	Type of conditional
You will also have to help run the tournament	if	you want to play in it.	➤ first conditional (probable)
They will go from strength to strength	if	the football league continues.	➤ first conditional (probable)
The girls would all be able to study	if	they all got scholarships.	➤ second conditional (improbable)
The women would be able to get better jobs	if	they had equal rights in that country.	➤ second conditional (improbable)

- 2** Choose the correct words and copy the rules.

Rules

- 1 The first and second conditionals talk about the **past / future**.
- 2 The first conditional describes something that **may / will not** happen.
- 3 Use the **present simple / present perfect** in the condition clause when you use the first conditional.
- 4 Use **will + verb / present perfect** in the result clause when you use the first conditional.
- 5 Use **will + verb / would + verb** in the result clause when you use the second conditional.
- 6 Use the **past simple / future** in the condition clause when you use the second conditional.

- 3** Find the correct ending for each of these conditional sentences.
Match the two clauses with the word 'If'.

	If	
What will you do	if	she marries at 14.
I would be able to study	if	you respect my rights.
I will respect your rights	if	your uncle abuses you?
The child soldier would be at school	if	my family respected my rights.
She will not be able to finish school	if	she did not have to do all the work by herself.
The woman would not be so tired	if	he did not have to fight.

4 Speaking

Complete these statements.

- 1 I would be happier if _____
- 2 The country would be more democratic if _____
- 3 My parents would be kinder to us if _____
- 4 I will help you if _____
- 5 What will you do if _____?
- 6 The war in _____ would end if _____

Communication

Giving warnings

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

- 1** A If you don't respect the teacher, you will be (1)!
 B Why should I respect him (2) he does not respect me?
 A You both have rights. You (3) respect each other.
 B That's true. Thanks for the warning!
- 2** A (4) you dare touch me!
 B What will you do? You are just a girl!
 A If you touch me, I (5) report you to the principal.
 B But I love you!
 A No, you don't! You don't respect me.
- 3** A If you don't help me wash these clothes, I (6) make you supper.
 B But it's your job to wash the clothes and make supper!
 A While you do nothing? I have (7) too!
 B Ok, if I help you make supper, will you wash my clothes?
 A Well... Maybe!

if
 sorry
 won't
 should
 don't
 will
 rights

2 Listen to the intonation (↗) in the sentences in the chart.
 Then say the phrases aloud.

If you don't respect your parents, you will be sorry!
 If you touch me, I will report you to the police.
 If I help you make supper, will you wash my clothes?

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

4 Listen to three dialogues. What warnings do the speakers give in each dialogue?
 Listen again and check.

5 Writing and Speaking

Write dialogues about these situations.
 Then practise your dialogues.
 Pay attention to the intonation.

- Your father want you to leave school and get married.
Talk about your basic rights and persuade him to let you complete your education.
- Your friend wants to hit another student who was rude to him.
You warn your friend not to do this.
- Your older brother is taking part in a football tournament.
You want to take part too, but he wants you to stay at home and help your mother. You warn him and tell him you have the right to go.

Use the dialogues
 in exercise 1
 to help you.



Reading

1 Before you read

Read the title. Where do you think this story taking place?



The cab ride I'll never forget

There was a time in my life twenty years ago when I was driving a cab for a living. [...] What I didn't count on when I took the job was that it was also a ministry. Because I drove the night shift, the car became a rolling confessional. [...] In those hours, I encountered people whose lives amazed me, ennobled me, made me laugh, and made me weep. And none of those lives touched me more than that of a woman I picked up late on a warm August night.

[...] When I arrived at the address, the building was dark except for a single light in a ground-floor window. [...] I walked to the door and knocked.

'Just a minute', answered a **frail** and elderly voice. [...]

After a long pause, the door opened. A small woman, somewhere in her eighties, stood before me. She was wearing a print dress and a pillbox hat with a veil pinned on it [...]. By her side was a small nylon suitcase. [...]

'Would you carry my bag out to the car?' she said. [...]

I took the suitcase to the cab, then returned to assist the woman. She took my arm and we walked slowly toward the curb. She kept thanking me for my kindness.

'It's nothing', I told her. 'I just try to treat my passengers the way I would want my mother treated.'

'Oh, you're such a good boy', she said. [...]

When we got in the cab, she gave me an address, then asked, 'Could you drive through **downtown**?'

'It's not the shortest way', I answered.

'Oh, I don't mind', she said. 'I'm in no hurry. I'm on my way to a **hospice**.'

I looked in the rearview mirror. Her eyes were glistening.

'I don't have any family left', she continued. 'The doctor said I should go there. He says I don't have very long.'

I quietly reached over and shut off the meter. 'What route would you like me to go?' I asked.

For the next two hours, we drove through the city. She showed me the building where she had

once worked as an elevator operator. We drove through the neighborhood where she and her husband had lived when they had first been married. She made me pull up in front of a furniture warehouse that had once been a **ballroom** where she had gone dancing as a girl. [...]

As the first hint of sun was creasing the horizon, she suddenly said, 'I'm tired. Let's go now.'

We drove in silence to the address she had given me. It was a low building, like a small convalescent home, with a car driveway that passed under a portico. Two **orderlies** came out to the cab as soon as we pulled up. [...]

I opened the trunk and took the small suitcase to the door. The woman was already seated in a **wheelchair**.

'How much do I owe you?' she asked, reaching into her purse.

'Nothing', I said.

'You have to make a living', she answered.

'There are other passengers', I responded.

Almost without thinking, I bent over and gave her a hug. She held on to me tightly. 'You gave an old woman a little moment of joy', she said. 'Thank you.'

[...] I squeezed her hand once, then walked into the dim morning light. Behind me, I could hear a door shut. It was the sound of the closing of a life. [...]

I did not pick up any more passengers that shift. [...] For the remainder of that day, I could hardly talk. What if that woman had gotten a driver who had been angry or abusive or impatient to end his shift? What if I had refused to take the run or had honked once, then driven away? What if I had been in a foul mood and had refused to engage the woman in conversation? How many other moments like that had I missed or failed to grasp?

We are so conditioned to think that our lives revolve around great moments. But great moments often catch us unawares. [...] I do not think that I have done anything in my life that was more important. [...]

Adapted from Make Me an Instrument of Your Peace by Kent Nerburn. © 1999 by Kent Nerburn. Reprinted by permission of HarperCollins Publishers.

2 What is the story about? Choose the best summary below.

- 1 A cab driver who showed respect for an old woman who used his cab.
- 2 A trip through a town in the United States.
- 3 How taxi drivers earn their living in the United States.

3 Read the story again and choose the correct answers.

- 1 Who wrote this story?
 - A The daughter of the old woman.
 - B A bus driver.
 - C A cab driver.
 - D An old woman.
- 2 The woman in the story was _____.
 - A less than 80 years old.
 - B not very old.
 - C 40 years old.
 - D more than 80 years old.
- 3 The sentence 'I don't have very long' means _____.
 - A I am going to die quite soon.
 - B I must hurry up.
 - C I am healthy and fit.
 - D I don't know what the time is.
- 4 Did the driver accept money from the woman?
 - A No. She did not have money to pay for the ride.
 - B Yes. But she did not pay very much.
 - C No. He did not want her to pay.
 - D Yes. She paid for the two hours drive.
- 5 The woman was grateful to the driver because _____.
 - A he did not make her pay.
 - B he was kind and respectful to her.
 - C he made her laugh.
 - D he took her to the hospice.
- 6 This story is about _____.
 - A human rights abuse.
 - B respecting the dignity of other people.
 - C women's rights.
 - D cab drivers in America.

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

- 1 the centre of town
- 2 a chair on wheels for people who cannot walk by themselves
- 3 hospital workers who are not nurses or doctors
- 4 weak and delicate
- 5 a place which provides care for people who are going to die
- 6 a place where people dance

5 Discussion

What does this story tell us about human rights? Discuss this in groups and report back to the class.

6 Speaking

Work in pairs.
Retell the story to your partner.

Vocabulary extension

- 7** Find the American words in the text that have the same meaning as the words in the box.

taxi lift pavement boot (of a car)
centre of town neighbourhood

American and British English

Take notice

American and British English sometimes use different vocabulary and spelling. Here are some examples:

American English	British English
color	colour
fall	autumn
cookie	biscuit
movies	cinema
vacation	holiday
garbage, trash	rubbish

Pronunciation

Stress in connected speech

- 8** Listen to these sentences.

Which words in each sentence are stressed?

Then practise reading them aloud. Pay attention to the contracted words.

'You're such a good boy.' 'It's not the shortest way.' 'Oh, I don't mind.' 'I'm in no hurry.'

Third conditional (impossible conditions)

- 1 Read these sentences, they express impossible conditions.
Notice how the sentences can be written in two different ways.

If	Condition	Result
If	my parents had respected my rights,	I would not have had to get married so young.
If	I had honked once and then left,	I would never have had this experience.
If	the woman had got an angry driver,	she would not have enjoyed the drive so much.

Result	If	Condition
I would not have had to get married so young	if	my parents had respected my rights.
I would never have had this experience	if	I had honked once and then left.
The woman would not have enjoyed the drive so much	if	she had got an angry driver.

- 2 Choose the correct words and copy the rules.

Rules

- 1 The third conditional talks about the **past / present**.
- 2 The third conditional describes something that **did / did not** happen.
- 3 Use the **past perfect / present perfect** in the condition clause.
- 4 Use **would have + past participle / would have + present participle** in the result clause.

- 3 Use the correct words to complete each sentence.

- 1 If the cab driver had been less kind, he **would have made / will have made** the old woman pay for the trip.
- 2 She would have been a successful woman if her parents **allowed / had allowed** her to complete her studies.
- 3 If they **had studied / have studied** harder, they would have passed the exam.
- 4 He would have had a normal childhood if he **had not been abducted / was abducted** and forced to fight.
- 5 If I **have seen / had seen** you yesterday, I would have warned you about the problem.
- 6 If he **had had / has had** any respect for his wife, he would have helped her.

- 4 Join these clauses with **if** to make sentences in the third conditional.

Use the correct forms of the verbs. Mind the irregular verbs.

Example: the woman (have) right to an education / she (go) to school

→ *If the woman had had the right to an education, she would have gone to school. /*

The woman would have gone to school if she had had the right to an education.

- 1 the soldiers not (abduct) the children / they (be) at school now
- 2 the cab driver not (respect) the old woman's rights / she not (have) such a wonderful day
- 3 he (listen) to his parents / he not (drink) all that alcohol
- 4 it (rain) yesterday / I (stay) at home

5 Speaking

Complete the sentences about the story you have read.

- 1 If the cab driver had not been so kind, _____
- 2 If the cab driver had not respected the old woman's dignity, _____

Use third conditionals.



Vocabulary

1 Lead in

Look at these pictures.
What do they show?
What rights are these children denied?

2 Work in pairs. Match the phrases with their meanings.

- a to be denied (something)
 - b genital mutilation
 - c to get away with (something)
 - d highly placed
 - e to put up with (something)
 - f given no choice
- 1 to do something wrong and not be caught or punished for doing it
 - 2 to tolerate something even when it is not pleasant
 - 3 not able to choose
 - 4 not to be allowed to have something
 - 5 damaging sexual organs
 - 6 to have a position in society that commands respect



Girl child worker carrying bricks on her head, Bangladesh.



Faiz, 40, and Ghulam, 11, sit in her home prior to their wedding in rural Afghanistan, Sept. 11, 2005.

Listening

3 Listen to the text once carefully and answer these questions.

- 1 What is the essay about?
- 2 Who wrote the essay? A boy or a girl?

4 Listen again and choose the correct answers.

- 1 The person who wrote this text has not been allowed the following rights:
 - A the right to an education.
 - B the right to be treated as an equal.
 - C the right to be safe.
 - D all of the above.
- 2 Why can the writer *not* go to school?
 - A Her parents don't think it is right.
 - B She has too much work to do at home.
 - C She is married.
 - D She doesn't like school.
- 3 What does the girl's father do that violates her rights?
 - A He laughs at her when he is angry.
 - B He won't give her food to eat.
 - C He makes her go to school.
 - D He hits her when he is angry.
- 4 The writer believes that _____.
 - A all people have equal rights.
 - B people in high places have more rights than others.
 - C men have more rights than women.
 - D women have more rights than men.
- 5 The writer believes that _____.
 - A men are denied their rights.
 - B rich people should have more rights than poor people.
 - C some boys and girls are denied their rights.
 - D only girls are denied their rights.

5 Writing

Work in groups and make a poster about human rights. Choose one right that you feel is very important and that is not being respected in your community.

Writing

A formal letter

1 Before you write

Imagine that you saw the photographs at the top of page 67 in a newspaper. How would you feel? How would you express your feelings about the photographs? Discuss this as a class.

2 Read the model letter. What types of rights are mentioned in this letter?

3 Work in pairs. Find examples in the model text of the techniques mentioned in the Strategy box.

Writing Strategy

Formal writing

You can use the following techniques to make your writing more formal:

- 1 Do not use contractions and abbreviations.
- 2 Do not use colloquial expressions like 'Awesome!', 'Cool!' or 'Great!'.
- 3 Do not use the first or second person. Use the third person.
- 4 Avoid the imperative, as this can seem rude. Use the passive instead.
- 5 Use the passive instead of the active voice.

4 Rewrite these sentences in formal language, using the techniques mentioned in the Strategy box.

- 1 That's a really great idea. (Use 1 and 2)
- 2 The girl's parents forced her to leave school and work in their shop. (Use 5)
- 3 I think that we must protect the rights of young children. (Use 3 and 5)
- 4 Stop this abuse now. (Use 4)

Model text

Etienne Cissoko
BP 333 Segou
1st December 2015

Abuja News
BP 100, Abuja
Nigeria

Dear Sir,

There was a shocking photograph in last Friday's edition of your newspaper. The photograph was of a young girl, who could not have been older than 5 or 6 years of age. The girl was being forced to work in a carpet factory.

It is clear that this young girl's rights are being violated. First of all she has a right to education, like all other people. How can this girl go to school if she has to work in the factory? Surely she will be too tired to go to school, even if she is allowed to go.

Secondly, according to the United Nations Bill on Children's Rights, all children should have the right to be protected from work that can harm their health. Young children need time to play and they have the right to be looked after.

This type of slavery should be stopped. People should write to the owners of this factory and voice their concerns. Perhaps other readers would also like to voice their disgust at this practice.

Yours faithfully,

Etienne Cissoko

Writing Task

Write a formal letter to Abuja News. Express your opinion about human rights that are not being respected in your community.

5 Focus on one or two rights. Make your point of view / opinions quite clear.

Paragraph 1 Introduction: Say why you are writing the letter.

Paragraph 2 Explain one of the rights that is being denied.

Paragraph 3 Explain another right that is being denied.

Paragraph 4 Conclusion: Suggest what could be done to improve the situation.

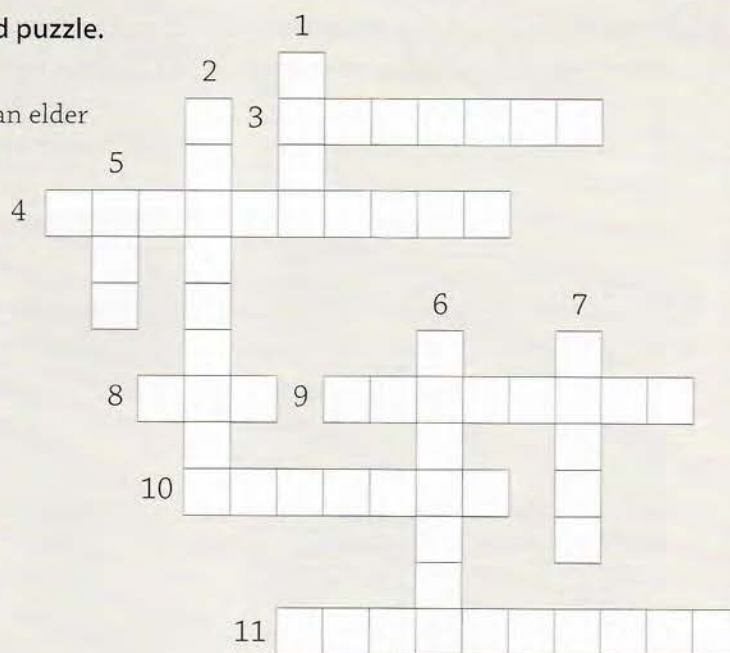
6 Write your letter in 180 to 200 words following the paragraph plan.

Check Unit 5

1 Solve the clues to complete the crossword puzzle.

Across

- 3 honour shown to another person, especially an elder
4 a synonym for wealth and good fortune
8 If you break this, you will go to jail!
9 a state in which people have the same rights
10 serious and worthy of respect and honour
11 You can use this if you are not able to walk by yourself.



Down

- 1 the state of people who are not slaves
2 lack of respect or consideration for someone
5 a synonym for manage
6 being fair to all individuals in a society
7 Something you are entitled to by law.

2 Replace the underlined words or phrases in American English by their equivalent in British English.

- 1 We got in the cab and headed for downtown.
2 In the fall, all the leaves turn yellow and fall off the trees.
3 The Ouedrogos always go to Hawaii on vacation.
4 It is difficult for pedestrians to walk freely on the sidewalk in this street because there are so many people selling goods outside the shops.
5 She could not get the bag of rice out of the trunk of the car by herself, so she asked a passer-by to help.

3 Make conditional sentences with the following words and phrases. Add words if necessary.

Mind the irregular verbs.



	Condition	Result	Type of conditional
1	I / win / jackpot	to build / homes / all the orphans in the country	2nd conditional
2	women / to be / empowered	living standards / to be better	1st conditional
3	to go / to school	not to marry / polygamous man	3rd conditional
4	treat / equally / people	to be / world / better place	1st conditional
5	campaign / successful / to be	to be / more women / parliament	1st conditional
6	warlords / not to violate / rights / children	not to be sent / to fight / war	3rd conditional

Check Unit 5

- 4** Your friend has been forced to leave school so that she can get married.
Give your friend some advice about her rights. Complete the sentences below.

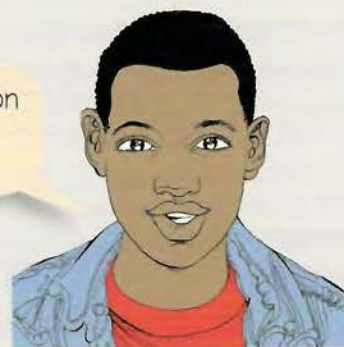
- 1 If I were you, I would _____
- 2 If I had been in your place, I would _____
- 3 If you want to _____, you will need to _____
- 4 You would be _____ if you _____

- 5** Read the conversation below. Identify and copy the phrases used to give warnings.

- A** Would you please stop touching me when you speak to me?
B Why? It's just a sign of affection.
A Well, to me it's sexual harassment.
B And what will happen if I don't stop?
A If you don't stop, I will report you to my parents or the headmaster.
B Ok! You don't like it. I'll stop doing that.

- 6** Write a conversation in which you give a warning to a friend about his or her misconduct.

Use the conversation in exercise 6 as a model.



- 7** Rewrite these sentences using the correct forms (parts of speech) of the words in brackets. Use suffixes to change the forms of the words.

- 1 Yolande does not have the (confident) to insist on her rights.
- 2 It is not (accept) for a male manager to harass female staff who work in the shop.
- 3 Being allowed to play football has brought the women great (enjoy).
- 4 There would be fewer problems in our family if our (communicate) was better!

- 8** Rewrite these sentences in formal language. Refer to the Strategy box on page 68 for help.

- 1 They've published a great article about human rights.
- 2 I think we shouldn't prevent girls from going to school.
- 3 Help the victims now.
- 4 Her father denied her the right to take part in the football tournament.

Self-assessment

Can you...

- talk about rights?
- write sentences that express conditions?
- give warnings?
- identify some British and American English words?
- use suffixes to change the part of speech of a word?
- write sentences in formal language?

What has technology done for you?

Unit 6

1 Lead in

Look at the pictures. How has technology affected the lives of the people in the pictures?



Vocabulary

2 Listen and say these words aloud. Which words are the same in your language?

- | | | | | | |
|--------------|-------------|----------|--------------|------------|----------------|
| • battery | • Bluetooth | • camera | • coverage | • download | • GPS |
| • microphone | • network | • satnav | • smartphone | • tablet | • touch screen |
| • upload | • USB port | • Wi-Fi | • wireless | • e-reader | |

3 Choose the correct word to complete each sentence.

- Hamid uses his **camera** / **tablet** to send emails, take photographs and read books.
- The **battery** / **Bluetooth** on my smartphone needs to be charged every day.
- The truck driver uses **GPS** / **Wi-Fi** to find the best route to the destination.
- A **touch screen** / **network** allows you to control or use a tablet with your fingers.
- After I have taken photographs I always **upload** / **download** some of them on to my Facebook page.
- Because a tablet is a **wireless** / **Wi-Fi** device, it is easier to carry around and use in different places.

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

- A tablet is a small, flat mobile or portable computer with wireless connections.
- An e-reader reads books for you.
- A USB port is useful if you want to connect to the Internet.
- You can take photographs with some tablets.
- A tablet has a normal keyboard instead of a touch screen.
- A smartphone is a cell phone that can be used as a computer and as a camera.

5 Discussion

Discuss these questions.

- Why do you think tablets are becoming so popular?
- In what ways are tablets most useful?
- Think about the career you want to follow when you finish school. Do you think using a tablet would be useful in that career? Say why or why not.

Reading

1 Before you read

Read these definitions of the word 'wired' and the prefix 're-'.

Then look at the picture and read the title of the article below.

What do you think 'rewired' means in the article below?

Fact file

re-prefix again

wire verb

- 1 to connect electronic equipment
- 2 to use an electronic device to listen to other people's conversations
- 3 to send money from one bank to another bank
- 4 to connect things by means of wires

wired adjective

- 1 nervous or tense
- 2 connected to a system of computers

@re we being rewired?

Technology has changed the way we work, play and do our shopping. But has it also changed us as people? Are our brains gradually being 'rewired'? Research suggests that people who have grown up in the **digital** age think and behave differently to those who **grew up** before there were things like the Internet. Let's look at some examples.

Our memories aren't as good as those of our grandparents.

We need to remember less information (such as phone numbers or addresses) because we can access information at the touch of a button on our cell phones and computers. We need to remember fewer facts because it is so easy to get information. Years ago, people memorised long poems and parts of books!

We are finding it harder to concentrate for long periods of time.

Scientists say that our **attention spans** are becoming shorter. We read short articles instead of long books. We would rather watch or read several short video clips, blogs or tweets than one long, complex film or book.

We have become more creative but less practical.

Technology enables us to share ideas and experiences quickly and easily. So people who write poems and create works of art can share these with their friends and colleagues. This inspires others to be creative as well. But we are also less **practical**. Many young people in the United States for example can't find their way around without using a satnav or **GPS** device to show them the route. Fewer and fewer people can write neatly in cursive script, because they are so used to typing messages on phones and computers.



We have better visual skills and are able to make decisions more quickly.

Many people are used to making quick decisions in the computer games that they play, and this makes it easier for them to make quick decisions in their lives. We are also better at interpreting pictures and colours than we used to be, because we see so many images in our daily lives.

We socialise in different ways.

Many people stay in touch by texting messages and posting messages and information on social network sites. Some people find it much easier to send a message than to speak to a person face to face. This means that we don't learn to recognise and understand other people's body language well. Some say that technology has made us rude too.

We are developing new fears.

There is a new type of fear, called FOMO, which means 'fear of missing out'. There is so much information out there on the news and on social networks that we remain glued to our phones or computers in case we miss out on some news that others have. This makes us more **anxious**. Is this perhaps the worst type of rewiring?

2 Read the text again and choose the correct answers.

- 1 People who have grown up with computers
 - A have better memories.
 - B can't interpret pictures.
 - C have better handwriting.
 - D are less practical and more creative.
- 2 We don't remember information because
 - A we don't need to.
 - B we are too creative.
 - C we are rewired.
 - D we are anxious.
- 3 If you cannot concentrate for a long period of time you have
 - A a long attention span.
 - B a short attention span.
 - C a short memory.
 - D a concentrated memory.
- 4 According to this article, playing computer games can help us to
 - A make decisions more slowly.
 - B improve our memory.
 - C interpret colours more easily.
 - D make decisions more quickly.
- 5 If we send text messages rather than speaking directly to people, we may
 - A not learn how to understand people's body language correctly.
 - B find it easier to interpret body language.
 - C always be polite to others.
 - D improve our concentration span.
- 6 FOMO means
 - A feelings of missing out.
 - B fear of missing the obvious.
 - C fear of missing out.
 - D feelings about other men.
- 7 The main idea of this article is:
 - A technology is bad for our brains.
 - B technology is changing our world.
 - C technology is changing the way we think and act.
 - D we should fear technology.
- 8 What, according to this article, is the worst thing about being 'rewired'?
 - A It has made us more anxious.
 - B It has made us less intelligent.
 - C It has made us lazy.
 - D It has made us more polite.

3 Match the red words in the text with their meanings.

- 1 using electronic systems
- 2 developed and became older
- 3 ability to concentrate
- 4 something you do with your hands
- 5 a navigation system
- 6 feeling worried about something

Vocabulary extension

Idiomatic expressions

- 4 Work in pairs. Find the missing words for these idiomatic expressions in the text. Discuss their meanings and write a definition for each of them. Use a dictionary if you are not sure.

- 1 to _____ in touch
- 2 face to _____
- 3 at the _____ of a button
- 4 to _____ your way around
- 5 to remain _____ to

Take notice

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

Pronunciation

/g/ or /dʒ/ /s/ or /k/

- 5 Listen to these words. Then say each word aloud and decide which sound it has and which syllable you need to stress.

/g/ or /dʒ/:	digital	grew	genetic	good	technology	games	general	gym
/s/ or /k/:	cell phone	computers	concentrate	complex	city	cursive	colour	

Grammar

Making comparisons

1 Study these sentences. Then copy and complete the rules.

- 1 We need to remember **less** information because we can access information at the touch of a button.
- 2 There are **fewer** people without cell phones these days than there were 10 years ago.
- 3 It is **much easier to** send a message **than to** speak to a person.
- 4 A smartphone is **much more** expensive **than** an ordinary cell phone.
- 5 My old computer is **much** slower **than** my new one.

Rules

- a Less and fewer are **comparatives / superlatives**.
- b We use **fewer** with **countable / uncountable** nouns.
- c We use **less** with **countable / uncountable** nouns.
- d We can use **much / many** before comparative adverbs.

2 Complete the sentences using **less** or **fewer**.

This small e-reader is (1) **less** expensive than that one. It can store (2) **fewer** books but it takes up (3) **less** space and it weighs (4) **less** too. The smaller e-reader is also more popular. (5) **fewer** and (6) **fewer** people are buying the bigger e-reader.

3 Choose the correct words to complete the sentences.

- 1 It is getting **more and more** / **much and much** difficult to get a good job if you don't have good computer skills.
- 2 There is **less and less** / **fewer and fewer** space on my hard drive because I have stored so many photographs there!
- 3 **Many and many** / **More and more** cell phones allow one to take photographs and access the Internet.
- 4 The Internet is getting **faster and faster** / **fastest and fastest** as technology improves.

Take notice

We use **double comparatives** to say that **things are changing**.

Examples

Fewer and fewer people can write neatly in cursive script.

More and more people have their own tablets or computers.

Children have less and less time to relax and play!

4 Make sentences to compare the things in the box.

Example: A computer is **much bigger** than a tablet.

computer cell phone smartphone
email letter e-reader book



5 Speaking and writing

Work in pairs. Look at these pie graphs and make sentences about the information they show.

Example: Fewer adults use their phones to check the time. Adults make many more phone calls than teens.

How people use their cell phones

Teens under 18

Adults



- Phone calls
- Text messages
- Photographs
- Checking the time

Communication

Talking about conditions

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

would (x2)

if (x4)

wouldn't

1 Ayo: Do you rely on technology, Jawanza?

Jawanza: I suppose I do. I haven't really thought about it.

Ayo: Can you wake up in the morning (1) you don't set an alarm?

Jawanza: No, I can't! Can you?

Ayo: I can't! (2) I didn't have an alarm on my phone I (3) be late every day!

2 John: Do you play computer games, Efua?

Efua: Yes, I do – sometimes...

John: Do you think I (4) be able to make decisions more quickly (5)
I played computer games?

Efua: Yes, maybe. You have to think quickly when you play a game.

John: And what happens (6) you make the wrong decision?

Efua: If you made the wrong decision in a game it (7) matter really! It's just a game!

- 2 Listen to the intonation in these questions and statements.
Then say each question or statement aloud. Pay attention to the intonation.

Questions

Can you wake up in the morning
if you don't set an alarm?

Do you think I would be able to make decisions
more quickly if I played computer games?

Statements

If I didn't have an alarm on my phone
I would be late every day!

If you made the wrong decision in a game
it wouldn't matter really! It's just a game!

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

- 4 Listen to the dialogues carefully. Listen to the intonation.
Then work with a partner and practise the dialogues (on page 155).

- 5 Complete these sentences about yourself.

- 1 If we had the Internet at school,
- 2 If I did not say the truth,
- 3 If my grandmother had a cell phone,

6 Writing and Speaking

Write a dialogue about the new importance of ITC(s) and how you use them.
Use the dialogues in exercise 1 and words in the box to help you.
Then practise your dialogues. Pay attention to the intonation.

use
take
download
network
upload
Internet
connet

Reading

1 Before you read

Make a list of 5 ways in which science and technology have changed our daily lives. Compare your list with the lists of others in the class.

2 Skim the text. Match the topics with the paragraphs 1-5 in the text.

There is one topic that you do not need.

- A Science has changed health care.
- B Science allows citizens to take a more active role in their environments.
- C Science and technology affect us all in the modern world.
- D Science and technology have brought nothing but bad elements into the world.
- E Science has given us electricity and the modern world cannot function without this.
- F Science has changed our eating habits.

Who needs Science and Technology?

1 Stop for a moment and think – what has science done for you? Can you wake up in the morning if you don't have an alarm clock? If you didn't have a phone, would you be able to keep in touch with your friends easily? And what about the programmes on the radio and on TV? Would you be able to stay **informed** and entertained if you did not have them? What about those antibiotics that you took last time you were ill? Would you have **recovered** if you had not taken them? The truth is that science and technology affect us all in the modern world.

2 Science has changed what we eat and the way that we eat. Scientists have developed new **varieties** of corn, wheat and rice as well as new fertilizers and pesticides. These have increased the amount of food we can grow and have changed the way we grow food. This has also made some foods less healthy than the food produced by old-fashioned farming ways.

3 Science has changed health care. Most children in the world are now vaccinated against diseases like polio and small pox, so they do not get the diseases. Modern antibiotics can cure diseases that used to be **life-threatening** and dangerous. If we did not use antibiotics, many people would die from simple wounds.



Did you know?

Antibiotics can only treat infections caused by bacteria. They have no effect on viruses. So there is no point in taking an antibiotic if you have a cold, because colds are caused by viruses.

4 The modern world relies on electricity. As long as we have electricity, we are able to use all the modern equipment that has been **invented** to make our homes more comfortable and industries more productive. There are many things we cannot do unless we have electricity. We can't use a fridge for example if there is no electricity.

5 And finally, science and technology has made us more **active** citizens. We are more informed, we can make better decisions as consumers and voters, and we are more aware of the problems facing the places we live in. As long as we have better access to information, we will be able to continue to find solutions to problems that affect our environments.

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

- 1 Science and technology have affected all of us.
- 2 Science has produced new types of plants that grow more quickly and produce bigger crops.
- 3 Vaccinations can cure some diseases.
- 4 We can use antibiotics to cure infections caused by bacteria.
- 5 Electricity has made our lives more comfortable.
- 6 Technology can help democracy because it can help people to be better informed about their own countries.
- 7 We need science and technology in modern life.

4 Complete the sentences with the red words in the text.

Use the correct form of each word.

- 1 You will not from this disease unless you rest and take your medicine.
- 2 AIDS is a disease that you will get if you do not protect yourself from infection.
- 3 We planted a new of corn on the farm and so far we are very pleased with the crops.
- 4 I rely on the radio to keep me about what is happening in my country.
- 5 My parents have always been members of the community.
They have helped others and they have helped to preserve the environment as well.
- 6 Thomas Edison the first electric light bulb that was used commercially and manufactured in large quantities.

5 Discussion

Discuss these questions in groups.

- 1 Have science and technology had any negative effects on your community?
- 2 How can science and technology be used to improve democracy in a country?

Vocabulary extension**Word families**

- 6** Find verbs, nouns or adjectives in the reading text that are from the same word families as these words. Use suffixes like *-tion* and *-ment* to make another noun from each word.

Make oral sentences with the new words that you make.

- | | | |
|------------|---------------|-------------|
| 1 inventor | 3 vaccine | 5 developer |
| 2 producer | 4 entertainer | 6 inform |

Take notice

Word families are groups of words that are related to each other because they all come from the same 'root'.

Example: *electric* (adjective), *electricity* (noun), *electrify* (verb).

Pronunciation**Word stress: nouns with suffixes**

- 7** Listen to these sentences and then repeat them.

Pay attention to the way you pronounce words that end in *-tion* and *-ment*.

Last night the Internet connection was good. We watched an interesting programme about a new invention. It is still in development, but there is great excitement in the medical world. The doctor uses a small machine, like a cell phone, to scan a patient's heart to check whether it is working properly. This will be very useful in clinics which don't have expensive electronic equipment.

1 Study these examples. Then choose the correct words to complete these rules.

- 1 You will not recover unless you take your medicine.
Unless you take your medicine, you will not recover.
- 2 We can use the computer lab as long as we have electricity.
As long as we have electricity, we can use the computer lab.
- 3 You will need a torch in case it gets dark.
In case it gets dark, you will need a torch.

Rules

- a *Unless* means the same as *if not* / *until*.
- b Words like *unless* and *as long as* can be placed at the **beginning** / **end** of a sentence or in the middle of a sentence.
- c We use *in case* / *unless* to talk about precautions we will take before a problem happens.

2 Choose the correct words to complete each sentence.

- 1 She will recover from her illness **if** / **unless** she rests and takes her medicine.
- 2 As long as you have access to the Internet, you **will** / **would** be able to send emails.
- 3 You will not be able to get a good job **if** / **unless** you have computer skills.
- 4 Take this lamp **in case** / **if** the electricity goes off.
- 5 **Unless** / **If** you hurry, you will not catch the bus.
- 6 **In case** / **Unless** the price has increased, I will get a new computer next month.
- 7 I am happy to help you with your maths **as long as** / **unless** you help me to learn how to do a search on the Internet.
- 8 **If** / **Unless** you are lucky, the Internet connection will be good this evening.

3 Correct the mistakes in these sentences.

- 1 It is quick and easy to send a message unless you have a cell phone.
- 2 'I will take your phone away as long as you switch it off in class,' said the teacher.
- 3 You will not recover from your illness if you take your medicine and rest.
- 4 In case you did not use an antibiotic, you would die from this simple wound.
- 5 There are many things that we cannot do if we are having electricity.



4 Speaking

Work in pairs. Say these conditional sentences using a different word order or different words. Use *unless*, *in case* or *if*.



Unless I listen to the news, I will not stay informed about events.

I will not stay informed about events unless I listen to the news.



If I do not listen to the news, I will not stay informed.



- 1 We will be able to make better choices as long as we are well-informed.
- 2 Take a coat in case it gets cold.
- 3 Learn to use a computer if you want to keep up with technology.
- 4 Get your children vaccinated if you don't want them to get polio and pertussis.
- 5 As long as you use technology wisely, it will not affect you badly.

Vocabulary

- 1** Look at the picture.
What is the woman doing?
How could you describe the expression on the person's face?
Happy? Anxious? Having fun?
- 2** Match the words in the box with their meanings.
- 1 having a very high opinion of yourself and how you look
 - 2 a picture of yourself
 - 3 the fact of spending too much time thinking about or doing something
 - 4 transfer data to a computer system
 - 5 a symbol (#) used to identify items online
 - 6 to advertise or publicise
 - 7 to make a note or keep track of
 - 8 people who support someone who is famous



obsession	promote
fans	vain
self-portrait	hashtag
upload	record

Listening

3 Before you listen

Read this definition of the word 'selfie'.

selfie *noun* a photograph that you take of yourself, using a smartphone or a tablet, and share with others on a social network system

Listening Strategy

Write down questions as you listen

While you listen, write down **one or two questions** about what you hear. These could be things you do not understand (such as *What does the word '.....' mean?*) or things that you do not agree with (such as *Why?*).

- 4** Listen to a news report about the increasing popularity of 'selfies'. Then listen again and choose the correct words in the box to complete the summary of the passage.

It has become very fashionable for people to take photographs of themselves, or (1) For some people it has become an (2) Selfies allow us to show pictures that make us feel (3) about ourselves. They invite people to look at you and (4) you! We take these types of photographs on the spur of the (5) Many famous people (6) themselves by posting selfies on the Internet. But many people are (7) of selfies.

selfies
promote
critical
obsession
good
envy
moment

5 Speaking

Answer the questions with your partner.

- 1 To whom would you send a selfie?
- 2 Why do you think people are obsessed with selfies?

Writing

An opinion essay

1 Before you write

What is your point of view on networking?
(Read the definition in the box.)

Take notice

To *network* means to make contact with many different people and to exchange information with them.

2 Read the model text and answer the questions.

- 1 Which paragraph presents the author's point of view? Quote the sentence.
- 2 How many arguments does the writer give to support his or her point of view? What are the arguments?
- 3 Which words does the author use to present a personal point of view? Can you think of other words you could use?
- 4 Which paragraph gives a summary of the author's point of view?

Model text

Why it is important to network?

'When it comes to finding a job, it's not about what you know but about who you know'. Sadly where there is corruption, this old saying is often true. Today this raises the issue of the importance of networking online in a professional manner.

Firstly, I feel strongly that networking online can help you build up contacts in your area of work. Sites like *LinkedIn* link you to other people in similar fields of work. This can help you find out where people work and what kind of work they do. This may help you decide to which business you could apply when you are looking for a job.

Secondly, it is my view that networking can help you find out about available jobs. These days, many jobs are not advertised in print media like newspapers. If you have built up a network of contacts, you may find job opportunities more easily.

In conclusion, I believe that in order to get a good job, you need to build up a good network of contacts and information. Using that information wisely and honestly will further your career!

- 3 Read the Strategy box.
Replace the **green** words in the model text with words from the box.

Writing Strategy

Opinion essay – Linking paragraphs

An opinion essay is organised in **paragraphs**. The first paragraph is the introduction and the last paragraph is the conclusion. We use **link words** or **phrases** to introduce new ideas and connect the ideas in the paragraphs. For example:
To begin with, First of all, In the first place, What's more, Furthermore, In addition, Lastly, So in brief, To sum up, Therefore, To conclude.

Writing Task

The Parent-Teacher Association (PTA) of your school has raised money for some renovation work at the school. Some people think that the money should be used to improve the sports field. Others think that the money should be used to enlarge the computer laboratory. Write an opinion essay in which you support one of these projects.

- 4 Decide which project you are going to support. Make notes under the paragraph headings.

Paragraph 1 Introduction: State your opinion about which project should be supported.

Paragraph 2 First argument: *Firstly*, ...

Paragraph 3 Second argument: *Secondly*, ...

Paragraph 4 Conclusion: Restate your opinion in a short way.

- 5 Write your essay in 180 to 200 words following the paragraph plan.

Check Unit 6

1 Join words from the two lists to make compound nouns.

List A

blue
down
net
sat
self
USB
e-
digital
smart

List B

work
port
reader
tooth
portrait
load
phone
age
nav

2 Match compound nouns from exercise 1 with these definitions.

- 1**: to copy information, files or programmes from the Internet to one's computer.
- 2**: an era characterised by the use of computers, the Internet and other technologies.
- 3**: an electronic device that is used for reading books.
- 4**: wireless technology that enables you to exchange data over short distances.
- 5**: a small long hole into which you insert a flash disk.

3 Define the remaining compound nouns in your own words

4 Read the paragraph below and fill in the gaps with the comparatives of the words in the box.

Twenty years ago, there were (1) computers than there are today. In those days, computers had (2) storage capacity and they were much (3) than they are today. They were also (4) that modern computers so (5) people could afford to buy them then.

expensive
slow
few
little

5 Read the paragraph below and fill in the gaps with double comparatives.

Today (1) and (2) people are buying cell phones and computers as they are getting (3) and (4) expensive. This is happening at a moment when computers and cell phones are also getting (5) and (6) sophisticated.

6 Rewrite the sentences below using *unless* instead of *if* to express condition.

- 1** You won't get a computer for your birthday if your grades are bad.
- 2** They won't be recruited as secretaries if they don't speak English fluently.
- 3** If you don't pay your debts, I won't lend you money anymore.
- 4** You won't know how to work on a computer if you don't attend computer classes.
- 5** Don't feed the baby if she doesn't cry.

Check Unit 6

7 Join the sentences below. Use either *as long as* or *in case* in each sentence.
Change the words and structure as necessary.

- 1 I will buy the computer. It must be equipped with a web cam for videoconferencing.
- 2 He thinks it's going to rain. He is taking an umbrella.
- 3 You can borrow my computer. You must promise to handle it carefully.
- 4 The ranger's vehicle is equipped with GPS. He may get lost in the forest.
- 5 I'm buying an external hard drive for my computer. The internal hard drive may get too full.

8 Read and complete the conversations below.

- A** Edwige, do you have Bluetooth on your computer?
B Yes, I do. How about you?
A I do too. If I didn't have that on my computer, I (1) be able to use a wireless keyboard or a wireless mouse.
B It's the same forme, I (2) be lost without Bluetooth!
A Do you know how to use *PowerPoint*?
B No, I don't.
A So what do you do (3) you have to make a presentation?
B It's a problem! (4) you show me how to use *PowerPoint* I bought you some airtime?
A Yes, of course I would!

9 Which social network(s) do you use? Write down the name(s).
Then make a list of three or four things that you do on your social network.

10 Do you feel that social networks are useful for all people?
Complete these sentences to state your opinion.

Firstly, I feel strongly that
 Secondly, it is my view that

11 Match these idiomatic expressions with their meanings.
Then write one sentence with each expression.
The expressions are used in the Reading text on page 72.

to be rewired	to find the place that you want to go to
at the touch of a button	to meet or be close to someone
to find your way around	to be able to do something easily by pushing a button
to stay in touch	to have new wiring, to be changed
face to face	to communicate and have contact with someone

Self-assessment

Can you...

- talk about technology?
- make compound words related to technology?
- use comparatives and double comparatives?
- use *unless*, *as long as* and *in case*?
- talk about conditions?
- write about social networks?
- use some idiomatic expressions?

Reading comprehension

Read the text carefully and answer the questions below.

Children have rights, don't they?

'All human beings are born free and equal in dignity and rights.' These words from the Universal Declaration of Human Rights promise all people a life that is free from want and fear. We celebrate this every year on Human Rights Day. We celebrate the fact that we have certain basic rights. However there are still many children in the world who do not enjoy their rights. Think about the children who are forced to join armies at an early age, for example.

According to Amnesty International there are currently more than 300,000 children (people under the age of 18) fighting in wars in West and Central Africa, the Balkans, Latin America, Sri Lanka and Afghanistan. More than 15,000 children are fighting in Colombia alone. UNICEF reports that around 8,000 children have been kidnapped in Uganda since 1995 and forced to fight in civil wars in the area. The children are often recruited into rebel armies in areas where there is civil unrest. The children are usually from poor rural families.

Young children are recruited because they obey orders more easily than adults and they are not paid. They eat less food than adults and they are often not afraid to carry out dangerous missions because they do not understand the dangers involved. Rebel armies use children as spies and they use them to trap other people because most people trust children.

The life of a child soldier is exceedingly harsh. The children are given drugs and alcohol to which they become addicted. They are forced to commit terrible acts such as killing members of their own families. They are often injured from doing heavy work and they also contract sexually transmitted diseases if they are used as sex slaves.

Some of these children are eventually set free, but it is very difficult for them to adjust to a normal life after what they have experienced. Many of them have grown up fighting and they know no other life.

So while we celebrate our achievements in the area of human rights, spare a thought for the child who don't enjoy these rights.

1 Answer the questions and do the activities.

- 1 What does the Universal Declaration of Human Rights promise all people?
- 2 True or false? *All children have the same rights but these rights are not always respected.*
- 3 Rebel armies like to recruit children because
 - A they are afraid.
 - B they commit terrible acts.
 - C they obey orders.
 - D they don't have rights.
- 4 Give two examples from the text which show that the life of a child soldier is very difficult.
- 5 Why is it difficult for child soldiers to lead a normal life if they are set free?

2 Complete these expressions with words from the text. Change the form of the words if necessary.

- 1 We should all _____ basic human rights.
- 2 The children become _____ to drugs.
- 3 It is difficult to lead a _____ life after you have had to fight in a war.
- 4 The rebel army likes to _____ children because they don't have to pay the children to fight.
- 5 When you celebrate Human Rights Day you should _____ a thought for people who do not enjoy the same rights that you do.

Prepare for the exam! Units 5-6

Vocabulary

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

- 1 It is important for girls to develop the _____ (confident) to take their own decisions.
- 2 The NGO is trying to promote gender _____ (equal) in rural areas.
- 3 Young people today are not as _____ (practice) as their parents.
- 4 Computers help you to make quick _____ (decide).

2 Complete this dialogue with appropriate words.

Justine: How much do you use technology, Efua?

Efua: Quite a lot. I (1) _____ wake up in the morning (2) _____ I don't set my alarm.

Justine: And do you play computer games?

Efua: Oh, yes! I play every day for at least two hours.

Justine: You'll be (3) _____ one day!

Efua: Why? (4) _____ you play games you learn to make quick decisions!

Justine: Maybe, but you (5) _____ spend so much time playing games. What about your work?

Efua: Yes, maybe you are (6) _____. Thanks for the warning!

Grammar

1 Choose the correct words to complete each sentence.

- 1 The children _____ (would / will) all be able to study if they all got scholarships.
- 2 The child would have had a normal childhood if he _____ (had not been / has not been) abducted.
- 3 If everyone enjoyed equal rights, there _____ (will be / would be) peace in the world.
- 4 I _____ (will respect / respecting) your rights if you respect my rights.
- 5 _____ (As long as / If) I do not listen to the news, I will not know what is going on.
- 6 It is easy to send a message to a friend _____ (if / unless) you have a cell phone or a tablet.

2 Use *fewer*, *better*, *less* or *much* to complete these sentences.

- 1 It is _____ quicker to send a message than to post a letter.
- 2 There are _____ people in the shop than there were yesterday.
- 3 A small e-reader is usually _____ expensive than a smart tablet.
- 4 The Internet is getting better and _____.
- 5 Young people today have less and _____ time to play.

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

- 1 If my family _____ my rights, I would not have had to get married. (respect)
- 2 The child would not be so tired if she _____ to do all the housework by herself. (not have)
- 3 If the team wants to win the championship, they _____ to train hard. (have)
- 4 She would have gone to university if her parents _____ the money to pay for her studies. (have)
- 5 If I _____ you yesterday, I would have given you the book you lent me. (see)

Writing

Do only one of the following tasks. Your text should be about 180 words.

Task 1 Write an essay in which you give your opinion about the need for modern technology at school.

Task 2 Write a formal letter to a newspaper in which you express an opinion about a human rights problem.

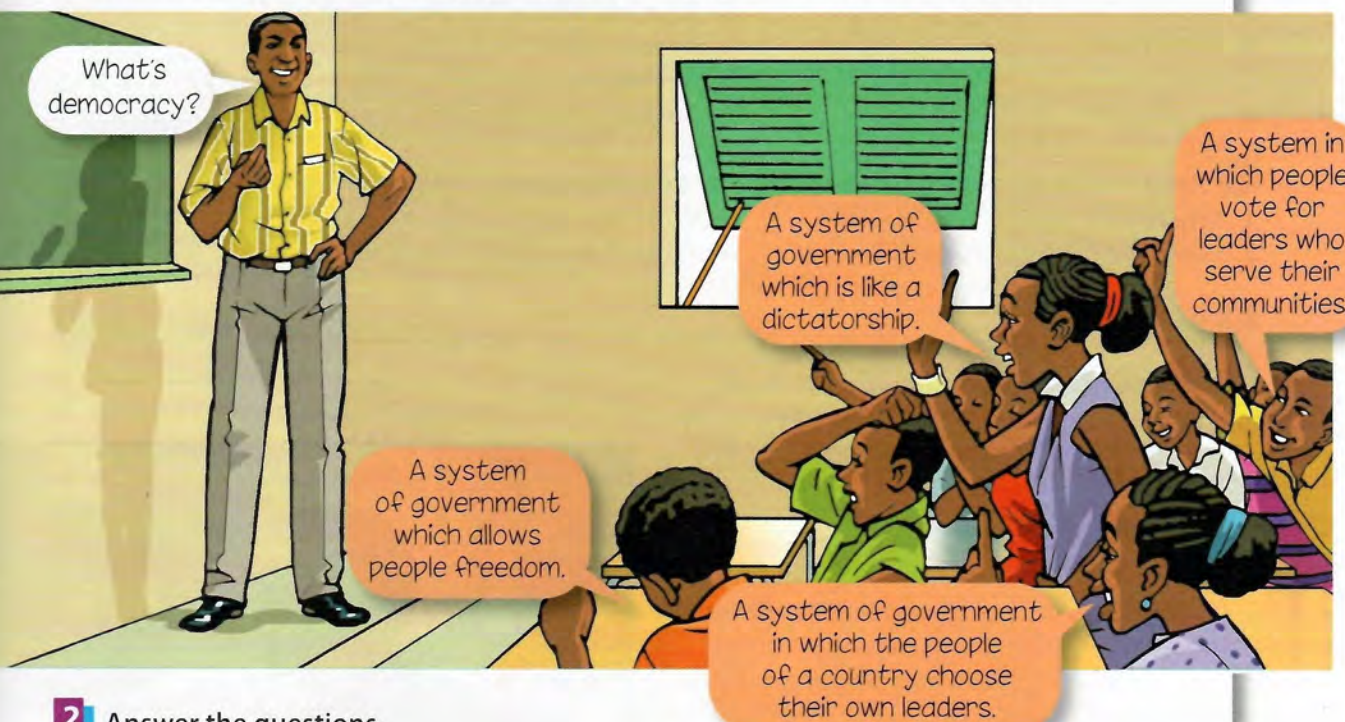
Task 3 Write a formal letter to UNESCO in which you express concern about a human rights abuse that you are aware of. Suggest what could be done to improve the situation.

Political change

Unit 7

1 Lead in

Look at the cartoon. Do you agree with any of these definitions of democracy?



2 Answer the questions.

- 1 What is the difference between a democracy and a dictatorship?
- 2 How do people go about choosing their own leaders? Explain the process.
- 3 What rights do people have in a democratic country?
- 4 What freedom does a democracy allow its citizens?

Vocabulary

3 Read these sentences about democracy. Are they true or false?

Make sure you understand the words in bold print.

- 1 People have the right to vote for a **political party** chosen by the government.
- 2 People who earn money have a responsibility to **pay taxes** to the government and the government has a responsibility to spend **tax revenues** wisely.
- 3 People are not allowed **freedom of expression**.

4 Use suffixes (-al, -ic) to make adjectives with the words in the box.

Check the spelling in a dictionary.

Example: *politics* → *political*

5 Use some of the adjectives you made to complete these sentences.

- 1 In a democracy artists have complete freedom.
They can create work about any subject.
- 2 A country in which there is only one party is not a country.
- 3 A democracy protects rights which allow people to think and write freely.

artist
intellect
democracy
politics

Reading

1 Before you read

Read the caption under the photograph of Langston Hughes.

Then match these words with their definitions.

- A activist
- B playwright
- C novelist
- D columnist

- 1 A person who writes plays (drama).
- 2 A person who writes novels and stories.
- 3 A person who writes regularly for a newspaper or magazine.
- 4 A person who campaigns for political or social changes.

2 Read the caption again. Then answer the questions about Langston Hughes.

- 1 Where did Langston Hughes live?
- 2 When did Langston Hughes live?
- 3 What type of literature did he write?
- 4 What themes did he write about?

3 Read the poem.

Democracy

Democracy will not come
Today, this year
Nor ever
Through **compromise** and **fear**.

I have as much right
As the other **fellow** has
To stand
On my two feet
And own the land.

I **tire** so of hearing people say,
Let things take their **course**.
Tomorrow is another day.
I do not need my freedom when I'm dead.
I cannot live on tomorrow's bread.

Freedom
Is a strong seed
Planted
In a great **need**.

I live here, too.
I want freedom
Just as you.

by Langston Hughes.

© Langston Hughes (1902-1967). DR



Langston Hughes was a famous African-American poet, novelist, playwright, columnist and an activist, who lived from 1902 to 1967.

He earned a BA degree from Lincoln University in 1929 and was later awarded honorary doctorates in literature.

Much of his work is about the lives of ordinary African Americans. He was proud of his race and he wanted them to be proud too. He was very critical of the racial prejudice and segregation that existed in the USA.

He was one of the leaders of the Harlem Renaissance.



4 Read the poem again. Work in pairs. Discuss and answer these questions.

- 1 How many stanzas are there in this poem? Are they all the same length and structure?
- 2 Look back at the definitions of democracy in exercise 1 on page 85. Which definition applies to the ideas in this poem?
- 3 Do you think the poet owned the land in his country? Quote a line from the poem which gives the answer.
- 4 In the fourth stanza the poet makes a comparison. What does he compare? What is the same about these two things?
- 5 The poet says: *I want freedom, just as you.* To whom does 'you' refer?
- 6 Do you think the poet feels positive or negative about what will happen in his country? Quote lines from the poem to support your answer.
- 7 The poet says that we need bread to live. What else do we need to live, according to this poem?
- 8 What did you learn from this poem?
- 9 Did you enjoy this poem? Why or why not?

5 Match the red words in the poem with their meanings.

- 1 to be afraid of something
- 2 to require something that is essential
- 3 a path or the way in which something develops
- 4 to lose interest in something
- 5 to agree to something but not get everything you wanted
- 6 an informal word for 'person'



6 Speaking

Work in groups. Talk about democracy. Use the questions below to help you. Then write a few sentences about democracy.

Was the USA a democratic country during the time when Langston Hughes lived? What kind of system is democracy? What are the benefits of it?

7 Writing

Write one or two sentences or a short poem about what freedom means to you.

Vocabulary extension

Idiomatic expressions

8 Read these definitions of idiomatic expressions.

Find the expressions in the poem and then complete the expressions 1-3. Use each expression in a sentence.

- 1 to _____ on your own two feet
- 2 to let things _____ their course
- 3 tomorrow is _____ day
- a to be independent and able to look after yourself
- b the future will be better than the present
- c to follow the natural development of things

Pronunciation

Rhyming words



9 Does the poem on page 86 have words that rhyme (have the same end sounds)? Listen to the poem. Identify the words that rhyme.



10 Read the poem aloud in pairs.

Stress the words that you feel are important.



1 Read this passage about the poem you have read. Find the conjunctions that tell us:

- that information is being added;
- that information is being compared and contrasted to other information.

Then copy and complete the rules.

In the poem *Democracy*, Langston Hughes talks about his rights **and** his wish for real freedom. **Although** he lives in a democracy, people do not have equal rights. Some people are allowed to own land, but others are not. He wants the right to own his own land **and** **also** the right to be independent. He says that he does not want to wait too long for things to change **and** **furthermore**, that he is impatient with people who do not demand changes. **While** some people are willing to make compromises about democracy, he is not.

Rules

- a** The conjunctions *and*, (1) _____ and (2) _____ are used when you want to add information in a sentence.
- b** Conjunctions such as *however*, (3) _____, (4) _____ and *nevertheless* express contrast.

2 Join the sentences using the given conjunctions.

- 1** In a democracy there should be respect for human rights.
In a democracy there should be equality. (also)
- 2** Langston Hughes was a famous poet. Langston Hughes was an activist. (furthermore)
- 3** He does not agree with the policies of the ruling party in government.
He does pay his taxes. (while)
- 4** The people of the country want free education. The people do not want to pay taxes. (however)

3 Rewrite these sentences using the given conjunctions.

Example: Although he lives in a democracy, people do not have equal rights. (however)

→ *He lives in a democracy, however people do not have equal rights.*

- 1** While some people are willing to make compromises about democracy, he is not. (but)
- 2** Some people are allowed to own land, but others are not. (while)
- 3** He wants the right to own his own land and also the right to be independent. (furthermore)
- 4** The citizens have some freedom of speech, however they are not all treated equally. (although)

4 Speaking

Complete these statements by adding sentences that make sense.

- 1** I believe that women should have equal rights and furthermore, that _____
- 2** In a democracy people should all be able to vote and also _____
- 3** Politicians should work to improve the country and they should _____
- 4** They fought for independence, and what's more they _____

I believe that women should have equal rights and furthermore, that they should also be respected.



Communication

Making deductions

1 Choose the correct words to complete the dialogues. Then listen and check.

- 1** A Why was Bintu elected president of the club and not John?
 B I think Bintu (1) **must have been** / **would be** the best candidate. And she (2) **should have made** / **must have made** the best election speech. John is not a good speaker.
 A That's true, but John (3) **must have been** / **would have been** a good president too.
 B Yes, I agree. Anyway, I know that Bintu was elected fairly.
 A Oh yes. She (4) **wouldn't have tried** / **mustn't have tried** to bribe people to vote for her. She's too honest!

- 2** A I hear you have had a burglary?
 B Yes, someone got into the house and stole all our electronic equipment.
 A How did they get in?
 B They (5) **can have climbed** / **must have climbed** in through the bathroom window I think.
 A (6) **Couldn't they have opened** / **Must they have opened** one of the doors?
 B I don't think so. The doors were locked. But they (7) **could have picked** / **could be picking** the lock, I suppose.

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

Asking or enquiring

Why was **Zola** elected?

How did they **get in**?

Couldn't we have voted for **Flora**?

Making a deduction

She must have been the **best candidate**.

They could have **opened** the door.

Yes, we **could** have, but we didn't!

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

4 Listen to three dialogues.

5 Answer the questions about the dialogues.

- 1 What deduction did Nadia make in the first dialogue?
- 2 What two things Malaika and Solange deduce about Langston Hughes?
- 3 What deduction did Akim make about Mariam's action?

6 Writing

Write deductions for these situations. Use *could have* / *might have* / *couldn't have* / *must have* / *wouldn't have* and suitable verbs.

- 1 You don't understand why someone committed an act of terror. You discuss this with your parents.
- 2 You are waiting for the bus and it hasn't arrived. You are talking to another passenger.
- 3 Your local football team has a new captain. Why? You discuss this with a friend.

7 Writing and Speaking

Write a dialogue for one of the situations in exercise 6. Then practise your dialogue with a partner.

Pay attention to the intonation.



Reading

1 Before you read

Read the dictionary definitions and then discuss which meaning of the word 'movement' applies to the Harlem Renaissance.

movement *noun*

- 1 The act of moving: *He has no movement in his legs as a result of the accident.*
- 2 A group of people who work together to promote their ideas (in literature, politics, etc.): *The main aim of the civil rights movements was to make sure that everyone had equal rights.*
- 3 Part of a long piece of music: *The orchestra played the second movement of the concerto.*

2 Read the text.

THE HARLEM RENAISSANCE

*Harlem is in New York. It was here, in the 1920s and 1930s, that African American culture enjoyed its 'renaissance'. The writers, artists, actors and musicians who took part in this rebirth wanted to break free from the **stereotyped** views of their own culture. They wanted African Americans to be proud of, and not **ashamed** of, their own culture.*

From 1861-1865 there was a Civil War in the United States. The war finally brought an end to slavery. After that some African Americans were given the right to own land, to vote and to take part in **civic activities**, but these rights were later taken away from them again. And soon, although slavery had been abolished, many African Americans were forced into virtual slavery again, working on plantations and mines. While they lived in a 'democratic' and free country, many of them were also persecuted. Life in the South was very hard. Many African Americans started to move from poor, rural areas in the South to bigger, less racist urban areas in the North. In cities like New York, African Americans came into contact with many well-educated young African and Caribbean people who were also **seeking** better lives. They started to develop a new pride in being 'African' and Harlem became the symbolic capital of a new literary and artistic movement called the Harlem Renaissance.

Black intellectuals met in Harlem or went to live there. They experimented with exciting, new forms of music, art and literature. Harlem became a popular and fashionable nightlife destination. Writers such as Langston Hughes and WEB Du Bois inspired people to question and demand their rights. Artists like the painter Lois Mailou Jones and the sculptor Augusta Savage proved that black women could be

talented and creative artists. Duke Ellington and Louis Armstrong made jazz and African American music popular and acceptable all over the world. African Americans began to look with new eyes at their African heritage which had for so long been **despised** by both white and black people.



Duke Ellington and his band.

While the Harlem Renaissance was mainly a cultural movement, it was also closely linked to the civil rights movement. Writers and artists contributed to magazines and newspapers published by organisations like the National Association for the Advancement of Coloured People (NAACP) and the Brotherhood of Sleeping Car Porters, which was a black **labour union**. And through these movements black people in the United States eventually achieved freedom.

3 Read the article again and choose the best words to complete each statement.

- The Harlem Renaissance occurred during
 A the 1860s and 1870s.
 B the 1920s and 1930s.
 C the American Civil War.
 D the Caribbean war.
- Before the Harlem Renaissance many African Americans were of their own culture and heritage.
 A not proud C slaves
 B proud D not free
- Many African Americans moved to find better lives.
 A from the northern states to the southern states of the US
 B to the Caribbean countries
 C from the cities to the country
 D from the southern states to the northern states of the US
- The sentence, 'were forced into virtual slavery' means
 A were sold as slaves.
 B decided to become slaves.
 C went to another country as slaves.
 D were made to work and live like slaves.
- made jazz popular all over the world.
 A Langston Hughes
 B WEB Du Bois
 C Augusta Savage
 D Louis Armstrong
- During the Harlem Renaissance, African Americans
 A became interested in African culture again.
 B rejected their African culture completely.
 C copied the art of the Caribbean.
 D became interested in politics.

4 Complete the sentences with the red words in the text. Change the form of the word if necessary.

- He does not fit the normal of a big strong man because he is small and thin.
- The family will travel to the United States to employment and a higher standard of living.
- Paying taxes, voting and serving your community are all important
- We were of our brother when he stole money from another student.
- The workers joined a in order to negotiate better working conditions.
- I people who are racist or sexist!

Vocabulary extension

Prepositions



5 Work in pairs. Which preposition would you use with each of these expressions? Find the answers in the text you have read.

- | | | |
|-----------------------|-------------------------|--------------------------------------|
| 1 to take part | 3 to be proud | 5 to take away |
| 2 to break free | 4 to bring an end | 6 to be forced doing something |

6 Choose the correct preposition to complete each sentence. You will find the expressions in the text.

- The politicians took part the national festival.
- We are proud the flora and fauna of our country.
- Many young people experiment drugs and get themselves into trouble.
- Albinos should not be despised other people in the community.
- The politician who was linked criminal activities has been forced to resign.
- Many people have contributed the fight against racism and sexism.

Grammar

Order of adjectives

1 Read these sentences. Identify the adjectives and choose the correct words to complete the rules.

- 1 Many African Americans started to move from **poor, rural** areas in the South.
- 2 African Americans came into contact with **many well-educated, young, African and Caribbean** people.
- 3 Harlem became the symbolic capital of a **new, literary and artistic** movement called the Harlem Renaissance.
- 4 Louis Armstrong was a **really good jazz** musician.

Rules

- 1 Use adjectives that describe **general / specific** qualities first.
- 2 Adjectives that describe **nationality / qualities** come last, just before the noun.
- 3 Use **commas / colons** between the adjectives.
- 4 If two adjectives are from the same category, use **and / but** between the adjectives.

Take notice

There is an order in which we use the adjectives. The order depends on the category of the adjective.

Quantities	General qualities	Specific qualities	Size / Shape	Age	Colour	Nationality
many seven a kilogram	poor new interesting	well-educated	round small	old young	red black	Italian American

Example: *She is a beautiful young Senegalese travel agent.*

2 Use the given adjectives in the correct order to make these sentences more interesting.

- 1 Langston Hughes came from an African family. (American, poor)
- 2 Jazz was despised by people at first. (black, white)
- 3 The Harlem Renaissance was an artistic movement. (literary, exciting)
- 4 Augusta Savage was an artist. (talented, creative)
- 5 I have lost my book. It is a big book. (green, heavy)
- 6 The woman told Solange the story of her family. (Caribbean, well-educated, young)

3 Speaking

Work in pairs and complete these sentences with more than one adjective.



That was a _____,
_____ and
interesting article.

He was a _____,
_____ and _____ writer.



She made a _____
and _____
contribution
to art and
literature.



Vocabulary

1 Lead in

Look at this election poster and discuss what it means.

2 Match the words in the box with their definitions.

- 1 a time when people vote in an organised way, for their leaders
- 2 a person who makes a choice in an election
- 3 a group of people who take part in elections and in governing a country
- 4 a plan of action in which you do things to try and get a certain result
- 5 a person who is nominated for an election
- 6 a large board on which advertisements are displayed outside



election	candidate	campaign
political party	billboard	voter

VOTE



NOT



Listening

3 Before you listen

What happens during an election campaign?

Use some of the words in exercise 2 to describe a campaign to your partner.

4 Listen to this news report which is about an election campaign in Ghana a few years ago.

5 Listen again and choose the correct answers.

- 1 How many presidential candidates were there in this election?
 A seven
 B ten
 C a large number
 D eight
- 2 What are the political parties doing to get votes?
 A having parties
 B advertising their candidates in different media
 C fighting with each other angrily
 D giving T-shirts to the chiefs
- 3 According to the writer, advertisements are not effective because
 A they are too expensive.
 B there are too many of them.
 C people have already decided for whom they will vote.
 D people don't believe them.
- 4 What, according to the writer, is essential in this campaign?
 A a large advertisement with a message
 B a bit of imagination
 C a catchy piece of music with a message
 D a healthy appetite
- 5 Who is making a lot of money from the election?
 A people who make T-shirts and advertisements
 B the presidential candidates
 C the voters who get T-shirts
 D the political parties

6 Speaking

Answer the questions with your partner and then report back to the class.

- 1 Why are elections important in a democratic country?
- 2 How do you think candidates can convince people to vote for them?
- 3 How can you become a voter in your own country? What age do you have to be? How do you register as a voter?

Writing

A for and against essay

1 Before you write

In most countries these days, all people who are citizens of the country are allowed to vote in elections when they turn 18. What is the law in your country?

2 Read the model text. Then answer the questions.

- 1 What is this author's opinion about voting ages?
In which paragraph does the author state his / her opinion?
- 2 Which two reasons does the author give to support his / her opinion?
- 3 Which argument does the author present which is against his / her opinion?

Model text

At what age should you be allowed to vote?

A long time ago, one had to be 20 or 21 in order to vote, **but** now most countries have lowered the voting age to 18. By the age of 18 you are supposed to be mature and sensible enough to be able to judge which candidates will govern your country best.

The time has come I believe to lower this voting age again. In many countries, 16 year-olds can marry without the permission of their parents, they can join the army **and yet** they are not considered old enough to vote. They can work and pay taxes, **while** they can't help to choose a new government. Surely this needs reviewing?

Young people are also better informed than the young people of 20-30 years ago. Access to the Internet has a lot to do with this. Young people today are full of new ideas and **what's more**, they are interested in what is going on in the world. Older people are often apathetic **and** they don't even bother to vote.

There are some people however who argue that young people have less life experience and they can be persuaded to believe things more easily than older people. They say that this could result in them being manipulated by ruthless politicians.

In conclusion I am in favour of lowering the voting age, as I think times and people have changed and the laws need to take this into account.

- 3 Which other conjunctions could you use instead of the conjunctions in **green**?
Choose words from the box.

however although
furthermore but also

Writing Strategy

Using conjunctions

Conjunctions **improve the style of your writing** and make your text flow.

Example: Most countries have lowered the voting age to 18.

A long time ago, one had to be 20 or 21 in order to vote.

→ A long time ago, one had to be 20 or 21 in order to vote, **but** now most countries have lowered the voting age to 18.

Writing Task

Do you think the voting age should be lowered to 16? Write an essay in which you present arguments for and against this idea. Make sure you state your own opinion clearly.

- 4 Make notes under the paragraph headings. Use words from exercise 3 to organise your ideas.

Paragraph 1 Introduction: State the issue and give background information.

Paragraph 2 State your opinion and give one reason to support your opinion.

Paragraph 3 Give another reason to support your opinion.

Paragraph 4 Present another point of view / opinion.

Paragraph 5 Conclusion: Restate your opinion and write a conclusion.

- 5 Write an essay of 180 to 200 words following the paragraph plan.
Try to use conjunctions to improve your style of writing.

they
voting
on
parties
these
a
is
or
process
up
includes
campaigns

1 Read the passage below. Fill in the gaps with words in the box.

An election

The election of the president of (1) republic, the mayor of a commune (2) a member of a parliament (3) the result of a long political (4) First of all, the government draws (5) a list of voters. The list (6) the names of all people who are eligible to vote.

Then the political (7) draw up lists of candidates. (8) candidates run electoral (9) to attract voters. They put up billboards and advertisements.

(10) election day, voters go to the (11) stations. They receive ballot papers which (12) use to vote for their preferred candidates.

2 Write your own definitions for these words.

- | | |
|-----------------------|-------------------------------|
| 1 a billboard | 4 an activist |
| 2 a playwright | 5 tax revenue |
| 3 a columnist | 6 a political campaign |

3 Read the short paragraph below and look carefully at the order of the adjectives in each sentence. Then copy and complete a table like the one shown below.

Afia is an energetic young Beninese travel agent. She has beautiful long black hair. She usually wears smart Italian clothes and costly high-heeled leather shoes. She uses an expensive small black smartphone.

Quantity	Quality	Size Shape	Age	Colour	Nationality Origin	Noun
	energetic		young		Beninese	travel agent
						hair
						clothes
						shoes
						smartphone

4 Put the adjectives in the following noun phrases in their correct positions.

- affordable / interesting / two / packages tour
- popular / political parties / big / three /
- wealthy / a / African / family
- healthy / long / life / a
- computerised / Cameroonian / electoral list / a
- young / talented / Ivorian / candidate

Use the order from the table in exercise 3.



Check Unit 7

5 Join the sentences, using the given conjunctions.

Check the word order in your sentences.

- 1 They want democracy. They find it difficult to respect the rules of the republic. (however)
- 2 They are always asking for good social services. They don't pay their taxes. (although)
- 3 Local authorities regularly collect taxes. They embezzle them and do little for the population. (but)
- 4 She is a well-known singer. She is an activist of children's rights. (furthermore)
- 5 She did not vote in the last election. She will vote this time (while)
- 6 An election should be fair. An election should be peaceful. (also)

6 Make deductions about the present and past situations described below.

Use *must*, *can't*, *must have*, *could* or *couldn't have*.

- 1 She looks a lot like Eleanor. She be her sister.
- 2 Henry won the first prize for his school work. He worked hard.
- 3 You typed the letter on my computer. It's been broken for a few weeks!
- 4 She makes a lot of mistakes when she speaks French. She be a native speaker.

7 Read the conversation below. Then make up your own dialogue about something or someone that you thought you saw.

- A** I saw Henrietta in the street yesterday.
B Henrietta? You couldn't have seen her. She won a foreign scholarship a while ago and at the moment she is studying at an American college.
A I told you that I saw Henrietta. She was riding a motorcycle. I waved to her.
B Wait a minute. Henrietta has a twin sister. They look so much alike that many people make that mistake.
A So I must have seen her twin sister?
B I'm sure you did!

8 Complete these sentences with prepositions.

- 1 I like to stand my own two feet and not rely on others.
- 2 The people voted a new president.
- 3 The civil war brought an end slavery in America.
- 4 I am proud my African heritage.

Self-assessment

Can you...

- talk about political systems and changes?
- use several adjectives in the correct order to describe a noun?
- use conjunctions to join sentences?
- make deductions in different situations?
- use prepositions correctly?

Our cultural heritage

Unit 8

1 Lead in

Look at the photographs. What elements of cultural heritage do they represent?



The Djenné mosque, Mali.



Dogon dancers with masks performing a ritual dance.

Vocabulary

2 Listen and say these words aloud.

- culture
- heritage
- language
- customs
- history
- ceremonies
- legacy
- forefathers
- ancestors
- procession

3 Use words from exercise 2 to complete this paragraph.

Culture is what makes one group of people think, act and interact with other people in certain ways. (1) _____ makes a group of people special. Our cultural (2) _____ is what we get from our ancestors and from the past. It is a (3) _____ that we inherit from our forefathers. This legacy includes the (4) _____ we speak, our (5) _____, dances, (6) _____, music and literature. It also includes buildings and works of art. The events that make up our (7) _____ are also part of our heritage.

4 Speaking

Work in groups. Make a list of 8 things that you think form part of your cultural heritage. Your list should include the following:

- a language
- a building
- a ceremony
- a work of art
- a dance
- a piece of music
- a religion
- an article of clothing

5 Make a short presentation about your own cultural heritage to the class using the list you made in exercise 4.

Reading

1 Before you read

Skim the headings and the text. Which of these would be the best title for this text?

- A Brazil's African cultural heritage
- B Slavery and cuisine in Brazil
- C The Rio Carnival

2 Read the introduction and discuss these questions.

- 1 What does the quote 'The body of America and the soul of Africa' mean?
- 2 Give three examples of the African legacy in Brazilian culture.
- 3 What are congada and maracatu?

The seventeenth-century Jesuit missionary, Frei Antonio Vieira said that Brazil had 'the body of America and the soul of Africa'. Even though Brazil has its own special culture, the African legacy is evident everywhere. A lot of the cuisine, herbal medicine, music, dance and religion has its roots in Africa. The popular samba dance as well as the congada and maracatu carnival parades are of African origin. These dances are re-enactments of Congolese royal processions. The Portuguese that is spoken in Brazil also owes some of its vocabulary to languages of Africa like Kimbundu and Baia (Yoruba).

Slavery

Slavery was abolished in 1888, and yet the legacy of the slaves remains. More than 4 million Africans were brought to Brazil between 1549 and 1888 as slaves. They were brought to work on the plantations and mines of Brazil. The slaves came from West Africa as well as from Angola, the Congo and the Shona empire in southern Africa. Despite immigration of other European and Asian ethnic groups, about 40% of the population today is of direct African descent. The slaves brought their own traditions with them and moreover, they brought important farming, ranching and mining skills to Brazil.

Religion

The Candomblé, Quimbanda and Macumba religions have a large following in Brazil, especially in areas where many Brazilians are of African descent. These religions are based on African Traditional Religion beliefs and practices. Many of the African gods became associated with saints in the Catholic Church. Xango (the god of thunder of the Yoruba) is usually associated with St Jerome for example. Some of Brazil's Catholic saints are also of African origin. St Benedict, for example, was a slave from North Africa who was converted to Catholicism. Catholicism was the religion of the Portuguese colonialists who brought slaves to Brazil.

Cuisine

Dishes like feijoada also have African origins. This dish, which is a stew of beans and pork was created by slaves who used leftovers given to them by their owners. Other dishes like acarajé, which is a bean paste fried in palm oil, and aberém, which is a cake made of maize or rice flour, have their origins in Yoruba culture.

Music and dance

The most famous carnival in the world takes place in Rio de Janeiro in Brazil every year during the month of February. More than a million visitors come from all over the world to watch the entertainment and join in the fun. The carnival is said to have originated from the congada and maracatu processions organised by the slaves of Our Lady of the Rosary Church congregation in Minas Gerais in Salvador. Most of the African people in this congregation were slaves from the Congo. Becoming Catholic because their Portuguese owners wanted them to, they nevertheless kept their own religion and culture alive too.



3 Read the text again and decide if the sentences are true or false. Correct the false sentences.

- 1 People in Brazil speak Portuguese but some of the words that they use are of African origin.
- 2 The samba, the quimbanda and the maracatus are all dances that originally came from Africa.
- 3 More than half of the population of Brazil can trace their origins back to Africa.
- 4 Slaves were brought to Brazil from West Africa, the Congo and southern Africa.
- 5 The Candomblé, Quimbanda and Macumba religions, which have their roots in African Traditional Religion, are not very popular in Brazil today.
- 6 Feijoada is a meal that is made from pork and beans.
- 7 If you want to enjoy the carnival in Rio de Janeiro, you need to travel to Brazil in February.
- 8 The Rio Carnival has its roots in the dances and processions performed by the Congolese slaves who became members of the Our Lady of the Rosary Church in Salvador.

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

- 1 the family origins of a person
- 2 when something is acted out again
- 3 food which remains after a meal
- 4 something that you get from people who lived before you
- 5 cattle farming
- 6 a group of people who belong to a church

5 Writing

Write a paragraph about the cultural heritage of Brazil.

Vocabulary extension

Idiomatic expressions and word families

6 Work in pairs. Find these expressions in the passage you read. Use a dictionary to look up key words you don't understand. Then write a short explanation of the meaning of each expression.

- 1 owe something to
- 2 to keep alive
- 3 to have your roots in
- 4 to be of ... descent
- 5 to take place in
- 6 to have a large following

7 All of these words are from the same word family. Choose the correct word to complete each sentence. Check the meanings in a dictionary.

- 1 Many Brazilian words _____ from African languages.
- 2 This dance has its _____ in Portugal.
- 3 Her family is _____ from China, but they have lived in Cameroon for generations.
- 4 The idea of a carnival _____ hundreds of years ago, from the royal processions and dances of the African people.



Pronunciation

Stressed syllables

8 Listen to these words and then repeat them. Be careful to stress the correct syllables.

- | | | | |
|-------------|---------|-------------|-----------|
| modern | evident | immigration | important |
| processions | abolish | tradition | religion |

Grammar

Conjunctions (*moreover, as well as, yet, in spite of, despite, even though*)

- 1** Read these sentences. Find the conjunctions that tell us:
- that information is being added;
 - that information is being compared and contrasted to other information.
- Then complete the rules below.

- | | |
|---|--|
| <p>1 The popular samba dance as well as the congada and maracatu carnival parades are of African origin.</p> <p>2 Even though Brazil has its own special culture, the African legacy is evident everywhere.</p> <p>3 Slavery was abolished in 1888, and yet the legacy of the slaves remains.</p> | <p>4 Despite immigration of other European and Asian ethnic groups, about 40% of the population today is of direct African descent.</p> <p>5 The slaves brought their own traditions with them and moreover, they brought important farming, ranching and mining skills to Brazil.</p> |
|---|--|

Rules

- a** The conjunctions (1) _____ and (2) _____ are used when you want to add information in a sentence.
- b** We can use conjunctions such (3) _____, (4) _____ and (5) _____ to compare and contrast.

- 2** Rewrite each pair of sentences as one sentence, starting with the given words.
You will need to change the forms of some words in the sentences.

- | | |
|---|---|
| <p>1 It is very late and I am tired. I am going to watch the traditional dances.
<i>Even though it</i> _____</p> <p>2 The slaves lived under harsh conditions. They found time to sing and dance.
<i>Despite living</i> _____</p> | <p>3 It was raining and windy. We enjoyed the festival.
<i>In spite of the</i> _____</p> <p>4 I don't really like dancing. I always enjoy the traditional dances in our village.
<i>Even though I</i> _____</p> |
|---|---|

- 3** Choose the most appropriate conjunction to link these sentences.

- The slaves were treated harshly by their owners. They continued to practise their religions and customs. (yet / moreover)
- The Rio Carnival is very popular with the people of Brazil. It is very popular with tourists. (even though / as well as)
- Maria did not have the approval of her parents. She enrolled in a samba school. (despite / and also)
- I don't really like feijoada. I like most Brazilian food. (even though / moreover)

4 Speaking

Work in groups and compare some cultural practices that you know about.

Nigerians as well as Beninese and Togolese celebrate the Gelede Festival.



Communication

Giving advice

1 Complete the dialogues with the correct words. Then listen and check.

- 1** A You have been to Rio at carnival time. I want to visit Rio in February.
What would you (1) **recommend** / **consider** I do?
B I can't recommend the parades (2) **highly** / **hotly** enough.
They are mind blowing! You (3) **simple must** / **simply must** watch them.
A And can I join in the parades and the dancing?
B Yes, of course. But (4) **however** / **whatever** you do, be careful!
- 2** A Have you ever (5) **thought** / **considered** about visiting Djenné in Mali?
B Yes, I have. But is it really worth it?
A I think it's something we (6) **should all do** / **can all do**.
It's part of our African heritage after all.
B I'll (7) **pass that idea on** / **give up that idea** to my parents.
Maybe they will take us there one day.

2 Listen to the intonation in the sentences in the chart.
Pay attention to the words that are stressed. Then say the phrases aloud.

Giving advice

I can't recommend it highly enough!
You simply must go there!

It is something you really should see!
I have often thought of visiting Great Zimbabwe.

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

4 Listen to three dialogues. What advice does each speaker ask for and give?
Copy and complete the table.

	Advice asked for	Advice given
Dialogue 1		
Dialogue 2		
Dialogue 3		

5 Writing and Speaking

Write dialogues about these situations.
Use the dialogues in exercise 1 to help you.
Then practise your dialogues with a partner.

- 1** A tourist asks you to give him or her advice on how to learn more about the culture of your country.
2 A friend asks you for some advice about where to stay and what to do during a cultural festival in your area.

Pay attention to the intonation.



Reading

1 Before you read

Look at the photo and read the introduction. Explain in your own words what type of dance is represented.

2 Skim the article. Whose cultural heritage is described in this article? What part of the heritage is described?

Music and dance: an integral part of Ivorian culture

Ceremonial occasions or festivals are important in all cultures. Revolving around ancestral spirits, prayers and worship, or food and harvests, these festivals have their roots in the past. In Côte d'Ivoire, music and dance are also an **integral** part of many ceremonial occasions.

Traditionally, griots or story-tellers would move around the country telling **their**¹ stories. Using musical instruments like drums and gongs, they **captivated** their audiences and made their stories more entertaining and more dramatic. During traditional ceremonies to worship ancestors, people danced to the music of drums and gongs. **They**² also wore carved wooden masks as links to the **spiritual** world of the ancestors. Elaborate, beautifully **carved** masks have become a symbol of Côte d'Ivoire's culture. Dance and music festivals still take place regularly and at different times of the year in modern Côte d'Ivoire.

Some of the dances performed during these festivals require extraordinary **skills**. Take for example the stilt dances. Young men train in secret for many weeks in order to be able to perform on tall wooden stilts. Then there are juggler dances. Dancing with daggers in their hands, skilled men toss young girls around up in the air. They juggle the girls and the daggers, but



without injuring the girls! The girls wear skirts made of grass and **they**³ wear headdresses with cowrie shells on them. Both these dances are performed to the roll of drums.

The Festival of Masques is one of the most well-known festivals in Côte d'Ivoire. **It**⁴ takes place every year in villages in and around Man in the northern part of the country. Dance groups from different villages **compete** against each other during this dance festival. They make up dances and the best group is chosen at the end. The dancers wear masks and pay tribute to the spirits of the forests. Sometimes

they⁵ also dance to exorcise bad spirits.

Dance and music festivals still take place regularly and at different times of the year in modern Côte d'Ivoire. **They**⁶ bring people together and help to unify the country. In some ways they make up for the problems that people have had to face in recent years. The ceremonies also attract many tourists.

3 Read the article again and answer the questions.

- 1 What is an essential part of cultural celebrations in Côte d'Ivoire?
- 2 Explain what a griot does.
- 3 Why do dancers often wear carved wooden masks?
- 4 Name two traditional Ivorian dances.
- 5 What are 'stilts'?
- 6 What does a juggler do?
- 7 Name two things that occur during the Festival of Masques in Man.
- 8 Name two benefits of dance and music festivals.

4 Complete the sentences with the red words from the text.

- 1 The beautiful statue has been _____ out of ebony, which is a dark solid wood.
- 2 I was so _____ by the dance that I wrote and told all my friends about it afterwards.
- 3 In order to be able to carve masks, you need to learn certain _____.
- 4 Two teams from our district will _____ in the poetry festival next month.
- 5 Food, like music and dance, is an _____ part of our cultural heritage.
- 6 The music and dance connect people to their _____ ancestors.

5 Look at the numbered pronouns 1-6 in the text. What or to whom does each pronoun refer to?

Example: *their*¹ → *the griots*

6 Discussion

Work in groups. Do you think traditional music and dance is important in your culture? Give reasons and share your ideas with the rest of the class.



Vocabulary extension

Phrasal verbs with make

7 The phrasal verb 'make up' is used in two different sentences in the text, but the meaning is not the same in each sentence.

a Work in pairs and use a dictionary to work out what this means in each sentence.

- 1 They make up dances and the best group is chosen at the end.
- 2 In some ways they make up for the problems that people have had to face in recent years.

b Now try and work out the meanings of the underlined phrasal verbs in these sentences. Read the sentence carefully for clues about the meaning.

- 1 Can you make out what is written on this page? I don't have my glasses on.
- 2 My sister helped me to dress up and made me up for the ceremony.
- 3 The thief broke into the museum this morning and made off with several valuable masks.
- 4 The dances are over and it's getting late. I think we should make for home.

Take notice

Reading the sentence in which a phrasal verb occurs will help you to **work out** the meaning of the verb.

Grammar

Revise gerunds

1 Rewrite these sentences. Use the given words to begin each sentence.

1 The musicians use instruments like drums and gongs to accompany the dancers.

Using _____

2 The young men toss the girls up in the air but they do not injure them.

Tossing _____

3 The dancers wear masks and pay tribute to the spirits of the forests.

Wearing _____

4 The samba, which originated in Africa, is one of the most popular dances at the carnival.

Originating _____

Position of adverbials (adverbs and adverbial phrases)

2 Identify the adverbs and adverbial phrases in these sentences.

The type of adverb you need to look for is given in brackets.

Then discuss the position of the adverbs and phrases in each sentence.

Can you see any patterns? Answer the questions **a-c**.

a Which types of adverbials usually go at the end of a sentence?

b Which types can you use at the beginning of a sentence?

c Which types can you use in the middle of a sentence?

1 Young men train in secret for many weeks. (*time*)

2 Dance and music festivals still take place regularly and at different times of the year. (*frequency, time*)

3 Skilled men toss young girls around up in the air in a spectacular manner. (*manner*)

4 Traditionally, griots or story-tellers would move around the country telling their stories. (*opinion / evaluation, emphasis*)

5 Sometimes they also dance to exorcise bad spirits. (*frequency, emphasis*)

6 Honestly, I don't enjoy these types of dances. (*opinion / evaluation*)

Take notice

Adverbs are used to modify verbs or adjectives.

Adverb phrase (or adverbial phrase) is the term for **two or more words** which play the **role** of an adverb.

Examples: *I will play quietly.*
(adverb) *I will play in silence.*
(adverb or adverbial phrase)

3 Complete the rules with words from the box.

Rules

- Adverbial phrase or (1) _____ is the term for two or more words which play the role of an adverb.
- Adverbs describe or modify (2) _____.
- Adverbial phrases are phrases like 'in a minute' and (3) '_____':
- We can start or (4) _____ a sentence with an adverb or an adverbial phrase.
- We can also put these in the (5) _____ of a sentence between the subject and the main verb.
- Adverbials of manner, time, duration and place usually go (6) _____ of a clause or sentence.
- Adverbials of frequency and degree usually go (7) _____ of a clause or sentence.
- Adverbs which express a point of view often go (8) _____ of a clause or sentence.
- We can put adverbs (9) _____ of a clause or sentence if we want to give them emphasis.

during the ceremony
end
verbs
middle
at the end
in the middle of
at the beginning (x2)
adverb phrase

4 Add adverbs or adverbs phrases in appropriate places to each of these sentences.

1 The dancers danced in front of the spectators.
(*manner*)

2 We are going to watch the traditional dancers.
(*time*)

3 They didn't enjoy the festival.
(*opinion / evaluation*)

4 We left the hall and went home. (*manner*)

Vocabulary



- 1** Work in pairs and make up definitions for each of these words.
Read the clues first.

1 Trickster

CLUE: the verb 'to trick' means to make someone believe something that is not true.

2 Resourceful

CLUE: a 'resource' is something that you can use.

3 Sacred

CLUE: a synonym for this word is 'holy'.

4 Myth

CLUE: a type of traditional story.

5 Folklore

CLUE: this is part of our cultural heritage.

Listening



2 Before you listen

Work in groups. Talk about myths and folklore.

- Who tells these stories?
- What is the purpose of the stories?
- Who are the main characters?
- Do you think these stories are only for young children?
- Why are they an important part of our cultural heritage?



3 Listen to the story.

Listening Strategy

Listening to a story

When you listen to a story, listen and make notes about these things:

- the names of the characters in the story;
- where the story is set;
- the sequence of event.



4 Listen again and choose the correct answers.

- 1** What did Anansi ask God for?
A a basket of corn B an ear of corn
C a sheep D a servant
- 2** What did Anansi do with the corn?
A He ate it. B He cooked it.
C He left it in the house.
D He gave it to the chickens.

3 Anansi exchanged a basket of corn for

- A a chicken B a sheep
C a body D ten sheep

4 Anansi exchanged ten sheep for

- A ten chickens B a basket of corn
C a body D 100 servants



5 Speaking

Work in small groups and take turns to tell a myth or a folklore story that you know.

Writing

Narratives



1 Before you write

Think about folklore and traditional stories that you have enjoyed. Which stories do you think your younger cousins or brothers and sisters would enjoy? Do they prefer funny (humorous) stories or sad stories?

2 Read the story below. Complete the sentences with the best words.

- 1 The story is about
A an old woman in the forest.
B a scared door.
C a man with a cutlass and an axe.
- 2 The characters in the story are
A a rich man and an old woman.
B a poor man and an old woman.
C a young woman and a clever man.
- 3 The story takes place in
A a forest and a palace.
B a big town.
C a house in a village.

Model text

Once there was a poor man. When his parents died he had nothing, not even a plot on which to grow his crops. So one day he took his cutlass and his axe and he went to the forest to look for a place to plant some crops.

After a while he grew tired and he sat down under a tree. Then an old woman appeared. 'Who are you and where do you come from?' she asked. The poor man explained that he was looking for a place to plant his crops.

'Take off your old clothes and follow me,' said the old woman. 'And give me your cutlass and your axe and follow me.'

So, the poor man did as the old woman told him. She took him into the forest to a palace. The people at the palace welcomed him and made him their king. They gave him beautiful clothes and good food to eat. Then they took him to his living quarters. The old woman said, 'You are our king now and this is all yours. But you must never open this door. It is a sacred door.'



- ### 3
- Work in pairs and brainstorm what will happen next in the story. Read the Strategy box and make notes in a flow chart with arrows so that you can plan the sequence of events.

Writing Strategy

Planning a story

Write down the names of the characters. Choose a few adjectives to describe each character. Make a simple flow chart of the events in the story. Start like this:

Poor man
leaves his
home, goes to
the forest.

Meets an old
woman, takes
off clothes,
follows her.



- ### 4
- Tell the story you have created to the class and compare your stories.

Writing Task

Write a myth or a traditional story in your own words. Choose any story that you think is good or important.

- ### 5
- Write down the names of the characters. Draw up a simple flow chart like the one you made in exercise 3. Use sequence words like *So*, *Then* and *After that* when you write. Mind irregular verbs when you write in the past.

Paragraph 1 Write the beginning of the story. Look at the words used in the model text.

Paragraphs 2-4 Use the events in your flow chart to tell the story.

Paragraph 5 Write an ending to the story.

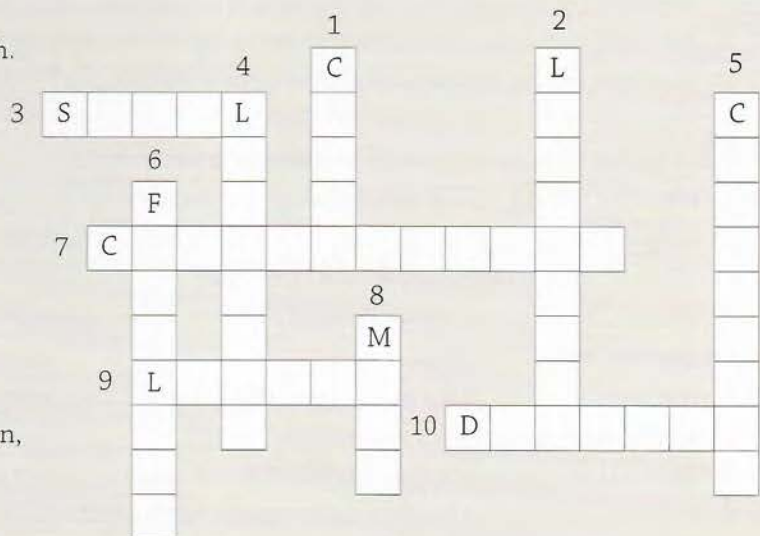
- ### 6
- Write your story in 220 to 250 words following the paragraph plan.

1 Read the clues below then copy and complete the puzzle.

The first letter of each word is given.

Clues across

- 3 The ability to do something well.
- 7 A group of people who worship in a church.
- 9 Something that you inherit from someone after their death; something that is part of your history.
- 10 The origin of a person's family.



Clues down

- 1 What you do when you make a statue out of wood.
- 2 The remaining food after people have eaten, after a meal.
- 4 You speak it!
- 5 To attract very much.
- 6 Stories, legends, proverbs that belong to a group of people.
- 8 Traditional story that explains history or how something happened.

2 Form one or two new words from each of these words.

- 1 enact
- 2 congregate
- 3 captive
- 4 compete

Suffixes

-ment	-al
-tion	-ate
-ity	-or

Use suffixes from the box.



3 Choose the correct words to complete each sentence.

- 1 The stories continued late at night **and yet** / **as well as** the children stayed awake.
- 2 **Despite** / **And yet** the fact that this type of dance is an exhausting physical experience, the young men seem to enjoy it.
- 3 They like modern music **even though** / **as well as** traditional music.
- 4 **Even though they live** / **Even though they living** abroad, they attend the Wémè Festival every year.
- 5 **In spite of** / **moreover** having converted to Christianity, they are still attached to traditional beliefs and practices.
- 6 The talk about cultural alienation was interesting **and as well as** / **moreover** it was very informative.

Check Unit 8

4 Use the correct form of the verbs in the box to replace the underlined phrasal verbs in each sentence.

- 1 They made up the most interesting story of the competition and won its first prize.
- 2 The KGB agent crept into the building and made off with top secret documents.
- 3 We could just make out the words in his letter. His writing was too small to decipher.
- 4 The show is over now and it's getting dark. Let's make for home.

go
steal
see
create

5 Choose the correct words to complete each sentence.

- 1 Wearing / Wear masks and dancing, the young men paid tribute to their ancestors.
- 2 Originally / Originating from Africa, the samba is now a dance that is popular all over the world and especially in Brazil.
- 3 Traditionally griots move around / Griots move around traditionally the country telling their stories.
- 4 The festival takes place every year at the same time / every year at the same time takes place.
- 5 They left the celebration and walked home slowly / slowly walked home.
- 6 The dancers tossed the girls up in the air with amazing skill / up in the air the girls with amazing skill.

6 Read the conversation below and complete it with words from the box.

Tourist: I've been in Dakar for a week and I'm leaving very soon.
Which tourist attractions should I visit??

Guide: Have you been to Gorée Island yet?

Tourist: No, I haven't.

Guide: I would (1) _____ (2) _____ it.

It's such an extraordinary place. You simply (3) _____ visit the Island before you go back to Lomé. Any person who comes to Senegal should go there. Listen to the story of the slaves. It is very moving.

Tourist: Thanks, I will. And what else is (4) _____ seeing?

Guide: Have you (5) _____ going to the craft markets? They have nice wooden sculptures. It's (6) _____ a visit.

Tourist: OK. Thanks for your help.

must
highly
worth (x2)
recommand
considered

7 Write a dialogue between you and a tourist in which you recommend an attraction from your area.

Self-assessment

Can you...

- talk about your cultural heritage?
- form and use words from the same word family?
- use conjunctions to compare and contrast information?
- use phrasal verbs with *make*?
- use gerunds correctly?
- use adverbials?
- give someone advice?

Prepare for the exam!

Units 7-8

Reading comprehension

Read the text carefully and answer the questions below.

The king's heir

Long, long time ago, in a land that is now part of Nigeria, there was a king who had three wives, many children, but no male heir.

After many years the king asked the Ifa priest for help. The priest prepared medicine for the king's wives and declared that the king would indeed produce a male heir. But he did not say which wife would bear this male child.

Soon all three women were with child. The time came for the babies to be born. The older wives both gave birth to daughters. When it was time for the youngest wife to give birth, the two older wives waited nearby anxiously. When a baby boy was born they quickly took the baby away and put a large stone in its place. 'Look what your wife has borne you!' shouted the oldest wife. 'It's a stone!' shouted the other wife. The king was shocked and ashamed and the youngest wife was expelled from the village.

The baby boy had been taken to the forest nearby and left to die. A wise old man found the boy and took him home. He raised the boy as his own child.

The king in the meantime had grown old and soon he lay dying. He still had no male heir, so he consulted the Ifa priest again. 'Your son is alive and living in the forest,' said the priest.

The king sent his soldiers to find the young man. The young man was brought to the king. Then the king ordered all the women in the village to make a pot of food. The women cooked the best pot of food that they could make, with the most expensive ingredients. The king's youngest wife, who lived in a poor little house outside the village made a simple pot of food with a few vegetables. She had no meat to put in the stew because she was too poor.

The young man tasted all the pots of food. The last pot of food he tasted was the poor woman's stew. Lifting up the lid of the pot, he smelled the stew and his face lit up! 'This is the best!' he said. 'Then the woman who cooked that food is your mother and you are really my heir,' said the king.

When the old king died, the two older wives were expelled from the kingdom. The young man became king and ruled the kingdom wisely for many years.

1 Answer the questions and do the activities.

- 1 From which part of the world does this story come?
- 2 True or false? *Only a male child could become king in this land.*
- 3 Which religion did the king practise?
- 4 Why were the two other wives anxious when the youngest wife gave birth?
- 5 What happened to the baby boy?
- 6 The youngest wife had to leave the village because _____.
 - A the boy was not the king's real son.
 - B the king's other wives said she had given birth to a stone.
 - C the king was jealous of the boy.
 - D the child was taken to the forest.
- 7 How did the king find out if the boy was his real heir? Explain what he did.

Prepare for the exam! Units 7-8

2 Read the following words and definitions. Find words in the story that have the same meaning.

- 1 force someone to leave 2 successor 3 nervously 4 give birth to

Vocabulary

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

- 1 The people wanted (politics) change so they voted for a new government.
- 2 In a (democracy) country, people have the right to express themselves (free) and elect their leaders.
- 3 All the members of the (congregate) stood up to sing the hymn.
- 4 My family came from Ghana (original).
- 5 The dancers use masks to connect themselves to the (spirit) world.
- 6 She is a very (resource) person. She will always find a way of doing something.

2 Use the words from the box to complete the sentences.

- 1 Music is an important part of our cultural
- 2 Our dance group will be in the national dance competition next week.
- 3 Writers need freedom in order to be able to create good literature.
- 4 During the election the candidates promised the voters lower taxes and better schools.
- 5 For a long time African heritage was by both white and black people in the United States.
- 6 Dance is an part of most traditional ceremonies in our country.

intellectual
integral
competing
heritage
campaign
despised

Grammar

1 Use the conjunctions *furthermore, however, although, despite, even though* or *as well as* to join these sentences.

- 1 I want the right to freedom of speech. I want the right to be treated equally.
- 2 My father has the right to vote. He does not exercise this right.
- 3 She was very tired. She watched the programme on television.
- 4 We enjoyed watching the dances. There was lots of wind and dust.
- 5 She has been the President for only two years. She has introduced many changes.
- 6 He has two daughters. He has two sons.

2 Choose the correct option to complete each sentence.

- 1 Langston Hughes was (a great American poet / an American poet great).
- 2 She is (an attractive, tall Cameroonian / a tall, attractive Cameroonian) woman.
- 3 The dance involves (jumping / to jump) over a sword.
- 4 The dancers (in secret for many weeks train / train in secret for many weeks) before the competition.
- 5 Dance festivals (take place regularly / take regularly place) in this area.

Writing

Do only one of the following tasks.

Task 1 Write an essay in which you discuss one of these topics. Your essay should be 180-200 words.

- A** Should presidents or prime ministers be allowed to serve more than 10 years?
B Should governments spend more money on cultural events?

Task 2 Write your favourite traditional story in your own words. The story should be about 200 words.

Our consumer society

Unit 9

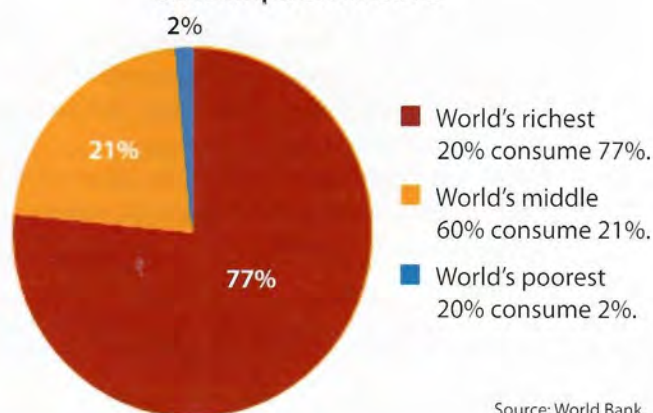
1 Lead in

Study this graph. What does it tell us about the consumer society we live in?

2 Now complete this summary with information from the graph.

The (1) people in the world consume 77% of all goods that are produced. The people with a middle income consume (2) of all goods. The poorest people consume only (3) of all goods.

Estimation of Share of world's private consumption in 2012



Vocabulary

3 Do the vocabulary quiz in pairs. Then check your answers.

- A consumer is someone who
 A is eaten by jealous.
 B buys things and uses services.
 C eats a lot of food.
 D makes foods.
- The act of using up resources and buying things is called
 A consulting.
 B constipation.
 C consumption.
 D conscription.
- A producer is a person, a business or a country that
 A grows food.
 B makes goods.
 C supplies goods.
 D does all of the above.
- If you market a product, you
 A buy it at the market.
 B sell it at a market and not in a shop.
 C sell it at a discount.
 D do things to make people want to buy the product.
- Advertising means to
 A draw attention to something in order to sell it.
 B buy something that is cheap.
 C sell something that is cheap.
 D sell something online.
- If you are wasteful, you
 A collect waste products.
 B take all your waste to the recycling depot.
 C throw away everything you have.
 D use valuable things in a careless way.
- Pollution is harmful to the environment because it
 A is important.
 B damages it.
 C causes it no harm.
 D improves it.

Answers: 1B 2C 3B 4D 5A 6D 7B

4 Speaking

Read these statements. Do you agree or disagree with them?

- Advertising is the art of convincing people to spend money they don't have for something they don't need. *Will Rogers (American actor and social commentator)*
- I love consumerism, TV culture, shopping malls. There's nothing I would ever buy, but I like being there! *John Lydon (English singer and songwriter)*
- What consumerism really is, at its worst, is getting people to buy things that don't actually improve their lives. *Jeff Bezos (founder of Amazon)*

Reading

1 Before you read

Skim the article and look at the pictures. Write down what 'consumerism' means to you. Check your answer when you have read the article.

2 Read the article once. What is each paragraph about? Match an idea to each paragraph.

- 1 Consumerism started after the Industrial Revolution.
- 2 Some people say that consumerism has damaged our society while others think it makes us happy.
- 3 People were producers rather than consumers 200 years ago.
- 4 Consumerism involves buying goods, often in an obsessive way.
- 5 Consumerism is wasteful.

Is consumerism good for us?

What would you have done if you had lived 200 or more years ago? Could you have bought your clothes in a shop? Would you have owned more than one pair of shoes? Would you have had to produce all your own food? Two hundred years ago most people, except for a few elite, were producers, rather than consumers. They produced enough food for their own families to eat. They made their own clothes.

So, what is consumerism? Consumerism is about **acquiring** goods. Our desire to consume things is nothing new, but in the modern world many people have the ability to buy more. They also buy more than they need.

Buying goods and services gives them satisfaction. People love shopping around for the best deals and goods. They are motivated to work so that they have more money to spend. Some people

argue that people become **obsessed with** buying and owning things. Others also say that this is one of the main problems of a capitalist economy system. It makes the gap between the rich and the poor even greater.

How did we all become such **avid** consumers? It all

started with the Industrial Revolution. As a result of industrialisation, goods became more easily available because production was quicker and easier. Factory-made goods were cheaper than the hand-made goods, so the people who worked in the factories could afford to buy what they made. They didn't need to make everything themselves anymore. The workers became consumers. Later, **department stores** became popular. These stores sold a whole range of different products, from clothing and perfumes to books, food, and household appliances. People didn't have to go to many different places to buy things. Instead they were able to do all their shopping under one roof and they were also tempted to buy more goods.

One of the main problems of consumerism is the fact that it is wasteful and harmful to nature. Most of the goods that we buy are packaged in paper or plastic. We throw away this packaging when we use the goods we have bought. We also throw things such as radios and toasters away

when they go **faulty**, instead of repairing them. Consumerism has created what some people call a 'throw away' society. Many of the factories that produce goods cause pollution and they also often waste valuable resources such as water to produce the goods.

Consumerism has had a huge impact on society and individuals, as well as on the environment. Some say it has caused our society to break down and fall apart. People who have money have become addicted to spending it. People who don't have money are **envious** and jealous of those who do have money to spend. But people say that consumerism makes us happy. What do you think?



3 Read the text again very carefully. Then say if these sentences are true or false according to the text. Justify your answers.

- | | |
|--|--|
| <p>1 Consumerism has had a big impact on modern society.</p> <p>2 Two hundred years ago everyone made their own clothes.</p> <p>3 All people are obsessed with consumerism.</p> <p>4 Department stores tempt people to buy more than what they need.</p> | <p>5 All the factories that produce consumer goods are harmful to the environment.</p> <p>6 Many people cannot afford to buy everything they see, so they become envious and jealous of people who can buy everything.</p> <p>7 Consumerism is an addiction for many people.</p> <p>8 Consumerism has no real impact on the environment.</p> |
|--|--|

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

- | | |
|--|---|
| <p>1 big shops with a variety of different goods in different departments</p> <p>2 doing something or thinking about something all the time</p> <p>3 buying or obtaining</p> | <p>4 enthusiastic</p> <p>5 a bad feeling you have when you want something that someone else has</p> <p>6 broken, not working properly</p> |
|--|---|

Vocabulary extension

Splitting phrasal verbs

5 Some of the phrasal verbs in these sentences are used incorrectly. Rewrite the incorrect sentences correctly.

- Our society falling is apart because we are obsessed with buying things.
- She threw the clothes away because they were no longer in fashion.
- I think we should do away shopping malls with!
- I need to look my sister after while my parents go shopping.
- My parents brought me up to have respect for the environment.
- The situation is very dangerous. It could blow at any time up!

Take notice

Some **phrasal verbs** can be split. We can put the preposition / adverb with the verb or away from the verb in a sentence.

Example:

I will throw the radio away because it is broken.

I will throw away the radio because it is broken.

Other phrasal verbs cannot be split.

Examples:

I look forward to shopping every day.

She shopped around for the best deal.

Please can you look after my handbag?

6 Discussion

Work in groups.
Discuss consumerism in your community.
Use these questions to guide your discussion.

7 Writing

Write 2-3 sentences about consumerism.
Say what you feel about it.



Has consumerism had a bad effect on the community?



Has consumerism affected the environment?
How?

Grammar

Past tense modals

1 Look at these sentences.

- 1 What would you have done if you had lived 200 or more years ago?
- 2 My grandmother must have made all her own clothes.
- 3 They would not have needed to make everything themselves.
- 4 You should have seen all the people in the shop yesterday. There was a sale.
- 5 We could have bought more if we had had more money.

2 Find other examples of past tense modals in the first paragraph of the text on page 112. Then choose the correct words to complete the rules a-e.

Rules

- a We can use **some** / **all** modal verbs in the past tense, but not all of them.
- b To form the past tense we use 'have' + **the past tense** / **the past participle** after the past form of the modal verb.
- c The modal verb 'must' **has a** / **has no** past tense form.
- d We use modals in the past tense to **guess what might have happened** / **describe what happened** in the past.
- e We **can** / **cannot** use negatives with modals in the past tense.

3 Choose the correct word to complete each sentence.

- 1 Would your grandfather have more than one pair of shoes?
A owned B own C owning
- 2 We would not needed to go to all those shops if we had a department store in this town.
A has B have C hasn't
- 3 Adele have gone out. I haven't seen her.
A musted B mustn't C must
- 4 You ought to have more carefully to the instructions.
A listen B listened C not listen
- 5 You have borrowed money to buy those shoes. You don't need them!
A shouldn't B should've C should
- 6 They have bought a new television set. The old one is still working.
A need B needn't C mustn't

4 Write your own sentences using the past modals from the box.

shouldn't have
must have

could have
would have

must not have



5 Speaking

Work in pairs. Talk about things you could, would or should have done.



You should have watched that programme on consumerism on TV last night. It would have made you think!



I could have watched it with you if you had told me about it in advance.

Communication

Persuading

1 Complete the dialogues with words from the box.

- 1 A You have to buy those shoes!
 B Why? They are so (1) _____.
 A But they are (2) _____! They make your legs look longer.
 B Yes, but I wonder if...
 A And they are such good (3) _____! They will last for years!
- 2 A Which cell phone should I buy?
 B NOKU is (4) _____ a good buy.
 A Why?
 B Because they have the (5) _____ after sales service.
 A And what about the battery?
 B Does it last? Of (6) _____. You (7) _____ have to recharge every 3 days.
- 3 A Is this a good radio?
 B Oh yes. It's first class! And you get four batteries absolutely (8) _____ if you buy today!
 A That's good, but...
 B It's brand (9) _____. The sound is (10) _____. I think it's (11) _____ for you!

always
 course
 only
 expensive
 stunning
 perfect
 free
 new
 quality
 best
 magnificent

- 2 Listen to the intonation [↗] in the sentences in the chart.
 Listen to the words that are emphasized. Then repeat the sentences.

Persuading

That dress is **stunning**! It's **perfect** for you!
 NOKU is **always** a good buy.

Buy **two books** and get one book **absolutely free**!
 It is **such good quality**.

- 3 Practise the dialogues in exercise 1 with a partner.
 Pay attention to the intonation and word stress.

- 4 Listen to the dialogues. How is each person persuaded to buy something?
 Say if the statements are true or false. Correct the false statements.

- 1 It is better to buy one expensive shirt because it will last longer than a cheap shirt.
 2 It is better to buy a yoghurt with fruit because it is cheaper and has more sugar.
 3 A watch that is attractive, expensive and waterproof is the best watch to buy.

5 Writing and Speaking

Write dialogues about these situations.
 Use the dialogues in exercise 1 to help you.
 Then practise your dialogues with a partner.
 Pay attention to the intonation and stress.

- 1 You go to a shop with a friend.
 Your friend persuades you to buy a pair of jeans.
 2 You need air time for your phone. A vendor persuades you to buy a bundle with air time and data.

Take notice

Tips for persuading

- Use adjectives and emphasise them when you speak.
- Use short sentences.
- Exaggerate and give reasons.
- Words like 'new' and 'free' are very persuasive.

Reading



1 Before you read

Work in groups. Take only five minutes to make a list of all the advertisements that you can remember. When did you last see or hear the adverts? Why do you remember them?

2

Read the first paragraph and write down three ways in which advertising is used.

Advertising

Advertising is a way of making people aware of products, services, jobs and ideas. Companies use advertising to inform people about new products and services and to increase sales of existing products and services. Advertising has played a significant role in consumerism as people are easily persuaded to buy more than what they need. A politician who wants to be elected will place advertisements in the media. A government that wants people to be reminded about certain **issues** may place an advertisement on television. Being reminded that water should not be wasted may help to save water. The media also widely used to advertise job **vacancies**.

Adverts are placed in different media, where people are most likely to see them. Before the arrival of computers and smartphones, traditional print media was the most **effective** way of advertising. Newspapers, magazines, brochures, flyers, and billboards all carried advertisements. Advertisements helped to pay for the cost of printing newspapers and magazines. There are fewer newspapers and magazines today, partly because advertisers have switched to other media.

Radio and television were widely used for advertising before the arrival of modern media forms. Unlike the print media, radio and television still attract advertisers because they remain an effective way of reaching many people. In the US for example, two thirds of the population **tune in** to the radio at least once a week – that's about 240 million people. This is because you can still do your work or your shopping while listening to the radio.

The print media sell space in their publications to advertisers. Advertisers pay according to the size and position of the advertisement that they



Richard Toll, Senegal.

want to be placed in the media. Radio and TV sell time slots. Advertisers pay according to the amount of time they want to use and the time at which they want their advert to be **aired**.

Another form of advertising that is popular is that of organising or **sponsoring** special events. Being sponsored by a company that makes sports clothes, watches or equipment can help a club to host a sports event. The company gets good exposure at the same time.

Some advertisements are intended to make people aware of a **brand** rather than to persuade people to buy a specific product. This type of advertising has created a huge demand for designer goods for example. People are prepared to pay much more for certain brands of designer goods, especially those endorsed by celebrities. Being seen in the same clothes as a famous football star is a strong motivation for buying the clothes.

Most of us don't give much thought to advertisements – they have been part of our lives for a long time. We are used to being **bombarded** with adverts all day long, everywhere we go. But advertising is a powerful tool which does affect what we buy and do. The good news is that we still have the power to make our own choices.

3 Read the article again and choose the best answers.

- 1 Advertising can create _____.
 - A persuasion.
 - B effectiveness.
 - C awareness.
 - D significance.
- 2 A flyer is an example of _____.
 - A electronic media.
 - B television media.
 - C aeroplanes.
 - D print media.
- 3 _____ have been one of the most effective ways of advertising for a long time.
 - A Radio and television
 - B Magazines and smartphones
 - C Billboards and radio
 - D Newspapers and television
- 4 Advertisers buy _____ in the print media.
 - A time
 - B space
 - C colours
 - D ideas
- 5 Big companies often sponsor events _____.
 - A because they are kind.
 - B because it is cheap.
 - C in order to advertise their products.
 - D in order to have fun.
- 6 Advertising has _____ over people in modern society.
 - A no effect
 - B a big influence
 - C some influence
 - D a little

4 Complete the sentences with the red words in the text. You may have to change the form of some words to make the sentences grammatically correct.

- 1 The advertisement is _____ every day on television, just after the news.
- 2 Advertising needs to reach many people if it is to be _____.
- 3 Some clothing companies have been successful in making people aware of their _____ of clothing.
- 4 Saving water is an _____ that we have been made aware of through advertisements.
- 5 I wish call phone companies would stop _____ me with special offers!
- 6 I _____ to the radio every morning to listen to the news before I go to school.
- 7 The company advertises all job _____ on its website and in the local newspapers.
- 8 Which sports companies will _____ the Africa Cup of Nations tournament next year?

5 Discussion

Work in groups. Find two advertisements that you think are effective.

You can choose advertisements from any media.

Discuss why the adverts are effective and then report back to the class.

This advert is effective because it makes you laugh and you remember the product that way!



Vocabulary extension

6 Use *make* or *do* to complete each phrase.

- | | |
|--------------------------------|------------------|
| ... a choice | ... a promise |
| ... a job | ... a profit |
| ... someone aware of something | ... the shopping |
| ... your homework | |

7 Choose the most appropriate word to complete each collocation.

- 1 We discussed how to **stimulate** / **attract** customers to the new restaurant.
- 2 Advertisements are used to **inform** / **notify** people about new products and issues.
- 3 **Promoting** / **Sponsoring** a local sports team is a popular way of advertising.
- 4 Advertising is a **strong** / **powerful** tool.

Collocations

Grammar

More about passives forms



- 1** Work in pairs. Read the following paragraph from the text and identify passive structures. Note that infinitives and gerunds can also be used in the passive voice.

Advertising has played a significant role in consumerism as people are easily persuaded to buy more than what they need. A politician who wants to be elected will place advertisements in the media. A government that wants people to be reminded about certain issues may place an advertisement on television. Being reminded that water should not be wasted may help to save water. The media are also widely used to advertise job vacancies.

- 2** Choose the correct words in the rules about forming gerunds and infinitives in the passive voice.

Rules

- a Use **to be / to been** + the past participle to form the infinitive in the passive voice.
- b Use **been / being** + the past participle to form the gerund in the passive voice.

- 3** Write these sentences in the passive voice using infinitives or gerunds. Mind irregular verbs.

- 1 (elect) class leader is a great honour for me.
- 2 Everyone needs (remind) that the water is not safe to drink.
- 3 She doesn't like (tell) what to do as she always thinks she knows best!
- 4 He is the first person (give) this award for advertising.
- 5 (see) in the same clothes as Beyoncé motivates many people to buy those designer clothes.
- 6 I am not used to (bombard) with emails about new products. How can I stop them?

- 4** Write the verbs in this passage in any form of the passive voice.

These advertisements (1) _____ (intend) to make people aware of a new brand of sports shoes. People need (2) _____ (persuade) to spend a lot of money on these shoes, so the shoes will (3) _____ (endorse) by Neymar. Once people (4) _____ (make) aware of the brand, the type of advertising (5) _____ (change). The advertising will then (6) _____ (focus) on special offers.



5 Speaking

Work in pairs and discuss what you like and dislike about advertising. Use passive constructions where they are appropriate.



I love to be offered goods at special prices.



I hate being told what to buy!
I make my own choices.

Vocabulary



- 1 Read the terms in the box with your partner.
Look up the words in a dictionary if you don't know what they mean.



- 2 Use words from the box in exercise 1 to complete these sentences.

- 1 I have ordered a book and I expect before the end of the week.
- 2 When did you place your for this mobile phone?
- 3 There is a shop around the corner from our house, which is very!
- 4 You can do your banking online, but make sure you use a computer or phone.
Don't do your banking in an internet café!
- 5 This watch is not a real Cartier watch, it is a
- 6 You should buy your mobile phone from a seller, not from someone selling things on the street.

Listening

Listening Strategy

Listen for a sequence of instructions

When you listen to instructions, listen for words like 'first', 'then' and 'after that'. As you listen, **make notes** with arrows between the notes to show the sequence of events.

3 Before you listen

Read this headline and discuss what you think the article is about. Do you agree with the headline?

Online shopping: quick, convenient and safe



- 4 Listen to the article. Then read the Strategy box.
- 5 Listen again and make notes with arrows to show the sequence.
- 6 Choose the correct answers to these questions.
 - 1 According to this article, online shopping is...
 - A quiet, inconvenient and secure.
 - B quick, easy and reputable.
 - C quick, convenient and easy.
 - D fake, quick and easy.
 - 2 You need the following to shop online:
 - A a computer and a mobile phone.
 - B Internet access and a credit card.
 - C a basket and a credit card.
 - D a delivery address and a cell phone.
 - 3 What would you do first when online shopping?
 - A Click on 'add to basket'.
 - B Insert credit card details.
 - C Click on 'confirm order'.
 - D Go to website.
 - 4 What is the last thing you have to do when you place an order online?
 - A Click on 'confirm order'.
 - B Check that the website is secure.
 - C Click on 'add to basket'.
 - D Insert the delivery address.
 - 5 How can you tell if a website is fake or real?
 - A Look for 'http' in the address and a secure symbol.
 - B Put a padlock on the website and contact the seller.
 - C Phone and find out from the seller.
 - D Look for 'https' in the address and a secure symbol.
 - 6 Is online shopping safe?
 - A No, it is not safe at all.
 - B Yes, it is safe if you are careful.
 - C The article does not mention safety.
 - D Yes, it is very convenient.

Writing

An advertisement



1 Before you write

Talk about what attracts you when you see an advertisement.

- 1 Is it the colour and design?
- 2 Is it the language (words like FREE and SPECIAL OFFER)?
- 3 Is it the endorsement (famous person who is in the advert)?

2 Read the model text and answer the questions.

- 1 Which products are advertised?
- 2 Which words does the advertiser use to persuade us?
- 3 What else does the advertiser do to persuade us?
- 4 Would you buy this product? Give a reason.

Model text



UP to 75% off
the latest
DESIGNER Clothes
This offer is not to be missed!
This week only

Order online NOW. FREE delivery on all orders.

Sign up for our newsletter with weekly offers here. It's free. ➤

Writing Strategy

Choosing appropriate vocabulary

Advertisements need to **attract attention**. Choose words that will attract attention, such as *now, free, not to be missed*. Choose **interesting adjectives**. For example: *smart, designer, trendy, stylish*.

Writing Task

Work in groups and make up an advertisement for a type of food, an item of clothing or an entertainment product that you would like people to buy.

- 3 Choose the product you want to advertise.
- 4 Brainstorm your ideas about how you can persuade people to buy the product.
 - a Make a mind map with words you can use. You can use a dictionary to find different adjectives that you could use.
 - b Decide if you will use a special offer or something that is 'free' to persuade people to buy the product.
- 5 Write the text of your advert. Read the Tips for persuading on page 115 again. Then lay out the advert on a sheet of paper with an illustration. Think about which words should be bigger and what colours you should use.

Check Unit 9

expensive
faulty
fake
obsessed
reputable
secure
aired
vacancy
sponsored
wasteful

1 Complete the sentences with words in the box.

- 1 Advertising helps fraudulent producers to sell _____ products.
- 2 The company has a customer service department.
They repair or exchange _____ products.
- 3 The advertisement for the new Chinese macaroni will be _____ on all the country's TV channels next week.
- 4 There is an interesting _____ at the Peace Corps advertised in *La Nation* today.
- 5 The mobile phone company has _____ a lot of cultural and sport events throughout the country.
- 6 A smartphone is much more _____ than an ordinary telephone.
- 7 Consumerism is not only _____, it is also harmful to our health and our environment.
- 8 My insurance company is one of the most _____ companies in the country.
You can trust them!
- 9 Keeping one's money in a bank is more _____ than keeping it in a moneybox under a bed.
- 10 With so many ads on TV, on the radio and in newspapers,
people have become _____ with buying and consuming goods.

2 Choose the correct words to complete each of these sentences.

- 1 When you leave school you have to **make / do** a choice about careers.
- 2 I **made / did** a promise to my parents that I would study hard for the exams.
- 3 My father **makes / does** most of the shopping because my mother is working.
- 4 The company that is **promoting / sponsoring** the local basketball league gave all the players new basketball shoes.
- 5 The restaurant has placed an advertisement on a billboard because it wants to **attract / stimulate** new customers.

3 Rewrite the sentences below taking into account the situations.

Use *could have*, *would have*, *shouldn't have* or *should have* in your sentences.

Use the given words to start.

- 1 She wanted to buy the product, but she found out it was a fake.
→ She _____ bought the product but _____
- 2 He saw a nice shirt on sale. He had enough money to buy the shirt, but he didn't.
→ He _____ bought the shirt but _____
- 3 She saw a smartphone that was really nice. Although she didn't have money, she bought it.
→ She _____ bought the phone because _____
- 4 She took pictures of the clothes in the supermarket. She wanted to send them to her sister, but she couldn't because of the Internet failure.
→ She _____ sent the photographs to her sister if _____
- 5 Henry did not visit his friend in hospital. He was very busy.
→ Henry _____ visited his friend in hospital but _____

Check Unit 9

4 Write these sentences in the passive voice.

- 1 Thirty years ago advertisers used drawings to sell products.
- 2 European companies spend billions of euros on advertising every year.
- 3 How much money did your country spend on advertising last year?
- 4 Which techniques do writers of ads use to persuade people to buy goods?
- 5 Have they used actors and stars to recommend the new product?
- 6 Does consumerism pollute the environment?

5 Use the infinitive or gerund form of the verbs in brackets to complete these sentences in the passive voice.

- 1 Nowadays chancellor of a university is a long process. (elect)
- 2 of how Ebola spreads, the community has helped to limit the impact of the disease. (inform)
- 3 and hostage for years must be a terrible ordeal. (kidnap) / (hold)
- 4 People need to that companies try to make them buy more than what they need. (remind)

6 Choose the correct words to complete each sentence.

- 1 We would like to **do a way with** / **away with** do advertising on television.
- 2 His parents **brought up him** / **brought him up** to respect his elders.
- 3 I **look forward to meeting** / **look to meeting forward** your parents next week.
- 4 She **threw the pen away** / **the pen threw away** because it didn't work very well.
- 5 The political situation is very tense at the moment.
Things could **blow up at any time** / **blow at any time up**.
- 6 Yesterday I had to **look up** / **look after** my brother after school
because my parents were at work.

7 Complete this dialogue. Add words that will help to persuade the buyer to buy the shirt.

Buyer: Which shirt do you think I should buy?

Seller: The red shirt looks (1) on you!

Buyer: Yes, but it is quite expensive...

Seller: Well, it is such good (2) It will last for (3)!

Buyer: Yes, maybe, but...

Seller: Well, I tell you what. I will give you this hat for (4) if you buy the shirt.

Buyer: That sounds like a good deal. Thank you!

Self-assessment

Can you...

- talk about our consumer society?
- use phrasal verbs correctly?
- use past tense modals?
- use common collocations?
- use the passive voice with infinitives and gerunds?
- use language to persuade?

Friends, dating and entertainment

Unit 10

1 Lead in

Work in groups. Look at this collage about friendship. Which ideas do you agree with? What could you add about friendship?

Friendship

'Don't walk behind me; I may not lead. Don't walk in front of me; I may not follow. Just walk beside me and be my friend.'
Albert Camus

'A friend is someone who knows all about you and still loves you.'
Elbert Hubbard

'I think if I've learned anything about friendship, it's to hang in, stay connected, fight for them, and let them fight for you. Don't walk away, don't be distracted, don't be too busy or tired, don't take them for granted. Friends are part of the glue that holds life and faith together. Powerful stuff.'
Jon Katz

'Friendship is the hardest thing in the world to explain. It's not something you learn in school. But if you haven't learned the meaning of friendship, you really haven't learned anything.'
Muhammad Ali

Vocabulary

2 Study these dictionary definitions and answer the questions.

grant *verb* to allow something to happen

PHRASES

to take someone for granted not to appreciate someone or what has done

My father has always taken my mother for granted. He just expects her to do everything in the house.

to take something for granted to think that something will happen without asking questions about it

I took it for granted that all my friends would come to my birthday party, but they didn't!

hang *verb* to suspend or attach something

PHRASES

to hang in (informal) to be patient and not give up

to hang out (informal) to spend time with friends not doing very much

get the hang of (informal) to learn to do something

hang on (informal) to wait

hang up to put your clothes on a hanger or a hook

- 1 Complete this sentence: *The teacher ... me permission to leave school early.*
- 2 Complete this sentence: *Don't take your friendships ... granted!*
- 3 True or false? *You should take your parents for granted.*

- 4 When would you use the expression 'hang on' – when talking to a friend or to your teacher?
- 5 Complete this sentence: *My friend tried to show me how to work this radio but I just can't get the hang ... it!*
- 6 Look in a dictionary and find two more expressions with the word 'hang'.

3 Speaking

Work in pairs and talk about the things you do with your friends. Use some of the words and expressions in the box.

share laugh have fun hang out
support connect play

4 Writing

Read this short poem about friends and then write your own poem. Use some of the ideas you discussed in exercise 3.

I am your friend
You can always count on me
I will always give you a hand
If you fall, I will pick you up
If you need support, I'll stand by you.
And we'll smile and laugh together.

Reading

1 Before you read

The following expressions are related to relationship with someone.
What does each expression mean?

- to go out with
- to date
- to break up
- to cheat on someone

2 Read the text in detail. Do you agree with this blogger? Make notes with your own ideas as you read.

amarablog.com

Guess what? Sanga and I have been **dating** for one year already! AWESOME. Tomorrow we will be celebrating our first anniversary. I'll have had the same boyfriend for a whole year! Wow! I'll have learned a thing or two about relationships by the time I finish school.

Here's what I have learned so far... my list of TIPS for good relationships... Take NOTE!

Be willing to compromise

You can't always have your own way. Sometimes you have to do what your partner wants to do or you have to reach a compromise.

Try to trust your partner

If you can't trust someone, then there is no point in the relationship. But that trust must be earned too! Don't cheat on your partner!

Learn to be a good listener

Listen carefully to what your partner says. This will help you to understand what type of person your partner is and what he or she needs and wants from life.

Don't be afraid to state your own opinion

I mean we all have freedom of speech – right? So say what you think and let your partner say what he or she thinks too.

Accept your differences – don't expect your partner to change to suit you

We can't all be the same and you can't expect your partner to change a **habit** just because you don't like it. And if you make a mistake, apologise and then move on.

Respect your partner

This is the big one! You can't have a relationship without this.

Don't take each other for granted

Appreciate your partner and make sure he or she appreciates you!

My relationship with Sanga has been cool so far. I hope I'll still be going out with him in a year's time. I wonder if we will still be having so much fun together? Let's hope we don't **break up**. Who knows? So far, so good... Peace to you all.

Love

Amara

Comments

Amara should forget about Sanga and concentrate on her work instead. – *Anonymous*

Hey, I agree about the respect thing. My girlfriend has no respect for me. She never listens to me! – *JoJo*

Respect works both ways Jojo! If you don't respect her she won't respect you.
And why should she listen to you? *AmyX*

Good for you guys. One year! Congratulations. – *Samba*



3 Read the text again. Choose the correct answers.

- Amara has been dating _____ for a year.
A Samba C Jojo
B Amy D Sanga
- They will be celebrating _____ the next day.
A Sanga's first birthday
B Amara's birthday
C being in a relationship for one year
D a year at school
- Amara is _____.
A still at school. C at university.
B working. D at home.
- It is not a good idea to _____ on your partner!
A keep C cheat
B listen D trust
- You should _____ to your partner so that you understand what your partner needs from life.
A respect C trust
B listen D learn
- In a relationship we need to accept that _____.
A people are different.
B people need to listen.
C you can change other people.
D your partner doesn't suit you.
- In a good relationship you need to have _____ for each other.
A fun C compromise
B respect D trust

4 Use words in red in the text to complete these sentences.

You may have to change the forms of some words.

- If you do not _____ your partner, you can't build a good relationship
- Yéro and Afia dated for two years before they _____.
- They have been _____ for a few months and they seem very happy together.
- My parents have always encouraged me to _____ my own opinions.
- We argued about where to go and then we reached a _____.
- Santa has a _____ of rubbing her nose when she is nervous.

5 Discussion

Work in groups and discuss these questions.

- What do you think is most important in a good relationship?
- What do you think is not good in a relationship?

6 Writing

Add your own comments to this blog. Say if you agree or disagree with the blogger. You can also give advice of your own. You can use informal language.

Vocabulary extension

7 Match these formal and informal expressions.

Hey!	Wonderful!
Wow!	Please hold on a moment.
Cool!	Very good!
Guess what?	Do you agree?
Hang on.	Hello, good morning!
Right?	Do you know?

Informal language

Take notice

Words like *Hey! Wow! Cool!* are informal words that we only use when **writing informal texts** like blogs, text messages or emails to friends. Contractions are also informal.

Pronunciation

Complex intonation

8 Work in pairs. Read these sentences aloud and decide which words need to be stressed.

You can't always have your own way. Don't cheat on your partner! Listen carefully to what your partner says.

1 Study the verbs in the sentences. Sentences 1 and 2 are in the future perfect tense and sentences 3 and 4 are in the future continuous tense.

- 1 I'll **have learned** a thing or two about relationships by the time I finish school.
- 2 Next year my parents **will have lived together** for 20 years!
- 3 Tomorrow we **will be celebrating** our first anniversary.
- 4 I hope I'll **still be going** out with him in a year's time.

2 Copy and complete the rules with the correct words.

Rules

- a The future perfect:
 - is formed with *will have* + a **present / past** participle.
 - describes an action that will be **started / finished** by a particular time in the future.
 - is often used with *for*.
- b The future continuous:
 - is formed with *will be* + a **present participle / an infinitive**.
 - describes a **continuous / an imaginary** action at a certain time in the future.

3 Reorder the words and expressions to make meaningful sentences. Then identify the tense in each sentence.

- 1 I wonder if / will still be dating / her / I / at the end / of the year.
- 2 We / a whole year / will have been / for / next month. / here
- 3 to visit / She / in January / will be / travelling / her family / next year.
- 4 I / in the USA / I / will be studying / hope / in two years' time.
- 5 will be / In February / we / celebrating / Valentine's Day / with our friends.

4 Complete the sentences with correct forms of the verbs in brackets. Use the future perfect or future continuous.

- 1 Next week we to Ghana to visit our friends. (travel)
- 2 By next Monday I my exams, so I will be able to go out with my friends again. (finish)
- 3 Angelique Tidjo in Abidjan next month. I hope I'll be able to go and watch. (perform)
- 4 She hopes she her studies in three years' time. (complete)
- 5 This time next week we ourselves in the village. (enjoy)
- 6 By 6 o'clock she all the food for the party tonight. (make)

5 Speaking

Work in pairs. Talk about things you may have completed by certain dates in the future. Use the future perfect tense.



I think I will have completed my education in five years' time.



I wonder if I will have realised my dream of becoming a professional football player in 2017.

Communication

Expressing regrets and apologies

- 1** Ebele and Boganda are talking about relationships. They have some regrets. Listen and then choose the correct words to complete the dialogue.

Boganda: Lulu and I broke up last month.

Ebele: You must be lonely...

Boganda: Yes, I am. If (1) **alone** / **only** I had listened more carefully to her.

Ebele: Did you have an argument?

Boganda: Yes - many! I (2) **wish** / **will** I had apologized and then we could have moved on.

Ebele: I know the feeling. I broke up with my boyfriend a few months ago too.

I wish I (3) **have** / **had** respected him more. He wasn't so bad...

Boganda: I (4) **would** / **should** have let Lulu state her opinions, but I didn't.

Ebele: I wish I had trusted my boyfriend, but I (5) **don't** / **didn't**.

Boganda: Oh well, maybe things will work out better next time.

Ebele: Yes. Hopefully we won't have any (6) **regrets** / **regret** next time.

- 2** Choose the correct words from the box to complete these apologies.

1 I'm so I didn't mean to hurt you.

2 Please me. I know I am very late.

3 I would like to make an for my rude behaviour yesterday.

4 We for any inconvenience this has caused.

5 I have spoken to you so harshly. My sincere

6 Please my apologies for this mistake. It won't happen again.

apology
sorry
apologies
excuse
apologise
shouldn't
accept

- 3** Listen to the intonation [↗] and stress in the sentences in the chart. Then say each sentence aloud with the correct intonation.

Regrets

I wish I had listened to her!

If only I hadn't shouted at him!

I should have had more respect.

Apologies

I'm so sorry!

Please excuse me.

I would like to apologise for the inconvenience.

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

- 5** Listen to three dialogues and complete the table. Listen again and check your answers.

	Dialogue 1	Dialogue 2	Dialogue 3
Apology or Regret?	Apology		
Content	Dacko said something mean to Oumarou.		
Key words	I accept your apology.		

- 6 Writing and Speaking**

Write dialogues in which two people express regrets over things they did in a relationship. Use the dialogues in exercise 1 to help you. Then practise your dialogues. Pay attention to the intonation.

Reading



1 Before you read

Is it dangerous to go out on date with someone you don't know?

Why could it be dangerous? Discuss these questions before you read this story.

2 Skim the story and answer these questions.

- 1 What are the names of the main characters in this story?
- 2 Which of the characters is still at school?
- 3 Where did the characters meet?
- 4 What is the story about?
 - A A bad experience on a bus.
 - B A girl who had to write an essay.
 - C A boy who asks a girl out on a date.

An ideal date

Nadia had been staring out of the window, when she realised that her teacher was talking to her.

'Nadia! I repeat... Have you finished your essay?'

'Umm, sorry, Sir. Yes, I... was thinking... No, I haven't.'

'Well, then stop day-dreaming and get writing!' said the teacher.

Nadia had been **day-dreaming** about a boy she had met before the teacher **interrupted** her. His name was Sokoni and he had sat next to her on the bus the day before. He was everything she had ever dreamed about in a boy – her ideal boyfriend – confident, good-looking, well-dressed... She smiled to herself as she thought about the bus trip. He had asked if he could sit next to her on the bus. So polite he was! He had chatted all the way home. He had put his hand on her shoulder and admired her hair. 'See you tomorrow?' were his last words as he got off the bus. Then he had winked at her!

Just then the bell rang. Of course Nadia had not finished her essay. 'I will hand this in by tomorrow morning,' Nadia promised the teacher. He raised his eyebrows at her rather **sceptically** and said, 'Right, first thing tomorrow then, Nadia. Without fail!'

'Yes Sir,' she said, grabbing her bag and dashing out to catch the bus.

Nadia was disappointed that she didn't see Sokoni on the bus again that afternoon. He must have had a sports practice, she decided. When she got home she sat down and tried to finish the essay. 'I wish I had finished this in class,' she muttered to herself, 'then I wouldn't be sitting here now!' But she knew she needed good marks in English if she was to realise her dream of becoming a journalist.

The following day, she handed in her essay as promised in the morning. After classes had finished, she walked across the road to get something to eat. Then suddenly she froze in her tracks. There were some boys around the corner from the shop. Sokoni was amongst them. They were smoking and talking very loudly. They were talking to a big man whom Nadia did not recognise. He was well-dressed and he wore lots of gold jewellery. The language they were using was not the sort of language that Sokoni had used when he had spoken to her on the bus. Sokoni seemed to be giving some money to the man with the gold jewellery. The man had a few small packets in his hands. Nadia started to feel a bit uneasy and she hurried away, afraid that Sokoni would see her. She began to have a **niggling** feeling that maybe he wasn't so perfect after all.

That afternoon Sokoni was on the bus again. Nadia's heart missed a beat as he **beckoned** her to come and sit next to him.

'Have you finished school?' he asked. 'How about coming with me? I know this nice place not far from here. The music is good.'

'Um... thanks but I have some things I need to do at home,' **stuttered** Nadia.

'Well, I could always come and fetch you a bit later. Say 6 o'clock? Is it a date?'

'Yes, okay, it's a date,' said Nadia hesitantly. Something told her that this was the wrong thing to do. 'But can my brother come along too?' she asked.

'Come now, babe! You don't want him tagging along, do you?'

'Ok. I'll meet you at the bus stop at 6,' she said as she got off the bus. She ran home quickly. She did go to the bus stop, but it was after 6. And by the time she got there, the bus and Sokoni had already left.

3 Read the story again carefully and choose the best words to complete the sentences.

- 1 Nadia was day-dreaming instead of
 - A looking out of the window.
 - B thinking about a new boy she had met.
 - C writing an essay.
 - D listening to the lesson in class.
- 2 Nadia had met Sokoni on the bus
 - A the day after.
 - B that morning.
 - C that afternoon.
 - D the day before.
- 3 Nadia promised to hand in her essay
 - A the following morning.
 - B later that afternoon.
 - C after school.
 - D the next week.
- 4 Sokoni and his friends were _____ when Nadia saw them.
 - A shouting and laughing
 - B smoking and shouting
 - C drinking and smoking
 - D playing and dancing
- 5 Sokoni made a date to meet Nadia at
 - A at 6 o'clock the next day.
 - B after school.
 - C at 6 o'clock the next morning.
 - D at 6 o'clock that evening.
- 6 Nadia asked if her brother could come along because she
 - A felt a little nervous and uneasy.
 - B liked her brother.
 - C wanted Sokoni to meet her brother.
 - D had promised to take her brother out.

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

- 1 something that makes you worry a little all the time
- 2 talked in a way that showed she was nervous, repeating sounds
- 3 stopped something that was happening or that someone was doing
- 4 in a way that was not convinced or believing
- 5 thinking about something pleasant when you should be doing something else
- 6 gestured with a hand to encourage someone to come closer



5 Discussion

Work in pairs and discuss these questions.

- 1 Why do you think Nadia stuttered when she spoke to Sokoni?
- 2 What do you think was in the packet that Sokoni got from the man with the gold jewellery?
- 3 Did Nadia make the right decision in the end?
- 4 What might have happened if she had met Sokoni at the bus stop?



Vocabulary extension

Idiomatic expressions and phrasal verbs

6 Complete these expressions. All expressions were used in the reading texts in this unit. Use the words in the box.

- 1 If you have an argument you should apologise and then just move _____.
- 2 Shall we meet for coffee at 4 pm? Is it a _____?
- 3 When you have finished your work, please hand it _____ to the teacher.
- 4 I saw something that made me freeze in my _____.
- 5 My heart missed a _____ when I saw the beautiful girl looking at me.
- 6 My friend's little sister always wants to _____ along us when we go out.
- 7 Paul and Mary _____ up last week. They had been dating for two years.
- 8 I hope that I will have _____ some of my dreams in five years' time.

broke
on
in
beat
realised
tag
tracks
date



- 1** Work in pairs. Read the sentences below and identify past perfect simple and past perfect continuous.

Can you explain why each tense has been used?

- 1 By the time she got there, the bus had already left.
- 2 Nadia had been day-dreaming about a boy she had met before the teacher interrupted her.
- 3 After classes had finished, she walked across the road to get something to eat.
- 4 'I wish I had finished this in class,' she muttered to herself.
- 5 She was surprised because the boys had been using bad language.

- 2** Copy and complete the rules about the past perfect simple and the past perfect continuous. Choose the correct words.

Rules

- a The past perfect simple:
 - is formed with **had / has** + a past participle.
 - describes an action that occurred **before / at the same time as** another action or a specific time in the past.
- b The past perfect continuous:
 - is formed with **had been** + a **past / present** participle.
 - describes something that started in the past and continued up until another time in the **past / present**.

- 3** Write these sentences in the past perfect simple or the past perfect continuous tense.

- 1 He wished that he Mary to go to the party with him instead of Linda. (ask)
- 2 Aboubakar at the bus stop for 30 minutes before the bus arrived. (wait)
- 3 When she got to the station, the train (leave already)
- 4 We watching the film on television when the electricity went off. (finish)
- 5 Salimatou Brahim until she met John at a party last month. (date)
- 6 The rain had started the day before and by 3 pm it for almost 4 hours! (rain)

- 4** Form verbs in the correct tense to complete this paragraph.

Note that you can use any appropriate tense here, as long as it is grammatically correct.

The next day Nadia (1) (decide) to walk to school rather than take the bus. She didn't want to meet Sokoni. She did this for a few days and then, as she (2) (not see) him for a while, she decided to take the bus again. She didn't see Sokoni or any of his friends that whole week. But the following Saturday, after she (3) (clean) the house, Nadia (4) (go) out to do some shopping. She (5) (wander) around for about an hour, when suddenly she (6) (see) Sokoni. He was with his friends and the man with the gold jewellery. And there was a girl with him. Nadia didn't (7) (recognise) the girl. Quickly, she turned around and walked into the nearest shop, hoping Sokoni (8) (not notice) her.



5 Speaking

Work in pairs. Read the passage that you completed in exercise 4 and then make up an ending for this story.

Tell your story to the rest of the class.



Vocabulary



- 1** Choose the correct phrases to complete each sentence.
Then read each sentence aloud to a partner.

- 1 There's a **free concert** / **concert free** at the stadium tomorrow.
- 2 We are looking for some fun and **entertainment** / **entertaining**. What's on tonight?
- 3 The football match starts in two **hours'** / **hour** time.
- 4 Why don't you **have** / **make** a picnic in the park?
- 5 The dancing **starts at 7 o'clock** / **will starting on 7 o'clock**.
- 6 Whatever you do, take **care** / **careful**!

Listening

2 Before you listen

Look at the picture.
What are these people
lining up for?
What do you like to do
with your friends for
entertainment?



- 3** Listen carefully to the
speaker on the radio.
Then read the questions in exercise 4.

4 Listen again and choose the correct answers.

- 1 On what day of the week is Valentine's Day?
A On Friday. B On Saturday.
C On Sunday. D On Tuesday.
- 2 What is on at the stadium on Friday?
A Dancing. B A football match.
C A free concert. D A picnic.
- 3 What could you do early in the morning on Saturday?
A Have coffee and croissants.
B Go dancing.
C Have a picnic.
D Relax in the park.
- 4 Where could you go to a party?
A At Max's or Julie's places.
B At Maximes.
C At the back of the park.
D In the park.
- 5 On which day is the traditional dancing
and what time does it begin?
A On Friday at 5 pm.
B On Saturday at 2.30 pm.
C On Sunday at 9 am.
D On Sunday at 5 o'clock.
- 6 What is Valentine's Day?
A The 14th of February.
B A day when you celebrate friendship
and love.
C Not a public holiday, but a day when many
people celebrate.
D All of the above.



5 Speaking

Work in groups. Discuss what you are going to do for entertainment this weekend.
Talk about activities and say where and when they will take place.

Writing

A personal text



1 Before you write

Talk about blogs that you enjoy reading. What are the blogs about?
Do they give useful advice? Do they give information (such as how to make something)?
Do they give advice about interesting events?

2 Read the model text and complete the sentences with the best endings.

- | | |
|---|-----------------------------------|
| 1 This blog is about ... | 2 Idrisso likes to ... |
| A things to do when you are on holiday. | A work during the holidays. |
| B which books to read when you are on holiday. | B relax during the holidays. |
| C things Idrisso likes to do when he is on holiday. | C travel during the holidays. |
| | 3 The language in this text is... |
| | A informal. B formal. C rude. |

Model text

The best things about the holidays...

by Idrisso

I love holidays...don't you? After a long year of work, I like to unwind and do things I don't usually have time to do. Here's my list of the best things about the holidays...

Hangout with friends

It's good to have time to talk and just be together. My friends come around and we listen to music, we dance, we joke, we tell stories...

Sleeping late

No alarm clocks! Even my mum lets me sleep late. The best part of holidays!

Partying

Of course holiday time is party time. I like going out if I know I don't have to go to school the next day! My friends like to dance, so do I.

Catching up with my reading

Can't party all the time though! I love reading and am usually too tired to read during the year. So in the holidays I grab a few thrillers, a few books about travel... and I read and read and read...

So enjoy your holidays too. And hey! Take care out there too.

Idrisso



- 3 Work in groups and respond to the blog in the model text. Do you agree with the ideas or do you disagree?

Writing Strategy

Personal texts

- Use the first person. Use pronouns like *I, me, my, myself*.
- State your own opinions and ideas.
- Use informal language if you want to.

Writing Task

Write a personal text in the form of a blog. Write about the things you like to do with your friends for entertainment.

- 4 Make a list of the things that you like to do with your friends. Choose three ideas to write about.

Paragraph 1 Write an opening paragraph. Use questions and state your opinion in this paragraph.

Paragraphs 2-4 Write a few sentences about each idea on your list. You can use headings.

Paragraph 5 Write an ending. Send a greeting or a message to the people who read your blog.

- 5 Write your blog in 200 to 250 words following the paragraph plan.

1 Use words from both columns to make phrasal verbs and idiomatic expressions.

A	B
hang	with someone
go	in your tracks
break	the hang of something
freeze	on a date with someone
get	in

2 Complete the sentences with phrasal verbs or idiomatic expressions from the box. Change the form of the words if necessary.

- They were late for the course, so they had to work hard to _____ the other students.
- Young people tend to _____ the present easy life _____ .
Twenty years ago things were hard for their parents.
- She found out that he was _____ her, so she asked for a divorce.
- You can _____ me to help you if you have a problem.
- My heart _____ when I realised that she was staring at me!

cheat on
catch up with
miss a beat
count on
take for granted

3 Use the best words to complete each sentence.

- My partner has a few **habits** / **grants** that I don't really like but I accept that we are different.
- If you need support, I'll **stand by** / **hang out with** you.
- Please don't **interfere** / **interrupt** me when I am speaking!
- She was quite **sceptical** / **niggling** about my ability to complete the project in time.
- He **beat** / **beckoned** me to come over and sit with him.
- I **mutter** and **stutter** / **state** when I am nervous!

4 Write five sentences about things you will have done by a certain date in the future.

complete studies have a baby get married
have a job travel to a holy land
build or buy a house buy a car visit a foreign country



Use the prompts in the box below.

Use time expressions such as: on Sunday, in a year's time, in two years' time, by 2018, by 2025...



Use the future perfect tense or the future continuous tense.



Check Unit 10

5 Combine each pair of sentences using the word prompt in brackets. Change the tenses of the verbs if necessary. You can use the simple past, the past perfect or the past perfect continuous.

- 1 They broke up. They were married for more than twenty years. (after)
- 2 They waited in a queue for two hours. They were allowed into the concert hall. (before)
- 3 The dictator ruled the country for twenty-five years. He was forced to step down. (before)
- 4 The whole family lived in poverty. The father won the jackpot on the national lottery. (until the day that)
- 5 Nong waited at the station for 30 minutes. The train arrived. (before)
- 6 She didn't finish her essay. The bell rang. (when)

6 Read the dialogue and answer the questions below.

Cynthia: Sanga and I broke up two weeks ago.

Vivi: Sorry to hear that. Did you have an argument?

Cynthia: Yes. A bad one. And I said nasty things to him.

Vivi: That's too bad. You shouldn't have.

Cynthia: You're right. I should have showed more respect for him.
If only I hadn't shouted so loudly!

Vivi: Did you call or write to apologise?

Cynthia: Not yet. I wish I had called him the same night.

Vivi: It's never too late for apologies!

Cynthia: You're right. I'm going to call and say I'm sorry right now!

- 1 Which two things does Cynthia regret?
- 2 Write down three sentences from the dialogue in which Cynthia expresses her regret.
- 3 Explain what the expression 'to say you are sorry' means.
- 4 Write two sentences that Cynthia could use to apologise to Sanga.

7 Complete these sentences with the most appropriate words.

- 1 Please **regret** / **excuse** my behaviour yesterday. I behaved badly.
- 2 I **wish** / **should** I had listened to my father but I didn't.
- 3 I am so **sorry** / **regret** about what happened yesterday.
Please accept my **apologise** / **apologies**.
- 4 Let's **have a picnic** / **make a party** at my house on Saturday!
- 5 Hurry up! The concert **begins** / **beginning** at 6 o'clock and we still have to get the bus.

Self-assessment

Can you...

- use idiomatic expressions and phrasal verbs?
- use the future perfect and the future continuous tenses?
- use the past perfect and past perfect continuous tenses?
- express regrets and apologies?

Prepare for the exam!

Reading comprehension

Read the text carefully and answer the questions below.

Goodfriendsblog.com

Have you found your soul mate yet? I think I may have... I'll tell you more about that person, but first let me tell you about soul mates.

So what's a soul mate? I've been checking this out. The dictionary says it's someone with whom you have an affinity... You know... a type of special connection. I guess that means the sort of person who finishes a sentence that you start. Or the sort of person that phones you just as you are about to phone them! I also think it's the sort of person who makes you feel comfortable and calm. And then challenges you and argues too! In fact perhaps a soul mate is like a very good friend. The sort of person who supports and trusts you without judging you... who shows respect... who makes you smile... who always listens... and who cries with you.

So let me tell you about my new soul mate. His name is Boganda although I don't call him by that name. He makes me laugh and he listens to what I say too. And yes, he often finishes a sentence that I start! (Wish he could finish sentences for me in the exams!) He's definitely on my wavelength. He just knows and understands me. When I broke up with my boyfriend last week, he cried with me and held my hand. He just seemed to understand that I needed someone to be with me – and not ask too many questions.

You see, Boganda is also my grandfather. He's been around my whole life, but I have only recently got to know him well. He lives in another country, so I only see him occasionally. I think he has worked out how to be a good friend. Perhaps we will all have worked this out by the time we get to his age.

So I hope you will be lucky like me and find a soul mate. It's good for you...

Love
Ebele

1 Answer the questions or do the activities.

- 1 What is the relationship between the blogger and Boganda?
- 2 A soul mate is
 - A someone who is your boyfriend.
 - B someone who does your work for you.
 - C someone with whom you can have a special connection.
 - D someone who is not a very good friend.
- 3 Give two examples from the text of qualities that make a person a good friend or a soul mate.
- 4 How did Boganda help Ebele when she broke up with her boyfriend?
- 5 True or false? *A soul mate might phone you just as you are about to pick up the phone and phone him or her.*
- 6 What does Ebele hope her readers will have worked out by the time they are old?
- 7 Write a comment on this blog. Write two sentences in which you give your opinion about what the blogger says.

Prepare for the exam! Units 9-10

2 Read the following definitions. Find words or expressions in the text that have the same meaning.

- 1 to research or find out more about
- 2 relaxed and at ease
- 3 (someone) who thinks and acts in the same way, who understands you

Vocabulary

1 Complete these sentences by choosing the correct words.

- 1 Buying goods in an obsessive way is called _____ (consumerism / consumption).
- 2 Nowadays we often throw appliances away instead of _____ (repairing / restoring) them.
- 3 The bank decided to _____ (sponsor / brand) the national football team.
- 4 'Please _____ (hang on / hang out) a minute while I call the manager,' said the receptionist.

2 Match phrases 1-5 with their endings a-e.

- | | |
|---|---|
| 1 I don't take my brother for granted | a when he saw the snake on the road. |
| 2 He froze in his tracks | b because he cheated on me. |
| 3 I broke up with my boyfriend last week | c it is a fake. |
| 4 This is not a real Gucci T-shirt, | d by getting a football to wear them. |
| 5 They advertised their new brand of clothing | e because I appreciate everything he does for me. |

Grammar

1 Choose the correct option to complete each sentence.

- | | |
|---|--|
| 1 You _____ have borrowed all that money.
How are you going to pay it back?
A mustn't B shouldn't C should D should've | 4 Once a demand _____ created for a product,
it is easy to sell it.
A have been C had been
B has been D is been |
| 2 He _____ bought a new cell phone. The old one
was still working.
A needed to C need have
B needn't to D needn't have | 5 I hope I will still _____ out with him when
I leave school.
A have gone C have gone
B am going D be going |
| 3 She is the first person to _____ this award.
A will win C has won
B have won D is winning | |

2 Rewrite the sentences with the correct forms of the verbs in brackets.

- 1 After the lesson _____ (end) I walked to the market to get some lunch.
- 2 My father _____ (smoke) for more than 20 years already. I wish he would stop!
- 3 This time next week we _____ (have fun) at the youth camp.
- 4 In May next year we _____ (celebrate) my brother's 18th birthday.
- 5 _____ (elect) captain of the football team was a great honour for me.

Writing

Do only one of the following tasks.

Task 1 Write a personal text in the form of a blog. Write about any subject that you think will interest your friends. Your blog should be 180-200 words.

Task 2 Write an article about how to be a good friend. Your article should be 180-200 words.

Writing training 1

Strategy: Checking and improving your work

Read the Strategy box on page 16 again and then do the exercises.

- 1** Tatiana is going to write a description about a tourist attraction in her area. First, she looked for ideas. Read her notes. Why do you think Tatiana made these notes?

Tourist attraction: Ganvié, the African Venice

Location: commune of Calavi / Not far from Cotonou

Physical description: water everywhere (houses, schools, health centres, churches), stilts

People: activities

- 2** Read the first draft that Tatiana wrote.

Ganvié is one of Benin's tourism wanders. It is also calls the African venice. Ganvié is located in the Commune of Calavi. It is about half an hour's drive from Cotonou. One thing that strike you once you get to Ganvié is that almost everything is on water? We lived in houses built on stilts in the water. We have a floating market. On the markit day we buy and sell our products from boats on the water. Children attend school in the middle of water. even our health centres and churches are in the midle of water. We not only work on water, we also have fun on it. Come to the Ganvié Festival at the end of the year and enjoy our cultural events on water!

- 3** Tatiana's first draft has mistakes.
Read the draft again and find these mistakes:

- 1 Find three words that are spelled incorrectly.
- 2 Find three punctuation errors.
- 3 Find three grammatical errors.

- 4** Rewrite these sentences using relative pronouns to join the sentences.

- 1 I love to visit places. The places have lots of wild animals.
- 2 My uncle took me on a tour of the park. My uncle is a tour guide.
- 3 The market sells fresh fish and meat. We visited the market.
- 4 This is a hotel. The hotel only serves local food.

- 5** You are going to write a description about a tourist attraction in your area.
- a Choose a tourist attraction and make notes about it.
 - b Write the first draft of your description.
 - c Revise your description and give it to a partner or your teacher to read.

Writing training 2

Strategy: Writing an article

Read the Strategy box on page 28 again and then do the exercises.

1 Identify the topic sentences in these paragraphs.

- 1 Non-renewable resources are resources that are depleted more quickly than they can be regenerated. Fossil fuels like oil and natural gas are good examples of non-renewable resources.
- 2 Most of the mineral resources of our country are found in the north.
The minerals are mined and then transported by rail to the sea.
From there they are exported all over the world.
- 3 Gabon is rich in natural resources. The country has deposits of uranium, manganese and petroleum as well as large deposits of iron ore, gold and diamonds. Gabon also has huge forest resources which provide timber like okoume, mahogany, kevazingo and ebony.
- 4 For a long time, the main mineral resource of Chad was natron. Natron is used as salt and it is also used in the preparation of soap and medicines. Natron was dug up around Lake Chad and in the Borkou area.

2 Write topic sentences for an article about natural resources, using the given information.

- 1 natural resources / lake / rivers / forests
- 2 oil / drilled / northern areas / pipeline / coast
- 3 flora / fauna / attract / tourists

3 Read these sentences. Identify the sentences that state facts (F) and the sentences that give opinions (O).

- 1 Waterfalls are a natural resource which can be used to generate electricity.
- 2 This country will need a lot of help to protect its natural resources.
- 3 Diamonds are mined in the east and the northeast of the DRC.
- 4 Carbon dioxide is a gas that absorbs and retains the heat of the sun.
- 5 I believe that the only way to protect our forests is to stop all logging.
- 6 Burning coal to generate power is not really as damaging as some scientists believe.

4 Write two sentences in which you give some facts about the natural resources in your country.

5 Write two sentences in which you give opinions about how the natural resources in your country are being used.

In my view

I believe that

You can use these phrases.



Writing training 3

Strategy: Writing questions

Read the Strategy box on page 42 again and then do the exercises.

1 Read each answer carefully. Then match the answer with the question you would use to get each answer.

1 She has to take ARVs every day because she is HIV-positive.

- A** Does she have to take ARVs?
- B** Do she have to take ARVs?
- C** Why does she have to take ARVs?
- D** Why she does have to take ARVs?

2 No, I haven't had unprotected sex recently.

- A** Have you had unprotected sex recently?
- B** Do you often have unprotected sex?
- C** When did you last have unprotected sex?
- D** Has you had unprotected sex recently?

3 Yes, of course I am!

- A** You be taking your medicine and eat healthy food?
- B** Are you taking your medicine and eating healthy food?
- C** Does you taking your medicine and eating healthy food?
- D** Do you taking your medicine and eating healthy food?

4 My friends gave me support while I was ill.

- A** Who supported you while you were ill?
- B** Did you friends support you while you were ill?
- C** Are you being supported while you were ill?
- D** Does your friends support you while you are ill?

2 Complete these questions.

1 Ebola is a very serious disease, it?

2 She should tell her parents about her problems, she?

3 You won't know if you are HIV-positive until you have a test, you?

4 My friends will still talk to me if I tell them my HIV status, they?

5 You can still shake hands with someone who has HIV, you?

6 People who ostracise others because they are ill are cruel, they?

3 You can use questions to give advice to others. Turn these statements into questions.

Example: go to the clinic for help → *Have you been to the clinic for help?*

Should you go to the clinic?

You have been to the clinic, haven't you?

1 ask your parents for help

2 ask your teacher for information

3 make an appointment with a doctor

4 have a test

4 Imagine that a friend asked you three questions about deadly viruses and diseases.

Write down three questions your friend asked.

Then write a short email to your friend and respond to the questions.

Writing training 4

Strategy: Structuring a report

Read the Strategy box on page 54 again and then do the exercises.

1 Read this introduction to a report.

Choose the best words to complete the paragraph.

Parakou used to be a safe and peaceful city (1) **but** / **because** over the last five years, violence and crime have been on the rise in the city. (2) **Statistic shows that** / **Statistics show that** the annual increase in crime and violence is 4.8%. It (3) **has also been found that** / **is found that also** the criminal justice system is inefficient.

2 Answer these questions about the introduction in exercise 1.

- 1 What is the topic sentence?
- 2 What facts do you know about Parakou after reading this introduction?
- 3 Which words link the second and third sentences of the paragraph and give it structure?

3 Read the following paragraphs of the same report.

- 1 Find the topic sentence in each paragraph.
- 2 Find the linking words in each paragraph.
- 3 Then put the paragraphs into a sensible order.

To sum up, crime has now become a serious problem in Parakou. The authorities are aware of the problem, but people who live in the town also have to become more aware of crime and they need to help the police to combat it.

The main reasons for the increase in crime are overpopulation and unemployment. More and more people have moved into the town and many people do not have jobs. As a result, some people have resorted to crime to earn money.

It has also been said that new technologies have had a bad influence on the town. Many people have been victims of cyber criminality. There is also evidence to suggest that some jobless people are using cybercafés to hack into other people's accounts.

4 Rewrite this paragraph. Put the sentences in a logical order and use linking words to structure the ideas in the paragraph.

Between 1990 and 2010, violent crime has dropped by more than 80 percent. Crime is not a problem anymore in New York City. The trend has been reversed. New York City used to have a very high crime rate. This success has been attributed to police measures such as increased arrest rates. The crack epidemic in the 1980s was responsible for countless murders and robberies.

Writing training 5

Strategy: Formal writing

Read the Strategy box on page 68 again and then do the exercises.

1 The sentences below contain language that we do not expect to see in a formal letter.

Rewrite them, using formal language.

- 1 Hi Sue!
- 2 It's so cool to hear from you.
- 3 They forced her to work for 12 hours a day.
- 4 We should stop this.
- 5 This isn't acceptable.

2 Read the model letter on page 68 and answer the questions below.

- 1 To whom is this letter addressed? How do you know?
- 2 Why did the author write this letter?
- 3 In which paragraph did the writer:
 - mention the object of the letter?
 - explain the violation of the rights mentioned in the letter?
 - suggest actions that should be taken to stop the violation?

3 You are going to complete a formal letter to a newspaper to express your opinion about the rights of young people in the community.

You feel that some of these rights are not being respected.

- 1 Start by brainstorming some ideas. Write down two rights that are not respected.
- 2 Write down what actions can be taken to stop the violation of these rights.
- 3 Now complete the letter using this writing frame.

[name]

[address]

[date]

[name of newspaper]

[address]

[address]

Dear,

It is clear from recent events that the rights of young people in our community are not always respected.

First of all, young people are
Surely this is not correct?

Secondly, according to the Bill of Rights, all young people should have the right to
This is not the case in our community.

I feel that more should be done to ensure the rights of young people. Parents should
Young people themselves should also

Yours

[name]

4 Give your letter to a partner to check.
Use this checklist:

- ✓ Is the format correct?
(the date, address, greetings)
- ✓ Are the paragraphs clear?
- ✓ Are the problems clearly stated?
- ✓ Are the solutions clearly stated?
- ✓ Is the grammar correct?
- ✓ Is the punctuation correct?

Writing training 6

Strategy: Opinion essay – Linking paragraphs

Read the Strategy box on page 80 again and then do the exercises.

- 1** Read the linking words in the box below. In which paragraphs of an essay do you think you would be most likely to use each word? Copy and complete the table.

Paragraph 1	Paragraph 2	Paragraph 3	Conclusion

to sum up to begin with first of all
 what's more in conclusion firstly
 furthermore in addition secondly
 lastly so in brief therefore
 to conclude in the first place

- 2** Replace the underlined linking words in these sentences with words that have a similar meaning.

- To begin with, I feel that all students should learn computer skills.
- Schools need to have computer labs, and furthermore they need to have Internet access.
- Firstly, I feel strongly that all students should learn how to network.
Secondly, I think they should also be made aware of the possible dangers involved in social networking.
- So in brief, I believe that social networking has many benefits.

- 3** Read the following paragraphs from an opinion essay.

- Identify the linking words.
- Rewrite the paragraphs in the correct order. Underline the linking words.
- Write down the main arguments given in each paragraph.

What's more, technology has taught us that we don't have to remember everything. With the help of technology we can find any information that we need quickly and easily by doing a search on the Internet. Of course one has to decide which information on the Internet is appropriate and accurate, but it is all there!

Technology has made us more sophisticated and it has taught us to think in different ways.

To begin with, many people believe that playing computer games is not just a waste of time. It has improved our ability to make quick decisions. When you play a computer game you have to make quick decisions. This is useful in a modern busy world.

To sum up, I believe that although there are certain things that we need to be careful of, in general, technology has given us many advantages.

Thirdly, technology has improved our visual skills. We have become used to reading pictures and diagrams and extracting information from different types of texts, because we see so many different texts on the Internet.

- 4** Write an essay in note form about how technology has helped you. Write notes about each paragraph. In your notes include the linking words that you will use to link the paragraphs.

Writing training 7

Strategy: Using conjunctions

Read the Strategy box on page 94 again and then do the exercises.

- 1 Which of these conjunctions can you use to add information?
Which can you use to compare information? Copy and complete the table.

Add information	Compare information
.....
.....

and	while	also
and yet	however	furthermore
although	what's more	but

- 2 Combine the sentences below, using conjunctions from exercise 1.

- 1 She is brilliant. She is selfish.
- 2 She works hard at school. She helps her mother with the housework.
- 3 They are rich. They are very helpful.
- 4 They work. They don't contribute to the family budget.
- 5 She is strict. She recognizes talent.

- 3 Read these opinions about the lowering of the voting age to 16.



Young people are well-informed.
They have new ideas.
They have enthusiasm.

16 year-olds are immature.
They have no experience
of life outside school.
They do not pay taxes,
so they do not have the
right to vote.



- 4 Use conjunctions to improve the style of the argument in each speech bubble in exercise 3.

- 5 Now use conjunctions to compare and contrast the ideas in exercise 3.
Make three contrasting sentences.

Example: *16 year-olds have enthusiasm, however they are also immature.*

- 6 What do you think about the voting age in your country? Write a paragraph in which you express your point of view. Use some conjunctions in the paragraph.
- 7 Write another paragraph in which you express a contrasting point of view about the voting age (in other words, a view that is not the same as your own view). Use conjunctions.
- 8 Give your paragraphs to a partner to check.
Did your partner:
 - clearly state his or her opinion in the first paragraph?
 - use conjunctions in some sentences?
 - write grammatically correct sentences?

Writing training 8

Strategy: Planning a story

Read the Strategy box on page 106 again and then do the exercises.

- 1 Which words are used to begin the story on page 106? Copy them.
- 2 The story on page 106 is not complete, but there is a clear sequence of events. Make a flow chart and complete this list of events.



- 3 Why do you think the writer used direct speech in the story?
- 4 Turn these sentences into direct speech.
 - 1 The old woman asked the man to take off his old clothes and follow her.
 - 2 He said that his father had given it to him before he died.
- 5 Work in groups. Read the beginning of the incomplete story below.

A long time ago a king lived with his subjects along the bank of the Wémè River. He ruled a rich and large kingdom. He had a lot of fertile land, a lot of cattle and the river that bordered his kingdom was full of fish. There was plenty of food, so the king's subjects were happy and obedient to him. But the king had a problem: he didn't have an heir who would succeed him when he died.
- 6 Discuss what will happen next. Make a flow chart like the one in exercise 2 and complete it with notes to show the sequence of main events in the story.
- 7 Write down the names of all the characters in your story. Discuss and then choose two or three interesting adjectives to describe each character.

Example: King → wealthy, troubled, generous
- 8 Now draft your story using the flow chart and the adjectives. Include at least 3 sentences in direct speech in your story.
- 9 Exchange drafts with another group and ask them to give you feedback.
 - Does the story have a clear sequence of events?
 - Does the story have a beginning, a middle section and an ending?
 - Is direct speech sometimes used in the story to report what the characters said?

Writing⁹ training

Strategy: Choosing appropriate vocabulary

Read the Strategy box on page 120 again and then do the exercises.

1 Answer these questions. The model text on page 120 will help you.

- 1 What is advertising?
- 2 What is an advertisement? Give one shorter form of the word 'advertisement'.
- 3 What gets your attention to a product being advertised on television, on the radio or in a newspaper?
- 4 What information does an advert provide consumers with?

2 Read these adjectives and make sure you understand what they mean:



trendy	comfortable	friendly	reliable	powerful
affordable	home-made	healthy	elegant	accurate
beautiful	delicious	stylish	natural	

3 Which of the adjectives in the box above could you use to promote each of these products? Write phrases with the adjectives.

Example: *a trendy but affordable car*

- | | |
|--------------------|-------------------|
| 1 a car | 4 a pair of shoes |
| 2 a watch | 5 a shampoo |
| 3 a tub of yoghurt | 6 a cell phone |

4 How can you persuade people to buy the items in exercise 3?
For each item, write a sentence with a special offer.

Example: a car → *Buy before the end of December and get 10% discount.*

5 Now work in groups and complete your short advertisements for each product.
Choose the best adjectives and the best special offer for each product.

Example:

The New Traveller Plus
A trendy but affordable car

***Buy before the end of December
and get 10% discount.***

Discuss a name
for each
product.



6 Exchange your advertisements with another group for assessment.
Use these criteria:

- Is the advert attractive? Does it catch your attention?
- Is the special offer appropriate and appealing?
- Is the choice of adjectives good?

Writing training 10

Strategy: Personal texts

Read the Strategy box on page 132 again and then do the exercises.

1 Answer these questions.

- 1 What is a blog?
- 2 Do you have a blog? If yes, what do you write about?
- 3 Read the titles of these blogs. What information do you think they will provide?

Thrifty me! **MyStyle** **Films - my life!** **Abidjan rocks**

2 Rewrite these ideas in the first person, as if you were writing a blog.

- 1 She likes to read film reviews on her tablet.
- 2 The mother gives her magazines and advice about fashion and styles.
- 3 She decided to learn to sew so that she could make clothes for herself.
- 4 He likes to hang out with his friends at the weekend.

3 Rewrite these sentences in informal language.

- 1 I do not like fish and I cannot cook it well.
- 2 I took a few interesting thrillers to read during the holidays.
- 3 Please be careful and be patient.
- 4 Do you know? That's great!

Use contractions
and informal
words.



4 Read the blog on page 132 again and answer the questions.

- 1 What is the topic developed by the blog?
- 2 Where and how did the author sign the blog?
- 3 Is there an introduction to the blog? Is there an ending?
- 4 Give an example of an opinion that is stated in the blog.

5 Write a short blog about two of these topics. You can write one paragraph for each. Use personal pronouns and contractions.

- A recipe that you enjoyed making
- The latest fashion in hats
- Your keep-fit programme for the holidays

6 Exchange your blog with a partner and give each other feedback. Use these criteria:

- Is the blog interesting?
- Did your partner use personal pronouns and contractions?
- Did your partner express his or her opinions clearly?

Grammar summary

The present simple

We use the present simple:

- to talk about facts, habits and routines: *The sun rises at about 7.30.*
- to describe people: *He wears glasses.*
- to talk about timetables: *The bus leaves at 8.30. We get to Abidjan at 10 pm.*
- with stative verbs such as *like, look* (appearance), *want, hate, seem, know*, etc: *I like potatoes.*

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 present perfect simple

We use the present perfect simple 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 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.*

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*: *I went to the market yesterday.*

The past continuous

We use the past continuous:

- 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 simple

We use the past perfect simple to describe an action that happened before another action in the past: *When I got to school, the lesson had already started.*

The past perfect continuous

We form the past perfect continuous with *had been* + present participle.

We use the past perfect continuous to focus on an action which started in the past and continued up until another event in the past: *She had been working in the garden before her friend arrived to visit.*

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 future continuous

We form the future continuous with *will be* + a present participle.

We use the future continuous to describe a continuous action at a certain time in the future.

They will be travelling to Abidjan next month.

The future perfect

We form the future perfect with *will have* + past participle.

We use the future perfect to focus on an action that will be finished by a particular time in the future:

By tomorrow morning I will have finished preparing for the exams.

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 form the second conditional with *if* + past simple, *would* + infinitive.

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.

Third conditional

We form the third conditional with *if* + past perfect, *would have* + past participle.

We use the third conditional to describe impossible conditions, things that did not happen:

He would have been a good engineer if he had been able to complete his studies.

Expressing conditions in other ways

We can also express conditions with *unless*, *as long as* and *in case*: *As long as we have a radio, we can follow the news. You will not pass your exams unless you work hard. You will need an umbrella in case it rains.*

Modal verbs and other verbs expressing modality

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. He should have listened more carefully.*

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.*

We cannot use *must* in the past tense. Use *had to* instead.

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. They had to get passports before they could travel.*

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.

Determiners**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

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.*

Every, enough, several

We use *enough* with countable and uncountable nouns: *There is enough water in the dam to last for a month.*

We use *every* and *several* with countable nouns only: *He reads the news every day on his laptop.*

Several people have asked me the same question today.

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.*
- *fewer* and *less*: *There are fewer people at the festival today than there were yesterday. She has less money now than she had when she was working.*

Defining and non-defining relative clauses

We use relative pronouns in these clauses: *who, whom, whose, which, what, that, when, where.*

Defining relative clauses have essential information. The sentence does not make sense if you remove this clause: *This is the house where she used to live.*

Non-defining relative clauses add information to the sentence but the information is not essential: *John, who is a student in Yaoundé, is talking to Etienne.*

Each other and one another

Each other and *one another* have similar meanings: We prefer *each other* when there are two people: *Fatimatou 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.*

We can use the passive with infinitives and gerunds: *She is the first woman to be given this award. Being told that I am lazy does not make me want to work harder!*

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 Bamako.*

Reported or indirect speech statements

We use *say* to report what someone said in two ways:

- in direct speech: *Brahim said, 'I saw Flora in town.'*
- in indirect or reported speech: *Brahim 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 continuous → past continuous

past simple → past perfect

present perfect → past perfect

will → would

can → could

Reported questions and requests

We change the verb tenses in the same way that we change them in reported statements.

We use *if* after the reporting verb if the question does not start with a question word.

We change the order of the words after the reporting verbs: *'Could you help me with my project?' John asked me. → John asked me if I could help him with his project.*

Listening texts

Unit 1

Communication, page 11

Exercise 1

John: Hello. I'm John. Welcome to Grand-Lahou. You are from the UK, aren't you?

Flora: Hello, John. Yes, I am. My name is Flora. It's so nice to meet you.

John: This is your first visit to West Africa, isn't it?

Flora: Yes, it is and I love it so far!

John: You haven't been to Asagny forest yet, have you?

Flora: No, I haven't. It isn't far from here, is it?

John: No, it isn't. I can take you there on Saturday.

Flora: Thank you. That would be great!

Listening, page 15, Exercise 3

Travel agent: Good morning. May I help you?

Tourist (woman): Yes, please. My friend and I would like to visit a few places in West Africa.

Travel agent: There is a lot to see. What are you interested in?

Tourist (man): We would like to see some historical places and some wildlife. We would also like to learn about different cultures and taste different foods.

Travel agent: How much time do you have?

Tourist (man): We have two weeks.

Travel agent: I suggest you begin in Senegal. While you are in Dakar, you can visit Gorée Island. It's only three kilometres by ferry boat from Dakar. It is very interesting.

Tourist (woman): That sounds great! And then after Senegal?

Travel agent: I suggest that you go to Benin. Fly to Cotonou. From there you can take a taxi or a bus or a car and go to Porto-Novo. There are many good restaurants there, so you can taste the good food.

Tourist (man): And what about the royal palaces?

Travel agent: I recommend that you travel up to Abomey. The town is a World Heritage Site. The palaces were built from early in the 1600s.

Tourist (woman): Yes, we must go there. And is there a park we can visit?

Travel agent: You can travel up to the Pendjari National Park which is in the north of Benin. There are thousands of animals to see! Let me give you a map and some information.

Tourist (both): Wow! Thank you.

Travel agent: It's a pleasure. See you soon.

Tourist (man): Thank you for your help. Goodbye.

Tourist (woman): Goodbye!

Unit 2

Communication, page 23

Exercise 1

► Dialogue 1

Afia: What do you prefer – walking or driving?

Sanga: I prefer to walk.

Afia: Why?

Sanga: Because walking does not pollute the environment! What about you?

Afia: I prefer to drive. I prefer driving to walking.

► Dialogue 2

Kesi: Would you prefer to go shopping today or tomorrow?

Olinga: I'd prefer to go today. And you?

Kesi: I'd prefer to go today. I prefer not to go shopping on Saturdays.

Olinga: So do I!

► Dialogue 3

Justine: Would you rather cook with gas or with firewood?

Ayo: I'd rather use gas than firewood.

Justine: Yes, so would I. But gas is also a fossil fuel.

Ayo: You are right. Wouldn't you rather use solar power to cook food?

Justine: Yes, I would if we had solar panels on our roof!

Exercise 4

► Dialogue 1

Amina: Could you please help me iron these clothes?

Moussa: No! I hate ironing. I would rather help you wash the clothes than iron them.

Amina: But you waste so much water when you wash! I'd rather do the washing myself.

Moussa: And you waste so much electricity when you iron!

Amina: So, wouldn't you rather do the ironing then! Then we won't waste electricity!

Moussa: Ha! Ha!

► Dialogue 2

Zina: Where would you prefer to spend your holiday – in a big city or in a village?

Mani: I'd prefer to spend it in a village.

Zina: So would I! I prefer the peace and calm of a village to the noise of a big city.

Mani: Yes, but not only that. I prefer listening to my grandfather's stories to watching TV.

Zina: And the food is better too!

Mani: Oh yes! I prefer the food in the villages too.

Listening, page 27

Climate madness

Last week, on the 13th of November 2013, Mr Yeb Sano, the head of the Philippines delegation at the United Nations climate talks in Poland, made an emotional speech about the devastating effects of Super Typhoon Haiyan on the Philippines. He linked the typhoon to climate change, saying that what his country was experiencing was 'madness' and that this madness needed to be stopped.

The typhoon, which was one of the strongest typhoons ever to be recorded, hit the Philippines in November. The destruction caused by the typhoon was unprecedented and affected two thirds of the Philippines. About half a million people were left homeless as a result.

Scientists have been warning for years that climate change would cause storms and damage like this. The Earth and the oceans are warming up. The energy that is stored in the oceans is increasing as a result. Mr Sano warned that this could only mean that there would be more storms like this in the future and they would probably be even more destructive than Super Typhoon Haiyan.

Mr Sano's speech brought a standing ovation from the other delegates and a feeling that perhaps something real would be done to prevent further catastrophes like this.

Unit 3

Communication, page 37

Exercise 1

► Dialogue 1

- A The best decision I ever made about my health was going for tests.
B Me too! At least now I know that I don't have HIV!
A I must say it took some courage though.
B Yes, but it was worth it!

► Dialogue 2

- A I am afraid to say that when I look at all girls, I assume that they are all HIV-positive.
B That's a bit negative. But you are right to be careful.
A Yes, I believe in the ABCD strategy. A is for abstinence, B is for behaviour change, C is for condoms and D is for death – if you don't follow the ABC rules!
B That's a good idea. But when you fall in love, remember to go with your partner and get tested first!

Exercise 4

Kesi: I believe that attending the HIV/AIDS counseling sessions has done me a lot of good. I was really depressed before I started the sessions.

Benita: Yes, it was a good decision. It is good to share experiences.

Kesi: Yes, indeed. I must say some of the personal stories I heard really uplifted me. I heard stories from people who are now living fulfilling lives.

Benita: I'm afraid that if HIV/AIDS education is not carried out, a lot of people will still believe that being infected is a death sentence.

Kesi: I agree with you.

Exercise 5

Mrs. Adamou: I think losing some weight is the best thing I've ever done for myself.

Mr. Adamou: I agree. I must say that you look just like the young lady I married twenty-five years ago.

Mrs. Adamou: I'm afraid to say that I had stopped looking after my health! I was leading an unhealthy lifestyle.

Mr. Adamou: You could not even climb a flight of stairs without getting out of breath! And you were always tired.

Mrs. Adamou: And I believed that if I was thin people would think I had HIV!

Listening, page 41, Exercise 4

I mean HIV

Life so Unpredictable
Let me tell you a story
of a family divided
that was once united
Seemed like a little error
but it contributed to that family's terror
u see, it was his dad that cheated
but didn't do what was needed
he caught the virus
i mean HIV
his life went on
gave it to his mom
5 years later
they were both gone
it's sad to see
this kid left alone
his world torn apart
by a killer disease
caused by HIV [...]

Exercise 7

[See exercise 4 for the beginning of the poem. Here is the end of the poem.]

Having HIV is not the end of the world
a lot of education
and simple precautions
to be very cautious
to avoid the virus
called HIV
Its self-explanatory
a virus that could turn into a disease
that takes your glory
A disease called AIDS? Yes! I mean HIV

Unit 4

Communication, page 49

Exercise 1

► Dialogue 1

Zola: Have you heard that the personal calls are monitored by security agencies?

Seko: Yes I have! And in my opinion that is wrong!

Zola: I agree. Personal calls are personal calls!

Seko: I couldn't agree more.

I would hate it if someone monitored my calls.

► Dialogue 2

Ewane: Do you think it is safe to put personal details on social networking sites?

Nadia: Yes, I think so. But cyber criminals could get our personal information.

Ewane: That's a good point. As I see it, we can never be too careful these days.

Exercise 5

► Dialogue 1

A Did you hear about the thief who was beaten to death in our neighbourhood?

B Yes. I believe he got what he deserved!

A As far as I am concerned, the crowd should have handed him over to the forces of law and order.

B I think the public has lost confidence in these forces. Suspects are often released and soon walk the streets again.

A In my opinion, suspects remain innocent until they are proved guilty. There is often no evidence against suspects.

B What about cases where they are caught red-handed?

A That's a good point!

► Dialogue 2

A What do you think about the exodus of young people from the country?

B It's a crime! I believe it is a big loss to the country. These people often enter other countries illegally and face many difficulties.

A In my opinion, the education system should turn out graduates who can be self-employed.

B Do you think that will stop young people going to other countries to seek employment?

A Yes, to a certain extent. I believe that if the government funded projects that provided jobs for graduates, they would stay.

B As I see it, it would not be easy to make them stay. But perhaps the exodus can be limited.

Listening, page 53, Exercise 4

Serial burglar tracked through phone app

A man was arrested by the police in south London yesterday after being on the run for more than 18 months. He is suspected of committing at least 14 offences in the south London area. He was finally caught when detectives used a phone app. The app, which can track the movement of a phone or a tablet, had been installed on a tablet that the burglar had stolen.

A police spokesperson said that they had been able to find the burglar with the help of the phone app. They narrowed down his location to a small area in south London. Outside one of the houses in the area they found a white car. They were able to prove that the car had been used in more than one of the burglaries. They found the man's fingerprints on the car too. Cameras near the burglaries had filmed the same car near three of the burglaries. The police raided the house and found jewellery and electronic equipment worth thousands of pounds. All of the loot found had been reported stolen in burglaries. The man will be sentenced next month if found guilty.

Unit 5

Communication, page 63

Exercise 1

► Dialogue 1

- A If you don't respect the teacher, you will be sorry!
B Why should I respect him if he does not respect me?
A You both have rights. You should respect each other.
B That's true. Thanks for the warning!

► Dialogue 2

- A Don't you dare touch me!
B What will you do? You are just a girl!
A If you touch me, I will report you to the principal.
B But I love you!
A No, you don't! You don't respect me.

► Dialogue 3

- A If you don't help me wash these clothes, I won't make you supper.
B But it's your job to wash the clothes and make supper!
A While you do nothing? I have rights too!
B Ok, if I help you make supper, will you wash my clothes?
A Well... Maybe!

Exercise 4

► Dialogue 1

- Aunt Alice: Why isn't Anita in school with the boys?
Mother: If she goes to school, there will be no one to do the housework.
Aunt Alice: What about her future? If she doesn't go to school, her future will be bleak!
Mother: I believe she'll find a wealthy husband to take care of her.
Aunt Alice: No, that is wrong! If she is not educated she will not be able to defend her rights! Please, send her to school.
Mother: Alright. I'll talk to her father about it.

► Dialogue 2

- Brahim: Bintu, please get me some food.
Bintu: Why? You are in the kitchen. Get it yourself.
Brahim: No, that's a woman's job.
Bintu: Well, then you will not eat! Serving food is not just a woman's job!
Brahim: Don't repeat that rubbish you have learnt in school! Don't you see how Mum obeys Dad?

Bintu: Brahim, wake up. Times have changed. Mum and Dad respect each other, they don't obey each other!

► Dialogue 3

- Policeman: If you throw stones at that man again, you'll be arrested.
Crowd: That man is a thief. This is what he deserves! It's justice!
Policeman: No, it isn't. The courts will decide what justice is.
Crowd: We don't trust you. If we see him on the streets again, we'll attack your office.
Policeman: We all need to obey the law and respect this man's rights.
Crowd: What rights? He's a criminal.
Policeman: Yes, maybe he is. But don't you touch him. The law will deal with him.

Listening, page 67, Exercise 3

What human rights mean to me

I have rights. Yet I am the one who does all the housework and cooking while my brother just eats and goes out to play. I can't go to school because there is work to do at home. I will have to get married before I am fifteen. My father thinks it's fine to hit me whenever he feels angry.

Perhaps if I were a boy I would have the right to dignity and respect? Perhaps if my family were rich I would have more rights? Perhaps if I were an adult I would not have to put up with violence.

Human beings are all born equal and we should all have the same rights. So why do some people believe that some lives are less important than others? Why do some men think they have more rights than women?

Human beings harm and hurt each other. And it is not only girls that are denied human rights. I read a story about a young boy of 12 who was abducted and forced to become a child soldier. He was drugged and forced to kill other people. He had no rights either. Like me.

Unit 6

Communication, page 75

Exercise 1

► Dialogue 1

- Ayo: Do you rely on technology, Jawanza?
Jawanza: I suppose I do. I haven't really thought about it.
Ayo: Can you wake up in the morning if you don't set an alarm?
Jawanza: No, I can't! Can you?
Ayo: I can't! If I didn't have an alarm on my phone I would be late every day!

► Dialogue 2

- John: Do you play computer games, Efua?
Efua: Yes, I do – sometimes...
John: Do you think I would be able to make decisions more quickly if I played computer games?
Efua: Yes, maybe. You have to think quickly when you play a game.
John: And what happens if you make the wrong decision?
Efua: If you made the wrong decision in a game it wouldn't matter really! It's just a game!

Exercise 4

► Dialogue 1

- Yéro: Malaika, do you use the computer and the Internet...? I mean, are you familiar with modern technology?

Malaika: Well, I'd like to learn how to use the computer. Nowadays, if you want to get a well-paid job, you have to have good computer skills.

Yéro: You're right! If we don't learn, we'll be left behind, and we won't be able to cope with the challenges of this modern world.

Malaika: That's what I'm afraid of!

Yéro: Yes! If we had the Internet at school, it would be so easy for us to do research.

Malaika: I know! If we had computers at school, learning and school work would be fun!

► Dialogue 2

Amara: Did you tell your Mum about your laptop?

Idrisso: Not yet. If I tell her, she'll be really mad at me. It's brand new, you know?

Amara: I know! But, if you don't inform her, somebody else might.

Idrisso: Yes... And my Mum is very sharp. If you told her a story, she would immediately find out the truth... I think I'm just going to tell the truth.

► Dialogue 3

Simo: Does your grandmother have a cell phone?

Ayisi: No, she doesn't. She is afraid of new technology!

Simo: But if she had a simple phone, she would learn to use it.

Ayisi: Yes, I think so too. And if she had a phone, she could phone us if she needed anything.

Simo: That's true. Imagine if she had a fall and hurt herself. If she had a phone, she could call for help!

Ayisi: I think I need to find a simple phone and show her how to use it!

Listening, page 79, Exercise 4

The rising popularity of 'selfies'

It seems that everyone wants to share self-portraits of themselves – 'selfies'. It has almost become an obsession with some people. Is it just a fashion or is it more than that?

Selfies allow us to choose or control which photographs we want others to see. These will probably be photographs that make us look attractive or trendy, perhaps more attractive and more trendy than we are in real life. Selfies can make us feel good about ourselves.

Selfies are also photographs that are not planned. You take them on the spur of the moment, when you are enjoying an experience that you want to share. A selfie can carry a message to your friends, for example, 'Look at me! Look where I am! Don't you envy me?' Stars use selfies to promote themselves too. They upload news selfies on a regular basis.

But of course there are many people who criticise selfies. They say that people who post selfies online are people who want attention and are unhappy with themselves.

Whatever you believe, selfies have become very popular. If you search the Internet you will find millions of photographs with the hashtag #selfie or #me.

Unit 7

Communication, page 89

Exercise 1

► Dialogue 1

A Why was Bintu elected president of the club and not John?

B I think Bintu must have been the best candidate. And she must have made the best election speech. John is not a good speaker.

A That's true, but John would have been a good president too.

B Yes, I agree. Anyway, I know that Bintu was elected fairly.

A Oh yes. She wouldn't have tried to bribe people to vote for her. She's too honest!

► Dialogue 2

A I hear you have had a burglary?

B Yes, someone got into the house and stole all our electronic equipment.

A How did they get in?

B They must have climbed in through the bathroom window I think.

A Couldn't they have opened one of the doors?

B I don't think so. The doors were locked. But they could have picked the lock, I suppose.

Exercise 4

► Dialogue 1

Bouba: Why were those people protesting in front of the parliament this morning?

Nadia: I am not sure. I think the protest must have been about the increase in taxes.

Bouba: Oh, maybe. There was something in the news about that last week.

Nadia: Yes. I think the Consumer Protection Group must have organized the protest.

► Dialogue 2

Malaika: Have you read the poem *Democracy*?

Solange: Oh, you mean the poem by Langston Hughes. Yes, I have. Why?

Malaika: He must have been a very interesting person to speak to. He must have been able to find exactly the right words to express himself.

Solange: I agree. He writes so well. I think he must have written many other poems as well. Have you read any of them?

Malaika: No, not yet, but let's look for some of them.

► Dialogue 3

Akim: Did you vote in the last Student's Council election?

Mariam: No, I didn't. I could have voted but it seemed like a waste of time.

Akim: But you should have voted! We could have changed the Council.

Mariam: Yes, I suppose I should have voted. I promise I will next time.

Listening, page 93, Exercise 4

Election campaign in Ghana

We are in the midst of furious campaigning ahead of presidential and parliamentary elections. Every available space is covered with billboards, posters and flags. As there are eight presidential candidates, the number of posters that can be squeezed around one light pole on a street is best left to the imagination.

The decibel level around the country generally has gone up and we cannot hear each other talk or, if truth be told, we do not want to hear each other because, to quote a friend, our minds are made up and we do not want to be confused with facts.

The political parties are running advertisements in the newspapers, on radio and television like they do everywhere else but nobody really knows if the adverts change anybody's mind.

It is imperative, however, that you get a very catchy piece of music to accompany whatever message you are trying to convey to the people.

There is also no guarantee that the people who are scrambling for T-shirts bearing a particular candidate's image will necessarily vote for him. These T-shirts are very popular and the Chinese are currently making a roaring business supplying them to all the parties.

Unit 8

Communication, page 101

Exercise 1

► Dialogue 1

- A You have been to Rio at carnival time. I want to visit Rio in February. What would you recommend I do?
 B I can't recommend the parades highly enough. They are mind blowing! You simply must watch them.
 A And can I join in the parades and the dancing?
 B Yes, of course. But whatever you do, be careful!

► Dialogue 2

- A Have you ever thought about visiting Djenné in Mali?
 B Yes, I have. But is it really worth it?
 A I think it's something we should all do. It's part of our African heritage after all.
 B I'll pass that idea on to my parents. Maybe they will take us there one day.

Exercise 4

► Dialogue 1

- Ngono:** My children neither understand nor speak my mother tongue. What would you advise me to do?
Binta: Why don't you start a 'mother tongue' day at home? Then speak to your children in your mother tongue. Use gestures when you speak. Make it fun!
Ngono: Are you sure that will work?
Binta: You really should try it. I did it with my children and it worked.
Ngono: Is there anything else I could do?
Binta: You could enroll them in the holiday classes of your village community. They will have to speak the mother tongue there!

► Dialogue 2

- Mr Kwame:** Have you ever thought of inviting our Chinese neighbours to dinner?
Mrs Kwame: Yes, I have often thought about it. But I'm not sure if they will like our local food.
Mr Kwame: Perhaps we should prepare some Chinese dishes as well as Cameroonian dishes.
Mrs Kwame: But you know I can't cook Chinese food!
Mr Kwame: Why don't you cook some Cameroonian dishes and then I can order some Chinese dishes from the Chinese Restaurant down the road. The restaurant is highly recommended.
Mrs Kwame: That's a good idea!

► Dialogue 3

- Alice:** What would you recommend - this African boubou or this Western-style dress? I am going to Flora's party this evening.
Mamouna: The Western-style dress is simply gorgeous!
Alice: I know, but I prefer the boubou. I think the colour suits me better.
Mamouna: Will the boubou be comfortable for dancing? It may be too loose. You should really think about that too.
Alice: You're right! I don't know ... perhaps I will wear the Western-style dress.

Listening, page 105, Exercise 3

Before Anansi lived as a spider, he lived as a human being. He was very clever and very good at playing tricks on other human beings.

One day he said to God, 'If you give me one ear of corn, I will repay you with a hundred servants.' God laughed and gave Anansi the ear of corn.

Anansi took the ear of corn and walked to a village. He told the chief that he needed a place to rest. 'I am carrying a sacred ear of corn for God,' he said. 'I must keep it safe.' That night Anansi slept in a special house in the village. When everyone was asleep, he gave the corn to the chickens to eat.

The next morning he woke up and started to shout, 'Someone has stolen my sacred corn! God will curse this village!' The villagers were very worried. They gave him a whole basket of corn to replace the 'stolen' corn.

Anansi walked on to the next village. On the way he met a woman carrying a chicken. He exchanged the heavy basket of corn for the chicken. At the next village, he told the chief that he needed a place to rest. 'I am carrying a sacred chicken for God,' he said. 'I must keep it safe.' That night Anansi slept in a special house in the village. When everyone was asleep, he killed the chicken and smeared the blood and feathers on the ground outside.

The next morning he woke up and started to shout, 'Someone has killed my sacred chicken! God will curse this village!' The villagers were very worried. They gave him ten sheep to replace the chicken that had been killed.

Anansi walked down the road with his sheep to the next village. On the way he passed a group of people. They were carrying the body of a dead man home to the village to be buried. Anansi offered to carry the dead body for them. He asked them to look after the sheep for him.

Anansi waited for them to leave and then he took a path to a different village. When he arrived, he told the chief that he was carrying the son of God and that they needed to sleep. The villagers treated Anansi with great respect. In the morning he woke up and started to shout, 'I can't wake up the son of God! You have killed him.' The villagers tried to wake up the 'son of God' but of course he was dead. The villagers gave Anansi 100 young men to take back to God.

So Anansi repaid the ear of corn with 100 servants, as he had promised!

Unit 9

Communication, page 115

Exercise 1

► Dialogue 1

- A You have to buy those shoes!
 B Why? They are so expensive.
 A But they are stunning! They make your legs look longer.
 B Yes, but I wonder if...
 A And they are such good quality! They will last for years!

► Dialogue 2

- A Which cell phone should I buy?
 B NOKU is always a good buy.
 A Why?
 B Because they have the best after sales service.
 A And what about the battery?
 B Does it last? Of course. You only have to recharge every 3 days.

► Dialogue 3

- A Is this a good radio?
 B Oh yes. It's first class! And you get four batteries absolutely free if you buy today!
 A That's good, but...
 B It's brand new. The sound is magnificent. I think it's perfect for you!

Exercise 4

► Dialogue 1

- A Look at this shirt! It's stunning. You must buy it.
 B But it's expensive. I can't afford it. Besides, I need two shirts.
 A Rather buy one good shirt than two cheap shirts.
 B Why?
 A A good shirt will last you for years. A cheap shirt won't.

► Dialogue 2

- A Which yoghurt should I buy? The plain one or the one with fruit?
 B The one with fruit has a lot of sugar in it. That's not good for you.
 A Why?
 B Because you eat too many sweet things! You should rather buy the plain yoghurt and eat it with fresh fruit. The plain yoghurt is also cheaper!

► Dialogue 3

- A Which watch should I buy?
 B This one is very good value for money. You also get a free case with the watch.
 A Will I be able to go in the water with the watch on?
 B Oh yes. The watch is waterproof. It's also stylish and easy to wear. And the price is going to go up next week.

Listening, page 119, Exercise 4

Online shopping: quick, convenient and safe

Do you shop online? Online shopping is becoming increasingly popular as more people have access to the Internet and less time to spend going out to the shops.

How does it work? First of all you need access to the Internet as well as a credit card. Go to the website from which you want to buy goods. Then make sure it is a secure and well-known website. There are many fake websites on the Internet. The address should start with *https* and it should have a symbol such as a padlock to show that it is a secure site as well.

Then click on the item that you want. After that, click on 'add to basket'. Check the summary of your order. You will need to provide a delivery address, your email address and a telephone number. Then enter your credit card details as requested. Check them carefully. After that, click on 'confirm order' and your order is placed. You should receive an email confirming the order and giving delivery details.

There are many advantages to online shopping. It's quick, convenient, easy and you can choose from a wide variety of goods. It is also quite safe if you are careful and you buy from reputable sellers. You can return goods if you are not satisfied. Online shopping is protected by law, so if something goes wrong, you can report it to the police.

Unit 10

Communication, page 127

Exercise 1

- Boganda: Lulu and I broke up last month.
 Ebele: You must be lonely...
 Boganda: Yes, I am. If only I had listened more carefully to her.
 Ebele: Did you have an argument?
 Boganda: Yes - many! I wish I had apologized and then we could have moved on.
 Ebele: I know the feeling. I broke up with my boyfriend a few months ago too. I wish I had respected him more. He wasn't so bad...
 Boganda: I should have let Lulu state her opinions, but I didn't.
 Ebele: I wish I had trusted my boyfriend, but I didn't.
 Boganda: Oh well, maybe things will work out better next time.
 Ebele: Yes. Hopefully we won't have any regrets next time.

Exercise 5

► Dialogue 1

- Dacko: Oh Oumarou, I'm so sorry. Did I hurt you?
 Oumarou: Yes, you did. That was a mean thing to say.
 Dacko: I didn't mean to. I promise. I wasn't thinking properly.
 Oumarou: Ok. I accept your apology. But, next time, think before you speak!

► Dialogue 2

- Student: Please excuse me sir. I know I am late for class.
 Teacher: What is your excuse this time?
 Student: The taxi broke.... I mean, I overslept. I am really sorry. It won't happen again.
 Teacher: Well, I hope not! It's very rude to arrive late.

► Dialogue 3

- Simo: Hi Aissatou. Where's Akim?
 Aissatou: We broke up. It was terrible. I wish I hadn't been so unkind to him!
 Simo: Did he do something wrong?
 Aissatou: No, not really, that's the problem. I saw him chatting to another girl and I got mad. I shouted at him.
 Simo: You should have let him explain himself!
 Aissatou: Yes, I know. If only I hadn't been so stupid!

Listening, page 131, Exercise 3

Hello Listeners. It's Friday! Tomorrow is Valentine's Day. Ready for some fun and entertainment? I'm sure you are looking for some cool things to do with your partners and friends. There's a lot happening, so listen up carefully!

Tonight there is a free concert at the Independence Stadium. Be there at 5 pm if you want to get a good seat.

Then tomorrow - Valentine's Day! You can take your loved one for breakfast at Goodies. Get a free coffee with your croissants if you get there before 9 am. Or go out for lunch in the park. Take a picnic basket and have a romantic lunch. If you would prefer to go out at night, there are lots of Valentine's parties on. Try Max's or Julie's Place. Dress up. And hey, don't forget the flowers!

On Sunday you'll probably want to chill with your friends. There's a football match on. It starts at 2.30 pm and there is also some traditional dancing you could watch at the stadium. That starts a bit later, at 5 o'clock.

Whatever you do - have fun and take care out there!

Wordlist

abduct *vt* enlever.
abstinence *n* abstinence *f*.
accept *vt* accepter.
acceptable *adj* acceptable.
accommodate *vt* loger, recevoir.
acquire *vt* acquérir.
active *adj* actif(ive).
advertising *n* publicité *f*.
AIDS *n abbr* (= acquired immune deficiency syndrome) SIDA *m*.
air *vt* aérer *vi* passer à l'antenne.
alarming *adj* alarmant(e).
alter *vt, vi* changer, modifier.
ancestor *n* ancêtre *m*.
antibody *n* anticorps *m*.
anxious *adj* anxieux(se).
approve *vt* approuver.
arson *n* incendie criminel *m*.
artistic *adj* artistique.
ashamed *adj* honteux(se).
assault *n* agression *f*.
attraction *n* attraction *f*.
availability *n* disponibilité *f*.
average *n* moyenne *f*.
avid *adj* avide.
awareness *n* conscience *f*.
awesome *adj* impressionnant(e).
ballroom *n* salle *f* de bal.
battery *n* batterie *f*.
beckon *vt* faire signe.
billboard *n* panneau *m* d'affichage.
biodiversity *n* biodiversité *f*.
black market *n* marché noir *m*.
blood transfusion *n* transfusion *f* de sang.
bombard *vt* bombarder.
boot (of a car) *n* coffre *m*.
brand *n* marque *f*.
break-in *n* cambriolage *m*.
breakdown *n* panne *f*.
burglary *n* cambriolage *m*.
cab *n* (US) taxi *m*.
camera *n* appareil *m* photo.
campaign *n* campagne *f*.
candidate *n* candidat(e).
captivate *vt* captiver.
case *n* cas *m*.
catastrophe *n* catastrophe *f*.
century *n* siècle *m*.
ceremony *n* cérémonie *f*.
civic *adj* civique.
civil war *n* guerre *f* civile.
communicate *vt, vi* communiquer.

communication *n* communication *f*.
compete *vi* concourir.
compromise *n* compromis *m*.
vi faire des compromis.
concert *n* concert *m*.
condom *n* préservatif *m*.
confidence *n* confiance *f*.
confident *adj* sûr(e).
congregation *n* congrégation *f*.
connected *adj* connecté(e).
consequence *n* conséquence *f*.
conserve *vt* conserver.
consume *vt* consommer.
consumer *n* consommateur, consommatrice.
consumerism *n* société *f* de consommation.
consumption *n* consommation *f*.
contaminate *vt* contaminer.
convenient *adj* commode.
convict *vt* déclarer coupable.
course *n* cours *m*.
coverage *n* reportage *m*.
crime *n* crime *m*.
criminal *n* criminel(le).
culture *n* culture *f*.
curb *n* (US) trottoir *m*.
custom *n* coutume *f*.
date *vt* sortir avec.
death threat *n* menace *f* de mort.
decrease *n* diminution *f*.
vt, vi diminuer.
defend *vt* défendre.
degenerate *vi* dégénérer.
delivery *n* distribution *f*.
democracy *n* démocratie *f*.
democratic *adj* démocratique.
department store *n* grand magasin *m*.
deplete *vt* réduire.
descent *n* descendance *f*.
despise *vt* mépriser.
destination *n* destination *f*.
destructive *adj* destructeur(trice).
detective *n* détective *m/f*.
devastate *vt* dévaster.
devastation *n* dévastation *f*.
developer *n* promoteur *m*.
diagnose *vt* diagnostiquer.
digital *adj* numérique.
dignity *n* dignité *f*.
disregard *vt* ne pas tenir compte de.
download *vt* télécharger.

downtown *adv* (US) en centre-ville.
e-reader *n* liseuse *f*.
ecosystem *n* écosystème *m*.
ecotourism *n* écotourisme *m*.
effective *adj* efficace.
election *n* élection *f*.
elevator *n* (US) ascenseur *m*.
empower *vt* valoriser, responsabiliser.
engage *vt* engager.
enjoy *vt* aimer.
enjoyment *n* plaisir *m*.
entertainer *n* artiste *m/f*.
envious *adj* envieux(se).
environment *n* environnement *m*.
epidemic *n* épidémie *f*.
equal *n* égal(e).
equality *n* égalité *f*.
expression *n* expression *f*.
extinction *n* extinction *f*.
extract *vt* extraire.
fake *n* faux *m*.
fall *n* (US) automne *m*.
fan *n* admirateur/trice.
faulty *adj* défectueux(euse).
fear *n* crainte *f*.
fingerprint *n* empreinte *f* digitale.
following *adj* suivant(e).
forefather *n* ancêtre *m*.
fossil fuel *n* combustible *m* fossile.
frail *adj* fragile.
freedom *n* liberté *f*.
friendship *n* amitié *f*.
garbage *n* (US) ordures *fp*.
generate *vt* engendrer, produire.
GPS *n abbr* (= Global Positioning System) GPS.
grant *vt* accorder.
greenhouse gas *n* gaz *m* à effet de serre.
guest *n* invité(e).
guesthouse *n* pension *f*.
guide *n* guide *m/f*.
guilty *adj* coupable.
gun-free *adj* sans armes.
habit *n* habitude *f*.
habitable *adj* habitable.
habitat *n* habitat *m*.
handgun *n* arme *f* de poing.
harmless *adj* inoffensif(ive).
hashtag *n* mot-dièse, mot-clic.
heritage *n* héritage *m*.
history *n* histoire *f*.

HIV *n abbr* (human immunodeficiency virus) HIV.
holidaymaker *n* vacancier(ère).
hope *n* espoir *m*.
hospice *n* hospice *m*.
hotel *n* hôtel *m*.
hundred *num* cent.
impact *n* impact *m*.
increase *n* augmentation *f*
 ♦ *vi* augmenter.
indigenous *adj* indigène.
infect *vt* infecter.
infection *n* infection *f*.
inform *vt* informer.
initially *adv* initialement.
integral *adj* intégral(e).
intellectual *n* intellectuel(le).
internalise *vt* interioriser.
interrupt *vt* interrompre.
invent *vt* inventer.
inventor *n* inventeur, inventrice.
issue *n* problème *m*.
justice *n* justice *f*.
labour union *n* syndicat *m*.
landfill *n* décharge *f*.
language *n* langage *m*.
law *n* loi *f*.
leftovers *np* restes *mp*.
legacy *n* héritage *m*.
life-threatening *adj* qui constitue une menace pour la survie.
lift *n* ascenseur *m*.
loot *n* butin *m* ♦ *vt* piller.
looting *n* pillage *m*.
market *vt* commercialiser.
microphone *n* microphone *m*.
miner *n* mineur *m*.
misdemeanour *n* infraction *f*.
modest *adj* modeste.
motor vehicle *n* véhicule *m* à moteur.
movie *n* film *m*.
murder *n* meurtre *m*.
myth *n* mythe *m*.
natural *adj* naturel(le).
need *n* besoin *m* ♦ *vt* avoir besoin de.
neighbourhood *n* voisinage *m*.
network *n* réseau ♦ *vi* diffuser, créer des réseaux.
nigging *adj* persistant(e).
non-renewable *adj* non-renouvelable.
obsession *n* obsession *f*.
order *n* ordre *m* ♦ *vt* ordonner.

orderly *n* aide-soignant(e).
orphan *n* orphelin, orpheline.
ostracise *vt* ostraciser.
outcast *n* exilé, exilée.
overreact *vi* dramatiser.
owe *vt* devoir.
package tour *n* voyage *m* organisé.
pavement *n* trottoir *m*.
peace *n* paix *f*.
percentage *n* pourcentage *m*.
pickpocket *n* pickpocket *m*.
political *adj* politique.
political party *n* parti *m* politique.
politics *n* politique *f*.
pollution *n* pollution *f*.
posted *adj* affiché(e).
power *n* puissance *f*.
practical *adj* pratique.
prescribed *adj* prescrit(e).
producer *n* producteur(trice).
promote *vt* promouvoir.
prosper *vi* prospérer.
prosperity *n* prospérité *f*.
quarantine *n* quarantaine *f*.
ranching *n* élevage *m*.
rape *n* viol ♦ *vt* violer.
rate *n* taux ♦ *vt* classer.
re-enactment *n* reconstitution *f*.
reality *n* réalité *f*.
record *n* rapport *m*.
recover *vt* récupérer.
regenerate *vt* régénérer.
regulation *n* régulation *f*.
rejection *n* rejet *m*.
renewable *adj* renouvelable.
repulsive *adj* repoussant(e).
reputable *adj* honorable.
resource *n* ressource *f*.
resourceful *adj* ingénieux(euse).
respect *n* respect *m*.
retain *vt* conserver.
revenue *n* revenu *m*.
right *n* droit *m*.
robbery *n* vol *m*.
roots *n* racines *fp*.
run *vt* courir, diriger.
sacred *adj* sacré(e).
safari *n* safari *m*.
satnav *n abbr* (= satellite navigation) navigation par satellite.
sceptically *adv* avec scepticisme.
scholarship *n* bourse *f* d'étude.
seawater *n* eau de mer *f*.

secure *adj* sécurisé(e).
seek *vt* chercher.
self-portrait *n* autoportrait *m*.
sentence *n* (in law) condamnation *f*.
sexual assault *n* harcèlement *m* sexuel.
sexually transmitted disease (STD) *n* maladie sexuellement transmissible (MST).
shocking *adj* choquant(e).
shoplifting *n* vol *m* à l'étalage.
skill *n* compétence *f*.
species *n* espèce *f*.
spiritual *adj* spirituel(le).
sponsor *vt* parrainer.
state *vt* déclarer.
status *n* statut *m*.
steal *vt, vi* voler.
stereotyped *adj* stéréotypé(e).
stigmatise *vt* stigmatiser.
struggle *n* lutte *f* ♦ *vi* lutter.
stutter *vi* bégayer.
supportive *adj* d'un grand soutien.
survive *vi* survivre.
tablet *n* tablette *f* tactile.
tax *n* taxe *f*, impôt *m*.
taxi *n* taxi *m*.
tear apart *vt* déchirer, mettre en pièces.
theft *n* vol *m*.
thousand *num* mille.
tire *vt* fatiguer.
touch screen *n* écran *m* tactile.
tourist *n* touriste *m/f*.
township *n* commune *f*.
transmission *n* transmission *f*.
transport *n* transport *m* ♦ *vt* transporter.
travel *n* voyage *m* ♦ *vi* voyager.
trickster *n* arnaqueur, arnaqueuse.
trunk (of car) *n* (US) coffre *m*.
trust *vt* faire confiance à.
typhoon *n* typhon *m*.
unexpected *adj* inattendu(e).
unnatural *adj* anormal(e).
unprecedented *adj* sans précédent.
unpredictable *adj* imprévisible.
unrelated *adj* sans rapport.
unwanted *adj* non désiré(e).
unwelcome *adj* importun(e).
upload *vt* télécharger.
uprising *n* soulèvement *m*.
USB port *n* port USB.

vacancy *n* poste *m* vacant.
vacation *n* (US) vacances *fpl*.
vain *adj* vaniteux(euse).
variety *n* variété *f*.
violate *vt* violer, enfreindre.

violence *n* violence *f*.
virus *n* virus *m*.
vital *adj* vital(e).
voter *n* électeur, électrice.
want *n* désir *m* ♦ *vt* vouloir.

wasteful *adj* peu économique.
wheelchair *n* fauteuil *m* roulant.
wildlife *n* faune et flore *f*.
wireless *adj* sans fil.

Verbs with particles (phrasal verbs) and verbs with prepositions

blow up exploser
break into entrer par effraction (bâtiment)
break up casser (relation)
bring up élever (enfant); évoquer (sujet)
carry out accomplir
catch on piger (*familier*); devenir à la mode
engage with engager le dialogue avec
fall apart se désagréger, tomber en morceaux
fall out se disputer, se brouiller
figure (something) out résoudre (situation, problème)
fill (something) out compléter (formulaire)
find (something) out apprendre, découvrir
finish (something) off finir, achever
get away with something s'en sortir impunément
grow up grandir, devenir adulte
hack into an account pirater un compte en banque
hand (something) out distribuer
hang in s'accrocher, tenir bon
hang on attendre un instant; rester en ligne
hang out *familier* traîner
hang up raccrocher (téléphone)
hold up (a bank) braquer une banque
impact on avoir un impact sur

keep out ne pas entrer, rester dehors
learn about entendre parler de
leave (somebody) out exclure, tenir quelqu'un à l'écart
look after s'occuper de
look forward to attendre avec impatience
make do with faire avec, se débrouiller avec
make off with prendre la fuite avec
make (something) out comprendre
make (something) up inventer
make up se réconcilier
move on passer à autre chose
pass out s'évanouir
put up with endurer, supporter
run out of être à court de
settle down s'installer
shop around faire du repérage, comparer les prix
sort (something) out régler (problème)
step up se proposer, être volontaire
tag along suivre, accompagner
take away from gâcher, nuire à
take part in participer à
throw (something) away jeter; gaspiller
tune in être à l'écoute (radio)

Idiomatic expressions

at the touch of a button par simple pression d'un bouton
face to face with nez à nez avec
be denied something se voir refuser quelque chose
be forced into doing something être forcé, contraint à faire quelque chose
be glued to avoir les yeux, le regard fixé sur
be made of être composé de, fait en
be obsessed with être obsédé par
be proud of être fier de
be tired of être fatigué de, en avoir assez de
break free of échapper à, se soustraire à
break the law enfreindre la loi
break the speed limit dépasser la limite de vitesse
bring an end to mettre fin à
demand a ransom exiger une rançon
freeze in your tracks être arrêté en plein vol, être pris de court
get the hang of piger (*familier*), prendre le coup de main
give permission autoriser, donner son accord
have a large following avoir de nombreux partisans, un large auditoire

have your roots in être enraciné dans
keep alive garder, maintenir en vie
let things take their course laisser faire, laisser les choses suivre leur cours
make a choice faire un choix
make a date prendre rendez-vous
make a profit réaliser un bénéfice
make a promise promettre, faire une promesse
make someone aware of faire prendre conscience à quelqu'un de
miss a beat rater un événement
owe something to somebody devoir quelque chose à quelqu'un
pay somebody a bribe acheter, soudoyer quelqu'un
realize a dream réaliser un rêve
stand on your own feet être autonome, voler de ses propres ailes
stay in touch with rester en contact avec
take for granted considérer comme allant de soi
take place in se dérouler, avoir lieu
tomorrow is another day 'demain est un autre jour'

➔ **Approche
communicative**

➔ **Préparation
méthodique au
BACCALAURÉAT**

Far Ahead

LET'S GO AND STUDY ENGLISH

1
ÈRE



• **Des thématiques contemporaines**

• **10 unités conformes au programme**
pour travailler les **4 compétences essentielles** :

Reading

**Speaking/
Communication**

Listening

Writing

• **Des rubriques 'expert' :** > améliorer sa prononciation
> enrichir son vocabulaire
> maîtriser la grammaire

• **S'entraîner et se tester tout au long de l'année :**

**Check
& Self-assessment**

Faire le point à la fin
de chaque unité
et s'auto-évaluer.

Prepare for the exam!

Toutes les 2 unités,
des sujets au format
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se familiariser avec
les différents exercices
de l'examen.

Writing Training

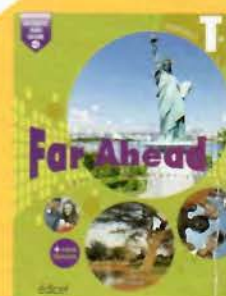
En fin d'ouvrage, des exercices
complémentaires ciblés
et des stratégies pour
bien rédiger en anglais
et apprendre à construire
son argumentation.

**À la fin
de l'ouvrage**

• **L'essentiel de la grammaire**

• **Un lexique**

+ **Un zoom**
sur les 'phrasal verbs'
et les expressions
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