

RESSOURCES
AUDIO
EN LIGNE



TERMINALE

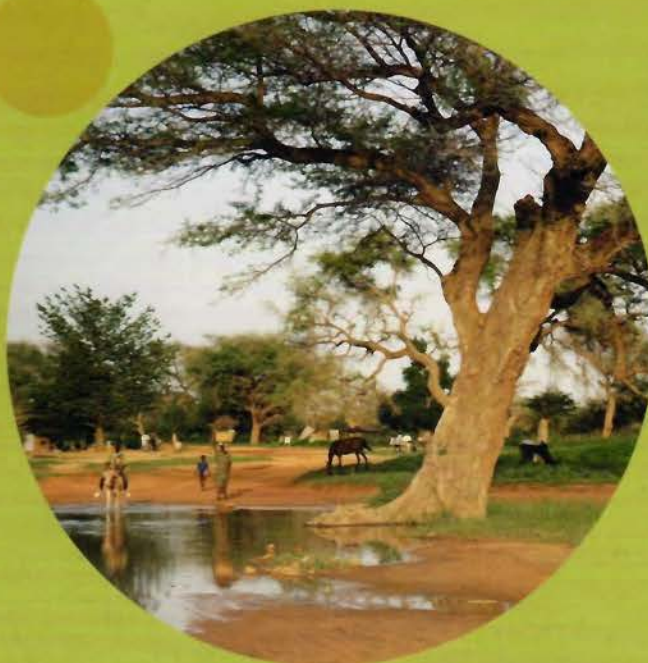
T
LE

Far Ahead

LET'S GO AND STUDY ENGLISH



+ EXAM
PRACTICE



édicef

TERMINALE

Far Ahead

Student's book

édicef

UNITS

1

Lifestyle – Moving with the times

- Traditional and modern way of life
- Modern migrants
- Public services
- Moral values

Reading

- 'Do people today enjoy a better lifestyle than people in the past did?' 8
- 'In search of a better life – a migrant's story' 12

Vocabulary and Vocabulary extension

- Values
- The suffix *-ness*
- *Wherever, whenever, whoever, whatever, whichever, however*
- Public services

Check 17-18 Self-assessment 18

2

Freedom and rights

- The heritage of the past
- Slavery and the struggle for independence
- Fight against discrimination, oppression and racism
- Physical and mental disabilities

- Extract from *Up from Slavery* by Booker T. Washington 20
- Biography of Malala Yousafzai 24

- Martin Luther King (MLK) Day
- Freedom and rights
- Family members: *step-, half-, -in-law*
- Noun prefixes and suffixes
- Prejudice and discrimination

Check 29-30 Self-assessment 30

3

Development issues

- Problems in emerging and developing countries
- Child brides
- Causes of deaths in developing countries
- Traditional lifestyle under threat

- 'Child brides' 32
- 'Health challenges in developing countries' 36

- Major problems in emerging and developing countries
- Three-part phrasal verbs
- Verb + preposition
- Rights of indigenous people struggle for survival

Check 41-42 Self-assessment 42

4

What the future holds

- Global issues
- New technologies and inventions
- Genetic selection
- Urbanisation in Africa

- 'Technologies that could change the world' 44
- 'Baby building' 48

- Global issues
- Strong adjectives
- Binomials
- Urbanisation in Africa

Check 53-54 Self-assessment 54

5

Managing resources

- Agriculture
- Natural resources: mining
- Land grabbing
- Child labour
- Water and health

- 'Who benefits the most from land grabbing?' 56
- 'The Devil's Mountain' 60

- Agriculture
- Prefixes *bio-, mono-, multi-*
- Repeated comparatives to show change
- Water and health (hygiene and cleanliness)

Check 65-66 Self-assessment 66

ISBN 978-2-7531-0749-6 © Edicef, 2015.

Malgré nos efforts, certaines demandes sont restées sans réponse. Les ayant droit dont nous n'aurions pu retrouver la trace en dépit de nos recherches sont invités à se faire connaître auprès de l'éditeur. Nous avons réservé en notre comptabilité les droits usuels. (DR)

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

L'article L. 122-4 du Code de la propriété intellectuelle dispose que « toute représentation ou reproduction intégrale ou partielle, faite sans le consentement de l'auteur ou de ses ayants droit ou ayants cause, est illicite, il en est de même pour la traduction, l'adaptation ou la transformation ». Ne sont autorisées aux termes de l'article L. 122-5 du Code que « les copies ou reproductions strictement réservées à l'usage privé du copiste et non destinées à une utilisation collective » et « les analyses et les courtes citations notamment dans un but d'exemple et d'illustration ».

Grammar	Communication / Speaking	Listening	Writing	Pronunciation
<ul style="list-style-type: none"> Present and present perfect tenses 10 Past and past perfect tenses 14 	<ul style="list-style-type: none"> Complaining 11 	<ul style="list-style-type: none"> Interview: 'How basic services have changed life' 15 	<ul style="list-style-type: none"> A letter of complaint 16 Strategy: Formal letters 	<ul style="list-style-type: none"> The letters <i>gh</i> 13
<ul style="list-style-type: none"> Present modals 22 Past modals 26 	<ul style="list-style-type: none"> Expressing wishes 23 	<ul style="list-style-type: none"> Interview: People with disabilities 27 	<ul style="list-style-type: none"> An informal letter or email 28 Strategy: Informal language 	<ul style="list-style-type: none"> Stressed words in sentences 21
<ul style="list-style-type: none"> Verb patterns with <i>make / let</i> and <i>allow / enable</i> 34 Causative structures with <i>get</i> and <i>have</i> 34 Determiners 38 Comparative and superlative forms 38 	<ul style="list-style-type: none"> Reasons and purpose 35 	<ul style="list-style-type: none"> 'The rights of indigenous people: the Kayapo Indians' 39 	<ul style="list-style-type: none"> An article 40 Strategy: Planning and drafting 	<ul style="list-style-type: none"> Fluency 37
<ul style="list-style-type: none"> Future simple and <i>be going to</i> 46 Future continuous and future perfect 46 Verb patterns 50 Expressions starting with <i>it</i>: infinitives or gerunds? 50 	<ul style="list-style-type: none"> Giving a short talk 47 	<ul style="list-style-type: none"> 'Urbanisation in the world' 51 	<ul style="list-style-type: none"> A for and against essay 52 Strategy: Paragraph linkers 	<ul style="list-style-type: none"> Final <i>-ed</i> 45
<ul style="list-style-type: none"> Conditionals 58 Reduced relative clauses 62 Impersonal passive forms 62 	<ul style="list-style-type: none"> Expressing regrets 59 	<ul style="list-style-type: none"> 'Basic hygiene methods can reduce the risks of catching diseases' 63 	<ul style="list-style-type: none"> A talk 64 Strategy: Structure of a talk 	<ul style="list-style-type: none"> 'o' sounds: /<i>au</i>/ or /<i>əu</i>/ or /<i>ɒ</i>/ 57 Linking words 61

Cette représentation ou reproduction, par quelque procédé que ce soit, sans autorisation de l'éditeur, constituerait donc une contrefaçon sanctionnée par les articles L. 335-2 et suivants du Code de la propriété intellectuelle français. Le Centre Français de l'exploitation de la Copie (20, rue des Grands-Augustins 75006 Paris France) est, conformément à l'article L.122-10 du Code de la propriété intellectuelle, le seul habilité à délivrer des autorisations de reproduction par reprographie, sous réserve en cas d'utilisation aux fins de vente, de location, de publicité ou de promotion de l'accord de l'auteur ou des ayants droit.



Listening (available on www.edicef.com)



Pair work



Group work

UNITS

6

Contemporary Africa

- The ups and downs of the economy
- Cinema, film industry
- Youth entrepreneurship in Africa
- Development (sustainable, etc.)

Reading

- 'Nollywood' 68
- 'African start-ups' 72

Vocabulary and Vocabulary extension

- Economy 67, 7
- Idioms 67, 7
- Words related to business 7

Check 77-78 Self-assessment 78

7

International issues

- International organisations
- International cooperation
- Languages spoken in the world

- 'Bribery and corruption' 80
- 'International cooperation' 84

- International organisations 80
- Prefixes and suffixes 84
- Prepositions 84
- Languages 84

Check 89-90 Self-assessment 90

8

Across cultures

- Body language and gestures
- Cultural misunderstandings
- Culture shock
- Applying for work placements and jobs
- Employment

- Interview: 'Experiences of cultural misunderstandings' 92
- 'Culture shock' 96

- Body language and gestures 92
- Feelings 96
- Adjectives ending in -ed and -ing 96
- Qualities for a work placement 96

Check 101-102 Self-assessment 102

Preparation for the Baccalauréat

Writing training

- | | | |
|---|-------------------------------|-----|
| 1 | Formal letters | 104 |
| 2 | Informal language | 105 |
| 3 | Planning and drafting | 106 |
| 4 | Paragraph linkers | 107 |
| 5 | Structure of a talk | 108 |
| 6 | Introductions and conclusions | 109 |
| 7 | Body paragraphs | 110 |
| 8 | Writing a covering letter | 111 |

Grammar training

- | | | |
|----|---|-----|
| 1 | Present simple and present continuous | 112 |
| 2 | Past simple and past continuous, past perfect and past perfect continuous | 113 |
| 3 | Present perfect simple and present perfect continuous | 114 |
| 4 | Present perfect and past simple | 115 |
| 5 | Future tenses | 116 |
| 6 | Present modals | 117 |
| 7 | Past modals | 118 |
| 8 | Verb patterns | 118 |
| 9 | Gerunds | 119 |
| 10 | Comparatives and superlatives | 119 |
| 11 | The passive | 120 |

Listening texts

152-155

Wordlist

156-158

Verbs with particles (phrasal verbs) and verbs with prepositions

158

	Grammar	Communication/ Speaking	Listening	Writing	Pronunciation
67, 7	Negative structures 70	■ Asking for and giving explanations 71	■ 'Street hawkers' 75	■ An opinion essay (1) 76 Strategy: Introductions and conclusions	■ The 'r' sound in consonant clusters 69
6	Not only..., but also 70				
ness	Phrasal verbs 74				
7					

ation	Dare and need 82	■ Asking for, giving and refusing permission 83	■ A report on world languages 87	■ An opinion essay (2) 88 Strategy: Body paragraphs	■ Stressed words 81
7	Passive infinitives and				
8	passive gerunds 82				
8	Reported speech – statements				
8	and questions 86				
	Requests and orders 86				

sture	Question forms 94	■ Asking for and giving information 95	■ A job interview 99	■ A covering letter 100 Strategy: Writing a covering letter	■ Syllable stress 93
9	Verb patterns 98				
9					
ed					
9					
9					

		Exam practice
12	The impersonal passive 121	1 Jobs of the future 128
13	Negative structures 121	2 The Wodaabe 131
14	Determiners 122	3 Remittances and development 134
15	The conditional 123	4 Is this how it will end? 137
16	Relative clauses and pronouns 124	5 Violence against children 140
17	Need and dare 125	6 Girls' education 143
18	Indirect questions 125	7 Deforestation and disease 146
19	Reported speech – statements, questions, requests and orders 126	8 What is globalisation? 149
20	Used to 126	
21	Wishes and regrets 127	
22	Verb patterns and causative structures: make / let, allow / enable, get / have 127	

Introduction

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

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

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

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

Each session represents one teaching hour, so a whole unit can correspond to 3 or 4 weeks of teaching.

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

First part of the book: 8 units

- 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 writing 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

- A transcription of the **listening texts**.
- **Dictionary-style word list** of the new vocabulary presented in the units with their French translations.
- **Irregular verbs**.

Available on www.edicef.com

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

Second part of the book: Preparation for the Baccalauréat

- **Writing training:** Eight pages provide **additional support** for the writing pages in the main units. These sections systematically develop the **skills** required to successfully complete the **Baccalauréat** writing exam tasks (essays, articles, formal and informal letters, etc.).
- **Grammar training:** Sixteen pages of **additional grammar exercises** prepare students for the **Baccalauréat** exam. There are **22 sections**, each of which is dedicated to a specific grammar area.
- **Exam Practice:** Eight exam papers provide comprehensive preparation for the **Baccalauréat** examination. These papers enable students to familiarise themselves with a **wide variety of exam-like tasks**. Teachers can choose to use these papers for **regular practice**, or to use them towards the end of the school year as '**mock exams**'. These papers can be used in any order.

Maquette de couverture : Cécil Kériel ; conception maquette intérieure et mise en pages : Dominique Findakly ; illustrations intérieures : Tétshim (bustes fille, homme et garçon ; pages 7, 48 et 96) et Samba Ndar Cissé (pages 56, 63, 80, 91 et 92) ; cartographie : Claire Levasseur (pages 12, 32 et 51) ; recherche iconographique : Brigitte Hammond ; suivi éditorial : Laure Arribat ; relecture et correction : Christine Billaux.

Crédits photographiques : couverture : statue de la Liberté © Scirocco340 / Shutterstock, jeunes connectés © SpeedKingz / Shutterstock, Village Dogon © Quick Shot / Shutterstock, jeunes se tenant par les épaules © iko / Shutterstock ; p. 12 : immigrants mauritaniens © Stringer Spain / Reuters ; p. 15 : robinet © kelttt / Shutterstock, poubelle © T-Kot / Shutterstock, ambulance © ArchMan / Shutterstock, prise électrique © VIGE.CO / Shutterstock ; p. 19 : Martin Luther King © J. T. Vintage / Bridgeman Images ; p. 20 : statue d'esclaves libérés, Gorée Island © Alfredo Caliz / Panos-Rea ; p. 24 : Malala Yousafzai © Suzanne Plunkett / Reuters ; p. 32 : filles (mineures) et leurs maris, Yémen © Stéphanie Sinclair ; p. 39 : manifestation contre le projet de barrage de Belo Monte à New York en 2010 © Ben Hider / Getty Images ; p. 43g : planète Terre et surpopulation © Michael Roskothen / Shutterstock ; p. 43d : planète Terre connectée © Telnov Oleksii / Shutterstock ; p. 44g : imprimante 3D © Kaftwurz ; p. 44d : nanorobots réparant une cellule (image de synthèse) © Svidinenko / Phanie ; p. 55g : plantation d'huile de palme © Jagat Rashidi / Shutterstock ; p. 55d : mine d'or, Ghana © George Osodi / Panos-Rea ; p. 60 : enfants travaillant dans les mines du Cerro Rico, Bolivie © Aizar Raldes / AFP ; p. 68 : Ivie Okujaye © Sunday Alamba / AP Photos-Sipa ; p. 75 : vendeur ambulant, Hanoï, Viet Nam © Ye Choh Wah / Shutterstock ; p. 84 : Kofi Annan © Milton Grant / UN Photo.

Lifestyle – Moving with the times

Unit 1

1 Lead in

Look at the cartoon.
What does it show?
What meaning does it convey?

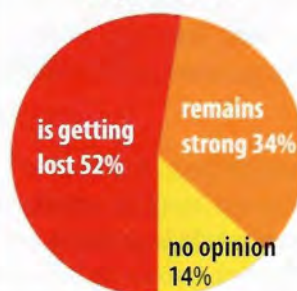


Vocabulary Values

2 Look at the pie graph and complete the summary with the words in the box.

Indian society is changing fast. Urbanisation and economic (1) are reshaping Indian life. Indians both embrace the changes and worry about their (2) on their traditional way of life. Roughly (3) (52%) of Indians surveyed complain that their traditional way of life is getting lost, compared with about a (4) (34%) who believe it (5) strong.

The Indian Traditional Way of Life...



growth
half
impact
remains
third

3 Check the meaning of these words.

Which values do you associate with traditional or modern lifestyles?

(dis)respect (in)equality greed freedom generosity individuality materialism
commitment patriotism spirituality authority tolerance loyalty consumerism

4 Work in pairs. Who do you think says each of these statements, a teenager or an elderly person? Which statements do you agree or disagree with? Give your reasons.

- They're so selfish and disrespectful these days.
- We have more freedom than our parents did.
- We're lucky to be able to express our individuality by dressing uniquely.
- Children should be seen and not heard.
- We girls had a tough time. Thank goodness, things are different now.
- All they're interested in is buying new clothes and gadgets.
- The majority of youngsters are loyal, respectful and caring.
- Society's values are evolving, not deteriorating.

5 Work in groups. Look at the graph in exercise 2. Conduct a survey about the traditional way of life in your country. Present the class results in the form of a pie graph.

6 Writing

Write a short summary of the results of your survey. Use the summary in exercise 2 as a model.

Reading

1 Before you read

Read these quotes. What do they mean?

'Nostalgia is like a grammar lesson. You find the present tense and the past perfect.'

'You can't have a better tomorrow if you are thinking about yesterday all the time.'

2 Read the webpage. Which of the post writers would agree with the second quote in exercise 1?

ISSUE

Topics

Forums

Search

Do people today enjoy a better lifestyle than people in the past did?



Yes



No



55% say Yes



45% say No



Yes, modern people have a better life.

Everything has changed. We live longer, healthier lives with more leisure time. Science is pushing back the frontiers. I have no doubt that cures for serious diseases will be found. High-yield crops will solve the global food shortage. It's human nature to be nostalgic about the past. There will always be new challenges, but life in the past is unthinkable!

Posted by: [Gtpulse](#)

People used to live in terrible conditions. My grandparents didn't have clean water, electricity or healthcare. Three of their babies died before they were two. Today, we have modern flats, we drive cars, and live longer. Even though there are still huge inequalities, healthcare and education have improved immensely. We have things now that people would have fought wars over years ago.

Posted by: [Sasoon](#)

My mum has just returned from the market where she bought a dress made in China. My brother is studying in the US and we see him on his webcam. I've been using the internet all morning. I've read my emails, and now I'm posting this comment. All this has been made possible by modern technology. I can't imagine what life was like without it. I'm so glad I live today.

Posted by: [Ume](#)

No, we were better off in the past.

These days, people are constantly staring at screens. We inhabit a virtual world where we are fed information about what life should be like, instead of living in reality. People are being turned into passive zombies who engage less in their communities. As a result, more people suffer from mental disorders, and problems such as loneliness and anxiety.

Posted by: [Jamjo](#)

Modern technology is harmful to children. Many kids rely on computers for everything with the result that they can't read, write or count properly. Instead of spending time with friends, they interact with machines, so their social skills have deteriorated. They are rudier and tougher, with little compassion for others. It's a real shame.

Posted by: [Elena92](#)

The inequality gap between the rich and the poor continues to widen. There are more billionaires than ever before and millions of people are still living in extreme poverty without even basic services. Life wasn't perfect in the past, but everything was on a smaller scale. In a community, everyone knew everyone else and it was normal to help your neighbour, but now kindness is rare. These days, it's 'every man for himself'.

Posted by: [Lu](#)

3 Match the writers with the statements.

Example: Mental health problems are a consequence of modern technology. → Jamjo

- | | |
|---|--|
| 1 Science has improved our lives and will continue to do so. | 5 People are individualistic and unkind. |
| 2 Technology is changing the way children behave. | 6 Technology causes people to lose touch with reality. |
| 3 There are still inequalities, but people live longer. | 7 Healthcare in the past was almost non-existent. |
| 4 The world is a global village and I'm lucky to be a part of it. | 8 Computers are causing illiteracy in children. |

4 Complete the sentences with words from the text. You may have to change the form of the word.

- Scientific advances will enable farmers to grow crops. (paragraph 1 – Gtpulse)
- Do you ever comments on webpages or social network sites? (paragraph 3 – Ume)
- He spends hours every day in front of a computer (paragraph 4 – Jamjo)
- My sister doesn't know anyone and she suffers from (paragraph 4 – Jamjo)
- The patient's condition has He must go to hospital immediately. (paragraph 5 – Elena92)
- Our next door has invited us round for a meal. (paragraph 6 – Lu)

5 Discussion

Discuss these questions.

- What aspects of modern life do you think are better / worse than in the past? Make two lists.
- What would you find most difficult if you had to live as your grandparents did when they were teenagers?

Vocabulary extension

The suffix -ness

- 6 Many nouns are formed by adding the suffix **-ness** to an adjective. Find two examples in the text. Then copy and complete the table. Which words have two suffixes?

Adjective	Noun
selfish	selfishness
aggressive	
mad	
forgive	
	forgetfulness
hopeless	
shy	
thoughtful	
	thoughtlessness
nervous	
fair	
helpful	

7 Writing and Speaking

Write sentences illustrating five nouns from the table. Then tell your sentences to a partner and make him / her guess the nouns.



8 Writing

Write a comment for the webpage on page 8.

9 Speaking

Compare your comments with the class. What arguments were given? What percentage of students thinks that modern people have a better lifestyle?

- 1** Copy and complete these sentences from the text on page 8. Then match them with the tenses a-d in the box. Which are active and which are passive?

Example: People *are* constantly *staring* at screens. → *b* Active

- 1 My mum _____ just _____ from the market.
- 2 People _____ into passive zombies.
- 3 Many kids _____ on computers for everything.
- 4 I _____ the internet all morning.
- 5 All this _____ possible by modern technology.
- 6 We _____ information about what life should be like.

- a present simple
- b present continuous
- c present perfect simple
- d present perfect continuous

- 2** Complete the sentences with the verbs and tenses given.

- 1 Many teenagers (develop) an addiction to computer games. (*present perfect*)
- 2 Elderly people often (find) it hard to adapt to modern life. (*present simple*)
- 3 Individualism (become) the norm in the modern world. (*present continuous*)
- 4 People (look) for ways to overcome misery and poverty. (*present perfect continuous*)
- 5 Habiba (constantly / post) stupid jokes on my social network page. (*present continuous*)
- 6 My sister (not finish) her medical studies yet. (*present perfect*)

- 3** Write passive sentences using the tenses in brackets.

Example: Technology has made modern life easier. (*present perfect*)

→ *Modern life has been made easier by technology.*

- 1 More productive agricultural methods are replacing traditional farming. (*present continuous*)
- 2 They grow a lot of cotton in Mali. (*present simple*)
- 3 Villagers have cut all the trees for farmland. (*present perfect*)
- 4 A lot of Africans have abandoned traditional lifestyle. (*present perfect*)
- 5 Communication technology connects all parts of the world (*present simple*)
- 6 More people are using the Internet than ever before. (*present continuous*)

- 4** Complete the text with the verbs in brackets. Use the appropriate tenses.

I (1) _____ (live) in London for 8 months now. I (2) _____ (study) medicine here. I (3) _____ (not see) my parents for 6 months. But I (4) _____ (not feel) sad because I (5) _____ (speak) to them on Skype every week. In my view, modern technology (6) _____ (change) people's lives for the better. I (7) _____ (not understand) people who criticise it. OK, some kids (8) _____ (use) computers a lot. My sister (9) _____ (constantly / chat) on Facebook. That's no big deal!

5 Writing and speaking

Read the Take notice box. Write four sentences about people you know and their annoying habits. Then work in pairs. Say and guess the people.



Take notice

We use the present continuous with *always* and *constantly* for criticising someone's behaviour. For example: *He's always watching TV. They're constantly arguing.*

Communication

Complaining



1 Complete the dialogues with the words and phrases in the box. Listen and check. Explain the situations. In which dialogue do the people know each other?

- 1 A Sorry (1) _____ you, but I bought this radio yesterday and it doesn't work. I'd like to exchange it for a new one.
 B (2) _____ that won't be possible. But we can repair it.
 A But it's a new radio. There's something wrong with it.
 B Leave it here and I'll get our technician to look at it.
 A I don't think that's (3) _____. Can I (4) _____ your manager?
 B I AM the manager.
- 2 A (5) _____ turning down your music? Binta and I want to study.
 B You're (6) _____. Go somewhere else to study.
 A Why should we? (7) _____ is listen to music and watch videos.
 B [*singing along to the music*] Humm.
 A You're not listening to me. I'll tell dad when he comes home.
 B I don't care.
- 3 A Excuse me, but (8) _____ with my mobile phone bill.
 B What do you mean?
 A I (9) _____ why I've been charged for text messages when I never send any.
 B Perhaps someone else has used your phone. There's nothing I can do.
 A That's ridiculous. There's been a mistake.
 B The bill seems perfectly normal to me.
 A (10) _____ to your supervisor?

all you ever do
 don't understand
 Can I speak
 to bother
 I'm afraid
 fair
 speak to
 Would you mind
 always complaining
 there is a problem



2 Listen to the intonation in the sentences in the chart. Then repeat the sentences. Pay attention to the intonation. Which phrases are unsuitable in formal English?

Complaining

Sorry to bother you but I'd like to exchange this computer.
 Would you mind opening the window?
 Excuse me, but there is a problem with the computer.
 There's something wrong with it.
 Can I speak to your manager / supervisor?
 There's been a mistake.

Responding to a complaint

I'm afraid that won't be possible.
 You're always complaining.
 I don't care.
 There's nothing I can do.
 The computer seems perfectly normal to me.



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



4 Listen to two dialogues. Explain the situations. Do the people know each other or are they strangers?



5 Writing and Speaking

You have a problem and you are complaining. Write a dialogue. Use the dialogues in exercise 1 to help you. Then practise your dialogue with a partner.

Make sure you use the correct intonation.



Reading

1 Before you read

Look at the photo. Who are these people? Where are they going? Why?

2 Read the text. Look at the map. Which route (green or yellow) shows Sanga's first journey? Where is he now?



Mauritanian migrants trying to reach the Canary Islands.

One migrant's journeys to Europe



In search of a better life – a migrant's story

My name is Sanga. I'm 26 years old. I come from a small village in Nigeria. Two years ago, I tried to reach the Canary Islands but I was caught and deported back to Nigeria. Now I'm on my way to try again.

My childhood in Nigeria was hard. My father died when my brothers and I were still very young, and my mother didn't have a job. We were very poor and she had to struggle every day to find enough food for all of us. I realised that if I wanted to escape poverty and improve life for myself and my family, I had no choice: I had to leave Nigeria, even if it meant leaving my home and family. I had to find a good job somewhere to be able to send money back to them.

I left in 2009. After I had travelled through Niger Republic, Libya, and Algeria, I finally reached Morocco. On the way, I found jobs wherever I could, in cafés, restaurants or barber shops. I was caught by the police several times. One day, they beat my legs so badly that I couldn't walk for almost a week. When a friend of mine told me about a man who could help us get to the Canaries, I agreed to join him on the journey.

I had to give the man 350 euros. He took us into the desert where other Africans were already waiting. On July 20th 2012, we boarded the boats. There were two boats, each carrying around thirty people. The sea was rough and after a few hours, lots of us started vomiting. I was feeling really sick and started to believe I would never make it alive. We had been sailing for a few hours, when a huge wave hit the boat, and water started pouring in. Everyone was screaming. The boat started to sink. Luckily, we were rescued by a police boat that was patrolling the coast. If they hadn't found us, I think we would all have died at sea. The police picked us up, sent us to a detention camp and I was deported back to Nigeria. As for the people in the other boat, I have no idea what happened to them.

In Nigeria, I started saving money again, and after a few months left for the second time. With a friend, I went to Benin, through Togo, Burkina Faso and Mali to Algeria. As we were looking for someone to help us cross the desert, we were caught by the Algerian police and sent back to Mali. From there, I finally managed to travel back to Morocco. I've been working in Morocco for six months now, saving money.

Whenever I get another chance, I shall try again.

3 Choose the correct answers.

- 1 Why was Sanga's childhood hard?
 - A His parents died when he was young.
 - B His father didn't have a job.
 - C His mother brought him and his brothers up alone.
 - D Unemployment was high.
- 2 Why did Sanga decide to leave his homeland?
 - A In order to study.
 - B Because of civil war.
 - C Because he couldn't get a job.
 - D To get his family out of poverty.
- 3 Where does Sanga want to go ultimately?
 - A To Spain.
 - B To the UK.
 - C To the Canary Islands.
 - D To France.
- 4 What happened during the crossing to the Canaries?
 - A There was a storm and Sanga's boat sank.
 - B The boat was intercepted by police.
 - C Both boats sank in heavy seas.
 - D His boat turned back because of heavy seas.
- 5 What did Sanga do when he was deported back to Nigeria?
 - A He found work and settled down.
 - B He didn't know what to do.
 - C He decided to save up and try again.
 - D He travelled back to Morocco.

4 Find words in the text with the following meanings.

- 1 get somewhere (paragraph 1)
- 2 cope with a very difficult situation (paragraph 2)
- 3 hit very hard (paragraph 3)
- 4 got on (paragraph 4)
- 5 go under water (paragraph 4)



5 Discussion

Discuss these questions in pairs.
Then report back to the class.

- 1 What other things could Sanga have done to escape poverty?
- 2 Who benefits most from illegal migrants?
- 3 Do you know anyone who has gone to live in another country? If so, why?

Vocabulary extension

Wherever, whenever, whoever, whatever, whichever, however

- 6 Complete the table.
Then find two examples of these words in the text.

Where	When	Who	What	Which	How
wherever					

7 Choose the correct words in these sentences.

- 1 You can do **whatever** / **whoever** you like.
- 2 **Wherever** / **Whichever** you live, you'll be happy.
- 3 **However** / **Whenever** I call, I always get her answer phone.
- 4 **Whichever** / **Whoever** left the room last forgot to lock the door.
- 5 Wear **whichever** / **wherever** shoes are the smartest.
- 6 You can dress **however** / **whichever** you like.

8 Writing

Write six sentences with the words in exercise 6.

Example: *It's a very safe city, you can go wherever you like.*

Pronunciation

The letters gh



- 9 Listen to the letters **gh** in these words. Which are pronounced /f/ and which are silent?
Then repeat the words.

bought caught enough rough thought tough

1 Match the verbs in bold with the tenses a-d.

Which sentences are active and which are passive?

Example: My father *died* when I was young. *a Active*

- 1 I **was caught** by the police several times.
- 2 After I **had travelled** across Mali, I reached Morocco.
- 3 I **was feeling** really sick.
- 4 We **had been sailing** for a few hours when a wave hit the boat.
- 5 He **had been beaten** badly and could hardly walk.
- 6 The migrants **were being transported** in small boats.

- a** past simple
- b** past continuous
- c** past perfect
- d** past perfect continuous

2 Choose the correct words in these sentences.

- 1 Two people **were drowning** / **drowned** when they **were falling** / **fell** out of the boat.
- 2 We **were given** / **gave** a blanket and a bottle of water.
- 3 We **had been sailing** / **were sailing** all night when a police boat **was finding** / **found** us.
- 4 They **were feeling** / **were being felt** sick because the sea was very rough.
- 5 The captain **already did** / **had already done** the crossing several times.

3 Write sentences in the tenses in brackets.

- 1 I / work / in a bar / and / save / money (*past continuous*)
- 2 The captain / transport / migrants / for several years (*past perfect continuous*)
- 3 It / be / so cold / that / they / nearly / freeze / to death (*past simple*)
- 4 Before he / reach / Morocco / he / cross / three countries (*past simple; past perfect*)
- 5 She / study / for an hour / when / the light / (go) off (*past perfect continuous; past simple*)
- 6 They / become / rich / with human trafficking (*past perfect*)

4 Write passive sentences with the verbs and tenses in brackets.Example: Migrants who (catch) (deport) immediately. (*past simple*)→ *Migrants who were caught were deported immediately.*

- 1 Leyla (capture) by human traffickers at the age of 14. (*past perfect*)
- 2 The refugees (interrogate) by border guards. (*past continuous*)
- 3 Temporary ID papers (give) to each refugee. (*past perfect*)
- 4 The employees (teach) how to use the new machines. (*past simple*)
- 5 _____ all the illegal migrants (arrest) by the police? (*past simple*)

5 Complete the text with the correct tense of the verbs in brackets.

Last month I (1) _____ (travel) to Ngoundere to visit my uncle. I (2) _____ (leave) Yaoundé early and by midday I (3) _____ (drive) halfway. Everything (4) _____ (go) well until I (5) _____ (reach) the forests. Two days before, it (6) _____ (rain) heavily so the road (7) _____ (be) very muddy and slippery. As I (8) _____ (drive) around a bend, I (9) _____ (force) to stop suddenly. A timber truck (10) _____ (turn) over and (11) _____ (block) the road. There (12) _____ (be) queues of vehicles and their drivers (13) _____ (shout) at the truck driver. But the truck couldn't be removed until the next day. I (14) _____ (look) forward to meeting my uncle whom I (15) _____ (not see) for a year. What a disappointment!

6 Writing

Write a paragraph about a journey you have made. Describe (or invent) something that happened on the way. Use a variety of past tenses.

Last June, my dad and I were going to Limbe by bus when we had an adventure.

We had been travelling for about an hour when suddenly _____

Vocabulary

1 Lead in

Look at the pictures. What do they show? Which of these services are the most important?



2 Check the meaning of the verbs in **bold**. Then choose the words that can be used in the sentences. There may be one, two or three possibilities.

- The Internet has **transformed** / **evolved** / **facilitated** our lives.
- The government is planning to **implement** / **create** / **improve** a new health campaign.
- There are proposals to **improve** / **affect** / **reform** the prison system.
- The new tax system will **affect** / **evolve** / **transform** middle-class families.
- The postal system has **declined** / **reformed** / **evolved** since people have had the Internet.
- The electricity network must be **extended** / **reformed** / **improved**.

3 Speaking

Answer the questions.

- Which services are public and which are private in your country?
- How are public services financed?
- How efficient are the following services: energy, law and order, health, social services, defence, and emergency services?

Listening

4 Before you listen

Think about life when your grandparents were teenagers.

Which basic services do you think were different from today? Write down three examples.

- 5 Listen to an elderly woman talking about how basic services have changed life in her community. Which services does she mention? Choose from:

• running water • electricity • refuse collection • sewage treatment • healthcare

6 Listen again and choose the correct answers.

- When the woman was a child _____.
 - everyone used running water.
 - people washed their clothes in the river.
 - people had taps at home.
 - she never washed her clothes.
- What makes the woman 'shudder'?
 - The poverty of the villagers.
 - The bad quality of the water they used.
 - The difficulty of life at the time.
 - The survival of people despite the hard conditions.
- What was the problem with the hospital?
 - It was too small.
 - The beds were made of bamboo.
 - It was very far from the village.
 - It was not clean.
- What did people do at night?
 - They worked on the farms.
 - They told stories and watched TV.
 - Everyone used kerosene lamps on dark nights.
 - They used oil lanterns and went to bed early.

1 Before you write

Look at these problems.

What consequences are they likely to have on people's lives?

- 1 There are frequent power cuts in your neighbourhood and sometimes people go for weeks without electricity.
- 2 The sewage system in your area has deteriorated and dirty water accumulates in low areas. This is smelly and unhealthy.
- 3 The tap water in your building comes out white. You fear it might transmit typhoid.

2 Read the letter. Why is Binta complaining? Who is she complaining to?**3 Read the Strategy box. Then answer the questions.**

- 1 What is the tone of the letter? Choose the best words from these pairs.
polite / rude concise / rambling
factual / biased formal / informal
- 2 What consequences of power cuts does Binta give?
- 3 Is the tone of the final paragraph conciliatory or aggressive?
- 4 Do you think that this is an effective letter? Why?

Writing Strategy

Formal letters

An effective letter of complaint should be:

- concise and easy to understand;
- factual with only relevant details;
- polite so the reader will respond positively.

Model text

Binta Ndale
PO Box 47 Douala

13 April 2015

The Manager of the National
Electricity Board
PO Box 3360 Douala

Dear Sir or Madam,

I live in the Douala Fifth district and I go to the Bonamoussadi High School. I wish to make a complaint about the frequent power cuts that we have in my neighbourhood. These sometimes last for several weeks at a time. The most recent power cut lasted from 25th March to 5th April. Other cuts have lasted even longer.

Power cuts make it very difficult to study. When there is no electricity, we cannot use computers, and we do not have access to the Internet. Furthermore, we cannot listen to CDs in our English lessons. In the evenings, we have no electricity and therefore no lighting at home. In these conditions, it is impossible to do homework or prepare for exams. People depend on mobile phones for employment and business, but without electricity they cannot be charged. This has a negative impact on people's lives and businesses.

I realise that technical problems are inevitable, but a reliable power system is essential. We pay for our electricity and therefore I feel that we should receive a good service. I hope the supply can be improved for the benefit of everyone.

Yours faithfully,
Binta Ndale

Writing Task

Choose one of the problems in exercise 1. Imagine the situation and its consequences. Write a letter of complaint to the authority responsible for the service. State what you think should be done and why.

Paragraph 1 State the complaint, including concise details.

Paragraph 2 Describe the consequences of the problem.

Paragraph 3 State what should be done.

- 4 Write your letter in 200 to 250 words following the paragraph plan.

1 Match the words with the definitions.

1	materialism	A	the quality or state of being concerned with religion
2	consumerism	B	a promise to do or give something
3	commitment	C	valuing or privileging material things
4	authority	D	more concerned with yourself than with other people
5	individualism	E	the love that people feel for their country
6	spirituality	F	spending a lot of money on goods and services
7	patriotism	G	a selfish desire to have more of something (especially money)
8	greed	H	the power to give order or control people and things

2 Match words in list A with words in list B to make compound nouns.

A	B
health	gap
economic	services
public	care
inequality	skills
social	society
consumer	growth

3 Complete the sentences with the compound words from exercise 2.

- The between the poor and the rich is getting wider and wider every day in our society.
- Water supply and education are examples of provided by a government.
- You need to successfully live, work and interact with other people in a group.
- services are run by governments to treat sick people and prevent disease.
- The is one in which people are encouraged to buy goods and services.
- is improving people's standard of living.

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

- He is a kind person who always shows great in everything he does. (thought)
- She is such a difficult person. Her could ruin their marriage. (aggress)
- Don't give up. The situation isn't completely (hope)
- His gets worse as he becomes older. (forget)
- Many people were made after the earthquake. (home)

5 Rewrite the sentences using the words in the box.

- Choose any of these shirts; they will fit you.
- No matter what he does, he is always loyal to him.
- No matter who comes to visit me, tell them I'm busy.
- Every time he knocks at his door, he always welcomes him.
- Go anywhere in the world, you will meet hospitable people.
- He tried very hard, but he never got good marks.

however
whatever
whichever
whoever
whenever
wherever

Check Unit 1

6 Complete the short dialogues with the correct present simple or present continuous form of the verbs.

- 1 **A** _____ (your brothers / argue)?
B Yes. They _____ (constantly / argue) about something.
- 2 **A** They _____ (chat) again!
B Yes. They _____ (talk) a lot in class.
- 3 **A** Where _____ (you / come) from?
B England. I _____ (live) in London.

- 4 **A** Your mobile _____ (not work).
B Yes, I _____ (know). There's no signal here.
- 5 **A** What _____ (you / eat)? It _____ (look) delicious!
B It's ndolé. _____ (you / want) to try some?
- 6 **A** Let's go running. It _____ (not rain) now.
B OK. Just a minute.

7 Complete the sentences with the correct present perfect or present perfect continuous form of the verbs in the box.

- 1 Flora and Afia are tired. They _____ hard since early this morning.
 2 Poor John. He _____ his leg.
 3 Someone _____ Binta's mobile. She's really fed up.
 4 Oh no! I think I _____ my ID card.
 5 We _____ for hours and the bus still hasn't come.
 6 She _____ with her aunt for the past six months.
 7 Sarah isn't here. I think she _____ home.
 8 My sister _____ her driving test at last.

go
 break
 wait
 pass
 lose
 stay
 steal
 work

8 Complete the second sentence using the information in the first. Use the present perfect of the verbs given and *for*, *since*, *just*, *yet* or *already*.

Example: Samba got here an hour ago. (be) → *Samba has been here for an hour.*

- 1 My friend gave me this bag for my birthday. (have) → I _____
 2 This isn't the first time we've seen this film. (see) → We _____
 3 My brother doesn't know about the match! (tell) → No one _____
 4 We moved to Dakar two years ago. (live) → We _____
 5 Nadia is still doing her homework. (finish) → Nadia _____

9 Correct the mistakes in the sentences. One sentence is correct.

- 1 What were you and your friends doing outside the café?
 2 My mum slept when we were arriving.
 3 While I did my homework, my dad was arriving home.
 4 This time last week, I travel to Mali.
 5 We were travelling for two hours when the bus was breaking down.
 6 I wasn't going to school yesterday because I had been ill.
 7 The man was already being deported twice when I was meeting him.
 8 Maria wore black jeans when I last see her.

Self-assessment

Can you...

- talk about values?
- form compound words?
- use suffixes?
- use *whatever*, *whoever*, etc.?
- choose between the present simple and the present continuous?
- choose between the present perfect and the present perfect continuous?
- use *for*, *since*, *just*, *yet* and *already*?
- correct mistakes in sentences?

Freedom and rights

Unit 2

1 Lead in

Look at this poster for Martin Luther King (MLK) Day in the USA.

What do you know about Dr King? How do you think Americans honour MLK Day?

He had a dream...

'I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.'

Dr Martin Luther King Jr.



*Celebrate
MLK Day of Service
January 19, 2015
'What are you doing
for other people?'*

What's yours...?

Vocabulary



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

rights	discrimination	segregation	equality	prejudice	racism	solidarity
protests	campaign	exclusion	activist	oppression	volunteer	

3 Choose the correct words in the text.

Martin Luther King Day is an American holiday held on the third Monday of January. It honours the life and achievements of Martin Luther King Jr., an American civil rights leader and (1) **activist** / **volunteer**. He is famous for his (2) **campaigns** / **promotions** to end racial (3) **discrimination** / **solidarity** and achieve racial (4) **exclusion** / **equality** in the United States. He was an advocate of non-violent (5) **protests** / **segregation**. He made his famous 'I Have a Dream' speech in 1963. The Civil Rights Act of 1964 gave African Americans equal rights and prohibited racial discrimination. King was assassinated in 1968.

MLK Day is seen as a day to promote equal (6) **rights** / **prejudice** for all Americans. Many schools mark the day by teaching about the work of Martin Luther King and the struggle against (7) **racism** / **equality**. On this day, Americans are encouraged to give some of their time as (8) **volunteers** / **protesters** in citizen action groups.



4 Speaking

Work in groups. Make a list of a citizen's basic rights in a democracy. Then report to the class.

Reading

1 Before you read

Look at the photo taken on the Island of Gorée.
What does it represent? Why have many famous people visited this place?

2 Read the extract from *Up from slavery* by Booker T. Washington. What country and century is the story set in? What Civil War is referred to in paragraph 2?

I was born a slave on a plantation in Franklin County, Virginia. I am not quite sure of the exact place or exact date of my birth, but at any rate I suspect I must have been born somewhere and at some time. As nearly as I have been able to learn, I was born near a cross-roads post-office called Hale's Ford, and the year was 1858 or 1859. I do not know the month or the day. The earliest impressions I can now recall are of the plantation and the slave quarters—the latter being the part of the plantation where the slaves had their cabins.

[...]

I was born in a typical log cabin, about fourteen by sixteen feet square. In this cabin I lived with my mother and a brother and sister till after the Civil War, when we were all declared free.

Of my ancestry I know almost nothing. In the slave quarters, and even later, I heard whispered conversations among the coloured people of the tortures which the slaves, including, no doubt, my ancestors on my mother's side, suffered in the middle passage of the slave ship while being conveyed from Africa to America. I have been unsuccessful in securing any information that would throw any accurate light upon the history of my family beyond my mother. She, I remember, had a half-brother and a half-sister. In the days of slavery not very much attention was given to family history and family records—that is, black family records. My mother, I suppose, attracted the attention of a purchaser who was afterward my owner and hers. Her addition to the slave family attracted about as much attention as the purchase of a new horse or cow.

[...]

I had no schooling whatever while I was a slave, though I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.

So far as I can now recall, the first knowledge that I got of the fact that we were slaves, and that freedom of the slaves was being discussed, was early one morning before day, when I was awakened by my mother kneeling over her children and fervently praying that Lincoln and his armies might be successful, and that one day she and her children might be free.

Extracts from Chapter I, 'A Slave Among Slaves', *Up from Slavery*, Booker T. Washington, first published in 1901.



A statue of freed slaves on Gorée Island, Senegal

Booker Taliaferro Washington

(possibly April 5, 1856 – November 14, 1915) was the dominant leader of the African-American community between 1890 and 1915. He was of the last generation of black American leaders born into slavery and freed after the Civil War.

3 Read the text again. Decide if the sentences are true, false or not mentioned.

- 1 The narrator doesn't know when he was born.
- 2 He lived with his parents and siblings on a plantation.
- 3 His father was not a slave.
- 4 His mother was tortured on the slave ship from Africa.
- 5 He wasn't able to attend school when he was a child.
- 6 He received an education later in life.
- 7 The Civil War freed slaves and made slavery illegal.
- 8 The narrator wrote this story when he was still a slave.

4 Read the questions. Then write answers.

- 1 Where did the narrator live as a child?
- 2 Why can't he get information about his mother's ancestry?
- 3 Why do you think he only mentions his mother's ancestry when he writes about slave ships?
- 4 Which sentence describes how slaves were considered by their white owners?
- 5 How did the narrator consider studying as a child?
- 6 Who was Lincoln and why did his mother pray for the success of his army?

5 Find synonyms of these words in the text.

- 1 remember (paragraph 1)
- 2 the last (thing mentioned) (paragraph 1)
- 3 transported (paragraph 3)
- 4 buyer (paragraph 3)
- 5 education (paragraph 4)
- 6 woken up (paragraph 5)

6 Discussion

Discuss these questions in pairs.
Then report back to the class.

- 1 What are some of the things you take for granted that the author did not do or have?
- 2 What problems would you have if you didn't know your date, year and place of birth?
- 3 Do you think it is important to know the history of your family? Why or why not?

Vocabulary extension

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

7 Match the descriptions with the words in the box.

Write down three more family members with *step-, half- and -in-law*.

- 1 girls with only one parent in common *half-sisters*
- 2 the daughter from an earlier marriage of your stepmother or stepfather
- 3 boys who have one parent in common
- 4 your husband's or wife's mother
- 5 your sister's husband
- 6 your mother's husband, but not your father

half-brothers
half-sisters
stepfather
stepsister
mother-in-law
brother-in-law

Pronunciation

Stressed words in sentences

- 8 Read the text aloud and write down the words that you think are stressed.
Then listen and check.

Slavery was officially abolished in the United States in 1864, but discrimination and racial inequality continued for another century. African Americans were denied the right to vote until 1965. They couldn't go to the same schools or universities as whites and they were paid less for equal work.

- 9 Work in pairs. Close your books. Rewrite the text from memory, using the words you wrote down in exercise 8. Then open your books and check.

1 Study the modal verbs in these sentences. Then copy and complete the rules.

- | | |
|--|---|
| 1 We could organise a debate about censorship. | 5 Her English is terrible. She can't be British. |
| 2 You must – have to apply for a visa to go to the US. | 6 I can understand French, but I can't speak it. |
| 3 It might – may be a nice day tomorrow. | 7 Students mustn't smoke in class! It's against the rules. |
| 4 He's got no accent. He may – could – must be British. | 8 You should be more responsible. |

Rule

We can use...

- a **may**, _____ and _____ to talk about **possibility**.
 b _____ and _____ to talk about **obligation**.
 c _____ to talk about **prohibition**.
 d _____ and _____ to talk about **ability** and **inability**.
 e _____ for **suggestions** and **advice**.
 f **may**, _____, _____ and _____ to make **deductions** and **speculate**.

2 Choose the correct words.

- Positive discrimination **could** / **must** encourage more women to enter politics.
- That man's got a beautiful car. He **should** / **must** be very rich.
- In a democracy, politicians **have to** / **could** be elected by the people.
- You **mustn't** / **don't have to** go to the conference if you don't want to.
- I think she **can** / **should** see a doctor.

3 Rewrite these sentences using the correct form of *needn't*, *be allowed to*, *ought (not) to* or *be (not) able to*.

Example: You don't have to answer all the questions. → You needn't answer all the questions.

- | | |
|--|-----------------------------------|
| 1 You should defend your rights. | You _____ |
| 2 It isn't necessary to be a politician to change society. | You _____ |
| 3 Students can use dictionaries in the exam. | Students _____ |
| 4 In a dictatorship, citizens cannot choose their leaders. | In a dictatorship, citizens _____ |

4 Choose the correct modals to complete the text.

In a democracy, every citizen has certain basic rights which the state (1) **cannot** / **shouldn't** take away. The state (2) **could** / **must** respect people's beliefs and opinions. Citizens (3) **are allowed to** / **ought to** assemble and protest against government actions. However, citizens (4) **couldn't** / **mustn't** use violence to protest, and they (5) **can** / **must** respect the law. In a democracy, no one (6) **ought to** / **may** be subjected to inhuman treatment or imprisoned without legal justification. Political leaders (7) **can** / **have to** be chosen by the people in elections. In most democracies, voting is not an obligation and citizens (8) **mustn't** / **don't have to** vote if they don't want to.

5 Write four sentences about a dictatorship. Use modals.

Example: *In a dictatorship, citizens aren't allowed to protest against the government.*

6 Writing

Complete the sentences with your ideas. Then compare your sentences with a partner.

At home I don't have to _____, but I have to _____. This term, I must _____ I really need to _____
 At school, we aren't allowed to _____ Next week-end, I really ought to _____

Communication

Expressing wishes



1 Choose the correct words in the dialogues. Then listen and check.

1 Binta: I wish Anne (1) **wouldn't** / **didn't** come to my house dressed like that.

Amina: What's wrong with the way she's dressed?

Binta: Her dress is too short. I also think the spiky hairstyle is too much.

Amina: I can see nothing wrong with her appearance.

Binta: It's not me. It's my parents. They are prejudiced against girls who dress like that.

Amina: If only they (2) **are judging** / **judged** people by their personality instead. Anne has such a good heart.

2 John: If only Peter (3) **listened** / **had listened** to our advice, he wouldn't have had the accident.

Justine: He's lucky to be alive. He was drunk when he left the party.

John: We asked him to spend the night at our home but he refused.

Justine: I wish you (4) **had taken** / **took** the car keys from him.

John: We did, but he caused a scene and we had to give them back.

Justine: The result of his stubbornness is a broken leg and a car damaged beyond repair.



2 Listen to the sentences for expressing wishes then repeat.

Expressing wishes

I wish I had / I wish I could / I wish I was ...

If only we had / If only we were ...

I wish they would give up smoking.

If only I lived here.

Take notice

After *I wish I...*, we can use *was* or *were* (subjunctive).

*I wish I **was** very rich. I wish I **were** very rich.*



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

4 Complete the wishes with the correct form of the verbs.

Use *would* and *could* if necessary.

1 If only I nearer school. I wouldn't have to get the bus. (live)

2 I wish my parents me a new mobile phone. (buy)

3 If only we to buy a car. (afford)

4 I wish my school a computer room. (have)

5 I wish I to study Maths. (not have to)

6 I wish I a better basketball player. (be)



5 Writing and Speaking

Write a wish for each element in the box. Then compare your answers with the class.

I wish I could speak better English.



yourself
your family
your school
your community
your country
the world

Reading

1 Before you read

Malala Yousafzai was awarded the Nobel Peace Prize in 2014.

What do you know about Malala?

Why did she receive this prestigious award?

Read the quote by Malala under the picture.

How do you interpret this quote?

2 Read the text and check your answers from exercise 1.

Why did the Taliban target Malala?

In October 2014, Malala Yousafzai, a seventeen-year-old Pakistani activist, became the youngest ever Nobel Peace Prize winner. Despite her young age, she had already achieved a lot. Since the age of 11 she had stood up for girls' rights to education, fighting against illiteracy and discrimination.

Malala's commitment to girls' education had started with her writing an anonymous blog published on BBC Urdu, in which she depicted the living conditions of a schoolgirl under Taliban rule. In 2009, the Taliban were in control of the Swat Valley, in the north-west region of Pakistan, where she lived with her family and went to school. The Taliban had published an edict banning girls' education and most girls' schools had to close. Many girls' schools were bombed. In her blog, Malala expressed her fears and worries, speaking out for girls' rights and against the injustice of the edict, which meant that girls couldn't continue their education.

Malala and her family, like thousands of other residents, had to flee the Valley and weren't able to return for several months. One would have thought that this would have been the end of her struggle, and that her voice would never have been heard outside Pakistan. But she was soon identified as the writer of the blog by the Taliban, and she became one of their targets.

On 9 October 2012, as she was travelling home on the school bus after an exam, Malala was attacked by the Taliban. A masked gunman shot at her and she was hit with one bullet, which severely wounded her head and neck. Two other girls were also injured in the shooting, but less seriously.



*'Weakness, fear and hopelessness died.
Strength, fervour
and courage were born.'*

Malala was rushed to a military hospital in Peshawar for emergency treatment. Her condition was critical and doctors had to operate because her brain was swelling. She was later transferred to a hospital in the UK for further surgery. After many weeks in hospital, she finally recovered with no brain damage.

After the attack, she could have given up her combat out of fear. But she did exactly the contrary. Her determination to speak out and campaign for girls' rights grew stronger and stronger. In 2013, she gave a speech at the United Nations General Assembly, demanding compulsory free schools for all children, both boys and girls, and she became a role model for education activists around the world. She also published her autobiography, *I am Malala*, telling about her experience and ambitions, and she created the Malala Fund to bring financial support to girls' schools.

Today, as about 66 million girls around the world are still denied access to education, Malala's fight can be seen as an encouragement not to take anything for granted. Malala strongly believes that children can make a difference and should stand up for their own rights. Her life so far is certainly a deeply convincing illustration of that belief.

3 Answer the questions.

- 1 How old was Malala when she first became an activist?
- 2 What did she write about in her blog?
- 3 Why was it dangerous for girls to go to school in Malala's region of Pakistan?
- 4 What happened to Malala in 2012?
- 5 Where was she taken for treatment?
- 6 What were the consequences of this attack?
- 7 What is the Malala Fund?
- 8 Why is Malala an inspiration and role model? Use your own words.

4 Find antonyms of these words in the quote and the text.

- 1 cowardice (quote)
- 2 opposing (introduction)
- 3 open (paragraph 1)
- 4 keeping quiet about (paragraph 1)
- 5 more (paragraph 3)
- 6 weaker (paragraph 4)

5 Discussion

Discuss these questions.

- 1 Why are many girls denied an education in some countries?
- 2 Why do groups in some countries target women and girls?
- 3 What can be done to change this situation?

Vocabulary extension**Noun prefixes and suffixes****6 Look at how these words are formed.**

hope + *less* + *ness* → hopelessness
 commit + *ment* → commitment
 free + *dom* → freedom

il + literacy → illiteracy
 activ(e) + *ist* → activist
 sex + *ism* → sexism

in + justice → injustice
 activ(e) + *ity* → activity

7 Work in pairs. Add suffixes and prefixes to these words to form new words.

Use a dictionary to help you.

- | | | | | |
|-----------|-------------|---------|------------|----------|
| • aware | • encourage | • equal | • race | • home |
| • fanatic | • hero | • legal | • tolerant | • martyr |

8 Choose four new words from exercise 7 and write sentences.**9 Speaking**

In small groups, discuss the statement below.

Explain the current situation in your country and suggest some solutions. Take notes.

*'When you educate a girl,
 you educate a nation.'*

Report your ideas to the class and continue the discussion.

10 Writing

Write an article (150 words) to a national newspaper suggesting what could be done to increase girls' school attendance in your country.

1 Match sentences 1-8 with the uses a-e.

- 1 She **could have** given up her fight.
- 2 I **shouldn't have** made that mistake.
- 3 He spoke Yoruba so he **may – might** have been Nigerian.
- 4 As a result of the Taliban attacks, most girls' schools **had to** close.
- 5 The bullet **must have** missed her brain because she recovered.
- 6 The girls **couldn't** continue their education.
- 7 She **didn't have to** continue, but the attack increased her determination.
- 8 They **weren't able to** return to their homes for several months.

Uses

- a regret
- b making deductions
- c lack of obligation
- d past possibility
- e past obligation
- f past (in)ability

2 Choose the correct words.

- 1 He didn't attend school. They **must have / should have** threatened them.
- 2 Why did you write the blog? You **weren't able to / didn't have to** write it.
- 3 The population **could have fought / had to fight** the terrorists, but they didn't.
- 4 We **shouldn't / couldn't** phone my parents because there was no network.
- 5 He **must have / might have** left the country. But nobody really knows.
- 6 My sister **must have read / was able to read** at the age of four.

3 Complete the text with the past modals from the box.

Two gunmen shot and wounded five journalists at the Augustan Newspaper office yesterday. A staff member had forgotten her lunch and (1) go out to buy some. The gunmen (2) outside the building because as soon as the woman opened the entrance door, they appeared and ordered her to lead them to the newspaper offices or she (3) be shot. She (4) resist them and disobey their orders. Once in the office, they shot the five journalists and then escaped. The woman is devastated and says that she (5) left the office. But colleagues are consoling her because there was no way she (6) anticipated the attack.

could have
dared not
had to
must have been
shouldn't have
would

4 Complete the sentences. Use the words in brackets to form suitable past modals.

Example: John isn't home yet. He must have met friends in town. (must)

- 1 You bought bread. We've got plenty. (have)
- 2 I wanted to go to the match, but I any tickets. (get)
- 3 I don't know how she was survive the gun attack, but she did. (able)
- 4 She to study English because she's bilingual. (didn't)
- 5 The boy was seriously ill, so his father take him to hospital. (to)
- 6 Why did you ignore Sarah? You said hello. (could)

5 Writing and Speaking

Write responses for these sentences. Use past modals.

Then take turns reading the sentences and responses with a partner.

Example:

- 1 He cut his own hair, and it looks terrible. → He
- 2 They brought a picnic, but it wasn't necessary. → They
- 3 They spoke English, but they didn't have a British accent. → They
- 4 He looks very tired. → He
- 5 Mary was upset when you didn't go to her party. → You



I left my mobile on my desk and someone stole it.

You shouldn't have left it there.



Vocabulary



1 Lead in

Work in pairs. Read these quotes and proverbs about prejudice.
Use your own words to explain what they mean.

'Prejudice is the child of ignorance.' *William Hazlitt*

'Preconceived notions are the locks on the door to wisdom.' *Anonymous*

'Everyone is kneaded out of the same dough but not baked in the same oven.' *Yiddish proverb*

'Once the game is over, the king and the pawn go back in the same box.' *Italian proverb*

'All the people like us are We,

And everyone else is They.'

(extract from a poem by Rudyard Kipling)

- 2 Look at the titles of newspaper articles below.
Which types of prejudice from the box do they illustrate?

Charity worker sacked 'because he is visually impaired'.

Overweight women are underpaid.

Is 45 the new old age in the workplace?

Membership refused to Aboriginal Australian

disability

gender

ethnicity

age

race

physical appearance



3 Discussion

Discuss these questions.

- 1 What types of prejudice and discrimination are common in your country?
- 2 What are the laws against discrimination?
- 3 Think carefully. Do you think you have any prejudices?

Listening

4 Before you listen

Think about the lives of these people. What difficulties do you think they have in their daily lives?

- A Moussa is 25 years old and he has been blind since birth.
- B 17 year-old Aicha has been wheelchair-bound since she had an accident six years ago.
- C 68 year-old Fatima is deaf. She started losing her hearing a few years ago.
- D Nadia's son Emmanuel is 6 years old and he is mentally deficient.



5 Listen to two people talking about how they cope with disabilities.

Who are the speakers? Choose from the people mentioned in sentences A-D in exercise 1.

6 Listen again and match each statement with one of the speakers.

- | | |
|---|--|
| 1 Travelling alone is a major challenge. | 4 I wish I had more time for my other children. |
| 2 The most difficult thing was accepting the situation. | 5 I am lucky because I was able to study and I have a job. |
| 3 I suffered from conflicting emotions. | 6 My social life is one of the most difficult things. |



7 Discussion

Discuss these questions.

- 1 Do you know anyone with a disability? How do they cope?
- 2 Which do you think is the worst form of disability? Why?
- 3 What facilities are there in your country for people with disabilities?

Writing An informal letter or email

1 Before you write

Think about your school. Are there any disabled students or teachers? What problems would / do they face?

2 Read the letter. Reorder the paragraphs A-E following the paragraph plan.

Paragraph 1	Ask about your friend.
Paragraph 2	Give news about your family and friends.
Paragraphs 3 and 4	Give news about yourself and say how you feel.
Paragraph 5	Give more positive news about yourself.

Model text

Hi Ousmane,

A I often get depressed because I can't do things with my friends. You know how much I love football. I sometimes go along to matches, but it only makes me feel left out. My **mates** are great. They do their best to include me in things. It's being dependent that **gets me down**. I can't do anything on my own, even things like having a shower or getting dressed. It's **terribly** frustrating and humiliating.

B **What are you up to?** I've heard that your town is an **awesome** city. Are you settling in **ok**? Is there a cool music scene? And your social life?

C But despite the difficulties, I haven't given up and I'm working hard for the Baccalaureate exam. I'd like to get a scholarship to study law in Britain. I've heard that facilities for disabled students are excellent in some universities there.

D As for me, well, things are **tough**, as you can imagine. I'm in my final year and it's **a bit of** a struggle. But I shouldn't complain because all my classes are downstairs. The principal changed the rooms, so I can get to them. Transport is a problem. I can't go on Thursdays because Mum can't take me. **There's no question of** getting there alone in a wheelchair. You know what the roads are like.

E Here things are much the same. Nadia is doing well at high school. Kassim is as lazy as ever. He spends all his time playing horrible music. He only does it to **get our backs up!**

That's all for now. Sorry to be so negative. Enjoy yourself. You never know what's **around the next corner!** Mum sends her love 😊.

Keep in **touch**
Akim

3 Read the letter again and answer the questions.

- 1 What is the relationship between Akim and Ousmane? How do you know?
- 2 What disability does Akim have?
- 3 What makes him feel very unhappy?
- 4 What is his ambition? Why?

Writing Strategy

Informal language

In informal letters and emails, we write **shorter sentences**, and we use **informal words and expressions, colloquial language, and idioms**. We also use **contractions, informal punctuation** (exclamation marks, question marks, emoticons) and **abbreviations**.

4 Match the informal words and phrases in red in the letter with these words and phrases.

annoy contact difficult to expect
extremely friends it's impossible to
makes me sad quite well
What are you doing? wonderful

Writing Task

Write a reply to Akim's letter. Imagine you are Ousmane and give him your news.

5 Write your letter in 250 to 300 words. Use the paragraph plan in exercise 1. Then exchange letters with a partner and check the following points:

- Informal language
- Spelling, grammar and punctuation

1 Before you write

Think about your school. Are there any disabled students or teachers? What problems would / do they face?

2 Read the letter. Reorder the paragraphs A-E following the paragraph plan.

Paragraph 1	Ask about your friend.
Paragraph 2	Give news about your family and friends.
Paragraphs 3 and 4	Give news about yourself and say how you feel.
Paragraph 5	Give more positive news about yourself.

Model text

Hi Ousmane,

A I often get depressed because I can't do things with my friends. You know how much I love football. I sometimes go along to matches, but it only makes me feel left out. My **mates** are great. They do their best to include me in things. It's being dependent that **gets me down**. I can't do anything on my own, even things like having a shower or getting dressed. It's **terribly** frustrating and humiliating.

B **What are you up to?** I've heard that your town is an **awesome** city. Are you settling in **ok**? Is there a cool music scene? And your social life?

C But despite the difficulties, I haven't given up and I'm working hard for the Baccalaureate exam. I'd like to get a scholarship to study law in Britain. I've heard that facilities for disabled students are excellent in some universities there.

D As for me, well, things are **tough**, as you can imagine. I'm in my final year and it's **a bit of** a struggle. But I shouldn't complain because all my classes are downstairs. The principal changed the rooms, so I can get to them. Transport is a problem. I can't go on Thursdays because Mum can't take me. **There's no question of** getting there alone in a wheelchair. You know what the roads are like.

E Here things are much the same. Nadia is doing well at high school. Kassim is as lazy as ever. He spends all his time playing horrible music. He only does it to **get our backs up!**

That's all for now. Sorry to be so negative. Enjoy yourself. You never know what's **around the next corner!** Mum sends her love 😊.

Keep in **touch**

Akim

3 Read the letter again and answer the questions.

- 1 What is the relationship between Akim and Ousmane? How do you know?
- 2 What disability does Akim have?
- 3 What makes him feel very unhappy?
- 4 What is his ambition? Why?

Writing Strategy**Informal language**

In informal letters and emails, we write **shorter sentences**, and we use **informal words and expressions**, **colloquial language**, and **idioms**. We also use **contractions**, **informal punctuation** (exclamation marks, question marks, emoticons) and **abbreviations**.

4 Match the informal words and phrases in red in the letter with these words and phrases.

annoy contact difficult to expect
extremely friends it's impossible to
makes me sad quite well
What are you doing? wonderful

Writing Task

Write a reply to Akim's letter. Imagine you are Ousmane and give him your news.

5 Write your letter in 250 to 300 words. Use the paragraph plan in exercise 1.

Then exchange letters with a partner and check the following points:

- Informal language
- Spelling, grammar and punctuation

Check Unit 2

1 Complete the sentences with nouns formed from the words in brackets using suffixes.

- 1 Opposition parties are protesting against the government's policy of (exclude).
- 2 The citizens have suffered a lot of on the part of a tyrannical dictator. (oppress)
- 3 The NGO's work has helped eradicate within the community. (literate)
- 4 They can't publish satirical cartoons because of (censor)
- 5 The boy showed great when he saved the young girl from drowning. (hero)
- 6 Their to their leader often prevents them from seeing his mistakes. (commit)
- 7 One of the pillars of democracy is the system. (just)
- 8 He means well, but his makes him unreliable. (forget)

You may need to add a prefix in some cases.



2 Copy and complete the table.

English	French	English	French
stepfather	(1)	father-in-law	(2)
(3)	beau-fils	half-brother	(4)
(5)	belle-fille	half-sister	(6)
stepfamily	(7)	mother-in-law	(8)

3 Complete the sentences with the correct form of words from the box.

activist	campaign	disability	ethnicity	protest
racism	segregation	solidarity	volunteer	

There are two extra words you do not need.



- 1 Nelson Mandela was a non-violent
- 2 During the Apartheid years in South Africa, was the norm.
- 3 Although black people have equal rights in the US, is still alive.
- 4 In spite of the to integrate people with, many still suffer from exclusion.
- 5 Amnesty International fight for human rights everywhere.
- 6 Millions of people demonstrated their with the journalists by gathering in the streets.

4 Correct the mistakes in these sentences.

Example: She couldn't to continue her education because of fanatics.

→ She couldn't continue her education because of fanatics.

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

Check Unit 2

5 Complete the sentences with a suitable modal. There may be more than one answer.

- 1 You shout! I can hear you clearly.
- 2 Her English is awful. She be American.
- 3 We go to school until 10 am. Our teacher is absent.
- 4 Do wear a uniform in your school?

6 Complete these sentences with your own ideas. Use present or past modals.

- 1 Be careful! I'm sure you to walk on the grass.
- 2 He because his English is terrible.
- 3 You here! Can't you read the sign? It says no parking!
- 4 His parents were very poor, so he
- 5 We as we have some free time in the afternoon.
- 6 The weather was very bad, so
- 7 I got very wet in the rain and caught a cold. I
- 8 She has a London accent. I think she
- 9 The police suspect Ali, but he was here at the time of the crime. It

7 Express wishes for these situations. Use the prompts.

- 1 My family doesn't have a house. I wish
- 2 It's raining. They can't play outside. They wish
- 3 There is no democracy in their country. Human rights are not respected.
If only
- 4 His parents would really like him to study abroad. They don't have enough money.
If only
- 5 You want to leave home, but it is raining heavily. If only

8 Use *wish* + *would* to write complaints for these situations.

Example: You and your friend are travelling in the same car.

He is driving fast.

→ *I wish you would drive more slowly.*

Or *I wish you wouldn't drive so fast.*

- 1 You are studying for an exam. Your friends are playing and making noise.
- 2 Your friend owes you money. He doesn't intend to pay you back.
- 3 Your sister does not tidy her room. It is always in a mess.
- 4 You want to go out, but it is raining heavily.

There may be more than one possible answer.



Self-assessment

Can you...

- use vocabulary about freedom and rights?
- use noun prefixes and suffixes?
- use names of family members?
- express wishes?
- use present and past modals?
- write complaints?

Development issues

Unit 3

1 Lead in

Look at the graph. What does it show? Do the results surprise you?
Which problems would you say are the most serious in your country?

A public survey about major problems in emerging and developing countries



Vocabulary

2 Look at the graph and complete the text.

According to a public survey conducted in 34 emerging and (1) countries, (2) and corrupt political leaders are seen as the greatest problems to society. Furthermore, healthcare as well as poor quality (3) are considered to be growing problems. Other issues, such as (4), and air pollution and (5) are also areas of serious concern. Electricity (6) and (7) problems are generally perceived as less serious, even though an increase in traffic is largely responsible for air pollution, which is a serious health threat in most countries.

3 Work in small groups. Conduct a survey in your class about the major problems in your town or country.

Project

- Use the ideas in the graph and/or your own ideas.
- Find out which problems people think are most or least serious.
- Draw a graph and write a summary of your results.



4 Speaking

Present your results to the class. Discuss what could be done to improve things.

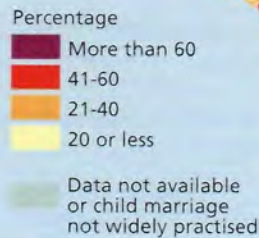
Reading

1 Before you read

Look at the map.
What does it show?
What do you think are
the causes of child
marriage?

2 Read the text.

What is the main cause
of child marriages? What is the most important factor in its reduction?



'When I was 10 my parents arranged for me to marry in the forest. They pretended it was just a party. But it was a wedding and they sent me away. My mother never told me I was going to be married. They came and took me by force. I cried but it didn't make any difference.'

Child brides

Every year, one third of girls in the developing world are married before the age of 18, and one in nine are married before they are 15. While countries with the highest proportion of child marriages are in Western and Sub-Saharan Africa, due to population size, the largest number of child brides is in Asian countries.

Most countries have laws that set 18 as the minimum legal age for marriage, but these laws are often ignored by communities. A few countries have no minimum legal age, like Yemen, where more than 50 % of girls are married before they turn 18, and some girls are forced into marriage when they are as young as 8.

Why do parents marry their daughters so early? Tradition is an important factor, as well as gender inequality. But one of the main reasons is poverty. Marrying a daughter very young can

allow parents to cut back on family expenses and sometimes receive a bride price.

What most people don't realise is that child marriage has a negative impact on global social issues such as health, education and poverty. Girls who are forced to marry very young are more prone to complications during pregnancy or childbirth and domestic violence. They are often forced to drop out of school and are not allowed to pursue their education. This means they are denied the right to learn skills that could enable them to earn an income and help reduce poverty for their family and community.

The most powerful tool for reducing the number of child marriages is education. Educating girls empowers them and helps them avoid early marriage and choose their own lives. Communities must be educated, including men and boys, in order to raise global awareness about the dangers of child marriage. It is also essential to put pressure on governments to make and enforce laws in favour of girls' rights.

United Nation's organisations like UNICEF and WHO along with many NGOs work to combat child marriage. Some initiatives are successful. On its website, *Girls Not Brides*, a partnership of more than 400 organisations working worldwide to end child marriage, relays stories of girls who have fought their way out of poverty and discrimination. Linda and Mereso are two of them.



Tahani, 8, is seen with her husband Majed, 27, and her former classmate Ghada, 8, with her husband outside their home in Hajjah, Yemen, July 26, 2010.

Linda's story

Linda is from Cambodia. Football has always been her passion, but first she had to train secretly because it wasn't considered proper for a girl to practise sports. At 15, her parents wanted her to leave school and marry. They only agreed not to force her into marriage after she was picked to play in a team at the *Football for Hope* Festival during the 2010 World Cup in South Africa. That opportunity enabled her to keep her freedom and carry on with her education.

Mereso's story

Mereso is from Tanzania. She was married at 13 to a much older man. She had her first child at 14. At the age of 23, she ran away from her husband's house. Thanks to the help of volunteers from the Young Women's Christian Association, she gradually learned to support herself and become independent. She makes her living selling Maasai jewellery and clothes. She has become an activist against early marriage, encouraging parents to allow their daughters to stay at school and let them choose their own future.

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

- 1 The proportion of child marriages is lower in Africa than in Asia.
- 2 In Yemen, the legal age for marriage is not enforced.
- 3 Poverty is both a cause and a result of child marriages.
- 4 The best way to stop child marriage is to educate men and boys.
- 5 Linda was forced to leave school and marry at the age of 15.
- 6 Mereso married and had a baby at the age of 14.



4 Discussion

Discuss these questions.

- 1 What is the legal age for girls and boys to marry in your country?
- 2 What is the situation regarding child marriages?
- 3 Do you know of any cases of early marriage? What happened?

Vocabulary extension

Three-part phrasal verbs

5 Choose the correct words to complete the phrasal verbs.

Then check your answers in the text and the girls' stories.

- 1 Marrying a daughter very young can allow parents to cut off / back on family expenses.
- 2 They are often forced to drop up / out of school.
- 3 That opportunity enabled her to carry on with / in her education.
- 4 At the age of 23, she ran out / away from her husband's house.

6 Match these three-part phrasal verbs with their meanings.

Use a dictionary if necessary.

- | | |
|---------------------------------|---|
| 1 to escape blame or punishment | 5 to initiate something (suggestion, idea or plan) |
| 2 to admire someone | 6 to strive to stay equal with someone or something |
| 3 to fulfil | |
| 4 to endure something | |

come up with
get away with
put up with
keep up with
look up to
live up to

7 Complete the sentences with phrasal verbs from exercises 5 and 6.

- | | |
|--|---|
| 1 Her parents a plan to marry her off to a rich man. | 4 She was forced to of school at the age of 14. |
| 2 She spends a fortune trying to the fashion. | 5 The government shouldn't on education spending. |
| 3 Most of the boys their football coach. | |

1 Look at the sentences.

Match them with the verb patterns A and B.
Which bold verb expresses an obligation?

- 1 Mereso's parents **made** her marry an older man.
- 2 Educated parents **let** girls **choose** their own future.
- 3 They **allowed** her **to choose** her husband.
- 4 That opportunity **enabled** her **to keep** her freedom.

Patterns

- A** + noun / pronoun + infinitive without *to*
B + noun / pronoun + *to* + infinitive

2 Complete these sentences with the correct form of *make*, *let*, *allow* or *enable*.

- 1 It's wrong to girls marry when they are still young.
- 2 Her parents wouldn't her see her boyfriend.
- 3 The teacher us to go home early.
- 4 Studying at university will you to get a better job.
- 5 Why won't you me go out?
- 6 We're not to take our mobile phones into exams.

3 What do Etienne's parents *let*, *make* or *don't let* him do? Write sentences.

Example: He has to get up at 6.30 every day. → *They make him get up at 6.30 every day.*

- 1 He has to take his sister to school.
- 2 He can play football after school.
- 3 He mustn't stay out late on weekdays.
- 4 He can sleep late on Saturdays.
- 5 He has to help with the chores.

Causative structures with *get* and *have***4** Look at the verb patterns in the sentences a-d. Then choose the correct options to complete sentences 1-5.

- a You really should **have** your hair styled. It looks awful.
- b Why don't you **get** it cut very short? It would suit you.
- c I'll **get** my sister **to cut** it for me. She's a hairdresser.
- d The principal **had** all the students **stand** in the yard.

Take notice

We can use the structures:

- **have** + noun / pronoun + infinitive without *to*
- or
- **get** + noun / pronoun + *to* + infinitive when somebody does something for you;
- **have / get** + noun / pronoun + past participle.

- 1 How are we going to get home tonight?
Don't worry. I my dad to pick us up.
A get **B** 'll get **C** have
- 2 Have you your teeth checked recently?
A got **B** get **C** had
- 3 We're the car mended next weekend.
A getting **B** get **C** have
- 4 He doesn't like his photo taken.
A have **B** get **C** having
- 5 The teacher his students stand up when he enters the room.
A hasn't **B** doesn't have
C isn't to have

5 Speaking

Work in pairs. Take turns to ask and answer the questions.

Example:

- A** How often do you get your hair cut?
- B** I get it cut about every three months.

- 1 When was the last time you had your photo taken?
- 2 How often do you get your teeth checked?
- 3 What would you do if your TV was broken?

Communication

Reasons and purpose

1 Complete the dialogues with the phrases in the boxes. Then listen and check.

- 1 A Your brother's lost weight. And he looks really fit.
 B Yes, the doctor said that his health problems were (1) his unhealthy lifestyle.
 A (2) he's given up smoking, isn't it?
 B Yes, his cough (3) smoking. He's also taken up sport (4) to keep fit.
 A Sport! I thought he hated all sports!
 B Not any more. He gets up early every day (5) go running. And he's been on a diet and lost ten kilos. He's stopped eating junk food (6) put the weight back on.
 A Perhaps we'd better do the same!
- 2 A I saw your sister at the US consulate last week.
 B Yes, she's applied for a visa (7) she can study in the US. She's going to Harvard.
 A Harvard! She must be very clever. What's her area of study?
 B She's going to do Biochemistry (8) she wants to work for a pharmaceutical company.
 A I thought she wanted to study medicine (9) working in a hospital here.
 B (10) she can't stand the sight of blood, she changed her mind!
 A I see!
 B She wants to do research (11) develop anti-malarial drugs.
 A Good for her!

due to
 in order
 so as not to
 to
 that's why
 was caused by

as
 because
 in order to
 so that
 with the aim of

2 Practise the dialogues in exercise 1 with a partner.

3 Complete the chart with the words and phrases from the boxes in exercise 1.

Take notice

Expressions of purpose are used to talk about somebody's goals. To explain the reason for something or somebody's actions, we can use *because, as, caused by, due to...*

Reason	Purpose (goal)
<i>due to</i>	<i>in order to</i>
(1)	(5)
(2)	(6)
(3)	(7)
(4)	(8)
	(9)

4 Choose the correct ending for each sentence. Then match the two parts of the sentences with words and phrases from the chart.

- | | |
|---|-----------------------------------|
| 1 It is advisable to use mosquito nets | a you are foreigners. |
| 2 He wants to visit China | b she could get a job in Germany. |
| 3 She studied German at school | c stormy weather. |
| 4 You need passports to enter the country | d perfect his Mandarin. |
| 5 I couldn't go to university | e catch malaria. |
| 6 The plane cancellations were | f I couldn't afford the fees. |

5 Writing and Speaking

Complete these sentences giving reasons or purposes. Then ask and answer in pairs.

- I'm saving up...
- He had to leave school...
- My friend borrowed some money...
- He got a US visa...
- She exercises regularly...
- He has given up eating sweet and fatty foods...



Why are you saving up?

I'm saving up to buy a new mobile phone.



Reading

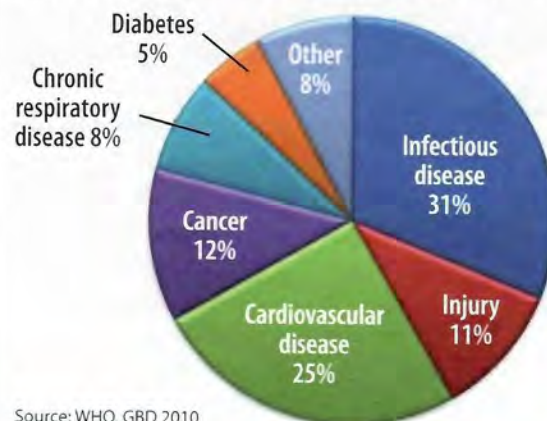
1 Before you read

Look at the graph. What are infectious diseases? What is the most serious health problem in your country?

2 Read the text.

What diseases are mentioned?

Causes of deaths in developing countries



Source: WHO, GBD 2010

Health challenges in developing countries

Infectious diseases are among the greatest challenges to health in developing countries today. Each year, millions of people die of diseases such as AIDS or malaria, but also from pneumonia, tuberculosis, measles and polio.

And yet many of these diseases are preventable and some of them are curable.

Ill-health is directly connected to poverty. Populations of developing countries suffer from poor access to basic sanitation services such as safe drinking water and sewage disposal, making them more vulnerable than people in wealthier countries. Moreover, many governments lack the financial resources to provide efficient healthcare or build basic infrastructure such as hospitals and clinics for their populations. This is especially true in rural areas where there are few doctors and often only rudimentary medical facilities.

Another consequence of poverty is that a lot of people have little or no access to medication. Some drugs that are widely available in developed countries are simply unaffordable in less privileged parts of the globe. And the inequality is emphasised by the tendency of global pharmaceutical companies to invest more money in research for treatments and cures of so-called 'Western' diseases, which are economically much more profitable.

Malaria is one example of a preventable disease that spreads mostly in developing countries. This disease, caused by a parasite transmitted by the bite of infected mosquitoes, kills about 800,000 people every year. According to the World Health Organization (WHO), 90% of victims live in Africa, and children under five are the most affected. Malaria can be prevented by large scale use of insecticide-treated mosquito nets. Frequent

controls in areas of high transmission can also reduce the deadly impact of the disease, by detecting it early and treating it with anti-malarial medicines. But while an efficient treatment does exist, few people can afford it in the poorest countries.

In the next decades, many developing countries will also be confronted with lifestyle diseases such as lung cancer and diabetes, which so far have been considered to primarily affect Western countries. Increased urbanisation, leading to more sedentary lifestyles and a change in diet, is indeed likely to cause a rise in obesity and overweight issues, factors of diabetes. Though the number of people suffering from diabetes in Africa is relatively low today, WHO predicts that this number will have doubled by 2030. The consequences of diabetes, such as damage caused to the heart, blood vessels or the eyes, are often ignored or underestimated, but can be prevented through a healthy diet, regular physical activity and suppression of tobacco use. That's why WHO estimates that prevention should be a top-priority in developing countries.

Ill-health reflects a country's state of poverty and has a direct impact on the society's social and economical development. Only by fighting poverty will governments and populations manage to globally improve access to treatment and efficiently deal with health challenges.

3 Answer the questions.

- 1 What is the main cause of ill-health in a society?
- 2 Why are healthcare services poor in developing countries?
- 3 Which populations have little access to medical treatment? Why?
- 4 What drugs do pharmaceutical companies develop as a priority? Why?
- 5 What causes malaria and how is it transmitted?
- 6 How can the spread of malaria be prevented?
- 7 What diseases are likely to become a problem in the future?
- 8 What are the consequences of diabetes?
- 9 How can diabetes be prevented?
- 10 What problem will have to be addressed in order to improve the health of populations?

4 Find antonyms of these words in the text.

- | | | |
|-----------------------------|-------------------------------|---------------------------------|
| 1 inefficient (paragraph 1) | 2 affordable (paragraph 2) | 3 underprivileged (paragraph 2) |
| 4 underweight (paragraph 4) | 5 overestimated (paragraph 4) | 6 irregular (paragraph 4) |

5 Write antonyms for these words using suitable prefixes. Check with a dictionary.

- | | | | |
|-------------|-------------|-------------|------------|
| healthy | patient | replaceable | convenient |
| comfortable | undercooked | relevant | overworked |

Vocabulary extension**Verb + preposition****6 Choose the correct prepositions. Then check your answers in the text.**

- 1 Governments should invest more money **in** / **on** healthcare than in the military.
- 2 Heavy smokers are more likely to suffer **of** / **from** respiratory diseases.
- 3 Many young children die **of** / **at** measles worldwide.
- 4 The best way to deal **with** / **for** diarrhoeal diseases is to improve sanitation.

7 Complete the sentences with the prepositions in the box. You can use a dictionary.

- 1 I don't agree _____ the results of the report.
- 2 The hospital project depends _____ foreign aid.
- 3 He complained _____ the council _____ the electricity cuts.
- 4 You should apologise _____ John _____ using his mobile phone.
- 5 The government doesn't spend enough _____ basic services.
- 6 We are waiting _____ a supply of vaccines.

with
about
for (x2)
on (x2)
to (x2)

8 Writing

Complete these sentences with your own ideas.

- | | |
|--|---|
| 1 I apologised _____ | 4 I don't agree _____ |
| 2 I am going to complain _____ | 5 Governments should spend more money _____ |
| 3 The best way to deal _____ is to _____ | 6 I've never suffered _____ |

Pronunciation**Fluency****Take notice**

You can improve your fluency by:

- linking vowels + consonants between words;
- using contractions;
- using the weak form of 'the' when possible;
- using a soft 'r' sound.

9 Read the Take notice box. Practise your fluency. Listen and repeat the sentences from exercise 7.

Example: 1. I don't agree with the results of the report.

1 Answer the questions about the bold words in the sentences.

- Which word do we use in questions and with negative verbs?
Some diseases can be prevented. There isn't **any** running water here.
Do **any** students smoke?
- Which words do we use with both countable and uncountable nouns?
They have **little** access to healthcare. There are **few** doctors.
They have **no** access to clean water. There are **no** medical facilities.
A lot of children die of malaria. **A lot of** money is wasted.
We don't spend **much** money on prevention. Diabetes will affect **many** countries.
- Which words mean *not much* and *not many*?
Which mean *several* and *a small amount of*?
Few people receive treatment. A few people receive treatment.
There is **little** money available. There is **a little** money available.

2 Choose the correct words to complete the sentences.

- Unfortunately, there is **few** / **a lot of** / **little** money to invest in hospitals.
- There weren't **much** / **many** / **no** patients at the clinic yesterday.
- There are only **a few** / **few** / **some** measles vaccines.
We need to order more.
- How **any** / **much** / **many** money is being invested in malaria research annually?
- Little** / **A few of** / **A lot of** respiratory diseases are caused by air pollution.
- Little** / **Few** / **Some** people buy prescription drugs because they're too expensive.

Take notice

- Using *only* changes the meaning of *a few* and *a little*.
There are **only a few** doctors.
(= not many)
I've **only got a little** time.
(= not much)
- Using *quite* changes the meaning of *a few*.
There are **quite a few** nurses here. (= a lot of)

Comparative and superlative forms

3 Match the words in bold with meanings a-d.

- The government spent **less money** on education than promised.
- There were **fewer problems** than we expected.
- Our country receives **the least aid** from NGOs.
- She made **the fewest mistakes** in the test.

- a not as many
- b the smallest number
- c the smallest amount
- d not as much

4 Complete the sentences with *fewer*, *fewest* or *less*.

- There were _____ women than men at the meeting.
- Ebola causes _____ deaths than malaria.
- Our hospital has the _____ number of patients in the area.
- _____ money was spent on healthcare compared to last year.

Take notice

We can also use *less* and *least* with adjectives and adverbs.
He speaks **less fluently** than John. That country is **the least developed** in Asia.

5 Complete the sentences with *less* or *the least* and one of the words in the box. Then compare your answers with other students.

- I feel _____ about the future of my country than I did when I was younger.
- I think this government is _____ we've ever had.
- I spoke English _____ last year than I do today.
- My brother drives _____ than my sister.

optimistic	pessimistic
religious	corrupt
fluently	carefully
prosperous	(in)competent

Vocabulary

1 Lead in

Read the newspaper titles. What do you think the corresponding articles are about?

- A Can Borneo's indigenous people beat the loggers?
- B Awa **native** people threatened by iron mine
- C Australian Aboriginal group appeals to UN over mining on **ancestral** land
- D **Struggle** for **survival** – tribes fight palm oil barons to **preserve** way of life
- E **Forced eviction** and **resettlement** carry heavy toll among Kalahari Bushmen
- F **Native** Brazilians face forced **displacement** to make way for mega dam

2 Match these sentences with the titles in exercise 1.

- 1 The world's most threatened tribe voiced its opposition against the iron mine by blocking its main railway line.
- 2 Palm oil plantations are destroying the forests that native tribes rely on to survive.
- 3 Politically connected timber barons have destroyed most of Borneo's rainforest and the Penan people are fighting to hold on to what remains.
- 4 Referred to as 'places of death' by the Bushmen, the relocation sites are places of depression and prostitution where AIDS and alcoholism are rife.
- 5 Opponents claim that the massive hydroelectric dam could displace up to 40,000 people.
- 6 The Mithaka people of south-west Queensland accuse the government of violating international law by failing to consult them over fracking on their traditional land.

3 Speaking

Work in pairs. Which of these statements do you agree or disagree with? Why?

- 1 Economic development is more important than traditional lifestyles.
- 2 Governments should do everything in their power to protect indigenous populations.
- 3 Indigenous people should move with the times.
- 4 Native populations can teach us a lot about managing natural resources.

Listening

4 Before you listen

Look at the photo and read the caption.
Who are these people? Why are they protesting?
Are there similar problems in your country?

5 Listen to a news report. Choose the best summary.

- A The rights of indigenous people are sacrificed in the name of development.
- B A new dam in the Amazon will create jobs and prosperity.
- C Brazil plans to build world's third largest dam.

6 Listen again and complete the sentences.

- 1 The Kayapo Indians are protesting against the construction of a _____.
- 2 If it is built, it will be the _____ in the world.
- 3 Over _____ people have signed a petition against the project.
- 4 The dam is expected to provide electricity for _____ homes.
- 5 The evicted Indians will receive _____ compensation.
- 6 As many as _____ people could be made homeless.
- 7 If the project is completed _____ square hectares of land will be flooded.
- 8 The Indians say they will _____ for their rights.



Indigenous people protest against the construction of the Belo Monte Dam in front of the Brazilian Permanent Mission to the United Nations, New York, 2010.

Writing An article

1 Before you write

Look at the paragraph plan. Then match the ideas below with the paragraphs 2-5 in which they are likely to be mentioned.

- rituals ● flood their land ● wisdom and knowledge ● adapt to their environment ● pay compensation
- build a dam ● settlements ● marriage customs ● cultivation ● organise protests ● fighting for survival

Paragraph 1	Introduction
Paragraph 2	Description of their traditional way of life
Paragraph 3	Reason why this lifestyle is under threat today
Paragraph 4	Importance of saving native people
Paragraph 5	Conclusion; possible solutions

2 Read the article. Put the paragraphs in the correct order according to the paragraph plan.

Writing Strategy Planning and drafting

- First, decide the topic of each paragraph. Then brainstorm ideas and make notes.
- Next, organise your notes and write complete sentences. Choose the most interesting details. Add or cut ideas. You don't have to include everything.
- Read the draft text and reorder ideas if necessary.
- Check the number of words.

3 Read the Strategy box. Which ideas from exercise 1 are included? Which ideas did the writer not include?

A... The fate of the Kayapo people is similar to that of many other native populations whose culture is being sacrificed in the name of development. But the modern world needs the knowledge and wisdom of indigenous peoples. These people have adapted over thousands of years to their natural environment and they have a lot to teach us today.

B... The Brazilian government needs to realise the importance of the Kayapo's heritage. It should abandon the dam project and develop less damaging and sustainable energy sources. The culture of the Kayapo people is unique. Once it is gone, it is gone forever.

C... The Kayapo people have a strong sense of identity. They have their own tribal rituals, artistic expressions, and language. The Kayapo get medicine from over 650 plants found on their territory. They live in settlements in the forest where they hunt, fish, and practise "slash and burn" farming where land is cultivated for a few years, then they move on to a new area.

D... The land along the Xingu River and its tributaries in eastern Brazil is the ancestral home of the Kayapo people. Their territory covers over 11 million hectares of tropical rainforest and grassland. But the livelihood of this indigenous population is under serious threat. The Brazilian government has authorised the construction of a dam that will flood their homeland and force them to abandon their way of life.

E... Today, the Kayapo are fighting for their survival. The government is planning to flood about 1,600 square kilometres of Indian land and create the largest manmade lake in the world. If the Belo Monte project went ahead, over 3,000 Kayapo Indians would be displaced from their homes. It would also threaten the lives of people living downstream.

Writing Task

Write an article to a newspaper about an indigenous group whose lifestyle is threatened. Focus your article on the causes of the situation and possible solutions to protect this group.

4 Choose an indigenous group in your country or elsewhere. Make notes under the paragraph headings. Choose suitable words or phrases to introduce your paragraphs.

Paragraph 1 Briefly present the indigenous people and the problem they face.

Paragraph 2 Describe their lifestyle and culture.

Paragraph 3 Explain why their lifestyle and culture are at risk.

Paragraph 4 Say why it is important to save this heritage and suggest ways to protect it.

5 Write an article in 250 to 300 words following the paragraph plan.

1 Complete the sentences with the phrases in the box.

- 1 A TV company plans to _____ to analyse the viewing habits of the population.
- 2 _____ is one of the worst forms of abuse to women.
- 3 The frequent _____ these days don't only make life difficult for citizens, but also affect the country's economy in general.
- 4 With the new Code of person, a girl or married woman is entitled to inherit her parents' property, which is one of the many ways of reducing _____ in the country.
- 5 A _____, bad eating habits and a lack of exercise are responsible for many diseases such as obesity, blood pressure and diabetes.
- 6 The government is taking measures to _____ about wearing helmets on motorbikes.
- 7 They dump untreated sewage into the sea because of the lack of appropriate facilities for _____.
- 8 The _____ lack resources for removing waste from homes and streets.

conduct a survey
electricity shortages
child marriage
gender inequality
enforce the law
sewage disposal
sedentary lifestyle
sanitation services

2 Complete the sentences with the verbs in brackets and the particles in the box.

- 1 Their father is a role model for people to _____. (look)
- 2 I don't know how she manages to _____ him as he behaves so badly. (put)
- 3 He sold his father's property after his death and thought he could _____ it. (get)
- 4 Young people who _____ school should learn a trade in order to make a living. (drop)
- 5 Sessime's next concert is a must. Her performances have always _____ our expectations. (live)
- 6 She has _____ a brilliant way to combat child marriage in her community. (come)
- 7 They started the course late and had to work hard to _____ the other students. (keep)
- 8 People can't _____ the crime of marrying girls; it must be stopped. (carry)

up with
away with
up to
out of
on with

3 Choose the correct words to complete the sentences.

- 1 Many people with unhealthy food habits suffer **of** / **from** / **at** diabetes.
- 2 Why doesn't the government invest **in** / **of** / **at** better roads?
- 3 My cousin died **for** / **to** / **of** cholera when he was a baby.
- 4 You must apologise **at** / **to** / **on** your parents **from** / **of** / **for** being so rude.
- 5 The government is spending more **at** / **on** / **in** healthcare than ever before.
- 6 I don't agree **about** / **with** / **for** your argument.
- 7 It's a big day! We've been waiting **at** / **for** / **in** this new health centre for ages.
- 8 I wish they would deal **with** / **at** / **for** unemployment. Too many people are out of work.

4 Rewrite the sentences below using the prompts and the verbs in brackets.

- 1 They asked permission to go to the movies and their parents agreed. Their parents (let) _____.
- 2 They asked permission to go to the swimming pool, but their father refused. Their father wouldn't (allow) _____.
- 3 The family's TV broke down. Dad arranged for the repairman to fix it. Dad (get) _____.
- 4 They didn't want to sing the national anthem. The teacher forced them to sing it. The teacher (make) _____.

Check Unit 3

5 Complete the sentences using the prompts and the structure *have someone do something*.

Example: mother / make / clothes / seamstress

→ *My mother always has her clothes made by a seamstress.*

- 1 all their meals / prepare / a cook → Those people
- 2 TV / repair / a technician → Last week, my parents
- 3 leaking tap / fix / a plumber → Yesterday, we

6 Choose the correct words to complete the sentences.

- 1 Only a **few** / **many** / **any** children have been vaccinated.
- 2 How **much** / **many** / **any** cases of Ebola have there been?
- 3 **Little** / **Few** / **Much** people can afford expensive medical treatments.
- 4 Hurry up! There isn't **many** / **some** / **much** time left.
- 5 We haven't got **some** / **no** / **any** sugar left. Can you go and buy **little** / **a few** / **some**?

7 Complete the sentences with the words in the box.

- 1 Watching athletics is _____ exciting than watching the Football World Cup.
- 2 The harder she trains, the _____ she runs.
- 3 I haven't got _____ free time as I had when I was at school.
- 4 Sanga is the _____ optimistic person I know.
- 5 Learning English isn't _____ difficult as learning Chinese.
- 6 Nepal is one of the _____ developed countries in Asia.

as
as much
faster
least
most
less

8 Complete the dialogue with the expressions in the box.

- A** Anita is undoubtedly the most hard-working girl of all of us.
B You're right. I've heard that her parents are saving up (1) _____ send her abroad to study.
A (2) _____ she works so hard at school, isn't it?
B Yes. She hopes to get a scholarship (3) _____ her parents won't have to pay for her studies.
A Is she going to study medicine (4) _____ become a doctor?
B No. Her dream is to go to a North-American university with (5) _____ of studying petrochemistry.
A Why petrochemistry?
B She wants to study it (6) _____ that she can get a job with an oil company.

so as to
the aim
so
in order to
so that
That's why

Self-assessment

Can you...

- talk about development issues?
- use prepositions correctly after verbs?
- use three-part phrasal verbs?
- use causative structures with *get* and *have*?
- use verb patterns with *make* / *let* and *allow*?
- use determiners correctly?
- express reasons and purpose?

What the future holds

Unit 4

1 Lead in

Look at these representations of the future of our planet. How do you interpret them? Do you think they are likely to become reality? If so, when?



Vocabulary

Global issues



2 Look at the words and check their meaning. Listen and repeat.

- demographics
- discrimination
- global warming
- hunger
- pollution
- poverty
- racism
- terrorism
- war

3 Write three words related to the issues in exercise 2.

Example: demographics: *population, increase, explode*

4 What is your outlook on life in the future? Do the quiz and find out. Then check your score.

Are you optimistic or pessimistic about the future?

Pessimist
'My glass
is half empty'



Optimist
'My glass
is half full'



- ☐ Definitely: 4 points
- ☐ Probably: 3 points
- ☐ Probably not: 2 points
- ☐ Definitely not: 1 point

Do you think that...

- 1 people everywhere will be living in peace in the 21st century? [? point(s)]
- 2 poverty and hunger will have been eliminated in your lifetime? [? point(s)]
- 3 scientists will have found vaccines and cures for AIDS and malaria by 2030? [? point(s)]
- 4 terrorism will be a thing of the past as living standards improve? [? point(s)]
- 5 global warming will be controlled in the next twenty years? [? point(s)]
- 6 the world's population will have stopped increasing by 2050? [? point(s)]
- 7 most countries will be democracies in your lifetime? [? point(s)]
- 8 all forms of discrimination will have disappeared by 2050? [? point(s)]

Score:

8-14 points: You're a total pessimist.
15-20 points: You tend to be pessimistic.
21-26 points: You tend to be optimistic.
27-32 points: You're a total optimist.

5 Speaking

Compare your answers to the quiz questions with a partner. Who has the most optimistic outlook?

6 Do a class survey and find out how other students answered the quiz. Draw a pie graph to illustrate the class results and write a short report.



1 Before you read

Look at the pictures. What technologies do they illustrate? What are they used for?

2 Read the magazine article. Which area of science will be most affected by both technologies?

Technologies that could change the world

What will we be wearing in 50 years' time? What materials will we be using? How will they be manufactured? What will have changed in medicine by the end of the century? 3D printing and nanotechnology are already being used in industry, and their applications are seemingly endless.



3D printing

Imagine being able to print out your **contact lenses** or a spare part for your car. It sounds crazy? Thanks to 3D printing, in a few years time, we'll be making our own objects at home.

A 3D printer is a machine that transforms digital files into 3-dimensional solid objects. 3D printers can already make all sorts of things from plastic toys, metal machine parts, to pasta, chocolates, and **selfies**. The 3D printing process turns a whole object into thousands of tiny little slices, then 'prints' it from the bottom-up, slice by slice. Those tiny layers **stick** together to form a solid object.

3D printing is already used to make parts for aircraft and medical equipment. And soon 'bioprinters' will be making replacement body parts. Scientists are testing a 'skin printer' which can create new skin for burn victims. Other teams are working on printers that can create blood vessels and bones.

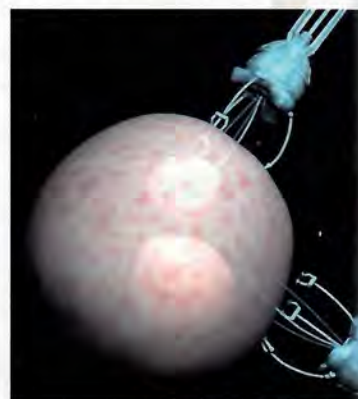
So far 3D printing is confined to industry, but this will change as the price comes down. Like home computers or mobile phones, most people will remain sceptical about needing one until everyone has got one... and then we'll all wonder how we ever managed without them!

Nanotechnology

Nanotechnology is the science of making extremely **tiny** things with individual atoms and molecules. Scientists manipulate atoms and molecules to make tiny artificial materials called 'nanoparticles'. These materials are already used in everyday objects such as clothes, cosmetics, toothpaste, and sports equipment. Nanoparticles can make clothes waterproof, **stain** resistant or kill microbes. For example, silver has the ability to kill bacteria. By adding silver nanoparticles to socks, it eliminates bacteria which cause smelly feet! Some clothes have a tiny layer of nanoparticles to prevent the absorption of substances which stain. Self-cleaning glass is useful for skyscraper windows. A layer of nanoparticles prevents dirt from adhering to the glass.

Nanotechnology offers many exciting possibilities, but it is in medicine that the biggest changes will take place. New techniques for diagnosing diseases and administering drugs are under development. Soon tiny robots called nanobots will deliver chemotherapy drugs directly to cancer cells, leaving **surrounding** tissue unaffected.

Nanotechnology has endless potential, but there is concern about the possible dangers of nanoparticles in the environment. However, whatever the risks, there is no stopping it now.



Nanobots repairing a cell (computer-generated imagery).

3 Complete the chart with different applications of 3D printing and nanotechnology.

Applications	3D printing	Nanotechnology
Already a reality	Example: Plastic toys	Example: Cosmetics
Future possibility

4 Answer the questions.

- How does the 3D printing process work?
- When will 3D printers become everyday devices?
- What do scientists use to make nanoparticles?
- Why are silver nanoparticles used in socks?
- In what area will nanotechnology be most useful?

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

- | | |
|--|--------------------------------|
| 1 photos or models of yourself | 4 extremely small |
| 2 thin pieces of plastic to correct vision | 5 adhere |
| 3 a dirty mark that is difficult to remove | 6 all round a particular thing |

6 Discussion

Discuss these questions.

- Which technologies mentioned in the article will be the most / least useful? Why?
- Will nanotechnology make people's lives better or worse?
- Why are people worried about the effects of nanoparticles?
- What effect could 3D printing have on industry and employment?

Vocabulary extension Strong adjectives

7 Look at these pairs of adjectives. Which is the strong adjective in each pair?

- 1 small / tiny 2 huge / big 3 bad / awful 4 astonished / surprised

8 Replace the underlined words with the adjectives in the box. You can use a dictionary.

- | | |
|--|---|
| 1 I was <u>tired</u> after such a long day. | 4 It poured with rain and we got <u>wet</u> . |
| 2 Their wedding cake was <u>big</u> . | 5 I read an <u>interesting</u> article on nanotechnology. |
| 3 The horror film was so <u>scary</u> that I couldn't sleep. | |

9 Writing

Write four sentences with the strong adjectives in exercise 7.

soaked exhausted fascinating
enormous terrifying

Pronunciation Final -ed

10 Listen to these words. Notice the sound of the final letters **-ed**. Then repeat the words.

- | | | |
|------------------|------------|-------------|
| /t/ → soaked | astonished | embarrassed |
| /d/ → tired | surprised | scared |
| /id/ → exhausted | interested | excited |

1 Study these sentences. Match the rules a-c with the sentences 1-4.

- 1 What will change in the medical field?
- 2 How will they be manufactured?
- 3 Etienne is going to buy a 3D printer.
- 4 According to market forecasts, a lot more 3D printers are going to be sold next year.

Rules

- a We use *will* to talk about predictions or general facts about the future.
- b We use *going to* for future plans and intentions.
- c We use *going to* for predictions based on evidence.

2 Choose the correct words.

- 1 It **will** / **'s going to** rain. Look at those black clouds.
- 2 Doctors **will** / **are going to** use 3D printers to make bones.
- 3 Do you think time travel **will** / **is going to** become a reality one day?
- 4 I **will** / **'m going to** watch a documentary on carbon trapping tonight.
- 5 Doctors **will** / **are going to** find a cure for cancer one day.

Future continuous and future perfect**3** Read the sentences and answer the questions.

Then find examples of these forms in the text on page 44.

- 1 In a few years' time, we will be wearing clothes containing nanoparticles.
- 2 By the end of the 21st century, nanobots will have replaced conventional ways of administering drugs.

Which sentence refers to...

- a something that will be finished by a certain time in the future?
- b an activity in progress at a certain time in the future?

Revision

- **Future continuous:**
will + be + present participle.
- **Future perfect:**
will + have + past participle.

Take notice

We often use these **time expressions** with the **future perfect**:

By this time tomorrow... By the end of the day / the week / 2050...

We can use these time expressions with both the **future continuous** and the **future perfect**:

This time next week / year... In (two) day's / week's time... (Two) months / weeks from now...

4 Complete the sentences with the correct future continuous or future perfect form of the verbs in brackets.

- 1 I really envy you! This time next week, you **will be flying** (fly) to the USA.
- 2 I **will not have finished** (not finish) my science project by the end of the week.
- 3 Don't worry. By the time you sit the exam, we **will have covered** (cover) the whole programme.
- 4 Don't come between 6 and 8 because I **will be revising** (revise) for the test.
- 5 I think clothes **will have changed** (change) a lot by the end of the century.

5 Speaking

Work in pairs. Take turns asking and answering the questions.

- 1 What are you going to do this evening?
- 2 What are you going to do tomorrow?
- 3 What do you think you will be doing in ten years' time?
- 4 How many exams will you have taken by the end of this year?

Communication

Giving a short talk



- 1** Listen and read. What is the topic of Justine's talk?
How many examples does she give?

I'm going to talk about nanotechnology and the possible dangers of nanoparticles. Let me start by looking at some potential risks. Then I'll suggest some solutions.

Nanoparticles are so small that they can enter our body when we breathe or be absorbed by our skin. Nobody knows how these particles will affect our health. Some nanoparticles are manmade and don't exist naturally, so they could cause serious diseases. We just don't know.

Another problem is security and privacy. Extremely small devices are being developed which will be able to spy on governments, companies and private citizens. These nanobots would be too small to detect.

Finally, there is the risk that nanotechnology will be used to develop tiny but deadly weapons.

As you can see from these examples, although nanotechnology is an exciting new technology, there are also potential risks. So what can be done?

An international organisation should be created to monitor nanotechnology. Also, laboratories that create nanoparticles should be required to test them before they are used in household products.

To wrap up, I think it is important that governments take an active role in the responsible development of nanotechnology.



- 2** Listen to these phrases. Then repeat them using the correct intonation.

I'm going to talk about...

Let me start by looking at...

Then I'll look at...

Another problem is...

Finally, there is a risk that...

As you can see from these examples...

To wrap up, I think it's important...



- 3** Work in pairs. Take turns giving the presentation in exercise 1.

- 4** Match topics a-c with statements 1-9.

- 1 It forces people to leave their homes and families.
- 2 It accounts for about one in six of childhood deaths in Africa.
- 3 It slows economic growth because people cannot work.
- 4 It causes extreme weather events such as storms and droughts.
- 5 It can cause the extinction of animals and plants.
- 6 It can result in famine and high mortality rates.
- 7 It will result in rising sea levels.
- 8 Some children are forced to work because their parents can't feed them.
- 9 It increases the costs of healthcare services.

- a The disastrous effects of poverty.
- b The negative impact of malaria.
- c Global warming is the world's most serious problem.

5 Speaking

Choose one of the topics in exercise 4 and prepare a presentation for your class.

Use the talk in exercise 1 and the phrases in exercise 2 to help you.



Reading

1 Before you read

Look at the cartoon.
What are 'designer babies'?
What idea does the cartoonist want to convey?

2 Read the article. What is the writer's opinion about designer babies?



Baby building

*Want a pale-skinned, blue-eyed daughter; or a son with dark hair and brown eyes; or how about twins?
This is the ultimate shopping experience: designing your baby.*

A Los Angeles fertility clinic shocked the medical world by offering would-be parents the opportunity of choosing features like hair and eye colour of their future babies. The announcement caused public outrage and the clinic stopped offering the service, but for how long? Now parents know that the technology is available, it may be too late to go back.

Genetic technology has progressed in leaps and bounds since the birth in Britain in 1978 of Louise Brown, the first ever 'test-tube' baby. Geneticists have now identified the genes that are responsible for about sixty lethal diseases and they are able to screen embryos for inherited diseases. Doctors can identify genetic anomalies on an embryo's chromosomes and select only the healthy ones. This technique has allowed thousands of parents who carry genetic disorders to have healthy children.

Until recently, parents couldn't choose the gender of their babies. They can now. Many US clinics already offer the service to perfectly healthy couples who just want to choose the sex of their child, and who can afford to pay up to \$20,000. Banned in Britain and most European countries, gender-selection is legal in the US where more and more couples desire a so-called 'balanced family,' with an equal number of sons and daughters.

Thanks to genetic selection, designer babies are no longer the stuff of science-fiction. Geneticists haven't identified the genes responsible for all our physical and mental attributes yet, but things are moving fast. Within a decade or two it may be possible to screen kids for a whole range of things, such as height, build, or even their IQ, musical talents and personality. So far, it is only possible to select genes that are already in the future parents' DNA. If neither parent has the genes for, say, green eyes, it's impossible for their child to have green eyes. But how long will that last? Scientists can already manipulate the genes of animals. They can clone dogs and cats. It is only a matter of time before someone tries to do the same with humans.

Dr Steinberg of the Los Angeles clinic believes that if the science is available, there's no reason not to use it. But not everyone agrees. The idea of babies becoming items that you buy off the shelf is horrifying. Do we have a right to interfere with a future child's personality and appearance? Genetic selection could lead to new forms of discrimination. Will kids born with socially undesirable traits feel like 'second-class' citizens? How will sex-selection affect the gender balance in societies that value boys more than girls? Whatever our views on designer babies, the technology is here and there's no going back. Laws against baby building could slow things down, but sooner or later someone will do it.

3 Read the text again and decide if the sentences are true (T) or false (F).

- 1 Parents can choose the colour of their children's eyes and hair at a Los Angeles clinic.
- 2 Genetic selection started in Britain in 1978.
- 3 Doctors can use genetic testing to help parents with inherited diseases.
- 4 Sex-selection is available for people who can afford to pay for it.
- 5 It is already possible to select the genes which determine personality.
- 6 Doctors already know how to change a person's DNA.
- 7 We need laws banning genetic manipulation.
- 8 The writer thinks it is pointless trying to stop medical advances.

4 Find words in the text with the following meanings.

- | | |
|---|---|
| 1 ability or not to have children (paragraph 1) | 4 test (paragraph 2) |
| 2 anger (paragraph 1) | 5 health problems or diseases (paragraph 2) |
| 3 deadly (paragraph 2) | 6 male or female (paragraph 3) |

5 Discussion

Discuss these situations. Decide whether you think that genetic selection is acceptable for each situation. Give your reasons.

- 1 My father and uncle suffer from a rare genetic disease. I don't **want** to risk having a son with the disease, so I want to be sure I have a baby girl.
- 2 My husband and I already have four daughters. We've **decided** to have another baby, but we **need** to be sure it is a boy this time.
- 3 Music is my passion. I **enjoy** composing and playing it. I can't **imagine** having a child who isn't musical. Therefore, I **hope** to have treatment to make sure my child has musical genes.

Vocabulary extension

Binomials

Take notice

Binomials are **idiomatic expressions** made up of **two words** joined by a **conjunction** (usually *and*, *but*, *or*, *to*). The order of the words is **fixed**.

Example: He *walked up and down* the street.

NOT ~~He walked down and up the street.~~

6 Read the Take notice box. Then complete these sentences from the text.

- 1 Genetic technology has progressed in _____ and _____ since the birth of the first test-tube baby.
- 2 Laws against baby building could slow things down, but _____ or _____, someone will do it.

7 Complete the sentences with the expressions in the box.

- 1 He's been playing that song _____ all day. It's driving me crazy!
- 2 They ran _____ the street.
- 3 You've put your T-shirt on _____.
- 4 Your English is progressing _____.
- 5 Parents will be able to _____ their baby's physical features.

back to front
over and over
pick and choose
slowly but surely
up and down

If the science is available,
there's no reason not to use it.

8 Debate

Do you agree or disagree with the girl's opinion?
Have a class debate.



- 1** Go back to exercise 5 on page 49. Put the verbs in bold in the situations into two groups. Then add the verbs from the box to the groups. Check your answers in a dictionary.

agree	arrange	avoid	can't stand
can't help	consider	expect	feel like
finish	manage	seem	practise
pretend	promise	refuse	(don't) mind

Verbs followed
by a gerund

enjoy

Verbs followed
by an infinitive

want

- 2** Look at these pairs of sentences and answer the questions. Then make two more sentences for each verb.

1 a She stopped to talk to me.

b She stopped talking to me.

Which sentence means that she stopped walking and we had a chat?

Which sentence means that she doesn't talk to me anymore?

2 a I remember phoning my friend.

b I remembered to phone my friend.

Which sentence expresses a memory?

3 a I forgot to buy the newspaper.

b I'll never forget buying my first camera.

Which sentence talks about something a person was supposed to do?

4 a He tried to learn Chinese, but it was too difficult.

b I tried learning Chinese, but there was nobody to talk to.

Which sentence talks about trying something difficult?

Take notice

These verbs have **different meanings** when they are followed by a gerund or an infinitive: *stop, remember, forget, try*. Compare:

He stopped speaking to his friend.

(They never speak to each other now.)

He stopped to speak to his friend.

(He stopped walking and talked to his friend.)

Expressions starting with *it*: infinitives or gerunds?

- 3** Look at these expressions. Which of these expressions with *it* are followed by an infinitive or a gerund?

Complete the sentences with your own ideas.

1 I think it's pointless ...-ing

4 It's no use ...-ing

2 As far as I know, it isn't possible to...

5 It would be dangerous / fun to...

3 It's not worth ...-ing

6 It's important to ...

- 4** Complete the text with the correct form of the verbs in brackets.

Do you agree with the writer's views?

I don't understand why people want (1) _____ (ban) genetic selection. I think it's pointless (2) _____ (make) laws against new techniques. It's impossible (3) _____ (control) research everywhere in the world. Someone somewhere will try (4) _____ (do) it. I remember (5) _____ (hear) about Dolly, the first cloned sheep. People were horrified. These days, if you can afford (6) _____ (pay) \$50,000 you can get your pet cloned. Personally, I wouldn't like (7) _____ (clone) my dog, but that's no reason to stop (8) _____ (do) it. People say it would be dangerous (9) _____ (create) human clones. I can't help (10) _____ (think) that it would be fun (11) _____ (have) a clone.

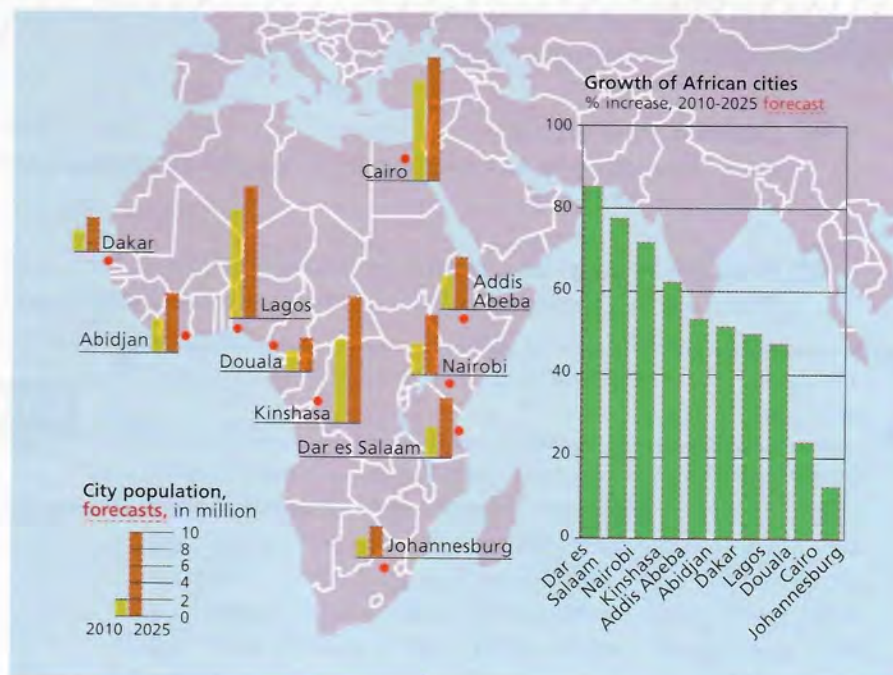
5 Writing

Write two advantages and two disadvantages of having a clone.

Vocabulary

1 Lead in

Look at the map and the graph.
What do they show?
How is urbanisation evolving?
What is the forecast for the future?



2 Complete the text with the words in the box.

Where will we be living in 20 years' time? If we look at the statistics, there's a big chance most of us will be (1) Today, over a third of Africa's 1 billion (2) live in urban areas, but by 2030 that proportion will have risen to a half. According to a recent United Nations report, the (3) of some cities is going to grow by up to 85% in the next 15 years. The most (4) city in 2010, Cairo, will grow by 23% to 13.5m people. By 2025, however, it will have been overtaken by both Lagos (15.8m) and Kinshasa (15m). Food and water shortages, poor (5) and a lack of (6) are among the problems faced by governments during such rapid (7) Progress needs to be made in reducing the proportion of (8), which currently represent 70% of urban inhabitants.

city dwellers
housing
infrastructure
inhabitants
population
populous
slum dwellers
urbanisation

3 Speaking

Answer the questions.

- What problems of rapid urbanisation are mentioned in the text?
- What does 'infrastructure' refer to?
- What are the biggest cities in your country? Are these cities growing?

Listening

4 Before you listen

What is a megacity? In your opinion, what is the largest city in the world?

- Listen to a demographer talking about urbanisation in the world.

6 Listen again and answer the questions.

- How many megacities were there in 1950?
- What is the current population of Tokyo?
- What megacities are there in Africa today?
- What will happen to many other African towns in the future?
- Why will urban growth be a challenge for governments?



7 Work in groups. What are the causes of urban growth? Think about:

- healthcare
- opportunities
- education
- consumer goods
- employment
- standard of living
- services

Writing A for and against essay

1 Before you write

Read the writing task in exercise 2. Discuss the advantages and disadvantages of living in a big city.

2 Read the Strategy box. Then read the essay and find the paragraph divisions. There are five paragraphs. Which words / phrases helped you to decide?

Life in a big city is better for young people than the traditional rural lifestyle. Discuss.

Many young people are choosing to leave their rural homes and move to big cities. They are attracted by the fast pace of city life which contrasts sharply with life in the country. However, there are both advantages and disadvantages of living in a big city as opposed to a small village. Firstly, let's look at some advantages of city life. Most big cities are multicultural so you can meet people from different backgrounds. This broadens horizons and opens your mind to new and different ideas. In addition, cities offer plenty of opportunities for going out as there are sports centres, theatres, clubs and cultural centres. Another major advantage is access to education as the best high schools and universities are in the city. And of course, there are more work opportunities because of the large number of businesses. Another argument is that the main hospitals are in the city so you have access to quality healthcare, which is often poor in rural areas. On the other hand, there are disadvantages of living in the city. Firstly, crime is prevalent and you have to be careful not to become a victim of pickpockets or drug dealers. Another problem is the huge amount of traffic, which is noisy, dangerous and causes unhealthy air pollution. The city can also be a very lonely place if you do not know anyone and you have no relatives there. In conclusion, despite a number of disadvantages, it is clear that city life offers many benefits for young people. In my view, for people who are ambitious and want to get on in life, or aspire to a modern lifestyle, the city is the better place to live.

Writing Strategy

Paragraph linkers

- Presenting one side of an argument:
Firstly, let's look at... On the one hand... I'd like to start by... One argument in favour of... In addition...
- Presenting the other side of the argument:
On the other hand... Another argument / problem... However... Furthermore...
- Concluding:
To sum up... In conclusion... On balance... In my view / opinion... Despite...

3 Read the essay again. Copy and complete the table.

Advantages of city life	Disadvantages of city life
People from different backgrounds	High crime rate

Writing Task

High-rise buildings are a better form of housing in big cities than individual houses. Discuss.

4 Brainstorm arguments for and against high-rise buildings. Make notes in a table.

- Paragraph 1** Introduction
Paragraph 2 Points in favour
Paragraph 3 Additional points in favour
Paragraph 4 Points against
Paragraph 5 Conclusion: sum up and give your opinion

5 Write your essay in 250 to 300 words following the paragraph plan. Use paragraph linkers.

Check Unit 4

1 Match topics A-F with sentences 1-6.

A Urbanisation **B** Poverty **C** Global warming **D** Pollution **E** War **F** Health

- 1 Fewer people will be unemployed in the next century.
- 2 Cities are expected to explode over the coming decades.
- 3 Scientists will find vaccines for diseases such as Ebola and AIDS.
- 4 There will be an increase in conflicts over access to water.
- 5 Climate change will cause havoc in many developing countries.
- 6 Cleaner vehicles will improve the quality of air in cities.

2 Write the words for these definitions. Some letters are given.

- 1 The belief that some populations are superior to others. r - - - - m
- 2 The science of populations. d - - - g - - - - - s
- 3 The basic systems and services that a country needs. i - - - - s - - - - - e
- 4 The practice of treating a population less fairly than others. d - - - - m - - - - - n

3 Replace the underlined words with the strong adjectives in the box.

- | | |
|---|--|
| 1 She bought a <u>very big</u> plasma TV. | 5 They were <u>extremely tired</u> after walking for such a long time. |
| 2 Nanotechnology manipulates <u>very small</u> objects. | 6 We were <u>very frightened</u> when a group of men threatened us. |
| 3 She told the kids a <u>very interesting</u> story. | 7 The film was so <u>bad</u> that I fell asleep. |
| 4 I was <u>very surprised</u> to meet my neighbour in the street in Douala. | |

tiny
huge
exhausted
fascinating
awful
astonished
terrified

4 Complete the binomial expressions in these sentences.

- 1 You've put your T-shirt on back to !
- 2 You have to take what is available. You can't pick and
- 3 I've told you over and again about being rude.
- 4 That man has been walking and down the street for over an hour.
- 5 I'm sure scientists will find a vaccine for AIDS or later.
- 6 Medical science has progressed in and bounds over the past 100 years.

5 Complete the dialogue with the correct form of *be going to* or *will* and the verbs in brackets.

Sarah: We (1) (paint) the kitchen. So I (2) (get) some paint this afternoon.

Estella: I (3) (go) with you if you don't mind. What else (4) (you / buy)?

Sarah: Nothing else. I only need paint.

Estella: Well, I (5) (do) some shopping.

Sarah: You're right. I (6) (ask) Mum if she needs anything.

Check Unit 4

6 Choose the correct verb forms.

- 1 The sun is coming out. It **will / is going to** be nice this afternoon.
- 2 I hope they **are going to / will** come to the conference.
- 3 Humans **are going to / will** colonise other planets in the distant future.
- 4 What **are you going to / will you** do this evening?
- 5 I don't know who **is going to / will** win the match. Both teams are good.
- 6 Be careful! You're **going to / will** trip over that stone.

7 Complete the sentences with the verbs in brackets in the correct form of the tense given.

- 1 In two years' time, I hope I _____ (study) medicine at university. (future continuous)
- 2 By the year 2060, the world population _____ (stop) increasing. (future perfect)
- 3 By 2100, global warming _____ (change) the coastline of many countries. (future perfect)
- 4 This time next month, I _____ (work) in my dad's shop. (future continuous)
- 5 This time next year, we _____ (leave) school. (future perfect)
- 6 What _____ (you / do) this time next year? (future continuous)

8 Choose the correct words to complete the email.

Hi Peter,

Guess what! I (1) **'m going to / will** visit my aunt in the US next week! My sister and I (2) **are going to / will** fly from Yaoundé. I'm so excited! This time next week, we (3) **will arrive / will have arrived** and I (4) **will be walking / are going to walk** down Broadway.

At the weekend, my aunt (5) **is going to take / will have taken** us to see a basketball match.

By the end of the trip, I (6) **will be seeing / will have seen** so many amazing things!

I (7) **'m going to / will** send you a postcard.

See you soon.

Stephen

9 Complete the sentences with the infinitive or gerund form of the verbs in brackets.

- 1 She stopped _____ (smoke) the day her doctor told her she might get cancer.
- 2 Although the exercise was difficult, he tried _____ (solve) it.
- 3 I clearly remember _____ (meet) you somewhere.
- 4 Why not try _____ (put) an advert in *La Nation*?
- 5 It was a long journey so after an hour, he stopped _____ (have) a drink.
- 6 We wanted _____ (meet) his girlfriend.
- 7 I don't mind _____ (walk) to school, but I prefer _____ (take) the bus when it rains.
- 8 Do you enjoy _____ (learn) English?
- 9 He didn't manage _____ (pass) his driving test the first time he took it.
- 10 Those students hope _____ (get) good jobs.

Self-assessment

Can you...

- talk about global issues?
- use strong adjectives?
- use binomials?
- choose between *be going to* and *will*?
- choose between the future continuous and the future perfect?
- choose between the infinitive and gerund form of verbs?

Managing resources

Unit 5

1 Lead in

Look at the pictures.

- a What types of resources do they show?
- b Can you find industrial agriculture and mines in your country?
- c How do they affect people's lives?



Palm oil plantation.



A mine in Ghana.

Vocabulary Agriculture



2 Check the meaning of these words related to farming. Then listen and repeat.

- | | | | | |
|------------------|--------------|-----------|---------------|----------------|
| • subsistence | • livestock | • organic | • dairy | • fertilisers |
| • industrialised | • mechanised | • biofuel | • sustainable | • monocultures |

3 Complete the sentences with the words in exercise 2.

- 1 farmers grow crops and rear animals mainly for their own use.
- 2 agriculture increases crop yield by using chemical and pesticides.
- 3 This type of agriculture is highly and low on manpower.
- 4 Commercial plantations of produce cash crops for export.
- 5 Typical cash crops are sugar cane for and soya for animal feed.
- 6 Nomads are pastoral farmers who move around to find food for their
- 7 No artificial fertilisers and pesticides are used in farming.
- 8 Intensive farms, often called factory farms, produce huge amounts of milk.
- 9 agriculture uses techniques that protect the environment, public health, human communities, and animal welfare.

Project



4 Work in small groups. Find out about agriculture in different regions of your country. Think about:

- the crops or livestock that are produced and where;
- the predominant types of agriculture;
- the proportion of the population working in agriculture;
- the training farmers receive;
- the destination of the production – domestic market, export.

5 Writing

Write a short report summarising the information. Include a map showing the different regions and productions. Present your report to the class.

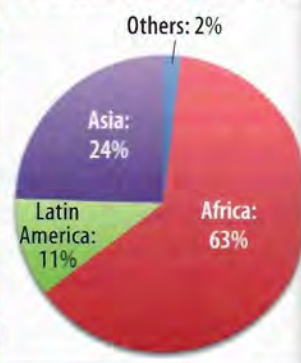
Reading

1 Before you read

Look at the picture and the graph. What is land grabbing? What does the graph show? Which continent is the main target of land grabbers?



Total area of reported land deals (estimation 2001-2011)



2 Read the article. What is the writer's opinion about land grabbing?

- 1 Land grabbing contributes to poverty reduction.
- 2 Foreign investment in agriculture creates jobs and increases export revenue.
- 3 Land grabbing generally has a negative impact on local people.

Who benefits the most from land grabbing?

Over the past few years, multinational companies, as well as some foreign governments, have been investing in land in over 60 countries, mostly in Africa and South America. Companies acquire land because there is money to be made, while governments see it as a way to ensure food security for their populations.

The economic crisis of 2008 certainly accelerated the process. If the crisis had not been so severe, the land rush might not have appeared so urgent for countries. The recession reinforced the fear of food scarcity and an increase in food prices; as a result, many investors saw land grabbing as the ideal way to make huge profits. In Africa, for example, more than 30 million hectares have been 'grabbed' during the past 5 years – about 4 million in Sudan alone.

The land is used to grow large monocultures of palm oil or food crops such as corn and rice, while sugar cane is grown for biofuel, in particular in Mozambique and Tanzania. These crops are exported to meet the needs of Asian, Middle Eastern and Western markets.

How does land grabbing affect local populations? Many investors claim that land grabbing brings new opportunities and economic development to rural communities, and therefore can help reduce food insecurity and poverty. Some investors may be well-intentioned, but so far land grabs have mainly had a disastrous impact on local populations.

Grabbing means evicting farmers and families, forcing them off their own land. In most cases, the farmers are left with no means of subsistence, no jobs, no food. Even when

food is being produced on the land that used to belong to them, they do not benefit from it. Land grabbing could only help reduce hunger and poverty if part of the food crops were used to feed local populations, but this is not the case today.

What can local populations do? How should they react? Defending their land is all the more difficult since the dispossession is generally carried out without prior notice, without consulting the communities or asking for their consent. Farmers' organisations, human rights groups and social movements are mobilising worldwide, looking for ways to obtain more transparency and to support family farming. In October 2014, for example, the first Africa Conference on Land Grabs was organised in South Africa to address these issues.

If local populations come together and make themselves heard, they might be able to limit the negative impact of land grabbing and recover food sovereignty. But there is still a long way to go before investors and local communities can become partners and cease to be opponents. Promoting agricultural development and addressing the world's food security problems require investing in farmers, not in farmland.

- 3** Decide if the sentences are true (T), false (F) or not mentioned (NM).
Justify your answer by quoting one or several lines from the text.

- 1 Foreign companies acquire land as an investment.
- 2 The fear of food shortage in developing countries is a cause of land grabbing.
- 3 During the economic recession of 2008, food prices dropped.
- 4 Foreign investors create large plantations of crops for exportation.
- 5 Asian companies have bought 4 million hectares of land in Sudan.
- 6 Land grabbing creates new economic opportunities for rural populations.
- 7 Part of the crops produced on their land is used to feed local populations.
- 8 The first Africa Conference on Land Grabs took place in South Sudan in October 2014.
- 9 Foreign investors grab land in Africa because African youths migrate to Europe.

- 4** Read and answer the questions.

- 1 Which country in Africa has sold four million hectares of land to foreign investors?
- 2 Which countries grow sugar cane for biofuel?
- 3 Do local populations sell their land willingly? How do you know?
- 4 How can local populations limit the negative impact of land grabbing?
- 5 What does this sentence mean? 'Promoting agricultural development and addressing the world's food security problems require investing in farmers, not in farmland.'

- 5** Find words in the text with the following meanings.

- | | |
|---------------------------------------|--|
| 1 secure; make certain (introduction) | 4 forcing off; dispossessing (paragraph 4) |
| 2 very big (paragraph 1) | 5 previous, earlier (paragraph 5) |
| 3 say (paragraph 3) | 6 effect (paragraph 6) |

6 Discussion

Discuss these questions.

- 1 How serious is land grabbing in your country?
- 2 Why do you think governments lease or sell land to foreign investors?
- 3 What effect does land grabbing have on the environment?

Vocabulary extension

Prefixes *bio-*, *mono-*, *multi-*

- 7** Complete the words with the prefixes *bio-*, *mono-* or *multi-*.
Then find the words in the text and check.

- 1 Large cultures of soya and palm oil are the cause of deforestation.
- 2 Sugar cane is grown to produce fuel.
- 3 national companies are only interested in making big profits.

8 Writing

Check the meaning of these words. Then make sentences with them.

- monopoly • monotonous • multimedia • multicultural • biomass • biochemist

Pronunciation

'o' sounds: /aʊ/ or /əʊ/ or /ɒ/

- 9** Listen to the 'o' sounds in these words. Listen and repeat. Then add more words to the lists.

- | | | | | | | |
|------------|-------|------------|-------------|-------|--------|--------|
| /aʊ/ → now | cow | how | /əʊ/ → grow | local | mostly | social |
| /ɒ/ → job | crops | population | poverty | | | |

1 Study these conditional sentences. Match the sentences with the rules a-d.

- 1 If we **had been evicted** from our land, we **would have been forced** to move to the city.
- 2 If the government **sells** the land to foreign companies, they **will plant** monocultures for export.
- 3 If we **had** enough money, we **would buy** the land and farm it ourselves.
- 4 If farmers **use** fertilisers, they **increase** crop yields.

Rules

- a We use the **zero conditional** (*if* + present simple, present simple) for facts and things that are generally true.
- b We use the **first conditional** (*if* + present simple, *will* / *won't* + verb) for things that are possible or likely to happen.
- c We use the **second conditional** (*if* + past simple, *would* / *wouldn't* + verb) for things that are imaginary or unlikely to happen.
- d We use the **third conditional** (*if* + past perfect, *would* / *wouldn't have* + past participle) for imaginary things that didn't happen in the past.

Take notice

We can use *can*, *may*, *might*, *could* and *should* instead of *will* and *would* in conditional sentences. For example:
If they use fertilisers, they can increase crop yields.
 We sometimes used 'mixed conditionals' to link a past event with something in the present or future. We usually mix 2nd and 3rd conditionals. For example:
If I had studied agronomy, I'd apply for that job on a plantation. If I had passed my test, I would buy a car.

2 Complete the zero and first conditional sentences.

Use the correct form of the verbs.

- 1 The farmers (not bother) the government if they (have) enough food. (first conditional)
- 2 Food prices always (rise) if there (be) a bad harvest. (zero conditional)
- 3 If governments (invest) in agriculture, they (ensure) food security. (first conditional)
- 4 If people (eat) healthy foods, they (feel) good physically. (zero conditional)

3 Write second conditional sentences.

Example: Ali / speak Mandarin / he / study in China → *If Ali spoke Mandarin, he would study in China.*

- | | |
|--|---|
| 1 I / have a lot of money / I / buy a big plot of land | 3 we / sell our land / we / have to find jobs |
| 2 my parents / have more land / they / not be so poor | 4 farmers / receive training / they / produce more food |

4 Rewrite the sentences using the third conditional.

Example: There was a drought. We didn't have a good harvest.

→ *If there hadn't been a drought, we would have had a good harvest.*

- 1 It didn't rain much last year. Our garden didn't produce enough vegetables.
If it had rained more last year,
- 2 We sold our farmland. We moved to the city.
We wouldn't have moved to the city if
- 3 The government sold the land to a foreign company. Local farmers were evicted.
If the government hadn't sold

5 Speaking

Work in pairs. Take turns asking and answering the questions.

- 1 What will you do next weekend if you have some free time?
- 2 If you could visit any country, where would you go?
- 3 Which language would you have studied if you hadn't started to learn English?

Communication

Expressing regrets



1 Choose the correct words in the dialogue. Then listen and check.

- A You look fed up. What's wrong?
 B Well, I don't know what to do. I'm supposed to work on my uncle's farm tomorrow.
 A What! Oh, no! You (1) **can't / won't** do that! It's the Cup final!
 Coach Ben Badi (2) **will be / is** furious if you don't play.
 B I know. I wish I (3) **didn't / hadn't** promised to help my uncle.
 I should (4) **say / have said** I'd go to the farm next week.
 A If I (5) **were / am** you, I'd explain the situation to him.
 I'm sure he'll understand.
 B But he's relying on me. If only my brother (6) **was / is** here, he (7) **'d / 'll** help me out.
 A Well, you can't let the team down. Can't you go another day?
 B I suppose I (8) **would / could** go on Monday.
 A I'm free on Monday. I could come with you!
 B Oh, thanks so much! I'll phone Uncle Joe and let you know his answer.



2 Look at these sentences. Which ones express regret?

- 1 I wish I had not promised to help out.
- 2 I should have said I'd help him next week.
- 3 If I were you, I'd explain the situation.
- 4 You should not have done that!
- 5 If only my brother were here.
- 6 I suppose I could go on Monday.

Take notice

We can say: *If only he **was** here.*
 OR *If only he **were** here.*
 The subjunctive form *were* is used
 in more formal or written English.



3 Listen then repeat these sentences. Use contractions and speak fluently.

I wish I hadn't promised to help out.
 I shouldn't 've said I'd help him on Saturday.
 You shouldn't 've done that!
 I'm sure he'll understand.

Take notice

Most auxiliary verbs are contracted
 and unstressed within the sentence.



4 Practise the dialogue in exercise 1 with a partner.



5 Listen to another dialogue.

Complete the sentences in the dialogue.

- A I wish I (1) _____ Mamby to my party. He's annoying people.
 B That's true. You (2) _____ invited him. He was rude to me.
 A If (3) _____ his girlfriend could make him behave.
 B If I were you, I'd (4) _____ him to (5) _____ now.
 A No. I can't ask him to leave! I'll (6) _____ to him. I hope he'll understand.



6 Writing and Speaking

Write two dialogues expressing regret.
 Then practise the dialogues with a partner.

Use
 contractions.



1 Before you read

How do you imagine hell?
Discuss these questions.

- 1 Do you think hell really exists?
- 2 If hell exists, what do you think it is like?
- 3 What four things would you find there?
- 4 Who would you expect to find there?

2 Read the first paragraph of the article.

What is George Orwell's idea of hell?
How does his description of hell compare with yours?

3 Read the rest of the text.

What is the main topic?

- A Silver mining B Child labour
C Life in Bolivia

The Devil's Mountain

In 1936, the English author George Orwell visited a coal mine. This is how he described his experience.

'The place is like hell, or at any rate like my own mental picture of hell. Most of the things one imagines in hell are there – heat, noise, confusion, darkness, foul air, and above all, unbearably cramped space. Everything except fire, for there is no fire down there except the feeble beams of the miners' lamps and electric torches which scarcely penetrate the clouds of coal dust.'

This description of an underground hell is still a reality in some developing countries where labour laws are non-existent or rarely enforced. Mining methods have changed little over the years with miners toiling from dawn till dusk. And where there are mines, there are children working in them.

Children are small and can crawl into tiny places where adults cannot go. In Bolivia, it is estimated that 3,000 children work in mines, doing backbreaking work in extreme conditions. Child labour is common in Bolivia where one in three children works, but working in the mines is one of the most dangerous jobs of all.

The Cerro Rico, the Rich Hill, is an enormous mountain situated near Potosi in the Bolivian Andes.

In 1554, the Spanish colonists discovered silver there, and it has been mined extensively ever since. The Spaniards used indigenous slaves to extract the precious mineral, and this odious tradition continues today in the form of child labour.

The Cerro Rico was once one of the richest silver mines in the world, but now the deposits are almost exhausted. Miners have to go further and further into the depths of the earth to find the mineral, making the work incredibly dangerous. There are so many underground tunnels crisscrossing the mountain that cave-ins and deaths are more and more frequent. It is even feared that the mountain may collapse completely one day soon.

Marco is eleven years old and he has already been working for two years in the Cerro Rico. Every day he has to squeeze through the narrow, unsecured tunnels searching for minerals. Working conditions underground are so harmful to health that many miners suffer from serious respiratory diseases and eye and skin infections. The atmosphere is suffocating with temperatures in the tunnels reaching 40 degrees Celsius. The boy works almost ten hours a day below ground with two slices of dry bread and a bottle of water for his only food. He chews coca leaves to calm hunger pangs. Working in the tunnels is perilous and many miners lose their lives. Marco earns four dollars a day – a starvation wage, but his family depends on his salary. Every time he goes underground, he's never sure he'll come out alive.

Factfile

Child labour

In the world, 168 million children under 17 work.

- In Africa: 59 million children;
- In Asia: 78 million children;
- In Latin America: 13 million children.



Child labour, Cerro Rico, Bolivia.

4 Choose the correct answers.

- George Orwell's description of a mine is still true in _____ countries.
 A all developing
 B most poor
 C some developing
 D South American
- Children are used in mines because they _____.
 A can go into very small places where adults cannot go.
 B don't mind being paid low wages.
 C have no family responsibilities.
 D have nothing else to do.
- In Bolivia, it is estimated that about _____ children work in mines.
 A one in three
 B three hundred thousand
 C thirty thousand
 D three thousand
- Many miners suffer from serious lung, skin and eye diseases because _____.
 A of deplorable working conditions.
 B it is very hot underground.
 C there is no air in the mine.
 D they work in small tunnels.
- 11-year-old Marco works almost ten hours with _____.
 A only a small meal as payment for his hard labour.
 B no food and water all day.
 C two meals supplied each day.
 D only two slices of dry bread and a bottle of water.
- Marco has to work in the mine because _____.
 A his family needs his wage.
 B there is no other work for children.
 C it is well-paid.
 D he earns four dollars a day.

5 Find these adjectives in the text.
What do they describe?

foul cramped odious extreme
 backbreaking precious perilous

Example: *foul* → It describes the disgusting air in a coal mine.

6 Speaking

Answer the questions.

- What mines are there in your country?
- Which countries are rich in these minerals: tin, copper, gold, uranium, diamonds?
- Where are the world's largest oil reserves?

Vocabulary extension

Repeated comparatives to show change

7 Look at these sentences. Which words are used with uncountable nouns?

- Deaths in the mine are **more and more** frequent.
- Miners have to go **further and further** underground.
- After 500 years of mining, there is **less and less** silver to be found.
- There are **fewer and fewer** jobs now that the mine has closed.
- The exercises are getting **harder and harder**.

8 Complete the sentences with double comparative forms. Use the words in brackets.

- _____ people live here because there is _____ employment. (few; less)
- The birth rate is getting _____. (low)
- The teacher will be angry. You arrive _____ at school. (late)
- I have _____ time with my family because I work _____ hours. (less; long)

Pronunciation

Linking words

9 When we speak, it is usual to link sounds between a consonant and a vowel.
Listen to some sentences and notice the links. Then repeat the sentences.

Deaths in mines are frequent.

Marco's eleven years old.

The boy works almost ten hours a day.

He had a French accent.

1 Study the sentences and choose the correct words in the rules about reduced relative clauses.

- 1 a The Cerro Rico is an enormous mountain **situated** near Potsoi.
b The Cerro Rico is an enormous mountain **which is situated** near Potsoi.
- 2 a Where there are mines, there are children **working** in them.
b Where there are mines, there are children **who work** in them.
- 3 a The boy **killed** by an explosion was called Miguel.
b The boy **who was killed** by an explosion was called Miguel.
- 4 a Those children **wearing** head lamps are miners.
b Those children **who are wearing** head lamps are miners.

Rules

- a Present participles (verb + *-ing*) can replace verbs in the active / passive form.
- b Past participles (verb + *-ed*) can replace verbs in the active / passive form.

2 Choose the correct words.

- 1 Many children **working** / **worked** in the mine get lung diseases.
- 2 The mines **situating** / **situated** in this area have closed down.
- 3 Indigenous people **living** / **lived** in the area were forced into slavery.
- 4 The eleven-year-old boy **providing** / **provided** for his family is called Marco.

3 Rewrite these relative clauses as reduced relative clauses.

Example: The mine which is known as Cerro Rico is a death trap.

→ *The mine known as Cerro Rico is a death trap.*

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

4 Complete the sentences with reduced relative clauses and your own ideas. Then compare your ideas with a partner.

Example: They were walking down the street *talking loudly*.

- 1 She was sitting at home...
- 2 Who is that person...?
- 3 Did you hear someone...?

Impersonal passive forms

5 Look at this sentence structure and choose the correct words in the sentences below.

It + passive + 'that' clause

- 1 It is **estimated** / **estimating** that 3,000 children work in mines.
- 2 It is **feared** / **fearing** that the mountain may collapse someday soon.

6 Use the impersonal passive with the verbs in brackets to complete the sentences.

- 1 _____ children as young as six work in the mines. (report)
- 2 _____ there are large oil reserves in the Arctic. (think)
- 3 _____ revenue from gas will fall in the next ten years. (expect)
- 4 _____ human activity is causing climate change. (claim)

7 Writing

Write sentences in the impersonal passive with *believe*, *know* or *think* and these phrases.

- the origin of life / the ocean
- global warming / extreme weather
- the first humans / Africa
- tigers / become extinct in 20 years' time

Vocabulary Water and health

1 Lead in

What do you know about water? Do the water quiz with a partner. Then check your answers.

Water Quiz

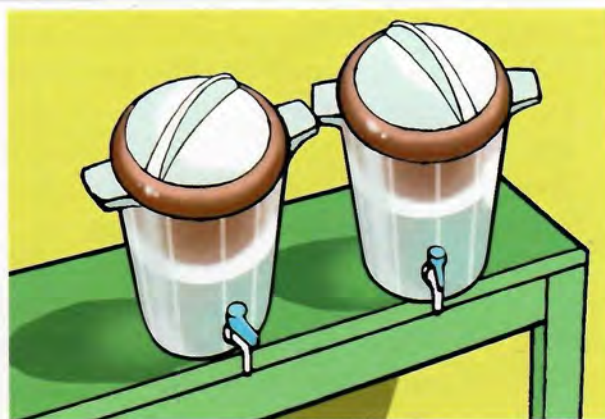
- Water covers 80 per cent of the Earth's surface and only _____ is freshwater.
A 30 per cent B 13 per cent
C 3 per cent
- Water constitutes more than _____ of human body weight and without water we cannot survive.
A one third B one half C two thirds
- When the body does not get enough water, we suffer from _____.
A dehydration B contamination
C hydrophobia
- Around _____ people worldwide lack access to safe drinking water.
A 1 million B 11 million C 1.1 billion
- About 2 million people die every year due to _____ caused by consuming contaminated water.
A diarrhoeal diseases
B malaria C diabetes
- _____, typhoid and hepatitis are diseases attributable to unsafe water, poor sanitation and hygiene.
A Flu B Cholera C Cancer

Answers: 1C 2C 3A 4C 5A 6B

2 Look at the picture and complete the text about a ceramic water filter with words from the box.

The ceramic water (1) _____ is a portable household unit for filtering, (2) _____ and storing water. It filters dirt and (3) _____ out of water. It consists of a (4) _____ ceramic pot suspended in a 20 litre plastic container with a (5) _____ located near the bottom. The ceramic pot can be treated with silver which kills bacteria. Its operation is straightforward. The plastic lid is removed and the pot is filled with (6) _____ water. The water passes slowly by (7) _____ through the pores in the sides and bottom of the pot and is collected in the container.

well sewage purifying tap
contaminated gravity filter spring pump
chlorination treating porous bacteria



3 Discussion

Discuss these questions. Make notes.

- Where does the water in your home come from?
- What water purification system is used at your school / home?
- Where does the dirty water and sewage go?
- Are waterborne diseases a problem in your country? Why? Why not?

Listening

4 Before you listen

What basic hygiene methods can reduce the risks of catching diseases?

6 Listen again and complete the summary.

Handwashing with (1) _____ is the best way to keep yourself (2) _____ and also prevent the transmission of (3) _____ to others. The source of diarrhoeal (4) _____ and many respiratory infections is (5) _____ faeces. That is why it is essential to (6) _____ your hands properly after using the (7) _____. Research shows that handwashing can save more lives than (8) _____ or medicines.



- 5 Listen to a talk on how to prevent diarrhoea-related diseases. What method is the talk promoting?

1 Before you write

Turn to page 47 and read the talk and exercises again.

2 Read the following talk. What is the topic? Which paragraphs...

- a explain the importance of handwashing?
- b describe how to wash your hands properly?
- c sum up?
- d explain when to wash your hands?

Model text

Good morning. Today, I'm going to talk to you about handwashing. I shall start by explaining why it is extremely important to wash your hands. Then I'll present some simple guidelines about when you should wash them. And finally, I'll describe how to wash your hands properly.

I shall begin by looking at the causes of diarrhoeal diseases. These are common causes of illness and death, particularly among children. However, most of these cases could be prevented if people washed their hands properly. The reason is because human faeces are the main source of diarrhoeal germs which cause diseases like typhoid, cholera, and other gastro-enteric or respiratory infections. Our faeces are full of germs. Imagine. One gram of human faeces can contain one million bacteria and 10 million viruses!

Now, I'd like to focus on when you should wash your hands. Obviously, it is absolutely essential to wash them after you have been to the toilet. If you don't do so, you are likely to contaminate everything you touch. For example, if you put your finger in your mouth, you contaminate yourself. If you touch food, you can contaminate someone else who eats the food. As a general rule, you should always wash your hands before preparing food, whether you have been to the toilet or not.

My last point is how to wash your hands properly. The aim of washing your hands is to kill the germs. To do this you must use soap and water. You must make sure that you wash every part of each hand, including the backs.

To conclude, by washing your hands regularly and thoroughly, you can save lives. It is the simplest, cheapest and most effective form of preventive medicine. I hope I have convinced you to adopt this habit. Thank you.

Writing Strategy**Structure of a talk**

The structure of a talk is **similar to an essay**:

- an **introduction**;
- a **body**;
- a **conclusion**.

In the introduction, give an overview of what you will talk about.

Then write your talk in paragraphs.

Here are some expressions for introducing different parts:

- *I'm going to talk about...*
- The first point / area...*
- I would like to discuss...*
- I shall begin by looking at....*
- *Now, I'd like to turn to / focus on...*
- *My last point is...*
- To sum up / summarise...*
- To conclude / In conclusion...*

3 Read the Strategy box. Which expressions does the writer use to organise the talk?**Writing Task**

Prepare a talk on the following topic: the importance of drinking clean purified water.

- 4** Turn to page 63 and read exercise 2 and your notes in exercise 3 again. Use these ideas to write your talk in 250 to 300 words. Include an introduction, a body and a conclusion.

Check Unit 5

1 Complete the sentences with compound words formed with the words in the box.

- There are 200 cows on this big industrial farm.
- Land is a disaster for poor farmers and should be stopped.
- Cotton and pineapple are the country's two major crops.
- Farmers use fertilisers and pesticides to increase crop
- No pesticides or artificial fertilisers are allowed in farming.
- A farmer only produces enough food for his family.
- Foreign countries buy millions of hectares of fertile in Africa.

cash
dairy
grabbing
land
organic
subsistence
yields

2 Match the words with their definitions.

1	livestock	A	fuel made from plants
2	freshwater	B	plant grown for export
3	biofuel	C	cows and sheep, for example
4	dehydration	D	manual workers
5	manpower	E	loss of body water
6	cash crop	F	not salty water

3 Complete the sentences with words formed from the words in brackets and the prefixes *bio-*, *multi-* or *mono-*.

- New York is a huge city. (culture)
- He is studying at university. (chemist)
- The is all the organic matter such as plants and trees. (mass)
- TV, radio and the Internet are modern forms of (media)
- They produce sugar cane which is transformed into (fuel)

You may need to add suffixes.



4 Complete the sentences with the correct verb forms.

Then write the type of conditional that is used in the sentence (zero, first, second, or third).

- If you (boil) water, you kill most of the germs.
- He (sell) his land if they offer him a good price.
- How would you make a living if you (have) a farm?
- If I were you, I (grow) some crops for food.
- If he (not use) pesticides, insects would have eaten all his crop.
- If you don't use fertilisers, you (not get) a good crop yield.

Check Unit 5

5 Complete the sentences using the third conditional. Mind the form of the verbs.

- 1 They have used chemical fertilisers for years. The land is impoverished.
→ If they hadn't
- 2 They vaccinated their livestock. They did not die during the last epidemic.
→ Their livestock would
- 3 They sold their farms to a multinational company. They had to find work in the town.
→ If they hadn't
- 4 They followed the engineer's advice. They had a good harvest.
→ If they hadn't
- 5 They didn't sell their land. They increased their production of rice.
→ They wouldn't have

6 Rewrite the sentences using an impersonal passive construction starting with 'It'.

- 1 People think that family farming will also contribute to poverty reduction.
→ It is thought that
- 2 They believe that land grabbing is a form of dispossession.
- 3 They say the national assembly will pass a law making child labour illegal.
- 4 People say that the monoculture of cotton is a threat to the national economy.
- 5 Government sources estimate that over a hundred miners lose their lives every year.
- 6 Scientists report that artificial fertilizers impoverish the soil.
- 7 Trade unionists claim that the government has done little to increase wages.

7 Choose the correct words to complete the dialogue.

- A Why did Richard behave so badly at the party? He ate and drank a lot and was rude to people.
B I wish I **didn't** / **had not** invited him. I will apologise to the other guests.
A But he has always behaved like that, hasn't he?
B Yes. I wish he **wouldn't** / **didn't** ask me out on dates. If only I **said** / **had said** no the first time.
A Yes, he may have found another girlfriend.

8 Choose the correct words to complete the sentences.

- 1 The site **choosing** / **chosen** for the dam is environmentally sensitive.
- 2 Companies **selling** / **sold** solar panels are making big profits.
- 3 People **living** / **lived** in rural areas often have electricity cuts.
- 4 Biofuel is a fuel **making** / **made** from plants and animal waste.

Self-assessment

Can you...

- talk about agriculture?
- use prefixes *bio-*, *mono-*, *multi-*?
- use conditionals?
- use impersonal passive forms?
- use reduced relative clauses?
- express regrets?

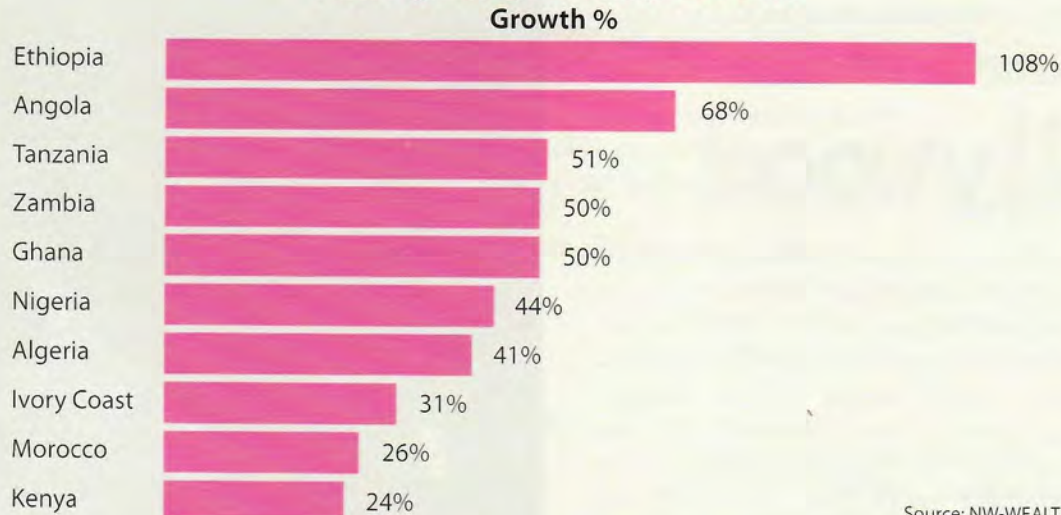
Contemporary Africa

Unit 6

1 Lead in

Look at the graph. What does it show? Why do some countries have higher economic growth than others?

Fastest growing countries, 2007-2013



Vocabulary

Economy



2 Listen and say these words aloud.

- sector • growth • workforce • worth • infrastructure • industrialise • development
- resources • middle-class • wealth • eradicate • boom • investor

3 Choose the correct words to complete the texts.

- Ethiopia's (1) **wealth** / **growth** rate is one of the highest in Africa. The country's construction (2) **boom** / **infrastructure** is being driven by the country's recent rapid economic growth. Addis Ababa is a massive construction site with high-rise buildings owned by private (3) **workforce** / **investors** going up everywhere. Public works projects (4) **worth** / **eradicate** millions of dollars include new roads, railways and massive power generation schemes across the country. The government is pouring money into (5) **resources** / **infrastructure** to attract further investment and help (6) **industrialise** / **eradicate** the economy in order to create jobs and (7) **eradicate** / **invest** in poverty.
- Kenya's telecommunications and IT (8) **sectors** / **wealth** are showing exponential growth. The improved education system means that there is a large, young and well-educated (9) **boom** / **workforce** ready to participate in the economy. However, Kenya's industrial (10) **development** / **investor** has been held back by its poor (11) **growth** / **infrastructure**. But this is due to change with a new transport project and the construction of Konza Techno City near Nairobi. 'Silicon Savannah', as it is called, will combine fundamental and applied research.



4 Discussion

Discuss these questions.

- 1 What is the economic situation in your country?
- 2 Which sectors of the economy are the most important?
- 3 What infrastructure projects are there?
- 4 What do you think needs to be done to improve the economy?

Reading

1 Before you read

What are Hollywood, Bollywood and Nollywood? What do you know about Nollywood? Can you name any Nollywood films or stars?

2 Read the article quickly. What does the photo show?

Nollywood

The Nigerian film industry is booming. In twenty years, 'Nollywood' has grown from nothing to become the third biggest in the world behind Hollywood and Bollywood in terms of revenue, and number one in terms of film output. Currently, as many as two thousand films are produced each year. In Nigeria, an average title sells around 50,000 copies a year, while a hit may sell several hundred thousand copies. DVDs cost about two dollars each, making them affordable for most Nigerians, and at the same time generating massive profits.

Director and actor Kunle Afolayan is a Nollywood celebrity. While his films are seldom seen in the US or Europe, he is a household name in Nigeria. Afolayan's ambition is to make huge, American-style blockbusters in his homeland. While this may sound unrealistic in a country with no reliable supply of electricity, it hardly bothers Afolayan and his contemporaries. There is a creative energy in Nigeria that has made it the world's most prolific producer of feature films.

The industry employs thousands of people. Wherever you go in Lagos there are job advertisements for actors. Nollywood stars are omnipresent – in glossy magazines, on billboards and TV. The African Movie Academy Awards, the continent's equivalent of the Hollywood Oscars, is held annually to reward the excellence of professionals in the film industry. This glamorous event is attended by celebrities, politicians, journalists, and actors from around the world.

The Nigerian movie industry was born in the early 1990s during a period of economic hard times. The bawdy humour of these homemade films appealed to local people seeking escape from poverty and their living conditions. At the same time, street crime and insecurity soared, causing



Ivie Okujaye, best promising actress, African Movie Academy Awards, 2012.

many cinemas to close as people became reluctant to go out after dark. They preferred to watch videos at home, but they couldn't identify with Hollywood and Bollywood stories and characters. Nigerian entrepreneurs saw a business opportunity and seized it.

The birth of Nollywood is credited to a businessman who made a film called 'Living in Bondage'. It was released in 1992, and was an instant success. It set the style for typical Nollywood plots, which depict familiar situations that African people can relate to: romance, comedy, the occult... It wasn't long before other would-be producers jumped on the bandwagon and the industry took off.

Unlike Hollywood and Bollywood, however, Nollywood films are made on a shoestring. An average production takes just ten days and costs about \$15,000. Instead of working with written scenarios, directors often make up the stories as they go along. Star actors often work on several films at once, and don't always show up when they're supposed to. This means that sometimes quality is not always up to scratch, but the public don't seem to mind. Nigerian films are not only popular throughout Africa, but also across the Diaspora.

3 Read the article again and answer the questions. Justify your answers.

- 1 How does the Nigerian film industry compare with Hollywood and Bollywood?
- 2 How much do Nigerians pay for the average DVD?
- 3 Who is Kunle Afolayan and what is his ambition?
- 4 What practical difficulties do Nigerian film directors face?
- 5 What circumstances helped the birth of the Nigerian film industry in the 1990s?
- 6 Why did Nigerians stop going to cinemas during the 1990s?
- 7 What was the main appeal of Nollywood films?
- 8 How did the film 'Living in Bondage' influence subsequent Nigerian films?
- 9 How long does it take to shoot the average Nollywood film?
- 10 What effect does the quality of the films have on their success?

4 Find the bold words in the text. What or who do they refer to?

- | | |
|--|--|
| 1 making them affordable... (paragraph 1) | 4 and seized it . (paragraph 4) |
| 2 His homeland (paragraph 2) | 5 It was released (paragraph 5) |
| 3 This glamorous event (paragraph 3) | 6 who made a film (paragraph 5) |

5 Find synonyms for these words in the text.

- | | |
|--|--------------------------------------|
| 1 thriving; doing extremely well (paragraph 1) | 4 rude; naughty; (paragraph 4) |
| 2 unlikely; improbable (paragraph 2) | 5 unwilling; hesitant; (paragraph 5) |
| 3 everywhere (paragraph 3) | 6 come; turn up (paragraph 6) |

6 Speaking

Answer these questions.

- 1 How often do you watch films and how do you choose them?
- 2 What is your favourite film of all time? Why?
- 3 Who is your favourite actor / actress? What films has he / she made?

7 Writing

Write a description of your favourite film. Think about the following things.

- type of film • plot • characters and actors • special effects • music

Vocabulary extension**Idioms****8 Find these idioms in the text. What do they mean?**

- | | |
|-----------------------------------|----------------------------------|
| 1 a household name | 3 jump on the bandwagon |
| 2 the quality isn't up to scratch | 4 make something on a shoestring |

9 Match these idioms with their meanings. Then make sentences.

- | | |
|-----------------------|---|
| 1 be streets ahead of | a stay calm |
| 2 speak (your) mind | b come to the important point of the matter |
| 3 keep a cool head | c spend a lot of money |
| 4 get to the point | d say stupid things |
| 5 talk rubbish | e say exactly what (you) think |
| 6 spend a fortune | f be far better than |

Pronunciation**The 'r' sound in consonant clusters****10 Listen to the 'r' sound in the groups of consonants. Then say the words aloud.**

scratch streets shoe-string spread strap spring

- 1** Study the bold words in these sentences.
Are the verbs with these words affirmative or negative?
Which words / phrases mean 'not very often' and which ones mean 'almost not at all'?
Which ones are used to talk about two things?

- 1 His films are **seldom** seen in the US or Europe.
- 2 I **hardly** know the director. I've only met him once.
- 3 Directors **hardly ever** use written scripts.
- 4 Sarah was so tired she could **scarcely** keep her eyes open.
- 5 They **rarely** take over a month to shoot a film.
- 6 **Neither** the cameraman **nor** the star actor turned up this morning.
- 7 Both were good actors, but **neither** of them could sing.

- 2** Rewrite the sentences with the words in brackets.

- 1 She doesn't often appear on TV these days. (seldom)
- 2 My brother can't dance, and my sister can't dance either. (neither)
- 3 She doesn't often see her grandchildren. (scarcely)
- 4 It was very noisy and we could only just hear each other. (scarcely)
- 5 We don't often watch films. (hardly ever)
- 6 I don't know the new student very well. She's just started our school. (hardly)
- 7 We don't often go on holiday. (rarely)

- 3** Complete the sentences with your own ideas.

- 1 Neither nor are good actors.
- 2 My friends and I seldom
- 3 I've hardly ever
- 4 Neither of us (my friend and I)
- 5 I could scarcely see
- 6 Things are rarely as serious as

Not only..., but also...

- 4** Study these sentences. Then choose the correct words in the rules.

- 1 He is **not only** a celebrity in Africa, **but** he is **also** well-known in Europe.
- 2 **Not only** has she directed films, **but** she has **also** won many awards.
- 3 **Not only** does he act in films, **but** he **also** directs them.

Rules

- a We use this structure to emphasise **one thing / two things**.
- b To add emphasis, we can use 'inversion' and put **not only** at the **beginning / end** of a clause.
- c When **there is the / there is no** auxiliary verb or main verb **be**, we use **do, does, did**.

- 5** Join these sentences with **not only... but also...**

Example: That man is a good actor. He also sings well.

→ *That man is not only a good actor, but he also sings well.*

→ *Not only is that man a good actor, but he also sings well.*

- 1 The film is very boring. It is also very long.
- 2 He wrote the scenario. He also produced the film.
- 3 She works very hard. She also earns a lot of money.
- 4 They have taken ages to shoot the film.
They have also spent a fortune.

Write two possibilities
each time.



Communication

Asking for and giving explanations



- 1 Complete the dialogues with the words and phrases in the box.
Then listen and check. Which conversation is between strangers?

- 1 A Do you know (1) Mani left early?
B That's (2) he had an appointment.
A Well, he could have told us. It was rude to walk out like that.
- 2 A Please (3) tell me where the accounts office is?
B Yes, of course. It's on the second floor. The stairs are along there.
A Thank you.
- 3 A What's (4) ?
B I don't understand (5) to work this photocopier.
A Let me see. Okay, it's not that complicated. First you put the paper here, then you choose the number of copies and press this button. That's all you have to do.
B Oh, that's easy! Thanks.
- 4 A What's (6) with Binta? She won't speak to me.
B Well, (7), she thinks you have been criticising her behind her back.
A That's not true!

because
could you
how
the matter
why
wrong
you see



- 2 Listen to the sentences in the chart. Then say the phrases aloud.
Which sentences are unsuitable in formal English?

Asking for explanations

What's the problem?
What's the matter with Binta?
What's wrong with John?
Could / Can you explain why / how ?
Do you know why / where / how ?
Could you tell me ?

Giving explanations

(That's) because
Let me see
Well you see



- 3 Practise the dialogues in exercise 1 with a partner.



- 4 Listen to two dialogues. Which is between strangers? How do you know?
Then listen again. What phrases do the people ask for explanations?



5 Writing and Speaking

Work in pairs. Write dialogues in which you ask for and give explanations about the following situations. Then practise your dialogues.

- 1 You don't understand an exercise in class.
2 You don't know how a machine works.
3 You don't know where the bus station is.
4 A classmate is upset.
5 Someone is late.
6 Your bicycle has been damaged.

Reading

1 Before you read

Discuss these questions.

- 1 What is a start-up?
- 2 What is a logo, and what is its purpose?
- 3 What famous logos can you think of?

- 2 Skim the article. What award have all three entrepreneurs won? What goods or services do they produce or provide?

African start-ups

Africa's youth is buzzing with business ideas and innovative spirit. With 70 per cent of the population under the age of 30, the continent has the highest rate of youth entrepreneurship in the world. Africa also leads the world in the number of women starting businesses, with almost equal levels of male and female entrepreneurs.

The Anzisha Prize is a pan-African award which celebrates entrepreneurs aged 15-22 who've come up with innovative solutions for community problems, or who have set up successful businesses. Meet three recent award winners and find out how they made their business dreams come true.

giftedMom

<http://giftedmom.org/>

Grand prize winner, Alain Nteff, was awarded \$25,000 for his mobile app called 'Gifted Mom'. The 22-year-old Cameroonian developed the app to help tackle the high death rate of new born infants and pregnant women. His android app helps mothers and health workers calculate due dates and his e-platform also sends automated alerts that help women track antenatal care and children's vaccination programmes. His app has already increased the antenatal attendance of pregnant women in 15 rural communities by 20 per cent. He aims to impact 5 million pregnant women and mothers across the continent over the next 3 years.

You are due to take the second anti-tetanus dose this week.

<http://www.repurposeschoolbags.com/>

REPURPOSE

Thato Kgatlhanye, aged 21 from South Africa, wanted to change the experience of going to school for children living in rural areas, so she founded 'Repurpose Schoolbags', a company which manufactures environmentally-friendly schoolbags. The bags are made from recycled plastic bags and they have built-in solar technology that charges during the day and turns it into a light for schoolchildren to study after dark. Thato already runs a factory with eight full-time employees, as well as numerous plastic bag collectors. In the future, she aims to extend and diversify her products.

<http://www.yelipaper-bags.com/>

Yelipapers

Successful Ugandan businessman, Andrew Mupuya, is a past winner of the Anzisha Prize. He was a 16-year-old schoolboy when he launched his company to support himself through school. The Ugandan government inadvertently helped him by announcing a plan to ban plastic bags to curb environmental damage. Andrew saw an opportunity to produce paper bags. He conducted a feasibility study around local shops and supermarkets and discovered that there was a potential market. He started out by producing bags on a small scale. Since then the business has grown, and today, at 21, he owns YELI Investments. The company employs 16 people and turns out up to 20,000 paper bags per week for over 72 clients. He has a vision of a cleaner Africa with less waste and more recycling. His aim is to have a recycling plant big enough to supply paper bags all over Africa.

3 Read the article again carefully and choose the correct answers.

- 1 There are more in Africa than on any other continent.
 - A small businesses
 - B young entrepreneurs
 - C women-run businesses
 - D entrepreneurs
- 2 The Cameroonian Alain Nteff was awarded \$25,000 for
 - A creating a mobile phone app.
 - B his work with pregnant women.
 - C saving lives.
 - D organising vaccination programmes.
- 3 Nteff's innovative idea is already used by
 - A 5 million women.
 - B 20 percent of the population.
 - C 15 rural communities.
 - D all pregnant women.
- 4 South African entrepreneur Thato Kgatlhanye runs a factory which produces
 - A solar panels for schools.
 - B solar lighting for rural communities.
 - C schoolbags with solar lights.
 - D recycled battery chargers.
- 5 Andrew Mupuya started his business in order to
 - A pay for his studies.
 - B help the environment.
 - C support his family.
 - D help the Ugandan government.
- 6 Mupuya founded a company that
 - A manufactures plastic bags.
 - B recycles plastic.
 - C fights environmental damage.
 - D produces paper bags.

4 Look at the phrasal verbs in the box. Find them in the text and check their meaning. Then use them to complete the sentences.

- 1 Mupuya borrowed money from a teacher in order to his business.
- 2 It's important to if there is a market before starting a business.
- 3 Her company has grown and it now thousands of recycled bags.
- 4 When she the idea, nobody believed it would succeed.
- 5 In only five years, that small business has an international company.

come up with
set up
find out
turn into
turn out

5 Discussion

Discuss these questions.

- 1 Which project in the text do you like best? Why?
- 2 Do you know any young entrepreneurs? What do they do?
- 3 Would you like to run your own business? Why? Why not?

Vocabulary extension

Words related to business

6 Choose the correct words in the text.

Etienne wanted to (1) **lend** / **set up** his own retail business. First, he did market research to find out if his project was viable. To (2) **buy** / **launch** his business, he needed to (3) **grow** / **raise** capital and to (4) **borrow** / **lend** money. He wanted to (5) **put out** / **take out** a bank loan but it was refused. In the end his uncle (6) **lent** / **borrowed** him enough money to get started. His business turned out to be very lucrative and he was able to **pay back** / **put back** his uncle after only six months. Today Etienne's business is thriving and he (7) **owns** / **employs** five people.

7 Speaking

Work in groups. You are going to set up a company which offers a solution to a problem related to health, social, educational or environmental issues. Follow these steps:

- Discuss problems and think of simple things that could improve the situation.
- Decide what product you are going to produce or what service you are going to provide.

8 Present your company to the class. The class then nominates one project for the Anzisha Prize. Justify your choice.

- 1** Look carefully at the phrasal verbs in these sentences. Then add each of them to the appropriate list in the rules below.

- 1 I often **wake up** late on Sundays.
- 2 He **turned down** the job offer.
OR He **turned** the job offer **down**.
- 3 She **came up with** a brilliant idea.
- 4 They are **looking for** a sponsor.
- 5 Inflation has **gone up** again.
- 6 He **takes after** his mother.
- 7 We've **run out of** supplies.
- 8 When will you **set your business up**?
OR When will you **set up** your business?

Remember!

Phrasal verbs consist of **two** or **three words**: the **main verb** + one or two **particles**.

Rules

There are four different types of phrasal verbs:

- **Type 1** Verbs take **no direct object** (intransitive). You **never separate** the two parts of the verb: *sit down, stand up, get up, come back*, (1) _____, (2) _____.
- **Type 2** Verbs take **a direct object** (transitive). You **can separate** the two parts of the phrasal verb with the object, but you don't have to: *give away, call off, make up, turn down, give up*, (3) _____, (4) _____.
- **Type 3** Verbs take **a direct object** (transitive). You **cannot separate** the two parts of the verb: *look after, join in, get over, call on*, (5) _____, (6) _____.
- **Type 4** Verbs are composed of **three words**. They always have **a direct object** (transitive), and you **never separate** these words: *stand up for, get on with, look forward to*, (7) _____, (8) _____.

Be careful! With Type 2 phrasal verbs, the object can go after the particle or between the verb and particle. But if it is a pronoun, it must go between the verb and the particle.

Example: *She made up the story. She made the story up. She made it up.* (NOT *She made up it.*)

- 2** Complete the sentences with the correct particles. All the verbs are in exercise 1 and in the rules.

You may need to check their meaning in a dictionary.

- 1 I gave my dictionary _____ because I didn't need it anymore.
- 2 The staff don't get _____ with the new manager.
- 3 You should stand up _____ your friends.
- 4 After a long discussion, they finally came _____ an agreement.
- 4 The price of oil is going _____.

- 3** Complete the sentences with phrasal verbs from the box.

come back get up look for look forward to
run out of stand up turn down

- 1 We have to _____ when the teacher comes into the room.
- 2 The bank _____ his request for a loan because he had no guarantees.
- 3 We must find new energy sources because we will _____ of oil some day.
- 4 My brother _____ unexpectedly last night.
- 5 John is _____ a new job.

- 4** Look at examples 2 and 8 in exercise 1. Replace the objects (*the job offer* and *your business*) with pronouns and rewrite the sentences.

- 5** Replace the objects with pronouns. Check the type of phrasal verb in exercise 1.

Example: He called off the meeting. → *He called it off.*

- 1 I have to look after the children this evening.
- 2 I'll call on grandmother after school.
- 2 I'm looking forward to the football final.
- 2 It took him a long time to get over the illness.

Take notice

Phrasal verbs are complicated, so you need to learn them step by step. When you come across a new phrasal verb, identify what type it is and write two example sentences. Include one sentence with a pronoun.

Vocabulary

1 Lead in

Look at the picture of this street hawker in Vietnam. What is he / she selling? What do street hawkers sell in your country?



2 Complete the questions with the words in the box.

- 1 Do you compare _____ before you buy something?
- 2 Have you ever bought anything _____?
- 3 What are the main _____ outlets in your town?
- 4 Have you ever paid for anything with a _____?
- 5 Have you got a bank _____?
- 6 Do you shop around for _____ or buy clothes on impulse?
- 7 Do you _____ about prices to get a better price?

account
bargains
credit card
haggle
online
prices
retail

3 Speaking

Work in pairs. Take turns asking and answering the questions in exercise 2.

Listening

4 Before you listen

Decide which of these opinions you agree or disagree with.

- A Many street hawkers are thieves or pickpockets.
- B Street hawkers aren't criminals. They are poor people trying to earn money to feed themselves and their families.
- C Hawkers can't leave the streets because that's how they earn a living.
- D Hawkers should be banned because they don't pay taxes.
- E They make the streets dirty.
- F Street traders help poor people because their goods are cheaper than elsewhere.

5 Listen to three people talking about street hawkers. Match the statements in exercise 4 with the speakers.

Speaker 1 _____ Speaker 2 _____ Speaker 3 _____

6 Listen again and choose the correct answers.

Speaker 1

- 1 Street hawking is good for the economy because it _____.
A creates jobs. B pushes down prices.
C contributes to the flow of money.
- 2 This speaker thinks that street hawkers should be _____.
A allowed to continue their activity.
B banned. C made to pay taxes.

Speaker 2

- 3 The main problem with street hawking is that it _____.
A isn't regulated. B is a health hazard.
C competes with supermarkets.

- 4 Street hawking should be allowed _____.
A near supermarkets. B in designated areas.
C only in poor areas.

Speaker 3

- 5 Street hawkers are a serious problem because they _____.
A are all thieves. B are generally children.
C don't pay taxes.
- 6 This speaker thinks that street hawkers should be _____.
A allowed to continue their activity.
B banned. C made to pay taxes.

Writing An opinion essay (1)

1 Before you write

Read the writing task. Make a list of points for and against street hawking. Decide what your opinion is.

2 Read the model text. What is the writer's opinion? In which paragraph(s) does he / she express it?

*Street hawkers are a nuisance and they should be banned from towns.
Do you agree? Why? / Why not?*

Street hawkers are familiar figures in every town. They sell anything from fruit and vegetables to sunglasses and gadgets. However, some people complain that they are a nuisance to society and should be moved off the streets. My view is that these traders are a convenience and that they contribute positively to the economy.

Firstly, hawkers generally sell things that people need, and they are very convenient for people with little time. They are popular with workers who buy snacks during their lunch break. What's more, they are cheaper than other retail outlets, making them attractive to students and poorer people.

One common criticism of hawkers is that they are dishonest. While there may be a few dishonest traders around, the majority are honest people trying to make a living. They cannot afford to rent a market stall or purchase large quantities of goods, so they buy small amounts and sell them in the street.

On the other hand, it is true that they can be a source of congestion and pollution. They crowd the streets making it difficult to walk along them. They often sell their wares at junctions, causing traffic delays. They also leave rubbish which council employees have to clean up. In addition, hawkers constitute unfair competition to regular shops and market stalls because they pay neither rent nor taxes.

It is clear that street hawking causes some problems. Nevertheless, it is an important source of income for a large number of people and it would be unfair to ban street vendors completely. I think local authorities should introduce vending permits and allow hawkers to work in specific areas. In my opinion, regulation is the answer, not a complete ban.

Writing Strategy

Introductions and conclusions

In the **introduction**, present the topic and include some background information, then briefly state your opinion. In the **conclusion**, sum up the main points mentioned in the body of the essay, then restate and explain your opinion.

3 Write introductions and conclusions for these essay topics.

- 1 Motorbike taxis cause more problems than solutions. Do you agree? Why?
- 2 Young people starting businesses should not be asked to pay taxes. Do you agree? Why?

Writing Task

*All street food is unhygienic and it should be banned in order to protect public health.
Do you agree? Why? / Why not?*

- 4** Read the writing task. Decide what your opinion about street food is. Then make a list of points supporting your opinion. Think of at least one point against it. Think about the things in the box and your own ideas.

Paragraph 1 Introduction: explain the issue and give your opinion.

Paragraph 2 First arguments in support of your opinion.

Paragraph 3 More arguments in support of your opinion.

Paragraph 4 Arguments against your opinion.

Paragraph 5 Conclusion: sum up and restate your opinion.

- 5** Write your essay in 250 to 300 words following the paragraph plan. Think of a topic sentence for each paragraph. Write your introduction and conclusion carefully.

cooking
facilities
food
safety and hygiene
rubbish
unfair
competition
convenience
price

Check Unit 6

1 Complete the sentences with the correct form of the words in the box.

- 1 My uncle started off as a small farmer and now he a huge plantation.
- 2 I with the trader and I bought the bag for half the price.
- 3 The economic is driven by a fall in energy prices.
- 4 Could you me some cash, please? I'll give it back tomorrow.
- 5 This car is a I only want 4,000,000 CFA for it.
- 6 He had to money from the bank to set up his business.
- 7 Some Nollywood directors have made a lot of films and become incredibly
- 8 We are looking for foreign to increase the company's capital.

wealth
boom
invest
~~haggle~~
own
~~borrow~~
~~lend~~
~~bargain~~

2 Match the idioms with their meanings.

- | | |
|--|---------------------------------|
| 1 Tom is streets ahead of the other students. | A spends a lot of money |
| 2 His English isn't up to scratch . | B say what you think |
| 3 You should speak your mind . | C saying stupid things |
| 4 Please get to the point . | D much better than |
| 5 Oil companies make a fortune . | E of the right quality |
| 6 Please stop talking rubbish ! | F come to the main point |

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

- 1 The teachers have their strike because they have received a pay rise.
- 2 The factory millions of bags of cement every month.
- 3 He promised to attend the meeting, but he never
- 4 She was offered the star role in the film, but she the offer.
- 5 They didn't have a script. They the story as they shot the film.
- 6 Economists expect the price of oil to in the future.
- 7 He always his friends when they need help.
- 8 Have you an agreement on the price yet?

call off
come to
go up
~~make up~~
stand up for
turn down
turn out
turn up

4 Rewrite the sentences. Replace the underlined words with a pronoun.

Mind the word order.

- 1 He has turned his house into a restaurant.
- 2 She gave away her money to poor people.
- 3 Did you make up that story?
- 4 They take after their grandmother.
- 5 I am looking for my mobile phone.
- 6 I have to look after my brother tonight.
- 7 Why have they called off the meeting?
- 8 You should stand up for your brother.

Check Unit 6

5 Join the sentences using *not only... but also* or *neither... nor*.

- 1 The movies are interesting. They are affordable for most Nigerians.
- 2 They are not difficult to understand. They are not boring.
- 3 The movies are popular in Nigeria. They are also popular with the Diaspora.
- 4 They are cheap. They are easy to find.
- 5 The story is not a romance. It is not a comedy.
- 6 She doesn't watch films. She doesn't read glossy magazines.

6 Rewrite each sentence using the adverbs in brackets.

- 1 It was so dark I couldn't see very much. (scarcely)
- 2 They have only known each other for a few days. (hardly)
- 3 We don't often go to the movies. (hardly ever)
- 4 He doesn't often go to bed before midnight. (seldom)
- 5 The actors don't often speak French in the movies. (hardly ever)

7 Complete the sentences with negatives structures.

- 1 is he a poet, but he is also a musician.
- 2 He is a good actor nor a good director.
- 3 We go to the cinema. It's too expensive.
- 4 She is neither a good director a good business woman.
- 5 Both were good writers, but could act.
- 6 It was so noisy that I could hear the speaker.

8 Complete the dialogues with the words and phrases in the box.

There are more words than you need.

- 1 A Please (1) tell me where the director's office is?
B Yes, (2) It's on the first floor.
A Thank you.
- 2 A What's (3) ?
B I don't understand this grammar lesson.
A Let me (4) Okay, it's not complicated. I'll help you.
B Oh, thank you.
- 3 A What's the (5) with Akim? Do you know why he hasn't called me?
B Well (6) , he thinks you are angry with him.
A That's not true!

could you
of course
see
that's because
wrong
matter
you see
let's

Self-assessment

Can you...

- talk about economy and business?
- use idioms?
- use phrasal verbs?
- replace objects with pronouns?
- use negative structures?
- use *not only... but also*?
- ask for and give explanations?

International issues

Unit 7

1 Lead in

Look at the abbreviations for international organisations.
Do you know what they mean?
What other international organisations can you name?

1 WFP

2 WTO

3 UNHCR

4 WHO

5 IMF

6 IOC

7 OPEC

8 Interpol

Vocabulary International organisations

2 Complete the names of the organisations above. Then check your answers in the quiz below.

1 World Programme

5 International Monetary

2 World Trade

6 International Olympic

3 United Nations High Commissioner for

7 Organisation of Exporting Countries

4 World Organisation

8 International Criminal Police



3 Work in pairs. Choose the correct answers. Then check your answers.

1 Which international organisation was founded in 1945 with the stated objective of 'saving succeeding generations from the scourge of war'?

A United Nations

B International Monetary Fund

C World Health Organisation

2 What does the World Food Programme do?

A It produces food.

B It supports farmers.

C It promotes food security.

3 Which organisation controls the world market for crude oil?

A World Trade Organisation

B International Monetary Fund

C Organisation of Petroleum Exporting Countries

4 Which organisation enforces law across borders and helps prevent crime?

A International Olympic Committee

B International Criminal Police Organisation (Interpol)

C United Nations High Commissioner for Refugees

5 Which organisation's main aim is to ensure the stability of international financial systems?

A IMF

B OPEC

C WTO

6 Which organisation's objectives are to protect and provide assistance to refugees?

A FIFA

B UNHCR

C UNICEF

4 Speaking

Answer the questions about the organisations in exercise 1.

1 Which are United Nations organisations?

2 Which is a sports organisation? What is its function?

3 Which organisations are active in your country? What do they do?

Answers: 1A 2C 3C 4B 5A 6B

Reading

1 Before you read

Look at the picture. What does it show?

Read the quotations.

What do they mean? Do you agree with them?

'The duty of youth is to challenge corruption.' Kurt Cobain

'To oppose corruption in government is the highest obligation of patriotism.' G.E. Griffin

2 Read the text. What social group is most affected by corruption?



Bribery and corruption

Corruption has existed throughout history and it affects all levels of society. Wherever an advantage is to be gained – from lowly paid police officers and local officials, to government ministers and political leaders – it is a very common practice. Corruption erodes the trust of people in the political system of their country, its institutions and its leadership. It affects all levels of society in a multitude of ways, undermining political and economic development, democracy, the environment, health, justice, to name just a few. In addition, contrary to popular belief, corruption is prevalent in rich countries as well as in developing countries.

Corruption is both a major cause and a result of poverty around the world. No matter the country, corruption always affects the poorest citizens the hardest. Some politicians prefer to invest scarce public resources in projects that will line their pockets rather than benefit the whole community. They prioritise high-profile projects such as dams, power plants, pipelines and refineries over less spectacular but more urgent and useful infrastructure projects like schools, hospitals and roads.

It is common to hear that many developing countries remain poor because of corruption. Yet some rich countries are involved in corrupt practices, too. They often operate through intermediaries to avoid 'getting their hands dirty'. Their companies bribe rulers and officials of developing countries to obtain export contracts, particularly in the arms trade and

public works. Until recently, this was accepted as normal business practice in order to be competitive.

What can be done to tackle bribery and corruption? One of the most direct methods of exposing corruption is whistleblowing. Unfortunately, most people dare not speak out. Whistleblowers commonly face retaliation in the form of harassment, firing, threats and even physical violence, and their disclosures are usually ignored. In some countries whistleblowers have been imprisoned for exposing scams. Whistleblowers need to feel supported by the whole community and not stigmatised. It is essential to educate young people about the importance of whistleblowing, so that they feel safe and confident to report illegal behaviour. They will be the officials, the managers and the leaders of the future.

The media should also play its part in the fight against bribery and corruption by publicly reporting those who are guilty of corrupt behaviour at all levels of society. It is the duty of every citizen to report dishonest actions, and the judiciary's responsibility to sentence the offenders if they are found guilty.

The fight against corruption begins at home and in the classroom. Children should be taught the importance of honesty at a very early age. Corruption will never be completely eradicated from society. However, with campaigns involving the media, schools and both private and public sectors, the practice of bribery and corruption can undoubtedly be reduced.

3 Decide which sentences are true and which are false.

- 1 Politicians are more likely to be corrupt than anyone else.
- 2 Corruption exists everywhere in the world.
- 3 Big infrastructure projects are more likely to attract corrupt practices.
- 4 Bribery used to be considered normal business practice.
- 5 Whistleblowing is useless to fight corruption.
- 6 Most people are too scared to expose corrupt practices.

4 Answer the questions.

- 1 What does the expression 'line their pockets' mean?
- 2 What does the expression 'getting their hands dirty' mean? Who does it refer to?
- 3 What happens to many whistleblowers?

5 Find synonyms of these words in the text.

- | | | |
|----------------------|-----------------------|-------------------------|
| 1 weakening | 2 limited; rare | 3 stay |
| 4 deal with; take on | 5 revenge; punishment | 6 dismissing from a job |

6 Discussion

Discuss these questions.

- 1 What areas of society are affected by corruption? Give examples.
- 2 Do you know anyone who has been involved in a corruption situation?
- 3 How would you react if someone tried to bribe you?

Vocabulary extension**Prefixes and suffixes****7 Find words in the text with each prefix: *dis-*, *il-*, *un* and suffix: *-ship*, *-ive*, *-ly*. What parts of speech are the words? Think of one more word for each group.****8 Complete the sentences with suitable words formed from the words in brackets.**

- 1 Many women are because they have never been to school. (literate)
- 2 There are a lot of people these days. (employed)
- 3 He will report the incident. (definite)
- 4 It isn't easy to get Australian these days. (citizen)
- 5 A nurse my wound before putting a bandage on it. (infect)
- 6 That artist is very indeed. (create)

9 Speaking

Work in groups. What would you do in these situations? Why?

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

Pronunciation**Stressed words****10 Look at the sentences in exercise 9. Mark the stressed words in each sentence. Then listen and repeat.**

1 Look at these sentences. Then complete the rules.

- 1 Most people **dare not** speak out against corruption. 4 They **need** to feel supported by the community.
 2 She **doesn't dare** (to) confront her boss. 5 You **needn't** go.
 3 How **dare** he criticise us?

Rules

- a** *need* and *dare* are used as modal verbs in sentences _____, _____ and _____.
b *need* and *dare* are used as ordinary verbs in sentences _____ and _____.

Take notice

There are two past forms of *need* with slightly different meanings:

He *needn't have* protested. = He didn't have to protest, but he did.

He *didn't need* to protest. = He didn't have to protest, and we don't know if he did or not.

2 Complete the sentences using *need / needn't* or *dare / daren't* and the verbs in the box.

- 1 You _____, I can hear you OK.
 2 You don't _____ early tomorrow. It's Sunday.
 3 I _____ that dog in case it bites me.
 4 You _____ with us if you don't want to.
 5 The students don't _____ the teacher.
 6 He didn't _____ about the child's behaviour.
 7 You _____ have _____ it to the police. It only caused problems.
 8 How _____ you _____ that I was dishonest!

come
complain
get up
interrupt
report
suggest
shout
touch

Passive infinitives and passive gerunds

3 Look at the verbs in bold. Which is a passive infinitive and which is a passive gerund?

- 1 Corruption exists wherever an advantage is **to be gained**.
 2 People are afraid of **being stigmatised**.

4 Reorder the words to write passive sentences.

- 1 like / being / she / doesn't / criticised 3 stupid / I / being / questions / hate / asked
 2 be / the air conditioning / needs / repaired / to 4 to / expect / with respect / we / treated / be

5 Complete the passive sentences with the verbs in brackets.

Example: I want the schoolyard *to be cleaned*. (clean)

- 1 His employees were fed up with _____. (overwork)
 2 Some officials expect _____ money in exchange for their services. (give)
 3 The child was very naughty in spite of _____. (punish)
 4 He hopes _____ a place at medical college. (offer)
 5 I remember _____ to swim. (teach)

6 Speaking

Look at the examples in the speech bubbles. Make similar sentences beginning with *I (don't) like...* and *I (don't) want...* using the verbs below.

- ignore • compliment • criticise • admire • look at • take seriously



I like being complimented.



I don't want to be ignored.

Communication

Asking for, giving and refusing permission

1 Choose the correct words from the box to complete the dialogues.
Which dialogues are quite formal? Then listen and check.

- 1 A (1) I go to the concert with my friends tonight?
B I'd rather you didn't. Your grandparents are coming round.
A Oh, right.
- 2 A Excuse me. (2) possible for me to park here for ten minutes?
I have to load some heavy boxes.
B Yes, go ahead.
A Thank you very much.
- 3 A Yes?
B I'm sorry to bother you, but (3) possibly use the computer?
I'm researching something for my science project.
A I'm sorry. That's not possible. The computers are not for students' use.
B Oh! I didn't know.
- 4 A (4) if I use your mobile phone? I've got no credit left.
B Is it important?
A Yes, I need to phone my mum to tell her I'll be late home.
B Oh well. All right. But don't take too long.
A I won't. Thanks.

would it be
may
do you mind
could I

2 Copy and complete the table with expressions from the dialogues in exercise 1.

Asking for permission	Giving permission	Refusing permission
Can...?	Certainly.	(5)
(1)	Please do.	(6)
(2)	(3)	That's rather difficult, I'm afraid.
Do you mind if I...?	(4)	No, please don't.
I'm sorry to bother you,	Yes, I suppose so.	I'm sorry, but...
but could I possibly...?		

3 Practise the dialogues in exercise 1 with a partner.

4 Listen to two other dialogues. Which expressions do the speakers use to request permission?
What is the response?

Expression

Yes / No

Dialogue 1

Dialogue 2

5 Writing and Speaking

Write two dialogues asking for permission to do something.

Then practise the dialogues with your partner.



Reading

1 Before you read

Scan the articles.

What international organisations do they mention? Do you know these organisations?

2 Look quickly at the articles. Which mention these topics: refugees, famine, education, crime? Then read the articles and check.

International cooperation

1 At 6 am GMT* on the 3rd March 2013, police worldwide simultaneously raided offices, warehouses and illegal factories in search of illicit goods. This was the first Interpol-led operation aimed at the trade of illicit goods across four continents. Twenty-one countries, including Poland, China, Turkey and Brazil, took part in the operation. Interpol spokesman, Mike Lewis, explained that the organisation had worked closely with national police forces. He told the press that the operation had been an unprecedented success, resulting in over six thousand arrests. Over 24 million fake goods worth \$133m had been seized, including baby milk, cooking oil, alcohol, toothpaste and shampoo, as well as electronic goods, cigarettes and firearms. 'This shows what can be achieved when police forces worldwide collaborate in the fight against criminal groups,' concluded Mr Lewis.

*Greenwich Mean Time

2 The United Nations was founded in 1945 at the end of World War II with the aim of maintaining peace and making the world a better place. Currently, there are 192 member states. How successful has it been over the past seven decades?

On balance, UN successes overshadow its failures.

Here are just a few:

- In its seventy-year existence, the UN has helped end an estimated 172 conflicts, for example in Cambodia, Guatemala, El Salvador and Mozambique.
- The UN's World Food Programme has been a huge success. Every year, it feeds 104 million people in 80 countries. It intervenes in war zones, to relieve famines or after natural disasters.
- Its specialised agency, the UNHCR, has helped 17 million asylum-seekers and refugees since its creation in 1948.

3 During our visit to schools in northern Thailand in June, we spoke to 8-year-old Jirida. She told us that she had been going to school for three years and her favourite subject was Maths. Jirida is one of over a thousand children who has benefited from the UNICEF *Change through education* programme in the hills of northern Thailand. Jirida's teacher explained that the project had started in 2005 and since then 20 primary schools had been opened in remote, hilly regions. As a result these children now have access to basic education – they learn to read and write and do simple calculations. Some, like Jirida, have even set their sights on higher things. She explained that she wanted to be a doctor when she grew up, so she could help her village. UNICEF aims eventually to extend the programme to another 5,000 Thai children who are out of school.



Kofi Atta Annan

(born 8 April 1938 in Ghana) served as the seventh Secretary-General of the United Nations from 1997 to 2006. The 2001 Nobel Peace Prize was awarded jointly to the United Nations and Kofi Annan for 'their work for a better organised and more peaceful world'.

3 Read the articles again and answer the questions. Justify your answers.

- 1 What type of crime did the police operation mentioned in article 1 target?
- 2 What was the outcome of the operation?
- 3 How does Mike Lewis explain the success of the operation?
- 4 What is the stated objective of the United Nations according to article 2?
- 5 How many conflicts has it helped resolve?
- 6 When does the UN feed populations?
- 7 According to article 3, how has UNICEF changed Jirida's life?
- 8 What has the *Change through education* programme achieved so far?
- 9 What are the long-term objectives in the region?
- 10 Why is Kofi Atta Annan famous?

4 Find synonyms of these words in the articles.

- | | |
|--------------------------------|------------------------------------|
| 1 at the same time (article 1) | 4 outweigh (article 2) |
| 2 never before (article 1) | 5 distant and isolated (article 3) |
| 3 guns (article 1) | 6 increase (article 3) |



5 Discussion

Discuss these questions.

- 1 What United Nations actions have you heard about?
- 2 Can you name any countries where UN peacekeeping troops intervene?
- 3 What is your opinion of the UN and its actions?
- 4 Is UNICEF active in your country? If so, what projects does it support?

Vocabulary extension Prepositions

6 Complete the sentences with prepositions. Then check your answers in the text.

- 1 _____ 6 am GMT _____ the 3rd March 2013, police worldwide simultaneously raided offices, warehouses and illegal factories _____ search of illicit goods.
- 2 Twenty-one countries took part _____ the operation.
- 3 The United Nations was founded _____ 1945 _____ the end of World War II.
- 4 During our visit _____ schools _____ northern Thailand _____ June, we spoke _____ 8-year-old Jirida.
- 5 Some, like Jirida, have even set their sights _____ higher things.

7 Write *in*, *at*, *on* or \emptyset (no preposition).

- | | | |
|---------------------|---------------------|--------------------------|
| 1 _____ Friday | 5 _____ 2025 | 9 _____ Monday afternoon |
| 2 _____ the evening | 6 _____ next week | 10 _____ tomorrow |
| 3 _____ lunchtime | 7 _____ January | 11 _____ my birthday |
| 4 _____ Christmas | 8 _____ the weekend | 12 _____ 9.30 pm |



8 Speaking

Work in pairs. Think of a crime story you have heard about in the news.

Discuss the following details and make notes. Invent details if you need to.

- | | | |
|------------------------------|-----------------------------|------------------------|
| • where and when it happened | • who the perpetrators were | • what their aim was |
| • what happened | • what the police did | • what the outcome was |

9 Writing

Write a newspaper article about a crime. Choose a suitable title.

1 Look at the table. What happens to verb tenses in reported speech?

Direct speech	Reported speech
1 'The operation was an unprecedented success.'	1 He told the press that the operation had been an unprecedented success.
2 'The final number of arrests will be higher.'	2 He said that the final number of arrests would be higher.
3 'Why aren't you wearing your school uniform?'	3 The teacher asked the student why he wasn't wearing his school uniform.
4 'Jirida's story is inspiring.'	4 The teacher said that Jirida's story was inspiring.
5 'I've been going to school for three years.'	5 She told us that she had been going to school for three years.
6 'I can help my village.'	6 She said that she could help her village.
7 'What do you want to do later in life?'	7 We asked her what she wanted to do later in life.
8 'Have you been here before?'	8 I asked him if he had been there before.

2 Rewrite the sentences using reported speech.

Example: 'I'll never forget the UNICEF volunteers,' said Emily.

→ *Emily said that she would never forget the UNICEF volunteers.*

- 'The vaccination programme is very effective,' said the doctor.
- 'We can't return to the village,' a man told the journalist.
- 'The police have caught wildlife traffickers,' said my friend.
- 'We were forced to evacuate the area,' said Abdul.
- 'We won't reduce crime unless countries cooperate,' said the Interpol official.

3 Complete the reported questions.

Example: 'Did you see the thieves?' → *He asked us if we had seen the thieves.*

- 'What did you see?' → The policeman asked them _____
- 'Have you heard from John lately?' → Zola asked us _____
- 'Where are you going?' → My mother asked me _____
- 'How are you feeling?' → The doctor asked the girl _____

Requests and orders

4 Look at the table. Say if the sentences in direct speech are requests or orders.

Direct speech	Reported speech
'Sit down and be quiet,' the teacher said to me.	The teacher told me to sit down and be quiet.
'Don't move,' said the policeman.	The policeman told him not to move.
'Please help me,' the girl said to us.	The girl asked us to help her.

5 Complete the reported requests and orders. Use *ask* or *tell*.

Example: 'Don't touch that bag,' the policeman said to the woman.

→ *The policeman told the woman not to touch the bag.*

- 'Please stand still,' the soldier said to me.
- 'Put your hands in the air,' the policeman said to the man.
- 'Please stay here,' the man said to the children.
- 'Don't say anything,' the officer said to us.

6 Writing

Write six things that people have said today. Include at least one question, one statement, and one request or order.

My mother asked me if I had done all my homework.



Vocabulary

1 Lead in

Look at these phrases. What languages are they?

danke

thank you

merci

asante

takk

awanu

شكراً

djiere dieuf

gracias

a ni kie

2 Read the statements. Which ones do you agree or disagree with? Give your reasons.

- 1 English is the dominant language worldwide because it is easy.
- 2 Languages are important because they are repositories for cultural knowledge.
- 3 It's essential to save minority languages in order to preserve ethnic identity.
- 4 There's no point in reviving languages that nobody speaks anymore.
- 5 Bilingualism is confusing for children and hinders academic skills.
- 6 Parents should speak to children in their mother tongue.
- 7 Linguistic diversity is bad for national unity.
- 8 The ability to speak a global language (English, French or Spanish) is a ticket to modernity.

3 Speaking

Imagine that you are international linguists and you are going to suggest ways of simplifying English. Make a list of things that you find difficult.

Then decide how these could be simplified. Think about:

- tenses
- pronunciation
- spelling
- difficult words
- modals
- other

Report back to the class. Have a class vote and choose three changes.

Listening

4 Before you listen

Work in pairs and do the language quiz.

- 1 Approximately how many languages are now spoken in the world?
 A between 6,000 and 7,000
 B between 3,000 and 4,000
 C around 1,000
 D around 300
- 2 Which continent has more languages than any other?
 A the Americas
 B Africa
 C Asia
 D Europe
- 3 What proportion of the world's languages has fewer than 10,000 speakers?
 A 10% B 30% C 50% D 70%
- 4 How many languages are endangered and in danger of vanishing during the 21st century?
 A 150 B 1,500 C 2,500 D 3,000
- 5 Which language is spoken by the most people in the world as a mother tongue?
 A Mandarin
 B English
 C Spanish
 D Arabic
- 6 How many people speak English as a first, second or foreign language in the world today?
 A 10 million
 B 150 million
 C 1 billion
 D 1.5 billion

5 Listen to a report on world languages. Check your answers in exercise 4.

6 Writing

Write a short report about languages in the world today. Use the information in the quiz.

1 Before you write

Read the essay task in exercise 2. Discuss arguments in favour of and against spending money on minority languages.

2 Read the essay. Which of your ideas in exercise 1 are mentioned? What is the writer's opinion?

A number of minority languages are in danger of extinction because very few people speak them. Some people say that public money should be spent on saving these languages, while others think it would be a waste of money. Discuss and give your opinion and reasons to support your view.

It is true that some minority languages are likely to die out in the future because very few people speak them. Although it is sad to lose languages, I believe that public money should be spent on more important services.

Firstly, in some countries, there are a large number of regional languages, making it very difficult to decide which ones to preserve. In Cameroon, for instance, there are about 250 indigenous languages. Consequently, the cost of preserving them all would be prohibitive and at the expense of other important services. Furthermore, some languages like *Bikya* in Cameroon, or *Njerep* in Nigeria are nearly extinct. No young people speak these languages; as a result, it would be an impossible task to revive them.

Secondly, it would be much cheaper and more efficient to have just one or two major languages in a country. Governments could cut costs related to communicating with minority populations. In addition, a common language would promote national unity and facilitate communication. When people from different backgrounds share the same language, it is easier for them to communicate and understand one another.

However, some people argue that minority languages are important because they reflect the cultural identity of a population. If a language vanishes, a whole way of life disappears. Moreover, languages are an important part of a country's history and heritage. Therefore, it is a government's responsibility to preserve them for future generations.

In conclusion, while the loss of minority languages is unfortunate for cultural diversity, it would be far too expensive for society to preserve them. In my view, it would be more productive to spend public money on vital services and let minority communities take care of their languages.

Writing Strategy**Body paragraphs**

There are 2 (or 3) **body paragraphs** in an essay. These present the **writer's opinion** and the **opposite view**. They start with a topic sentence. The rest of the paragraph develops this idea with examples and explanations.

3 Read the Strategy box. Then read the essay again and answer the questions.

- 1 Which paragraphs support the writer's opinion?
- 2 Which paragraph presents the opposite opinion?
- 3 What paragraph linkers are used?
- 4 Which words / phrases in paragraphs 2-4 introduce reasons, examples and consequences?

Writing Task

For many children in rural areas, their mother tongue is a minority language. Should children be prevented from speaking their mother tongue at school? Discuss and give your opinion.

4 Work in pairs. Brainstorm arguments supporting and opposing the statement.

Paragraph 1 Introduction.

Paragraph 2 Points supporting your view.

Paragraph 3 Further points supporting your view.

Paragraph 4 Points supporting the opposite opinion.

Paragraph 5 Conclusion.

5 Write a 250 to 300 word essay following the paragraph plan. Write topic sentences for the body paragraphs and use linkers to organise your ideas.

1 Complete the names of the organisations below.

- | | |
|------------------------------|---|
| 1 WTO → World | 5 OPEC → of Countries |
| 2 IMF → Monetary | 6 UNHCR → High Commissioner for |
| 3 UN → | 7 IOC → Olympic |
| 4 WFP → Food | 8 WHO → World Organisation |

2 Choose the correct answers.

- When was the United Nations founded?
A 1935 **B** 1955 **C** 1945 **D** 1941
- What does Interpol do?
A It fights crime. **B** It feeds refugees. **C** It keeps the peace. **D** It protects children.
- How many nations are currently members of the UN?
A 100 **B** 124 **C** 187 **D** 192
- Which of these organisations is a UN agency?
A International Monetary Fund **B** International Olympic Committee
C World Health Organisation **D** World Trade Organisation

3 Complete the sentences with words formed from the words in brackets.

- It is to give gifts or favours in exchange for advantages. (legal)
- Poverty is one of the main causes of (literate)
- The company has lost a lot of money because of the director's (competent)
- In hard times, strong political is necessary. (leader)
- We must cut production costs in order to stay (compete)
- That was very of you. Thank you very much. (think)

Use suitable prefixes and suffixes.



4 Choose the correct verb forms.

- The employees expect **being** / **to be** paid travel expenses.
- Do you remember **being** / **to be** taught to read?
- I enjoyed the job in spite of **being** / **to be** away from home a lot.
- We are fed up with **being** / **to be** criticised all the time.
- He works very hard and hopes **being** / **to be** given a promotion.

5 Rewrite the sentences in direct speech.

- He asked what film was on TV in the evening.
- She said that she didn't know.
- A witness said that many people had been injured in the attack.
- He told me that he would be late the next day.
- My friend asked if she could borrow my text book.
- The teacher told us we would have a test the following day.
- The police officer told us not to stay in the market place because it was dangerous.

Check Unit 7

6 Rewrite the sentences in reported speech.

- 1 'Have you seen this film before?' she asked us.
- 2 'I saw the thief in the middle of the market yesterday,' said a witness.
- 3 'Do you speak English fluently?' the teacher asked me.
- 4 'Did you listen to the news on the radio?' he asked me.
- 5 'Don't make a noise,' the teacher said to his class.
- 6 'I'm leaving tomorrow,' said Peter.
- 7 'Please come to our party on Saturday,' Awa said to me.
- 8 'I'll do the shopping this afternoon,' said John.

7 Complete the sentences with *in*, *at*, *on* or no preposition.

- 1 What are you doing _____ tomorrow?
- 2 I have to study _____ the evening.
- 3 My uncle lives _____ the north of Cameroon, _____ the Nigerian border.
- 4 I'm going to Cotonou _____ Saturday.
- 5 My birthday is _____ March 5th.

8 Complete the sentences with the words and phrases in the box.

- 1 Many people complain about her arrogance, but nobody _____ talk to her about it.
- 2 You _____ bought eggs from the supermarket. We still have plenty.
- 3 _____ do that again! Otherwise I will punish you severely.
- 4 _____ you use my computer in my absence!
- 5 You _____ bring any drinks to the party, I've got plenty.
- 6 Her progress report was very bad, so she _____ to talk to her parents about her birthday party.

needn't
dares
Don't you dare
How dare
needn't have
didn't dare

9 Complete the dialogues with appropriate words.

- 1 **A** (1) _____ I go to the party with my friends tonight?
B I'd (2) _____ you didn't. We've got guests coming round.
A Oh, right.
- 2 **A** (3) _____ if I use your laptop?
B Is it important?
A Yes, I really need to check the bus timetables.
B Please (4) _____. But (5) _____ too long.
A Thank you.
- 3 **A** Excuse me. (6) _____ for me to speak to the manager, please?
B Sure, I'll get her.
A Thank you very much.

Self-assessment

Can you...

- talk about international organisations?
- use suitable prefixes and suffixes?
- use passive infinitives and gerunds?
- use direct speech and indirect speech?
- use prepositions correctly?
- use *need* and *dare*?
- ask for, give and refuse permission?

Across cultures

Unit 8

1 Lead in

Look at the hand gestures used in the USA. Can you match them with these meanings?

- A** Good luck! **B** Two, please. **C** Victory!
D Be quiet! **E** A Great performance!



2 Answer the questions.

- Do the gestures have the same meaning in your country?
- Do you ever use any of these gestures?
- What gestures do people in your country use?

Vocabulary Body language and gestures



- 3** Match the verbs in list A with the phrases in list B. Use a dictionary if necessary. Then work in pairs and mime the gestures.

How often do you make these gestures each day?

- A** blush frown yawn nod wave shake
 fold point hug blow clap

- B** at someone your friend affectionately from boredom in agreement
 in disapproval to someone across the street with embarrassment your hands
 your nose hands with someone your arms

4 Answer the questions. Then check your answers.

- How do Americans greet each other the first time they meet? They **A** shake hands **B** just say hello **C** nod their heads
- How does a Middle Eastern person feel if someone points at him / her? **A** flattered **B** insulted **C** threatened
- What is the usual form of greeting in Japan? **A** to bow **B** to wave one's arm **C** to hug the other person
- Which hand should you NOT use to take or pass things (food for example) in some countries? **A** the right hand **B** both hands **C** the left hand
- How far apart would two Americans normally stand when they are chatting? **A** two metres **B** over a metre **C** 50 centimetres



5 Speaking

Work in pairs. Answer the questions in the quiz for your own country.

Key: 1A 2B 3C 4C 5B

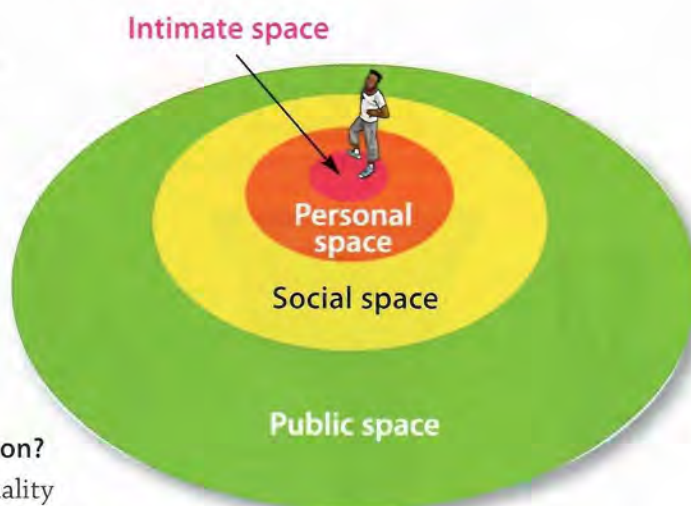
Reading

1 Before you read

Look at the diagram. What does it show?
Is it similar in your country?
How do you greet your friends,
your elders, or strangers?
Is it courteous to look someone
in the eye?

2 Read the interview with Toni from Italy and Isabelle from Britain talking about their experiences of cultural misunderstandings. Which of the following do they NOT mention?

- | | | |
|----------------------|--------------------|-------------------------|
| A Touching | B Greetings | C Punctuality |
| D Eye contact | E Gestures | F Personal space |



Interview

Interviewer: How long have you been living in London, Toni?

Toni: I've been here for just over a year now.

Interviewer: So would you say there are many cultural differences between Italy and England, Toni? Did you find many things different here in England when you first arrived?

Toni: Oh yes. When I first came to London, I had trouble getting used to quite a few things. At first, people, even friends, used to back away from me when we were chatting and this made me feel very uncomfortable. It took me a while to realise that I was getting too close and they were feeling uncomfortable too.

Interviewer: We English need a lot of space, don't we! What about physical contact? How different are attitudes to that?

Toni: I've had some funny experiences with that. I remember a time when I put my arm around Isabelle's shoulders and she just froze. I was only being friendly but she was very upset and told me to remove my arm. I was terribly embarrassed and apologised.

Isabelle: Yes, and you were very relieved when I started laughing, weren't you? You see I thought he was being too intimate. I was very uncomfortable. Then I realised that he was just being Italian! It was very funny. He has to be careful with other people though. Another thing that was strange at first was the way he waves his arms around. And he never stops talking. I have to grab his arms if I want to say something!

Toni: We don't have the same attitude to time, either. Isabelle's parents asked me to lunch one day and I got there half an hour late. It's usual to do that in Italy.

Isabelle: Yes, and my mum wasn't very pleased. You know what the English are like about being on time. I had to explain to her that it was a misunderstanding.

Toni: She was very kind about that. I explained that if someone arrived on time for a social occasion in Italy, the hosts would probably not be ready. It's just not the thing to do. One thing I don't like though, is the way people here just nod and say 'hi' when they meet. They only shake hands at their first encounter. I think it's very odd not to greet someone warmly.

Isabelle: I agree with Toni. I think it's much friendlier to kiss or shake hands when you meet. Actually, a few people do it in England these days, but the majority don't. It's not really acceptable.

Interviewer: What about hand gestures like V sign? Are there many differences?

Toni: They're pretty much the same, so I haven't made any serious mistakes in that area.

Interviewer: When will you return to Italy?

Toni: I've decided to settle in England. You see, I'm getting married next July.

Interviewer: That's fantastic! Congratulations! Who are you marrying?

Toni: Isabelle!

3 Match the statements with England or Italy. Some may be correct for both countries.

- 1 It's usual to stand quite close when you are talking to someone.
- 2 A majority of people avoid touching each other in social situations.
- 3 It's acceptable to arrive late for a social event or a meeting.
- 4 It's impolite to arrive late for anything.
- 5 In general, people don't move their arms about a lot when they're talking.
- 6 It's usual to greet another person warmly.
- 7 Most people shake hands only when they meet for the first time.

4 Find the synonyms of these words and phrases in the text.

- 1 had difficulty 2 near 3 stopped moving 4 take away 5 take hold of 6 strange

5 Discussion

Look at the statements in exercise 3. Which are true or false for your country?
Use the phrases in bold to talk about acceptable and unacceptable behaviour.

Vocabulary extension Feelings

6 Decide who felt the following emotions, Toni or Isabelle, and in what situations.

upset relieved embarrassed uncomfortable

7 Complete the sentences with adjectives from the box.

- 1 I was very _____ when my beloved aunt died.
- 2 Mary's parents were _____ when she was appointed school principal. She had missed the bus.
- 3 He felt _____ when the teacher asked him to give a talk to the class.
- 4 Flora was _____ with her birthday present. It was exactly what she wanted.
- 5 Yakouba was _____ when his friend went out with a girl he liked.
- 6 We were all _____ when the exams were over.

embarrassed	amused
indifferent	disgusted
confused	insulted
relieved	delighted
jealous	upset
proud	surprised

8 Speaking

Work in pairs and look at situations 1-4. How would you feel in each situation?

- 1 You are having dinner or lunch with your host family in France, the UK or the USA. As you are eating, someone blows his or her nose.
- 2 You are talking to some people from Japan. They seem friendly but they don't look at you in the eye and they don't say anything.
- 3 You are talking to an Italian man / woman you have recently met and he / she sits close to you and links arms with you as you chat.
- 4 You and a friend are invited for dinner by an English family. Your friend is on time and comes with a present for your hosts. You come late and empty handed.

9 Choose five feelings from exercise 7. Tell your partner about situations when you had these feelings.

Pronunciation Syllable stress

- 10 Listen to the syllable stress in the words in exercise 7. Repeat the words. Make sure you stress the correct syllables.

1 Look at the questions and answers. What is the main verb in each question?

Choose the correct words in the rules.

- | | |
|---|--------------------|
| 1 How long have you been living in London, Toni? | Just over a year. |
| 2 Did you find many things different here in England? | Yes, I did. |
| 3 Are you happy here? | Yes, I am. |
| 4 When will you return to Italy? | I'm not returning. |
| 5 Will you stay in London? | Yes, I will. |
| 6 Can't she speak Italian? | No, she can't. |

Rules

- a In questions, the auxiliary verb (*do* or *have*) goes **before** / **after** the subject.
- b We **use** / **don't use** *do* with modals (*can*, *will*, etc.) or the verb *be*.
- c We can use **affirmative** / **negative** questions to confirm something.



2 Reorder the words and write questions. For each question, there is one word you do NOT need. Then ask and answer the questions in pairs.

Example: live / as / did / where / have / you / a child / ? → *Where did you live as a child?*

- 1 ever / speaking / you / someone / heard / been / have / Italian / ?
- 2 you / where / born / be / were?
- 3 university / are / want / you / at / do / study / to / ?
- 4 are / meet / last / you / night / didn't / your friends / ?
- 5 studied / long / English / you / how / have / be / ?

3 Use negative questions to confirm these ideas.

Example: I think he lives in Dakar. → *Doesn't he live in Dakar?*

- | | |
|------------------------------------|--|
| 1 I think you're making a mistake. | 3 I think that is John's new car. |
| 2 I believe she studied in the US. | 4 That looks like Justine in the red coat. |

4 Write questions for the information underlined. Use question words.

Example: We travelled by bus to Yaoundé. → *How did you travel to Yaoundé?*

- | | |
|-------------------------------------|--|
| 1 Etienne locked the door. | 4 Nataki lives <u>next door</u> to us. |
| 2 This mobile cost <u>a lot</u> . | 5 We arrived home <u>last Saturday</u> . |
| 3 We had <u>chicken</u> for dinner. | 6 <u>My brother</u> broke the window. |

5 Look at the tags in these sentences. When do we use a negative tag?

What type of tag do we use after *Let's*?

- 1 We English need a lot space, don't we?
- 2 You can't speak Chinese, can you?
- 3 Let's watch a video, shall we?

6 Choose the correct tags to complete these sentences.

- | | |
|--|---|
| 1 You haven't spent all your money yet, _____? | 4 You couldn't help me with the essay, _____? |
| 2 Let's get something to eat, _____? | 5 She is studying engineering at MIT, _____? |
| 3 You like red meat, _____? | |

Communication

Asking for and giving information

- 1** Complete the dialogues with the phrases in the box. Then listen and check.

Do you know if Can you tell me
Would you mind Could you tell

- 1** A Excuse me. (1) me where the bus station is, please?
B Yes. It's on the other side of town. It's quite a long walk.
A I see. (2) there are any taxis nearby?
B Yes. There are taxis outside the market.
A Thank you.
- 2** A (3) telling me why you're so late?
B I had to take my little sister to school.
A I see. Well, don't let it happen again.
- 3** A May I see your passport and immigration card, please?
B Yes, certainly.
A Thank you. (4) the name of your hotel?
B It's the Novatel.
A OK, thank you. Enjoy your stay.

Take notice

We often use indirect questions to sound more polite.

- 2** Copy and complete the table with the indirect questions from the dialogues. Then listen and repeat. Notice the rising intonation on indirect questions.

Direct questions

Where is the bus station?

Are there any taxis near here?

Why are you late again?

What's the name of your hotel?

Indirect questions

(1) ↗

(2) ↗

(3) ↗

(4) ↗

- 3** Practise the dialogues in exercise 1 in pairs. Make sure you use the correct intonation.

- 4** Reorder the words and write indirect questions.

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

- 5** Listen to a dialogue. Number the information the person asks for in the correct order. Rewrite these questions as indirect questions. Then listen again and check.

- 1 Does it stop on the way? 4 What is the best way to get to Maroua?
2 How long does the journey take? 5 How much does a ticket cost?
3 Where is it?

6 Writing and Speaking

Work in pairs. Imagine you are in a tourist office and you are asking for information about hotels, restaurants, attractions, trips.

Write a dialogue. Then practise your dialogue.

Reading

1 Before you read

Look at the pictures.
What can you say about them?
What is culture shock?
Who is affected by culture shock? Why?

2 Read the passage below. Who is the speaker and what audience is he addressing? Choose from:

Speaker: **A** a university lecturer
B a student counsellor

Audience: **D** native students
E foreign students from the same country



C an examiner
F foreign students from different countries

Culture shock

It's very important to be aware that studying in a new country can be quite a stressful experience even if you have planned your trip carefully. You will find many things that are different from back home. Consequently, it is very likely that you will experience culture shock after a few weeks here in Britain. This is caused by the shock of being in a new environment and is worse if you feel homesick and miss your family and friends. It's essential to realise that this experience is quite normal. This can affect anyone, no matter where you come from or where you go. So if you start feeling depressed or lonely, I encourage you to seek help. You can come at any time to talk things over with counsellors here at the Foreign Students' Bureau of the university. They are well aware of the problems facing foreign students and will be able to give you support and advice. Now I'll quickly run through a few things that you may have trouble with and ways of coping.

First of all, if you are used to a warm climate, you may find the grey, damp British weather depressing, especially in winter when the days are short. There's nothing we can do about the climate, but we can make you aware that this may make you feel down.

Another problem area for overseas students is food. It may taste very different from what you are used to. If you have self-catering accommodation, I suggest you try cooking food you are familiar

with now and again. However, I advise you not to eat a lot of fast food, as an unhealthy diet and lifestyle will only make you feel worse. Make sure you eat plenty of fresh fruit and vegetables and get lots of exercise.

Constantly speaking and listening in a foreign language is tiring, and you may miss your own language. You may be able to get satellite TV in your language. I recommend that you read online newspapers or take part in chat groups in your language.

If you feel homesick, make sure you keep in touch with home. Phone or skype home regularly. Use email and social networks to exchange news and photos. But don't travel home too often as this can make settling in more difficult. Make friends with fellow foreign students as they will understand your feelings and be able to sympathise.

Every culture has unspoken rules which affect the way people treat one another. You may find these confusing and difficult to understand. For example, punctuality is important in Britain, so you should always be on time for lectures. That's why it is important to make friends with as many local students as you can. They will help you learn about British culture.

Remember, if you feel unhappy, there's always someone you can talk to here at the bureau. We also have a leaflet for foreign students summarising the things I've been talking about. You can take one as you leave.

3 Read the passage again and answer the questions.

- Who is affected by culture shock?
- What causes culture shock?
- What are the first signs of culture shock?
- What is it advisable to do when you are in a foreign country?
- Why can food be a problem?
- Why is it sensible to make friends with other foreign students?
- How can local students help you?
- What support does the bureau offer foreign students?

4 Copy and complete the chart.

Problems	Advice
climate	be aware
food	(1)
language	(2)
homesickness	(3)
rules of behaviour	(4)

5 Find these words in the text. What do they refer to?

- This is caused by (paragraph 1)
- They are well aware of (paragraph 1)
- this may make you feel (paragraph 2)
- as this can make (paragraph 5)
- You may find **these** confusing (paragraph 6)
- You can take **one** (paragraph 7)

6 Match the verbs in list A with the words and phrases in list B to form common expressions.

- | | | | | | |
|---|------|----------|----------|------|--------------|
| A | be | feel | have | keep | make |
| B | down | in touch | aware of | sure | trouble with |

7 Writing

Write sentences with the expressions in exercise 6. Then compare with a partner.

Vocabulary extension

Adjectives ending in -ed and -ing

8 Look at these adjectives. Which adjective describes how a person feels? Which adjective describes something that has an impact on someone? Find examples of -ed and -ing adjectives in the text.

- Everything was new and exciting at first.
- I was excited at the prospect of studying in the UK.

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

shock relax confuse embarrass
frighten worry disappoint interest

- I was really to hear about the terrorist attack.
- The grammar explanation is I still don't understand it.
- Reading and listening to music are activities.
- My parents were by my school report. It wasn't very good.
- His behaviour is You should speak to him.
- Have you seen *Aliens Attack*? It's a really film.

10 Writing

Describe feelings about things, people and places using adjectives from exercise 9.

Example:



The talk about culture shock was really interesting.

There are two extra verbs you do not need.



1 Match the sentences (1-6) with the sentence patterns a and b.

- | | |
|--|-----------------------------------|
| 1 I <u>encourage</u> you to seek help. | a verb + object + to + infinitive |
| 2 I <u>suggest</u> (that) you <u>try</u> cooking food you are familiar with now and again. | b verb + object + (that) + clause |
| 3 I <u>advise</u> you not to eat a lot of fast food. | |
| 4 I <u>recommend</u> (that) you <u>read</u> online newspapers. | |
| 5 She <u>reminded</u> me (that) it was time to leave. | |
| 6 He <u>wanted</u> his son to study in the US. | |

Take notice

You don't have to use *that*.
I suggest you wear smarter clothes.

2 Match the beginnings and endings of these sentences.

- | | |
|--------------------------|--|
| 1 I didn't think | a that I live on the campus. |
| 2 My mum insists | b me that I might not get into Harvard. |
| 3 John reminded me | c to let me apply to a UK university. |
| 4 I persuaded my parents | d that I would feel lonely, but I did. |
| 5 My teacher warned | e me to study medicine. |
| 6 My dad wanted | f that we had to attend a talk in the evening. |

3 Rewrite the sentences using the verbs in brackets.

Example: He told me: 'I think you should see a counsellor.' (advise)

→ He advised me to see a counsellor.

- I think they'll arrive soon. (expect)
- 'Don't forget the English Club this evening,' I told Ngono. (remind)
- My friend said to me, 'You should go running.' (suggest)
- She said to me, 'You should study engineering.' (encourage)
- My aunt gave me cooking lessons. (teach)

Take notice

When the verbs *suggest*, *recommend* and *insist* are followed by a *that* clause, in formal style, we can also use the subjunctive.
I suggest that he apply for a college course.
I recommend that she study languages.
These verbs can also be followed by *-ing*.
He insisted on showing me around. The counsellor suggested joining a sports club.

4 Write sentences with the verbs in brackets for these situations.

Example: A friend is going on a 24-hour bus trip. (suggest)

→ I suggest (that) you take food and drink.

- A student can't decide what to study at college. (recommend)
- A friend wants to give up smoking. (advise)
- A friend is looking for a part-time job. (think)
- A new student doesn't know anyone at school. (suggest)

5 Complete these sentences with your own ideas.

- | | |
|------------------------------------|---------------------------------|
| 1 My parents (don't) want me to... | 4 My mother warned me not to... |
| 2 My friend reminded me that... | 5 I persuaded my... |
| 3 My teacher suggested (that)... | |

Vocabulary

1 Lead in

What is the purpose of a CV? When would you need to send a CV?
What information would you include in your CV?

2

Look at the qualities in the box. Choose three to describe yourself.
Then find out if your partner agrees with your choice.

analytical attentive confident conscientious dedicated determined efficient energetic
enterprising flexible independent patient people-oriented persevering reliable responsible

3

Read Eva-Simone Kodjo's CV. What are her qualities?
What type of job do you think would suit her? Why?

Take notice

CV = curriculum vitae
A CV is called a 'résumé' in American English.

Eva-Simone KODJO
BP 101 Yaoundé
Mobile: (237) 640-61-69-49
Email: evasimkod@ic.com

Age: (1)

Personal profile
I am a conscientious and outgoing school leaver with excellent human relation skills.
My main qualities are compassion, commitment and courage.

Education
2013 – present
Baccalauréat:
Special achievements:

The Sainte-Marie Girls' High School, Yaoundé
Bac D
School (2)..... and captain of the under -18 (3).....,
which enabled me to develop responsibility
and team-working skills.

Voluntary experience
2015 – present
2014

The Vridi Centre for disabled children
Volunteer teaching assistant for deaf children
aged (4) (Part-time in the evenings during
term time)
Helped coordinate activities for disabled children
at (5).....

Work experience
2015 – present
2014 (July and August)

(6) for two families on a regular basis
Full-time (7) for four children

Other qualifications
First Aid Certificate:
Sign Language:
Languages:
Interests:

Followed a course in basic first aid techniques
Sign language training for the deaf
Fluent in English and (8)
sports, jewellery, cooking and sewing

Listening

4

Listen to a job interview with Miss Kodjo. What job does she want?
Listen again, then complete her CV.

5

Writing

Imagine you are applying for a work placement (US = internship) in a company or organisation.
Write your CV. Only include information that is relevant to the position you are applying for.

1 Before you write

What is the purpose of a work placement (internship)?
When is a good time to do a placement? Why?

2 Read the cover letter. What type of work placement does the writer want to do?

Model text

Samuel Ndongo
013 BP 333 Divo 013
Côte d'Ivoire
Mobile: (225) 59-89-68-56
Email: andongo@ic.fr

13, April 2016

The Director of Human Resources
OLHAMO
BP 001
Abidjan, Côte d'Ivoire

Ref: Work Placement Application: retail

Dear Sir or Madam,

... As you can see from my CV, I have had a lot of experience in the retail sector during the holidays and at weekends, and these positions have given me a greater understanding of the work environment. They have also enabled me to develop a variety of skills in communicating, taking initiative, and the ability to work with many different types of people.


...I am currently completing my final year at high school in Divo and I expect to obtain excellent grades in my Baccalauréat exam. I intend to do international business studies at university in preparation for a career in International Trade.

...Thank you for considering my request. I would be very happy to supply additional details that you may need, and I am available for a video interview at any time. I look forward to hearing from you in the near future.

...I am a conscientious person who works hard and pays attention to details. I am flexible and quick to pick up new skills and ready to learn from others. I am outgoing and friendly and I have a lot of energy and enthusiasm. I am eager to put my experience to practical use in a high profile retail store with an international reputation.

...I am writing to enquire about the opportunities as a sales assistant in your London store that may be available during the summer vacation period. I enclose my curriculum vitae providing details of my experience to date.

Yours faithfully,

 Samuel Ndongo

Writing Strategy

Writing a covering letter

Covering letters should be written in formal style.

3 Reorder the paragraphs of the letter so that they correspond to this formal letter plan.

Paragraph 1: Explain why you are writing and mention that you are attaching your CV.

Paragraph 2: Explain what your current situation is.

Paragraph 3: Refer to specific details in your CV about your experience to date.

Paragraph 4: Mention your qualities and skills, and why you are interested in this company.

Paragraph 5: Say you can supply more information and are available for an online interview.

Writing Task

Write a covering letter for work experience in a company during the summer holidays.

4 Make notes about these points. You can invent some of the answers.

- the type of work placement you would like to do
- the qualifications / skills you have
- for what company / organisation
- any relevant experience you have had

5 Write your cover letter in 200 to 250 words. Use the paragraph plan in exercise 3 to guide you.

Check Unit 8

1 Complete the sentences with the words in the box.

- 1 She in agreement from time to time.
- 2 Americans don't often hands.
- 3 They took us to the station and stood on the platform goodbye.
- 4 After working for hours on his computer, Dad was tired and started
- 5 My parents me when I arrived home after a year away.
- 6 She with embarrassment when I mentioned the incident.
- 7 What's the problem? Why are you ?
- 8 It's rude to your finger at someone.

shake
yawning
waving
blushed
nodded
hugged
point
frowning

2 Match the verbs in list A with the words or phrases in list B to form expressions.

List A make cross get feel keep stay

List B your fingers homesick in touch with out of trouble
friends with into trouble

3 Complete the sentences with the correct form of the expressions from exercise 2.

- 1 With the internet, it is easy to friends and relatives in other countries.
- 2 We've already with some really nice kids at our new school.
- 3 Everyone is very kind here, but I still for my family and friends.
- 4 My exam results are out today. for me.
- 5 Can't you behave! You're always at school.
- 6 Why can't you ? I'm fed up with getting letters from the principal.

4 Write the questions in the dialogue.

- A** How long (1) ?
B I've been living in this country for four years. I came here in 2012.
A Where (2) ?
B I lived in the university residence when I first arrived.
A Did (3) ?
B No, I didn't have self-catering accommodation.
A Did (4) ?
B No I really didn't. I didn't experience any cultural shock in those days.
A What (5) ?
B English people are hospitable, but reserved.
A What (6) ?
B The weather is very unpredictable.
A Have (7) ?
B I haven't been home since I arrived.
A When (8) ?
B I'm planning to go home next summer.
A Do (9) ?
B Yes, I do. I miss everybody at home, especially my mum.

Check Unit 8

5 Complete the sentences with question tags.

- 1 You've met Justine,?
- 2 She wasn't at school today,?
- 3 They're John's parents,?
- 4 You can't play golf,?
- 5 Let's listen to some music,?
- 6 You won't be late,?
- 7 Your parents will let you stay,?
- 8 Your brother has been working hard,?

6 Write indirect questions using the prompts.

- 1 How can I get to the airport?
May I ask you
- 2 Where can I get a taxi?
Could you tell
- 3 Is a taxi expensive?
Do you know if
- 4 How long will it take?
Can you tell me

7 Match the two parts of the sentences.

- | | |
|----------------------------|--|
| 1 My parents insist | a me about English Club. |
| 2 He persuaded his parents | b that I go to university. |
| 3 My friend reminded | c you stay in tonight and revise. |
| 4 I recommend that | d to work hard if you want to succeed. |
| 5 I advise you | e not to cheat in the exam. |
| 6 I suggest that | f to let him have a party. |
| 7 The teacher warned us | g we watch the TV in English. |

8 Complete the sentences with your own ideas.

- 1 I encouraged my friend
- 2 My parents don't want me
- 3 My teachers expect me
- 4 My mum taught me

9 Reorder the words and write indirect or direct questions.

- 1 why / you / so / mind / telling / me / you're / late / would / ?
- 2 know / is / the bus station / you / where / do / ?
- 3 taxis / there / any / near / the / are / office / ?
- 4 why / late / again / you / are / ?
- 5 hotel / what's / name / the / of / your / ?
- 6 you / know / buses / if / there / are / any / nearby / do / ?
- 7 do / advise / what / me / to / you / do / ?
- 8 is / tell / where / you / me / could / the market / ?

Self-assessment

Can you...

- describe body language and gestures?
- write direct and indirect questions?
- use question tags?
- use verb patterns?

Preparation for the Baccalauréat

Writing training

1 Formal letters	104	5 Structure of a talk	108
2 Informal language	105	6 Introductions and conclusions	109
3 Planning and drafting	106	7 Body paragraphs	110
4 Paragraph linkers	107	8 Writing a covering letter	111

Grammar training

1 Present simple and present continuous	112
2 Past simple and past continuous, past perfect and past perfect continuous	113
3 Present perfect simple and present perfect continuous	114
4 Present perfect and past simple	115
5 Future tenses	116
6 Present modals	117
7 Past modals	118
8 Verb patterns	118
9 Gerunds	119
10 Comparatives and superlatives	119
11 The passive	120
12 The impersonal passive	121
13 Negative structures	121
14 Determiners	122
15 The conditional	123
16 Relative clauses and pronouns	124
17 <i>Need and dare</i>	125
18 Indirect questions	125
19 Reported speech – statements, questions, requests and orders	126
20 <i>Used to</i>	126
21 Wishes and regrets	127
22 Verb patterns and causative structures: <i>make / let, allow / enable, get / have</i>	127

Exam practice

1 Jobs of the future	128	5 Violence against children	140
2 The Wodaabe	131	6 Girls' education	143
3 Remittances and development	134	7 Deforestation and disease	146
4 Is this how it will end?	137	8 What is globalisation?	149

Writing training 1

Strategy: Formal letters

- 1** Read these extracts from two letters of complaint.
What are the writers complaining about?

- a** Hello Eric,
I'm furious about ...
- b** Dear Mr Dia,
I am writing to complain about...
- c** But that's not all! He used our toilet without asking and he left the kitchen in a disgusting state. It's unbelievable!
- d** Our shower was not repaired properly and we were dissatisfied with the attitude of the plumber.
- e** The guy who came to mend the fridge was useless. And he charged us a fortune!
- f** When we turned the shower tap on for the first time, the shower head fell off and water sprayed everywhere.
- g** We would appreciate it if you could either send someone competent to repair the shower or refund the money we have paid.
- h** Call me on my mobile and we can sort it out.
Speak soon
Yacine
- i** I look forward to hearing from you.
Yours sincerely,
Eric Maalouf
- j** We can't go on like this. You have to send someone round to deal with it asap.

- 2** Read the Strategy box.
Then read the extracts again.
Which ones are in formal style
and which ones are in informal style?
What features helped you to decide?

- 3** Rewrite the informal extracts
from exercise 2 in formal style.

- 4** Match the letter extracts a-j
with the paragraphs in the following paragraph plan.

Paragraph 1: State the reason for the complaint.

Paragraph 2: Give more details and describe the consequences.

Paragraph 3: State what should be done.

Example: **a** → paragraph 1

- 5** Write a formal letter of complaint about one of the problems in exercise 1.
Use the relevant extracts and your own ideas.

- 6** Read your letter and check the following points:
- Have you used features of formal letter?
 - Have you checked spelling, punctuation and grammar?
 - Is your letter clear, concise and polite?

Strategy

Features of formal letters

In formal letters:

- use *Dear* + Mr/Mrs/Ms surname or *Sir / Madam*.
- use passive forms and more complex sentences.
- end the letter with *Yours faithfully* (we don't know the receiver's name) or *Yours sincerely* (we know the receiver's name).
- do not use contractions, exclamation marks, emoticons, abbreviations or colloquial language.

Writing training 2

Strategy: Informal language

- 1** Read the Strategy box on page 28 again. Then look at the phrases and expressions below. Which ones are in formal style and which ones are in informal style? Copy the words into two groups.

How are things with you?
Yours faithfully
I can't wait to...
I would be very grateful if...
Hi!
Best wishes
Yours sincerely
Dear Madam
It's up to you.
Can you send me...?

Give me a call...
I apologise for...
I'm free on...
I'd like to know if...
Write again soon.
That's all for now.
Please could you confirm...?
Hope to hear from you soon.
Further to our recent conversation...

I look forward to...
Let me know if...
It was great to speak to you...
I loved the photos.
Could you confirm that...?
Let me know when...
Thanks for...

Formal style

Yours faithfully

Informal style

How are things with you?

- 2** Look at this email and find expressions which are unsuitable. Replace them with suitable ones.

Hi Fatimatou,
How are things with you? Thank you very much for your recent letter. It was great to hear from you. I very much appreciated the enclosed photographs. They made mum really happy. Here things are much the same. I'm working hard for my exams. Gondo is still football crazy. He wants to become a professional, but nobody dares tell him he isn't good enough! Mum was ill last week, and we had to call the doctor. It wasn't serious, but it gave us all a fright. I guess you're starting exams soon. I'm sure you'll do well. I hope you're happy and you've made lots of friends. Have you booked your flight home?
That's all for now. I look forward to hearing from you soon. Let us know when we can chat on Skype. Everyone here sends their love.
Yours sincerely
Ayo

- 3** Look at the expressions below. Write B for those that usually go at the beginning of a letter and E for those that go at the end.

- 1 Write again soon.
- 2 How are you?
- 3 Bye for now.
- 4 Sorry I haven't written for ages.

- 5 Thanks for your letter.
- 6 Write again and send me your news.
- 7 That's all for now.
- 8 It was great to hear from you.

- 4** Imagine you are studying in a different town / country. Write a letter to a friend or a family member giving your news. Follow the paragraph plan.

Greetings

Paragraph 1 Respond to letter. Apologise for not writing earlier.

Paragraph 2 Give news about yourself.

Paragraph 3 Ask questions about your friend.

Endings

- 5** Exchange letters with another student. Then check the following points:

- Have you used informal expressions?
- Have you checked your spelling, grammar and punctuation?

Writing training 3

Strategy: Planning and drafting

- 1** Turn to page 40. Read the Strategy box and look at the paragraph plan in exercise 4. Compare it with a student's notes below. Do these notes follow the paragraph plan?

Title: The survival of the Penan People

Para 1: Introduction: Who are the Penan; the problem

Para 2: topic sentence: The Penan are an ancient forest people with a unique way of life.

explanation: sustainable lifestyle; rainforest, hunter gatherers, nomads

examples: language; plants - food, medicine; animals - food, clothing

Para 3: topic sentence: The survival of the Penan people is under serious threat.

explanation: destruction of rainforest; logging, palm oil plantations; timber; huge profits

examples: Sarawak; rainforest destroyed, forced off land; fighting back

Para 4: Conclusion: Why important to save Penan; what must be done

- 2** Look at these paragraphs. Match them with the notes in exercise 1 and put them in the correct order. Find four points in the notes which are not mentioned in the article.

The survival of the Penan People

A In an increasingly global world, the Penan's traditions and knowledge belong to the heritage of all humanity, not just Malaysia. The international community must put pressure on Malaysia to stop the destruction and allow the Penan to choose their own future.

B The survival of the Penan people is under serious threat. The Malaysian government supports large-scale commercial logging on the Penan's land. When the land has been cleared, the forest is replaced with palm oil plantations. In the Sarawak region of central Borneo, most of the rainforest has been destroyed and the Penan are fighting to save what remains.

C Malaysia is the ancestral home of the Penan people. This indigenous group has lived for thousands of years in the rainforests of the island of Borneo. But the future of the Penan is dark. They are losing their homeland as their forests are being cleared for logging and palm oil plantations.

D The Penan are an ancient forest people with a unique way of life. Traditionally nomadic, these hunter-gatherers rely on the rainforest for their livelihood. They eat plants, which they also use as medicines. They hunt animals, using the meat and skins for food and clothing.

- 3** Look at the title of an article below. Use the template and the ideas below to plan your article. Choose your main ideas, make notes and write topic sentences.

Title: *Game Reserve Threatens Kalahari Bushmen*

Introduction - paragraph 1:

Paragraph 2: topic sentence:

Idea 1 explanation:

----- example(s):

Paragraph 3: topic sentence:

Idea 2 explanation:

----- example(s):

Conclusion - paragraph 4:

Bushmen / Kalahari / eviction / game reserve
tourism / ancient / nomads / hunters
resettlement / sedentary lifestyle
health problems / alcohol / depression

Take notice

You can use the same 'template' to plan essays as well as articles.

- 4** Write the first draft of your article using your notes. Then read your text and make any changes or cuts. Check the following points:
- Does each paragraph develop one main idea?
 - Do the topic sentences introduce these ideas clearly?
 - Have you included an explanation and one or more examples?
 - Have you checked spelling, grammar and punctuation?

Writing training 4

Strategy: Paragraph linkers

- 1** Read the essay below. Then match the paragraphs with the following paragraph topics in the correct order.

Arguments in favour
Sum up the main arguments – the writer's opinion
Arguments against
The current situation – the problem

Take notice

A 'for and against essay' can have 4 or 5 paragraphs.

- 2** Read the Strategy box on page 52. Which expressions are used below to present the arguments? Replace these expressions with expressions from the box on page 52.

Life in a small town is better than life in a big city. Discuss.

(1) Many young people living in small towns leave home and move to a big city. They are often in search of excitement, and better job opportunities. Although city life has a lot to offer, some people regret the small town lifestyle.

(2) One positive aspect of living in a small town is that the pace of life is slower, so people suffer less from stress. Many people walk to work or school, giving them more time at home with their families. In addition, there is less traffic, therefore there is less pollution and people are generally healthier.

(3) However, there are also drawbacks to small town life. Firstly, it is true that there are fewer job opportunities, especially qualified jobs because the big companies are usually in the cities. Another negative thing is access to further education as there are no universities. Another disadvantage is that there are fewer sports or cultural activities in a small town.

(4) To sum up, while small town life is generally healthier, it can also be less stimulating and offer fewer job opportunities. In my view, it is a good place to live for families with young children, but the city is more suitable for ambitious young people.

- 3** Read the essay topic. Then put the arguments a-f in the correct column. You can also add your own ideas.

Is the Internet bad for children?

- a research, schoolwork
b a lot of rubbish online
c broaden horizons
d addictive; unhealthy
e practise English – reading, videos
f bad for family / social life

Points in favour	Points against

- 4** Plan your essay using the paragraph plan in exercise 1. Choose two or three arguments for and against from the chart in exercise 3.

- 5** Write your essay. Then check the following points:

- Have you organised your essay into clear paragraphs?
- Have you used suitable expressions to present your arguments?
- Have you checked your spelling, grammar and punctuation?

Writing training 5

Strategy: Structure of a talk

- 1** Turn to page 64 and read the Strategy box. Then read the task and answer the questions below.

You have been invited by your village elementary school to give a talk about the dangers of smoking. Write your speech.

- 1 Who is the audience? Are they children or adults? Are they likely to know anything about the topic?
- 2 What is the purpose of the talk? For example, is it to inform, entertain, persuade, or inspire people?
- 3 What is your speech about? What are the main points?
- 4 Why is it important to answer these questions before you write your talk?

- 2** Read these sentences. In which parts of the talk – *introduction, body or conclusion* – would you expect to find them?

- 1 Because tobacco is a drug. Tobacco contains a substance called nicotine which is highly addictive. It is just as addictive as other drugs.
- 2 I'd first like to focus on the health risks of smoking.
- 3 Good morning. My name is ...
- 4 To summarise, I'd like you to remember - smoking kills. The best way to stop smoking is never to start.
- 5 I am here to talk to you about the dangerous habit of smoking.
- 6 Thank you for your attention.
- 7 Smoking can cause deadly diseases, such as lung cancer, heart disease or respiratory illnesses. These diseases kill people, or at the very least, they shorten their lives.
- 8 Another thing to remember is that second-hand smoking is also dangerous. If you breathe in someone else's smoke, you are at risk, too.
- 9 Finally, once you start smoking, it is very difficult to stop. Why is this?
- 10 I shall describe the negative effects of smoking, and then explain why it is better never to start.

- 3** Reorder the sentences in exercise 2 and write the talk.

- 4** Read the task below and write the talk.

You have been invited by your village health centre to give a talk about problems linked to an unhealthy lifestyle. Write your talk.

- 5** Read your talk through and check the following points:

- Is the language and content suitable for the target audience?
- Has it got an introduction, a body and a conclusion?
- Have you used suitable expressions to present your points?
- Have you checked spelling, grammar and punctuation?

Writing Strategy

Useful expressions

Here are some more expressions you can use to introduce different parts of your talk:

Introduction: *In my talk today... The purpose of this talk is... The subject of this talk is... I'm here to talk to you about... What I intend to do is explain...*

Body: *Let me start by... First of all,... I'd first like to... What's more,... Another thing to remember / bear in mind is...*

Conclusion: *As you can see,... To wrap up,... I think it's important...*

Writing training 6

Strategy: Introductions and conclusions

- 1** Read this description of an opinion essay. Then answer the questions below.

A good opinion essay should have:

- an introduction which presents the topic and briefly states your opinion;
- a main body consisting of two or three paragraphs supporting your opinion. Each paragraph presents a separate point and includes reasons and examples. You can also include a paragraph presenting the opposing viewpoint, but this is optional;
- a conclusion in which you restate and explain your opinion using different words.

- 1** How many paragraphs are there in an opinion essay?
2 Where do you give your opinion?
3 What optional paragraph can you include?

Take notice

An opinion essay presents the writer's opinion on a topic. It differs from a 'for and against' essay because it does not present both sides of an argument in a balanced way. Also, all the arguments are used to support the writer's opinion.

- 2** Turn to page 76 and read the Strategy box.
Read the paragraphs below.
Which are introductions and which are conclusions?
How do you know?

A In conclusion, a child is the legal responsibility of his parents. In my view, if the law punished them for their children's crimes, parents would take their responsibilities more seriously and control their children. This would have a positive effect on youth crime.

B In a society where almost everyone has a mobile phone, some schools have banned them on the school premises. Mobile phones can be a nuisance in the classroom, but they can also be useful. In this essay, I shall explain why banning them completely is not a solution.

C We often hear in the news of crimes committed by children. This raises the question of whether punishing the parents would help reduce child crime. Parents are legally responsible for their children, therefore they should be held responsible for the child's actions and behaviour.

D Consequently, I agree that students should keep their mobile phones turned off at school. However, mobiles can be useful in a crisis or to contact parents, therefore students should be allowed to bring them to school.

E To sum up, clearly physical punishment is never an acceptable form of discipline and it should never be used on children. If we want to build a world with less violence, we must set an example at home, and we must teach our children to be responsible.

- 3** Match the introductions and conclusions in exercise 2 with these essay topics.
There are two extra topics.

- 1** Is corporal punishment an effective way of disciplining children?
2 Should boys and girls be in separate classes? Give your opinion.
3 Should parents be punished when their children break the law? Give your opinion.
4 Does religion cause war?
5 Should mobile phones be banned from schools?

- 4** Choose one of the extra essay topics in exercise 3. Write an introduction and a conclusion. Follow these steps:

- Decide what your opinion is.
- Write a sentence presenting the issue.
- Briefly, give your opinion.

- 5** Work with a partner and compare your paragraphs. Discuss strengths and weaknesses. Suggest improvements if necessary.

Writing training 7

Strategy: Body paragraphs

- 1** Turn to page 88 and read the Strategy box. Read this paragraph and answer the questions below.

Firstly, in some countries, there are a large number of regional languages, making it very difficult to decide which ones to preserve. In Cameroon, for instance, there are about 250 indigenous languages. Consequently, the cost of preserving them all would be prohibitive and at the expense of other important services. Furthermore, some languages like *Bikya* in Cameroon, or *Njerep* in Nigeria are nearly extinct. No young people speak these languages; as a result, it would be a difficult task to revive them.

- 1 Which is the topic sentence?
- 2 Which sentence is an example? What word or expression indicates this?
- 3 Which sentence develops the main idea?
- 4 Which sentence introduces a second point? What word or expression introduces it?

- 2** Reorder the sentences in this paragraph.

Furthermore, advertising is also used to educate people about important topics such as health risks. One argument in favour of advertising is that it is useful because it informs us of new products. For example, we often learn about new gadgets and fashion items through advertising. Finally, some adverts are entertaining and clever.

- 3** Study these sentences. Which linking word or expression in each sentence is NOT possible?

- 1 Participating in a team sport helps develop skills **such as** / **like** / **but** / **including** fair-play, determination and loyalty.
- 2 One advantage of a gap year is that students could earn money to support their studies. **In addition** / **For instance** / **Furthermore** / **Also**, they would have more time to decide what they want to do in life.
- 3 Many young couples struggle to make a decent living. **Nevertheless** / **Yet** / **What's more** / **Despite this**, they choose to have a lot of children.
- 4 Voting is compulsory in Australia, **but** / **yet** / **moreover** / **although** some people still do not participate in elections.

- 4** Rewrite the sentences using the words in brackets. Make any necessary changes to word order and punctuation.

- 1 Junk food is bad for us, but a lot of people prefer it to healthy food. (However)
- 2 Language learning is interesting and it is culturally enriching. (In addition)
- 3 It is clear that team sports like football and basketball help develop collaboration skills. (such as)
- 4 School should be made compulsory until 18. Moreover, school holidays should be shorter. (What's more)

- 5** Write a 4-paragraph opinion essay about this topic:

Smoking should be banned in all public places.

Follow these steps and make notes:

- Decide what your opinion is.
- Think of points supporting your view.
- Think of examples to illustrate these points.
- Decide which points are the most important – present these first.
- Write two body paragraphs presenting your ideas.
- Finally, write your introduction and conclusion.

Writing training 8

Strategy: Writing a covering letter

1 Read the covering letter on page 100 and answer these questions.

- 1 Where is the date in a formal letter?
- 2 What greeting does the writer use?
- 3 Would *Yours sincerely* also be a suitable ending? Why? Why not?
- 4 What does the writer enclose with this letter?

Take notice

A covering letter for a job is very similar to a covering letter for a work placement.

2 Read this covering letter and find more mistakes or inappropriate content for a formal letter. Correct the mistakes and change or cut the inappropriate phrases.

Ref: Work Experience: travel agent

Dear ~~Joseph~~ Adams **Mr Adams**,

I am writing to enquire about possible work placement opportunities with your travel agency. Enclosed is my CV. I think you'll like it.


I'm 19 years old and I am currently in my final year at high school in Abidjan. I am confident that I shall do well in my Baccalaureate exam because I'm very clever! I intend to study hospitality and tourism at university with aim of pursuing a career in tourism.

I am an outgoing, enthusiastic and very handsome person with an optimistic outlook. I am reliable, hardworking and I enjoy taking initiatives. I speak and write English fluently (my mum is English!), and I have a fairly good level of spoken German.

As you will see from my CV, I have already had some experience in the sector. I worked last summer at a seaside tourist resort where I helped organise sports activities for guests. I also worked at the reception where I came into contact with people from all over the world.

I am available for video interview immediately. I can't wait to hear from you.

Best wishes



Sanga Bassou

3 Look at these adverts for part-time jobs. What skills do the jobs require? What would the employees be expected to do?

Car Hire Receptionist

RedCar Hire is looking for an outgoing, reliable person with fluent English and French. Tasks will include: dealing with customer rentals, answering the telephone, and cleaning cars.

Sales Assistant

BigShop has a vacancy in its computer department. We are looking for a smart, enthusiastic person with excellent IT and people skills, and some experience in the retail sector.

4 Read the task and write a covering letter.

Write a covering letter for one of the jobs in the adverts.

- Choose one of the adverts above and make notes about these points (use your imagination): where you saw the advert; your qualifications and skills; any experience you have; why you want this job.
- Write your letter in 200 words using your notes. Start like this:

Ref:

Dear Sir or Madam,

I am writing to apply for the position of ...

1 Present simple and present continuous

Rules

- We use the **present simple** for facts, habits and routines, and with stative verbs: *I live here. He likes coffee.*
- We use the **present continuous** for actions happening at the moment of speaking, for temporary states or actions, and to talk about future arrangements: *She is sleeping. I am leaving soon.*

1 Choose the correct verb tense in the sentences.

- 1 Farmers **are milking** / **milk** their cows every day.
- 2 What **is she usually doing** / **does she usually do** on Sundays?
- 3 Yedo **is eating** / **eats** fish for dinner tonight.
- 4 My parents **are not liking** / **don't like** my new haircut.
- 5 Doris **is busy** at the moment; she **is talking** / **talks** on the phone.

2 Complete the pairs of sentences with the present simple or present continuous of the verbs.

- 1 think a My sister about buying a new mobile.
b What you about the new school magazine?
- 2 sing a When my little brother can't sleep, I a lullaby for him.
b Can you hear David? He in the shower!
- 3 leave a She has to get up early to go to work. Her train at 6 am.
b I tomorrow. I won't see you until next week.
- 4 write a I can't come with you now. I an email.
b She is a journalist. She articles for the local newspaper.

3 Complete the sentences with the words in brackets. Use the correct present tense.

- 1 Why (you / not / eat) your dinner? (you / not / like) ndole?
- 2 Hurry up! Everyone (wait) for you!
- 3 Let's go out. It (not / rain) anymore.
- 4 Normally, my father (finish) work at five; this week, he (work) until six.

4 Complete the conversations with the verbs in the box. Use the correct form of the present simple or the present continuous.

- 1 A What you ?
B Be quiet please! I !
- 2 A What your brother ?
B He's a taxi driver. But at the moment he (not).
- 3 A Can you drive?
B I My father me.
- 4 A Why you to me?
B I didn't lie, I you that I (not) where I left your phone.

lie	teach
do (x2)	work
think	tell
remember	learn

5 Complete this conversation. Use the present simple or the present continuous.

- Bintu: Hi Flora! What you (do) next Saturday afternoon?
- Flora: I (stay) at home. Why?
- Bintu: I (go) into town with some friends. Do you want to come?
- Flora: I can't. I (look after) my little cousin Obame.
- Bintu: Obame? Your cousin who (come) from Dakar?
- Flora: Yes. He normally (live) in Dakar, but this week he (stay) with us.
- Bintu: Why you (not / bring) him with you?
- Flora: I (prefer) not to. He's too young.
- Bintu: And what about Sunday? I (go) to a music festival with my brother. Are you free?
- Flora: Yes, I (think) that would be possible. On Sundays my sister (often / stay) at home; I (hope) she can look after Obame.

2 Past simple and past continuous, past perfect and past perfect continuous

Rules

- We use:
- the **past simple** to talk about a past action or event that is finished: *They arrived 2 years ago.*
 - the **past continuous** for long actions at a specific time in the past: *At 10 pm yesterday he was sleeping.*
 - the **past perfect** to describe an action that happened before another action in the past: *The bus had already left when...*
 - the **past perfect continuous** for long actions that happened before another one in the past: *I had been running when...*

1 Choose the correct verb tense in the sentences.

- 1 He was late this morning. When he **came** / **was coming** into the station, the train **had left** / **had been leaving** already.
- 2 He blushed and she **was realising** / **realised** that he **lied** / **had been lying**.
- 3 How fast **had you driven** / **were you driving** when the accident **happened** / **was happening**?
- 4 Mani and I were good friends. We **had known** / **were knowing** each other for years.
- 5 We **were** / **had been** exhausted because we **were** / **had been** walking for over six hours.

2 Use the verbs in brackets to complete the sentences in the past simple or past continuous.

- 1 - What **was she doing** (do) when you **called** (call)? - She **was cooking** (cook).
- 2 - **Were you going out** (go out) last night? - No, I **was** (be) too tired.
- 3 I **was walking** (walk) home last Monday when suddenly I **heard** (hear) a strange noise behind me. I **thought** (think) that somebody **was following** (follow) me. I was so scared that I **started** (start) to run.
- 4 - **Were you hearing** (hear) the thunder yesterday evening? - No, I didn't! The storm **started** (start) when I **was sleeping** (sleep) and it **woke** (not / wake) me up.

3 Choose the correct time expressions.

- 1 We were driving home **when** / **as soon as** we saw a car which had broken down, so we stopped to help.
- 2 Yéro couldn't wait to get a bike. **Before** / **As soon as** he had saved enough money, he bought one.
- 3 **Before** / **When** he went home, he stopped off to see a friend. **After** / **When** he got home, it was late and his parents were worried.
- 4 They emigrated to England **before** / **after** they had finally managed to sell their house.

4 Complete the sentences with the verbs in the box in the past simple or past perfect.

- 1 She felt angry because she **lost** her mobile phone on the train.
- 2 I **didn't hear** (not) a sound when I got home: everybody **was sleeping** to bed.
- 3 He was really nervous at the airport. He **had never been** (never) before.
- 4 I offered Nadia something to eat, but she **wasn't hungry** (not) hungry. She **had just eaten** (just) breakfast.

5 Use the verbs in the box to complete the sentences.

- 1 Assiba was sitting on the ground, out of breath. She **was out of breath**.
- 2 When I arrived, my sister was crawling on the floor. She **was looking for** her contact lens.
- 3 Nothing was left of the cake. They **had eaten** it all up!
- 4 I woke up suddenly, confused. I **didn't know** where I was. I **was confused**.
- 5 When they got home, the television was on. Somebody **was turning it off**.
- 6 - Where were you?
- Sorry I'm late, I **was late** my mother.

Choose between the past continuous, the past perfect and the past perfect continuous.



fly
hear
leave
go
have
be

eat
look
run
forget
help
dream

3 Present perfect simple and present perfect continuous

Rules

- The **present perfect simple** is *have/has + past participle*. We use it for actions that have a connection with *now*. We often use it with *just, yet, still, already, ever* and *never*: *They have just arrived. He hasn't finished yet.*
- The **present perfect continuous** is *have/has been + -ing form*. We use it for an activity that is still happening or has just stopped: *We have been walking for two hours.*
- We can use **for** and **since** with both forms of present perfect: **for** + a period of time, **since** + the start of a period.

1 Complete B's sentences with the present perfect simple, using the words in brackets.

- | | |
|----------------------------------|--|
| 1 A What's Abbo's sister like? | B I have no idea. (I / never / meet) her. |
| 2 A Is Aïcha here yet? | B Yes, (she / just / arrive). |
| 3 A Are you going to the market? | B No, (I / already / be) there. |
| 4 A Can you play chess? | B Yes, but (I / not / play) for ages. |

2 Complete the sentences with **for** or **since**.

- | | |
|---|---|
| 1 It's been raining lunchtime. | 4 I wonder where Simo is. I haven't seen him last week. |
| 2 Let's go now! We've been waiting two hours! | 5 Nadia has lived in Doula three years. |
| 3 We've lived in Dakar 2003. | |

3 Read the situations and write sentences with **just**, **already** or **yet** and the words in brackets.

- Omar goes out. Ten minutes later, the phone rings and somebody asks to talk to him.
You say: Sorry, (go out)
- You are still thinking about a place to go for your holiday. A friend asks you about your plans.
You answer: (not / decide)
- Flora went to the market but returned a few minutes ago. Somebody asks, 'Is Flora still at the market?'
You answer: No, (come back)
- On Saturday evening, you go to the cinema with your sister. On Sunday, some friends ask you to come with them to the same cinema, to see the same film.
You answer: No thanks, (see)
- You are eating in a restaurant. The waiter starts to take your plate away but you're still eating.
You say: Wait a minute please! (not / finish)

4 Read the situations and write questions with the words in brackets.

- You see somebody fishing by the river. You ask:
(catch / any fish?)
- You meet somebody who is a writer. You ask:
(how many books / write?)
(how long / write / books?)
- You're talking about Abidjan to a foreign visitor. You ask:
(ever / be / Banco National Park?)
- A friend of yours is saving money to go on holiday. You ask:
(how long / save?)
(how much money / save?)

Use the present perfect simple or continuous.



5 Put the verb in the correct form, present perfect simple or continuous.

- I (always / want) to be like her!
- Where have you been? you (play) tennis?
- Look! Somebody (break) that window.
- We (walk) a lot. We are exhausted.
- I (lose) my hat. you (see) it?
- I (read) the book you lent me, but I (not / finish) it yet.

4 Present perfect and past simple

Rules

- The **present perfect** tells us something about the situation *now*.
We can use it for recent events, or to talk about past experiences when no time is mentioned: *I have been to London.*
- The **past simple** tells us only about the past.
With *last* and *ago*, and to ask *When...?* or *What time...?*, we have to use the past simple: *When did they arrive?*

1 Choose the correct verb form in the sentences.

- 1 This is a nice place, isn't it? Is it the first time you **went** / **have been** here?
- 2 – Sorry, Zola has gone out. – Oh, has she? What time **did she go** / **has she gone**?
- 3 After leaving school, Samuel **got** / **has got** a job in a post office.
- 4 I'm still not sure what to do. I **didn't decide** / **haven't decided** yet.
- 5 When I **decided** / **have decided** to be a singer, no one **encouraged** / **has encouraged** me.

2 Complete the sentences with the words in brackets.

Use the present perfect or past simple.

- 1 It (be cold / last week).
- 2 It (not / rain / this / week).
- 3 Doris (earn / a lot of money / this year). She (not / earn / so much / last year).
- 4 (you / have / a holiday recently)?
- 5 Can you help us, please? Our car (break down).

3 Put the verb into the correct form, present perfect or past simple.

- 1 What do you think of my English? Do you think it (improve)?
- 2 I don't know where Flora is. you (see) her?
- 3 Where's my bike? It (be) outside the school but it's not there anymore.
- 4 Daniel's father (work) in a bank for fifteen years. Then he gave it up.
- 5 A you (go) to the cinema last night?
B Yes, but it (be) a mistake. The film (be) really bad!
- 6 Yedo lives in Douala. He (live) there for 3 years.
Before that, he (live) in Yaoundé.

4 Use the verbs in the box to complete the sentences in the present perfect or past simple.

- 1 – Are you still reading that magazine? – No, I it. You can have it.
- 2 She for a job as a tourist guide, but she wasn't successful.
- 3 I learned Spanish when I was young, but I most of it now.
- 4 Look! There's an ambulance. There an accident.
- 5 The police two people, but they soon let them go.
- 6 It raining for a few hours, but now it's raining again.

finish
arrest
stop
apply
forget
be

5 Complete each question using a suitable verb in the present perfect or past simple.

- 1 A – How was your holiday? a nice time?
B – Yes, thanks. It was great!
- 2 A – Why to bed so early last night?
B – I was feeling very tired.
- 3 A – to Abidjan?
B – No, never, but I went to Yamoussoukro last year.
- 4 A – Your house is beautiful! How long here?
B – Nearly six years.

5 Future tenses

Rules

We use:

- *will* for predictions about the future or decisions taken at the moment of speaking;
- *going to* for future plans and intentions or predictions based on evidence;
- *will be* + present participle (future continuous) to talk about an activity in progress at a certain time in the future;
- *will have* + past participle (future perfect) for an action that will be finished by a certain time in the future.

1 Choose the correct words.

- 1 This bag is good quality. I think it **will / is going to** last a long time.
- 2 The best player in the team has been injured. He won't **be playing / playing** in the next game.
- 3 – I don't know how to use this camera. – It's easy, I **am going to / will** show you.
- 4 This is taking so much time! When will you **be finishing / have finished**?
- 5 – Shall I do the washing-up? – No, it's all right. I **will / won't** do it later.
- 6 – What are you doing with that bucket of water? – I **am going to / will** wash the car.

2 Complete the sentences with *will* or the correct form of *going to*.

- 1 – Why are you turning on the television? – I _____ watch the news.
- 2 – I haven't got any money. – Don't worry, I _____ lend you some.
- 3 I _____ do some shopping tomorrow. Would you like to come?
- 4 – Did you buy that magazine for me? – Oh, I'm sorry, I forgot. I _____ do it now.
- 5 – Have you decided where to go for your holidays? – Yes, we _____ visit London.
- 6 I think Yédo _____ get the job. He has a lot of experience.
- 7 Don't wait for me tonight. I don't think I _____ be there in time for dinner.

3 Use *will* and the correct form of the verbs in the box to complete these sentences.

- 1 You must meet my cousin sometime. I'm sure you _____ her.
- 2 I've invited Efna, but I don't think she _____.
- 3 Do you think people _____ longer in the future?
- 4 It's raining. Don't go out. You _____ wet.
- 5 When the new bridge is finished, my journey to school _____ much shorter.
- 6 Goodbye! I expect we _____ again very soon.

live
like
come
get
meet
be

4 Complete the sentences with *will* or *won't*.

- 1 If you don't eat anything now, you _____ be hungry later.
- 2 Can you wait for me? It _____ take too much time.
- 3 I'm sorry about that. I promise it _____ happen again.
- 4 It's incredible! You _____ never believe what happened to me!
- 5 Don't ask your sister for advice. She's too young. She _____ know what to do.
- 6 Why don't you try on this hat? I'm sure it _____ look nice on you.

5 Complete the sentences with *will have* or *will be* and the correct form of the verbs in brackets.

- 1 – Can we meet on Sunday morning? – No, I _____ (visit) my grandmother.
- 2 Don't call between 7 and 8. We _____ (have) dinner then.
- 3 We're late. I'm afraid the train _____ (leave) by the time we get to the station.
- 4 If you need to contact me, I _____ (stay) at the Central Hotel until Saturday.
- 5 By next Friday I _____ (finish) my exams, so I will be able to go out with you.
- 6 At 10 o'clock tomorrow, Flora will be on the plane. She _____ (travel) to Paris.

6 Present modals

Rules

- We use:
- *may, might and could* to express **possibility**;
 - *mustn't* to talk about **prohibition**;
 - *should* for **suggestions and advice**;
 - *must and have to* for **obligation**;
 - *can and can't* for **ability and inability**;
 - *may, must, could and can't* to make **deductions**.

1 Choose the correct words.

- 1 She's not answering the phone. She **might** / **has to** be in the shower.
- 2 I'm afraid I **can't** / **could** come to your party tomorrow.
- 3 My uncle has travelled a lot. He **might** / **can** speak four languages.
- 4 Fatimatou isn't here today. She **may** / **should** be ill.
- 5 You **mustn't** / **don't have to** come if you don't want to.
- 6 You **needn't** / **shouldn't** say that, you're being rude!

2 Write these sentences in a different way using *can, can't, may or may not*.

- 1 It's impossible to go without an invitation. → We
- 2 Perhaps you're too ambitious. → You
- 3 I'm afraid I'm unable to help you. → I'm afraid
- 4 I'm sure it's still possible to buy a ticket. → I'm sure you
- 5 Perhaps he doesn't want to see you. → He
- 6 They think he's able to do it. → They think he

3 Complete the sentences with *must, mustn't, can't or don't / doesn't have to*.

- 1 This is a surprise. You tell anyone about it.
- 2 I can stay in bed tomorrow morning, because I go to school.
- 3 We don't have much time. We hurry.
- 4 Fatou get up early on Saturdays, but she usually does.
- 5 I'm sure I gave you the key. Look in your bag. You have it.
- 6 Who's knocking on the door? It be John, he's still at school.

4 For each situation, write a sentence with *should* or *shouldn't* using the phrases in the box.

go to bed so late apply for the job put some posters on the walls
take a photograph use his car all the time pass the exam

- 1 What a beautiful view! → You
- 2 John is always tired. → He
- 3 Doris has been studying very hard. → She
- 4 I think your room looks boring. → You
- 5 My cousin drives everywhere. He never walks. → He
- 6 Did you know that they're looking for a teaching assistant? → You

5 Write these sentences in a different way using *may, must, mustn't or needn't*.

Try to find another one!
→ You

Don't look at him!
→ You

We don't have to hurry.
→ We

You're not allowed to go in.
→ You

It's not necessary to arrive early.
→ You

You have the possibility to try.
→ You

7 Past modals

Rules

- We use:
- *could have* for **past possibility**;
 - *didn't have to* for **lack of obligation**;
 - *should / shouldn't have* to express **regret**;
 - *had to* for **past obligation**;
 - *could and was / were able to* for **past ability**;
 - *might have, may have, must have* for **deductions**.

1 Choose the correct words.

- 1 We **had to leave** / **must have left** because we were short of time.
- 2 I can't find my bag anywhere. I **had to leave** / **may have left** it in the shop.
- 3 This jacket is very good quality. It **shouldn't have been** / **must have been** very expensive.
- 4 Omar hasn't called me back. He **can't have got** / **didn't have to get** my message.

2 Complete the sentences with *should have* or *shouldn't have* and the correct form of the verbs in the box.

- 1 I'm feeling sick. I _____ so much.
- 2 They were irresponsible. You _____ to stop them before the incident happened.
- 3 When we got to the restaurant, there were no free tables. We _____ a table.
- 4 They were really confused about your email. You _____ that message to them.

try
send
eat
reserve

3 Write these sentences in a different way using the modal in brackets.

- 1 Maybe they had the wrong number. (might)
- 2 It was a terrible accident. (must)
- 3 I don't think they heard you. (can't)
- 4 Perhaps they were arrested. (might)

8 Verb patterns

Rules

- Some verbs are followed by *-ing* and some are followed by the **infinitive (to...)**: *They keep fighting. I want to come.*
- Some verbs can be followed by *-ing* or the **infinitive** with a difference in meaning: *Stop talking! She stopped to talk to me.*

1 Choose the correct verb form in the sentences.

- 1 He refuses **coming** / **to come** with us. He has decided **staying** / **to stay** at home.
- 2 Can't you avoid **being** / **to be** late every morning?
- 3 I don't mind **getting up** / **to get up** early during the week, but I enjoy **staying** / **to stay** in bed longer on Sundays.
- 4 Stop **bothering** / **to bother** her, will you?

2 Complete the sentences with the infinitive or *-ing* form of the verbs in brackets.

- 1 Remember _____ the door when you leave! (lock)
- 2 I don't understand how they came in. I clearly remember _____ the door. (lock)
- 3 You should try _____ more understanding. He's only 5 years old. (be)
- 4 The printer isn't working? Try _____ that button, it might help. (press)
- 5 Don't forget your umbrella. It's starting _____. (rain)
- 6 I started _____ English four years ago. (learn)

3 Complete the sentences with the infinitive or *-ing* form of the verbs in the box.

- 1 They wanted _____ the game yesterday evening, so they asked _____ home earlier.
- 2 Come on! You'll never manage _____ a goal if you keep _____ the ball!
- 3 I intended _____ them a present but they forgot _____ me their address.
- 4 He decided he would give up _____ and start _____ more.

watch exercise
score give
send smoke
avoid go

9 Gerunds

Rules

- Gerunds can be the **subject** of a sentence: *Walking is good for you.*
- Gerunds are used after **prepositions**: *before, after, for, in, by, of, about, without* → *He left without saying a word.*

1 Choose the correct words to complete the sentences.

- 1 Don't you think **repairing** / **being repaired** the door would be a good idea?
- 2 It is essential **to protect** / **protecting** children's rights.
- 3 The captain was suspected of **be** / **being** a spy.
- 4 They're thinking of **building** / **having built** a new house.
- 5 The heavy rains didn't stop us from **enjoy** / **enjoying** the weekend.

2 Complete the sentences with the -ing form of the verbs in the box.

- 1 How about out tomorrow evening?
- 2 I'm afraid Joseph has no chance of the exam.
- 3 He should thank her for him.
- 4 can help you learn foreign languages.
- 5 a lot of money can be risky.

pass
invite
borrow
go
travel

3 Join the following sentences using the words in brackets. Make any necessary changes.

- 1 They learnt to read. They didn't go to school. (without)
- 2 He worked at the post office. He got a new job in a bank. (before)
- 3 She went back to school. She recovered from her illness. (after)
- 4 You can improve your English. You can listen to the BBC on the radio. (by)
- 5 You should go out. You shouldn't stay at home all day long. (instead of)

10 Comparatives and superlatives

Rules

- The **comparative** form is **-er than** for short adjectives and **more... than** for long adjectives. We can also make comparisons with **(not) as... as**.
- The **superlative** form is **the -est** for short adjectives and **the most...** for long adjectives.

1 Use the words in brackets in the comparative form to complete the sentences. Use *than* when necessary.

- 1 It's to learn a foreign language in a country where it is spoken. (easy)
- 2 I really enjoyed our visit to the zoo. It was I expected. (interesting)
- 3 I'm afraid the situation is it seems. (much / complicated)
- 4 It was very hot yesterday. Today it's (a bit / cold)

2 Complete the sentences with a comparative form of the words in the box. Use *than* when necessary.

- 1 My grandmother's house is really close to mine, but my uncle's house is away.
- 2 He doesn't study very hard. He's in having fun.
- 3 Unfortunately her illness was we thought at first.
- 4 I'd like a house. We don't have enough space here.

interested
big
far
serious

3 Complete the sentences with *as... as*.

- 1 It's still cold, but it was colder yesterday. It isn't
- 2 I'm quite tall, but you are taller. I'm not
- 3 My salary is high, but yours is higher. My salary isn't
- 4 I still feel quite tired, but I felt a lot more tired yesterday. I don't

4 Complete the sentences with the adjectives in brackets. Use a comparative or a superlative.

- 1 This is hotel in town. (cheap)
- 2 Everest is mountain in the world. It is than any other mountain. (high)
- 3 What's country in the world? (small)
- 4 What is sport in your country? (popular)

11 The passive

Rules

The passive is formed with **be + past participle**: *Coffee is grown here.*

We often use the passive when the **action** is more important than the person who does it.

In a passive sentence, we can use **by** to introduce the agent (who or what does the action): *He was arrested by the police.*

1 Rewrite these sentences in the passive form. Mind the tenses.

- 1 Last year, a hurricane devastated the village.
- 2 The authorities are building a new sports centre.
- 3 The judges have sent them to prison.
- 4 A policeman arrested her.
- 5 Somebody has stolen money from the bank.
- 6 The government gave the inhabitants free access to the healthcare centre.

2 Put the verb into the correct form of the present simple or past simple, active or passive.

- 1 Where (these photographs / take)?
In Cotonou? (you / take) them?
- 2 It's a big factory. Four hundred people (employ) there.
- 3 While I (be) on holiday, my camera (steal) from my hotel room.
- 4 The park gates (lock) at 7 pm every day.
- 5 Experts (estimate) that 200 million children (force) to work in dangerous jobs around the world.
- 6 Joseph's parents (die) when he was 3.
He (bring up) by his grandparents.



3 Use the passive form to complete the sentences with the verbs and tenses in brackets.

- 1 Sorry, you can't use the computer. It already (use). (present continuous)
- 2 The house (clean). (present perfect)
- 3 All flights (cancel) yesterday because of the storm. (past simple)
- 4 A new hospital (build) near the airport. (present continuous)
- 5 When we arrived at the stadium, we found that the game (cancel). (past perfect)

4 Make sentences with the words in brackets.

- 1 His mother had a serious accident yesterday.
(She / take / to hospital)
- 2 Our neighbour disappeared two weeks ago.
(He / not / see / since then)
- 3 The room looks different. (you / paint / the walls?)
- 4 Last time I came, I spent hours in traffic jams. (The new bridge / not / build / yet)
- 5 They left late and missed their plane. (They / should / leave / earlier)

Choose between the active or passive form and mind the tenses.



5 Complete the sentences with the correct passive form of the verbs in the box.

- 1 Listen! There's somebody behind us. I think we
- 2 If he hadn't insulted the policeman, he wouldn't
- 3 Do you think that more money should on health and education?
- 4 I didn't receive the letter. I think it to the wrong address.
- 5 Binta's grandmother a present when she retired.
- 6 How much will you in your job?

send
arrest
pay
spend
give
follow

12 The impersonal passive

Rules

The impersonal passive is formed with **be + past participle** of verbs such as *say, believe, think, know, claim, suppose, report...*
 We use it to report an opinion or a speech in an **impersonal way**: *He is said to be 102 years old.*
 We can use *supposed to* to say what is / was intended but often doesn't correspond to the reality: *She was supposed to come.*

1 Rewrite these sentences using the verbs in brackets.

Example: Three people have been killed in the attack. (report)
 → *It is reported that three people have been killed in the attack.*

- 1 Their company is losing money. (claim)
- 2 The thieves entered the house between 6 and 7 pm. (think)
- 3 There is a secret passage between the two houses. (say)
- 4 The universe was created after the Big Bang. (believe)

2 Make passive sentences using the words in brackets and the appropriate tenses.

- 1 Oh, no! I to call my sister but I completely forgot! (suppose)
- 2 The new museum to open last summer, but it didn't. (expect)
- 3 I can't wait to see that movie. It to be very good. (suppose)
- 4 The police are looking for a missing boy. He to be wearing a red coat. (believe)

3 Complete the sentences using the correct form of *supposed to be* and the words in the box.

- 1 Everyone has heard about the plan, even though it
- 2 What does this painting represent? Is it the sky? Or maybe it
- 3 I'm sorry I said that, I was just trying to be funny. It
- 4 I really shouldn't be eating so much sugar. I
- 5 How come you're still watching TV? You

the sea
 on a diet
 a joke
 working
 a secret

13 Negative structures

Rules

- We use the adverbs *rarely, seldom, scarcely, hardly, or hardly ever* to say 'almost not / never'.
- We use *not only... but also, neither of... or neither... nor* to talk about two things. When we put *not only* at the beginning of the sentence, to add emphasis, we reverse the order subject / verb or auxiliary.
- All these terms are used with verbs in the affirmative form: *Not only is she a writer, but she is also an actor.*

1 Choose the correct words to complete the sentences.

- 1 Both my cousins live in Germany, but **nor** / **neither** of them can speak German fluently.
- 2 She was so shocked when she heard the news, she could **hardly** / **neither** speak.
- 3 Not only **he can** / **can he** sing, but he can also dance.
- 4 It was incredible. He could **rarely** / **scarcely** believe it.

2 Rewrite the following sentences using the words in brackets.

- 1 I almost never shop online. (hardly ever)
- 2 He doesn't watch TV very often these days. (seldom)
- 3 My father can't speak English, and my mother can't either. (neither)
- 4 After the accident, I couldn't move my arm much. (scarcely)

3 Join the sentences or the clauses with *not only...but also* or *neither... nor*.

- 1 She wrote the play. She also created the costumes. → Not only
- 2 Doris didn't come yesterday, and Brahim didn't either. → Neither
- 3 He travels all around Africa for his job. He also travels to Europe. → Not only
- 4 He can't read, and he can't write either. → He can

14 Determiners

Rules

We use determiners before nouns and noun phrases.

- Some determiners can be used only with **countable nouns**: *many, (a) few, several* → *There were several police cars.*
- Some determiners can be used only with **uncountable nouns**: *much, (a) little* → *I have little hope.*
- Some determiners can be used with **both types** of nouns: *no, some, any, enough, a lot of...* → *He has no money. Here are some magazines.*

1 Choose the correct words in the sentences.

- 1 We didn't have **no** / **enough** time to visit all the interesting places.
- 2 I've got **a little** / **several** friends who can speak three different languages.
- 3 There aren't **many** / **some** tourists in that area.
- 4 You need **many** / **a lot of** money if you want to travel around the world.
- 5 Do you mind if I ask you **a few** / **enough** questions?
- 6 I tried to call Sanga, but there was **any** / **no** answer.

2 Complete these sentences with *some, any* or *no*.

- 1 Are there messages for us?
- 2 Sorry, I'm afraid there is battery left on my phone.
- 3 In countries, girls are forced to marry very young.
- 4 They didn't have choice.
- 5 Excuse me, I would like information about the next train to Douala.
- 6 The bus was empty yesterday. There were passengers at all.

3 Choose between *much, many, little* and *few* to complete the sentences.

- 1 I don't know Spanish – only a few words.
- 2 She arrived last week from Bamako. She doesn't know people in the school yet.
- 3 Most international companies don't spend money on local communities.
- 4 It was a real surprise that they won the match. people expected them to win.
- 5 Today is a holiday. You will not find shops open.
- 6 We asked for new computers in our school, but we have hope.
They're too expensive.

4 Complete the sentences with the determiners in the box.

- 1 Only people came to the concert. They had expected a larger audience.
- 2 It was surprise to us that he passed the exam. He had really studied
- 3 trains were late because of the accident.
- 4 That singer is so popular that there weren't seats for everyone.
- 5 There were very trains. We had to wait for hours.
- 6 I need help with that new computer programme. Could you stop by tomorrow?

several
some
a lot
few
enough
no
a few

5 Use appropriate determiners to complete these sentences.

- 1 Do you have idea how long the meeting is supposed to last?
- 2 There is time left. You should hurry up!
- 3 He didn't get votes to be elected.
- 4 I'm afraid they don't know about renewable energies.
- 5 In poor communities, girls are not sent to school.
- 6 – It's really hot here. Would you like some water? – Yes, please, just

15 The conditional

Rules

- We use:
- the **zero conditional** (*if* + present simple, present simple) for things that are **generally true**;
 - the **1st conditional** (*if* + present simple, *will* / *won't* + verb) for **probable** things;
 - the **2nd conditional** (*if* + past simple, *would* / *wouldn't* + verb) for **improbable** things;
 - the **3rd conditional** (*if* + past perfect, *would* / *wouldn't have* + verb) for **imaginary** things that didn't happen in the past.

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

	Condition	Result	Type of conditional
1	I / speak English / well enough	travel / London / next summer	1st conditional
2	she / win the race	her parents / be / proud of her	1st conditional
3	I / get up late	miss / the bus	zero conditional
4	I / win / lottery	donate the money / a women's rights association	2nd conditional
5	my parents / let me / go out	be able / come with you	1st conditional
6	people / not / exercise regularly	not / feel good	zero conditional

2 Complete the sentences with *will* or *would*.

- If you were more sensitive, you understand that she needs help.
- I buy a tablet if it was less expensive.
- If you get the highest score, you be rewarded.
- If he knew, he be really angry.
- I call you if I hear something new.
- If they hurry up, they be able to catch the next train.

3 Use the prompts to write sentences in the second conditional starting with *If*.

- there / be / something wrong / I / tell you
- she / have / more money / she / help you
- you / explain / the situation to her / she / understand
- the factory / close down / many people / lose their jobs
- I / have the choice / I / live / closer to the centre
- this bread / not be so salty / it / taste better

4 Put the verb in the correct form. Choose between the second and third conditional.

- If you (be) not so shy, you would easily pass the test.
- If you had been more understanding, things (be) different.
- I'm glad we have a map. I'm sure we would get lost if we (not / have) one.
- None of this (happen) if you had listened to me.
- If I (know) he was in hospital, I would have gone to visit him.
- Why do you read the news? - If I (not / read) the news, I wouldn't know what is going on in the world.

5 Complete the sentences in the first, second or third conditional using the correct form of the verbs in brackets.

- Liz (not / be tired) all the time if she didn't go to bed so late.
- The accident was his fault. If he (drive) more carefully, it wouldn't have happened.
- If you don't answer this message, I (never / talk) to you again.
- The dog wouldn't have attacked you if you (not / frighten) it.
- Sorry, I have to go. My friends will get worried if I (not / be) on time.
- Their holiday was nice, but they (enjoy) it more if the weather had been better.

16 Relative clauses and pronouns

Rules

- We use the **relative pronouns** *which* and *that* to refer to objects; *who*, *whose*, *whom* or *that* for people.
- We use: – a **defining relative clause** to add essential information, which cannot be removed;
– a **non-defining relative clause**, separated by commas, to add secondary information.
- We can use: – a **reduced relative clause (or participle clause)** with *-ing* to replace a verb in the active form;
– a **reduced relative clause (or participle clause)** with *-ed* to replace a verb in the passive form.

1 Choose the correct word to complete each sentence.

- 1 The house **that** / **who** was destroyed in the fire has been rebuilt.
- 2 I met a girl **which** / **whose** brother knows you.
- 3 The man **whom** / **which** I wanted to see was away.
- 4 My brother Simo, **that** / **who** is a teacher, lives in Cotonou.
- 5 The new stadium, **who** / **which** can hold 400 people, will open next week.
- 6 This is the park **where** / **that** we play football.

2 Complete the sentences with *who*, *whose*, *whom* or *where*.

- 1 Do you know a shop near here I can buy some stamps?
- 2 A pacifist is a person thinks that wars are wrong.
- 3 What's the name of the boy bike you borrowed?
- 4 The place they spent their holiday was amazing.
- 5 An orphan is a child parents are dead.
- 6 The woman with he fell in love left him after only a few weeks.

3 Join these sentences with an appropriate relative pronoun. Use commas where necessary.

- 1 Yaoundé is a town. I would like to visit that town.
- 2 His father is often away from home. His job involves a lot of travelling.
- 3 She showed me a photograph of her father. He's a policeman.
- 4 The strike at the factory started a week ago. It is over now.
- 5 Parakou is the biggest city in north Benin. My brother lives there.
- 6 Yesterday I met a woman. She owns a restaurant.

4 Join these sentences using the relative pronoun *who*, *that* or *which*.

Sometimes the relative pronoun can be left out (when it is the object of the relative clause).

- 1 The boy is very friendly. He lives next door. → The boy
- 2 The book is about a girl. She refuses to get married. → The book
- 3 We couldn't go to the wedding. We were invited to that wedding. → We couldn't go
- 4 A nurse came to visit my grandfather. She was rude and impolite. → The nurse
- 5 A bus runs every hour. It goes to the station. → The bus
- 6 Rachel bought a dress. It doesn't fit her very well. → The dress

5 Make one sentence from two, using an *-ing* or *-ed* participle clause each time. Start as shown.

- 1 There's a path at the end of the road. The path leads to the river.
→ At the end of the road there's a
- 2 A hospital has just opened in the town. It employs 60 people.
→ A hospital
- 3 A man was injured in the accident. He was taken to hospital.
→ The man
- 4 The school sent me a brochure. It contained all the information I needed.
→ The school sent me a
- 5 Some computers were stolen from the shop. They haven't been found yet.
→ The computers
- 6 A woman was arrested by the police. What was her name?
→ What was the name of

17 Need and dare

Rules

Need and *dare* can be used as ordinary verbs or as modal verbs, with a similar meaning. The present modal form of *need* is only used in negative sentences. In the past, *needn't have* and *didn't need to have* slightly different meanings.

	need	dare
Modal verb	<i>I needn't go.</i> <i>I needn't have gone.</i> (I did go, but it was unnecessary)	<i>I daren't go alone. / How dare you go?</i> <i>I dared not go alone.</i>
Ordinary verb	<i>I (don't) need to go.</i> <i>I didn't need to go.</i> (We don't know if you went, but it was unnecessary.)	<i>I don't dare (to) go alone.</i> <i>I didn't dare (to) go alone.</i>

1 Choose the correct words to complete the sentences.

- 1 They need leave / to leave early tonight. Their father is waiting for them.
- 2 You **hadn't** / **didn't** need to take antibiotics for a cold.
- 3 We had a argument yesterday. I don't **dare** / **need** call her now.
- 4 You needn't have **to bring** / **brought** your camera. I could have lent you mine.
- 5 I can't believe it! How **dare** / **needed** he suggest I was lying!

2 Complete the sentences using *need*, *needn't*, *dare* or *daren't*.

- 1 You have waited for me. I could have taken the bus home.
- 2 How you talk to me like that!
- 3 She didn't to go out alone that night. She didn't feel safe.
- 4 I'm sorry, I to go now. I'll come back later.
- 5 I tell him what happened. I'm afraid he will be mad at me!

18 Indirect questions

Rules

- Indirect questions are used after the following expressions: *Can you tell me...; Do you know...; I don't know...; I have no idea...; I wonder...; Ask her... Have you any idea...?*
- We change the **word order** in indirect questions: **subject + verb** (auxiliary): *Ask him what time it is.*

1 Choose the correct words.

- 1 I would like to know what this word **mean** / **means**.
- 2 Do you have any idea where **does Doris live** / **Doris lives**?
- 3 He didn't know whether they **were** / **are** allowed to go home.
- 4 She had no idea why **they had called** / **did they call** her.
- 5 You should ask them why **didn't they** / **they didn't** come yesterday.

2 Make a new sentence from the question in brackets, starting as shown. Mind the tenses and the word order.

- 1 (What do you want?) Tell me
- 2 (Did Sandra get my email?) Do you know?
- 3 (Where's my camera?) Do you know?
- 4 (How far is it to the station?) Can you tell me?
- 5 (Why do they want to see him?) Have you any idea?
- 6 (How much does it cost to send a letter to Australia?) I wonder

- 3 You call your friend Samuel, but he isn't there and somebody else answers the phone. You want to know three things: Where has he gone? What time will he be back? Did he go out alone? Complete the conversation.

- A Do you know where?
- B I'm sorry, I have no idea.
- A OK. And I suppose you don't know
- B Absolutely not.
- A One last thing. Do you know?
- B I'm afraid not, I didn't see him go out.
- A Never mind. Thank you anyway! Goodbye.

19 Reported speech – statements, questions, requests and orders

Rules

- To change direct speech into reported speech, don't forget to change the **punctuation, pronouns, time expressions** and the **tenses**. Go back one step in the past.
- For **statements**, use *that* after the reporting verb. For **yes / no questions**, use *if* after the reporting verb.

1 Complete the table with the indirect expressions below.

that morning	the next day
that night	the previous day
the week after	then
that day	there

tomorrow → the next day
 this morning → (1) _____
 yesterday → (2) _____
 tonight → (3) _____

today → (4) _____
 now → (5) _____
 here → (6) _____
 next week → (7) _____

2 Rewrite the sentences in direct speech. Pay attention to the punctuation.

Example: Flora explained that she had missed the bus the previous day.

→ 'I missed the bus yesterday,' Flora explained.

- The immigration officer asked how long we intended to stay in the country.
- Bintu told Brahim not to worry.
- They told me that they had been to Bamako the previous week.
- Assana asked if we wanted to go out the next day.
- Mum asked us to go to the shop.
- I promised my friend that I would help her with the exercises.

3 Rewrite the sentences in reported speech.

Example: 'I'm staying in London,' said Mark. → Mark said that he was staying in London.

- 'I want to stay here until the summer,' he added
- 'My car was stolen yesterday,' said Flora's mother.
- 'A major discovery was made last week,' announced the scientist.
- 'We have to leave tomorrow,' said Assana.
- 'My brother is flying to Dakar tomorrow,' said Ayo.
- 'I hope he'll phone us when he arrives,' said Mum.

4 Rewrite the questions in reported speech.

Example: 'What time will you arrive tomorrow?' the receptionist asked us.

→ The receptionist asked us what time we would arrive the next day.

- 'Are there any rooms free for next week?' the tourists asked the receptionist.
- 'What are you doing tomorrow, Nadia?' asked Fatou.
- 'Can you pick me up tomorrow morning?' Brahim asked the taxi driver.
- 'Why didn't you visit us while you were in Douala?' the girl asked her cousin Peter.
- 'Have you seen the English teacher anywhere?' the principal asked me.
- 'Why do you worry so much?' my brother asked me.

20 Used to

Rules

- We use **used to / didn't use to + infinitive** for things that were true in the past but are no longer true.
- Be careful not to confuse with '**be used to**' + **-ing form**, which means 'to be accustomed to'.

1 Complete the sentences with **used to** and the verbs in the box.

- Doris a lot, but now she prefers to stay at home.
- Our family a dog, but it died last year.
- There a hotel in the town, but it closed several years ago.
- I a lot of coffee, but now I prefer tea.

have travel
 drink be

2 Complete the sentences using the words in brackets and the correct form of **used to** or **be used to**.

- People a TV at home. (not / have)
- My grandmother after me when I was a baby. (look)
- We in London now. We've been here for 6 months. (live)
- Where before you moved here? (you / live)

21 Wishes and regrets

Rules

- We use **wish** + **past simple** to say that we regret something in the present or future.
- We use **wish** + **had / hadn't** + **past participle** to say that we regret something in the past.
- We use **wish... could / could have** to regret something that we cannot do / couldn't do.
- We often use **wish... would / wouldn't** to complain about a situation that we don't like.

1 Read the situations and write sentences beginning with *I wish*....

- 1 It's so cold today. I hate cold weather. I wish
- 2 I'd like to stay in bed tomorrow, but I have to work. I wish
- 3 I need a mobile phone, but I don't have one. I wish
- 4 I'd like to come tomorrow night, but I can't. I wish
- 5 I want to see the game, but I don't have tickets. I wish

2 Read the situations and complete the sentences using *would* or *wouldn't*.

- 1 You're waiting for Flora. She's late and you're getting impatient.
You say to yourself: I wish
- 2 You see many people dropping litter in the street. You don't like this.
You say: I wish people
- 3 You're explaining something to your brother, but he's not listening.
You tell your brother: I wish

3 Complete the sentences with the correct form of the words in brackets.

- 1 We only stayed two days in London. I wish we (can / stay) longer.
- 2 I'm really exhausted at the moment. I wish I (not / be) so tired.
- 3 He should have listened to you. I really wish he (take) your advice.
- 4 I didn't enjoy the movie at all. I wish we (not / watch) it.
- 5 I'd like to stay here longer. I wish we (not / have) to leave now.

22 Verb patterns and causative structures:

Rules

make / let, allow / enable, get / have

- We use the following patterns to express obligation, permission or possibility:
make / let + object + infinitive without *to*: *He made him promise. They let her go.*
allow / enable + object + *to* + infinitive: *They allowed us to come. It enabled me to leave.*
- We can express a causal relationship with:
have / get + object + past participle: *She had / got her hair cut.*
have + object + infinitive without *to*: *He had us stand.*
get + object + *to* + infinitive: *I got him to help me.*


1 Complete these sentences with the correct form of *make, let, allow* or *enable*.

- 1 You don't look well. I think I will you go home earlier today.
- 2 Spending some time in London will her to become fluent in English.
- 3 They aren't to sell cigarettes in front of the school.
- 4 me carry this suitcase for you! It's really heavy.
- 5 I can't stand it anymore. She me do all the washing-up.

2 Complete these sentences with the correct form of *have* or *get*. There may be two possibilities.

- 1 The storm broke the windows. We will need to them replaced.
- 2 I didn't move the table by myself. I somebody to help me.
- 3 The teacher us talk about our plans for the future.
- 4 They the door painted. It certainly looks much nicer.
- 5 Flora's car broke down last week. she it repaired yet?

Exam practice 1

 Read the text below and do all the activities.

Jobs of the future

Today, half of the world's population lives in cities, and that number is growing. By 2050, cities will be home for three quarters of the world's people. By 2040, fifty percent of the world's youth will be African and for the first time in history, the majority of African youth will live in cities. It is therefore urgent that jobs be created for this young urban workforce. But what and where will the jobs of tomorrow be? Job market research projected for the next decade shows growth in some industries and sectors and decline in others. It is always difficult to predict economic trends, but here are a few areas that may offer important employment opportunities in the future.

The Information and Communication Technology (ICT) sector could create around 150 million new jobs by 2020. Activities like buying, selling, insurance, banking and other services are already moving online. As online business increases, this will create opportunities for skilled ICT workers. The public sector will also rely on the Internet. In Ghana, for example, a new e-government project for online public services is going to create jobs for ICT workers. They will enter data, set up and oversee websites. The video and film industry, which are growing in both Nigeria and Ghana, will need ICT technicians skilled in computer generated imagery to create characters and special effects for films.

Forecasts show that the energy sector is set to grow fast. As oil becomes rare and more countries develop renewable energy to reduce CO2 emissions, there will be many job opportunities in this sector for both skilled and unskilled workers. Solar power, wind power and biogas plants are the energy sources of tomorrow, and they will require engineers, technicians and people to plan, install and maintain the systems.

Another sector which should expand is tourism. With its amazing scenery, unique wildlife and cultural variety, the African continent has much to offer tourists. Governments and companies must invest in attractive tourist products – wildlife and cultural tours, outdoor activities, and quality hotels. Countries like Kenya, Tanzania and Namibia already attract millions of tourists annually. Other countries plan to develop similar models which create different work opportunities from hotel managers, interpreters, guides, and a host of different services to improve the tourist's experience.

Small businesses are the backbone of every economy and they will form a large part of the solution to unemployment. Governments need to encourage entrepreneurship. One way they can do this is by reducing red tape to make it easier for any enterprising person to set up and run a business. They also need to invest in education, modern transport systems and communication networks. If the infrastructure is in place, human creativity and hard work will do the rest. As education improves, more young people will have the skills necessary to go into business. African youth have abundant supplies of imagination and creativity. They just need the right conditions to develop their talents.

Reading comprehension

1 Match the words from the text in column A with their meanings in column B.

Example: 5 - a

A	B
1 decline	a that can be reused
2 moving online	b factories, systems
3 skilled	c basis, foundation
4 forecasts	d paper work, bureaucracy
5 renewable	e trained, qualified
6 solar power	f energy from the sun
7 plants	g predictions
8 maintain	h keep going, sustain
9 expand	i develop, flourish
10 backbone	j using the Internet
11 red tape	k decrease, a drop

2 Write short answers to the questions according to the text.

- 1 Why is it urgent to create jobs for young people by 2040?
- 2 Why are economic trends hard to predict?
- 3 Which economic sector will offer job openings in the future?
- 4 What will ICT workers in Ghana be in charge of?
- 5 State three sources of energy for the future.
- 6 What types of workers will the new energy sectors need?
- 7 Why will tourism expand in Africa?
- 8 How can African countries attract more tourists?
- 9 What jobs can tourism create in African countries?
- 10 How can African countries encourage entrepreneurship in the future?

Language in use – Grammar

1 Complete the sentences with *will* ('ll) or *going to*.

- 1 – I don't remember where I put that important document you gave me.
– Don't worry. I'm sure it. (you / find)
- 2 – Have you decided what to do about that job that was advertised?
– Sure. for it. (I / apply)
- 3 – Have you made up your mind?
– Yes. a charcoal business in my village. (we / set up)
- 4 – I need somebody to take me to the airport tomorrow morning.
– That's no problem. you. (I / take)
- 5 – Hello. Can I speak to Laure, please?
– Hold on, please. her. (I / get)

2 Rewrite the sentences beginning with *if* without changing their meanings.

- 1 Young people migrate to Europe because there are no jobs for them at home.
- 2 We must set up businesses in rural areas to stop the massive exodus of young people to cities.
- 3 You don't even try to look for a decent job. That's why you're still dependent on your parents.
- 4 Governments should invest in new energy sectors in order to create new jobs.
- 5 Create the right conditions for young people. They'll develop their talents.
- 6 You should study engineering at university. You will find a good job.

3 Rewrite the sentences starting with the underlined words or expressions.

- 1 The local council will develop new residential areas in the big cities.
- 2 If the villages are modernised, they will certainly attract city dwellers.
- 3 One cannot always predict economic trends.
- 4 The new energy sectors will require young engineers and technicians.
- 5 It is not easy to create jobs for the future.
- 6 The ICT sector will need more skilled workers.

Writing

Do only one of the two tasks.

Task 1 'Rural areas can also offer job opportunities'. Do you agree with this statement?
Give examples to support your ideas. (20 - 25 lines / 200 - 250 words)

Task 2 In your opinion, which sources of energy are best adapted to many African countries?
Explain why. (20 - 25 lines / 200 - 250 words)

Exam practice 2

Language in use – Grammar

1 Fill in the blanks with the right option chosen from the brackets.

- Boys and girls who go to school do not have time to study in the evenings.
(much / a lot / so / many)
- In South Africa, children to start school at the age of seven.
(have / will / should / couldn't)
- In general, I am optimistic, in 2050, solar and wind power be the main forms of energy.
(would / will / is / was)
- It is to send a text message than to speak to a person.
(easiest / much easier / fastest / slowest)
- The tourists insisted that they would not such poor service.
(get away with / stand in for / put up with / get on with)

2 Match the elements in column A with those in column B so that the two sections make sense.

Column A	Column B
1. If the weather gets better,	a. we will go for a walk.
2. Can I speak to the manager?	b. wasn't it?
3. That was exciting,	c. the way children behave.
4. Technology is changing	d. I am the manager.

3 Complete the sentences with your own words or expressions so that the sentences make sense.

- The animals will be to another park.
- If I knew how to repair the computer, we would not be looking for the technician.
- She would have been a successful teacher if her father to complete her training.
- In most countries gun ownership by the law.
- John nor Flora was present at the march.

Language in use – Vocabulary

1 Complete the table using prefixes or suffixes to make words that have opposite meanings of the following words.

Word	Words with prefix or suffix
1. responsible
2. agree
3. lawful
4. hopeful
5. kind

2 Fill in the blanks with the right words chosen from the brackets.

- 1 Educating girls is the best way to _____ women. (refuse authority / empower / empowered / reject)
- 2 To _____ on your own two feet is to be independent and able to look after yourself. (stand / sit up / lie run)
- 3 It is a criminal _____ to sexually harass another person at home, at work or at school.
(pain / crime / offence / punishment)
- 4 Sending a person to space was a remarkable _____. (achievement / exemplary / unthinkable / spacecraft)
- 5 The _____ applauded enthusiastically at the end of the concert. (children / audience / women / performance)

3 Complete the dialogue with words or phrases of your own.

Samuel: Excuse _____ I get to the stadium from here?

Zola: _____ along Independence Street to the traffic lights.

Samuel: Is that the _____ over there?

Zola: Yes. To reach it, first go down this street and _____ left at the end.

Reading comprehension

Read the passage carefully and answer the questions below it.

You are expected to use complete sentences and your own words as much as possible.

The Wodaabe

Across the Sahel in Niger and Nigeria, live the Wodaabe, a nomadic tribe with a very unique relationship to beauty. Not only do they give physical beauty a central place in their social and cultural system of values, but they put a most unusual emphasis on... male beauty!

Gerewol is a male beauty contest held at the end of the rainy season. The judging is done by women, usually three beautiful, high-status, young women. During the contest, Wodaabe men, wearing ceremonial costumes and displaying colourful makeup, sing and dance for hours to impress the female judges. And the prize? Each judge can choose her champion as a lover, or a new partner.

The Wodaabe are one of the last nomadic people who have managed to keep their traditions alive without compromising their way of life. So far, they have resisted western modernisation that is transforming West African society. They continue their cattle-herding activity, wandering from oasis to oasis, trading milk and meat to sedentary farmers.

The cult of beauty is an integral part of their way of life. Although they do not carry much with them during their migrations through the desert, men always have their pocket mirrors at hand, along with a shepherd's crook and a mat for the night. As soon as small boys are able to hold a mirror, they are taught how to check for food leftovers in their teeth or dirt on their faces by the women of the family.

In preparation for Gerewol, the contestants spend hours adorning themselves, emphasising their male beauty and hoping to impress women. They cover their faces with red ochre, use black lipstick made from the charred bones

of birds to highlight the whiteness of their teeth and black kohl to bring out the expressivity of their eyes. The judges are looking at the men's physical appearance, generally favouring tall, slim contestants with long, straight hair, a high forehead and a slender nose, but they also evaluate their dancing ability, charm and charisma.

It doesn't matter if the winners picked by the judges are already married. In Wodaabe culture, marriages are arranged when the bride and groom are very young, so Gerewol is the perfect opportunity to find a love match. This is not a polygamous culture, so marrying a new partner means breaking earlier marriage vows. Wodaabe women are granted the same freedom, and are allowed to choose another man if they're not satisfied with their current spouse.

Only the most attractive men stand a chance in Gerewol. As for the losers, they can only hope to appear more persuasive at the next contest. They may also try a more traditional way of seducing the coveted women, offering cattle for example. But of course, that might not be as convincing...

1 Answer the questions and do the activities. Use complete sentences and your own words as much as possible.

- 1 Find antonyms of these words in the text.
a sedentary b curly c short d fat e monogamous f winners
- 2 Where are the Wodaabe found?
- 3 What are the Wodaabe famous for?
- 4 What is the Gerewol?
- 5 Who are the judges of the Gerewol?
- 6 Give four qualities the judges look for in the contestants.
- 7 Would you like to take part in the competition? Why or why not?

2 Which of the following statements are true or false according to the text? Write 'T' if it is true and 'F' if it is false.

- 1 The Wodaabe have succeeded in resisting western modernisation.
- 2 In preparation for the Gerewol, the women spend hours adorning themselves.
- 3 Men always carry their pocket mirrors during migrations.
- 4 Young Wodaabe boys are not allowed to use mirrors.
- 5 The Gerewol takes place twice a year.

Writing

Write an essay of between 200-250 words (about 20 lines) on any one of the following topics.

- 1 Describe an annual festival that takes place in your locality. You may want to take into consideration the following: What makes it special? How do the people participate? Do children, women and men take part? Why do you like it or not?
- 2 Write an email to your friend abroad telling him/her about a beauty contest that was organised in your country. Talk about what happened before, during and after the contest.
- 3 'Cultural activities are a waste of time and money.' Comment on this assertion.

Exam practice 3

Remittances and development

Every day, millions of migrant workers around the world queue up at money transfer offices to send home to their families a large portion of their earnings. For years, this phenomenon was not taken into account by economists, but now the flow of migrant money has reached record levels as more and more people work abroad. It is known as remittance money and it was estimated at around £542 billion in 2013 by the World Bank. The real figure could be much higher because many people avoid banks and money transfer companies, which charge high fees.

Remittances have tripled in a decade and are now estimated at about three times the amount of official global development aid. For many small economies, remittances can account for a huge proportion of national income. Liberia, for example, receives from workers abroad the equivalent of 31% of its GDP. For many developing countries, including Bangladesh and Mexico, remittance money is worth more than all the aid and foreign investment that they receive.

Remittances can play a vital role in reducing poverty and stimulating economic development in the home country. This money is often used to send children to school, for healthcare, to build a house, or simply to support family members living at home, and its impact is particularly important in poor rural areas. Because of these benefits, it seems logical for developing countries to encourage its citizens to emigrate and find foreign employment. Some countries, such as the Philippines, have set up government departments to manage this money sent from overseas.

Despite these advantages, there are also some drawbacks for the home country. One important disadvantage is that it means developing economies lose their best, most skilled young workers. This 'brain drain' may be detrimental in the long term as the home country is left with a largely uneducated population. It can also lead to a situation where so many adults migrate to a richer country, that young children are virtually orphans. In some villages in the Philippines, for example, there are hardly any parents, so the grandparents have to bring up the children. This has both an economic and social cost.

Another serious problem is that of migrant workers' rights. For example, in Saudi Arabia, migrant workers are exploited mercilessly. They suffer from difficult living conditions and may even be treated with great brutality. It is common practice to confiscate their passports so they cannot return home until the end of their contract.

It is clear that remittances provide significant benefits for developing countries. However, this money increases a country's dependence on its Diaspora. It is important that this reliance on remittances should not be at the expense of investment and development projects in the home country. Finally, the number of workers crossing borders to find work is expected to rise sharply in the future. It is therefore essential to clearly define and protect migrant workers' rights.

Reading comprehension

1 Read the text and decide which sentences are true or false. Write 'T' if it is true and 'F' if it is false.

- 1 There were more migrant workers in the world in the past than today.
- 2 Liberia is an example of what the author calls 'small economies'.
- 3 Remittance money can reduce poverty.
- 4 The money sent by migrant workers has an important effect especially in poor rural areas.
- 5 The brain drain does not affect the home country in any way.
- 6 The Philippines attach a lot of importance to remittance money.

2 Refer to the indicated paragraphs to complete the chart below.

Problem	Reason	Negative consequences
Emigration of young people	(1) _____ (paragraph 3)	(2) _____ (paragraph 4) (3) _____ (paragraph 4) <i>Non respect of emigrant workers' rights.</i>

3 Choose the most appropriate answer according to the text.

- 1 Migrant workers send _____
A all of their earnings home.
B a small proportion of their earnings home.
C a large part of their earnings home.
D a quarter of their earnings home.
- 2 Around the world migrant workers can be seen sending money home _____
A at the end of the month. **C** twice a week.
B daily. **D** at times.
- 3 Some of the things families enjoy through remittance money are _____
A good healthcare and education for children.
B good healthcare and no education for children.
C good roads and hospitals.
D creation of government departments for foreign investments.
- 4 Remittances _____
A make developing countries independent.
B stimulate economic growth.
C are an official form of aid to developing countries.
D will decrease sharply in the future.
- 5 Another name for remittance money is _____
A money transfer. **C** earnings.
B billions. **D** migrant money.

Language in use – Vocabulary

1 Complete the following passage with the appropriate form of the words in brackets.

A Member of Parliament told us that as our (*national*) is affected by (*poor*), the rulers of our country have to learn to (*economy*) the little resources we have. He said no (*foreign*) could carry out any (*invest*) or development (*initiate*) in a country that (*management*) its resources poorly. He called on the country's (*economy*) to make (*propose*) to parliament about the (*create*) of sustainable private businesses. Most of those who listened to him thought he was (*mercy*) in his (*criticise*) of the government.

- 2** Find words in the box that mean the same as the underlined words in the text. Then copy the words and their meanings.

There are more words in the box than you need.

I was told that emigrants in Saudi Arabia have substantial (1) wages but that sometimes they have to (2) line up for long hours to be paid. This is (3) harmful to their health because they stay in the hot sun. They do not have a choice anyway because their relatives back home (4) depend on them as they need the money to provide for the needs of the children they help to (5) raise.

rely
drawbacks
bring up
queue up
detrimental
earnings
essential

Language in use – Grammar

- 1** Choose the correct option to complete each sentence.

- 1 _____ student in my class was invited to Diana's birthday party.
A sedentary B every C any
- 2 The party was fun. We enjoyed ourselves _____.
A much B many C a lot
- 3 We haven't started studying for our end of year examinations _____.
A yet B still C already
- 4 Binta and John agreed to help _____ during revision.
A each other B themselves C one another
- 5 John didn't show up for the appointment and he didn't call Binta _____.
A neither B too C either

- 2** Rewrite the following sentences using the prompts without changing their meanings.

- 1 Boganda: Can you drive, Ayo? → *Boganda asked...*
- 2 If you don't change your lifestyle, you will fall ill. → *Unless...*
- 3 My brother who works in Paris bought this house for my parents. → *This...*
- 4 My father has his address but he won't give it to me. → *Although...*

Writing

Write an essay of between 200-250 words (about 20 lines) on one of the following topics.

- 1 You have neither received the usual monthly allowance from your friend who works in South Africa nor heard from him for the past two months. You have also heard of the brutal treatment migrant workers have been experiencing lately in the country where he is. You are worried. Write a letter to him telling him how worried you are about his silence, how it is affecting your friends, and their wish that he should come back home if he is experiencing difficulties. Your friend's name is John Ngwen, your address is Post Office box 2000, Accra, Ghana.
- 2 Write a newspaper article in which you advise the youth of your area on the dangers of illegal emigration.

Exam practice 4

Language in use – Grammar

1 Write questions about the underlined words in the sentences.

Example: *My mother is cooking rice for dinner.* → *What is your mother cooking for dinner?*

- 1 The tourists came back yesterday.
- 2 They work in a factory.
- 3 Ambassa and Zénabou are getting married next month.
- 4 Beko walks with a white stick because he is blind.
- 5 Yes, I will go by bus to the market.

2 Complete these sentences with the correct words or phrases in brackets.

- 1 You (don't have / can / mustn't / don't) to come if you don't want to.
- 2 If you want to pass your exam, you (might / would / will / must) study harder.
- 3 That red car is my (father / father's / fathers / fathers') car.
- 4 I was working when my mother (was come / will come / come / came) back.
- 5 Yerima couldn't come because (he'll have / he had / he'll / he's got) to do his homework.
- 6 If you want to go to Asia, you must (travelling / to travel / travel / be travelling) eastwards.
- 7 He has decided (studying / study / to study / will study) engineering at university.
- 8 Mbenda's sister travelled to Cotonou two weeks (last / ago / for / then).
- 9 You will come tomorrow, (will you / won't you / don't you / will I)?
- 10 (Are / Can / Ought / Want) you shut the door, please?

3 Complete the sentences with suitable words or phrases.

- 1 Yesterday I met a man wife works for the United Nations Organisation.
- 2 Ella is extremely vain. She is always looking at in the mirror.
- 3 If women had equal rights, they have better job opportunities.
- 4 You haven't been to France before,?
- 5 She's been working for that NGO March.

Language in use – Vocabulary

1 Complete these sentences with the correct preposition.

- 1 After washing the dishes, we dry and put them the cupboard.
- 2 I took my textbook mistake.
- 3 Every morning my mother takes ham of the fridge to make our sandwiches.
- 4 In my school, classes start 08:30 am.
- 5 I'm going a wedding 5th March.
- 6 Is there anything interesting TV this evening?

2 Complete the text with the words in the box. There are three extra words that you do not need.

isolation mouth products avoid infection soap trips flu

- (1) can spread by touching contaminated surfaces and then touching your eyes, nose or
(2) Doctors recommend that you wash your hands with (3) and water, or use hand-sanitiser wipes. These (4) should contain at least fifty percent alcohol. But above all, they say that you should (5) travelling when you are ill.

3 Choose the correct words or expression to complete the sentences.

- 1 The dancers didn't have time to make new costumes, so they ____ (made do with / made up / made for) the costumes they had used the previous year.
- 2 Food, like music and dance, is an ____ (event / active / integral) part of our cultural heritage.
- 3 She ____ (came at / came up against / came by) fierce competition.
- 4 Our neighbour was arrested for the possession of ____ (legal / illegal / local) drugs.
- 5 ____ (Anarchy / Dictatorship / Democracy) is government of the people for the people by the people.

Reading comprehension

Read the passage carefully and answer the questions below it.

You are expected to use complete sentences and your own words where possible.

Is this how it will end?

'A huge meteor is on a collision course with Earth. Scientists say it is going to hit our planet in under 39 days. Right now, nobody knows where the impact will be, but wherever it hits, the consequences will be catastrophic. The UN is coordinating a massive operation between nations with space and nuclear capacities. Three rockets carrying nuclear missiles are being launched on Saturday in a desperate attempt to destroy the one-kilometre-wide asteroid. If the operation fails, it will mean the end of human-ty.'

Science-fiction? Not really. In 2013, an asteroid about 15 metres wide exploded over the Russian city of Chelyabinsk, damaging hundreds of buildings and injuring more than 1,000 people. This meteor was the largest object to hit the Earth since 1908 when another huge rock from space flattened 80 million trees over more than 2,137 square kilometres in Siberia.

On average, objects of that size are estimated to hit Earth about once every one thousand years and the level of destruction depends on where they strike. There are an estimated 10,000 near-Earth asteroids of this size out there and they are difficult to detect because they are relatively small, so it will take astronomers a long time to monitor them all.

However, there are also larger and potentially more destructive asteroids to worry about. Observations by NASA's WISE space telescope suggest that about 4,700 asteroids at least 100 metres wide come uncomfortably close to our planet at some point in their orbits. To date, astronomers have detected fewer than 30 percent of these objects, which could destroy an area the size of a U.S. state if they crashed into the Earth.

While these asteroids are cause for concern, scientists have even bigger fish to fry. They are focusing on the really huge asteroids first because they are the most hazardous. In 1998, NASA started tracking all the asteroids of at least one kilometre wide that could cause a threat to Earth. Around 95 percent of

these giant rocks have been found and monitored and it seems that none pose a serious threat to our planet in the foreseeable future.

In addition to identifying and tracking asteroids, NASA and the Russians have started looking at different ways to protect the Earth from a giant asteroid collision. There are two possible scenarios. First, the asteroid could be destroyed in deep space by a nuclear explosion. The second way would be to change its direction so it misses our planet. But to date, protection against asteroids is not a priority and remains in the realm of science-fiction.

The odds of a massive asteroid strike are very small, but the potential consequences of such an event are so serious that it makes sense to take the risk seriously. About 66 million years ago, an object 9.6 kilometres wide is believed to have struck northern Mexico, leading to the extinction of the dinosaurs, as well as most plant and animal life on Earth. An asteroid a kilometre or bigger could end our civilisation.

1 What does the title 'Is this how it will end?' refer to?

2 Which of the following statements are true (T) or false (F) according to the text?
Justify your answer by giving the corresponding sentence from the text.

- 1 Three rockets carrying nuclear missiles are going to destroy the Earth.
- 2 Since 1908 the Chelyabinsk meteor was the largest object to hit the Earth.
- 3 There are about 4,700 asteroids at least 100 metres wide which come close to our planet.
- 4 This is not science-fiction. Our planet will soon be destroyed by asteroids.
- 5 Extremely large asteroids could end human civilisation soon.

3 What damage did the 2013 asteroid explosion cause?

4 Name two ways scientists can prevent a giant asteroid colliding with the Earth.

5 Give synonyms or explain the meaning of these words and expressions taken from the text.

- a collision b a meteor c catastrophic d bigger fish to fry

6 What do the underlined words in these sentences refer to in the text?

- 1 ... and they are difficult to detect because they are relatively small ...
- 2 ... fewer than 30 percent of these objects ...
- 3 They are focusing on ...
- 4 ... none pose a serious threat...
- 5 ... so it misses our planet.

Writing

Write an essay of between 200-250 words on one of the following topics.

- 1 What do you think about science-fiction? Do you find it exciting or boring?
Explain and justify your opinion.
- 2 Imagine that the world will end in the year 2099. Try to convince people that this is true.

Violence against children

The Convention on the Rights of the Child, which was adopted by the United Nations in 1989, states that children have the right to be protected from all forms of violence. Today, 194 countries in the world are part of this Convention. But a report published in 2014 by UNICEF, the United Nations Children's Fund, shows that a very high number of children all over the world still suffer from psychological or physical violence, in violation of their fundamental right to human dignity and physical integrity.

Violence against children exists everywhere; all children, without any distinction of nationality, culture, religion or social status are exposed to it. It occurs at home, at school or in the street, and can have devastating consequences on the children's future, on their ability to develop their full potential as human beings and help improve the general well-being of their communities.

According to the report, based on large surveys conducted in 190 countries across the world, more than half of the children aged 2 to 14 are regularly subjected to corporal punishment by their caregivers, and more than 1 in 3 students aged 13 to 15 experience acts of intimidation at school on a regular basis. Surveys also show that 1 in 10 girls under 20 – about 120 million – have been subjected to some form of sexual violence at least once in their life.

The report underlines that this violence and the dramatic consequences it has on development are not inevitable. Governments, as well as civil society groups and individual citizens, should all work together to confront the issue and build up strategies to prevent and reduce violence against children.

The first obstacle to social and political change is a lack of awareness of the gravity of the situation among all communities in the world. As is pointed out in the report, about 3 in 10 adults today believe that corporal punishment should be part of a child's education.

Developing awareness and promoting non-violent education practices are therefore essential in the process of protecting children's rights. Only when violence is no longer socially accepted or tolerated will social and political reforms have a chance to become effective in improving the situation for all children around the world.

Reading comprehension

1 Write short answers for the following questions.

- 1 What basic children's rights are violated all over the world?
- 2 Give three examples of forms of violence carried out against children that are mentioned in the text.
- 3 Which three groups should work together to prevent and reduce violence against children?
- 4 What two things does the author of the text believe are important in the process of protecting children's rights?
- 5 Using knowledge gained from reading the text, give an example of a form of violence that children often inflict on other children.

2 Say whether the following sentences are true (T) or false (F) according to the text.

- 1 All countries in the world have adopted the Convention on the Rights of the Child.
- 2 Violence against children is common in all countries of the world.
- 3 Most of the violence against children occurs in schools.
- 4 Children who are subjected to violence may not develop their full potential as human beings.

3 Choose the most appropriate answer according to the text.

- 1 The author of this text gets his / her statistics from
 A research she / he carried out.
 B a report published by UNICEF.
 C the Convention on the Rights of the Child.
 D his / her experience working with children.
- 2 We learn from the text that
 A only street children are exposed to violence.
 B only school children are exposed to violence.
 C all children are exposed to violence.
 D 120 million girls are exposed to violence.
- 3 Children experience mostly violence at school.
 A physical B psychological C political D visual
- 4 The text gives facts about violence against young people aged between years.
 A 2-13 B 2-14 C 2-15 D 2-20
- 5 The word 'caregivers' in paragraph 3 refers to
 A everyone who looks after a child except the child's biological parents.
 B everyone who looks after a child including the child's biological parents.
 C babysitters.
 D people who work in hospitals and look after sick children.

Language in use – Vocabulary

Match the words in column A with their meanings in column B

Column A		Column B	
1	convention	A	investigation
2	adopt	B	knowing that something exists
3	violation	C	frighten or threaten
4	devastating	D	seriousness
5	survey	E	hit
6	intimidate	F	formally accept
7	awareness	G	refusal to obey
8	beat	H	an official agreement
9	gravity	I	destructive

Language in use – Grammar

1 Choose the most appropriate answer to complete the blanks.

- The number of cases of violence against children by 20% over the past year.
(has decreased / has been decreasing / was decreasing)
- that most parents in our neighbourhood have stopped beating their children?
(Have you noticed / Were you noticing / Noticed you)
- Our 'Awareness workshops' for parents are not finished (yet / again / already)
- They've become aware of their children's rights. So we bothering them.
(stop / should stop / going to stop)
- There's nothing wrong repeating what they already know. (to / at / with)

2 Match the sentence parts in column A with those in column B to form complete sentences.

Column A		Column B	
1	The head teacher told the pupils	A	use child labourers to produce their goods.
2	Some multinational companies	B	he suspected what had happened to him.
3	The worst cases of violence against children	C	to report all cases of bullying to him.
4	When the social worker noticed the bruises on the boy's wrists and face	D	happen in homes.

Writing

Write an essay of 250 to 300 words on one of the following topics.

- Some junior students are being bullied by senior students in your school and you do not like it. What are the consequences of bullying and what can be done to stop it?
- Are you for or against corporal punishment as a means of educating / correcting children?

Exam practice 6

Language in use – Vocabulary

1 Rewrite the sentences. Change the underlined infinitives to gerunds.

Example: It was exciting to watch the Elephants parading round the stadium.

→ Watching the Elephants parading round the stadium was exciting.

- 1 It is a long term investment to send girls to school.
- 2 In Sierra Leone, it is common to force young girls to leave school and get married.
- 3 It is a crime to deny girls their right to education and to force them to marry very young.
- 4 It is very dangerous for young girls to have children.

2 Complete the sentences with the correct word or group of words in brackets.

- 1 Hassanatou won't achieve her dream (unless / if / when) she finishes her studies.
- 2 She manages to get good results (although / as long as / despite) having to do all the housework.
- 3 If Yaema had gone to school, she (had / would have / will have) been able to earn an income.
- 4 If young girls (will have / had / have) the same education opportunities as boys, they succeed in life.
- 5 (As long as / Even if / Unless) you work hard, you will get a good grade.

Language in use – Grammar

Fill in the gaps with appropriate prepositions from the box.
You may use some prepositions twice.

- 1 Hassanatou's work is excellent. It's well average.
- 2 Don't worry. We have the situation control.
- 3 I'm looking my keys. Have you seen them?
- 4 I believe you are aware the problems many girls face.
- 5 She has complained the parents their child's attitude.
- 6 Her situation is similar that of her older sister.
- 7 It is bad for a girl to depend entirely her husband's income.
- 8 Some cultures don't agree girls going to school.
- 9 He was forced to leave school and apply a job.
- 10 I was very surprised her choice to drop out of school and get married.

about
above
at
for
of
on
to
under
with

Girls' education

It's Sunday morning and Hassanatou is revising for her spelling test while sweeping the yard outside her house in Kenema, the third largest city in Sierra Leone. The 12-year-old girl proudly announces that she has succeeded in being ranked second in her class at the local school. This is quite an achievement for Hassanatou, who, as one of eleven children, was expected to do domestic chores such as cleaning, cooking and taking care of her younger brothers and sisters, almost as soon as she could walk.

Nine people live in the house today, and Hassanatou sometimes spends eight hours a day doing housework, in addition to the hours spent at school. While many girls in her situation can't cope with the time pressure and end up dropping out of school, Hassanatou always manages to find time to study. Her deepest wish is to become a teacher, and she's doing all she can to achieve her goal. But despite her determination, she might not be able to fulfil her dream. She might not be able to complete her studies, or even finish the school year. Hassanatou has just reached puberty and this means she's likely to be married off soon, like many girls in Sierra Leone or other developing countries.

Driven by poverty, many parents feel compelled to marry their daughters very young, sometimes as early as 11, to much older men, in order to reduce their household expenses. According to UNICEF, 18 percent of girls in Sierra Leone are married by the age of 14, and 44 percent by the age of 18. The young brides are forced to give up their education and expected to have children as soon as possible, as a proof of their fertility. But having children so young means they face serious health complications during pregnancy and childbirth, which are the leading causes of mortality for girls between 15 and 19 throughout the world. Child brides, who are completely dependent on the income and care of their husbands are also more exposed to domestic violence.

So what will be Hassanatou's future? Will she ever get the opportunity to become a teacher? Her elder sister Yaema, who's now taking care of her, says some men have already shown interest in marrying Hassanatou. Yaema herself has been denied an education and was forced into marriage when she was 13. Today, she cannot earn an income of her own. But she hopes for another future for her younger sister, who has the ability, she says, to build her own life as a teacher and become a role model for other girls.

Reading comprehension

- 1** Find the words and phrases in column A in the text. Match them with their meanings in column B. Write your answers like this: 11- E.

Column A		Column B	
1	ranked	A	housework
2	achievement	B	leaving; quitting
3	chores	C	main; number one
4	cope with	D	a result of hard work
5	dropping out	E	not allowed; prevented from
6	fulfil	F	graded; put in order
7	likely	G	manage
8	compelled	H	abandon; stop
9	give up	I	probable
10	leading	J	forced to do; obliged
11	denied	K	achieve; accomplish

- 2** Decide whether the statements below are true (T) or false (F) according to the text. Justify your answers by giving sentences from the text.

- 1 Hassanatou is doing housework instead of revising for a test.
- 2 Hassanatou is proud of her school results.
- 3 Hassanatou often fails to do her school work due to lack of time.
- 4 Many girls like Hassanatou do not finish their studies.
- 5 Her ambition is to become a teacher.
- 6 There is no doubt that she will certainly achieve her goal.
- 7 In developing countries, all young girls are forced to leave school and get married.
- 8 Parents marry their daughters to cut household costs.
- 9 Nobody has shown an interest in Hassanatou yet.
- 10 Yaema, the girl's elder sister, hopes Hassanatou will have a bright future.

Writing

- Do only one of the two tasks.**

Task 1 Write a letter to the director of UNICEF in your country to denounce forced marriages in your village or region. Give reasons why you think forced marriages should be banned. (250 words)

Task 2 'It is a waste of time to send girls to school. They should get married early and have children'. Do you share this opinion? Giving examples of professional women in your country, discuss this statement. (250 words)

Deforestation and disease

The 2014 epidemic of Ebola virus disease in West Africa was the deadliest in history. Ebola first appeared in the Democratic Republic of Congo in 1976 in a village near the Ebola River from which it gets its name. This epidemic rapidly spread into Liberia, Sierra Leone and Nigeria, while isolated cases were reported in Senegal and Mali. The mortality rate is estimated at over 50 percent of infected people.

Ebola is a highly infectious disease which is spread by direct contact with contaminated body fluids. Blood, vomit and saliva can all carry and spread the virus. The relatives of sick patients and the doctors and nurses who care for them are at the highest risk of infection. This is why health workers have to wear special protective clothing. Despite these measures, many doctors and nurses fighting the epidemic have died across the region.

The virus is transmitted to people from wild animals and then spreads between humans. A species of fruit bat living in forests is believed to be the virus's natural host. These bats carry the virus and infect other animals such as chimpanzees and monkeys. People coming into contact with bats or infected animals catch the disease and then infect other humans. These contacts are becoming increasingly frequent as people cut down forests forcing animals out of their natural habitats and into areas where humans live.

The Ebola outbreak highlights how disease is linked to development and destruction of the natural world. Any disease that depends on people and wild animals being in close contact is affected by deforestation and habitat loss. Research has shown that most epidemics – AIDS, Ebola, West Nile, SARS, Lyme disease and hundreds more that have occurred over the last several decades – are a result of things people do to nature.

Human activities such as bushmeat hunting, the global wildlife trade, land conversion for agriculture, deforestation, and dam constructions have led to widespread disruptions that are linked to outbreaks of certain contagious diseases. Development projects which are intended to improve people's well-being can do just the opposite. For example, the Diama Dam in Senegal was built to facilitate irrigation of rice fields, and its construction helped double the region's rice production. However, the dam also brought snail fever (schistosomiasis) to the region, and certain villages have experienced infection rates of 60 percent.

It is feared that new diseases will appear in the future as people destroy natural ecosystems in the name of development. It is clear that unless there is a global initiative to protect the little that remains of the world's forests, wetlands, oceans, and other ecosystems by massively investing in sustainable development projects, we face global environmental collapse. This, of course, would have devastating consequences for human beings.

Reading comprehension

1 Read the text and decide if the sentences are true (T) or false (F).

- 1 50 percent of the populations of West African countries affected by the Ebola virus disease died.
- 2 The urine of a person suffering from Ebola is safe.
- 3 People in areas with Ebola should not eat bats, chimpanzees and monkeys because these animals can transmit it.
- 4 People get the virus from wild animals only.
- 5 Deforestation is one of the causes of the Ebola virus.

2 Choose the most appropriate answer according to the text.

- 1 The Ebola virus first appeared in the Central African region in the _____.
 A twenty-first century.
 B early seventies.
 C mid-seventies.
 D late seventies.
- 2 The Ebola virus gets its name from _____.
 A its natural host.
 B a river.
 C a West African country.
 D a village.
- 3 Outbreaks of new diseases have been linked to _____.
 A development. C loss of natural habitat.
 B farming. D dams.
- 4 The wearing of special protective clothing by health workers _____.
 A exposes them to the virus.
 B protects them from ever catching the virus.
 C helps protect them from catching the virus.
 D gives them immunity.
- 5 The author of the text is mainly concerned about _____.
 A epidemics and their consequences.
 B the origin of the Ebola virus.
 C the construction of irrigation dams.
 D the destruction of the environment and one of its consequences.

3 What is the relationship between diseases spread to humans by wild animals and deforestation? Explain.

Language in use – Vocabulary

1 Choose the most appropriate words from the box to complete the gaps in the text below. There are more words than you need.

When Dr Besale first heard about the (1) _____ of the Ebola virus disease in the (2) _____ village of Vilan, he knew he had to go there and help the people. He learned that the only way to get to the village was by motorbike and that there was (3) _____ poverty as the people were mostly small-scale farmers. When his colleagues heard his plan, they expressed their (4) _____ of what could happen to him. They told him that he was taking a foolish (5) _____ and reminded him of how easy it was to (6) _____ the disease even if one was well (7) _____.

contaminate
risk
sustainable
catch
widespread
protected
outbreak
highlight
fear
infected
remote

2 Choose synonyms for the underlined words in the box.

There are more words than you need.

- 1 The principal of our school highlighted the importance of discipline in his speech to students.
- 2 He said that any disruptions during classes would be severely punished.
- 3 He went on to say that any undisciplined society would certainly collapse.
- 4 As he was speaking, some commotion began at the back of the room.
- 5 Nobody could say what had occurred exactly.
- 6 But it seemed to be linked to the arrival of a student with a painted face who was sneaking in through the back door.

related
taken place
played down
started
emphasised
talking
joined
fall apart
disturbance
happened

Language in use – Grammar

Complete the following dialogue with the most appropriate expressions of your choice.

Dr. Bouba: Good morning Mr. Ekambi. _____ you today?

Mr. Ekambi: Much _____ I was yesterday. The only problem is that I've noticed blood _____ in my stools since Monday.

Dr. Bouba: And you are worried, _____?

Mr. Ekambi: Yes, I am. I'm afraid it _____ be the Ebola virus disease.

Dr. Bouba: I _____ so. We don't have the virus here yet. _____ read about the possible side effects of the medicine I gave you?

Mr. Ekambi: No, _____.

Dr. Bouba: Your bloody stools _____ be a side effect of this medicine. You _____ worry about Ebola.

Writing

Write an essay of 250 to 300 words on one of the following topics.

- 1 There are sporadic cases of infection by the Ebola virus in a part of your village and all the victims have died. The people of the area associate these deaths with witchcraft. You have been invited by the president of the youth association of your village to give a talk to the young people of the village about the Ebola disease. Write the talk you are going to give. You may want to talk about how it is spread, the symptoms, how deadly it is, the precautions to take to avoid it, and assure them that it is not witchcraft.
- 2 An English nurse, Mr Ibrahim, who had been taking care of one of your uncles suffering from Ebola has been contaminated and is also in hospital. Both of them are recovering. Write a letter to the nurse thanking him for the care he took of your uncle and wishing him a quick recovery. You live in Korombo and the post office box is 112.

Exam practice 8

What is globalisation?

Globalisation is a process of interaction and integration among the people, companies, and governments of different nations. It is driven by international trade and investment and it is aided by information technology. This process has effects on the environment, on culture, on political systems, on economic development and prosperity, as well as on human health in societies around the world.

Globalisation is nothing new. For thousands of years, people and private companies have traded with one another in countries at great distances, such as along the ancient Silk Road that connected Central Asia and Europe in the 1500s. Likewise, for centuries, people and companies have invested in businesses in other countries. But in the past few decades, international trade has greatly increased and many people believe the world has entered a new phase in its economic development. Since 1950, for example, the volume of world trade has increased twenty times.

Since the mid-1940s, and especially during the past two decades, many governments have adopted free-market economic systems. At the same time, they have increased their production, thus creating many new opportunities for international trade and investment. Governments have also negotiated huge reductions in barriers to commerce and have established international agreements to promote trade in goods, services, and investment. Taking advantage of new opportunities in foreign markets, companies have built factories in foreign countries, and established production and marketing arrangements with foreign partners.

Technology has been the other principal driver of globalisation. Advances in information technology, in particular, have transformed economic life. Information technologies have given consumers, investors and companies new tools to help them do business. These include faster access to information about economic market trends and easier money transfer facilities.

However, globalisation is controversial. Proponents of globalisation argue that it allows poor countries and their citizens to develop economically and raise their standards of living. On the other hand, opponents of globalisation claim that the creation of an unregulated international free market has benefited multinational corporations at the expense of local enterprises, local cultures, and ordinary people.

It is clear that globalisation is not always beneficial to ordinary people. But it is also difficult to imagine how any nation could be entirely self-sufficient in the modern world. To find the right balance between benefits and costs associated with globalisation, citizens of all nations need to understand how globalisation works. Only then will they be able to make the best policy choices for their societies.

Reading comprehension

1 Read the text and decide if the sentences are true (T) or false (F) according to the text.

- 1 Information technology is not important in the process of globalisation.
- 2 Globalisation is a recent concept.
- 3 There have been more opportunities for international trade in recent years because countries have increased their production.
- 4 Globalisation is universally accepted.
- 5 Free-market economic systems started two decades ago.

2 Choose the most appropriate answer according to the text.

- 1 Globalisation involves
 - A only governments of different nations.
 - B only international trade.
 - C people, companies and governments of different nations.
 - D people and private companies.
- 2 In the process of globalisation, information technologies have been helpful
 - A to companies, investors and consumers.
 - B only to international traders and investors.
 - C only to poor countries and their citizens.
 - D to local enterprises and ordinary people.
- 3 An example of trade globalisation is
 - A improving home trade.
 - B creating economic barriers.
 - C building factories abroad.
 - D developing new information technology.

Language in use – Vocabulary

Complete each sentence with the form of the underlined word that is indicated in the brackets.

- 1 Although some people claim that globalisation allows poor countries to develop, others think that it is mostly talk and doesn't change the economy. (adjective)
- 2 John and Andrew have been very fortunate in business over the years. John has fallen ill recently. (adverb)
- 3 A controversy came up during the partnership. This was not surprising because everyone knew Andrew as a character and expected the relationship with John to be short-lived. (adjective)
- 4 When they started off, everyone thought it was an opportune moment for other youths to learn since for collaboration between youths were rare. (plural noun)
- 5 Tolerance is essential in any venture that involves two or more people. We must learn to other people and their differences. (verb)

Language in use – Grammar

1 Complete the following dialogue so that it makes sense.

Mr. Ndongo: (1) _____, Mr. Chang.

Mr. Chang: Thank you Mr. Ndongo. It's a pleasure meeting you.

Mr. Ndongo: (2) _____ are you staying in our country?

Mr. Chang: I am here to open a textile factory. What is the (3) _____ these days?

Mr. Ndongo: The business climate is good. All you need to get started is to form a partnership with a local company and recruit local staff.

Mr. Chang: (4) _____ communication network?

Mr. Ndongo: (5) _____ worry about that. A 24/24 fibre-optics system links us to the rest of the globe!

2 Match each sentence with the correct function from the list in the box.

Sentences	Functions
Governments increase their production in order to create opportunities for international trade.	(1) _____
The development of information technology has led to easy information about trade and easy money transfers.	(2) _____
The multinational company plans to increase its number of sugar cane plantations in West Africa.	(3) _____
Globalisation is positive because it raises the standard of living of local people.	(4) _____
International trade creates competition, but it can also cause unemployment.	(5) _____

purpose
contrast
reason
cause / effect
intention

Writing

Write an essay of 250-300 words on one of the following topics.

- 1 Globalisation has a negative effect on indigenous cultures. Do you agree?
- 2 How has modern technology made your life easier and better than before?

Listening

Unit 1

Communication, page 11

Exercise 1

- 1 A Sorry to bother you, but I bought this radio yesterday and it doesn't work. I'd like to exchange it for a new one.
B I'm afraid that won't be possible. But we can repair it.
A But it's a new radio. There's something wrong with it.
B Leave it here and I'll get our technician to look at it.
A I don't think that's fair. Can I speak to your manager?
B I AM the manager.
- 2 A Would you mind turning down your music? Binta and I want to study.
B You're always complaining. Go somewhere else to study.
A Why should we? All you ever do is listen to music and watch videos.
B *[singing along to the music]* Humm.
A You're not listening to me. I'll tell dad when he comes home.
B I don't care.
- 3 A Excuse me, but there is a problem with my mobile phone bill.
B What do you mean?
A I don't understand why I've been charged for text messages when I never send any.
B Perhaps someone else has used your phone. There's nothing I can do.
A That's ridiculous. There's been a mistake.
B The bill seems perfectly normal to me.
A Can I speak to your supervisor?

Exercise 4

- 1 Usher: Would you mind moving to the back row, sir?
Bello: Yes, I would. I'm more comfortable here at the front.
Usher: Sorry to bother you, but these first four rows are reserved for our special guests.
Bello: It doesn't say that these seats are reserved.
Usher: The first seat of each row has a sticker which indicates this, sir.
Bello: Yes, but the sticker reads, 'Special guest'. So, I assumed it referred to one seat and one guest.
Usher: You're right. It should read 'Special guests' with an arrow pointing to the row.
Bello: Don't blame me then. I'm afraid I won't move. Not after sitting here for 45 minutes.
- 2 School Prefect: Excuse me, but there is a problem with the stew. It is too watery. The students won't eat it.
Head Cook: But this is how we always cook stews.
School Prefect: I don't think so. It is exceptionally watery today. It smelt delicious but it's tasteless. Look at it.
Head Cook: The stew looks perfectly normal to me. We followed our usual recipe.
School Prefect: I can't believe you. I have to speak to the Refectory Master about this.
Head Cook: I'm afraid he won't change anything. He usually tells us to add nine jugs of water to a pot of stew but today we only added seven.
School Prefect: What, seven jugs of water? You can't be serious.

Listening, page 15, Exercise 5

I turn on a tap in my home and get running water for whatever I need. I can't believe the changes since my childhood. When I was a child everyone in the village used river water for drinking and cooking. The villagers also did the washing up, washed their clothes and bathed in the same river. I shudder when I imagine the quality of the water we drank. The bad quality of the water resulted in so many water borne diseases. I don't know how we survived! There was just one hospital run by missionaries in the whole area. People had to trek for many days to get there. Serious cases were transported to the hospital on bamboo stretchers carried by four men on their shoulders.

It was a difficult life. People worked long hours on the farms and there was no entertainment on the dark nights. There were no TVs or bars so people went to bed early. Parents told their children fireside stories if they were not too exhausted after their long day at work. There was no electricity and kerosene lamps were a luxury. Instead, we used oil lanterns made from old tins or bottles with a piece of cloth for a wick. When we had to move about at night we used a piece of firewood from the fire place to light our way.

These days I tend to forget those dark nights. Now, all I have to do is touch a switch and the light comes on. When I move about at night there are street lights. It is a different world.

Unit 2

Communication, page 23

Exercise 1

- 1 Binta: I wish Anne wouldn't come to my house dressed like that.
Amina: What's wrong with the way she's dressed?
Binta: Her dress is too short. I also think the spiky hairstyle is too much.
Amina: I can see nothing wrong with her appearance.
Binta: It's not me. It's my parents. They are prejudiced against girls who dress like that.
Amina: If only they judged people by their personality instead. Anne has such a good heart.
- 2 John: If only Peter had listened to our advice, he wouldn't have had the accident.
Justine: He's lucky to be alive. He was drunk when he left the party.
John: We asked him to spend the night at our home but he refused.
Justine: I wish you had taken the car keys from him.
John: We did, but he caused a scene and we had to give them back.
Justine: The result of his stubbornness is a broken leg and a car damaged beyond repair.

Listening, page 27, Exercise 5

► Speaker 1

I had to give up my job as a hotel maid to look after Emmanuel because he needs constant care. I feel sad that I can't give them the attention they need because Emmanuel takes up all my time and energy. Luckily, my sister lives nearby and she sometimes looks after him. The most difficult thing for me was accepting that he was different from other children. That was emotionally very hard. I used to feel guilty and angry at the same time. Now I've come to terms with his condition. I love Emmanuel as he is and I'll do everything I can to help him.

► Speaker 2

Everything is challenging for someone who can't see. I have been lucky because my parents are both language teachers so they taught me at home. Today I have a job as an interpreter and I am financially independent, which is extremely important for my self-esteem. My social life is complicated because there are many activities that I can't participate in. This makes me suffer more than the practical difficulties of everyday life. Of course, there are a lot of these. I'd say that the most difficult thing is moving around in unfamiliar places, especially in crowded streets. For this reason, I tend to stick to my neighbourhood where people know me. There's always someone to offer assistance. And if I have to travel, I ask someone to accompany me.

Unit 3

Communication, page 35

Exercise 1

- 1 A Your brother's lost weight. And he looks really fit.
B Yes, the doctor said that his health problems were due to his unhealthy lifestyle.
A That's why he's given up smoking, is it?
B Yes, his cough was caused by smoking. He's also taken up sport in order to keep fit.
A Sport! I thought he hated all sports!
B Not any more. He gets up early every day to go running. And he's been on a diet and lost ten kilos. He's stopped eating junk food so as not to put the weight back on.
A Perhaps we'd better do the same!
- 2 A I saw your sister at the US consulate last week.
B Yes, she's applied for a visa so that she can study in the US. She's going to Harvard.
A Harvard! She must be very clever. What's her area of study?
B She's going to do Biochemistry because she wants to work for a pharmaceutical company.
A I thought she wanted to study medicine with the aim of working in a hospital here.
B As she can't stand the sight of blood, she changed her mind!
A I see!
B She wants to do research in order to develop anti-malarial drugs.
A Good for her!

Listening, page 39, Exercise 5

Hundreds of Kayapo Indians have been protesting in the capital of Brazil against the construction of what will be the world's third largest hydroelectric dam. If the Belo Monte dam is built, the Kayapo's land will be flooded. The tribe's leader, Raoni, delivered a petition signed by more than half a million people to the government in Brasilia, the country's capital.

The Brazilian Energy Minister says that the dam is crucial for development and will create jobs as well as providing electricity to 23 million homes. He added that the populations affected by the Belo Monte dam would receive financial compensation and they would be resettled.

But opponents to the project say the 6km dam will threaten the survival of a number of indigenous groups and could make up to 50,000 people homeless because 500 sq km would be flooded.

Raoni said that the dam would destroy his people's rivers, their jungle and their way of life. Another leader warned that if the government tried to drive the tribe from their land, they would fight for their rights.

Unit 4

Communication, page 47

Exercise 1

I'm going to talk about nanotechnology and the possible dangers of nanoparticles. Let me start by looking at some potential risks. Then I'll suggest some solutions.

Nanoparticles are so small that they can enter our body when we breathe or be absorbed by our skin. Nobody knows how these particles will affect our health. Some nanoparticles are manmade and don't exist naturally, so they could cause serious diseases. We just don't know.

Another problem is security and privacy. Extremely small devices are being developed which will be able to spy on governments, companies and private citizens. These nanobots would be too small to detect.

Finally, there is the risk that nanotechnology will be used to develop tiny but deadly weapons.

As you can see from these examples, although nanotechnology is an exciting new technology, there are also potential risks. So what can be done?

An international organisation should be created to monitor nanotechnology. Also, laboratories that create nanoparticles should be required to test them before they are used in household products.

To wrap up, I think it is important that governments take an active role in the responsible development of nanotechnology.

Listening, page 51, Exercise 5

Today 54% of the world's population lives in cities. By 2050, two-thirds of the world's population will live in cities. In 1950, New York and Tokyo were the world's only megacities with over 10 million inhabitants. According to a UN report, there are 28 megacities in the world today. Of these megacities, sixteen are located in Asia, four in Latin America, three each in Africa and Europe, and two in North America. Projections show that by 2050 there could be 41 megacities in the world. With 38 million inhabitants, Tokyo is the world largest city, and it will remain the largest in 2030, followed by Delhi, Shanghai and Mexico City.

Much of the expected urban growth will take place in countries of the developing regions, particularly Africa. Cairo, Lagos and Kinshasa will become megacities with over 10 million inhabitants. But many smaller African urban areas will grow rapidly as rural populations leave the land and migrate to the towns. As a result, governments will face numerous challenges in meeting the needs of the growing urban populations. These will include housing, infrastructure, transportation, energy and employment, as well as basic services such as education and healthcare.

Unit 5

Communication, page 59

Exercise 1

- A You look fed up. What's wrong?
B Well, I don't know what to do. I'm supposed to work on my uncle's farm tomorrow.
- A What! Oh, no! You can't do that! It's the Cup final! Coach Ben Badi will be furious if you don't play.
- B I know. I wish I hadn't promised to help my uncle. I should have said I'd go to the farm next week.
- A If I were you, I'd explain the situation to him. I'm sure he'll understand.
- B But he's relying on me. If only my brother was here, he'd help me out.

- A Well, you can't let the team down. Can't you go another day?
 B I suppose I could go on Monday.
 A I'm free on Monday. I could come with you!
 B Oh, thanks so much! I'll phone Uncle Joe and let you know his answer.

Exercise 5

- A I wish I hadn't invited Mamby to my party. He's annoying people.
 B That's true. You shouldn't have invited him. He was rude to me.
 A If only his girlfriend could make him behave.
 B If I were you, I'd ask him to leave now.
 A No. I can't ask him to leave! I'll speak to him. I hope he'll understand.

Listening, page 63, Exercise 5

It is said that handwashing is like a do-it-yourself vaccine. This is the reason why: human faeces are the main source of typhoid, cholera and other common gastro-enteric infections as well as some respiratory infections such as flu and pneumonia. Imagine: just one gram of human faeces can contain 10 million viruses and one million bacteria!

Washing your hands with soap is the best way to get rid of these germs. That is why it is essential to wash your hands after contact with faecal material. If you wash your hands properly with soap after using the toilet, you can prevent the transmission of the bacteria, viruses and protozoa that cause diseases. You and the people around you will have a better chance of staying healthy.

Other measures such as water purification, fly control and food hygiene also have an impact on these diseases. But research shows that handwashing with soap is the best method. It stops the spread of pathogens present in human faeces and therefore can significantly reduce diarrhoea and respiratory infections.

The habit of handwashing with soap is easy, effective, and affordable. If it is adopted on a large scale, it can save more lives than any single vaccine or medical treatment.

Unit 6

Communication, page 71

Exercise 1

- A Do you know why Mani left early?
 B That's because he had an appointment.
 A Well, he could have told us. It was rude to walk out like that.
- A Please could you tell me where the accounts office is?
 B Yes, of course. It's on the second floor. The stairs are along there.
 A Thank you.
- A What's wrong?
 B I don't understand how to work this photocopier.
 A Let me see. Okay, it's not that complicated. First you put the paper here, then you choose the number of copies and press this button. That's all you have to do.
 B Oh that's easy! Thanks.
- A What's the matter with Binta? She won't speak to me.
 B Well, you see, she thinks you have been criticising her behind her back.
 A That's not true!

Exercise 4

- Laura: What's wrong with Binta? She's pulling a long face.
 Ahmed: Well you see, my mother asked her to cook lunch.

Laura: But, I thought she enjoyed cooking.
 Ahmed: Making an omelette maybe but mum asked her to cook corn fufu and vegetables. That's too elaborate for her.

Laura: Your mum wants her to cook that?

Ahmed: Yes, of course. Those are the type of dishes we usually have for lunch.

Laura: I'd react the same if I was asked to do that!

- Mr. Mobessi: Young man, could you tell me what all this commotion is?

John: Yes sir, there has been a fight between the two men with torn shirts over there.

Mr. Mobessi: Do you know how it started?

John: Yes, I saw what happened. The motorbike hit the back of that car because it was parked on the pavement. The driver got out of his car and started a fight with the motorbike rider.

Mr. Mobessi: It would have been better to talk things over and agree on a solution.

John: I think so too.

Listening, page 75, Exercise 5

► Speaker 1

I don't think hawkers should be forced off the streets because hawking is their livelihood and they contribute to the economy by distributing goods and increasing the flow of money. People need jobs and a source of income and street trading provides both. What's more it isn't true that they are all thieves and pickpockets. A majority of street vendors are women. They sell fruit and vegetables to make a small income so they can feed their families. There's nothing wrong with that.

► Speaker 2

In some places, you can't walk along the streets because they're everywhere. They often display their wares, including food, on the ground. They contribute to the amount of litter and debris in the street. This is very unhealthy. I appreciate that these people are only trying to make a living and they do help poor people who can't afford to shop in supermarkets. But I think they should be given designated places to sell their wares. The streets would be cleaner without them.

► Speaker 3

The presence of hawkers in the streets is really annoying. I can't stand street hawkers. They crowd the streets and make them dirty. Some of them are aggressive and rude. A lot of the things they sell are stolen goods. What's more, a lot of hawkers are children who should be at school. They are a real nuisance! As far as I am concerned, they should be banned completely because they don't pay taxes and many of them are thieves.

Unit 7

Communication, page 83

Exercise 1

- A May I go to the concert with my friends tonight?
 B I'd rather you didn't. Your grandparents are coming round.
 A Oh, right.
- A Excuse me. Would it be possible for me to park here for ten minutes? I have to load some heavy boxes.
 B Yes, go ahead.
 A Thank you very much.
- A Yes?
 B I'm sorry to bother you, but could I possibly use the computer? I'm researching something for my science project.

A I'm sorry. That's not possible. The computers are not for students' use.

B Oh! I didn't know.

- 4 A Do you mind if I use your mobile phone?
I've got no credit left.

B Is it important?

A Yes, I need to phone my mum to tell her I'll be late home.

B Oh well. All right. But don't take too long.

A I won't. Thanks.

Exercise 4

- 1 Alice: Mum, could I possibly enrol in the Girl Guide Movement?

Mum: I'm afraid I can't let you do that now. Your studies come first.

Alice: But mum, some of my classmates are in the movement.

Mum: I know Alice. But you have to work twice as hard as your classmates because of your health problems. When your health situation stabilises then I'll reconsider.

Alice: I always forget mum. I hope it stabilises soon.

- 2 Flora: I'm sorry to bother you madam, but can we fetch water from your well?

Mrs. Ngono: Certainly, I can't refuse you water. Don't you have a well in your compound?

Flora: We do, but when the dry season comes, it dries up. My parents didn't have it made deeper because the water corporation promised there would be no more water cuts.

Mrs. Ngono: You can come and fetch water from here any time you need to.

Flora: Thank you madam. That's very kind of you.

Listening, page 87, Exercise 5

There are still about 6,500 languages spoken in the world today. The continent which boasts the most languages is Africa with over 2,000 different languages spoken by ethnic groups. Half of all languages worldwide have fewer than 10,000 speakers and many of these speakers are elderly people. These languages are considered endangered because when their speakers die, the languages are likely to become extinct. It is estimated that as many as 3,000 languages may disappear by the end of the 21st century.

But some languages are flourishing. For example, Mandarin is spoken by around 850 million people in China alone. This is because China has the world's largest population and Mandarin is the official language. If we count all the Mandarin second language speakers, there are over 1.35 billion people who speak the language. Next comes English which has around 400 million mother tongue speakers and an estimated total of around 1.5 billion if we include second and foreign language speakers. In third position is Spanish with about 485 million native speakers worldwide.

Unit 8

Communication, page 95

Exercise 1

- 1 A Excuse me. Could you tell me where the bus station is, please?

B Yes. It's on the other side of town. It's quite a long walk.

A I see. Do you know if there are any taxis nearby?

B Yes. There are taxis outside the market.

A Thank you.

- 2 A Would you mind telling me why you're so late?

B I had to take my little sister to school.

A I see. Well, don't let it happen again.

- 3 A May I see your passport and immigration card, please?

B Yes, certainly.

A Thank you. Can you tell me the name of your hotel?

B It's the Novatel.

A OK, thank you. Enjoy your stay.

Exercise 5

A Excuse me, I wonder if you could tell me the best way to get to Maroua?

B You'd have to take the bus. There's a regular service.

A Can you tell me how long the journey takes?

B It takes over 8 hours.

A That's a long time. Do you know if it stops on the way?

B Yes, it stops regularly to pick up and drop passengers.

A May I ask you how much a ticket costs?

B I'm afraid I don't know. You'll have to ask at the ticket office.

A Can you tell me where it is?

B It's over there.

A Thank you.

Listening, page 99, Exercise 4

Interviewer: Hello. Please, sit down. Now, you are Eva-Simone Kodjo, aren't you?

Eva-Simone: Yes, that's right.

Interviewer: How old are you, Eva-Simone?

Eva-Simone: I am 18 years old.

Interviewer: You are interested in working as an assistant carer for disabled children next summer. Is that correct?

Eva-Simone: Yes, I'd really like to work in your centre because it has such an excellent reputation.

Interviewer: Why do you like working with disabled children?

Eva-Simone: I worked as a volunteer teaching assistant in a centre for the disabled last year, and I really enjoyed it. I felt I was doing something worthwhile.

Interviewer: I see. Can you tell me a bit about the centre and what your work involved?

Eva-Simone: Well, I worked primarily with deaf children between 8 and 11 years old. This suited me well because I am quite proficient in sign language. I learned it because I have a deaf brother. I also helped co-ordinate activities for disabled children at weekends. I organised jewellery making workshop for them.

Interviewer: Right! I see that you were a school prefect? Did you enjoy that?

Eva-Simone: Yes, I did. I was also the captain of the volleyball team at school. I like teamwork and I enjoy taking responsibility.

Interviewer: Can you tell me about any other work experience you have had?

Eva-Simone: Since I was 16, I have been a babysitter for two families in my neighbourhood. And last summer I was a live-in nanny for four children. It was an English speaking family and I had to teach French to the children.

Interviewer: How did you like working as a nanny?

Eva-Simone: I really enjoyed it. I love looking after children.

Interviewer: What do you plan to do when you leave school?

Eva-Simone: I would like to become a social worker.

Interviewer: Right Miss Kodjo, that's all for now. I'll get in touch with you very soon.

Eva-Simone: Thank you very much. Goodbye.

Wordlist

account *n* compte *m* (banque).
acquire *vt* acquérir.
activist *n* activiste, militant(e).
affordable *adj* abordable.
aggressiveness *n* agressivité *f*.
aim *n* but *m*, objectif *m*.
allow *vt* permettre, autoriser.
analytical *adj* analytique.
astonished *adj* stupéfait(e).
attentive *adj* attentif(tive).
authority *n* autorité *f*.
awaken *vt* réveiller.
awesome (*informal*) *adj* génial(e).
awful *adj* affreux, horrible.
backbreaking *adj* épuisant, éreintant.
bacteria *np* bactéries *fp*.
bargain *n* bonne affaire *f*.
bawdy *adj* paillard, grivois.
beat *vt* frapper.
bilingualism *n* bilinguisme *m*.
biofuel *n* biocarburant *m*.
biomass *n* biomasse *f*.
blush *vi* rougir.
board *vt* monter à bord de.
boom *n* vague *f* de prospérité.
borrow *vt* emprunter.
bribe *n* pot-de-vin *m*
 ♦ *vt* soudoyer, acheter.
bride *n* mariée *f*.
campaign *vi* faire campagne
 ♦ *n* campagne *f*.
cash crop *n* culture *f* marchande.
challenge *n* défi *m*.
citizenship *n* citoyenneté *f*, nationalité *f*.
city dweller *n* citadin(e).
claim *vt* prétendre que.
close *adj* proche.
coal *n* charbon *m*.
commitment *n* engagement *m*.
complaint *n* plainte *f*, réclamation *f*.
confident *adj* assuré(e), confiant(e).
conscientious *adj*
 conscientieux(euse).
consumerism *n* société *f* de consommation.
contact lenses *np* lentilles *fp* de contact.
contaminate *vt* contaminer.
convenient *adj* pratique.
convey *vt* transporter.

copper *n* cuivre *m*.
cramped *adj* exigu(ë).
crime *n* criminalité *f*, crime *m*.
crop *n* culture *f*.
dairy *adj* laitier(ère).
dam *n* barrage *m*.
damage *vt* endommager.
dare *vi* oser.
decline *vi* décliner.
dedicated *adj* dévoué(e).
dehydration *n* déshydratation *f*.
delighted *adj* enchanté(e).
demographics *np* statistiques *fp* démographiques.
deteriorate *vi* se détériorer, se dégrader.
determined *adj* déterminé(e).
development *n* développement *m*.
devil *n* diable *m*, démon *m*.
diabetes *n* diabète *m*.
diamond *n* diamant *m*.
diarrhoea *n* diarrhée *f*.
disability *n* handicap *m*.
disappointed *adj* déçu(e).
discrimination *n* discrimination *f*.
efficient *adj* efficace.
embarrassed *adj* embarrassé(e).
embryo *n* embryon *m*.
enable *vt* permettre.
endangered *adj* en voie d'extinction.
endure *vt* endurer, subir.
energetic *adj* énergique, dynamique.
enforce *vt* appliquer, faire respecter.
enormous *adj* énorme.
ensure *vt* s'assurer de.
enterprising *adj* entreprenant(e), qui a l'esprit d'initiative.
equality *n* égalité *f*.
eradicate *vt* éliminer, éradiquer.
ethnicity *n* origine *f* ethnique.
evict *vt* expulser.
evolve *vi* évoluer.
exhausted *adj* épuisé(e).
expect *vt* s'attendre à.
extend *vt* agrandir, prolonger.
extreme *adj* extrême.
fairness *n* équité *f*.
fanaticism *n* fanatisme *m*.
farming *n* agriculture *f*.
fear *vt* craindre, avoir peur de.
fertility *n* fertilité *f*.

fertiliser *n* engrais *m*.
filter *vt* filtrer.
firearm *n* arme *f* à feu.
flexible *adj* flexible, souple.
flu *n* grippe *f*.
food safety *n* sécurité *f* alimentaire.
forecast *n* prévisions *fp*.
forgiveness *n* pardon *m*.
foul *adj* infect(e).
freedom *n* liberté *f*.
freeze *vi* se figer.
freshwater *n* eau *f* douce.
frown *vi* froncer les sourcils.
fulfil *vt* satisfaire, répondre à.
gender *n* genre *m*, sexe *m*.
genetic disorder *n* maladie *f* génétique.
global warming *n* réchauffement *m* climatique.
goal *n* but *m*, objectif *m*.
gold *n* or *m*.
grab *vt* saisir, agripper.
greed *n* avidité *f*.
greeting *n* salutation *f*.
growth *n* croissance *f*.
haggle *vi* marchander.
half-brother *n* demi-frère *m*.
half-sister *n* demi-sœur *f*.
hardly *adv* à peine.
healthcare *n* services *mp* de santé.
healthy *adj* en bonne santé.
hell *n* enfer *m*.
helpfulness *n* serviabilité *f*.
heroism *n* héroïsme *m*.
high-rise building *n* tour *f*, gratte-ciel *m*.
high-yield *adj* à fort rendement.
homeless *adj* sans abri.
homesick *adj* qui a le mal du pays.
hopeless *adj* désespéré(e).
hopelessness *n* désespoir *m*.
housing *n* logement *m*.
however *adv* cependant.
hug *vt* étreindre, embrasser.
hunger *n* faim *f*.
ill-health *n* mauvaise santé.
illicit *adj* illicite.
illiteracy *n* analphabétisme *m*.
impact *n* impact *m*, conséquences *fp*.
implement *vt* appliquer.
improve *vt* améliorer.
indigenous *adj* indigène.

individuality *n* individualité *f*.
industrialise *vt* industrialiser.
inequality *n* inégalité *f*.
infectious *adj* contagieux(euse).
inhabitant *n* habitant(e).
-in-law *suffix* beau-, belle-
 (par alliance).
investor *n* investisseur *m*.
land grabbing *n* appropriation *f*
 de terres.
latter *adj* dernier(ère).
launch *vt* lancer.
lease *vt* louer.
lend *vt* prêter.
lethal *adj* mortel(le).
literacy *n* alphabétisation *f*.
livestock *n* bétail *m*.
logger *n* bûcheron(ne).
loneliness *n* solitude *f*.
loyalty *n* loyauté *f*, fidélité *f*.
lung *n* poumon *m*.
madness *n* folie *f*.
manpower *n* main *f* d'œuvre.
martyrdom *n* martyre *m*.
mate (*informal*) *n* copain, copine.
materialism *n* matérialisme *m*.
mechanise *vt* mécaniser.
middle-class *n* classe *f* moyenne.
monopoly *n* monopole *m*.
monotonous *adj* monotone.
mother tongue *n* langue *f*
 maternelle.
multicultural *adj* multiculturel(le).
nervous *adj* nerveux(se),
 mal à l'aise.
nod *vi* hocher la tête.
odd *adj* bizarre.
odious *adj* odieux(se).
omnipresent *adj* omniprésent(e).
online *adv* en ligne, sur Internet.
organic *adj* organique, bio.
outlook *n* point *m* de vue.
outrage *n* indignation *f*.
overshadow *vt* faire de l'ombre à.
overweight *adj* en surpoids.
overworked *adj*, débordé(e).
own *vt* posséder.
patriotism *n* patriotisme *m*.
people-oriented *adj* sociable.
perilous *adj* dangereux(se).
persevering *adj* persévérant(e).
plot *n* intrigue *f*.
populous *adj* densément peuplé(e).

porous *adj* poreux(se).
post *vt* afficher, poster.
poverty *n* pauvreté *f*.
precious *adj* précieux(se).
prejudice *n* préjugé *m*.
prevalent *adj* très répandu(e).
prioritise *vt* donner la priorité à.
privileged *adj* privilégié(e).
promote *vt* promouvoir,
 encourager.
protest *vi* protester
 ♦ *n* manifestation *f*.
purchase *vt* acheter.
racism *n* racisme *m*.
raise *vt* augmenter.
rarely *adv* rarement.
reach *vt* atteindre.
recall *vt* se souvenir de.
refuse *n* ordures *fp*.
regular *adj* régulier(ère).
relevant *adj* pertinent(e).
reliable *adj* fiable.
relieved *adj* soulagé(e).
remain *vi* rester.
remote *adj* isolé(e).
remove *vt* retirer, enlever.
replaceable *adj* remplaçable.
repository *n* dépositaire *m*.
resettlement *n* déplacement *m*,
 relocalisation *f*.
resources *np* ressources *fp*.
responsible *adj* responsable.
retail *n* vente *f* au détail.
retaliation *n* vengeance *f*.
revive *vt* ranimer.
rubbish *n* ordures *fp*.
running water *n* eau *f* courante.
rush *n* ruée *f*.
sanitation *n* hygiène *f* publique.
scarce *adj* rare.
scarcely *adv* à peine.
schooling *n* scolarité *f*, éducation *f*.
screen *n* écran *m* ♦ *vt* sélectionner,
 tester.
sector *n* secteur *m*, domaine *m*.
segregation *n* ségrégation *f*.
seldom *adv* rarement.
selfishness *n* égoïsme *m*.
sewage *n* eaux *fp* usées.
sexism *n* sexisme *m*.
shortage *n* pénurie *f*.
shyness *n* timidité *f*.
silver *n* argent *m* (métal).

simultaneously *adv* simultanément.
sink *vi* couler.
skill *n* compétence *f*.
skin *n* peau *f*.
slum *n* bidonville *m*.
soaked *adj* trempé(e).
solidarity *n* solidarité *f*.
spirituality *n* spiritualité *f*.
spring *n* source *f*.
stain *n* tache *f*.
start-up *n* start-up *f*, nouvelle
 entreprise.
step- *prefix* beau-, belle- (famille).
stick *vt* coller.
street hawker *n* marchand(e)
 de rue.
struggle *vi* lutter.
subsistence *n* subsistance *f*.
supply *n* approvisionnement *m*,
 distribution *f*.
surrounding *adj* environnant(e).
survey *n* sondage *m*.
sustainable *adj* durable.
tackle *vt* s'attaquer à.
tap *n* robinet *m*.
terrifying *adj* terrifiant(e).
thoughtful *adj* prévenant(e).
thoughtfulness *n* prévenance *f*.
thoughtless *adj* inconsideré(e).
threaten *vt* menacer.
thrive *vi* prospérer.
tin *n* étain *m*.
tiny *adj* minuscule.
to strive *vi* faire tout son possible.
tough (*informal*) *adj* dur, pénible.
traffic *n* circulation *f*, trafic *m*.
tribe *n* tribu *f*.
twins *np* jumeaux(melles).
uncomfortable *adj* mal à l'aise.
undercooked *adj* pas assez cuit.
underestimate *vt* sous-estimer.
undermine *vt* saper, ébranler.
unemployment *n* chômage *m*.
unlikely *adj* peu probable.
unprecedented *adj* sans précédent.
unrealistic *adj* irréaliste.
upset *adj* contrarié(e).
visually impaired *adj* malvoyant.
volunteer *vi* faire du bénévolat
 ♦ *n* bénévole *m/f*.
wage *n* salaire *m*.
war *n* guerre *f*.
wave *vi* faire signe de la main.

wealth *n* richesse *f*.

well *n* puits *m*.

whatever *pron* tout ce que, quoi que.

whenever *conj* chaque fois que, quand.

wherever *conj* où que, partout où.

whichever *adj* quel(le) que soit.

whistleblower *n* (*informal*)

personne qui alerte l'opinion.

whoever *pron* quiconque.

work placement *n* stage *m*.

workforce *n* main *f* d'œuvre.

worry *vi* s'inquiéter.

worth *n* valeur *f*.

yawn *vi* bâiller.

yield *n* rendement *m*, récolte *f*.

Verbs with particles (phrasal verbs) and verbs with prepositions

agree with something être d'accord avec

apologise to somebody for something s'excuser

auprès de quelqu'un pour quelque chose

be aware of avoir conscience de

benefit from something bénéficier de

call (something) off annuler

call on someone rendre visite à quelqu'un

carry on with something continuer

come back revenir

come up with something inventer, imaginer

complain about something se plaindre de

cut back on something réduire, diminuer

deal with traiter de

depend on something dépendre de

die of mourir de

drop out of (*informal*) arrêter, abandonner

feel down se sentir démoralisé

find out about something se renseigner, trouver des informations sur

get on with somebody s'entendre avec quelqu'un

get away with something s'en sortir impunément

get into trouble s'attirer des ennuis

get over something (*informal*) passer à autre chose

give (something) away faire don de

give (something) up abandonner

go along with être d'accord avec

invest (something) in investir dans

join in with something participer à

keep up with something suivre, se tenir au courant de

live up to something être à la hauteur de

look after s'occuper de

look for something chercher

look forward to attendre avec impatience

look up to someone admirer quelqu'un

make (something) up inventer

pay (someone) back rembourser

pick and choose (*informal*) choisir, faire le difficile

point to someone montrer quelqu'un du doigt

put up with something endurer, supporter

run away from s'enfuir de

run out of être à court de

set up something établir

show up (*informal*) arriver

speak out parler franchement

stand up for défendre, se battre pour

suffer from souffrir de

turn (something) down refuser

turn into something se transformer en

wait for something attendre

Idiomatic expressions

back to front à l'envers

be streets ahead of surpasser

blow one's nose se moucher

clap one's hands taper dans ses mains

drive someone crazy (*informal*) rendre quelqu'un fou

fold one's arms croiser les bras

get somebody's back up (*informal*) énerver, agacer quelqu'un

get to the point aller droit au but

have trouble with avoir du mal à

household name nom connu

in leaps and bounds à pas de géant

jump on the bandwagon prendre le train en marche

keep a cool head (*informal*) garder la tête froide

keep in touch (*informal*) rester en contact

line one's pockets (*informal*) se remplir les poches

make a fortune faire fortune

make friends with devenir amis avec

make oneself heard se faire entendre

make way for faire place à

more and more de plus en plus

on a shoestring avec un budget limité

on impulse sans réfléchir

over and over sans arrêt, sans cesse

shake hands se serrer la main

slowly but surely lentement mais sûrement

sooner or later tôt ou tard

speak one's mind dire le fond de sa pensée

take after someone (*informal*) être le portrait craché de

take out a loan contracter un prêt

talk rubbish (*informal*) dire n'importe quoi

up to scratch (*informal*) au niveau

without prior notice sans préavis

Irregular verbs

Infinitive	Simple past	Past participle	French translation	Infinitive	Simple past	Past participle	French translation
arise	arose	arisen	se lever	freeze	froze	frozen	geler
awake	awoke	awoken	s'éveiller	get	got	got	obtenir
be	was/were	been	être	give	gave	given	donner
beat	beat	beaten	battre	go	went	gone	aller
become	became	become	devenir	grind	ground	ground	moudre
begin	began	begun	commencer	grow	grew	grown	pousser, grandir
bend	bent	bent	(se) courber	hang	hung	hung*	pendre
bind	bound	bound	lier	have	had	had	avoir
bite	bit	bitten	mordre	hear	heard	heard	entendre
bleed	bled	bled	saigner	hide	hid	hidden	cacher
blow	blew	blown	souffler	hit	hit	hit	frapper
break	broke	broken	casser	hold	held	held	tenir
breed	bred	bred	élever	hurt	hurt	hurt	blessar
bring	brought	brought	apporter	keep	kept	kept	garder
broadcast	broadcast	broadcast	transmettre	kneel	knelt	knelt	s'agenouiller
build	built	built	construire	know	knew	known	savoir, connaître
burn	burnt*	burnt*	brûler	lay	laid	laid	placer
buy	bought	bought	acheter	lead	led	led	conduire, mener
catch	caught	caught	attraper	lean	leant*	leant*	s'appuyer
choose	chose	chosen	choisir	learn	learnt*	learnt*	apprendre
come	came	come	venir	leave	left	left	quitter
cost	cost	cost	coûter	lend	lent	lent	prêter
creep	crept	crept	ramper	let	let	let	laisser
cut	cut	cut	couper	lie	lay	lain	être couché
deal	dealt	dealt	distribuer, traiter de	light	lit*	lit*	allumer
dig	dug	dug	creuser	lose	lost	lost	perdre
do	did	done	faire	make	made	made	faire, fabriquer
draw	drew	drawn	dessiner	mean	meant	meant	signifier
dream	dreamt*	dreamt*	rêver	meet	met	met	rencontrer
drink	drank	drunk	boire	mow	mowed	mown*	tondre
drive	drove	driven	conduire	pay	paid	paid	payer
dwell	dwelt	dwelt	habiter	put	put	put	poser, mettre
eat	ate	eaten	manger	read	read	read	lire
fall	fell	fallen	tomber	ride	rode	ridden	aller à cheval, à bicyclette
feed	fed	fed	nourrir	ring	rang	rung	sonner
feel	felt	felt	nourrir	rise	rose	risen	se lever
fight	fought	fought	combattre	run	ran	run	courir
find	found	found	trouver	saw	sawed	sawn	scier
flee	fled	fled	fuir				
fly	flew	flown	voler				
forbid	forbade	forbidden	interdire				
forget	forgot	forgotten	oublier				
forgive	forgave	forgiven	pardonner				

Irregular verbs

Infinitive	Simple past	Past participle	French translation	Infinitive	Simple past	Past participle	French translation
say	said	said	dire	spoil	spoilt*	spoilt*	abîmer,
see	saw	seen	voir				gâter
seek	sought	sought	chercher	spread	spread	spread	étaler
sell	sold	sold	vendre	stand	stood	stood	être debout
send	sent	sent	envoyer	steal	stole	stolen	voler,
set	set	set	placer				dérober
sew	sewed	sewn*	coudre	sting	stung	stung	piquer
shake	shook	shaken	secouer	strike	struck	struck	frapper
shine	shone	shone	briller	swear	swore	sworn	jurer
shoot	shot	shot	tirer	sweep	swept	swept	balayer
show	showed	shown*	montrer	swell	swelled	swollen*	gonfler
shrink	shrank	shrunk	rétrécir	swim	swam	swum	nager
shut	shut	shut	fermer	take	took	taken	prendre
sing	sang	sung	chanter	teach	taught	taught	enseigner
sink	sank	sunk	s'enfoncer,	tear	tore	torn	déchirer
			couler	tell	told	told	dire, raconter
sit	sat	sat	être assis	think	thought	thought	penser
sleep	slept	slept	dormir	throw	threw	thrown	jeter
slide	slid	slid	glisser	understand	understood	understood	comprendre
smell	smelt*	smelt*	sentir	upset	upset	upset	renverser
sow	sowed	sown*	semer	wake	woke*	woken*	réveiller
speak	spoke	spoken	parler	wear	wore	worn	porter
speed	sped*	sped*	se presser				(vêtements)
spell	spelt	spelt	épeler	weep	wept	wept	pleurer
spend	spent	spent	dépenser	win	won	won	gagner
spit	spat	spat	cracher	write	wrote	written	écrire
split	split	split	diviser				

* Ces verbes ont aussi une forme régulière en *-ed*.

➡ **En TERMINALE**
un ouvrage
ultra efficace
en 2 PARTIES

Far Ahead

LET'S GO AND STUDY ENGLISH

T
LE



PARTIE 1 **Apprendre & Communiquer**

- 8 unités conformes au programme pour travailler les 4 compétences essentielles : **Reading** **Speaking/Communication** **Listening** **Writing**
- Des thématiques contemporaines
- Des rubriques 'expert' : > améliorer sa prononciation > enrichir son vocabulaire > maîtriser la grammaire
- À la fin de chaque unité, **Check & Self-assessment** : faire le point et s'auto-évaluer

Teacher friendly!
Des unités organisées
en 9 sessions
1 session =
1 heure de cours

À la fin **de l'ouvrage**

- Un lexique
- + Un zoom sur les 'phrasal verbs' et les expressions idiomatiques
- Les verbes irréguliers

PARTIE 2

Mettre toutes les chances de son côté pour l'examen

Writing Training
Des exercices complémentaires ciblés et des stratégies pour bien rédiger en anglais et apprendre à construire son argumentation

Grammar Training
L'essentiel de la grammaire en 22 fiches
Pour chaque fiche : la règle à connaître
• des exercices pour réviser activement

Exam Practice
8 sujets au format Baccalauréat (Reading comprehension, Vocabulary, Grammar, Writing/Essay) : **24 pages** pour s'entraîner !



40 7782 4

ISBN : 978-2-7531-0749-6



9 782753 107496

édicef

RESSOURCES
AUDIO
EN LIGNE



Ressources audio et **Livres du professeur**
téléchargeables gratuitement
sur **www.edicef.com**