

## UNIT 1: TRAVEL AND WORLD TOURISM

## SESSION 1 (p9 Students' book)

## PICTURE TALK

**1. Look at the pictures. What can you see?**

Students describe the picture in their own English.

We have the Statue of Liberty in New York offered to the USA by France in 1886. We also can see Big Ben the London legended clock of Wesminster Palace, the Eiffel iron Tower in Paris...

We can also see a suitcase and a hat and plenty of other historic monuments including the Pizz Tower in Italy.

**2. Students say what they like or what they dislike. They express their feelings and ideas on travelling and tourism.**

For example, I like travelling because it makes me relax and discover new areas and make new friends etc.

## LANGUAGE SKILL: Listening

## A Listening 1

1. Tourism relates to travelling and stay, day trips or business trips.
2. Tourism industry is tourist based and entirely relates to people.

## B Listening 2

**1. Students take notes as they listen to the text about travel. The text relates to youth and their contribution to development and social change. They share their summary with their neighbour and their class group.**

**2. The students listen again to the audio and complete the table.**

- 1-Today's youth is more dynamic, mobile, adventurous.
- 2-UNWTO stands for United Nation's World Tourism Organization
- 3-In 2010 youth represented about 20% of international tourism.
- 4-For the UN young people are a major force of development and social change.
- 5- Young people are a major promising force toward a more responsible and sustainable tourism.

**3. Now students compare their work with their neighbours'.**

## SESSION 2 (pp 10 to 12 SB)

### LANGUAGE FOCUS 1

#### A. Grammar corner

**Exercise 1: Complete the table below using the present simple perfect or continuous.**

1. Covid 19 has been killing/has killed....
2. Ecotourism has grown/has been growing....
3. Universities have developed/have been developing....
4. The young lady has made/has been making....
5. The little boy has cried/has been crying....
6. The rain has fallen/has been falling ....
7. Workers have complained/have been complaining for..... So far the authorities have not reacted appropriately.....
8. The exam results have decreased/have been decreasing.....
9. Climate change has influenced/has been influencing..... They have been struggling/have struggled .....
10. They have scrutinized/have been scrutinizing.....

**Exercise 2: The students describe an event or 2 of their own experience. For instance: A**

Behi : Drought has recently destroyed the maize crop in my village.

Nadia : The villagers have been wondering how to deal with this natural catastrophe.....

After recounting the events in pairs, the students tell the whole class their experiences.

Eg: Drought has recently been destroying the maize crop in my village and the villagers have been wondering how to solve this natural catastrophe.

#### B. VOCABULARY CORNER

**1. Listen to the audio and practise the pronunciation of the words.**

Tourism; disposal; etc.

**2. Read carefully the association of words below.**

*Ecotourism and sex industry. How can we explain their aspects of leisure, recreation, and work?*

**Exercise 1**

- a. Sex has always existed as a means of maintaining human race as ordained by God.
- b. Sex is today seen by some as an industry and they make a lot of money out of this practice. For some people this is a way of gaining their daily bread. However, it is morally condemned outside marriage.
- c. In Man we have beautiful mountains and waterfalls in Sangouiné. The waterfalls in Sangouiné are really magnificent and worth visiting. I like waterfalls and their sounds on the rocks. The bush path used by the

Almamy Samori Touré is also an attraction in Man. We may as well see the sacred monkeys in the city of Man. It's really amazing.

## Exercise 2

1. Celebrates
2. Forum
3. Industry
4. Focus
5. Allow
6. Technology
7. Artificial
8. Global
9. Article
10. Tourism
11. Ecotourism

## C. COMMUNICATION

### Listening task

A. As you listen to the audio fill in the text and check with your neighbour. The with gaps is in the students' book.

**Ecotourism** is being viewed more and more as a way to form a more rewarding travel experience, as well as revolutionize a massive yet environmentally harmful industry in the wake of **climate change**. ... These issues must be addressed, and finding more sustainable methods of travel and accommodation is necessary. (written on 27 sept. 2018)

[Climate Change and the rise of Ecotourism | by UN CC:Learn ...medium.com › climate-change-and-the-rise-of-ecotourism...](#)

B. Migration is a natural behaviour of people. People have always migrated and moved and travelled around the world. When you travel you discover new realities and new people and you make new friends.

C. Ecotourism is a new phenomenon that is attracting people's attention and interest. Pollution is one factor that has participated in consciousness raising as far as a healthy and clean environment is concerned.

In my country, Ivory Coast, there is a ministry of tourism that also sensitizes people on maintaining a clean environment. Plastics are not allowed on beaches for example or are to be collected on a daily basis.

## Session 3 (p12 SB)

### LANGUAGE SKILL: SPEAKING

#### A. Observe and discuss

The two young girls are enjoying themselves. The landscape is really marvellous. Selfy pictures are being taken and the smile on their faces tells us they are happy.

#### B. ROLEPLAY

1. The students should first read the passage and get some insights, ideas and use the ideas to construct a dialogue that they will roleplay.

#### 2. Dialogue construction:

An example:

Assomoli: What a fantastic sight you're describing. I'd like to visit it.

Mikoué: Yes, it's really amazing. I suggest you get prepared to come and enjoy.

Assomoli: I'd love to come and discover it. But let me tell you that what is now happening in Assouindé is unique.

Mikoué: Sure, but let me tell you also that what I'm observing right now in Assouindé has rarely occurred. The height of the waves is unheard of. The high tide is incredible today.

Assomoli: I see. Comparing what you're describing and what is in Man tells me that our country has enormous touristic potentials.

Mikoué: Absolutely. You're right and I think we should advertise this natural wealth. Bye bye Assomoli.

Assomoli: Bye Mikoué.

## Session 4 (pp 13-15 SB)

### LANGUAGE FOCUS 2

#### A. GRAMMAR CORNER

##### Exercise 1

1. Example: 1a

2. c

3. b

4. a

5. c

6. a

7. a

8. a

9. c

10. a

11. b

## **B. VOCABULARY CORNER**

**1. The students listen to the audio and pronounce the words.**

Ivorian, inhabitant etc.

**2. The students read the text below and do the exercises**

### **Exercise 1**

Example : 1. Inhabitants (L1)

2. Elephant (L2)

3. Guide (L2)

4. Endeavour (L3)

5. Assets (L4)

6. Lagoons (L4)

7. Misty (L4)

8. Invaluable wealth (L5)

9. Wealth (L5)

10. Vibrant (L7)

11. Discreet (L8)

12. Discover (L11)

### **Exercise 2**

Some touristic sites in the N'zi region of Dimbokro:

The N'zi iron bridge, the Krocokro waterfalls, the Kragrassou carrière, the Abo Kouamékro animal parc...

## **C. COMMUNICATION**

1. Here students find some reasons to justify the fact that tourism is an industry in their class group.

Examples: Some countries like Egypt, Kenya, South Africa, France, Spain, .... get a lot of money from tourism.

2. Then the students share their ideas with their class groups. For instance, the interesting financial gains countries receive, the informal workers get some financial returns when tourists visit their regions, the hotels get clients etc.

## Session 5 (pp15 to 16)

### LANGUAGE SKILL: READING

#### A. PICTURE TALK AND DISCUSSION

The students observe the picture and describe it and say what they think or feel.

We have young people taking selfies near a monument; there a selfie cane there . These young people are tourists ...They are taking pictures as souvenirs ...Vey probably they are of different nationalities.

#### B. UNDERSTANDING A TEXT

##### Skimming

1. Giving the text a title

Air pollution and tourism

##### Scanning

#### 2. True/ false statements

1. T. because in the text it is asserted that each fortnight more than 100,000 flights take off.
2. F. because France is more visited than any other country in the world.
3. T. because the text says tourism has grown exponentially.
4. T. for the text says tourism industry has massively contributed to the degradation of climate change.
5. F. Air traffic contributes and plays a negative role in the degradation of the environment.
6. F. CO2 plays a big role in the degradation of the environment.
7. F. Accommodation has a negative impact on the environment says the text. Air conditioning plays a polluting role even if it participates in the well-being of people.
8. T. 20% of fuel emissions are related to accommodation in the light of the text.

#### 3. Critical thinking

The information and data gathered from the text and on the Internet point in the direction that tourism industry adversely influences the environment and participates in the pollution of the air.

To begin with, something needs to be done and the air travel companies should be held responsible for this situation. They should be asked to pay for this degradation and contribute to the resolution of the issue of pollution.

Those who degrade the atmosphere and the environment should pay and contribute to the restoration of the wellbeing of the people. When someone destroys something, they should be held responsible for their negative actions and activities. This may lead to more responsible thinking.

## Session 6 (p17)

## COMMUNICATION

1. The pictures relate to tourism and its importance in the world. For example, we can see that there is a world tourist day like the world youth day or the world women day. So, this is interesting and important as a human activity.

2. Digital transformation or numerical transformation or e-transformation relates to a new technology that has to do with the clouds, the Internet and social network. In other words, with digital transformations we move from what is visible to the invisible. Manual work is being totally replaced by new technologies in the enterprises to be able to adapt to the new world and the new market. People pay online and buy online, PayPal, Venno, Zell ... communication has become individualized and in real time. Cell phones are everywhere, commerce online and the numerous transactions on the Web concern also the banks and services. The 'AI' or artificial intelligence is, so to speak, now vastly discussed and also feared. The horizon is full of promises but also uncertainties. What does AI foretell?

### Session 7 (pp 17 to 18)

#### LANGUAGE SKILL: WRITING

##### A. PICTURE TALK

The students describe the graph and say how tourism has developed year after year in the Ivory Coast.

The evolution is not linear and the curve varies according to the year.

For instance, the figures in 1995 differ from those in 2014 in terms of the number of tourists that visited our country.

In 1995 we had 207000 people who came to the Ivory Coast. In 1998 the number increased to reach 414000 people almost the double we had in 1995;

The pick was in 2016 when we had 1656000. Probably by the year 2023 the figure of the three million visitors will be reached and overpassed. Since in 2019 we have reached 2070000. The trend is encouraging with the stabilization of the country. The potential is huge in this country.

##### B. Reading

The students read the text and talk about what they understand from the text.

They recount the financial interest of tourism on the economy of the country and we see that this impact will increase with time.

## C.COMMUNICATION

#### Writing task: a four-paragraph essay

To begin with, tourism is a human desire that has always existed. It is part of human behaviour to go around and discover what is new as compared with what we already know in our own area.

In our country Ivory Coast, the growth of the touristic activity is so important that there is a full ministry that is instituted in the government. For one thing, we have the chart that shows that our country is well

positioned in terms of the number of visitors as compared with the other countries of West Africa. For another thing, we see that the financial income could be very interesting as the number of tourists increases. Texts 1 and 2 clearly point in that direction.

My own feeling is that what the two texts reveal is quite interesting and this may encourage the Ivorians to visit their own country to discover it. It is a good idea that we know our own country because this may participate in the social cohesion of the country. When we travel around the country we discover new things, cultures, foods, new people and get new ideas that enrich us. For instance, we know through visits that in Tengrela the shepherds there cross naturally the frontiers with Mali with their sheep and come back home unhindered showing that the frontiers are actually artificial. We also discover that we have some forests in Tengrela.

In conclusion, we can say without doubt that people are always attracted by what is unknown. If security is guaranteed around the globe, there is no doubt that tourism will grow worldwide and social relations will increase and wealth will grow as well.

## UNIT 2: NATURAL RESOURCES

### SESSION 1

#### LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

- 1- Listen to the audio and choose one of the following statements that summarize it:

The audio is about the importance of natural resources.

- 2- Listen again to this portion of the audio and write down in your exercise book the missing words to fill in the blanks:

The concept of natural resources refers to naturally (1)... **occurring** ..... living and non-living elements of the Earth system, including plants, (2)... **fish**., but also water, (3)... **soil**., and minerals. A (4)... **prominent** ..... way to think about natural resources is to look at them in terms of (5) ... **depletion** ..... risk: do they (6) ... **regenerate** ....., and, if so, at what pace? Some resources, such as trees and plants, are (7) ... **renewable** ..... because they (8) ... **regenerate** relatively quickly. Others, such as (9) ... **copper** .... and oil, take much longer to form and are considered (10) ... **non-renewable** .....

Natural resources are central to human wellbeing. We cannot live without the clean air we breathe, the plants we eat, or the water we drink. We need natural resources to put roofs over our heads and heat our homes. We need them to survive and to thrive.

The concept of natural resources refers to naturally occurring living and non-living elements of the Earth system, including plants, fish, but also water, soil, and minerals. A prominent way to think about natural resources is to look at them in terms of depletion risk: do they regenerate, and, if so, at what pace? Some resources, such as trees and plants, are renewable because they regenerate relatively quickly. Others, such as copper and oil, take much longer to form and are considered non-renewable. Together, natural resources make up a dense web of interdependence, forming ecosystems that also include humans. As such, the distribution of resources shapes the face of our planet and the local distinctiveness of our environments. People have formed different types of cultural, spiritual, and subsistence-based relationships with the natural environment, adopting value-systems that go beyond economic framings.

### SESSION 2

#### LANGUAGE FOCUS 1

##### A. GRAMMAR CORNER

**EXERCISE 1: choose the suitable verb from the brackets and give its correct gerund form. The first one is done for you.**

1. She likes **reading** adventure books (to watch, to read)
2. He enjoys ...**listening**.... to traditional music (to listen, to look at)
3. ...**Making**.... noise during the English class is punishable (to do, to make)
4. They are interested in ...**studying**.... to Canada (to emigrate, to study)
5. Raïssa keeps on ...**working**.... hard for her own business (to play, to work)
6. ...**using**..... street medicines can put you in danger (to eat, to use)
7. He avoids ...**relating**.... with people who smoke (to sing, to relate)

8. ....**wearing**... a face mask is recommended in this restaurant (to wear, to place)
9. My grandmother should give up ...**eating**.... too much salt and sugar to stay healthy (to throw, to eat)
10. I can't help ...**laughing**.... when I watch Gohou's one man show on television (to laugh, to caught)

**EXERCISE 2: Read the paragraph below and underline the gerunds. The first gerund is underlined as an example**

Swimming is a great exercise. It is healthy, fun and relaxing. Because swimming is not violent, people can enjoy participating in this activity without fear of injury.

**Jogging**, a high-impact activity, can be harmful for some people. I know this from personal experience. Last year while I was jogging, I injured my right knee. I don't go jogging anymore.

After a painful year of recovery, I stopped running and switched to water sports. I'm now considering joining the swimming team at heath club and competing in races. Staying fit should be fun.

**B. VOCABULARY CORNER**

**EXERCISE 1: Complete the sentences using the words below. The first sentence is done as an example.**

accusation, starvation, vaccination; extradition, transportation, competition, association, discrimination, protection, persecution.

1. There was a **vaccination** campaign in the country when the deadly virus broke out.
2. We must take any measure for the ..... **protection** ..... of forests all over the world
3. A false ..... **accusation** ..... led that boy to prison for years
4. The dictator organized a wide ..... **persecution** ..... of the minority group in his country
5. When there is ..... **starvation** ..... in a region of the world non-governmental organizations sent food to help populations
6. The ... **extradition** ...of non- documented refugees from some European countries was reported on television.
7. Why don't you apply for the poem ... **competition** ... organized by the English club of your school?
8. Any gender ..... **discrimination** ..... attitude should be banished in your school
9. Parents' ... **association** ... in Bouaké met last Saturday to find solutions about students' 10. .... **transportation** ...to their respective schools in the town.

**EXERCISE 2: Choose a word in the brackets which fits the definition**

1. A person's memory: (attention, recollection, conviction) Recollection
2. Thinking carefully about what you are doing: (intuition, intention, attention)
3. Thinking deeply and for a while: (meditation, attention, conviction)
4. Understanding something without reasoning: (intuition, conviction, intuition)
5. Capacity of making pictures in your mind: (hesitation, imagination, recollection)
6. Telling someone what to do without giving a real order: (intuition, conviction, suggestion)
7. Feeling sure that something is true: (hesitation, attention, conviction)
8. Plan what we are going to do soon if it's possible: (suggestion, intention, attention)
9. Not to be sure what to do: (suggestion, hesitation, meditation)
10. Showing people, usually students how to do something: (recollection, demonstration, attention)

## SESSION 4

### LANGUAGE FOCUS 2

#### A. GRAMMAR CORNER

**EXERCISE 1: Choose the correct article (or no article) to complete the sentences below. N°1 is done for you**

1. I bought a pair of shoes.
2. I saw ...**a**... movie last night.
3. My brother doesn't eat ..... chicken.
4. I read ...**an**... amazing story yesterday.
5. I live in .....**an**.. apartment. ...**the**..... apartment is new.
6. John traveled to ..... Mexico.
7. Garry is .....**an**... English man.
8. Lawrence is ...**the**... best English teacher of our school.
9. ....**the**.... price of petrol keeps rising.
10. I do not like ..... basketball.

**EXERCISE 2: Read this little story, then with a partner fill in the gaps with appropriate articles (or no article). The first one is done as an example. 1.a**

(1...**A**) man and a woman were visiting Plateau in Abidjan. (2...**The**) woman saw (3...**a**..) dress that she liked in (4..**a**...) shop. She asked (5...**the**.) man if he could buy (6...**the**.) dress for her. He said: "Do you think the shop will accept (7...**a**.) cheque? I don't have (8...**a**..) credit card." The woman said: "I'm sure they will. I really want (9...**the**...) dress!". As they were talking, a shop assistant came to them. He assured that (10.....) cheques are accepted as well as (11.....) credit cards. (12...**The**.. ) woman was very excited of joy.

#### A. VOCABULARY CORNER

Expressing the opposite using the prefix *un*...

**EXERCISE 1: Use the contrary of each word from the list to complete the sentences**

Example: 1. *Water is uncountable*

acceptable, countable, healthy, loyal, clean, known, reversible, efficient, necessary, tidy

- 1- Water is *uncountable*
- 2- They did not support their manager. They were.....*unloyal*..... to him
- 3- The referee refused to change his decision. His decision was ...*unreversible* .....
- 4- It is ... *unacceptable* ..... to have students with bad behavior in school.
- 5- This boy is always sick. He is .....*unhealthy* ..... to be selected in our football team.
- 6- We cannot work in this .....*unclean*..... room. It is too dirty.
- 7- It is .....*unnecessary* ...to bring your own food for the party. We will enough for everybody
- 8- Their room is .....*untidy* ..... They should put things in order
- 9- She is totally.....*unknown*..... in this region. People don't know who she is.
- 10- Their community work is .....*inefficient*..... We don't see any impact on populations

**EXERCISE 2:** Read the words in the table and find out those which can be written with the prefix *un* to make their contrary.

*proper – cover – agree – expected – equal – new – honor – responsible – predictable – obey – seen – possible – employment – value – fair – appear – forgettable – legal – usual*

## SESSION 8

## CHECK 1

### LISTENING

**A. Listen to the audio and choose the answer which summarises the abstract you have heard.**

How do we get crude oil?

(NB. Audio text)

Finding oil and gas trapped deep underground and drilling a well are very complicated and expensive. It costs millions of pound to drill a well and only a few are successful. The liquids found underground can be a complicated mixture of water, crude oil and gas. The crude oil and gas need to be separated before they can be transported safely.

The crude oil is often found in remote places such as deserts, jungle or the Arctic. Transport of the crude oil to the refinery is sometimes very complicated. The oil refinery turns crude oil into useful products and materials. The products can travel through pipelines, by road, rail or by boats around the coast or along rivers and canals.

**B. Listen again and say whether the following statements based on the audio are True or False**

- 1- **F** Finding oil and gas underground is easy.
- 2- **T** It costs millions of CFA Francs to drill oil.
- 3- **T** When drilling, crude oil and gas found underground must be separated.
- 4- **F** Crude oil is often found in forests.
- 5- **T** Crude oil can be found in the desert.
- 6- **F** The refinery cannot transform crude oil into useful products.

### LANGUAGE FOCUS

#### A. GRAMMAR

Use gerunds in the following sentences:

Example: Always check the oil before starting the car

1. Always check the oil before **starting** the car
2. **Walking** is a good exercise
3. I cannot go on **doing** nothing
4. **Talking** like this is foolish
5. The miser hated **spending** money
6. **Reading** in poor light will affect the eyes
7. Nobody really loves **working**
8. He is glad **meeting** you
9. I am tired **waiting** in vain
10. **Amassing** wealth ruins health
11. Rose did not like **staying** outside her house for a long time

## B. VOCABULARY

Complete the sentences with *the* , *a* or *an*. Example: 1.a

1. Is there...*a*..... bank next to the museum?
2. Where is ...*the*..... nearest supermarket?
3. You'll see a bank on the left. Go past ...*the*.... bank and turn right.
4. Go along the road and there's ...*a*..... hairdresser's on the left.
5. There is ...*a*....restaurant near the lorry park.
6. ...*the*..... woman you met in the market is my siter Amlan.
7. I like ...*the*.....blue T-shirt over there better than ...*the*.....red one.
8. Is your aunt working in .....*the*... old office building over there?
9. Ayouba's father works as ...*an*..... electrician.
10. Benjamin has ...*a*.... Terrible headache
11. Where's ...*the* .. USB drive I lent you last week?

## UNIT 3: DEADLY VIRUSES AND DISEASES

### SESSION 1

#### LANGUAGE SKILL: LISTENING

**A. Listening 1 (p....):** (Answers: 1f; 2i; 3a; 4g; 5b; 6h; 7c; 8j; 9e)

**B. Listening 2 (p...):** Answers: **1F** (*the pandemic showing no signs of easing just yet*) ; **2F** (*it has less chance of evolving into a more deadly version*) ; **3T** (*SARS was stopped in its tracks early enough to prevent many variants from emerging*) ; **4T** (*the virus has had over a year to circulate across the globe and infect around 185 million people*) ; **5T** (*New variants are deemed as being of concern if they are more contagious or more deadly, or more resistant to vaccines or treatments*) ; **6T** (*The Delta variant that has spread worldwide at lightning speed*) ; **7T** (*accounting for 90% of cases in countries like the United Kingdom*) ; **8F** (*The Delta variant... is 55% more transmissible than the Alpha variant*) ; **9T** (*the Alpha variant, which itself was 50% more transmissible than the original virus*).

### SESSION 2

#### LANGUAGE FOCUS 1

##### A - GRAMMAR CORNER:

##### EXERCISE 1 (p..):

1. She said (that) *she watched* television everyday.
2. She told me (that) *he hadn't used* your computer.
3. My sister said (that) *she had posted* one of her best photos on Whatsapp.
4. Julia said (that) *doctors tried* to convince people that COVID-19 was a deadly virus.
5. A doctor told us (that) *the Delta variant had contaminated* 90% of their patients.
6. She said (that) *they would meet* a specialist the next/following day.
7. She said (that) *those nurses (had) never arrived* on time.
8. I told Mum (that) although *she had been* very sick the day before, she hadn't gone to hospital.
9. She said (that) *she was* sure her friend would call her.
10. She said (that) *she hadn't gone out* the night before.
11. She said (that) *she insisted* that he worked in this hospital.

**EXERCISE 2 (p..):** 1- *had worked* ; 2- *were* ; 3- *had run* ; 4- *hadn't cared* ... his; 5- *they...there* ; 6- *had not spread...had been stopped* ; 7- *had emerged* ; 8- *was....those days* ; 9- *were meeting ....the next/following day* ; 10- *was coming .....us*.

##### B - VOCABULARY CORNER:

**EXERCISE 1 (p...):** 1f ; 2j ; 3a ; 4m ; 5k ; 6b ; 7o ; 8c ; 9n ; 10d ; 11g ; 12h ; 13e ; 14i ; 15l.

**EXERCISE 2 (p..):** 1- *infected* ; 2- *rate* ; 3- *epidemic* ; 4- *proven* ; 5- *therapies* ; 6- *vaccines* ; 7- *spread*

##### C - COMMUNICATION

1.a. **True** ('Côte d'Ivoire's efforts to vaccinate its population'). b. **False** (Côte d'Ivoire's efforts...were being obstructed by a wave of misinformation'). c. **True** (the support of influencers and religious and community leaders)

## SESSION 4

### LANGUAGE FOCUS 2

#### A - GRAMMAR CORNER:

##### EXERCISE 1 (p..):

1. She asked me what I was doing.
2. She asked him where his sister was.
3. He asked me why she hadn't brought my book.
4. My friend wanted to know who the scorer of their team was.
5. I wondered if/whether she had gone to hospital for the check up.
6. My mother asked me if I had finished my homework.
7. I asked her if Bill would come with us.
8. His mother asked him which doctor he had already seen.
9. His friend asked him to go to the medical centre for the vaccine against COVID-19.
10. I wanted to know if you liked visiting sick people.
11. She asked me whether that was the way to the Ebola Centre.
12. She told her husband not to smoke in the bedroom.
13. My father asked me to be polite everywhere /anywhere.

**EXERCISE 2 (p..):** 1a ; 2b ; 3c ; 4a ; 5a ; 6b ; 7a ; 8b ; 9c ; 10a ; 11c.

#### B - VOCABULARY CORNER:

**EXERCISE 1 (p...):** 1 mask ; 2 distancing ; 3 well-ventilated ; 4 clean ; 5 hand rub ; 6 vaccinated ; 7 fever ; 8 breathing ; 9 provider ; 10 spread ; 11 fitted ; 12 against ; 13

**EXERCISE 2 (p...):** 1e ; 2i ; 3k ; 4a ; 5h ; 6b ; 7c ; 8d ; 9j ; 10f ; 11g

## SESSION 5:

### LANGUAGE SKILL: READING

#### B - UNDERSTANDING A TEXT

**Skimming:** Rumors made the governmental vaccination programme very difficult.

**Scanning 2:** (p..): 1g ; 2j ; 3e ; 4a ; 5l ; 6b ; 7m ; 8c ; 9d ; 10f ; 11h ; 12i ; 13k.

**Scanning 3:** (p..) : 1. T (lines 1-2) ; 2. F (lines 3-4) ; 3. T (line 2) ; 4. F (line 4) ; 5. F (line 5) ; 6. T (lines 10-12) ; 7. T (lines 8-9) ; 8. T (lines 17-18) ; 9. T (lines 14 ;19-21 ; 24) ; 10. T (lines 26-27).

## SESSION 7

#### B - READING

**Exercise 1 (p..):** b. impacts of malaria.

## UNIT 4: CRIME AND VIOLENCE

### SESSION 1 (p43)

#### PICTURE TALK

##### 1. Look at the pictures and say what you can see.

Students describe the two pictures in their own English.

1. Students express their own feelings and ideas and talk about what the pictures show. Scenes of violence are evident. One picture openly says, 'Stop violence against women'. But we can speculate and say that violence against women is true. However, violence against men is not wrong. It's also true.

2. These pictures that display violent scenes send a message about physical violence but moral violence is not excluded. Sexual abuses, insults, hurt, indifference, cruelty, humiliation and offence etc. are just samples of criminal and violent acts. I believe we need to inform people of their rights and their duties.

#### LANGUAGE SKILL: Listening

##### A. Listening 1

1. The students listen to the audio and say the action is happening in Great Britain.

2. The students say what is shocking is the abduction, beating and killing of a baby boy apart from the sexual abuse and killing of other victims and burying them in their own house that is the house of the killers.

##### B Listening 2

1. The students listen and say that the audio is about the banning of handguns despite the strong opposition of shooting clubs.

2. The students listen again and fill in the table individually and then proceed to compare their answers.

1. New legislation.

2. Britain.

3. Shooting clubs.

4. Violence as entertainments.

5. Parents refuse to buy toy guns for their kids.

### SESSION 2 (p44 to 48)

#### LANGUAGE FOCUS 1

##### A. Grammar corner

##### Exercise 1. Matching

1. Very sick.

2. Not feeling well.

3. It will never happen (example).

4. Same position or situation.

5. He was joking.

6. Heavily or a lot.

7. I don't understand.
8. To be in trouble.
9. It's very expensive.
10. To be badly treated.

### **Exercise 2.**

- a. bandit territories.
- b. came to blows
- c. head on a platter
- d. through the wars
- e. road rage
- f. tit for tat
- g. up in arms about (over)
- h. take cover
- i. fought tooth and nail
- j. beaten black and blue.

## **B. Vocabulary corner**

### **Exercise 1**

#### **a. Gist of the text:**

The text wonders why young boys are involved in violent acts generally.

#### **b. Matching**

1. e (example)
2. d
3. a
4. h
5. b
6. c
7. f
8. g

### **Exercise 2**

- a. Definition: A compound noun is a noun formed with two or more words to make another new word.
- b. Students list the words they do not know.
- c. Gap filling
  1. breakaway
  2. thunerstorm
  3. football
  4. breakaway
  5. football
  6. courthouse
  7. footballing
  8. hold up

- 9.36-team
- 10.football
- 11.football
- 12.football

## C. Communication

### Listening task:

The students give the gist of the text.

a. The passage is about violence at home in the USA. This type of violence has many forms including pushing, insulting, slapping, beating, frustrations, etc.

### b. True/False statements

1. T
2. T
3. T
4. T
5. T
6. F on the contrary situational couple violence frequently happens in the USA among couples.
7. T
8. T
9. F criminal charges may occur.
10. F kids are the victims of violence in the couples and suffer much.

c. If we should compare the situation in the Ivory Coast and the USA very probably there are similarities. In our country most violent cases are not reported but when you go to the court of law there you understand that violence in couples is a sad reality here also. When we read the newspapers we also have frequent cases of violence in couples on the page titled 'faits divers'. Sometimes such violences lead to serious injuries, mutilations or even fatalities including the death of the women but also sometimes the death of the men.

As you can see, the USA is not too different from the Ivory Coast in terms of violence among couples.

## Session 3 (p48 to 49)

### LANGUAGE SKILL: SPEAKING

#### A. Observe and discuss

Students try to understand the two graphs and interpret them.

For example, we see that in state schools the percentage of violent incidents recorded in total almost reaches 80% while those reported to the police is just under 50%.

Concerning the total number of violent incidents per 1,000 students just under 30% are recorded and less than 9% are reported to the police. This means the two graphs clearly suggest that not all cases of violence are known of. Many more cases of violence remain unknown because the victims don't want to disclose what has happened to them for different reasons.

## B. ROLE-PLAY

1. The students should first write a dialogue and then roleplay it. Example:

Nadia: well, Behi what's it that you're doing with your phone?

Behi: Look, quite an interesting scene.

Nadia: What's it? This is a crime. These students are taking drug and you're rejoicing?

Behi: None of your business. Leave me alone.

Nadia: I'll tell the teacher.

## Session 4 (pp 49-52)

### LANGUAGE FOCUS 2

#### A. GRAMMAR CORNER

##### Exercise 1

The students study the sentences and then make up their mind about which sentences are in the passive. They then justify their answers.

Expression of the passive: be+verb in the past participle

1. In the passive (were prepared).

2. No passive here.

3. In the passive (be graded).

4. No passive here.

5. No passive here.

6. Three verbs in the passive here (been reanalyzed; be announced; is judged).

7. In the passive (be paid off).

8. In the passive (been ignored, been imposed).

9. No passive here.

10. No passive in sentence 10.

##### Exercise 2:

In this exercise, the students have to identify the verbs in the passive and say why.

Justification: Again, auxiliary be+verb in the past participle.

Stolen (L2): was stolen

Proved (L4): Here the auxiliary **be** is not visible, but it is there (elided).

Planned (L5): was planned

Planned (L6): was planned

Unloaded (L7): were unloaded

Driven (L8): Here the auxiliary **be** is not visible, but it is there (elided).

Bought (L8): been bought.  
 Shared out (L9): was shared out.  
 Cheated (L10): been cheated.  
 Paid (L10): been paid.  
 Left (L11): were left.  
 Put (L12): was put.  
 Caught (L13): been caught.  
 Sentenced (L13): were sentenced.  
 Recovered (L15): been recovered.

**Exercise 2**

Here the students tell the story they've just read in their own English still using the passive voice.

For example: In 1963, a big sum of money was stolen by some thieves. The theft was well organised but in the end the police managed to catch them...The robbers were caught and were put into jail for 300 years.

**Exercise 2: Word formation**

Verb	Adjectives	Context
Create	Creative	Creative activity
Invent	Inventive	Inventive work
Endure	Enduring	Enduring context
Emerge	Emerging	Emerging country

**C. COMMUNICATION**

The students are asked to describe the context of violence in their region.

For instance, our region is suffering from the degradation of security specially during harvests. Apart from yam fields that are being robbed in broad day time, that is, the thieves go to the farms and harvest the yams in the mounds. This is very current.

In addition, when everybody is in their farms, some houses are broken into. The gendarmerie who are supposed to protect the region are not frequently patrolling the area. The situation is really untenable. The population are ready to take the law into their own hands. The situation is really terrible. Something needs to be urgently done.

**Session 5 (p52-54)**

**LANGUAGE SKILL: READING**

**A. PICTURE TALK AND DISCUSSION**

The two pictures reveal serious violent scenes with the men or women battered with their faces in poor state. They are injured with inflated eyes and serious bruises.

## B. UNDERSTANDING A TEXT

### Skimming

1. The students quickly read the text and identify the most suitable gist suggested which is:

-The text is about violence at home.

### Scanning

#### 2. Matching

Denial L1=refusal (example)

Abuse L4=improper treatment or usage

Relevant L7=pertinent

Entrenched L8=hidden in a place for defense

Inherited L9=received from an ancestor

Linked to L12= related to

Prone to L17=have a tendency or inclination to

Heterosexual L21=of the opposed sex

Escape L24=get away

Reliant on L26=dependent on

#### 3. Students read the text and answer the questions.

1. According to the text, domestic violence is a refusal or denial of human rights.
2. The action is taking place in Australia.
3. Domestic violence harms the victims.
4. Domestic violence is a problem for the community because it deprives the victims of their rights to possess a land for example and this creates the separation of couples which does not profit the children.
5. Traditional male and female role relate to the education of the children.
6. According to the text, society views children as the parents' property.
7. According to the text some women exercise violence on their husbands.
8. Aboriginals can be afraid to report violent acts against them to the police because of discrimination towards them.
9. Economic factors are really important because almost everything today is money-based and if you don't have any wealth it is difficult to elbow your way around the society.

#### 4.CRITICAL THINKING

- a. For me domestic violence shouldn't exist because you don't live with somebody you don't love.
- b. To curve this domestic plague, we need to be tolerant and protective. We need to think twice before engaging with a partner.

## Session 6 (p54-55)

### COMMUNICATION

1. Yes, some violent scenes in the Ivory Coast are similar to that of Sarah Everard which happened in Great Britain. For example, some gbaka drivers often get wounded or even killed by the police in Abidjan. Such scenes are called police blunder and usually the fatalities relate to money matters or the lack of driving licences, car insurance or incomplete papers in general.

Here is an authentic example. A police man blew his whistle and the gbaka driver stopped. The action was taking place in Yopougon Wassakara.

Police officer: Hi, this is a routine police check. Show me your papers. The papers of the car.

Driver: Here you are.

Police: Papers not in order. Tyres in poor states.

Driver: Officer, this is not true. You're looking for something else.

Police officer: Are you trying to teach me my job?

Driver: The driver yelled. Today I'm not giving you any money. Do what you want.

Meanwhile, a gathering has been happening and the discussion was getting nastier. Suddenly the driver grabbed his papers and jumped into his car and started the engine. The policeman opened fire and hit the young driver. A scene of chaos started, and the police ran away to look for additional help.

2. Often, we see that some young people abuse young girls because the young girl refuses a relationship proposed by a boy.

Koné: Hi Anna, good evening.

Anna: Hello.

Suddenly, Koné proceeded by grabbing the young girl.

Anna: Hey, leave me alone, stop pushing me.

Koné: Well, just follow me.

Anna: I won't and please, leave me alone.

Koné: If you don't, I'll make sure you're beaten by my gang.

Anna: I'll tell the administration.

Koné: You dare.

## Session 7 (pp55-56)

### LANGUAGE SKILL: WRITING

#### A. PICTURE TALK

Students study the pictures and express their understanding.

The two pictures show two different scenes. The first one is about two youngsters a boy and a girl. The girl seems to daydream with her eyes closed. The boy seems a bit disconnected and amazed by what the girl was doing.

The other two are in a violent scene and the boy is bullying the girl. This can clearly be seen on the girl's face.

## **B. READING**

Students read the text and come up with some causes of domestic violence.

For example, here are some causes of domestic violence: physical violence, abuse, controlling a partner through financial or other forms of manipulation.

## **C. COMMUNICATION**

### **WRITING TASK**

Here, the students use the information they have already gathered from the text above and write their paragraphs. They should really write the paragraphs since there is a recurrent weakness in writing regarding the students globally. Writing is a technical skill that takes time to grow. It's time consuming but it is worth spending time on this skill. In our system, you cannot make any decisive breakthrough in your studies if you cannot write properly.

Therefore, students should closely follow the instructions under the supervision of their teacher. It is process writing technique that the teacher should follow. In other words, the first step in writing is the collection of data once your topic is clearly identified. The second step is the discrimination of the collected data to retain the most relevant to the subject. Next, organise those relevant elements in a coherent and logical manner. Always write a first draft and a second draft and probably a third draft (we are in the process of learning) and now the final product. Again, all this process should be closely monitored by the teacher who should exercise great patience.

Here is the topic: write two paragraphs to show first the causes of domestic violence and some consequences and secondly make some suggestions to curb this issue.

### **Model paragraphs.**

Domestic violence may derive from several causes and may have some serious consequences.

For one thing, living with a partner requires that the two persons make sure they get on well. This is a condition that should be closely examined. The other thing is that an adult cannot be expected to totally change his behaviour. This means that the two people who plan to live together should accept that differences may occur and if this is the case then the partners should be prepared to face the challenge, try to understand the problem and try to resolve it. It should be well noted that misunderstandings are natural parts of life in groups.

If this notion is not fully integrated, the consequence is separation with frustrations, harms and bruises at the moral level. I don't believe we get together to separate. On the contrary.

Now, when divergences happen, one approach is to sit down and try to communicate on the issue and objectively examine the causes. One thing to avoid is to tell others what trouble we are facing in our relation.

It is far better to try and resolve our differences at home. Since two horny animals cannot live together without troubles, as the saying goes, each partner should develop an ability to make concessions. Suppleness and flexibility should be one thing to constantly consider.

As a conclusion, I would suggest that any human relation should basically be sustained by tolerance, mutual respect and self-esteem. If any individual starts by loving themselves, I believe they would love other people as well.

## **Session 8** **CHECK 2** (pp56-58)

### **Listening**

A. The text reveals that women also practise violent acts on their male partners.

B. True /False statements

1. **T** The text asserts that women also bully their husbands.
2. **F** Johnson's study was conducted in 1995.
3. **F** 302 men asserted that they were victims of their female partners.
4. **T** IPV conforms to CCV.

### **SPEAKING**

1. The African saying that two horny animals can't live together in the same cave means that if two persons do not make concessions and do not tolerate each other, they won't be able to live together.

2. It is important that we live in harmony by accepting each other and love one another in our communities. For this, we need to self-esteem, accept oneself as a human being and respect one another. The foundation of human relation should be one of mutual respect and tolerance. We should learn to understand our differences that need to be seen as assets. Peace is basic and, at the end of the day, all human beings should be treated on the same basis for we have the same rights because we are equal before the law.

### **LANGUAGE FOCUS**

#### **A. GRAMMAR**

- 1.0
- 2.0
- 3.the
- 4.a
- 5.a
- 6.a
- 7.0
- 8.0
- 9.the
- 10.0
- 11.the
- 12.0

## B. VOCABULARY

Identifying words in the text from the definitions suggested in the table.

1. Experienced (example)
2. gender-based violence (L1)
3. intimate (L2)
4. spousal violence (L3)
5. emotional violence (L5)
6. gender simmetry (L6)
7. income (L6)
8. nuclear family (L7)
9. perpetrator (L7)
10. identified (L8)
11. risk factor (L9)
12. earning spouse (L8)

### Session 9 Project 2 (p58 SB)

Newspaper articles.

Here are some indications to consider before writing an article.

1. give the article an attractive, catchy title, headline.
  - the point of the article should use adequate choices of words.
  - summarise details and include basic facts.
  - so the first paragraph or introduction should be effective to motivate the audience.
2. The body of the article contains the story rich in facts and evidence.  
Facts, no opinion, no interpretation. Comprehensible sentences.  
Use active voice. Use reliable sources. Avoid being vague; use precise data and precise facts.  
Comments should be clear and short.
3. In this last section or conclusion, avoid new details.  
Use an interesting quote to end the story.  
End with a relevant summary of the major points presented.

### Model article or sample article for a school magazine.

Wives beating husbands.

The phrase "Domestic violence" has mostly been used for husbands in our society. This issue is a matter of concern both in urban and rural areas in the Ivory Coast. Nevertheless, we tend to forget that violence does not have a gender.

The news today is that some women are on purpose mistreating their husbands. Far from being fake news or created stories, many men are effectively suffering at the hands of their wives. It seems that it is not a new trend for a woman to beat her husband. The legended Nigerian writer Wole Soyinka, 1982 told a fascinating story of a Nigerian King being floored seven times in public by his wife as His Majesty wanted to prove that his wife could not beat Him. Studies reveal that many men suffer from their wives. But given the ego or masculine dignity, male victims of domestic violence may keep silent, thus leaving, mainly, the voices of women crying as victims in the relevant narratives. Actually, on a notable scale, studies are showing the

reality of males being victims of domestic violence perpetrated by females. This article seeks to address the foregoing and related issues in the context of human rights. Among the issues to be engaged will be the factors contributory to the silencing of the voices of male victims and need for a pragmatic balance in the protection of women and men against domestic violence.

At the end of this surprising article, it is clear that Cain's eye and men's ego are the main factors governing their reluctance to reveal being mistreated by their wives.

Adapted from these sources: Soyinka, 1982 ; Fagunwa, 2005 ; National Buzz, 2017 ; Young, 2018 ; Beijing Law Review Vol. 12 No.2, June 2021

## UNIT 5: HUMAN RIGHTS

### SESSION 1

#### LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

#### B. Listening 2

Human rights are standards that recognize and protect the dignity of all human beings. Human rights govern how individual human beings live in society and with each other, as well as their relationship with the State and the obligations that the State have towards them. Human rights are universal and inalienable. All people everywhere in the world are entitled to them. No one can voluntarily give them up. Nor can others take them away from him or her. No government, group or individual person has the right to do anything that violates another's rights. Human rights are universal and inalienable. All people everywhere in the world are entitled to them. No one can voluntarily give them up. Nor can others take them away from him or her. Human rights are indivisible. Whether civil, political, economic, social or cultural in nature, they are all inherent to the dignity of every human person. Consequently, they all have equal status as rights. There is no such thing as a 'small' right. There is no hierarchy of human rights.

*Adapted from: Introduction to the Human Rights Based Approach, UNICEF Finland, 2015*

#### 1- Listen to the audio and tell the class what it deals with.

The text deals with human rights

#### 2- What do these words from the audio mean to you? Discuss them with your partner then tell the class: dignity, universal, inalienable, indivisible, no hierarchy

- **Dignity**= the value that a person has, related to his/her state of a human being. It has nothing to do with their race, class, gender, etc.
- **Universal**= which is the same everywhere in the world
- **Inalienable**= which cannot be denied, or taken away from you.
- **Indivisible**= indivisible rights means interdependent rights. When people fully enjoy civil and political rights then it is easier for them to exercise their economic, cultural... rights.
- **No hierarchy** = It means that all rights have equal status.

#### 3- Listen to the audio again and put the paragraphs below in the correct order to suit with what you have heard.

The correct order of the paragraphs are: §3; §5; §2; §4; §1.

### SESSION 2

#### LANGUAGE FOCUS 1

#### A. GRAMMAR CORNER

## EXERCISE 1

Complete the conditional statements below by using the verb at the end of sentence.

The first one is done for you: **1. will go**

1. If you do your homework now, we **will go** to the cinema in the evening. (to go)
2. If we **order** the book now, we will have it tomorrow. (order)
3. If I had more money, I **would buy** a bigger car. (to buy)
4. If I **met** my favorite movie star, I would ask him for an autograph. (to meet)
5. I **will be** available for you if you need my help. (to be)
6. I would go swimming if the weather **became** better. (to become)
7. If he **doesn't have** time tomorrow, we will meet the day after. (not to have)
8. If I **were** you, I would ask her what to do. (to be)
9. If we **don't order** the tickets soon, there won't be any tickets left. (not to order)
10. She **wouldn't behave** so badly to you if she were your friend. (not to behave)

## EXERCISE 2

Express more conditions by using the words in the brackets to fill in the blanks

*Example: 1. If I had more time, I would exercise more*

1. If I had more time, **I would exercise more** (exercise more).
2. If I were rich, **I would spend my time travelling** (spend my time travelling).
3. If I were you, **I would ask the teacher to help me when I don't understand** (to ask the teacher to help me when I don't understand)
4. **If she saw a snake**, (see a snake) she'd be terrified.
5. If **they're** hungry, **they will make some sandwiches to eat** (to make some sandwiches to eat).
6. **If he didn't have to work late** (not have to work late), he could go out with his girlfriend.
7. If I were you, **I would take an aspirin to relieve my headache** (to take an aspirin to relieve my headache).
8. What would you do if **you were offered a job in Canada** (to be offered a job in Canada)?
9. **You wouldn't walk everywhere**, (not have to walk everywhere) if you bought a bike.
10. **If he studies hard** (to study hard), **he'll do** well in the exam.
11. If she **arrives** late at the airport, **she will miss the flight to London** (to miss her flight to London).

## B. VOCABULARY CORNER

### WORD FAMILY

Tell the class what the words in each picture and in the box below have in common.

- The words around the picture of a family have the word **help** in common.
- The other words in the box have the **prefix tri** in common.

### EXERCISE 1

Words are members of the same family if their form is very similar, and their meanings are related.

Find out words belonging to the same family as each of those listed.

*Example: 1. clear- unclear, clearly, clearness*

- 1- Clear: **clear- unclear, clearly, clearness, clarity**
- 2- Write: **writer, writing**
- 3- Polite: **politely, impolite, politeness, impoliteness**
- 4- Person: **personal, personally, impersonal**
- 5- Hope: **hopeful, hopefully, hopeless, hopelessness**

- 6- Happy: *happily, unhappy, happier, happiness, unhappiness, unhappily*
- 7- Real; *unreal, really, reality*
- 8- Play: *player, playing, playful, playable, playability*
- 9- Friend: *friendly, unfriendly, friendless, unfriendliness*
- 10- Interact: *interactive, interaction, interacting*
- 11- React: *reaction, reacted, reacting*

## EXERCISE 2

Words are members of the same family if their sounds are similar, even if their meanings are not related.

Work with a partner to sort out the following words and put them in the table according to their families.

cake snack beep shake bank jeep fake thank keep sing sleep blank snake take crack black king drank sank back pack sheep ring sweep string attack rank bring cling awake

Cake	Keep	snack	bring	drank
<i>Shake, fake, snake, take, awake</i>	<i>Beep, jeep, sleep, sheep</i>	<i>Crack, black, back, pack, attack</i>	<i>Sing, king, ring, string</i>	<i>Bank, thank, sank, rank,</i>

## SESSION 4

### GRAMMAR FOCUS 2

#### A- GRAMMAR CORNER

#### EXERCISE 1

Read carefully the following conditional sentences and correct the wrong forms of the verbs. The first sentence is corrected for you:

➤ If he **had talked** to me politely, I would have listened to him.

- 1- If he **had talked** to me politely, I would have listened to him.
- 2- We **would have stayed** at home if it had rained last weekend.
- 3- She would have bought a new bicycle if she **had saved** enough money.
- 4- If the student had listened to the teacher carefully, he **would have answered** the questions easily.
- 5- If my sister **had seen** this toy, she probably would have asked our father to buy it for her.
- 6- She **might have called** him for the party if she had found his phone number.
- 7- If he had been good at math, he **would have got** a high score from the exam last week.
- 8- If I **had waited** for you more, I would have missed the plane.
- 9- She **would have been** the luckiest woman in the world if Fred had married her.
- 10- If you had participated in the competition, you **would have won** the prize.

#### EXERCISE 2

Read the text below and correct mistakes on the verbal forms of conditional sentences from sentences 1 - 6

**Example:** (1) *If he had forgotten, she would have been upset.*

*Last Saturday was Baffy's sister's wedding. He almost forgot it. (1) If he had forgotten, she would have been upset. Baffy left home for the wedding starting at 10 o'clock. He was stuck in a traffic jam. (2) If he had not left earlier, we wouldn't have arrived on time. His sister was glad to see him with the other members of the family. The town hall was full of guests. (3) Baffy could not have found a better seat if he had come five minute earlier. It was a joyful moment. He likes his sister's husband who has a good social position. He speaks English well. (4) If he hadn't learnt English, he wouldn't have got a good job. He travelled abroad many times. (5) Foreign companies would not have hired him if he had not had some experience in running*

conferences abroad. He is a very smart man. Baffy spent only one hour at the wedding. He was very busy that day. (6) He **could have helped** organizing the cocktail if you had **stayed** there for a long time. It was after all a memorable moment.

## B. VOCABULARY CORNER

### EXERCISE 1

Find out the British English word for each American English word in the box to complete the sentences.

schedule, flashlight, apartment, movie, elevator, pants, drug store, garbage, bar, faucet, mail

**Example: We took the *lift* (elevator) to the 10th floor.**

1. We took the (elevator) ***lift*** to the 10th floor.
2. Would you like to see a (movie) ***film*** tonight?
3. Have you seen Tim's new (apartment) ***flat*** yet? It's very nice.
4. Run down to (the drug store) ***chemist's*** and buy some aspirin, please.
5. Let's go to the (bar) ***pub*** and get a cold drink.
6. I'll take the (garbage can) ***dustbin or rubbish-Binout*** before I leave tomorrow morning. It's full of dirty things.
7. Look at the (schedule) ***timetable*** and see when we have English class.
8. Could you hand me the (flashlight) ***torch*** so I can take a look in the darkness?
9. Peter wore a pair of slim fitting (pants) ***trousers*** to the party.
10. She opened the (faucet) ***tap*** and watered the garden.
11. I'll pick up the (mail) ***post*** on the way home from work.

### EXERCISE 2

Read the questions and answer with the correct word or expression.

**Example: 1. a car**

1. If a British asks you to put something in the "boot" do you put it in.....? (a car, a shoe, a cupboard) ***a car***
2. In the US, what school do children go to age 5-11? (elementary school, infant school, primary school) ***elementary school***
3. What is the correct UK spelling of this unit of measurement? (kilometre, meter, kilometer) ***kilometre***
4. What do people in the US call this object: ..... (a torch, a lamp, a flashlight) ***a flashlight***
5. If someone in the UK asks you for "a lift", what do they want you to do? (take them somewhere in a car, help them with something, pick them up and carry them) ***take them somewhere in a car***
6. Where do people in the US go to watch a James Bond film? (to the movie mall, to the movie theater, to the cinema) ***to the movie mall***

## SESSION 5

### LANGUAGE SKILL: READING

#### UNDERSTANDING A TEXT

1. Read the text quickly and tell the class its main topic.
  - The main topic is CHILDREN'S RIGHTS
2. Read the text again, then with a partner discuss whether the statements below are true or false. Justify your answers.

- a. A lot of children in the world live with all their rights. **F (paragraphs 1 and 2)**
- b. Children's rights is an issue everywhere in the world. **T (end of paragraph 3)**
- c. Social conflicts may not put children's basic rights in danger. **T (paragraph 2)**
- d. Slavery, exploitation and any form of abuse are parts of children's rights. **F (lines 10, 11, 12)**
- e. World Vision believes that children should fight to succeed in life and have equal opportunity. **F (lines 10 and 11)**
- f. Normally, Child rights should vary according to age, race, gender, wealth or birthplace. **F (paragraph 4)**
- g. Children are as vulnerable as adult men and women. **T (lines 16 and 17)**
- h. Children's rights are determined and written according to the realities of each country. **F (paragraph 5)**
- i. Children have dignity and should be treated fairly. **F (lines 18 and 19)**
- j. The United Nations define any person who is not more than 17-year-old as a child. **T (lines 21 and 22)**

## UNIT 6: TECHNOLOGY AND OUR LIVES

### SESSION 1

#### LANGUAGE SKILL: LISTENING

##### A. Listening 1

Exercise 1 (p.) : b) The importance of technology in education.

Exercise 2 (p.) :

1.T (*The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning.*)

2.F (*teachers can use online learning as a powerful educational tool.*)

3.F (*The effective use of digital learning tools in classrooms can increase student engagement/ It also helps students build essential 21st-century skills*)

4.T (*It also helps students build essential 21st-century skills.*)

5.F (*technology tools can not only make class more lively...*)

6.T (*The promise of educational technology lies in what educators do with it and how it is used to best support their students' needs.*)

##### B. Listening 2 (p.)

A) The speaker is talking about the advantages of technology in education.

B) The speaker says that resources will be more accessible.

C) The introduction of e-books has made things easier for low-income families.

D) E-books in education will help to reduce environmental problems.

### SESSION 2

#### A. GRAMMAR CORNER

**EXERCISE 1** (p.) : 1) in case ; 2) unless ; 3) In case ; 4) As long as / so long as ; 5) unless ; 6) in case ; 7) as long as/ so long as ; 8) As long as / so long as ; 9) Unless ; 10) as long as/ so long as ; 11) in case ; 12) as long as/ so long as

**EXERCISE 2** (p.) :

1. **Unless** you are very careful, your photo will be misused on the internet.

2. **As long as** you keep your bank account secret, cyber criminals will not have access to it.

3. **Unless** he stops smoking, he will get cancer.

4. **In case** you are well prepared in computer science, you will get a good job.

5. **As long as** we install an alarm system, thieves will not steal our car.

6. **In case** there is a fire, leave the building.

7. **Unless** you accept my proposal, don't expect any help from me.

8. **As long as** you follow my instructions, you will not get lost.

#### VOCABULARY CORNER

**EXERCISE 1** (p.): 1) Dishwasher; 2) thermometer; 3) Microwave; 4) headphone; 5) iron; 6) data; 7) hairdryer; 8) air conditioner; 9) food mixer; 10) drone.

**EXERCISE 2** (p.): 1) at; 2) save; 3) frozen; 4) transferring; 5) Hacking; 6) download; 7) shutdown; 8) password

## SESSION 4

### A. GRAMMAR CORNER

#### EXERCISE 1 (p..) :

Bouaké is **less big than** Abidjan or Bouaké is **not as big as** Abidjan.

- 1) Communication is **easier** nowadays **than** in the past.
- 2) The fear of missing something important is **more common** among teenagers **than** among adults.
- 3) Parents are **more alarmed** about online content **than** about time spent online by their children. / Parents are **less alarmed** about time spent online by their children **than** about online content.
- 4) Technology has brought **greater changes** today **than** before.
- 5) The internet is **not as popular** in Africa **as** in America.
- 6) Technology has made communication **faster than** before.
- 7) Most young people are **more anxious** without their smartphones **than** without food.
- 8) Travelling by car is **cheaper than** travelling by plane but travelling by plane is more comfortable.
- 9) Face to face conversation is **warmer** and **more natural than** online conversation.
- 10) The youths think that there is **no better way** of staying in touch **than** communicating through technology devices.

#### EXERCISE 2:

- 1) My computer *is more/less powerful than* yours.
- 2) Your friend *is better/less good* at ICT *than* I am. / Your friend is as good at ICT as I am
- 3) New smartphones *are faster than* previous ones.
- 4) I want to buy a new TV set which *is smarter than* the one I have.
- 5) Your tablet *is not as quick as* mine. / Your tablet *is not quicker than* mine.
- 6) Most old people think that technology *is more dangerous than* drugs.
- 7) Technology use *is ten times higher* today *than* twenty years ago.
- 8) Filters make photos *more attractive than* photos taken with traditional cameras.
- 9) Technology has made *doctors' work easier*.
- 10) Educational technology *is of greater* help to learners and teachers *than* traditional devices were.

### B. VOCABULARY CORNER

EXERCISE 1 (p..): 1e ; 2g ; 3b ; 4a ; 5h ; 6c ; 7d ; 8f

EXERCISE 2 (p..) : 1i. a keyboard ; 2d. to surf ; 3h. a washing machine ; 4e. a touchscreen ; 5k. a dishwasher ; 6g. a laptop ; 7b. a screen ; 8c. a mouse ; 9a. a landline ; 10j. to text message ; 11f. a game

## UNIT 7: POLITICAL CHANGE

### SESSION 1 (p85 Students' book that will be noted 'SB' from here on)

#### PICTURE TALK

1. Look at the three pictures below and describe what you can see:

Students are invited to describe the three pictures in their own English.

On the left-hand side, we can see a loudspeaker and a hand holding it. It is written IT'S TIME FOR CHANGE. On the right-hand side, it is written THE ANTIDOTE IS TO VOTE. Right below the same picture on the right-hand side, we can see people who have come to vote. It is clearly written in the picture VOTE DAY.

2. Students look at the pictures and say what they feel. They express their ideas in terms of emotions, joys, happiness or frustrations and so forth... The fight on the ground is interesting to see who will control the city, town or region or even the country.

#### LANGUAGE SKILL: Listening

The students listen to the audio and do the activities that follow.

##### A. Listening 1

1. The students listen to the audio and summarise it. They don't write in their textbook.

-The speaker hopes that his nation will be a nation of justice.

##### B. Listening 2

1. Students listen to the audio and say the speaker is Martin Luther King Jr.

2. Students listen again and answer the questions.

1. The event took place in 1963.
2. President Abraham Lincoln signed the act.
3. The proclamation act freed the slaves.
4. More than 200 000 people attended the meeting.
5. The people were black and white men.
6. The participants came by car, by plane, bus, and on foot.
7. The people wanted equal rights.

### SESSION 2 (pp 86-89 SB)

#### LANGUAGE FOCUS 1

##### A. Grammar corner

**Exercise 1:** The students use conjunctions to make sentences following the illustrative sentences in the table in their textbook.

- a) Anna studied her lessons and so succeeded easily.
- b) We'll meet the President though he is a busy man.
- c) The students will go to the stadium but will not pay any ticket.
- d) The cat will climb the tree to catch the gecko as it is very hungry.

**Exercise 2:** Students fill out the text using the conjunctions.

- 1) but.

- 2) but.
- 3) as.
- 4) although.
- 5) because.
- 6) and

## **B. Vocabulary corner**

**EXERCISE 1:** The students listen to the audio and repeat the words either individually or chorally.

**EXERCISE 2:** The students read the text and do the activity.

1. grapple with (L1)=deal with, tackle, study.
2. growth (L2)=development
3. decay (L2)=decomposition
4. breakdown (L2)=sudden failure
5. magnitude (L3)=great importance
6. occurred (L4)=happened, took place
7. contorted (L9)=deformed, transformed negatively
8. social strife (L9)=trouble between people
9. rise (L11)=the act of growing greater
10. issues (L11)=challenges, problems
11. scope (L12)=extension, range
12. threat (L12)=menace

## **EXERCISE 3**

1. outbreak
2. uptick
3. alleged
4. pivot
5. contribute
6. pledged solidarity
7. partner
8. testing
9. guidelines
10. patients

## **C. Communication**

1. The students listen to the audio and give the gist of the text.

-The text is about political text messages (before the election day. It's the time for the campaign now).

2. Table completion

1. in about 6 weeks
2. are bombarded with political ads.
3. text messages
4. 10 to 12 SMS per day and per person.
5. some sms asking for money may be scams.
6. one message said a member of Anderson's family did not get registered.

## SESSION 3 (p89-90)

### LANGUAGE SKILL: SPEAKING

#### A. Observe and discuss

The students observe the picture and discuss it in pairs. This is a personal interpretation.

1. We can guess this is in Nigeria given the colour of the flags (green and white). The Green Eagles, the national football squad of Nigeria, often wear these colours during competitions as the colour of the national jersey.

The people are demonstrating as it's shown in the picture.

Why are they demonstrating may have different reasons. The people, we may guess, are not happy of something in the country.

2. The people are watching a 3D video given the glasses they are wearing. It's a kind of video or cinema we watch with glasses (Blu-ray) to protect the eyes from hurt and deterioration. These 3D dimensional films are realised with the three dimensions of height, breadth and depth of reality or real-life things.

3. If the first picture is showing the anger of people who are demonstrating, the second picture is not. In the second picture, it seems the people are rejoicing. Their faces are relaxed and we see some bottles of sweet drinks with them. They are sitting with their blu-rays.

#### B. ROLE-PLAY

The students are given some instructions to follow to show that they are not happy. Then they write their ideas and role-play them. In this protest, the police or the gendarmerie have arrived on the scene for security.

Some journalists have come to the demonstration as witnesses. They will report for their audiences. The students are now role-playing their frustrations and anger.

## Session 4 (pp 91-92)

### LANGUAGE FOCUS 2

#### A. GRAMMAR CORNER

##### EXERCISE 1

The students order the adjectives along with the nouns appropriately following the principal given in the table relating to the language function in the table. (See Students' textbook)

**Answers:** a tall man ; a basketball player ; a short boy ; an intelligent girl ; a sharp knife ; a stupid, little boy ; a single man ; a cute baby ; a dangerous snake ; a rapid runner.

##### EXERCISE 2

1. The students describe the different things following the same principle as shown in the table in the students' textbook.

a. a long, sharp knife; exagonal, new coins; blue, velvet curtains; a plastic, old bucket; a small, round bath; a French, elegant clock; a small, suspicious official; a brown, inquisitive dog.

## B. VOCABULARY CORNER

**EXERCISE 1:** The students listen to the audio and repeat the words.

**EXERCISE 2:** The students read the text on political text messages and do the activity which follows.

1. asked, demanded (example)
2. regulations
3. electronic letters sent
4. electronic letters received
5. votes
6. given
7. taken away
8. intention

## C. COMMUNICATION

### Speaking task

Group work: the students are asked to select a topic of interest for them and discuss it in their class groups.

The issues relate to politics or health issues.

## Session 5 (pp 93-94)

### LANGUAGE SKILL: READING

#### A. PICTURE TALK AND DISCUSSION

1. In these pictures we can see two people. President Barack Obama and the legended African American actor Sidney Poitier.

In the first picture, a white and black picture, Poitier is still young with a beautiful smile on his face.

In the second picture, Poitier is receiving a medal from President Barack Ossein Obama.

#### B. UNDERSTANDING A TEXT

##### Skimming

1. The students read the text and give its gist:

This text relates to the civil rights movement in the USA. The leaders accepted to forget about their differences to march on Washington to demand equal rights. The march was a successful multiracial march.

##### Scanning

2. This question is redondant. It has already been treated as a skimming task on p93.

3. Students answer the questions.

1. President Kennedy.
2. Give equal rights to the Blacks.
3. On June 11, 1963
4. The Southerners tried to block the bill because they disagreed. They did not want to see freedom extended to the African Americans.
5. The civil rights movement decided to march on Washington to put pressure on the congress and dramatize the issue.
6. Philip Randolph was a civil rights activist and wanted to go to Washington.
7. Many organisations were present including the NAACP.
8. All races were convinced including the whites to make the march a multiracial event.
9. Philip Randolph succeeded in bringing all the movements together for the same cause.
10. On that occasion all the leaders agreed to avoid harsh criticism for the sake of unity.

### **Critical thinking**

Here the students are not given any directions. They are free to choose the issue they feel like talking about. It could be equal rights, transparent elections, or violence at school, etc.

### **Session 6** (p 94)

#### **COMMUNICATION**

- a. The students identify the problem in the text. They should exercise their right to express their opinion on the issue of civil rights in pairs and in their class groups. The teacher should feel free to organise this discussion about civil rights fight.
- b. The students should read the text and inspire from it. The civil rights movement demonstrated that it is possible to come together and fight for the same cause. The leaders demonstrated that discipline and unity are the main ingredients of victory. They showed that together they can make it as Obama claimed years later in 2008.

### **Session 7** (pp95-96)

#### **LANGUAGE SKILL: WRITING**

##### **A. PICTURE TALK**

The picture shows President Obama on his inauguration ceremony. Joy clearly pervades the ceremony but the President himself looks quite calm, serene, and detached.

The boy clapping and smiling clearly symbolizes the future and the hope it is expected to bring about.

##### **B. READING AND WRITING**

The students read the model essay and discover that it is a five-paragraph essay. They do the work under the supervision of their teacher. They discover that there is an introduction that presents the subject matter which is history.

They also discover that the second and third paragraph highlight the relevance of history with clear examples.

The fourth paragraph attempts at discrediting history as outdated, irrelevant, inappropriate and useless. This argument is quickly proved unjustified and false.

The last paragraph which concludes the essay argues that history is not only worth studying but also it carries a lot of information that stands to help us understand our past to better negotiate the future.

## **C. COMMUNICATION**

### **WRITING TASK**

Here, the students use their understanding of the model essay to write their own essay. They should really write the essay on politics and politicians since there is a recurrent weakness of students in writing. Writing is a technical skill that takes time to build up. It's time consuming but it is worth spending time on this skill. In our system, no one can make any decisive breakthrough in their studies unless they have a command of the technique of writing.

Therefore, students should closely follow the instructions under the monitoring of their teacher who should exercise great patience. It is process writing technique that the teacher should follow. In other words, the first step in process writing is the collection of data. The second step is the discrimination of the data to retain the most relevant to the subject. Next, organise those relevant elements in a coherent and logical manner. Editing is the final stage in the work.

NB: Always write a first draft and a second draft and probably a third draft (we are in a process of training of the learners) and now write a final product. Again, all this process should be closely monitored by the teacher.

Here is the topic: write about politics and politicians. More specifically reflect on politics as an art of developing a country and politicians as the actors that manipulate people.

**NB: To deal with the topic, and write a five-paragraph essay, follow the steps suggested beneath.**

1. The introduction of the essay explains the topic in short and simple sentences.
2. A first idea for the thesis and supporting examples written briefly and concisely.
3. A second idea in favour of the thesis and supporting examples as the third paragraph.
4. An idea that tries to develop an argument against the thesis but not strong enough to weaken the thesis as a fourth paragraph.
5. A conclusion that strongly restates the thesis of the essay and proves the antithesis irrelevant as the fifth paragraph.

## UNIT 8: AFRICAN CULTURAL HERITAGE

### SESSION 1

#### A- Listening 2

1- Listen to the text from the audio and tell the class what it is about.

Robben Island is one of UNESCO World Heritage sites across the African continent. It has a dubious history. The first people who were banished to the island were two Malagasy men who led a mutiny on a slave ship in 1766. Then Robben Island was used in 1845 as a hospital for people with leprosy and mental illness who were separated from society. It was also used as a military base during World War II. However, when South Africa is mentioned in conversation, many things come to mind. One of those things is the Apartheid regime that dominated in the 20<sup>th</sup> century. Robben Island was famously known as a political prison where former South African President Nelson Mandela served 18 of his 27 years of imprisonment. There is no surprise Robben Island has a cultural significance on the World Heritage Sites list.

Adapted from AFRICAN IMPACT, The top 10 world heritage sites in Africa.

2- Listen to the text again and choose the correct answer from *a*, *b*, or *c* to complete the statements below.

- 1.c Robben Island is One of UNESCO World Heritage sites
- 2.a The first people who were banished to Robben Island were Malagasy Slaves
- 3.b The first people who were banished to the island were Madagascar
- 4.a Robben Island was used for people with leprosy in 19<sup>th</sup> century
- 5.c Nelson Mandela spent 27 years in prison

### SESSION 2

#### LANGUAGE FOCUS 1

##### A. GRAMMAR CORNER

**Contrast words:** *Though, although, even though, in spite of, in spite of the fact that, despite, yet, however.*

##### EXERCISE 1

Read the sentences and choose 'however', 'although' or 'despite' to complete them.

**Example: 1. *despite the rain, we still went to the school.***

1. **Despite** the rain yesterday, we went to school.
2. **Although** it rained yesterday, we went to school.
3. It rained yesterday. **However**, we went to school.

4. Habib bought the watch, **despite** the fact that it was expensive.
5. Habib bought the watch. **However**, it was expensive.
6. **Although** it was expensive, Habib bought the watch.
7. Anny finished the homework. **However**, it wasn't easy at all.
8. Anny finished the homework, **although** it wasn't easy.
9. **Despite** the fact that it wasn't easy, Anny finished the homework.
10. The restaurant has a good reputation. **However**, the food was terrible.
11. **Although** the restaurant has a good reputation, the food was terrible.
12. **Despite** the good reputation of the restaurant, the food was terrible.

## EXERCISE 2

Read the paragraph below and fill in the gap with *despite*, *in spite of*, *although* or *even though*

**Example: *although Yao's company is small...***

Although Yao's company is small, he sells almost a hundred machines a month. despite all the difficulties, the project started on time and was a success. Although /even though he was warned against doing so, he went ahead with the project. Despite his lack of experience, he has become a successful businessman. Yao was not a billionaire, even though he builds schools for three villages. Although he's wealthy, he drives a second-hand car. He took a holiday in London last summer. even though it rained a lot, Yao enjoyed the holiday.

One of his employees is very lazy. Although he has been working for the company for six months now, he never seems to know what to do.

## B. VOCABULARY CORNER

### EXERCISE 1:

Choose the right words between "make" and "do" to fill in the blanks

**Example: 1: do**

- 1- I **do** the shopping every Friday afternoon.
- 2- Please, can you **make** a reservation for me in the hotel near your house?
- 3- She doesn't **make** much money in this company.
- 4- Nobody helps my mother to **do** the housework.
- 5- Will you **do** me a favor? Help me carry this table.
- 6- Let's **make** the appointment for 10:00 in the morning.
- 7- Try not to **make** any grammar mistakes in your writing.
- 8- Oh, dear! There is so much laundry to **do**
- 9- She always **does** the dishes late at night.
- 10- I'll **make** some spaghetti for dinner. Do you like it?
- 11- My sister always **makes** her bed before living home for school.

### EXERCISE 2

Read the two paragraphs below. Choose MAKE or DO with their correct forms to fill in the blanks.

**Example: 1. 1. doing**

1. Roger isn't a good worker. He makes a lot of jokes at work. When his boss asks him why he isn't (1) **doing** (do, make) his work, he always (2) **makes** (make, do) an excuse. He often (3) **makes** (do, make) phone calls to his girlfriend at the office. I wish he would (4) **do** (make, do) his job. When we hired him, I think we (5) **made** (do, make) a bad decision.

2. Last night, Mary (1) **made** (do, make) plans to go to a dance club. Before she left, she (2) **made** (do, make) her hair, she (3) **did** (do, make) her makeup, and she (4) **did** (make, do) her nails. She left some dirty dishes in the sink because she didn't want to (5) **do** (do, make) the washing. After dancing, she and her friends (6) **did** (make, do) karaoke until 3 a.m.

## SESSION 4

### LANGUAGE FOCUS 2

#### A. GRAMMAR CORNER

##### EXERCISE 1:

Choose the right answer from the brackets to fill in the gaps.

1. They usually **listen** to music in the evening.
2. We **are always** on time.
3. I **rarely stay** out late.
4. I **have never seen** such a beautiful bunch of flowers.
5. We **didn't really like** the food
6. She is **seldom** at home on Sundays.
7. He **sometimes went** to the tennis club.
8. They **often have lunch** in that restaurant.
9. She **has always done** her homework.
10. They **often call him** late at night.

##### EXERCISE 2

Rewrite the complete sentence using the adverb in brackets in its **usual** position.

**Example:** I play tennis. (on Mondays) Answer: ***I play tennis on Mondays.***

1. Our friends **must** also write a test.
2. I was **only** joking.
3. Did you **really** enjoy the flight?
4. Mary **hardly ever** watches TV.
5. He drives his car **carefully**.
6. The children play football **in the garden**.
7. We went to the cinema **yesterday** or **Yesterday**, we went to the cinema.
8. John **almost** fell off the bike.
9. Her boyfriend will **probably** buy her some flowers.
10. My uncle is **definitely** moving to America soon.

#### B- VOCABULARY CORNER

##### IDIOMS

Read the following sentences and guess their meanings:

- Joseph was born with a silver spoon in his mouth = ***John was born in a rich family and has everything he wants***

- When pigs fly my sister will clean her bedroom= ***That action will never happen. My sister will never clean her bedroom.***
- The English test was a piece of cake= ***The English test is very easy.***
- Let's call it a day! = ***to stop doing an activity because you think you have done enough for the day.***

**EXERCISE:** Read the text below containing 12 underlined idioms which are put in column A. Match them with their definitions in column B.

1. look up to = respect and admire **(1-k)**
2. get it = understand (something) **(2-d)**
3. worldly wisdom= wise in the ways of the world **(3-g)**
4. let go of= not hold on to do something **(4-c)**
5. the eye of the storm= the center of the conflict **(5-h)**
6. where angels fear to tread= things which are foolish to attempt to do **(6-j)**
7. dead on= exactly correct **(7-f)**
8. double-edged sword= something which can help you and hurt you **(8-b)**
9. fine line=little difference between good outcome and bad outcome **(9-l)**
10. throw the book at= punish harshly **(10-i)**
11. lock him up= put him in jail **(11-e)**
12. the fuzz = the police **(12-a)**

### C. COMMUNICATION

An example of story with the some of the listed idioms:

*“Laureen’s father was in his bonnet because she was unable to finish her English grammar homework. Yet, it was as easy as ABC. Her father was so upset that he thought she was a birdbrain. When Laureen was asked to justify some of her answers, she was as cool as a cucumber. She really ought to crack a book! She was like a cat a cat got her tongue. Let’s cross our fingers that she would do better next time.”*

### SESSION 5

#### UNDERSTANDING A TEXT

**1- SKIMMING:** Read the text below quickly and tell the class its main idea.

➤ The text is about a ceremony of restitution of some Benin artifacts seized by France during the colonial time.

**2- SCANNING:** Read the text again and say if the following statements are true or false. Justify your answers from the text.

- 1F. (line 1) 2T. (line2) 3T. (lines 3; 4) 4.F (line 9) 5.F (lines 11; 12; 13) 6.T (lines 11; 12) 7.T (line 20)  
8.T (lines 15; 16) 9.T (lines 20; 21) 10.F (lines 22; 23)

## LANGUAGE FOCUS

## A. GRAMMAR

Rewrite these sentences to express contrast.

1. Despite his tiredness he couldn't sleep.
2. Despite his English name, he is German
3. Although she was injured, she managed to walk to the village.
4. In spite of the low salary, Amely decided to accept the job
5. Despite our better team, we lost the match.
6. Even though I didn't eat for 24 hours, I didn't feel hungry.
7. she was tired, but she went to work
8. Despite the bad weather, they went out for work.
9. Although she had an injured hand she managed to write.
10. Although my father has plenty of money, he is very mean

## B. VOCABULARY

Use the correct form of DO or MAKE in each gap that goes along with the underlined words or expressions.

*Example: 1. do their homework*

1. The children always **do** their homework before watching TV.
2. My company **made** a lot of money last year.
3. She **made** a great effort and improved a lot.
4. I can't **do** exercise everyday but at least I walk an hour a day.
5. If you wear this hat everybody will **make** fun of you.
6. she **made** an excellent suggestion, but nobody answered.
7. She is **doing** Laws at Oxford University.
8. This was a difficult decision to **make** but I think it was necessary.
9. she **makes/made** a fortune by selling dolls.
10. I'll **make** sure he has understood.
11. The bestman has to **make** a speech.

## UNIT 9: OUR CONSUMER SOCIETY

### SESSION 1

#### LISTENING 1

**Exercise 1:** The role of social media in consumerism today.

**Exercise 2:** 1T; 2F; 3F; 4T; 5T; 6F; 7T; 8F

**LISTENING 2:** 1. The impact of social media on people's lives.

### SESSION 2

#### A. GRAMMAR CORNER

**Exercise 1:** 1. must have; 2. may have; 3. must have; 4. may/might have; 5. must have; 6. must have; 7. must have; 8. may/might have.

**Exercise 2:** 1c; 2b; 3a; 4c; 5c; 6a; 7b; 8b; 9b

#### B. VOCABULARY CORNER

**Exercise 1:** 1- way of life; 2- pressure; 3- keep up; 4- trends; 5- dump; 6- ingrained; 7- must be right; 8- unethical; 9- shortages.

**Exercise 2:** 1e; 2h; 3a; 4f; 5b; 6i; 7c; 8d; 9g.

### SESSION 4

#### A. GRAMMAR CORNER

**Exercise 1:** 1- got stolen; 2- It needs to be cleaned; 3- have been offered; 4 – got promoted; 5- was brought up; 6- to be closed; 7- will be advised to accept; are offered; 8- to be refunded; 9- ought to be punished; 10- are/will be replaced; is informed.

**Exercise 2:** 1- Franck and Melinda were given the job; 2- need to be bought; 3- will be sent; 4- are tested; are put; 5- want to be criticized; 6- cannot be opened; 7- must be taken off; 8- are going to be locked; 9- was sent a cheque; 10- being driven.

#### B. VOCABULARY CORNER

**Exercise 1:** 4- Why didn't you lock up this door? 6- he always drops off my son.; 7- turn on the tv; 8- Smartphones break family conversations down; 10- Please, check the information up.

**Exercise 2:** 2- I am bringing it back; 3- John ran into her; 4- the drunken driver ran into the electric pole; 5- She promised to call him back; 6- He will never deal with the problem; 7- I took it off before getting inside; 8- He's just got off the taxi; 9- switch it off; 10- Please, sweep up- the floor/ sweep the floor up.

## **SESSION 5**

### **UNDERSTANDING READING:**

**Exercise 1:** 1e; 2f; 3h; 4i; 5a; 6k; 7b; 8d; 9g; 10c; 11l; 12j.

**Exercise 2:** 1T (line 1); 2F(line 4); 3 T(line 5); 4T(lines 7-8); 5T(lines 6-7; 9-11); 6 T(lines 14-18); 7T(line 14); 8T(lines 14-18); 9T(lines 22-23); 10F(23-25).

## **SESSION 7**

### **FOCUS ON TEXT:**

**Exercise 1:** 1a; 2b; 3c; 4a; 5a.

## UNIT 10: FRIENDS, DATING AND ENTERTAINMENT

### SESSION 1

#### PICTURE TALK

1. Look at the pictures below. What can you see?

Students look at the pictures and describe them. The first one presents four beautiful kids smiling. They are all girls.

The second picture on the right-hand side presents two students walking and an old man on his bicycle.

2. Look at the pictures again. Tell your neighbour what you like.

The four young girls are beautiful, and I like their smile and happiness.

The two boys also are happy and determined. I like their determination. The old man also looks serene on his bike which means he is confident, and he knows what he was doing.

#### LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow it.

##### A. Listening 1

1. Friendship relates to openmindedness. A good friend doesn't hide his ideas and he communicates frankly. I think a good friend should talk openly.

2. Listen again to the same audio and tell your class group what good friends do.

Good friends are ready to help. We can trust a good friend. The saying goes, "A friend in need is a friend indeed". A good friend assists you when you're in trouble not when you're rejoicing only.

##### B. Listening 2

1. Listen to the audio. Choose the best summary suggested.

Summary "b" is the best.

2. Information transfer.

Listen to the audio once. As you listen, match the sentences in column A to B in the table below to make them intelligible. Use your copybook. Compare your answers with your neighbour's. Then with the whole class reconstruct the listening text in written form. Do like in the example.

Example: 1D : Loneliness can affect your mental and physical well-being.

	Column A		Column B	Answers
1	Loneliness can affect	A	don't provide much in the way of emotional support.	1. D (Example)

2	More and more people	B	and still feel lonely.	2. F
3	Friends help you	C	you'll likely experience some loneliness.	3. E
4	Good friends help you	D	your mental and physical well-being.	4. H
5	You can have plenty of friends	E	prevent isolation.	5. B
6	It is the relation quality	F	are feeling lonely today.	6. G
7	Casual or superficial friendships	G	that truly counts.	7. A
8	If you don't have anyone to confide in	H	avoid loneliness.	8. C

Here is the listening text as reconstructed.

Loneliness can affect your mental and physical well-being. As a matter of fact, more and more people are feeling lonely today. In addition, we can say that friends help you prevent isolation. However, good friends help you avoid loneliness.

The thing is that you can have plenty of friends and still feel lonely. It is the relation quality that truly counts. Casual or superficial friendships don't provide much in the way of emotional support. If you don't have anyone to confide in troubled times, you'll likely experience some loneliness.

## SESSION 2

### LANGUAGE FOCUS 1

#### A. GRAMMAR CORNER

##### Exercise 1

Complete the table below. Use the past tenses according to the meaning of the sentences.

1. was burning/sleeping
2. was playing/singing
3. was/stopped/sleeping/woke up
4. stood/went
5. was smiling/held/said
6. smiled/said
7. answered
8. invited
9. was getting/called
10. stepped/was getting/called out/was joking

##### Exercise 2

Describe one or two events that happened in your region which positively or negatively impacted life there. With your neighbour, take turns. Next, share your descriptions with the whole class.

N'Deffou: Recently a nice and magnificent bridge has been built in my village Attanou Kouadiokro in the region of Bocanda. This bridge has given a new look to the village and such a bridge foretells good news on the horizon.

Bohésro: Well, in my village, the new tower, water tower which has been constructed is going to solve the problem of water in the village. In addition, a fountain has been made for the school to provide water for the teachers. This is a real good news not only for the school but for the whole village.

## **B. Vocabulary corner**

Read the text below and do the exercises.

### **Exercise 1**

- Three options are suggested as a summary of the text. Choose one and share it with your class group.

b. During the pandemic dating increased a lot.

### **Exercise 2**

Read the text above on dating again. Find in that text the words the definitions of which are suggested in the table below. Work in your class group.

1. dating
2. shrinking
3. swiping
4. rolling out
5. orders
6. comply
7. cater to
8. quarantine
9. launch
10. ahead of
11. waste
12. picks up, rise
13. skeptical
14. a toll
15. flat

## **C. Communication**

### **Listening task**

Listen to the audio and do the tasks that follow it.

#### **Task 1**

Listen to the audio. As you listen, fill in the text below. Check with your neighbour.

## **AUDIO TEXT**

### **The biology of “falling in love”**

In February 2020, Netflix released a (1) dating reality TV show called “Love is Blind.” The show soon attracted a mass cult following on social media.

The premise of the program is relatively simple: young and attractive (2) singles, unencumbered by contact with the outside world, go on (3) dates with each other in isolated pods where they are unable to see or touch the other person. Sound familiar?

Turns out, (4) dating during a global pandemic and being a contestant on (5) “Love is Blind” aren’t too dissimilar. Both scenarios beg the obvious question: Can you truly gauge physical (6) chemistry in a virtual setting?

Dating (7) expert Charly Lester didn’t think so.

“I don’t think you’re ever going to be able to completely (8) replicate that physical chemistry with someone over video (9) chat,” Lester said. “But it is a good stimulus test. You’ll be able to work out if you don’t like someone.”

Helen Fisher, a biological anthropologist who has spent 20 years studying the MRI scans of people who are (10) madly in love, disagreed.

“Just because you can’t (11) touch somebody, does not mean that you can’t (12) fall in love with them,” Fisher said.

<https://www.cnn.com/2020/05/25/why-the-coronavirus-might-change-dating-forever.html> (adapted on 17/07/21)

## Task 2

Falling in love means being attracted by the opposite sex. And sometimes you cannot explain it. You just feel a strong emotion that relates to the other sex. Not the same sex of course.

## Task 3

The concept of “the biology of falling in love” suggests that you fall in love with somebody of the other sex when you are in physical contact with them.

Experts don’t agree on the concept of the biology of falling in love and what it may convey. Some experts think there is some kind of love you may feel even if you can’t touch somebody. But such a love will never be complete.

Some other experts feel this is possible. That you can fall in love with a person even if you can’t touch them.

I believe this is an open debate.

## SESSION 4

### LANGUAGE FOCUS 2

#### A. GRAMMAR CORNER

#### EXERCISE 1

Fill in the gaps with the correct forms of the verbs in the brackets to express completed actions in the future.

**Example: 1. Will have left**

1. I **Will have left** for Accra by six o’clock tomorrow morning.

2. **You will have finished** the homework by the deadline?
3. When **will you have done** everything?
4. When **will you have completed** the A level?
5. They **will have arrived** by dinner time.
6. My friend **will have been** in London for three years next week.
7. How long **will you have known** your boyfriend when you get married?
8. He **will not have completed** the project by July.
9. Why **will she have finished** the cleaning by six?
10. How long **will your father have been** in this company when he retire?
11. The bus **will not have left** the station at six.

## EXERCISE 2

Change the verbs into the correct form to continuous completed actions in the future.

Example 1. Will have been dancing

1. By midnight, you **Will have been dancing** for 4 hours
2. He **will have been working** there for 10 years by 2035.
3. By next year, I **will have been studying** English for 7 years.
4. By next week, we **will have been renovating** the house for over a month.
5. By this time tomorrow, I **will have been doing** this exercise for a long time.
6. Jessica **will have been helping** them for 12 months.
7. Bob and Sarah **will have been cooking** for 2 hours at 8 o'clock.
8. On Thursday, I **will have been fixing** the car for a whole month!
9. In 10 minutes, James **will have been waiting** for 2 hours.
10. By this time next August, **we will have been enjoying** our holiday for a month.
11. The passengers **will have been flying** for 6 hours when they arrive in Paris from Abidjan.

## B. VOCABLARY CORNER

### EXERCISE

Express exclamations about each picture using **WHAT** and **HOW**

1. What an old watch!	2. How elegant she is! . What an elegant woman!	3. How amazing! . Really!
4. What beautiful eyes she has!	5. How delicious! . What delicious fruits Andrea is eating!	6. How cold it is in Europe! . Really!
7. What a slow animal turtle is! How slow a turtle is!	8. What expensive shoes!	9. What an active policeman!

## SESSION 5

### UNDERSTANDING READING

**Exercise 1:** 1f; 2i; 3a; 4g; 5b; 6c; 7h; 8d; 9e.

**Exercise 2:** par. 1-c; par.2-e; par.3-f; par.4-d; par.5-a; par.6-b.

**SESSION 7:** Focus on text: Exercise 1: 1-acquaintances; 2-intimacy; 3- to reach out; 4-carpool; 5a-to track down; 5b-to lose track.

## TEST 1 (pp.151-153).

### Part 1 Reading

**A. Vocabulary check:** 1-upgrade; 2-wrap; 3-the supply-demand; 4-come up with; 5-a prey; 6-unaware; 7-ethical; 8-undermining; 9-mutated; 10-banned; 11-warfare.

**B. Comprehension check:** 1a; 2c; 3c; 4b; 5b; 6c; 7a; 8c; 9b; 10c; 11b.

### Part II Language use

**Exercise 1:** a-switch the light on, please; c-bring it back; d-turn it down; e-throw them away; f-switching it off; g-speak up; h-pay me back; i-call him back; j-broke out; k-handed our papers back.

**Exercise 2:** a-must be returned; b-must be demonstrated; c-must be read; d-may /might be; e-can't be missed; f-must be written; g-may /might go; h-can't /mustn't/shouldn't be given; i-should/must encourage; j-may/might have been embarrassed.