

Livre du Prof

MOVE 2^e FORWARD 2

Auteurs

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Avant-Propos

La série **'Move Forward with English'** est l'œuvre d'un groupe d'inspecteurs en charge de la formation continue des professeurs d'anglais du cycle secondaire en Côte d'Ivoire.

Comme les manuels précédents, elle est bâtie autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes. Cependant, elle se distingue des manuels précédents par l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure des leçons, ce qui permet à l'apprenant d'acquérir ces compétences graduellement depuis le premier jour de classe jusqu'au dernier jour.

Structure d'une unité

Le manuel comprend huit unités articulées autour des thèmes et contenus linguistiques prescrits dans les programmes éducatifs. Chaque unité comprend trois leçons, lesquelles sont à enseigner en trois sessions chacune. Chaque unité se termine par des activités de consolidation des acquis suivies de jeux et de chansons.

Structure d'une leçon

- **Situation d'apprentissage**

Contrairement aux manuels déjà existants, celui-ci, pour chaque leçon, propose une situation d'apprentissage qui met l'apprenant au centre d'un contexte d'apprentissage et qui détermine les habiletés à installer en vue du traitement efficace d'une situation complexe.

- **I observe**

Cette première étape de la leçon met les apprenants en présence des différents objets d'apprentissage. C'est une phase de découverte faite d'images avec des titres ou commentaires permettant aux apprenants d'anticiper sur la construction du sens des éléments à apprendre, en mettant en éveil leur curiosité.

- **I listen**

Cette deuxième phase de la leçon permet à l'apprenant d'écouter et de répéter deux dialogues mettant en relief les points lexicaux et grammaticaux à apprendre.

- **I speak**

À cette phase, l'apprenant fixe les points essentiels par la répétition et par l'interaction en binômes, sous la conduite du professeur.

- **I read**

Cette phase présente un texte de quelques lignes à lire sur le thème du jour.

- **I write**

Cette phase permet à l'apprenant de répondre à des questions sur le texte par écrit, dans un premier temps; Dans un deuxième temps, il écoute et écrit soit ce qu'il entend, ou la réponse de la question qu'il entend.

- **Grammar Focus**

Cette phase met en relief les points de grammaire auxquels l'apprenant a été exposé.

- **I say it well**

A cette phase l'apprenant répète soit la bonne prononciation de quelques mots ou la bonne intonation de quelques phrases.

- **Grammar Focus (page.....)**

Highlight the key grammar points presented and have them take notes in their notebooks.

- **I put it altogether**

Cette dernière phase tient lieu situation d'évaluation où l'apprenant traite une tâche complexe en mobilisant les ressources installées.

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Learning Context

- Read the learning context with the learners.
- Bring to make sense of the task through questions
- Help them identify the skills that they may need to accomplish the task, in terms of vocabulary and language functions

I observe

- Give them 3 mns to observe the pictures and discuss them in groups.
- Present the vocabulary items, and then the language function using the pictures or realia.

I listen

Have the learners listen to the dialogues in turn. Read them the dialogues with mimicry and pictures wherever possible, so they can work out their meanings.

I speak

- A. Have them listen and repeat the sentences with the correct intonation.
- B. Have them practice in pairs.

I read

A. Dialogues A&B

- Have them practice reading the dialogues in pairs.
- Monitor the activity moving around the rows and helping with intonation or pronunciation wherever necessary
- Choose 2 or 3 pairs for a demo on stage

B. Reading a text

Have them practise reading the words or text with the correct pronunciation.

I put it altogether (page.....)

Note that this activity is to be done in 55 minutes. Involve students as much as possible.

1. Explain the task to the learners;
2. Assign roles to different students
3. Have them prepare the task (go round to help when necessary;
4. Call a few pairs to perform;
5. Conduct feedback.

Summary



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Summary

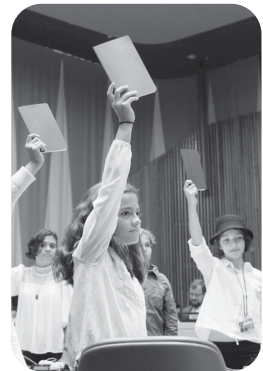


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Summary



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PICTURE TALK

1. Look at the pictures. (p 9)

What can you see?

Students describe the two pictures in their own English. People risking their lives on the sea on precarious boats in the picture on the left hand side. In the other picture young people standing or lining up waiting for their chance to leave their country. We can easily see that in both pictures none of them are happy. On the contrary they look anxious and rather worried.

2. Students express their feelings and ideas on the young Africans who leave their countries for better life in other countries around the world.

LANGUAGE SKILL: LISTENING

A Listening 1 (p 9)

1. The characters are : Dalli, Monica, Johnny and Mrs Grant.

2. The characters are talking, conversing. It's a scene on a bus and Dalli is encouraging Johnny to be polite and give his seat to an old lady despite Johnny's mother's opposition.

B Listening 2 (p 9)

1. Students take notes as they listen to the text about migration to use their notes later on to fill out the table.

2. The students complete the table. (p.....)

- The text is about migration
- 257 million people live away from their home
- Percentage of people 3.4
- 25.9 million people are international migrants
- The census was conducted in 2016.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise: the appropriate forms of the verbs (p 10)

1. put, opt
2. die, use
3. don't get, suffer
4. writes, grows
5. flee

B VOCABULARY CORNER

Exercise 1: (p 10)

Students listen to the audio and repeat what they hear.

Exercise 2: (p 10)

The students read the passage find the appropriate from the box. The words come in this order:

migrate, migrate, migrants, refugees, globe, phenomenon, worldwide (note that one word is not concerned: migration).

C COMMUNICATION

Listen and discuss (p 11)

Students listen and do the activity in groups. They find some causes and consequences of migration and give their feelings.

-Some causes of migration : poverty, wars, unemployment, rebellions, insecurity, dreams of better living conditions, adventurous feelings and ideas ...

-Some consequences : migrants exploited, they starve, lack of food, lack of housing, some are killed...

-Opinion question : I think the problem should be addressed properly by improving the living conditions of people in their own countries...

Session 3

LANGUAGE SKILL: SPEAKING

A Listen and discuss (p 11)

Listen to the audio and answer the questions

1. The discussion is about abortion
2. The characters are Contrarian and Apologist
3. The characters disagree on the issue. Apologist thinks abortion is a murder but Contrarian disagrees.

B ROLEPLAY (p 11)

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:

A: Abortion doesn't mean killing a person.

B: It depends. When the foetus is less than 2 months, it's not legally a murder. That's the law says.

A: I don't agree with the law. I think a foetus is already a human being to be.

B: When a foetus is developing some organs, it's already a person, isn't it?

A: But you're exaggerating. Comparing abortion to a genocide is absurd, isn't it?

B: It isn't at all, don't be cruel.

Etc...

Session 4

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise: (p 12)

- | | |
|-------------------------|-----------------|
| 1. Example | 6. to |
| 2. in order to | 7. not |
| 3. to | 8. in order to |
| 4. in order to | 9. to |
| 5. in order not to sink | 10. in order to |

B VOCABULARY CORNER

Exercise 1: (p 12)

1. Students listen to the audio and practise the correct pronunciation of the words in the box.

2. Text completion (p 12)

The students read the passage and complete it. The words come in this order : 1.pregnancy, 2.embryo, 3. abortion, 4.miscarriage, 5.induced abortion, 6.foetus, 7.womb, 8.spontaneous abortion, 9.procedures. 10.maternal death.

3. Reading and chart completion. The students read the text they have completed and now complete the chart. (p 13)

-Spontaneous abortion means miscarriage

-Miscarriage is a spontaneous abortion

-Induced abortion means removal of embryo, deliberate abortion

-Induced abortion is removal of embryo, deliberate abortion

-Induced abortion equals safest procedures

-Late term abortion is late termination of pregnancy.

C COMMUNICATION (p13)

Here students find some reasons for aborting and find consequences then offer some advice.

- Some reasons for aborting : undesired pregnancy, health problems in terms of the woman or girl, poverty, if a girl is at school...

- Some consequences of abortion : possible death, possible incapacity to have a child after abortion ...

- Some advice to avoid abortion : abstinence, use of pills, use of condom ...

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 13)

The young people are happy, rejoycing, drinking in the picture, they are having a good time. They are all girls...

B UNDERSTANDING A TEXT (p 14)

Skimming

1.Summary of text : The text suggests that the impact of alcohol on teenagers' study at school is real.

Scanning

2.Answers to the questions

- The text speaks about the USA
- The age of alcohol users range from 12 to 20
- Alcohol use negatively impacts school results
- For older students research does not show any visible adverse effect when they drink.
- Alcohol use could be an essential determinant in a student's decision to stay at school or attend college. This means that older students who drink may also be negatively affected in their decision to go to college.
- Personal opinion

3. ANSWERS

- One in four is: c.25 Percent
 - 12 to 20 years old refers to: c. Teenagers
 - 12th grader consumes always more than the 5 drinks every two weeks.
 - d. Drinking during schooling makes adolescents not complete school.
 - Underage drinkers
- b- are exposed to risks of neurocognitive defects.

Session 6

C COMMUNICATION (p15)

-The youth on the right hand side doesn't want to smoke. The other one is smoking with her eyes closed.

-I think smoking isn't good for anyone, leave alone teenagers. In any case, cigarette is to be avoided.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (P 16)

The picture on the left hand side shows Didier is demonstrating his skill as a footballer.

The picture on the right hand side shows Didier well dressed as a UNDP Goodwill Ambassador.

B READING AND WRITING (p 16)

- Words relating to physical description: (p.....)
 - 6 feet 2 inches striker, handsome, stout and strong striker, 1.88 meters tall and 91 kg.
- Words relating to moral description :
 - Struggle (idea of courage) and hard work (perseverance).

C COMMUNICATION

Students choose people they know well and give maximum information about their physical and moral descriptions.

PICTURE TALK

(P 17)

1. Look at the pictures and discuss with a partner what they are about:

Students describe the three pictures in their own English. People wearing face masks because of the pandemic. In the other picture a young man standing is blowing his nose. He's suffering from flu. We can easily see that in the picture two hands are holding the red symbol of HIV Aids.

2. Students express their own feelings and ideas and confirm that the different issues concern their country whether it is flu, Covid-19 or HIV virus.

LANGUAGE SKILL: LISTENING

A Listening 1 (p 17)

The students listen and practice the words from the box.

B Listening 2 (p 17)

Students listen to the passage and say whether the statements are true or false and justify their answers quoting the appropriate paragraph. T: True and F: False

1. T (parag 2)

2. T (parag 3)

3. T (parag 4)

4. F (parag 6)

4. The driver was sleeping when the accident happened.

5. His wife called him when he was having lunch.

Exercise 2 : Read Jane's story below. There are 9 mistakes in the use of the past progressive and the simple past. The first one is already corrected. Find and correct 8 more.

(p 18)

Something incredible **was happening** (happened) to me this morning. When I **walked** (was walking) to the taxi station, a young boy stopped me and **was proposing** (proposed) to help me cross the road. While we **talked** (were talking), I saw another one who **was snatching** (snatched) my handbag and ran away quickly. I shouted, but the pickpocket **was being** (was) far away. Fortunately, there was a policeman at the traffic lights who **was seeing** (saw) everything. He **was coming** (came) promptly to me. When the first boy who wanted to help me saw him he ran away too. The pickpocket could not go far because while he **tried** (was trying) to cross a nearby street, a strong man caught him. He **was giving** (gave) me my bag.

NB : Finally, 9 mistakes are to be found instead of 8.

Session 2 (P 18)

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise 1: Sentence combination

1. Example

2. As he was driving home, he listened to his car radio.

3. The police stopped the thieves while they were getting out of the bank.

B VOCABULARY CORNER

Words meaning, synonyms, antonyms (p 19)

Word	Definition	Word list	synonym	antonym
Rudimentary	See students' textbook	See students' textbook	primitive	developed
Rampant	"	"	crawling	restrained
To diagnose	"	"	To distinguish	Not to determine
Chronic	"	"	persistent	releasing
An addition	"	"	dependence	indifference
To decline	"	"	weaken	improve
Obese	"	"	fat	skinny

C COMMUNICATION (P 19)

Students listen to the audio and discover the main issue which is malaria.

Now they discuss the plague of malaria which continues to kill millions of people around the world for there is no sure medicine yet against it. No vaccine etc...

A: I don't agree with that. I think we need to take preventive measures already.

B: I agree. When you feel cold don't hesitate to go to hospital for a check up.

A: Yes, that's right for me, we never know.

B: Yes, if you don't do that people will always say you're negligent.

Etc...

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss (P 19)

1. The symptoms of covid-19 are clearly visible in the pictures

-People have fever

-People cough and they gasp for breath.

2. Group work

Students in groups of 4 study the pictures and share the information they get from those pictures. They are invited to add their own information on Covid-19.

B Role-Play (P 20)

1. The students should first study the 3 pictures and get some insights, ideas and use the ideas to construct a dialogue that they will role-play.

2. Dialogue construction: an example:

A: Covid-19 is killing many people around the world.

B: It depends. When you're in Africa you're safer than anywhere else.

Session 4

LANGUAGE FOCUS

A GRAMMAR CORNER

Exercise 1:

Verb forms expressing past habit	Verb forms expressing present habits
People used to have lamps	We are used to watching TV
...girls used to put their sleeping mats on the ground	Many people are used to working with computers. bit
People used to go to bed early	
Women used to walk long distances	
School boys used to keep a lot of hair...	

Exercise 2: (other alternatives are possible here)
(p 21)

We used to sing every morning before class began.

We used to play hide and seek.

We used to get up early in the morning with an alarm clock.

We used to collect our copy books to the teacher's house.

We are used watching cartoons every evening.

I am used to being taken to school by my mother.

I am used to being driven to school by father.

We are used to having a big breakfast before going to school.

We are used to having our hair cut every month.

B VOCABULARY CORNER

COLLOCATIONS

1.Example (p 21)

2. make efforts

3. an alphabetical order

4. we were all in bad mood

5. can I trust you with a secret ?

6. auto manufacturer

7. get degrees

8. do my homework

9. to make a speech

10. Don't go into the forest or you'll get lost.

C COMMUNICATION (P 21)

Interview with a covid-19 specialist

You :Good morning, sir.

Specialist: Good morning.

You: What's the origin of Covid-19?

Specialist: Well, it's not very clear for the moment.

You: How do people get infected?

Specialist: If you get into contact with somebody sick from Covid-19, very probably you'll get it.

You: What then must people do to avoid getting it ?

Specialist: To avoid it, observe distancing measures, constantly wash your hands, don't shake hands with people, wear face mask ...

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 22)

The two pictures are about covid-19

B UNDERSTANDING A TEXT (p 22)

Skimming

1. Summary of text: The text suggests that Corona-virus is a worldwide concern and Africa is well prepared to avoid it given its experience with Ebola.

Scanning (p 23)

2. Answers to the questions

- | | |
|-------------|-------------|
| 1.Prevalent | 4.Screening |
| 2.Sparked | 5.Hastens |
| 3.Threat | 6. Baffled |

3. Answers to the questions

1. Because by 2020 some cases had already been detected.

2. People were panicked in Kenya.

3. People were informed of the disease in Kenya on the social media.

4. The first people tested positive came from Japan, the USA and London.

5. In my country the first people tested positive of Covid-19 were people arriving from Europe.

6. Containment means trying to control and master a situation.

7. Containment proves very effective in my country. The disease was kept under control.

8. The virus was mastered in Africa because people started screening travellers at the very beginning of the outbreak at the airport.

9. The Ebola virus broke in Africa before Covid-19.

10. The two diseases are similar given their deadly immediate effect and some common symptoms like fever.

Session 6

COMMUNICATION

A DISCUSSION (p 23)

For this discussion students' personal opinions are expressed here.

You : I think Covid-19 is not that serious in Africa given the heat even if there is no scientific proof to sustain this view. We see that it looks like the seasonal flu that kills Europeans each Winter.

Partner : I don't agree with this. I believe Africa was well prepared given that Ebola was already prevalent in some African countries. So heat has nothing to do here. Etc...

B ROLE-PLAY (p 23)

Again here the students have to produce their own dialogue in pairs.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 24)

The picture shows a gathering of some people in Yopougon, Ivory Coast, coming probably to get vaccinated or get tested to see if they are fine and if they don't have covid-19.

B READING (p 24)

1. Kouame wrote to his friend because of the situation of Covid-19 around the globe.

2. The situation is a dire one. There's a lockdown and no one is allowed to move. Travelling inside the country is not possible, leave alone going abroad.

3. The final decision Kouame made is that given the sanitary situation worldwide his going to the USA is postponed until further notice.

C COMMUNICATION

WRITING TASK (P 25)

Here, an example has already been offered in the students' manual (p24). Indications are clearly suggested and the students have to follow the stages to write their own email to their pen friends.

Session 8

Listening (p 26)

A THE BEST GIST IS SENTENCE 3

B SENTENCE COMPLETION (p 26)

1. Immunodeficiency
2. CD4 cells
3. Opportunistic infections
4. Cure
5. anti retro viral therapy
6. Today someone diagnosed can live nearly as long as someone who doesn't have HIV.

C GAP FILLING (P 26)

- | | |
|------------------------|------------------|
| 1. poorest | 6. neighbouring |
| 2. civil | 7. problems |
| 3. part | 8. movement |
| 4. between 2 religions | 9. south |
| 5. violence | 10. unemployment |
| | 11. food |

SPEAKING (p 26)

The report in exercises 1 and 2 says HIV has no effective cure up until now.

Discussion with a partner

To avoid AIDS we must :

- observe abstinence above all
- avoid having sex at random.
- We must also have protected sex if ever we can't abstain;
- avoid using the same syringe as someone else;
- avoid using the same razor as someone else;
- avoid using the same knife in cases of male or female circumcision

AIDS is different from Covid-19 in as much as even children can catch Covid-19 which is not the case for HIV AIDS even if a foetus may get HIV from its mother.

Another difference is that the virus of Covid floats in the air which is not the case for HIV.

LANGUAGE FOCUS

A GRAMMAR (p 26)

1. Example
2. When you arrivedwho di you find?
3. Syntiche was watching.....when he heard....
4. Yesterday I went.....next I had, later I met
5. We were playingwhen Atiti hurt
6. What did they do at 10.....
7. Lath was takingwhen the bell rang
8. Lath was in the shower...the telephone rang
9. When the supervisor walked into the room everybody was snoring
10. When her train got to.....city authorities were waiting
11.we visited Rome, saw the Vatican, and spent.....
12. Why were you standing ...when I came.....
13. What were you doing ...when I called you...
14. Bodou was working.....when he met.....
15. When she finally left.....it was snowing.

B VOCABULARY (p 27)

- | | |
|------------|--------|
| 1. example | 6. d |
| 2. b | 7. c |
| 3. a | 8. a |
| 4. b | 9. b |
| 5. b | 10. up |

Session 9

Project 1 (p 28)

Designing a flyer for a campaign against a deadly disease.

Students should find a picture of somebody who has caught Covid-19. Next they look for:

- some figures about corona virus
- number of deaths
- number of cured
- how to avoid the disease.

PICTURE TALK

1. Look at the pictures and say what you can see (P 29)

-I see smart phones, computers, icons of social media...

2. They are very useful for communication, work, medical check ups, giving one's position.....

LANGUAGE SKILL: LISTENING

A Listening 1 (P 29)

1. Dje bi and Gisele are talking about technology
2. Gisele doesn't like technology for it's getting more and more complex and it doesn't favor communication in the family for instance.
3. The other speaker, Dje bi doesn't agree for he sees plenty of interesting things in technology. For instance, it facilitates communication, you do things without moving, you can be in bed and pay your electricity bills, send somebody money, chat....

B Listening 2 (p 29)

sentence completion. The students listen again to the conversation and complete the sentences. (p.....)

- a. used, need
- b. dial, complicated
- c. telephone, used to, access
- d. discussions, mobile phones

C Listening 3 (p 29) T/F statements

1. F 2. T 3. F 4. T 5. T

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise 1: Here the sentences will depend on each individual student. Example already provided in the students' textbook. (p 30)

Exercise 2: (p 30)

Students complete the sentences with the present perfect using just, already or yet.

1. B: I've just seen it.
2. B: you've already broken it.
3. B: I've already seen that film twice.
4. B: I haven't finished yet.
5. B: They've just gone home
6. B: Daddy hasn't come yet.

B VOCABULARY CORNER (p30)

Matching. Students read the text on p.31 of students' textbook and match the words from column A to their definitions or synonyms in column B.

1. Example 1.d

- | | | | | |
|------|------|------|------|------|
| 2. e | 3. a | 4. f | 5. G | 6. C |
| 7. l | 8. B | 9. h | | |

C COMMUNICATION (P 31)

Students listen to the audio and discover the main issue which is e.commerce.

Discussion: e.commerce certainly has some advantages since you are not compelled to move to get what you need. What you order will find you where you show the seller. But of course there are some short comings. For instance, what you order may not be exactly what you expect. Pictures are not necessarily objective. Pictures tend to be improved to attract customers.

Now students discuss the plague of malaria which continue to kill millions of people around the world for there is no sure medicine yet against it. No vaccine so far etc...

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss

- I can see a mobile phone in the picture.
- It is used for showing where people are. It has a GPS (Global Position System) as Yango drivers display in their taxis.

B ROLE-PLAY (p 31)

Social media tools	Positive aspects	Negative aspects
1. Facebook	Easy to connect to	Some people may misuse it by threatening other people
2. Messenger	“	“
3. WhatsApp	“	“
4. Youtube	“	“
5. Google	Easy to find information	Fake news are often displayed
6. Taking selfies	Can have photo of self	Can cheat selling fake news
7. Mobile payment	Easy to buy and pay things	Some people may fool other people and steal money Hackers are always around

2. Presentation of work (Role-play)

1. The students should first fill in the table and get some insights, ideas and use the ideas to construct a dialogue that they will role-play with their partner.

Dialogue construction: an example.

A: Hi, what social media do you most like ?

B: I'm fond of WhatsApp. I do like it. And you ?

A: Well, I quite often google for my researches. There's plenty of information on google.

B: Yes, I share this view. The only issue is that there're too much information on every single issue.

A: Of course and that is where you make your analysis, you compare and choose the appropriate information.

B: I agree but it's time consuming. I see why some people get addicted to the Internet. It's so fascinating. It's amazing.

Etc...

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Exercise 1 (P 32)

1. Example

2. Yes, I agree that mobile phones help alot. You can pay your water bills when resting in bed. You no longer have to go and make long queues...

3. It's true that there's plenty of fake news on the Internet. This is a drawback but still the Internet is great. It's an amazing tool.

4. Again the Internet is marvellous but it will never replace human mind. No doubt about this.

5. In my opinion, family lives can't be endangered by the Internet. It's a challenge for sure but each individual has to make their own decisions.

B VOCABULARY CORNER

EXERCISE (p 32)

The students choose among the different options proposed in the parentheses. The words come in this order:

- | | | |
|--------------|----------|-----------|
| 1. developed | 2. small | 3. mobile |
| 4. cash | 5. fare | 6. owners |

C COMMUNICATION (p 32)

Chat with your father. A student who is always glued to his/her cell phone or computer discusses with his/her father.

You: Good morning, Nadia.

Father: Good morning, dad.

You: Well, dad I'm chatting on my phone with a friend right now.

Father: Well, exactly I can see that. It's very clear, isn't ? You chat all the time. What time do you have for your study?

You: Well, Dad I need to go. I have an appointment at the cyber café down town.

Father: If you go out you'll see what will happen. Tomorrow is Monday. Do sit down and learn your lessons. I am around today.

You: Ok, dad. (Not happy but picks note book).

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 33)

Two students discuss their feelings about smart phones and their likes.

You: The picture is about computers, smart phones and other devices. Technology is still around us. Can't be avoided.

Neighbour: Right we cannot get rid of this technology. It's really amazing.

You: It is indeed. We've become too dependent on these things. I'm fed up.

Neighbour: Mind what you say because you have no choice. You have to accept it.

You: Can you imagine only one day without

your smart phone?

Neighbour: Never, my dear friend. I wonder!

Etc...

B UNDERSTANDING A TEXT (p 33)

Skimming

1. Summary of text: option 'b' is the best summary.

Scanning (p 34)

2. Matching

1.f	2.j	3.i	4.b	5.e	6.a	7.c
8.k	example	9.g	10.d	11.h		

3. Matching (p 34)

- | | |
|----------------|----------------|
| a. Paragraph 5 | b. Paragraph 2 |
| c. Paragraph 3 | d. Paragraph 1 |
| e. Paragraph 1 | |

4. Answering questions. Students answer the questions.(p.....)

a. The growth of mobile phones on the African continent is due to the fact that it changes people's lives in different domains; for instance, in terms of communication. 600 million Africans have a cell phone according to the text.

b. Rural areas have most benefited from this progress.

c. Mobile phones impact people's lives in terms of education, farming, health etc...

Session 6

COMMUNICATION (p 34)

Task 1: MOBILE PHONE SURVEY

For this discussion students' personal opinions are expressed here.

They will answer some of the questions in the textbook (p34). For example:

A:How many text messages do you make a day?

B: I make 20 sms a day.

C: Do you receive money by the channel of your mobile phone?

D:

Etc...

Task 2: Writing a short report of the mobile phone survey.

An example has already been offered for this task in the students' textbook (p35). The students therefore do the task following the model.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 35)

The picture shows a gathering of some youth. They are all focused on their smart phones, but the one on the left hand side who's thinking.

They are together but they don't talk, they don't interact. It's a crowded isolation.

The youth on the left hand side is thinking for there's no chat between them. The phone is the channel of communication...

B READING AND WRITING (p 35)

Exercise 1: Matching

1.B 2.D 3.C 4.A

Exercise 2: Definitions: finding from the text the words whose definitions are given. (p 36)

Paragraph A: 1.Invading 2.Social network

Paragraph B: 1. Addition

2. Youngsters 3. Smiley

Paragraph C: Breaking

Paragraph D: 1.Quarrels, revolts

2. Result

Paragraph E: Shy

Exercise 3:

A. Paragraph writing (p 36)

-The main idea of paragraph 1 is Communication technology.

-The 1st sentence of the paragraph clearly announces the main idea.

-The rest of the sentences supports and develops this main idea.

Writing topic sentences for the topics suggested in the students' textbook:

a. Video games influences young people's

lives today.

b. TV plays an essential role in our homes today.

c. Modern technology influences the industry of music today.

B. Here the choice is left to the individual student to choose the topic since they like.

For example topic b:

TV plays an essential role at home. For example, TV has become part of my family. When my TV set breaks down, it's as if somebody is absent at home. I really miss it myself...

C COMMUNICATION (p 36)

Here, an example has already been offered in the students' manual. Indications are clearly suggested and the students have to follow the stages to write their own article. (p24. This email can serve as an example of article):

Title of article

1. The reason for writing the article or the point of the article (introduction)

2. The explanation of the problem and details of the problem (body or development)

3. The final action to be taken. (conclusion)

Signature of the writer

PICTURE TALK

1. Look at the pictures and discuss with a partner what they are about: (p 37)

Students describe the two pictures in their own English. Here the students are invited to simply play on their imagination. Noone knows what is going to happen next, either in the near future or what is still far ahead. We just speculate and make plans and projections. Napoleon once said something interesting and I quote 'We engage and see' unquote.

2. Students express their own feelings and ideas and confirm that the different issues concerning the future is purely speculative. But it's quite interesting to make plans, projects and so forth. The teacher will simply encourage the learners not to fear to make future plans.

LANGUAGE SKILL: LISTENING

A Listening 1 (p 37)

1. The students listen to the audio and name the characters who are Founnigué, a boy and Akpouè, a girl.

2. Students listen to the conversation and simply say that the two youngsters are talking about their future plans and dreams.

B Listening 2 (p 37)

1. The students listen and say that the audio is about the future of SMS.

2. The students listen again and fill in the table

-1. The students should do some research to discover the precise date when the 1st SMS was sent which is 3rd December 1992.

-2. SMS' future is still bright. It's still strong.

-3. Those who use SMS include ordinary people and companies, etc.

-4. The future of text messages is still bright, good future because it's still widely used according to the text and we too frequently use SMS.

Session 8

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise: Finding modal verbs in a text.
(p 38)

Modal verbs in the text: Will, can, could.

B VOCABULARY CORNER

Listening(p 38): Students listen to the audio and repeat the words following the appropriate pronunciation including accent.

Exercise 1 (p 38)

The students match the words or phrases to their definitions or meanings.

1. D (example) 2.E 3.A 4.B 5.C

Exercise 2: Table filling: Using antonyms or synonyms (p 39)

Words' meaning, synonyms, antonyms

N°	Words	Antonym	Synonym
1	Will	Won't	
2	Companies		Plants, industries
3	Increase	Decrease	
4	Customers		Buyers
5	Digital		Figures
6	Include	Exclude	

C COMMUNICATION

Listening task: (p 39)

1. Students listen to the audio and fill in the table individually and then check with their partner

Airline	Destination	Flight n°	Gate n°	Departure time
Ethiopian Airline	Beijing	ET001	7	6.15 a.m.
Pacific Airways	Manilla	PA702	25	9.30
PAN-USA	Hon Kong	PU301	17	10 .25
Air France	Abidjan	AF109	1	12.50 p.m.

2. Students listen to the audio again and answer the questions.

a) The urgent call was for Founnigué.

b) The passenger was asked to go to the information desk because Founnigué was late. He wasn't on time.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS (p 39)

1. Students talk about the picture. They say what they can see : people and a plane...

2. Role-play (p 39)

Students learn the dialogue and demonstrate it in class. They role-play it.

B ROLE-PLAY (p 39)

1. The students should first design two bus stations. One in Abidjan for example and another in Korhogo. They are on the phone and share information.

Example: Car station in Abidjan and in Korhogo.

STATION-DESTINATION	DEPARTURE TIME	STATION-DESTINATION	DEPARTURE TIME
ABIDJAN -ODIENNE	7.00	KORHOGO-ABIDJAN	6.00
ABIDJAN-KORHOGO	8.00	KORHOGO-ABENGOUROU	8.00
ABIDJAN-BOUAKE	10.30	KORHOGO-MAN	11.30

Akpouè: Hi, Founnigué. I am in Abidjan. How are you doing in Korhogo?

Founnigué: Hi, Akpouè. I'm doing well. I'm in Korhogo. What time does the car for Korhogo leave Abidjan?

Akpouè:

Etc...

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Exercise 1 (p 40)

The students study the table and then make sentences adding a bit, much, rather, or far according to meaning.

- Maria runs rather quicker than July.
- She plays the piano a bit better than John.
- This case is much heavier than I thought.
- The new armchair is far more comfortable than the previous one.

Exercise 2 (p 40)

In this exercise, students have to fill in the exercise using the appropriate comparatives.

NB: In this dialogue completion it appears that the only appropriate comparative is more... than.

B VOCABULARY CORNER

Exercise: Matching (p 40)

- | | | | | |
|--------------|------|------|------|------|
| 1. c Example | 2. d | 3. a | 4. f | 5. i |
| 6. d | 7. f | 8. g | 9. b | |

C COMMUNICATION (p 41)

The students are asked to find some reasons (2 or more) for avoiding abortion ; show some consequences of abortion and suggest some advice.

- Reasons for avoiding abortion: It is illegal, a crime, morally unacceptable.
- Consequences of abortion: abortion endangers the woman's life; She may become sterile.
- Some advice: observe abstinence; use condoms; use pills, etc.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 41)

The two young ladies in the picture look happy and behave in a friendly manner...

B UNDERSTANDING A TEXT

Scanning (p 41)

Answers to the questions

- The youth are concerned about HIV because they don't pay attention and have unprotected sex.
- The different sex contacts in the text have to do with sexual contact (vaginal) and anal one.
- The risks of this sexual activity is more at the anal level than intercourse which is paradoxically less dangerous (only 8 out of 1000 chance of being contaminated)
- To avoid this danger, have protected sex, use condom, observe abstinence etc.
- Everybody is at risk including adults.

Session 6

COMMUNICATION (p 41)

DISCUSSION

- For this group discussion students' personal opinions are expressed here. They should be encouraged to do some research to find more information concerning HIV for instance or distant surgery.
- Here, students interview each other, one playing the specialist.

You: I think today it's possible to determine the sex of a child given the progress of science. What do you think, Mr Specialist? What does science say?

Specialist: I don't agree with this. It's rather a myth or old wives' tales. But for pregnancy without sex it's quite a scientific reality today. BUT AGAIN NOTHING IS SIMPLE.

Etc...

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 42)

The picture shows a gathering of some youngsters in a modern, well equipped room. The students are studying and doing some research in front of computers. Another sophisticated device is in another picture.

B READING (p 42)

Students read the text and answer the questions.

Activity

- SMS means short message system.
- Hackers track information illegally and fake news is a false information.
- The question of hacking is dangerous for the hacker that may be found and sent to prison.
- I think hacking is to be avoided.
- I think faking is also to be avoided because dissminating false news is really bad in my opinion. Fake news darkens people's good names.

C COMMUNICATION (p 42)

WRITING TASK

Here, the students use the information they have already gathered and write their paragraph. They should really write a paragraph since there is a recurrent weakness in writing. 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 if you cannot write properly.

Therefore students should closely follow the instructions under the supervision of their teacher. It is the process writing technique that the teacher should follow. In other words, the first step in 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. 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.

Here is the topic: the bad use of the social media around the world:

- Define what a fake news is and also define what to hack means and say what a hacker is.
- Elaborate on the consequences of this conduct.
- Warn against spreading false information.
- Suggest some solutions.

NB: Content information has been covered across the unit. It's now the task of the students to recall the data and organise them in a coherent paragraph under the close monitoring of their teacher.

Session 8

Listening (p 43)

A. The scene is happening at a train station England. And it is in the morning.

B. Sentence completion

Platform number	Train to	Leaves at
1	London	8.15
3	Clacton	8.05
7	Norwich	8.00
	London	

SPEAKING (p 43)

Here the student are asked to talk about the importance of respecting the time either when you are alone or with friends etc.

The second issue is to think about the common phrase 'Time is money'.

Students should try to explain the meaning of this expression in English. It's an opinion question.

LANGUAGE FOCUS I

A GRAMMAR

Sentence invention by the students using idiomatic phrases. Some examples are offered in the students' textbook (p43)

See the light: Now you see the light and so stand up for your rights. (now you understand what is happening so do something to free yourself).

Over the moon: I was over the moon when I passed my exam (I was extremely happy, and delighted when I succeeded).

They are all going on holiday on Friday so they're over the moon.

Give way: Dali's discomfort gave way to anger (Dali could no longer support his discomfort and so he got angry).

Give way: His aching legs almost gave way and almost fell.

B VOCABULARY CORNER

Matching (p 44)

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

Session 9

Project 1

Paragraph writing (p 44)

Students study the project on page 44 and write a paragraph of their own. The teacher monitors the activity following the strategy already learned in this Unit.

Fake news is news that is not true and intentionally misinforms the readers. Fake news or stories influence people's views, push different political agendas, and sometimes confuse the readers and that can often be a profitable business for those who push articles online. Fake news often has the aim of damaging the good reputation of a person or entity, or making money through advertising revenue. Although false news has always been spread throughout history, the term fake news was first used in the 1890s when sensational reports in newspapers were common. Sometimes fake news creates panic among the readers too. Stories are also made for different purposes. Therefore we need to be careful and avoid spreading false information because no one likes being smeared. Don't do to others what you don't want them to do to you.

PICTURE TALK

1. Look at the pictures and with a partner say what you can see: (p 45)

Students describe the two pictures in their own English. We can see a little girl on the left hand side holding her note book and other little girls in class on the right hand side in picture 2.

2. (p 45) Yes, we can say that many girls go to school today in my area. Yes, it is a very good idea because girls are also intelligent. School helps understand the world and also facilitates the integration in the modern world.

LANGUAGE SKILL: LISTENING

A Listening 1 (p 45)

1. The students listen to the audio and practice the correct pronunciation.

2. Students now practise the new words in their class groups and then choose a person in their group to read the words aloud to the whole class.

B Listening 2 (p 45)

1. The students listen to the audio and choose the correct answer.

a- a3 **The example**

b-b2 c- c1 d-d4 e-e1

2. Answer to questions about the listening text. (p.....)

a) Mary takes class in a senior mixed high school in a town 60 km away from her parents.

b) Her school is a mixed senior high school.

c) There are 12 girls and 38 boys in her school.

d) There are few girls because parents have prejudices against girls according to Mary.

e) I don't agree with parents that prefer to keep their girls at home. Girls can also succeed at school.

LANGUAGE FOCUS I

A GRAMMAR CORNER (p 46)

Exercise 1: Sentence completion with some or any. (p 46)

A: some

B: any

A: -

B: any-some

A: -

B: some-many-a few

A: -

Exercise 2: Sentence completion with a few, a little, much or many. (p 46)

a) A few

b) A few

c) Much

d) Many

e) Much

f) A few

B VOCABULARY CORNER

Forming adjectives ending with the suffix 'al'.

Exercise 1 (p 47)

1. agricultural

2. theoretical

3. sexual

4. biblical

5. geometrical

6. periodical

7. methodical

8. cultural

9. beneficial

10. electrical

11. YEAR

(not concerned)

12. END (not concerned)

Exercise 2: Table filling: Using antonyms or synonyms. (p 47)

Blank filling

1. example 2. royal 3. educational

4. fatal 5. environmental 6. medical

7. economic

8. governmental

C COMMUNICATION

(p 47)

Personal production following the example offered on p47 (communication)

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss (p 48)

Students talk about the picture. They say what they can see and how they imagine the girl being chased from her school.

B ROLE-PLAY (p 48)

1. The students should first understand the role-play. One plays Aya and the partner plays Aya's father's role.

2. The students should first understand the scene. Here, it is the boy, Jo, who should stop school because he has impregnated Aya. Jo's father wants him to leave school and find a job to take care of Aya, his girlfriend. One student plays Jo's role and the other plays Jo's father's role.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Exercise 1: Sentence completion with must, have to or should. (p 48)

1. example 2. should 3. don't have to
4. don't have to-must 5. don't have to
6. must 7. doesn't have to 8. doesn't have to
9. must 10. don't have to

Exercise 2: Personal production (p 49)

Students invent their own sentences using must, have to or should.

B VOCABULARY CORNER

Forming adverbs of manner (suffix 'ly')

Exercise 1: Sentence completion (p 49)

The adverbs come in this order : well, clearly, fluently, badly, late, and quickly.

Exercise 2 : Pair work. Sentence transformation. An example has been offered. (p 49)

1. Example
2. She spoke freely.
3. He drove fast on the highway in his new car.
4. We heard students talk remotely.
5. She quietly went into her bedroom.
6. They came to class early at 6.30.

C COMMUNICATION (p 50)

Answer to questions on the text.

a) André spoke fast and seriously during his first speech.

b) He didn't tell any joke because he was afraid of amusing people.

c) For his next speech, his friend advised him to focus on three things: three ideas and three examples.

d) This question requires a personal reaction using modals to advise a friend:

For example, to attract the audience's attention you should speak clearly, slowly, be honest by giving personal examples and sharing real experiences:

- you should be calm
- you must speak clearly and slowly etc.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 50)

1. The two pictures relate to girls. A young girl is at school at the board doing an exercise.

The other 5 girls are holding a poster on which it is written : GENDER EQUALITY.

2. This question requires a personal reaction. Students should say whether they agree with the concept of GENDER EQUALITY.

It is not worthy saying that gender and sex are not the same. You may be a girl but consider yourself as a boy. This question is rather tricky today.

An instance of this situation is a case in Great Britain where a man raped a number of women. Later the man became a woman through a surgical operation.

Now, this 'new woman' was jailed. The question being discussed in Great Britain now was whether this new woman should be imprisoned with women or men? The minister of the Interior has to make a decision. (LBC February 2023).

B UNDERSTANDING A TEXT (p 51)

Skimming

The students should give the gist of the text. An example:

The writer reports that globally girls have less chance to be schooled. When sent to school they are more likely to drop out than boys. A girl may be pregnant.

Scanning (p 52)

1. Matching. The students read the text and match the words from column A to the meanings in column B.

1.d	2.h	3.a	4.l	5.j	6.b
7.c	8.e	9.f	10.K	(example)	
11.g					

2. Students read the text again and answer the questions. (p 52)

- The young girl is from Malawi
- The young girl dreams of becoming a doctor, a judge or a scientist.
- The girls in her area do the chore of cooking, cleaning ...
- The chances for the girls to achieve their dreams are slim.
- Not all the 33 million children mentioned are girls. 56 per cent are girls.
- 56 per cent is 18 480 000 girls.
- The gap derives from forced marriage, poverty, cultural behaviours...
- Poor families opt to send boys to school because they are presumed to have more chance than girls.
- Teachers and other adults are responsible for girls' pregnancies.
- Personal reaction regarding the situation of each student in terms of the issue under consideration.

Session 6

COMMUNICATION

DISCUSSION (p 52)

1. For this question students' personal opinions are sought here. They say whether their parents are tender or violent given the circumstances.

2. Here, students voice their opinion whether sending a girl to school is a waste of time or a waste of money.

3. Students give examples of successful women they are aware of:

Simone Ehivet, Henriette Dagri Diabaté, Chicahia Madeleine...
Etc...

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 53)

The picture shows the different activities Acéna does every day when she gets up. First, she gets up and stretches herself. Secondly she brushes her teeth. Thirdly she takes her breakfast. Next she walks to school. When at school, she goes to class and finally has physical training.

B READING AND WRITING (p 53)

Students are instructed to read the example in their textbook and inspire from what is there. (pp53-54)

They are then asked to write about a day which was very busy including:

- the time sequencing
- the activities they did
- what happened and
- express their feelings.

C COMMUNICATION (p 54)

WRITING TASK: Personal and individual work.

Students are asked to write about their routines on weekend days looking at what they have already done or read. (pp 53-54)

PICTURE TALK

1. Look at the picture below and tell your neighbour what you can see: (p 55)

Students describe the two pictures in their own English. Here the students are invited to describe the picture.

The legend or caption below the picture gives an idea.

2. Students express their own feelings and ideas and confirm that the different issues concerning their rights are real. At the age of 18 for example they can vote in some countries.

The students also say if they have once used their political rights or not. If yes they will explain. If not they will also explain why.

Next, they say their understanding of democracy : The power of the people by the people for the people. This is a general definition that can clearly be elaborated on.

LANGUAGE SKILL: LISTENING

A Listening 1 (p 55)

1. The students listen to the audio and say if the following sentences are true or false.

1.T 2.F 3.F 4.T

B Listening 2 (p 55)

1. Matching(p.....): Students listen to the text and decide on the appropriate text.

a)Text 3 b)Text 1 c) Text 2

2. Students listen to the passage and say if the statements are true or false. (p.....)

Paragraph 1

a) F b)T c)T

Paragraph 2

a) T b)F

Paragraph 3

This is T (There is only one proposal)

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise 1 : (p 56)

1. Students listen to the audio and note where the stress is in the sentence.

2. They listen to the other sentences and practise the stress. (p 57)

Exercise 2 : (p 57): Students use any or some to complete the sentences.

1. Any

2. Some and any

3. Any and some

4. Any

5. Any and any

6. Any

B VOCABULARY CORNER

Matching (p 57)

1. e

2. d

3. f

4. c

5. a

6. g

7. b

C COMMUNICATION (p 57)

The students listen to the audio and determine the issue:

The topic here is the notion of 'volunteering'. The learners are asked to express their views on the concept. It's an individual work.

Suggestion: I think volunteering is the idea of doing something for your community for instance, for free. In other words, you do the thing without being paid. It's a free service for someone or a community.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss (p 57)

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

The people are holding their hands. This can mean they are connecting, looking for friendship, peace etc. They seem to reject violence and hope for cooperation and love among people.

B ROLE-PLAY (p 57)

The students should first identify a topic then, with a partner. Then they invent a conversation. In this conversation, one agrees with the idea in the topic and the other partner disagrees. They role-play after they have finished writing the dialogue.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER (p 58)

Exercise 1: The students complete the sentences using the appropriate relative pronoun:

- | | | |
|----------|----------|----------|
| 1. WHO | 2. Which | 3. Who |
| 4. Where | 5. Which | 6. Which |
| 7. Where | | |

Exercise 2: Sentence combination using relative pronouns. (p 58)

a) Example

b) There was a courageous person in my group who taught me.....

c) This is the school where they train volunteers.....

d) Look at the mobile phone which my

e) This is the moment when they.....

B VOCABULARY CORNER

Exercise: Matching (p 58)

The students match the words to their meaning after reading the text.

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

C COMMUNICATION

Pair work: the students are asked to follow the example in their textbooks to invent their own stories about people or things that are important to them after they have finished, they present their work to the class in pairs.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 59)

1. In this picture we see some young and old people around a table. They are having a meeting.

2. The people in the picture are talking. They all look rather young save three or four who are old.

3. We have muslims and Indians given their way of dressing. Muslims cover their heads and bodies and indians cover their bodies not their heads.

4. The youth parliament exists even in Cote d'Ivoire. They work for the young people and fight for their rights and well being.

B UNDERSTANDING A TEXT (p 59)

Scanning (p.....)

1. (p.....) The students read the text and identify the words whose definitions are given:

Paragraph 1

- a) Parliament b) Launch c) Address
d) Emergency e) Demand

Paragraph 2

- a) Spokesperson b) Emergency

Paragraph 3

- a) Recognize b) Campaign

2. (p 60) The students read the text and answer the questions

- a) The youth parliament launched 2 campaigns;
- one campaign against environment issues;
- second campaign against knife crimes.

b) For the young people knife crime is a public health issue. The reason is that this issue has become wide spread as a pandemic. No one is safe from such an assault.

c) Climate change is the transformation of what was known as normal that has become a problem today. For example rains no longer respect the former cycle of rains. The sun is shining more than before etc.

d) Climate change was declared a top priority because it affects every body. For instance, when it's hot the sun affects every body.

e) The main objective of the young people's campaign is to sensitise politicians to focus on the issue urgently.

f) The youth Parliament expects the government to associate the young people in this fight and not ignore the young people.

g) The young people suggest that the problem should be addressed taking on board their own voices at the table together with the politicians.

h) The youth want to be consulted because in the future they are the ones who will suffer most for they will be adults of tomorrow.

i) For sure (this is an opinion question), young people should have an opinion on the political issues because they are part of the community. And this is what democracy stands for. Every body should have a say.

Session 6

COMMUNICATION

A DEBATE; CRITICAL THINKING (p 60)

This is clearly an opinion question. The students should exercise their right to express their opinion and the issue directly concerns them. Should they vote at the age of 16 or 17? This opinion should be expressed and justified. For instance:

- I think young people should be allowed to vote at the age of 16 because...
- I don't agree that young people should vote at this early age because...
- For me the question is too political and I want politics out of the school....

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 61)

The picture shows some young people at a polling box. They are voting.

B READING AND WRITING (p 61)

SUMMARY OF THE TEXT : AN EXAMPLE

1. The text highlights the importance of the youth in the world. They use the Internet and connect with young people as well as politicians on the web. In spite of this, young people are not very present in policy making centres.

2. Two reasons for a debate:

- young people in connection with world leaders.

- young people very connected and informed today.

- young people should be allowed to run as MPs.

C COMMUNICATION (p 61)

WRITING TASK:

Here, the students use the information they have already gathered and write an official letter. They should really write the letter since there is a recurrent weakness in writing. 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 if you cannot write properly.

Therefore students should closely follow the instructions under the supervision of their teacher. It is the process writing technique that the teacher should follow. In other words, the first step in 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. Always write a first draft and a second draft and probably a third draft

(we are in a process of formation of the learners) and now the final product. Again, all this process should be closely monitored by the teacher.

Here is the topic: the vote of the young people at the age of 16 in national elections. An official letter to your ghanean friend:

1. The introduction mentions the topic
2. A first argument against the vote of young people at the age of 16;
3. A second argument in favour of the vote of young people at the age of 16.
4. A conclusion that restates the debate of this vote of young people in terms of a question.

Session 8

Listening (p 62)

Students listen to a short part of a speech and say if the statements are true or false and justify their answers.

1. True because the text explains that there are unresolved social, economic, political and environmental challenges.
2. False because education rarely integrates transformative approaches.
3. True because education 2030 envisages to take into account human rights, peace, and responsible citizenship.

SPEAKING (p 62)

Here the students are asked to study the table and react according to what they observe in their own school. Therefore, this activity is a real life activity. The teacher will make sure the students understand the task and make the appropriate decision according to their experience in their school.

An example has been provided in this respect just before the table.

LANGUAGE FOCUS

A GRAMMAR

1. Group work (p 62)

The groups talk among themselves and decide who they think the best citizen of their school could be. So they should study the example and make

their own decision freely. They use the modal verbs must, can't, could or might.

2. Sentence completion (p 63)

The students are asked to complete the sentences using relative pronouns.

1. which
2. whom
3. whose
4. where
5. who-that
6. of which

3. Dialogue completion with some, any, or no (p 63)

The appropriate words in the text come in this order: *any-no-some-some-any-some*

B VOCABULARY (p 63)

- | | | |
|--------------|---------------|-----------------|
| b. switch | c. channel | d. indoctrinate |
| e. objective | f. subjective | g. commercials |
| h. operas | i. quiz shows | j. viewers |

Session 9

Project 3 (p 64)

Paragraph writing

Students study the project on page 64 and write their report. The teacher monitors the activity. The topic is EDUCATION IN MY COUNTRY.

The students explain what they understand by education:

- give a definition of education;
- give a definition of instruction;
- make the difference between the two concepts and bring them together finding common points.

The students talk about their rights and duties or responsibilities:

- mention some rights;
 - mention some duties;
 - bring the two concepts together and find common points between rights and duties.
- The students make proposals and suggest some advice to improve the system.
- employ many teachers;
 - pay them correctly;
 - build many schools;
 - stop sponsoring the private schools and invest in the state schools.

PICTURE TALK

1. Look at the picture and tell your neighbour what you can see. (p 65)

a) Students are invited to describe the two pictures in their own English.

On the left hand side, there are players and probably with their coach giving them some instructions before the game. The coach is showing them on his notes what to look at and what to do...

On the right hand side footballers are on the play ground playing. In the back of the picture, spectators are sitting in the stadium.

b) Students look at the pictures and say what they feel. They express their ideas in terms of emotions, joys, happiness or frustration and so forth... The fight on the ground is interesting to see who will control the ball...

LANGUAGE SKILL: LISTENING

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

A Listening 1 (p 65)

1. The students listen to the audio and fill out the chart using their note books. They don't write in the textbook.

Name of interviewee	Eleonor	University	Cardiff
First job	Waitress	company	Press Association
Present job	Sport journalist	Number of years in the job	9.5 years
Interests	Sport, travel	Name of interviewer	James
Degree subject	Journalism	A-levels	Maths -chemistry
Industry	Media	Post graduate diploma	News paper journalism

B Listening 2 (p 65)

1. Students listen to the audio and do the activity.

a) Amanda is the character in the audio.

b) Amanda's job is sport anchor.

c) CNN is her employer (Cable National Network).

d) Amanda has interviewed Ussein Bolt, Cerena Williams....

e) Amanda lives in West London now.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER (p 66)

Exercise 1 : The students complete the exercise using the 1st conditional. (p 66)

a) If they learn, they will succeed.

- b) We'll meet the Head teacher if he's available.
- c) The students will go on strike if the boarding house isn't open.
- d) The cat will scratch you if you pull its tail.
- e) If he runs, he'll get there on time.

Exercise 2 : Students complete the sentences using the 2nd conditional. (p 66)

- a) If he came you'd tell.
- b) If he had the money, he'd lend it to you.
- c) Drogba would score, if you gave him the ball.
- d) The child would steal if he was hungry.
- e) If I was you, I'd accept the money.

B VOCABULARY CORNER

Exercise 1: The students listen to the audio and repeat the words. (p 66)

Exercise 2: The students draw a football pitch and place the players in the right positions. (p 66)

C COMMUNICATION (p 66)

The students listen to the audio and answer.

Listening task: A paralympic games official is giving a talk about sport. Read the questions below, first. Then listen to the audio and answer them.

- a. Can disabled people enjoy sport according to the speaker? Why?
- b. When does the para-olympics take place according to the audio?
- c. Why do doctors and schools encourage sport according to the speaker?
- d. Give two reasons why sport remains popular worldwide in relation to the audio? Do you agree with the speaker? Why?

Audio, page ...

Speaker: Through sport, persons with disabilities acquire vital social skills, develop independence, and become empowered to act as agents of change. Sport teaches individuals how to communicate effectively as well as the significance of teamwork and cooperation and respect for others.

Paralympic history began in 1948 at a hospital for war veterans north of London. A German neurologist was looking for a way to help his paraplegic patients rehabilitate more quickly.

Sports is a recreation activity which entertains

us as well as helps us to be fit and fine. We often give more importance to studies as we think it helps develop our mind, gives us knowledge as well as a career. However, sports is something which can give us physical fitness and, along with physical fitness, it also teaches us to play in a team, to socialise, to think about the situation before acting, to plan before hand, to discuss with the team how we are going to win the game. All these strategies are needed to be successful in our careers too. So isn't sports not only entertaining us as well as keeping us fit and fine, but also helping develop our mind too in a practical way?

Session 3

LANGUAGE SKILL: SPEAKING

A The students observe the picture and discuss it in pairs. This is a personal interpretation. (p 67)

1. We can say a journalist and a player are talking

2. The game is american football

B ROLE-PLAY (p 67)

The students interview one another. Then they write the conversation. In this conversation, one is a journalist and the other is player. They role-play after they have finished writing the interview.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Exercise 1: (p 67)

The students complete the sentences using the simple future. (will)

Exercise 2 (p 68)

1. You: I'll win the next race.

Partner: Will you?

You: Yes, I will

2. You: The future will be brighter.

Partner: Will it?

You: Yes, it will.

3. You: The disease will subside soon.

Partner: Will it?

You: Yes, it will.

4. You: We'll defeat the epidemic surely.

Partner: Will we?

You: Yes, we will.

5. You: The fight against the invisible enemy will be won.

Partner: Will it?

You: Yes, it will.

B VOCABULARY CORNER (p 68)

The students describe the tennis pitch.

EXERCISE 1: The students listen to their teacher and repeat the words in the box after him/her.

EXERCISE 2 (p 68)

Here, it is a creative activity. The student works with a partner. One draws a picture as the other describes what he/she has on her paper. The one listening draws according to his/her understanding. When it is finished, they compare their drawings.

C COMMUNICATION (p 68)

Group work: The students are asked to imagine the future of african football. They are also asked to anticipate on the future. They are asked to compare african football to the other continents as well. They are finally encouraged to be bold and audacious to suggest more african teams for the coming world football cups: Probably two or three more african teams instead of five today. Think of 7 African teams or more.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 69)

1. (p.....) In this picture we see some players on a playing ground. The students are asked to guess the 2 teams, France and Croatia.

2. (p.....) The students are asked to say which sport they like and give their reasons for this choice.

B UNDERSTANDING A TEXT (p 69)

Skimming

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

This text relates to the Fifa world cup final between France and Croatia that happened in Moscow, Russia 2018 won by France.

Scanning (p 69)

2. Students read the text and fill in the table.

Year or place	Activity or event
2018	FIFA World Cup
15 July 2018	Determine winner
Moscow	Where the final took place
1998	France won the cup
2006	France reached the final
2002	Brazil won all their knockout matches without any extra time or penalty shoot-out.

3. Students read the text and choose the correct answer (p 70)

1.a 2.c 3.a 4.b 5.a
6.c 7.c 8.a 9.b 10.a
(Example)

Session 6 (p 70)

COMMUNICATION

CRITICAL THINKING / DEBATE

This is clearly an opinion question. The students should exercise their right to express their opinion and the issue directly in pairs and in their class group. Should the rules be changed? This opinion should be expressed and justified.

A-I think the rule is not fair. When there is a contact with the hand and the ball, this is enough. The payer should be penalised.

Further, if the defenders don't pay attention and leave the striker alone he will score and the goal should be validated. Now, I'd like to know if the goal keeper is a player ? Doesn't he also score goals ?

B-I don't agree because...

A-Let me remind you that in the history of football some rules had already changed. So, here, it's a possibility to be considered, I think.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 71)

The pictures show examples of some women practicing boxing and working as policewomen.

B READING AND WRITING (p 72)

SUMMARY OF THE TEXT : AN EXAMPLE

a. The text highlights the increasing number of women coming into the boxing game.

b. Here this is an opinion question and the students need to make sure they are making the census and writing effectively taking into account the data they will collect.

- collect the opinions of the group members on the issue of women in boxing as a profession or as an amateur game or sports.
- order the ideas in a coherent manner
- group the ideas in opinion for and against boxing as a sport.
- write your paragraph

C COMMUNICATION (p 72)

WRITING TASK:

Here, the students use the information they have already gathered and write the article. They should really write the article since there

is a recurrent weakness 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, one cannot make any decisive breakthrough in one's studies unless we can write properly.

Therefore, students should closely follow the instructions under the monitoring of their teacher. It is the process writing technique that the teacher should follow. In other words, the first step in 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.

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: Women in football. An article to your school English magazine.

1. The point of the article mentions the topic in short and simple sentences.
2. A first idea and supporting examples written briefly and concisely.
3. A second idea and supporting examples
4. A conclusion that restates the debate of this sport being practiced by women in terms of a question.

PICTURE TALK

1. (p 73) Look at the pictures below and tell your neighbour what you can see. Students describe the two pictures in their own English.

There is a family of 2 kids, the mother and the father. The other picture in blue represents the photo of DNA cells or chromosomes.

2. (p 73) Students express their own feelings and ideas and confirm that science may help plan the number of kids a couple wants. For example, the couple may decide to take pills or use condoms.

LANGUAGE SKILL: LISTENING

A Listening 1 (p 73)

1. The students listen to the audio and repeat what they hear. The words are in a box in their textbooks (P73).

2. Now the students read and practice the words in their class groups. Later, a representative of each group says the words aloud for the whole class.

B Listening 2 (p 73)

1. The students listen and discover that the conversation is about identical twins.

2. Students listen to the conversation again and complete the activity.

1.a 2.b 3.c 4.c 5.b

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

1. (p 74) Talking about people using an article or not.

Exercise: Completion of sentences using a, an or the.

The articles come in this order when we read the dialogue:

Awa: no article

Dad: no article

Awa:.....need a particular.....

Dad: Yes....the.....the

Awa: ... an.....

Dad:the.....

Awa: Ok.... a....nothing

Dad:a....nothing....nothing

Awa:an....

Dad:an..... the....

2. (p 75) Expressing purpose

The students study the reasons why the actions are carried out in their textbooks.

Exercise: The students do the exercise choosing the appropriate phrases suggested in the box.

1. Example

2. I will go to university to get a high education.

3. We do physical exercises regularly to keep strong and healthy.

4. We wear face masks to avoid infection

5. He went to a language school in London to improve his language skill.

6. She prefers to go shopping on Saturdays to have more time for what she wants.

B VOCABULARY CORNER

PREPOSITION OF MOVEMENT

Exercise 1 (p 75)

The students read and study the prepositions in the box that are used to express movement.

Exercise 2 (p 75): Sentence completion

1. into; out of

2. toward; away from

3. around

4. off; across

5. through; over; from

6. nothing

7. to

C COMMUNICATION

The students simply follow the example offered in the textbook. (p 76)

Picture 2

A: What is the mouse doing?

B: It's running out of the box.

Picture 3

A: What is the cat doing?

B: It's walking around the box.

Picture 4

A: What is the bird doing?

B: It's flying from the box.

Picture 5

A: What are the pigeons doing?

B: They are flying toward the box.

Picture 6

A: What is the bird doing?

B: It's flying past the box.

Picture 7

A: What is the frog doing?

B: It's hopping on to the box.

Picture 8

A: What is the frog doing?

B: It's jumping off the box.

Picture 9

A: What is the frog doing?

B: It's jumping over the box.

Picture 10

A: What is the snake doing?

B: It's crawling under the wall.

Picture 11

A: What is the snake doing?

B: It's crawling through the pipe.

Picture 12

A: What is the the snake doing?

B: It's crawling across the bridge.

Picture 13

A: What is the boy doing?

B: It's walking up the stairs.

Picture 14

A: What is the little girl doing?

B: She's walking down the stairs.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and describe (p 76)

The students observe and describe Aya's family tree in pairs.

Here students are instructed to give names to Aya's grandmother and grandfather, father and mother, **aunt and uncle**, brother and sister, cousins...

They invent names to allow for the description of the family tree.

-Konan is Aya's grandfather. Ahou is Aya's grandmother etc.

Next, they may ask some questions for practice like

A: What relation is Konan to Aya?

B: Konan is Aya's grand father. Etc...

B ROLE-PLAY (p 76)

Now, they come to their own families and ask questions to discover each one's family which makes the activity more real life like.

A: Tell me about your family, please.

B: My grandfather is..... and my grandmother is My father is....

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER (p 77)

The students complete the sentences using the appropriate reported verb.

1. example 1.told

2. couldn't

3. had been

4. was

5. would

6. told

7. was

8. had taken

9. to take

10. walked

Exercise 2 (p 77) : Reporting statements.

- a) Example
- b) He said he had not gone to Yao's birthday party.
- c) He said he had eaten a heavy breakfast the day before.
- d) He asked her where she had spent her holidays.
- e) He said he had been panic stricken during Covid-19.
- f) He advises her not to try risky physical exercises at home.
- g) He informed her that his girl friend would come later.
- h) He confessed that he had never been to London before.

B VOCABULARY CORNER

1. Word ending in 'logy or logist' (p 77)

Students listen to the audio and practise the correct pronunciation.

The words are in the students' textbook.

Exercise: Students fill in the blanks using the appropriate scientific noun from the box in the students' textbook.

- | | |
|-------------------|-------------------|
| a.meteorology | b.dermatologist |
| c.technology | d.bacteriologists |
| e.geology | f.theology |
| g.paleontologists | h.sociology |

2. Words use to describe a graph (p 78)

Exercise: (p 79) The graph on page 79 of the students' textbook shows the variation in sales regarding Mactar's activities. The students are asked to describe orally these activities in terms of increase or decrease.

For example, the sales fell sharply at 20 percent in May. But, they (the sales) rose steadily to reach 80 percent in December ! (Quite extraordinary indeed !).

C COMMUNICATION (p 79)

- 1.The students observe the pictures and determine which science they refer to.
- 2. After identifying the science, the students say how important these sciences are in real life.

The pills refer to medicine and we know that

medicine has to do with health. It's quite a vital science.

Next to the pills the other picture has to do with mathematics.

The elephants represent animals in general and we know it is zoology that deals with animals.

The last picture relates to the weather. The science is meteorology.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 80)

In pairs, the students observe the pictures and try to identify them.

-The first picture is blue and it is an image of a DNA cell, the chromosome.

-The second picture has to do with the apparatus to photograph and observe the development of a foetus.

-The third picture relates to a foetus in the womb.

B UNDERSTANDING A TEXT

Skimming (p 80)

- 1. The students read the text quickly and give its gist.

The text talks about the role of genes and the importance of DNA in the transmission of characters to offsprings. Genes relate to other areas as agriculture, medicine, and biotechnology.

Scanning (p 81)

- 2.The students read the text again and say if the statements are true or false and justify their answers.

- | | | |
|--------------|--------------|--------------|
| 1. T (par 1) | 2. F (par 1) | 3. T (par 2) |
| 4.T (par 2) | 5. F (par3) | 6.T (par 3) |
| 7.T (par 3) | 8.F (par 3) | 9.T (par 4) |
| 10. (par 4) | | |

- 3.Matching. The students read the text and match the words to their synonyms

- a) Children or descents = offspring
- b) guiding = governing

- c) shares = overlaps
- d) about heredity = inheritance
- e) sculptures =
- e) resulted from = stemmed from.

Session 6

COMMUNICATION

Speaking (p 81)

CRITICAL THINKING: DEBATE

This is clearly an opinion question. The students should exercise their right to express their opinion and the issue directly concerns them. Should they put their fingerprint on official documents ? This opinion should be expressed and justified. For instance :

- I think we should put our fingerprint on official papers because...
- I don't agree that people should put their finger print on official documents because...
- For me the question is too political and I want politics out of any debate....

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 82)

The students are asked to describe the graph on p82 of students' textbook.

1. The period of migration is from 2014 to 2017.
2. Migrants go to Italy, Greece and Spain.
3. They travel by small boats or canoes etc.

B READING AND DISCUSSION (p 82)

The students read the interpretation of the graph and discuss it among themselves.

C COMMUNICATION (p 83)

WRITING TASK:

Here, the students use the information they have already gathered through the Unit and write an email (see p 24). They should really write the email since there is a recurrent weakness in writing. 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 if you cannot write properly. Therefore students should closely follow the instructions under the supervision of their teacher. It is the process writing technique that the teacher should follow. In other words, the first step in 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. 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 the final or end product. Again, all this process should be closely monitored by the teacher.

Here is the topic : the interpretation of a graph to help a friend. Follow these stages:

1. An introduction which mentions the topic.
2. A main body that will describe and interpret the data.
3. A brief conclusion that relates the interpretation to a general appreciation of the issue.

Session 8

Listening (p 84)

Students listen to the audio and fill in the gaps in the passage with the words offered in the box.

- | | | |
|----------------|------------------------|-----------|
| 1. organism | 2. plants | 3. micro |
| organism | 4. DNA | 5. modern |
| biotechnology | 6. genetic engineering | |
| 7. transferred | 8. GM foods | |
| 9. lower | 10. greater | 11. |
| benefits | | |
| 12. reductions | 13. improved | 14. crops |

SPEAKING (p 84)

Here the students are asked to think about the disadvantages of GMO (genetically modified organism). Therefore, this activity is a real life activity. The teacher will make sure the students understand the task and come up with the appropriate information.

For example the genetically modified grains are supposed to produce more and resist some insects. However, the side effects are not always known regarding human health. So we need to be very careful. That is why today almost all the scientists are advising what is called "bio foods" for human consumption.

LANGUAGE FOCUS

A GRAMMAR

(p 84)

1. The students are asked to make sentences beginning by Franck said. This is reported speech:

- Franck said he would remember me.
- Franck said the bus had just left.
- Franck said his niece had thrown her book out of the window.
- Franck said his alarm clock had not gone off.
- Franck said he had known Moussa at school.
- Franck said his cousin knew a famous restaurant where you could eat.
- Franck said they had forgotten him.
- Franck said his sister had drunk all the soda the night before.
- Franck said told him not to break the glass he had bought the week before.
- Franck said she could draw a nice picture of him.

2. Use of articles (a, the, an) : The students are given rules on the use of articles and now are asked to test their understanding. (p 85)

3. The students are asked to correct the sentences using the appropriate article where need be. (p 85)

- a good restaurant; the seaside.
- in a small apartment; in the suburbs with a beautiful view on the Mediterranean sea.....I sit at the window.....all the beautiful.....out of the main dock.
- There is a park near the school..... paths in the park. A great number of people..... along the paths every afternoon. It's such a beautiful sight.
- do you remember the movie we.....?

The main actress was so funny. And the fantastic car race across the streets...
.....I think I'm going to watch the same movie again next Saturday.

B VOCABULARY

(p 85)

The students select the appropriate word among the three that are suggested between parentheses.

- from-to
- over-
- from-into
- across
-up
- Off
- along
- to
- up to
- Past

Session 9

Project 4 (p 86)

Preparing a presentation on an ethnic group.

This is a group or personal and individual work. Guide lines are offered in the students' textbook and they should inspire from these guide lines. The teacher indeed should always monitor the work. The students should:

-write an introduction that names and locates the ethnic group. The introduction also specifies the aspects that you will develop.

Main body

- mention the origin of the ethnic group
- briefly relate to the history of the group
- briefly talk about its culture and tradition

Finish your work by underlining the importance of the group and their contribution to the development of your country.

PICTURE TALK

(p 87)

1. Students are invited to look at the pictures and say what they can see.

They name the animals : gazelle (Africa and Asia), buffalo (Africa, the USA, Asia) zebras (Africa), leopard (Africa, Asia)

2. Students look at the pictures and say the continents where we find these animals : Africa, Asia, the USA.

LANGUAGE SKILL: LISTENING

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

A Listening 1 (p.....)**Exercise 1** (p 87)

The students listen to the audio and practise the correct pronunciation.

Exercise 2 (p 87)

Students listen to the audio and say if the statements are true or false.

1.F 2.T 3.T 4.T 5.F 6.T

B Listening 2 (p 87)**1. (p 87) Students listen to the audio and note where the stress on the words listed in a) b) c) are placed.****a)**

- Students discover that with two-syllable-words for nouns the stress is on the 1st syllable :

Example : a Present-a silence-an export-a table-a contract

- Students discover that for adjectives of two syllables, the stress is also on the 1st syllable like nouns.

Example : Present-silent-clever-happy

- Students discover that verbs of 2 syllables have their stress on the 2nd syllable unlike verbs and nouns.

Example : present-export-contract

b) zoonotic-pandemic-revelation-television**c) geography-democracy-demography****2. Table completion with the stressed syllable in bold face. (p 88)**

Nouns	Syllable 1	Syllable 2	Syllable 3	Syllable 4	syllable 5
geographic		Ge	o	graph	ic
Degradation		De	gra	da	tion
Emergency		E	mer	gen	Cy
Zoonotic			zoo	no	tic
Civilization	ci	Vi	li	sa	tion
Epidemic		E	pi	de	mic

Democratic		De	mo	cra	tic
legalisation	le	Ga	li	sa	tion
organisation	or	Ga	ni	sa	tion
deforestation	de	Fo	res	ta	tion
objection			ob	Jec	tion

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise 1: (p 88)

The students complete the exercise saying how certain the speaker is in what s/he is saying.

100 percent sure	50 percent sure	25 percent sure
Will definitely	Maybe	Might
Definitely sure	Perhaps	
It won't	It's possible that	
I'm certain that	I doubt that	
	Probably won't	
	I'm not sure	
	Will probably	

Exercise 2: (p 89)

Students make their sentences using the expression that better expresses their own personal thinking. Some ideas have been suggested (in their textbook) and the students are expected to react to these ideas according to what they feel. It is definitely a matter of personal thinking.

Example: solar energy : I am sure that solar energy will, as a clean energy, be used everywhere in a few years.

B VOCABULARY CORNER

Exercise 1 (p 89)

The students read the passage and identify the words whose meaning is suggested :

1. grappling with (L1)
2. outbreak (L2)
3. sharp (L4)
4. a virus, bacterium (L8)
5. spread (L6)
6. zoonoses (L6)
7. logging (L13)

Exercise 2(p 90):

The students complete the text with the appropriate word from the lists suggested in their textbook.

1)1d 2)2b 3)5b 4)4b 5)3a 6)1b 7)7d

Session 3

LANGUAGE SKILL: SPEAKING

A (p 90)

Students listen to the audio and discuss with their partner and say if the statements are true or false.

1.F 2.T 3.T 4.F 5.T 6.F

B ROLE-PLAY (p 90)

a). Students discuss the importance of wild life to humanity. This is an opinion question. Some students may think wildlife is important to people and argue that wildlife decisively contributes to human food.

The opposite view might be held by a vegetarian who might believe it is cruel to kill animals even for food. Etc.

b) The students role-play a discussion between a hunter who is also a planter

and a wildlife fund member. In the discussion the students are definitely expected to use the different certainty expressions.

- Planter: I think it is absolutely vital for a planter to protect her/his crops from the wild animals which are ready to destroy every crop to feed themselves.

- Wildlife fund member : It is certain that you should protect your farms and crops. I agree with that but to organize a massive killing of animals for money is unacceptable in my eyes....

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Exercise 1: (p 91)

The students are invited to reflect on the short passage in their textbook (p91) and try to understand the rule governing the passive voice tense. An explanation is offered next.

Exercise 2: (p 91)

1. were killed
2. was destroyed
3. were paid
4. were brought
5. has she been informed?
6. were arrested
7. will be finished
8. are poachers punished?

B VOCABULARY CORNER

The students do the exercise following the example in their textbook.

Example: something meaningless means something we can't understand, something with no meaning.

Exercise 1: (p 92)

Pair work. In pairs the students construct the meaning of the words suggested in the box.

Childless = someone who has no child

Careless = someone who is not careful, not attentive

Tasteless = a food which has no taste for example

Sleepless = someone who can't sleep

Etc.

Exercise 2 (p 92)

The students choose the appropriate word from the lists suggested to complete the passage.

- 1)1b 2)6a 3)3c 4)4a 5)5b
6.2c 7.7c 8.8b 9)9a

Session 5

LANGUAGE SKILL: SPEAKING

A PICTURE TALK (p 92)

This animal is a leopard.

It lives in Africa and Asia.

It's a wild animal, not domestic.

B UNDERSTANDING A TEXT (p 93)

SCANNING

1. (p 93)

The students read the text and match the words to their meaning:

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

2. Matching (p 93)

The students read the text and match the suggested gist to the corresponding paragraph.

- A) paragraph 3 B) paragraph 5
C) paragraph 5 D) paragraph 2
E) paragraph 4

3. (p 94)

Students read the text and answer the questions.

- a) The text focuses on wild tigers.
- b) Tigers are in Africa and in the south of Asia
- c) They are poached
- d) Desperate; majestic
- e) Desperate
- f) He uses this word, desperate, because there seems to be no easy solution.
- g) People kill tigers for medical reasons, and food as well.
- h) To end this desperate situation the proposal is to end poaching and control the medical products from the killing of tigers.
- i) No solution is proposed for the extension of cities.

Session 6

COMMUNICATION

Task 1: Discussion (p 94)

This is clearly an opinion question. The students should exercise their right to express their opinion on the issue directly in pairs and in their class groups. The topic relates to the extinction of some wild animals, environmental issues, hunting and climate change. This opinion should be expressed and justified. The students should express their agreement or disagreement and propose solutions to curve the trend.

Example of opinion: I think Tigers and other rare species are in danger because of poaching. This situation can be resolved by enforcing regulations on poaching. More police forces should be enrolled and trained to control the forests and look after the endangered species.

Task 2: Writing and role-play (p 94)

A: Students invent a dialogue between an Ivorian cocoa producer and a WWF member. They are discussing deforestation.

B: Now, the students role-play the dialogue.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 94)

The picture shows an example of bush forest as a cause of deforestation.

It could also be a piece of forest for agriculture. Students express their opinion on deforestation and suggest some solutions to reduce this practice.

B FOCUS ON TEXT (p 95)

a) Matching (p 95)

The students read the text and decide which gist matches which paragraph.

1. Parag 2 2. Parag 1 3. Parag 3

b) (p 95)

Students study paragraph 3 and identify its topic sentence and see how many supporting sentences there are.

C COMMUNICATION

WRITING TASK (p 95)

Here, the students use the information they have already gathered and write their opinion essay. They should really write the essay since there is a recurrent weakness 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, one cannot make any decisive breakthrough in one's studies unless we can write properly.

Therefore, students should closely follow the instructions under the monitoring of their teacher. It is the 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.

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.

1. The point of your opinion essay mentions the topic in short and simple sentences.
2. A first idea and supporting examples written briefly and concisely.
3. A second idea and supporting examples.
4. A conclusion that restates your position in other terms. You can end your work with a warning, a prediction, a question or other short comment.

PICTURE TALK

1. (p 97) Look at the pictures below and tell your neighbour what you can see. Students describe the three pictures in their own English.

The pictures relate to culture. We see people dancing. The mask there is an ivorian mask from the central west precisely a Gouro mask. No doubt this is the Zaouli. Next to the Zaouli we can see the pyramids of Egypt. Clearly all these pictures relate to culture and civilization. We can see that the picture below shows plenty of words that definitely highlight the theme of this UNIT which is Culture and Civilization

2. (p 97) Students express their own feelings and ideas and confirm that what is shown reflects human intelligence and aspiration for beauty, eternity, joy, happiness, celebrations, a sense of community and relation and friendship...

LANGUAGE SKILL: LISTENING

The students listen to the audio and do the activities.

A Listening 1 (p 97)

1. The students listen to the audio and fill in the table with elements of culture and civilization.

Culture	Civilization
- Customs - artifacts - rituals - beliefs - values	- politics - religion - society - economics

2. Now the students listen again to the audio and discuss the cultural and civilization elements listed in the table above.

B Listening 2 (p 98)

1. The students listen and say what cultural diversity is: cultural diversity relates to the idea that we have different cultures and this is an element of richness and wealth. Cultural diversity should link people for this will create curiosity to discover what the other doesn't have. For example dresses, languages, traditions, music, dances, arts....

2. Students listen to the audio and list the 13 dimensions of culture (See p158 and the list of 13 elements relating to culture and civilization).

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Exercise 1 (p 98)

Students study the list of adjectives relating to character and sense and class them in a table.

Adjectives describing character	Adjectives describing sense
Brave Courageous Good Nice Kind Reliable Rude Etc	Clever Intelligent Sensible Idiotic Silly Stupid Etc

Exercise 2 (p 99)

The students read the text and find the adjectives. Next, they make two sentences of their choice with two adjectives of their choice.

- **Example:** single: a single digit figure has one digit; for example 3 or 7, 9 but a double digit will have 2 digits 11, 87, 99

- **Example 2:** egyptian; the egyptian civilization is very old.

B VOCABULARY CORNER

Exercise 1 (p 99)

The students read the text below the table and find the words whose synonyms or definitions are given in the table.

Definitions or synonyms	Lines	Words/Expression from the text
Flock		
Make the difference	2	Distinguish
Have	3	Possess
Seen	3	Thought
Lawful	3	Legal
Refined		
People		
Strongly		
Some thought		

Exercise 2 (p 100)

Text completion: Students read the text and complete it using the words from the box. The words come in this order:

1. nation
2. communication
3. Culture
4. Tangible
5. Something
6. material
7. Practices
8. tangible
9. immaterial

C COMMUNICATION (p 100)

1. The students listen to the audio and sum the text up.

Culture can be transferred and learned from generation to generation. Civilization cannot be transferred by mean language and communication. It grows and develops and may fade away.

2. Culture can be trasmitted by speech and communication. It can evolve and even be inherited.

Civilization is complex and huge and includes culture.

- a) Students give examples of culture in their own regions.

- b) Students give examples of civilization in their own regions.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DESCRIBE (p 100)

The students observe and describe the pictures.

1. In the pictures the people are dancing, celebrating, rejoicing.
2. They are playing the tom-toms. These instruments are played during festivals, ceremonies, feasts, funerals, marriages....
3. The men are dressed in traditional dresses. The women are dressed in manufactured african clothes.
4. The students prepare and present a description of a traditional cloth of their regions. (a Yacouba or Baoulé cloth.....)

B ROLE-PLAY (p 101)

In this role-play the students prepare a conversation between Fofana, an old man, and his son who does not value his own culture. The old man is unhappy and he is discussing the issue with his son. His son doesn't care about his mother tongue, culture, food, dressing, behavior, etc. The young man is totally lost in the European culture.

In pairs, the students write their conervation and role-play it inclass.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Exercise 1 (p 101)

The students complete the sentences using the appropriate verb tense.

1. example
2. have been farming
3. have stopped

4. have helped
5. has increased
6. have never travelled
7. have been using
8. have celebrated
9. has built
10. have been collecting

B VOCABULARY CORNER

1. Words formed with the suffixes: ance-ation-ment-hood

Exercise 1 (p 102): Students fill in the blanks using the appropriate noun deriving from the verbs in the box.

- a. example** b. admiration c. insurance
d. payment e. publication
f. transformation g. announcement
h. punishment i. decoration
j. agreement

Exercise 2 (p 102): Noun+suffix hood
The students form nouns from nouns

- a- example Childhood** b. livelihood
c. neighbourhood d. falsehood
e. adulthood f. parenthood
g. brotherhood

C COMMUNICATION (p 102)

The students are participating in a competition organized by their English club. They work in pairs asking each other questions with "how long" to get informed on the situations suggested in their textbook.

- How long have you been living in your neighbourhood?
- How long have you been studying in this school?
- How long have you bought your English book?
- How long have spoken English today?
- How long have you played basketball today?
- How long have you left primary school?
- How long have been using a cell phone?
- How long has your country been independent?

After asking those questions the students sum up the series of questions for their classmates.

They report to the class.

Example: my friend and I had asked each other a number of questions. For instance, I asked my friend how long he had bought his book and he asked me how long I had studied my English book...

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK (p 103)

In pairs, the students observe the picture and try to imagine what it is about.

- The picture shows a man at a table on which there are some candles and a basket. We can also see some flowers on the table. There are in addition a lot of women and two women with babies in their hands. Some children are present as well. It may be a naming ceremony at a church. It could be elsewhere... The man presiding over the ceremony is dressed in a civilian tee-shirt.

- It could also be a ceremony of presentation of the babies to the Lord as is customary in some religions.

B UNDERSTANDING A TEXT

SCANNING (p 103)

1. The students match the words in column A to their meaning in column B after reading the text.

1. Example

2. blessed = protected from evil
3. strengthened = made strong
4. live on = continue to exist
5. slaughtered = killed
6. token = proof or manifestation
7. underscored = stressed, emphasized
8. first and foremost = most important
9. realm = region, province
10. corporate = collective
11. assign = accord, give
12. stake = interest, responsibility

2. (p 104)

The students read the text again and say if the statements are true or false and justify their answers.

- | | | |
|-------------|------------|--------------|
| 1. T (L1-2) | 2. T (L2) | 3. T(L4) |
| 4. T (L9) | 5. T (L8) | 6. F(L8) |
| 7. T (L6) | 8. T (L20) | 9. T (par 4) |
| 10. (par 4) | | |

3. (p 104)

The students read the text and answer the questions

1. The birth of a baby is a time of great rejoicing because this is interpreted as a sign of blessing.
2. A naming ceremony is important in African communities because it is the ceremony that integrates the new born into the community and officially makes the baby a member of this community.
3. This is clearly a matter of personal opinion. For instance, naming ceremonies in Africa are fundamentally symbolic and make the new comer a significant member of the group. Hence, the celebration. This is what happens when we receive a visit of an important person. Many people are invited and happiness is shared and we demonstrate thus our affection and attachment to the visitor. The new baby is welcome like an important visitor is also welcome.

Session 6

COMMUNICATION

TASK 1: DISCUSSION (p 104)

1. The students are asked to read the short text in their textbook and come up with the issue which is raised.

The issue here relates to the birth of a child in a marriage and specially a male baby in the Zulu community.

2. The students are asked to express their agreement or disagreement on the issue of a male child in the Zulu community. It is a matter of personal opinion. The group discusses the issue and justifies their feelings.

For instance, I disagree with the Zulu because for me what imports in a marriage is the love between two people. The birth of a child doesn't remain with a couple. The sex of a baby also is

beyond their control. Even science today is very limited in these issues. So I would agree that the coming of a child is simply a matter of blessing and it's neither the will nor the decision of anyone. Any other opinion remains simply in the realm of speculation.

TASK TWO: WRITING/ROLE-PLAY

CRITICAL THINKING: A DEBATE (P 105)

A) This is clearly a matter of personal opinion question. The students should exercise their right to express their opinion on the issue that directly concerns them. Should they agree or disagree with the traditionalist Zulu or the modern Xosa on the issue of childlessness or giving birth to girls only as a misfortune? This opinion should be expressed and justified. For instance :

- Modern Xosa: I think we should be serene and sober enough in our views when it comes to such matters that are beyond our total control. You traditional people think human beings have control on the problem of giving birth to a child. It's wrong to believe this.

- Traditional Zulu: Let us be clear. The ancestors know better. You young people don't understand spiritual things and the spiritual forces in action. So your view is physical and therefore superficial. What I am talking about is beyond your mortal comprehension.

B) The students role-play the dialogue

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK (p 105)

1. The students are asked to discuss the following questions (a-b-c-d) and make notes:

a) The students say what they can see in the picture.

In the picture there are young adolescents and old women at a ceremony.

b) One notable thing is that at this gathering there no single man nor a boy.

c) The girls may be about 14 to 16 years old.

d) It could be an initiation ceremony and very probably an excision of young girls as is done in many parts of the world.

2. The students are invited to offer their opinions on the question of excision.

Again, it's a matter of pure personal opinion. On the issue of excision, I believe that the question itself is biased. The use of the word 'practice' is questionable for me. This traditional duty should be linked to male circumcision. How on earth can people admit that it is normal to cut a part of a male boy and refuse this for the female? Medically speaking, what makes the difference between the prepuce and the clitoris?

I heard an Arab woman doctor say that it is the conditions surrounding the operation during a traditional excision ceremony that might be questioned. That the act of excision or circumcision should be left to the appreciation of the individual community. I totally concur with this view. Today some people are against boys or babies circumcision for the simple reason that not only does this violate the rights of the baby but later on it reduces the sensitivity of the gland for boys. I understand that at the origin one reason for introducing female excision is that the elders wanted to reduce the sensibility of women...

B READING: FOCUS ON TEXT (p 105)

1. Students read the introduction of the text and answer the question that follows :

The topic sentence is the 1st sentence of the passage. The 2nd and 3rd sentences are not different to the 1st one as such. They explain and expand on the topic sentence.

2. Paragraph 2 shows the attitude an adolescent should adopt : be brave and courageous.

3. Paragraph 3 throws some light on the new initiates and their new role in the community. They are now full members of their community.

C COMMUNICATION (p 106)

Here, the students use the information they have already gathered through the Unit and write a paragraph. They should really write the paragraph since there is a recurrent weakness in writing. Writing is a technical skill that takes time to develop. 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 if they cannot write properly.

Therefore, students should be told so and should closely follow the instructions under the supervision of their teacher. It is the process writing technique that the teacher should follow. In other words, the first step in any piece of 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. Always write a first draft and a second draft and probably a third draft (we are in a process of training the learners) and now the final or end product. Again, all this process should be closely monitored by the teacher.

Here different ideas are suggested and the students, in groups of 6 choose one to work on.

1. A brief introduction which mentions the topic.

2. A main body that will describe and interpret the idea.

3. A brief conclusion that relates the interpretation to a general appreciation of the issue.

NB: an example has been offered in the students' textbook which **must CLOSELY be studied** with the teacher and then try to reproduce, to replicate it.

Session 8

Listening (p 107)

Students listen to the audio and define what "enculturation" means.

1. Enculturation means learning one's culture from childhood.

2. Students listen again and come up with the main 3 characteristics of culture and then discuss them.

Culture is learned, dynamic and shared.

SPEAKING (p 107)

The students are required to discuss the following statements:

1. Culture and civilization will never disappear.

Wisdom teaches us we should "Never say I opinion. History and Anthropology remind

us that we have some cultures and civilizations that disappeared and that we are trying hard to find them back by doing some research and making some hypotheses and digging.

2. The students try to justify the assertion that Africa is at the origin and at the heart of humanity in terms of culture and civilization.

Yes, I would entirely concur with this statement which is not made lightly. It is founded on solid ground and the works of the legendary anthropologist, the African researcher Cheick Anta Diop, shows in a crystal clear manner that Africa actually is at the heart of humanity. This has nothing to do with emotion. It is scientifically documented. Up until now, no one has dared to dispute these findings. The proofs are convincing beyond any doubt.

LANGUAGE FOCUS

A GRAMMAR

(p 107)

The students are offered some examples in their textbook. They are instructed to study the adjectives or present participles in their textbook and do the activity that follows. In other words, they have to make sentences:

Example of a sentence with an adjective:

- It is pleasant to see you again.

Example with a present participle:

- It was amazing to meet the President of the Republic.

B VOCABULARY

(p 108)

The students select the appropriate word among the four that are suggested.

1.to 2.this is why 3.because

4.because 5.to 6.hence 7.for 8.for

Session 9 (p 109)

Preparing a presentation on a traditional ceremony or ritual in your region or country. Students should work in groups and do some research before the presentation. Therefore, the teacher should make sure they are clear about the work. Again, this is basically the process of learning. Some autonomy is given to the learner but always under the guidance of the teacher to build confidence in the students. **Teachers should live up to this understanding.**

This is a group work BUT IT DOES NOT exclude individual research for sharing in the group later. Guide lines are offered in the students' textbook and they should inspire from these guide lines (P109). The teacher indeed should always monitor the work. The students should:

- write an introduction that names and locates the ritual or ceremony. The introduction also specifies the aspects that you will develop.

Main body

- mention the origin of the ritual or ceremony
- briefly relate to the history of the region
- briefly talk about its importance

Finish your work by underlining the importance of this ritual or ceremony and why it is a reference in your region or your country.

KEY TO MOVE FORWARD INTO MORE GRAMMAR

UNIT 1

GRAMMAR CORNER 1

Exercise 1 (p 110):

Expressing 2 consequential actions that happened at the same time using the gerund.

1. Feeling
2. Expressing
3. Demonstrating
4. Roaring
5. Proving
6. Bringing
7. Jumping and yelling
8. Destroying and causing
9. Drowning and saddening
10. Winning and bringing

Exercise 2: Invention activity (p 110)

Now invent 10 more situations of your own on the model of exercise 1 and share your invention with your class group.

Example: gasping for breath but smiling, Drogba answered the journalists' question after the match.

GRAMMAR CORNER 2

Expressing consequential actions that didn't happen at the same time, the participial clause happened before the main clause using having + past participle

Exercise 1 (p 110)

1. Having stolen
2. Having suffered
- 3.... having fought
4. Having overestimated and underrated
5. Having run
6. Having been hit
7. Having behaved
8. Having seduced
9. Having landed and having landed
10. Having slept

Exercise 2 (p 111)

Now invent 10 more situations of your own on the model of exercise 1 and share your invention with your class group.

Example: Having selected her article the lady went to the cashier.

UNIT 2

GRAMMAR CORNER 1

Exercise 1: Invention activities (p 112)

Students are instructed to create their own situations and use the verbs in the box that collocate. The verbs are used with the infinitive "to".

Eg. agree: the couple agreed to divorce.

Exercise 2 (p 112)

The students do the activity using either 'to or ing' according to the appropriate collocation.

- | | | |
|------------|------------|-----------------|
| 1.To pick | 2.To study | 3.To cancel |
| 4.Buying | 5.To ask | 6.To turn |
| 7.Eating | 8.To buy | 9.Meeting |
| 10.To fill | 11.Leaving | 12.Not to think |
| 13.Giving | | |

GRAMMAR CORNER 2

Exercise 1 (p 113)

Pronunciation

A list of 15 regular verbs in the past simple is provided. The students are instructed to read them in groups. The words are in the students' textbook (p113). The students class the verbs relating to the pronunciation of the final syllable (/id/t/d /)

/id/	/t/	/d/
2- 7	4 - 6- 10- 13	3- 5- 6- 9- 11- 12- 14- 15

Exercise 2 (p 113)

The students listen to the audio and fill in the table according to the pronunciation (p113 students' book) .

/id/	/t/	/d/
Crowded-pasted Minded-bended-rented	Kissed-matched Passed-stopped	Buffled-repaired-pulled- sobbed-learned-screamed

UNIT 3**GRAMMAR CORNER 1**

Adjectives always followed by a preposition: they collocate.

Exercise 1 (p 114)

Students classify the adjectives according to their collocations (p114).

in	of	at	about	For
Polite	Capable of	Happy for	Crazy about	Happy for
successful	jealous	Eligible	serious	ready
etc	etc	ect	etc	free
				etc

Exercise 2: Invention activities (p 114)

Now students use the adjective that goes (collocate) with the preposition suggested in the exercise.

- | | | | | | |
|-----------|------------|---------------|-----------|-------------|-------------|
| 1.example | 2.angry | 3.comfortable | 4.anxious | 5.serious | 6.brilliant |
| 7.certain | 8.thankful | 9.jealous | 10.crazy | 11.eligible | |

Exercise 3: Invention activities

Students are encouraged to create, invent their own situations and make sentences on the model of the illustrative sentences on p114 of the students' textbook.

Example: Lili and Ani are crazy about milk. They love milk.

GRAMMAR CORNER 2

Exercise 1 (p 115)

Students are required to class the verbs according to their collocation with a verb. Then they should learn them.

about	to	with	By	in	of
depressed	married	blessed	Inspired	talented	of
etc	related	etc	etc		
	etc				

Exercise 2; Invention activities (p 115)

Now the students are required to choose the most appropriate verb that collocates with the suggested preposition.

- 1.example 2.blessed 3.depressed
4.related 5.impressed 6.skilled
7.ashamed of 8.talented 9.bored
10.accostomed 11. exited

Exercise 3: Invention activities (p 115)

Now the student have to generate their own sentences using verb and adjective collocations.

Example: The lady was robbed of her ideas and decided to go to court.

Example: Lili and Ani are **thankful for** their beautiful present.

- 3.....she is not going to watch
4. Acena is going to celebrate
5. They are going to walk
6. Is Mrs Casimir going to be in
7. I am going to do my
8. Koffi is going to write a letter to
9. We are going to visit
10. Grace and Yves are going to get married
11. Are you going to cut your hair

Exercise 2 (p 116)

Students use the verbs in the box to fill in the sentences.

- 1.travel 2.walk 3.buy 4.wash
6.lose 7.sell 8.watch
10.start 11.put off

UNIT 4

GRAMMAR CORNER

Expressing the future with to be going to

Exercise 1 (p 116)

The students complete the statements or questions using be going to.

1. Example
2. are you going to let

UNIT 5

GRAMMAR CORNER

The students are asked to fill in the gaps using a little, little, a few, few. (p 117)

1. Example 2. a few 3. little
4. a little 5. few 6. few
7. few 8. a little 9.a few
10. few 11. little

Exercise 2 (p 117)

Students are asked to use the appropriate word among the ones suggested in the parentheses

- 1.example** 2.a little 3. a few 4.a few
5. a little 6. a little 7. little 8. a little
9. a little 10. a few 11. little

UNIT 6**GRAMMAR CORNER**

The students fill in the text using who, whose, which appropriately

Exercise 1 (p 118)

- 1.which 2.whose 3.who 4.who
6.which 7.whose 8.which 9.whose
10.which 11.which

Exercise 2 (p 118)

Rewriting sentences using who, whose, whom, which, where.

1. a novelist is a person who writes novels.
- 2....elephant is an animal which is disappearing in West Africa.
3. the boy who sings well's father's a musician.
4. the young woman whom I spoke to is....
5. the quarter whee I live.....
6. the book which was stolen.....
7. Dialo's friend who speaks English well's parents live.....
8. Lisa receives SMS from her friend who is Nigerian.
9. a bottle opener is a device which opens.....
10. Canada is a country where many pepl want....
11. Here is the man who stole Dago's car

Exercise 3 (p 119)

Sentence completion

1. Example
2. Here's the man whose daughter is
3. That's the owner of the huge motor cycle which we've just watched

4. The red car which is parked in front of my house.....

5. The young handsome man whom I was tlking to is.....

UNIT 7**GRAMMAR CORNER**

(p 120)

The students study the rules in their textbook and do the activity. They class the adjectives in the column according to the rule.

Rule 1	Rule 2	Rule 3	Rule 4
Cleaner	Nicer	Busier	Thinner
Longer	Safer	Easier	Hotter
smaller	Wider	Heavier	Fatter
Shorter	larger	Happier	Wetter
Slower		earlier	Slimmer
Quicker			
newer			

UNIT 8**GRAMMAR CORNER****Expressing frequency** (p 121)

- 1.Camara rarely gets up at 6 o'clock
I often watch TV.
Moya and Yao usually post their pictures on Facebook.
- 2.Camara sometimes plays fooyball.
I sometimes get up before 6 o'clock.
Moya and Yao never get up at 6 o'clock.
- 3.I often speak English.
Camara often attends the English club.
Moya and Yao always play football.
4. I rarely post pictures on Facebook.
Camara usually watches TV.
Moya and Yao never attend the English club.

5. I never get angry save on rare occasions.
 Camara often posts a picture of himself on facebook.
 Moya and Yao sometimes post their photographs on Facebook.

UNIT 9

GRAMMAR CORNER

(p 122)

Expressing modality with the present pasive in the affirmative form and interrogative form.

a) Rule for the affirmative form of modals in the passive voice
 subject+modal+be+Past participle

b) Rule for the question form
 modal+subject+be+PP?

c) Turning sentences into the passive.

1. Killing wild animals must be stopped.
2. Protection of animals should be encouraged.
3. Populations need to be sensitized.
4. Can more people be sensitized?
5. May the destruction of rainforests be allowed?
6. Natural resources might be thought to be inexhaustible.

d) Using either the passive or the active form with the most suitable modal.

1. must be taken;
2. can be seen;
3. must we postpone the meeting ?
4. she must be married;
5. must be encouraged;

6. must protect our environment;
7. should you give a child ...
- 8..... You shouldn't forget them;
- 9....can be offended;
- 10.....He can't come to the concert.

UNIT 10

GRAMMAR CORNER

(p 123)

Exercise 1

Word formation

Students form nouns and adjectives from the words suggested in the students' textbook.

Example: predict: prediction

Desire: desirable

Etc ...

Exercise 2 (p 123)

Sentence completion

- | | | |
|---------------|----------------|-----------|
| 1. Invitation | 2. direction | 3. driver |
| 4. collector | 5. comfortable | |
| 6. inspector | 7. proposal | |
| 8. admirable | 9. convertible | |
| 10. inventive | 11. example. | |

Exercise 3 (p 123)

Invention activities

Students are required to invent real life situations and find their own verbs to be transformed into nouns in different sentences.

Example: eat: yams are eatable; they are very interesting.

form, measure, protect, initiate etc.

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