Manuel

MOVE FORWARD 1ère

SPÉCIMEN

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Vallesse

SPÉCIMEN

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Avant-Propos

Le manuel 'Move Forward with English' Première 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, il est bâti autour des programmes éducatifs d'anglais en vigueur, fondés sur l'installation d'habiletés en vue d'un traitement efficace de situations complexes. Il met véritablement en exergue l'intégration des quatre aptitudes ou compétences (l'écoute, la lecture, l'expression orale et l'expression écrite) dans la structure des unités, ce qui permet à l'apprenant d'acquérir ces compétences graduellement depuis le premier jour de classe jusqu'au dernier. Un accent particulier est mis sur le parler, avec de nombreux jeux de rôle et simulations, et plus particulièrement sur l'écoute, avec la mise à la disposition des professeurs et des apprenants de matériels audio enregistrés avec des natifs.

Le manuel comprend dix (10) unités articulées autour des thèmes et contenus linguistiques prescrits dans les programmes éducatifs. En sus, le manuel met à la disposition des apprenants des exercices complémentaires de grammaire, et des devoirs complets de type second cycle, pour le renforcement de leurs aptitudes.
Chaque unité comprend sept (7) sessions à enseigner en une heure chacune. En plus chaque unité paire se termine par des activités de consolidation des acquis des deux unités précédentes, suivies de la rédaction d'un projet selon la méthodologie d'une recherche bien menée.

ARTICULATION DE CHAQUE UNITÉ

SESSION 1

- **PICTURE TALK:** permet aux apprenants d'entrer dans l'unité de façon décontractée en discutant de leur interprétation d'une image liée au thème à traiter.
- **LANGUAGE SKILL: LISTENING.** Les apprenants auront à exercer véritablement leur compréhension orale de l'Anglais tel que parlé par les natifs sur des questions liées à leur environnement.

SESSION 2

- **LANGUAGE FOCUS 1:** donne l'occasion aux apprenants de vérifier et d'approfondir leurs connaissances en grammaire et en vocabulaire.
- **COMMUNICATION:** permet aux apprenants de réinvestir les acquis des deux premières sessions dans une production orale ou écrite complexe.

SESSION 3

LANGUAGE SKILL: SPEAKING. À travers des discussions ou jeux de rôles, les apprenants auront à démontrer leurs aptitudes à tenir une conversation bien structurée en Anglais, avec une prononciation et des intonations appropriées.

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SESSION 4

- **LANGUAGE FOCUS 2:** offre encore une fois l'occasion aux apprenants de vérifier et d'approfondir leurs connaissances en grammaire et en vocabulaire.
- **COMMUNICATION:** permet aux apprenants de réinvestir les acquis des sessions précédentes dans une production orale plus complexe.

SESSION 5

LANGUAGE SKILL: READING. Les apprenants auront à démontrer leurs aptitudes à lire, comprendre et exploiter des textes écrits traitant de sujets d'ordre général ou spécialisés liés au thème à débattre dans l'unité.

SESSION 6

COMMUNICATION: basée principalement sur la lecture d'un texte, cette activité d'évaluation permet aux apprenants de réinvestir les acquis des sessions précédentes dans une production orale ou écrite toujours plus complexe.

SESSION 7

- **LANGUAGE SKILL: WRITING**
- **COMMUNICATION:** c'est une activité d'évaluation, basée principalement sur une production écrite complexe, au cours de laquelle les apprenants devront réinvestir les acquis de toutes les sessions précédentes.

Pour les unités paires, il y a deux sessions supplémentaires comme mentionné plus haut.

SESSION 8

CHECK

Il s'agit d'activités de consolidation des acquis qui apparaissent toutes les deux unités.

SESSION 9

PROJECT

Il s'agit d'amener les apprenants à suivre la méthodologie d'une recherche bien menée, à travers des questionnaires, des investigations, des recueils de témoignage, etc. pour rédiger un projet sur un thème d'actualité.

SUPPLEMENTARY LANGUAGE PRACTICE

Pour tenir compte de l'équilibre entre les différentes unités, certains points de grammaire, déjà couverts dans les cycles précédents, ont été ramenés dans cette partie du manuel afin de permettre aux apprenants d'en avoir encore plus de pratique.

AUDIO SCRIPTS

Tous les textes des exercices de "Listening" précédés de l'icône sont mis à la disposition des utilisateurs à la fin de ce manuel.

Étudier l'Anglais à partir de la Collection Move Forward c'est faire le choix d'aller véritablement de l'avant.

Les Auteurs

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Summary



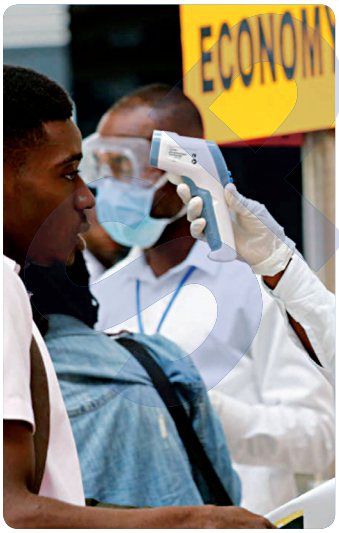
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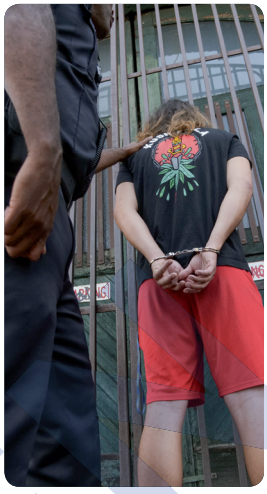
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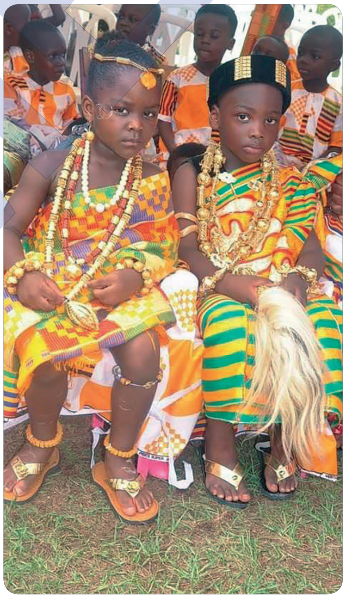


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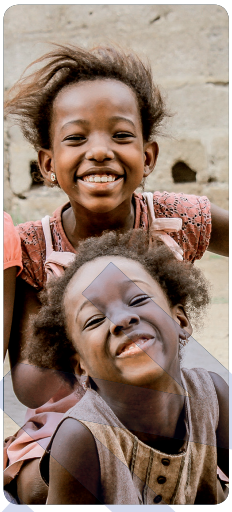
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UNIT 1 TRAVEL AND WORLD TOURISM

Session 1

Key to this lesson

- Expressing an action started in the past which continues in the present using the present perfect and the present perfect continuous.
- Expressing some particular communication acts using verbal idioms, phrasal verbs, postpositions and other phrases.
- Listening task
- Class discussion

PICTURE TALK

1. Look at the picture. What can you see?



2. Tell your partner what you like or don't like about travelling or tourism.

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. Listen to the audio and say what tourism is.
2. Listen to the audio again and tell your class group what tourism industry is.

B Listening 2

1. Listen to the audio. Make notes and sum it up in a few words. Share your summary with your neighbour and then with your class group.
2. Information transfer.

Listen to the audio once more and fill in the table below in your copybook.

1	Characteristics of today's youth	.....
2	UNWTO stands for	.....
3	In 2010 young people represented	.....
4	According to the UN young people are	.....
5	Youth travel is	.....

3. Compare your work with your neighbour's.

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Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing an action started in the past which continues in the present, or with results in the present, using the present perfect and the present perfect continuous.	- The students of lower sixth form **have learned/ have been learning** English for six years. - Ecotourism **has grown/ has been growing** quite interestingly recently. - The storm **has devastated** quite a number of infrastructures and the local authorities **have been** busy **repairing** the ruins.

EXERCISE 1: Complete the table below. Use the present perfect simple or continuous.

	Contexts
1	Covid 19 (kill) ..... scores of people in Europe, and people are still dying.
2	Ecotourism (grow) ..... quite decisively recently.
3	Universities (develop) ..... slowly but continuously on our continent.
4	The young lady recently (make) ..... a remarkable progress in her work. It's impressive for such a young woman in the car industry which has been dominated by men so far.
5	The little boy (cry) ..... all day after his vaccination. (The little boy is still crying).
6	The rain (fall) ..... for hours. Oh God, we won't be able to go to farm today.
7	Workers (complain) ..... for years over salary arrears and increment. So far, the authorities (not react) ..... appropriately. Could this generate a strike? Wait and see.
8	The exam results (decrease) ..... quite dramatically these years. Students and teachers need to work harder to level up with the challenge.
9	Climate change (infuence) ..... the seasonal behaviours of the farmers in Côte d'Ivoire. They (struggle) ..... to catch up with the negative impacts on their crops.
10	With climate change, farmers need to alter their agricultural habits. They (scrutinize) ..... the horizon to see a sign of rain but in vain.

EXERCISE 2: Describe one or two events that have recently happened in your region which have positively or negatively impacted life there.

With your neighbour, take turns discussing these events. Then share your descriptions with the whole class.

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B VOCABULARY CORNER

1. Listen to the audio and practice the pronunciation.

tourism – disposal – industry – ecotourism – artificial – global – climate change – sustain – sustainability – leisure

2. Read carefully the association of words below.

Ecotourism and sex tourism: How can we explain their aspects of leisure, recreation, and work.

EXERCISE 1:

a. How do you understand them?
b. How do you associate them with leisure, recreation and work?
c. With your neighbour, discuss one or two places or monuments you would like to visit in your country.

EXERCISE 2: Read the text on *Climate Change and the rise of Ecotourism* below. Use the word bank and fill in the gap to make it complete and understandable.

Write your answers in your copybook like this:

1. Celebrates

technology – industry – article – ecotourism – allow – focus – celebrates – tourism – artificial – forum – global

Climate Change and the rise of Ecotourism

This coming Thursday, September 27th, is the United Nations World Tourism Day. This day 1..... international mobility and allows for a 2..... on the sustainability of the tourism 3..... This year, the theme is "Tourism and the Digital Transformation," with the 4..... being on the technology at our disposal in the digital age that could 5..... for advances towards a more sustainable and sound tourism industry. It is an opportunity to examine the ways in which 6..... such as big data, 7..... intelligence, and digital platforms may impact 8..... tourism. To learn more about World Tourism Day, visit this link. In spirit of World Tourism Day, this 9..... will explore the adverse effects of 10..... on climate change, as well as the rise of 11..... and what sustainable tourism may look like.

By Laura O'Connor Sep 27, 2018

C COMMUNICATION

Listening task.

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

..... is being viewed more and more as a ..... to form a more rewarding travel ..... as well as revolutionize a massive yet ..... harmful industry in the wake of climate ..... These issues must be addressed, and finding more ..... methods of travel and accommodation is .....

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

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B. In groups of four, discuss the issue of migration after listening. In your discussion, draw on your own experience.

C. Class discussion: discuss the pros and cons of ecotourism.

What problems does ecotourism pose in your country? Share one or two concerns with your partner.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

Observe this dream landscape below and discuss your feelings and ideas in your class group.



B ROLEPLAY

1. Read the telephone conversation between Assomoli and Mikoué. What is it about?

Assomoli: Hi, Mikoué. I'm at the beach in Assouinde admiring the high waves beating and washing the coasts of the Atlantic Ocean.
Mikoué: Hi, Assomoli. I'm at a touristic site in the region of Man watching the fantastic mountains and the waterfalls in Goba, Sangouiné.

2. Now, imagine you're Assomoli and your neighbor is Mikoué. Together, write the rest of the conversation and role play it.

Talk about the beautiful nature you're observing or thinking of. Incite each other's curiosity and invite each other for a future trip to either the Region of the Eighteen Mountains, to Assouinde or other sites you love.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing some particular communication acts using:	
- Verbal idioms:	- Check the way you dress. Your dressing will **give way to** criticism, I tell you.
- Phrasal verbs:	- Now that you see the light, **stand up** and fight for your rights.

EXERCISE 1: Read the sentences below containing verbal idioms, then circle from the choices proposed the one that best explains this idiom. Example: 1.a

1. Don't smoke in the forest. Fires **break out** easily at this time of the year.
   a) Forest fires start much easily.
   b) Wood fires burn out more easily.
   c) Fires are lit up by farmers with a lot of smoke.

2. I **look forward to** seeing my friends again.
   a) I can see my friends coming again.
   b) I see my friends again and again every day.
   c) I'm waiting for seeing my friends again with pleasure.

3. I'm afraid we have **run out** of apple juice. Will an orange juice do?
   a) I'm afraid of apple juice; I prefer orange juice.
   b) I'm afraid there's no more apple juice.
   c) I'm afraid we've broken the apple juice bottle.

4. Your website has helped me a lot to **keep up** the good work.
   a) Your website has helped me a lot to prepare the good work.
   b) Your website has helped me a lot to preserve the good work.
   c) Your website has helped me a lot to search for the good work.

5. A friend of mine has **call off** her wedding.
   a) A friend of mine has called everybody for her wedding.
   b) A friend of mine has called me for her wedding.
   c) A friend of mine has cancelled her wedding.

6. His mother can't **put up with** his terrible behavior anymore.
   a) His mother can't tolerate his terrible behavior anymore.
   b) His mother can't discuss his terrible behavior anymore.
   c) His mother can't mention his terrible behavior anymore.

7. As an excuse for being late, she **made up** a whole story.
   a) She invented a whole story.
   b) She supplied a whole story.
   c) She spoke angrily to everybody.

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8. As an excuse for being late, she **made up** a whole story.
   a) She invented a whole story.
   b) She supplied a whole story.
   c) She spoke angrily to everybody.

9. I got **carried away** by his enthusiasm.
   a) He took me away with enthusiasm.
   b) He carried me far with enthusiasm.
   c) I got transported by his enthusiasm.

10. I just cannot **do without** my mobile. I always keep it with me.
   a) That person is addicted to the mobile phone.
   b) That person does a lot of things without the mobile phone.
   c) That person's mobile phone is lost.

11. She was very sad because her father **passed away** last week.
   a) Last week, her father passed his way without visiting her
   b) Her father died last week.
   c) Her father lost his way last week.

B VOCABULARY CORNER

1. Listen to the audio and repeat the words below.

Ivorian – inhabitant – elephant – emblematic – endeavour – lagoon – wealth – tumultuous – kindness – guide

2. Read the text below and do the exercises that follow.

Côte d'Ivoire

From Côte d'Ivoire, what do we know? That its inhabitants are called "Ivorians" and that the huge elephant is the emblematic animal. And then what? A tourist guide on Côte d'Ivoire will endeavour to show that it is anything but an ordinary destination and that it has many assets. From lagoons to dense primary forests, from the savannah to the misty mountains in the west of the country, she holds an invaluable wealth in her hands. The Comoé National Park, where elephants can be seen, is the symbol of this. Côte d'Ivoire is also home to vibrant and tumultuous cities such as Abidjan, the economic capital, Yamoussoukro, a more discreet political and administrative capital city, Grand-Bassam, a former colonial city and cultural capital with its colonial district. Today, between the past and hope, Ivorians are advancing slowly. Ivorians love their Côte d'Ivoire, and they will help you to discover their country with kindness...

Adapted from https://www.petitfute.co.uk/p105-cote-d-ivoire

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EXERCISE 1: **Read the text above carefully and find the words whose definitions are provided in the table below. Write your answers in your exercise book like in the example.**

Example: **1.** inhabitants

	Defintions of words from the text	Corresponding Words
1	People who live in a country	inhabitants
2	The biggest animal in the country	
3	Someone that helps you find your way	
4	To try, make an effort	
5	An advantage, strength	
6	Large water bodies that don't flow	
7	Cloudy, foggy	
8	Of great value, extremely useful	
9	Important riches	
10	Very lively	
11	Very calm	
12	Find	

EXERCISE 2: **In the area you're living, find names of animals, water bodies, and sites that can be interesting for a tourist to see.**

C COMMUNICATION

"Tourism is an industry today". To what extent do you agree or disagree with this assertion?

1. In your class group, discuss the assertion above.
2. Then share your group's opinion with the whole class.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK AND DISCUSSION

Look at the picture below and say what it makes you think about.



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B UNDERSTANDING A TEXT

Skimming

1. Read the text beneath quickly and give it a title.

Every day, over 100,000 flights take off at any given moment. France receives the highest volume of tourists per year, with 89 million people visiting the country annually — a number larger than the population of 93% of countries in the world. In the age of globalization, international tourism has grown exponentially; however, in a world plagued by climate change, the impact of this massive industry on the environment is gargantuan. Air travel accounts for anywhere between 1.5–6.3% of global CO2 emissions, or roughly 859 million tonnes, an undoubtedly destructive force. This being said, accommodation for tourists can also have adverse effects on the environment. Of all the fuel emissions put forth by the tourism industry, 20% are directly linked to accommodation.

The theme of this year's WTD is "Tourism and the Digital Transformation" Source: UNWTO (2018)

Scanning

2. Read the text once more and say if these sentences are true (T) or false (F). Justify your answers.

1. Each fortnight, more than 100,000 flights take off at any moment in the world.
2. France receives the lowest number of tourists every year.
3. International tourism has developed widely according to the text.
4. The world environment has been adversely impacted by tourism.
5. Air traffic plays a positive role in maintaining a clean environment.
6. CO2 emissions cannot be blamed for the quick degradation of the world climate in the light of the text.
7. Accommodation for tourists may have a positive influence on the environment according to the text.
8. 20% of all fuel emissions are related to accommodation according to the text.

3. Critical thinking: Discuss in groups.

Do you agree that tourism can have an impact on environmental issues in your country?

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Session 6

C COMMUNICATION

1. Look at the pictures beneath and say what they make you think of.





2. Digital transformation: impacts today.

In groups, discuss the following questions and report your answers to the whole class.

- What's digital transformation for you?
- What's the impact of technology on tourism?

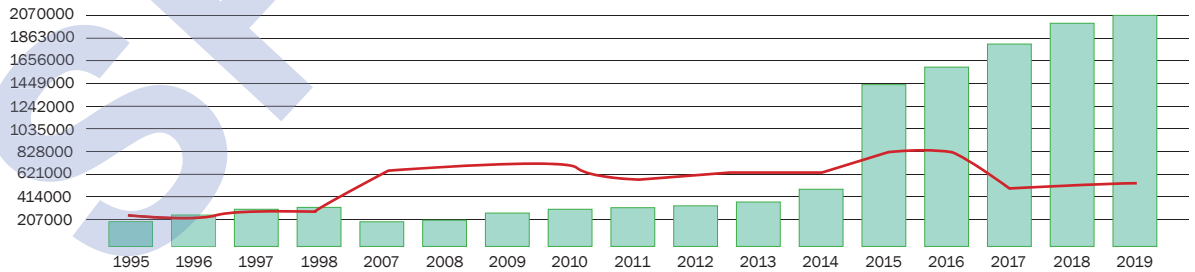
Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

- Look closely at the graph beneath. In pairs, say what you can see and what it may convey to you as a message.
- Then share your ideas with the whole class.

Number of tourists per year



Tourism in Ivory Coast from 1995 to 2019

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B READING

Now, read and discuss the interpretations which follow the chart.

1. Development of the tourism sector in Ivory Coast from 1995 to 2019

The chart above shows the number of tourist arrivals registered in the Ivory Coast each year. Anyone who spends at least one night in the country but does not live there for more than 12 months is considered a tourist. Insofar as the survey included the purpose of the trip, business trips and other non-tourism travel purposes have already been excluded. The number of people passing through within the same day, and e.g. crew members of ships or flights are also not considered as tourists in most countries. If the same person travels in and out more than once within the same year, each visit counts again. The red line represents the average of all 15 countries in Western Africa.

2. Revenues in tourism in Ivory Coast from 1995 to 2019

In 1995, tourism revenues amounted to 103.00 million USD, or about 0.94 percent of the gross national product. This corresponded to about 188,000 tourists at that time and roughly 548 USD per person. Within 23 years, the country's dependence on tourism has increased slightly. In the last year of the survey, the revenue now amounts to 566.00 million USD, accounting for 0.98 percent of the gross national product. Each visitor now spends an average of 288 USD for his holiday in Ivory Coast.

C COMMUNICATION

Writing task

In pairs, combine your own interpretation of the graph and the interpretations provided in the two texts to write a four-paragraph essay about tourism to be published in your school English club weekly. The following must be taken into account:

- an introduction;
- two body paragraphs: note that one paragraph must be based on only one idea or reason;
- a conclusion.

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UNIT 2 NATURAL RESOURCES

Session 1

Key to this lesson

- Using verbs with the "ing" to form nouns.
- Referring with articles:
  - Being specific
  - Not being specific
  - Being general
- Listening task
- Class discussion

PICTURE TALK

1. Look at the pictures below and discuss with your partner what they are about.







2. Tell the class if your country has these natural resources. What other natural resources does your country have?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1: Pronunciation

Listen to the audio and practise the pronunciations of the words below.

Crude oil – Copper – Coal – Mine – Wind energy – Iron – Petroleum – Manganese – Atmosphere – Renewable

B LISTENING 2

1. Listen to the audio and choose the best statement that summarizes it.

- The audio is about the lack of natural resources.
- The audio is about the importance of natural resources.

2. Listen to this portion of the audio again and write down in your exercise book the missing words to fill in the blanks. Example: **1. occurring**

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

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UNIT 2

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
- Using verbs with the *ing* as nouns: **- Using verbs followed by the gerund:**	• Walking is a good physical exercise. • As a young person, you must avoid smoking. • I enjoy eating a delicious sandwich at lunch.

Common verbs followed by the gerund: stop, enjoy, deny, avoid, keep on, feel like, mind, give up, like, dislike, finish, detest, can't help.

EXERCISE 1: Choose the suitable verb from the box and give its correct gerund form as you fill in the gaps. Do it in your copy book like in the example.

Example: 1. likes reading

read – make – work – wear – eat – laugh – listen – emigrate – use – relate

1. She likes ***reading*** adventure books.
2. He enjoys_____to traditional music.
3._____noise during the English class is punishable.
4. They are interested in_____to Canada.
5. Raïssa keeps on_____hard for her own business.
6._____street medicines can put you in danger.
7. He avoids_____with people who smoke.
8. _____a face mask is recommended in this restaurant.
9. My grandmother should give up_____ too much salt and sugar to stay healthy.
10. I can't help _____when I watch Gohou's one man show on television.

EXERCISE 2: Read the paragraph below and write down the gerund nouns in your copy book. Write your answer like in the example.

Example: 1. swimming

Swimming is a great exercise. It is healthy, fun and relaxing. Because swimming is not violent, people can enjoy participating in this activity without fear of injury. Jogging, a high-impact activity, can be harmful for some people. I know this from personal experience. Last year while I was jogging, I injured my right knee. I don't go jogging anymore. After a painful year of recovery, I stopped running and switched to water sports. Joining the swimming team at health club and competing in races are my dearest dreams. Staying fit should be fun.

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B VOCABULARY CORNER

Using the suffix "*tion*" and "*ation*" to form nouns from verbs.

Examples: ***-ation:*** starve ⟶ starvation tempt ⟶ temptation
-tion: construct ⟶ construction contribute ⟶ contribution

EXERCISE 1: Transform the words in the box to complete the sentences below. The first sentence is done as an example.
Example: 1. vaccination

accuse – starve – vaccinate – extradite – transport – compete – associate – discriminate – protect – persecute.

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

EXERCISE 2: Choose a word in the brackets which fits the definition and write it down in your copy book.

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

C COMMUNICATION

Read the statements below and tell your partner whether what is said in each of them is a thing to do or not to do. Justify your answer.

- Drinking coffee
- Cutting down trees to make large palm tree plantations
- Using solar energy in our homes
- Stop watching television
- Exploiting maximum natural resources like crude oil

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Session 3

A LANGUAGE SKILL: SPEAKING




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

2. Read the questions below, then listen to the text once more to answer them.

a) Which part of Sudan does the text refer to?
b) What does lack of water provoke between rural communities?
c) Tell the class four consequences of climate change mentioned in the text.
d) How many people could be pushed into extreme poverty by 2030 if nothing is done to reduce the impact of climate change?

B ROLEPLAY

A company is preparing to present a project of an industrial rubber tree plantation in a nearby village. You are opposed to this project because of its impacts on the environment. In a role play, have an argument with the Malaysian head of the project to dissuade him/her.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Referring with articles:	
• Being specific	***The*** house where Douabou lives is very beautiful.
• Not being specific	I met ***a*** friend in Accra. Gnahore killed ***an*** elephant.
• Being general	I like jazz music. My teacher writes books.

In pairs, analyse the table above and say what you understand by 'being specific' and "being general".

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EXERCISE 1: Choose the correct article (or no article) to complete the sentences below. Number 1 is done for you as an example.

1. I bought ***a*** pair of shoes.
2. I saw _____ movie last night.
3. My brother doesn't eat_____chicken.
4. I read _____ amazing story yesterday.
5. I live in _____ apartment. _____ apartment is new.
6. John traveled to _____ Mexico.
7. Garry has just bought _____ book you told about.
8. Lawrence is_____ only English teacher of our school.
9. _____ price of petrol keeps rising.
10. I do not like _____ basketball.

EXERCISE 2: Read this little story, then with a partner fill in the gaps with appropriate articles or no article.

Example: 1. a

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

B VOCABULARY CORNER

Expressing the opposite using the prefix " *un* ", " *ir* ", " *dis* ", " *in* "

Examples:

- ***Indecisive:*** Our group leader proved highly indecisive.
- ***Irresistible:*** Our players were irresistible during the football match.
- ***Uncooked:*** We could not eat the rice she served because it was uncooked.
- ***Dishonourable:*** Her father was unhappy because her pregnancy was dishonourable to the family.

EXERCISE 1: Use the opposite of each word from the list to complete the sentences.

Example: 1. Water is *uncountable*.

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

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

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EXERCISE 2: **Read the words in the table and write down those which can be written with the prefix " un " to form their opposite. Check your answers with your partner.**

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

C COMMUNICATION



Look at the picture. With a partner, ask questions to one another to describe it by using as many articles as possible (the, a, an).
Then tell a story to the whole class with what you have observed.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the pictures below and discuss with your partner what they are about.







A UNDERSTANDING A TEXT

Skimming

1. Read the text quickly and tell the class which of the three statements best summarizes it.

a) Description of problems related to Earth.
b) Extraction of natural resources.
c) Definition of types of natural resources.

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NATURAL RESOURCES

Natural resources are the things that exist freely in nature that human beings use for survival. These things include water, land, forests, animals, rocks, fossil fuels, and minerals inside the Earth. Human beings did not create natural resources. They have always been a part of the Earth before humans appeared.

Most of the natural resources are connected to each other in some way. For example, water is a natural resource, and if there was a limited supply, then other resources such as animal and plants would be affected. Natural resources are consumed directly or indirectly. For example, when animals eat plants, they are consuming a natural resource directly. However, the many trees of rain forest act as climate control, flood control, and storm protection. The trees of a forest can also be used as **raw materials** for making houses, furniture, paper, or other items.

Natural resources can be a solid, liquid, or gas. They can also be **organic**, coming from living things, or **inorganic**, coming from a non-living source. They can also be made out of metal or be non-metallic. All natural resources are also either renewable or non-renewable.

Renewable resources are always available and can be easily replaced or recovered. The examples of renewable resources include water, plants, animals, the sun, wind, and a few others. Most renewable resources may be replaced in a short period of time. For example, animals are renewable because they can reproduce young offspring replacing adult animals in a short period of time. If it takes too many years to replace a resource, it is not considered to be renewable.

Organic renewable resources come from living things such as animals and trees. Inorganic renewable resources come from non-living things such as the water, sun, and wind.

Non-renewable resources cannot be easily replaced once they are destroyed. Examples of these resources include **fossil fuels** such as coal, petroleum, oil, and natural gas. Non-renewable resources may take thousands or millions of years to be replaced. Minerals, though formed naturally, are also nonrenewable because the rock cycle used in replacing the minerals will take thousands of years. There are also some animals that can be non-renewable if they are in danger of becoming extinct.

Non-renewable resources can also come from organic or inorganic sources.

Finally, there are metallic and non-metallic resources which are inorganic. **Metallic minerals** are those containing metal, are hard, shiny, and can be melted to form other products. Examples include copper, tin, and iron. **Non-metallic minerals** are softer and do not shine, which can include clay and coal.

Natural resources in the world are used for food and drink such as water, farm products, medicines, packaging, and much more. They are used for transportation including cars, trains, boats, airplanes, and others; as well as the fuel used to power them. Another large use of the Earth's natural resources is for housing, buildings, roads, and other construction. This use also includes the energy for the heating and cooling of homes and businesses.

From Softschools.com

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2. Read the text again and choose from 1, 2, 3 or 4 to answer the questions.

Example: A. 1

A- Which of the following resource is inorganic and renewable?

1. Sun
2. Tree
3. Animals
4. Plants

B- Which of the following best describes natural gas?

1. Organic renewable
2. Inorganic renewable
3. Inorganic non-renewable
4. Organic non-renewable

C. All of the following are fossil fuels except

1. Coal
2. Petroleum
3. Oil
4. Wind

D- How long may it take for a non-renewable resource to be replaced?

1. They cannot be replaced.
2. Thousands of years or longer.
3. A short period of time.
4. Fifty years.

E- Which of the following best defines non-renewable resources?

1. Cannot be easily replaced once they are destroyed.
2. Always available and easily replaced.
3. Are only living things.
4. Are only non-living things.

F- Which of the following are uses for the Earth's natural resources?

1. Transportation
2. Food and drink
3. Homes and buildings
4. All of the above

3. Answer the following questions about the text.

a. What are water, land, forests, animals, rocks, fossil fuels, and minerals inside the Earth used for?
b. What is the importance of trees shown in the text?
c. Give three forms of natural resources.
d. Why are animals said to be renewable natural resources?
e. How can human beings allow some animals to renew their population?
f. How long will it take fossil fuels to be replaced?
g. What are copper, tin and iron?
h. Give examples of non-metallic minerals.
i. In your opinion, how can medicines come from natural resources?
j. In your opinion, how can the sun and the wind be sources of energy?

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Session 6

COMMUNICATION

This picture on the right hand side shows how some resources like trees are overused by human beings in their economic activities. With a partner, prepare a conversation to be presented to the class about:

- The impact of such activities on the environment.
- The consequences on human life.



CRITICAL THINKING: Group work

Is it possible to reduce the degradation of natural resources?

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the pictures below and discuss them with your partner.





B READING

1. Below is the layout of a newspaper article. Analyse it and discuss it with your partner.

As you can notice, the text below is about a **NEWSPAPER ARTICLE LAYOUT**.
Before you write your first draft, you should be aware of the parts that make up a news story:

1. **The Headline** or the title (it must be catchy. e.g **The lost four-years-old boy finds his way back home after three days**)
2. **The lead** (it is the first sentence or paragraph, written to provide a preview of the entire article. The lead will help readers decide if they want to read the rest of the news article)
3. **The story** (it contains detailed facts from your research and quotes from people you've interviewed. The article should not contain your opinions. Use the active voice—not passive voice—when possible.
4. **The ending** or the conclusion

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2. Now read the article below and, with your neighbour, identify, discuss, and match its content with the different parts contained in the layout.

TWO-THIRDS OF TROPICAL RAINFOREST DESTROYED OR DEGRADED GLOBALLY

Humans have degraded or destroyed roughly two-thirds of the world's original tropical rainforest cover, new statistics reveal, raising alarm on a dangerous climate change.

The forest loss is also a major contributor of climate-warming emissions, with the dense tropical forest vegetation representing the largest living reservoir of carbon. Logging and land conversion, mainly for agriculture, have wiped out 34% of the world's original old-growth tropical rainforests, and degraded another 30%, leaving them more vulnerable to fire and future destruction, according to an analysis by the non-profit Rainforest Foundation Norway. More than half of the destruction since 2002 has been in South America's Amazon and bordering rainforests. As more rainforest is destroyed, there is more potential for climate change, which in turn makes it more difficult for remaining forests to survive, said the report's author Anders Krogh, a tropical forest researcher. "It's a terrifying cycle," Krogh said. The total lost between just 2002 and 2019 was larger than the area of France, he found.

The Brazilian Amazon has been under intense pressure in recent decades, as an agricultural boom has driven farmers and land speculators to torch plots of land for soybeans, beef and other crops. Southeast Asian islands, mostly belonging to Indonesia, collectively rank second in terms of forest destruction since 2002, with much of those forests cleared for palm oil plantations. Central Africa ranks third, with most of the destruction centered on the Congo River basin, due to traditional and commercial farming as well as logging.

As Anders Krogh and many people affirm, governments and leaders of diverse organizations should do something to protect our planet to avoid natural catastrophes for future generations of human beings and other species.

Report by Jake Spring; Reuters (slightly adapted)

C COMMUNICATION

Writing task

In some parts of your country, the populations are complaining about the excessive exploitation of the natural resources in their areas. You've been sent by your English club Magazine to investigate on that practice.
Write an article to be published in the Magazine. Use the following reasons and consequences to help you:

- actions of timber companies,
- mining,
- deforestation,
- etc...

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Session 8

Check 1

LISTENING

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

1. The process of drilling oil
2. How do we get crude oil?
3. The cost of crude oil

B. Listen again and say whether the following statements are True (T) or False (F), and explain why.

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

SPEAKING

Today, gasoline price changes frequently on the market. Discuss the reasons for these fluctuations with your partner, then with the class.

LANGUAGE FOCUS

A GRAMMAR

Rewrite the following sentences using the gerund.
Example: Always check the oil before starting the car.

1. Always check the oil before you start the car.
2. To walk is a good exercise.
3. I cannot go on to do nothing.
4. To talk like this is foolish.
5. The miser hated to spend money.
6. To read in poor light will affect your eyes.
7. Nobody really loves to work.
8. It's a real pleasure to meet you.
9. It's tiring to wait in vain.
10. To amass wealth may ruin health.
11. Rose did not like to stay outside her house for a long time.

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B VOCABULARY

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

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

Session 9 Project 1

WRITING AN ARTICLE

A. Data collection

- Do investigations to give some figures concerning forest cover in sub-Saharan Africa years ago and nowadays.
- Present the situation of your own country.
- Interview people to find out reasons why forests are overexploited, the consequences on the environment and think of actions for rainforest protection.

B. Task

A lot of natural resources are in danger of disappearing. An example in Africa is rainforest which is overexploited. Consequently, many countries in sub-Saharan Africa have lost a huge portion of their forest cover.
Use the data you have collected to write a well-documented article to be published in the Ghanaian "Daily Time" to raise both governments and populations in sub-Saharan Africa's awareness about the issue.

C. Sources: Mention your sources of information.

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UNIT 3 DEADLY VIRUSES AND DISEASES

Session 1

Key to this lesson

- Reporting someone's statement, question, request or order.
- Listening and speaking tasks.
- Communication: discussing positive and negative points about vaccines.
- Writing: writing an email.

PICTURE TALK

Look at the picture below.
What can you see?



LANGUAGE SKILL: LISTENING

A LISTENING 1

1. Pre-listening: The words in column A are from the passage you are going to listen to. Try to match them with their meanings in column B. Example: 1. f

A : Words from the audio	B: Corresponding meanings
1. easing	a. developing gradually
2. contained	b. expansion; progression
3. evolving	c. worry; interest
4. deadly	d. being responsible for
5. tracks	e. fast like a flash
6. deemed	f. freeing from anxiety
7. concern	g. causing death; which kills
8. spread	h. considered
9. lightning	i. kept under control
10. accounting for	j. propagate; extend

2. Listen to the audio and check your answers.

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B LISTENING 2

Listen to the passage again and say if the following statements are true (T) or false (F), and say why.

1. The pandemic is diminishing.
2. If the virus is quickly kept under control, it becomes more deadly.
3. SARS did not have many variants because it was stopped very early.
4. COVID-19 infected 185 million people in one year.
5. People worry about the variants of COVID-19 because they are very contagious.
6. The Delta variant spread very quickly all over the world.
7. 90 % of cases detected in the United Kingdom were caused by the Delta variant.
8. The Alpha variant was more transmissible than the Delta variant.
9. The Alpha variant was 50% more transmissible than the original virus.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

LANGUAGE FUNCTION: REPORTING SOMEONE'S STATEMENT		
Tense of the verb (direct speech)	DIRECT SPEECH	REPORTED OR INDIRECT SPEECH
present simple	'I work in Bonoua' John said.	John said (that) he worked in Bonoua.
present continuous	'I am doing my English exercise' Jessica said.	Jessica said (that) she was doing her exercise.
past simple	'We danced all night' they told me.	They told me (that) they had danced all night.
past continuous	'I was walking home alone' she said.	She said (that) she had been walking home alone.
present perfect	'We haven't played football for a long time' we said.	We said (that) we hadn't played football for a long time.
past perfect	'I had sung before' she told you.	She told you (that) she had sung before.
future	'I'll (I will) meet them later' the teacher said.	The teacher said (that) she would meet them later.

Study carefully the tables above and below. Work out the rules from direct speech to reported speech. What can you say about the tenses? What can you say about pronouns?
Here is a table of some time expressions with possible changes when reported:

Direct speech	Reported speech
now	then / at that time
today	yesterday / that day / Tuesday / the 27th of June

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yesterday	the day before yesterday / the day before / Wednesday / the 5th of December
last night	the night before, Thursday night
last week	the week before / the previous week
tomorrow	today / the next day / the following day / Friday

EXERCISE 1: Report the following statements like in the example.
Example: 3. My sister said (that) she had posted one of her best photos on *WhatsApp*.

1. 'I watch television everyday.'
She said_____
2. 'He didn't use your computer.'
She told me_____
3. 'I have posted one of my best photos on WhatsApp.'
My sister said_____
4. 'Doctors try to convince people that COVID-19 is a deadly virus.'
Julia said_____
5. 'The Delta variant has contaminated 90% of our patients'
A doctor told us_____
6. 'We'll meet a specialist tomorrow.'
She said_____
7. 'Those nurses never arrived on time.'
She said_____
8. 'Although she was very sick yesterday, she didn't go to hospital.'
I told Mum_____
9. 'I am sure my friend will call me.'
She said_____
10. 'I didn't go out last night.'
She said_____
11. 'He works in this hospital.'
She insisted_____

EXERCISE 2: Choose the correct verb form, pronoun, time or place expression in brackets to complete the statements below.
Example: 10. I told my young brother that Mum was coming to visit us.

1. 'She had worked for this hospital for 40 years when she retired.' → He told me that she (works/was working/had worked) for that hospital for 40 years when she retired.
2. 'New variants of COVID-19 are more contagious and more deadly.' → The doctor said that new variants of COVID-19 (were/was/had been) more contagious and more deadly.
3. 'After his stay in hospital, my husband ran a hundred metre race.' → She told us that after his stay in hospital, her husband (has run/had run/was running) a hundred metre race.
4. 'I haven't cared about my health these days.' →He said that he (didn't care/hadn't cared/wasn't caring) about (my/her/his) health those days.
5. 'We're having a wonderful time here on holiday.' →They said that (we/them/they) were having a wonderful time (there/here/then) on holiday.
6. 'SARS* did not spread because it was stopped early enough.' → A virologist told me SARS (has not spread/had not spread/was not spread) because it (was stopped/had been stopped/has been stopped) early enough.

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7. ‘Ebola has emerged again in Congo.’ → A journalist announced that Ebola (had been emerging/ has been emerging/had emerged) again in Congo.
8. ‘HIV is under control these days.’ → I was told that HIV (were/was/had been) under control (these/those/their) days.
9. ‘We are meeting the virologist tomorrow.’ →They said they (are meeting/had been meeting/ were meeting) the virologist (the next day/yesterday/that day.
10. ‘Mum is coming to visit us.’ → I told my young brother that Mum (came/was coming/will come) to visit (us/me/him).

B VOCABULARY CORNER

EXERCISE 1: Phrasal verbs change the meaning of verbs. This is based on the preposition that goes after them. Here is a table of a few phrasal verbs with the preposition " out ". Match the examples of phrasal verbs in column A with their meanings in column B.

Example: 1. f

Examples	Meanings
1. The fire was so big that it took several days **to put** it **out**. 2. New medicines are always **tried out** before being approved. 3. ‘**Look out**! There is a car coming’ he shouted to the boy who was about to cross the road. 4. After three nights at a hotel, they **checked out** and left. 5. The corona virus epidemic **broke out** in March 2021. 6. If nothing is done, elephants will **die out** because of poachers. 7. My English teacher often asks me to **hand out** the test papers to my classmates. 8. Nobody wanted to talk to her. She was **left out** of their conversations. 9. Virologists have **found out** how the virus spreads. 10. She speaks so quickly that I cannot **make out** what she is saying. 11. The big blow on my head **knocked** me **out** for a few seconds. 12. His last film **came out** last week. 13. Oh dear. I’ve **run out** of sugar so I need to go back to the shop. 14. He could not **ask** her **out** because he was too shy. 15. They **acted out** the scene on stage.	a. be careful/pay attention b. gradually disappear/become extinct c. excluded d. understand/discern e. not have any left f. extinguish g. made unconscious for a moment h. was revealed to the public i. invite for a date/ rendez-vous j. tested k. started suddenly and quickly spread l. perform with actions and gestures m. paid the bill and gave the key back n. discovered/identified o. distribute/give

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EXERCISE 2: Read the text below carefully. Fill in the gaps with the appropriate words or expressions from the box.

therapies – infected – vaccines – epidemic – spread – proven – rate

EBOLA

Right now, the Democratic Republic of the Congo is fighting the world's second-largest Ebola epidemic on record. So far, 2,249 people have died and 3,432 have been (**1**) ..... since the outbreak was declared in August 2018, according to the World Health Organisation.
Ebola is rare, but it has a high mortality (**2**) ..... of about 50% (although that rate has ranged from 25% to 90% in past outbreaks. The 2014–2016 outbreak in West Africa was the largest Ebola (**3**) ..... to occur: 28,610 people were infected and 11,308 died.
No (**4**) ..... treatment has been able to stop the virus, but a number of blood, immunological, and drug (**5**) ..... are in development. Experimental (**6**) ..... have been shown to help control the (**7**) ..... of Ebola outbreaks in Guinea and in the Democratic Republic of the Congo.

(5 viruses more dangerous than the new coronavirus | MDLinx)
John Murphy, MDLinx|February 14, 2020

C COMMUNICATION

Listen to the audio:

1. Say if these statements are true or false and explain why.
   a. The government was making an effort to vaccinate the population.
   b. People were very happy to be vaccinated.
   c. Some influencers and religious people helped in the vaccination campaign.
2. With your neighbour, discuss the issue of rumors and fake news basing on what you heard and your own experience. Report what you found to the rest of the class.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS.

- What can you see in this picture?
- What are vaccines for?
- Have you ever been vaccinated? Why or why not?



B ROLEPLAY.

1. In your class groups, discuss negative and positive points about vaccines. Write these points down.
2. Imagine you are appointed as a World Health Organisation (WHO) agent. Your role consists in convincing reluctant Ghanaian women to get their babies vaccinated against polio. Now, with your neighbour representing one of these reluctant women, use your notes to prepare a roleplay about the positive and negative sides of vaccines.

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UNIT 3

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Study carefully table A below.

1. How different (in forms and tenses) are these sentences from the ones you saw in Session 2?
2. Look at the direct questions starting with " what " and " where ". What conclusion can you draw?
3. What conclusion can you draw for yes-no questions?
4. Complete the table in your exercise book.

Table A

LANGUAGE FUNCTION: REPORTING SOMEONE'S QUESTION	
DIRECT SPEECH	**REPORTED SPEECH**
'Where do you live?' he asked me. 'Where is Diane?' he wanted to know.	He asked me where I lived. He wanted to know where Diane was.
'What are you doing?' she asked her.	She asked her what she was doing.
'Did you love him?' he asked her.	He asked her whether she had loved him.
'Are you coming to Yabongo's concert?' I asked him.	I asked him if he was coming to Yabongo's concert.
'Do you like Ivorian music?' she wondered.	She wondered whether I liked Ivorian music.

Now study table B and complete this sentence. 'To transform a direct request into an indirect or reported request, we generally use: ask + ...+ to + ... of the verb.'

Table B

LANGUAGE FUNCTION: REPORTING SOMEONE'S REQUEST OR ORDER	
DIRECT REQUEST	**REPORTED REQUEST**
'Please, help me.' she asked me.	She asked me to help her.
'Please, don't smoke.' she asked them.	She asked them not to smoke.
'Stop!' his father ordered.	His father ordered him to stop.

EXERCISE 1: Report the following questions and requests by filling in the blanks.

Example: 7. I asked her if Bill would come with us.

1. 'What are you doing?'
She asked me _____

2. 'Where is your sister?'
She asked him _____

3. 'Why didn't she bring your book?'
He asked me _____

4. 'Who was the scorer of their team?'
My friend wanted to know _____

5. 'Did she go to hospital for the check up?'
I wondered _____

6. 'Have you finished your homework?'
My mother asked me _____

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7. 'Will Bill come with us?'
I asked her _____

8. 'Which doctor have you already seen?'
His mother asked him _____

9. 'Please, go to the medical centre for the vaccine against COVID-19.'
His friend asked him _____

10. 'Do you like visiting sick people?'
I wanted to know _____

11. 'Is this the way to the Ebola Centre?'
She asked me _____

12. 'Don't smoke in the bedroom!
She told her husband _____

13. 'Be polite everywhere.'
My father asked me _____

EXERCISE 2: Choose the appropriate option to complete each following sentence.

1. 'What were you doing at the time?' She asked me _____
   a) what I'd been doing at that time.
   b) what was I doing at the time.
   c) what had I been doing at that time.
2. 'Did you watch the programme about deadly viruses?' She asked us _____
   a) where we'd watched the programme about deadly viruses.
   b) whether we'd watched the programme about deadly viruses.
   c) if did we watch the programme about deadly viruses.
3. 'Have you got all your vaccines?' She wondered _____
   a) if had I got all my vaccines.
   b) when I'd got my vaccines.
   c) if I'd got my vaccines.
4. 'How often do you drink coffee?' She wanted to know _____
   a) how often I drank coffee.
   b) how I drank coffee often.
   c) how often did I drink coffee.
5. 'Why is it dangerous not to wear masks?' The doctor asked us _____
   a) why it was dangerous not to wear masks.
   b) why was it dangerous not to wear masks.
   c) if it was dangerous not to wear masks.
6. 'Protect yourself and others around you by taking appropriate precautions.' She told me ___
   a) to protect yourself and others around you by taking appropriate precautions.
   b) to protect myself and others around me by taking appropriate precautions.
   c) to protect myself and others around you by taking appropriate precautions.
7. 'Follow the advice provided by your local health authority.' The nurse asked us _____
   a) to follow advice provided by our local health authority.
   b) to follow advice provided by your local health authority.
   c) to follow advice provided by my local health authority.
8. 'Maintain a safe distance from others (at least 1 metre), even if they don't appear to be sick.'
He told me _____
   a) to maintain a safe distance from others (at least 1 metre), even if they don't appear to be sick.
   b) to maintain a safe distance from others (at least 1 metre), even if they didn't appear to be sick.
   c) to have maintained a safe distance from others (at least 1 metre), even if they don't appear to be sick.

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9. 'When did you get vaccinated against the corona virus?' He asked her _____
   a) when she has got vaccinated against the corona virus.
   b) when she got vaccinated against the corona virus.
   c) when she had got vaccinated against the corona virus.
10. 'Does he play games in class?' My mother asked my teacher
   a) whether I played games in class.
   b) if I had played games in class.
   c) whether he played games in class.
11. 'Cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.' We were told _____
   a) cover your nose and mouth with your bent elbow or a tissue when you cough or sneeze.
   b) to cover our nose and mouth with our bent elbow or a tissue when you cough or sneeze.
   c) to cover our nose and mouth with our bent elbow or a tissue when we coughed or sneezed.

B VOCABULARY CORNER

EXERCISE 1: The text below gives some information about how to avoid COVID-19. Fill in the blanks with the appropriate words or expressions in the box.

breathing – well-ventilated – vaccinated – hand rub – against – clean – fever – mask – distancing – provider – fitted – spread

Check with your local health authority for the most relevant guidance for your region.
To prevent the spread of COVID-19:

Wear a (1) ..... in public, especially indoors or when physical (2) ..... is not possible. Choose open, (3) ..... spaces over closed ones. Open a window if indoors. (4) ..... your hands often. Use soap and water, or an alcohol-based (5) ..... Get (6) .....when it's your turn. Follow local guidance about vaccination. Stay home if you feel unwell.
If you have a (7) ....., cough and difficulty (8) ....., seek medical attention. Call in advance so your healthcare (9) ..... can direct you to the right health facility. This protects you, and prevents the (10)..... of viruses and other infections.
Properly (11) ..... masks can help prevent the spread of the virus from the person wearing the mask to others. Masks alone do not protect (12) ..... COVID-19, and should be combined with physical distancing and hand hygiene. Follow the advice provided by your local health authority.

EXERCISE 2: The words in column A are from the text below. Read it and match them with their synonyms or meanings. Example: 1. e

A	B
1. measles	a. not domesticated
2. exacerbated	b. specific variety of a virus
3. battle	c. moving violently and furiously
4. wild	d. declare ; say
5. endemic	e. an infectious disease with eruption of small red spots on the skin
6. strain	f. spread out ; extended
7. raging	g. before now ; formerly
8. states	h. persisting in a population or region
9. rose	i. made worse
10. expanded	j. moved from a lower to a higher position
11. previously	k. fight

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POLIO

Like with measles, the pandemic has exacerbated an already-losing battle against polio. According to the 2020 Nature article, during both 2019 and 2020, cases of wild poliovirus rose in Pakistan and Afghanistan, which are the last two countries where the disease is endemic. Simultaneously, polio strains derived from vaccines are "raging" across a number of African countries.
The article states that cases of paralysis caused by both wild and vaccine-derived strains rose from 554 in 2019 to 1,216 in 2020, which is higher than they have been in years. In Pakistan and Afghanistan, wild poliovirus has now expanded into areas that were previously polio-free. In Africa, cases jumped from 328 in 2019 to more than 500 in 2020, with the virus spreading into six new countries (it is now present in 18 countries across the continent.

These diseases are making a comeback on the heels of COVID | MDLinx
Alistair Gardiner|August 4, 2021

C COMMUNICATION

At an English Club meeting, you discuss the use of the vaccines against the corona virus with another member. You are vaccinated but he is not because he is against it. Write the dialogue of your conversation and roleplay it.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the picture and discuss it with your neighbour.

1. What is the woman's job?
2. What is she doing?
3. Have you ever been vaccinated? Why or why not?



B UNDERSTANDING A TEXT

Skimming

1. Read the text quickly and decide which of the three options below better summarises it.

a) People were very enthusiastic to get vaccinated.
b) Rumors made the governmental vaccination programme very difficult.
c) The minister had conversations with religious leaders and influencers.

ABIDJAN, SEPT 7, 2021

— One month after Côte d'Ivoire's vaccination campaign was launched, the great enthusiasm generated by the delivery of 504,000 doses of the AstraZeneca vaccine on February 26, 2021, quickly gave way to major concerns. That was due to very low vaccine acceptance rates among the target population... Vaccine mistrust remained widespread in Abidjan,
5 where far-fetched rumors were spreading like wildfire on social media.

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.... As in most of the rest of the country, in Abidjan's largest district, ..." rumors are more powerful and spread faster than appeals from the authorities. After several weeks of refusal, then hesitancy, Olga, a shopkeeper in Yopougon and a mother of five children, finally decided to get vaccinated.

But not many were choosing to follow in Olga's footsteps. While vaccination centers in the capital and its environs were capable of serving up to 300 people in a day, they were struggling to vaccinate 20 per day. In total, the 60 or so centers were only vaccinating 2,000 people per day. At that rate, many vaccine doses were likely to expire and end up in the garbage.

.... "We were told that the COVID-19 vaccine would cause blood clots and kill us, but now that the minister has come to explain it to us, we understand that this was all untrue." Olga said. Kill the rumors or lose the battle In mid-April, ... the new Minister of Health, made the same observation: fake news is spreading on social media, discouraging people from getting the vaccine and undermining the vaccination campaign in Côte d'Ivoire. For his part, ... the Director General of Health, kept repeating the same reassuring scientific facts... But he was confronted by a wall of mistrust that had been built up in working-class circles and even among young professionals, although they were expected to be relaying awareness messages to the general public.

In the immediate future, a lot of Ivorians had to be convinced of the effectiveness of the vaccines. Above all, the wild rumors about the harmful and even fatal side effects of the AstraZeneca vaccine had to be squelched. The Ministry began holding conversations with key players at the national level and with international organizations, including social media influencers, religious and community leaders, and local elected officials.

Adapted from (HTTPS://WWW.WORLDBANK.ORG/EN/NEWS/FEATURE/2021/09/07/COVID-19-VACCINES-FROM-REJECTION-TO-SHORTAGE-HOW-COTE-D-IVOIRE-BECAME-A-MODEL-FORMANAGING-VACCINE-HESITANCY)

Scanning

2. Read the text again and match the words and expressions from the text in column A with their definitions or synonyms in column B. Use the context and any other clues to work out the meanings of these words and expressions.

Example: 1. e

A	B
1. launched (L.1)	a. difficult to believe
2. target (L.4)	b. making a lot of effort
3. mistrust (L.4)	c. coagulation
4. far-fetched (L.5)	d. causing to fail ; destroying
5. appeals (L.7)	e. lack of confidence
6. struggling (L.11)	f. ordinary or manual workers
7. garbage (L.14)	g. started off
8. clots (L.15)	h. information
9. undermining (L.19)	i. damaging ; unhealthy
10. working-class (L.21)	j. aimed at
11. awareness (L.22)	k. stopped
12. harmful (L.25)	l. requests ; calls
13. squelched (L.26)	m. dustbin

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3. Read the text again and say if the following statements are true (T) or false (F). Then justify your answer.

Example: 1. T (lines 1-2)

1. In the beginning, the government was very enthusiastic about the vaccination campaign.
2. People did not hesitate to get vaccinated.
3. There were enough doses of vaccine.
4. In Abidjan people trusted the vaccine against COVID-19.
5. Rumors were based on scientific information from social media.
6. There were enough vaccination centres.
7. Olga was convinced by the minister to get vaccinated.
8. The main reason for the failure of the vaccination campaign was due to fake news.
9. The majority of people thought that the vaccine was not sure and safe.
10. To stop rumors the government decided to involve influencers and religious leaders.

C CRITICAL THINKING

1. What is your reaction to the issues raised in the text above?
2. According to you, how can we put an end to these problems?

Session 6

C COMMUNICATION

Task 1: Listen to three opinions about how to make vaccination campaigns successful.

1. Say what :
- each speaker is talking about;
- the speakers have in common.

2. Listen again and make notes of the language the speakers use to:
- express their opinions;
- give reasons for these opinions;
- support their opinions with examples.

3. Prepare to take part in a discussion on the same topic. Write down some ideas for and some against.

Task 2: In your group, discuss how you can overcome the populations' hesitations and refusal of various vaccines.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

1. What can you see in this picture?
2. Where is the boy?
3. What is he doing?
4. Why is he under a mosquito net?



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B READING

EXERCISE 1: Someone wrote an email to talk about malaria.

Read this email and do the exercises.

1. What is the topic of this paragraph? Choose the correct option.

a) symptoms of malaria
b) impacts of malaria
c) fight against malaria

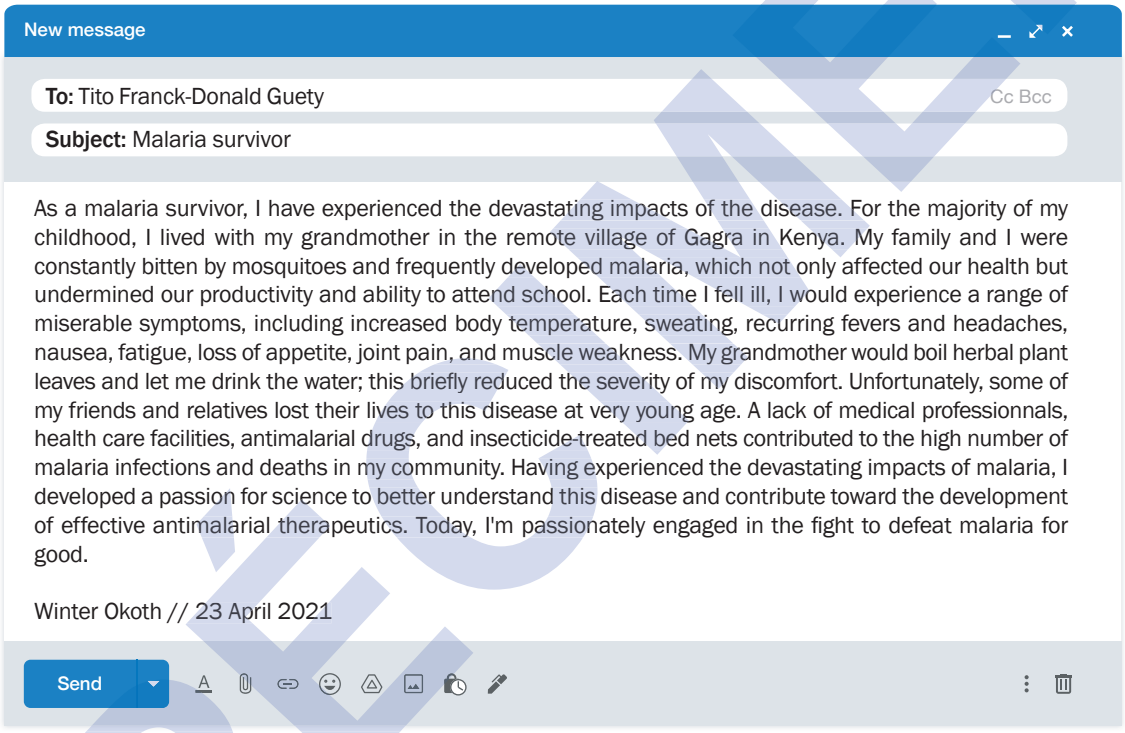
2. The sentence which summarizes the topic of a paragraph is called the topic sentence.

It is generally the first sentence of the paragraph.

a) Identify the topic sentence of this paragraph.
b) How does the writer continue after the topic sentence? Does he:

- give examples about the topic? Identify those examples.
- give any explanations or causes to the situation? Identify them.

c) How did malaria positively impact the writer's life? What can you call this part of the paragraph?



New message

To: Tito Franck-Donald Guety Cc Bcc

Subject: Malaria survivor

As a malaria survivor, I have experienced the devastating impacts of the disease. For the majority of my childhood, I lived with my grandmother in the remote village of Gagra in Kenya. My family and I were constantly bitten by mosquitoes and frequently developed malaria, which not only affected our health but undermined our productivity and ability to attend school. Each time I fell ill, I would experience a range of miserable symptoms, including increased body temperature, sweating, recurring fevers and headaches, nausea, fatigue, loss of appetite, joint pain, and muscle weakness. My grandmother would boil herbal plant leaves and let me drink the water; this briefly reduced the severity of my discomfort. Unfortunately, some of my friends and relatives lost their lives to this disease at very young age. A lack of medical professionnals, health care facilities, antimalarial drugs, and insecticide-treated bed nets contributed to the high number of malaria infections and deaths in my community. Having experienced the devastating impacts of malaria, I developed a passion for science to better understand this disease and contribute toward the development of effective antimalarial therapeutics. Today, I'm passionately engaged in the fight to defeat malaria for good.

Winter Okoth // 23 April 2021

Send

EXERCISE 2: Write a similar paragraph about any disease you know. Begin your paragraph with a topic sentence, then develop the topic with two or three examples and give a conclusion.

C COMMUNICATION

Your British pen friend wants to know the impact of the COVID-19 vaccination campaign on the Ivorian population. In an email of two paragraphs, tell him/her about the situation here. Begin each paragraph with a topic sentence, then develop the topic with two examples and give your opinion.

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UNIT 4 CRIME AND VIOLENCE

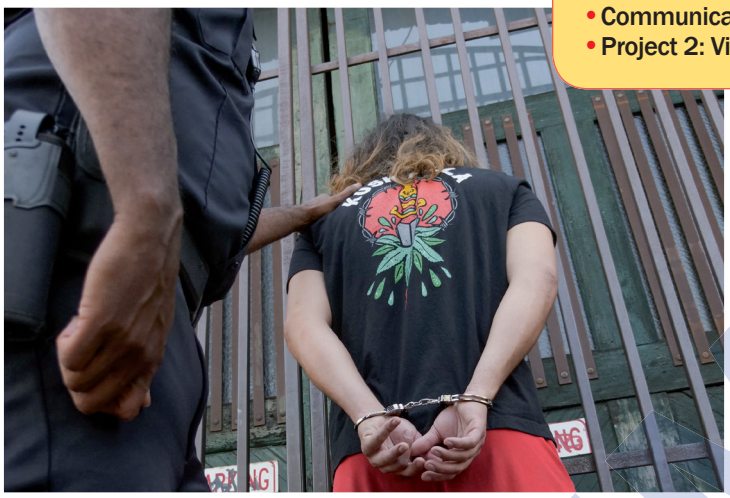
Session 1

Key to this lesson

- Expressing ideas, feelings through idiomatic expressions: be under the weather, break the ice, ice breaker, to drive up the wall.
- Using the passive voice.
- Writing a paragraph.
- Using the definite article 'the' and the indefinite article'a'.
- Communication : Domestic violence
- Project 2: Violence against men in couples.

PICTURE TALK

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





2. Look at the pictures again. What message do they convey to you?
Tell your neighbour what you feel.

LANGUAGE SKILL: LISTENING

A LISTENING 1

1. Listen to the audio and say where the actions are taking place.
2. Listen again to the audio and tell your class group what shocks you or impresses you most in that audio, and why.

B LISTENING 2

1. Listen to the audio and sum it up in a few words. Share your answer with your neighbour.
2. Information transfer. Listen again to the audio and fill in the table below. Use your copy book.

Compare your answers with your neighbour's.

	The actions	Answers
1	Taking new laws	
2	Places of actions	
3	People opposing the ban on hand guns	
4	What encourages violence	
5	Actions taken by parents	

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UNIT 4

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing ideas or feelings through idiomatic expressions : be under the weather, break the ice, ice breaker, to drive up the wall.	- I've been feeling a bit under the weather all week, as if I'm getting flu. (If someone is **under the weather**, they feel rather ill). - Singing together is a useful ice breaker for a group who don't know each other very well. (We usually start our class with a fun activity **to break the ice.** An activity that is used in this way is called an ice breaker). - This sound is **driving me up the wall.** This means it's making me very annoyed. ***Idioms:** a group of words established by usage as having a meaning/ a form of expression natural to a language.

EXERCISE 1: Match up current idomatic sentences to their meanings in the table below. Use your notebooks.

Example: 3. It will never happen.

	Idiomatic expression	Meaning
1	I feel *sick as a dog.*	It will never happen.
2	My grandma has been *under the weather* recently.	Heavily, a lot
3	I will clean my room *when pigs fly*.	Very sick
4	We are in *the same boat*.	It's very expensive.
5	He was just *pulling your leg*.	Not feeling well
6	It's *raining cats and dogs*.	I don't understand it.
7	It's *Greek to me*.	To be badly treated
8	To *be in hot water*.	He was joking.
9	Yikes! This shirt *costs an arm and a leg*.	To be in trouble
10	To *suffer at someone's hands*.	Same position, situation

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EXERCISE 2: **With your neighbor, read and share understanding of the idiomatic expressions below carefully. Then write down in your copy book the most suitable ones to complete each of the situations described from 'a' to 'j'.** **Example:** a. bandit territories.

	Idiomatic expression Meaning
1	A geographical area where law enforcement is practically impossible, because people ignore all rules, is called ***bandit territory***.
2	If a person is covered with bruise marks caused by being hit, they have been ***beaten black and blue***.
3	If two or more people ***come to blows***, they start to fight.
4	If you ***fight tooth and nail*** for something, you fight with energy and determination.
5	If someone makes you so angry that you want them to be punished, you ***want their head on a platter***.
6	Aggressive driving habits sometimes resulting in violence against other drivers is called ***road rage***.
7	When ***someone takes cover***, they hide from a danger in a place where they find protection, or a sanctuary.
8	The expression ***tit for tat*** refers to an injury or insult given in return for one received.
9	If you are ***up in arms about*** something, you are very angry.
10	If someone or something has ***been in (or through) the wars***, they show signs of rough treatment, injury or damage.

Source : Learn English Today : Free materials and resources for learners of English. (Adapted on 20/04/2021)

a) There are a certain number of _____ in some parts of the world where travelers are advised not to go.
b) The discussions in the Panafrican Parliament were so intense that the participants almost _____
c) He was so angry when he read the article about his family that he wanted the journalist's _____
d) He arrived in a car that looked as if it had been _____
e) A number of accidents on our roads today are a direct result of agressive driving habits that sometimes turn into a _____
f) "He kicked me, so I kicked him - it was _____ !" said the boy.
g) The population was _____ over the demolition of their houses along the main road.
h) As soon as the explosion was heard, people ran to _____ into safer places.
i) The Transport Unionists _____ to have the proposed road safety law accepted.
j) The passengers were feeling quite bad after being _____ by a gang of thugs.

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B VOCABULARY CORNER

EXERCISE 1:

a. Read the text below and sum it up in a few words. Share your summary with your neighbour and agree on an appropriate gist.

The case involving the young boys led many people to ask whether violence is inborn or whether it results from poor parenting, allowing children to surf the web unsupervised or to access video nasties, for example. Current concern is directed towards the Internet. The lack of censorship means that children can search for potentially damaging texts and pictures, and to make contact with strangers on chat lines.

http://www.tedpower.co.uk/discviot.html

b. Read the text again and match up the words and phrases in column A to their meanings in column B like this: 1. e. Then compare your answers with your neighbour's.

	Column A		Column B
1	inborn	a	look through the internet
2	poor parenting	b	problem, worry
3	surf the web	c	suppression of information
4	video nasties	d	bad education
5	concern	e	natural, innate
6	censorship	f	able to destroy
7	potentially damaging	g	telephone service, call center
8	chat lines	h	harmful films

EXERCISE 2:

a. What is a compound noun?
Look at the box, study it carefully, and work out an answer to this question.
Then do the next activities which follow it.

b. After studying the box above, list the words you are familiar with. Share your list with your neighbour. If need be, ask your teacher or look up in a dictionary the words you are unfamiliar with or not sure of.

c. In the text below, some words have been deleted. Insert them back looking at the compound words in the box you've studied and also use compound words like ''36-team, breakaway, footballing''. Some words may be used more than once depending on the context.

https://www.eslprintables.com/reading_worksheets/crimes/Crime_Punishment_8_exercis_439118/

30 English Compound Nouns

apple tree	housekeeper
bathroom	ladybug
birds-of-prey	lawn mower
bus stop	mother-in-law
catfish	necktie
courthouse	seafood
database	skydiving
daugther-in-law	son-in-low
downstairs	textbook
egglant	thunderstorm
eyeball	toothbrush
father-in-law	training room
fire drill	upstairs
football	underwear
holdup	underworld

Really Learn English!

SPECIMEN

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UEFA AND THE 12 MAJOR EUROPEAN FOOTBALL CLUBS CLASH

Uefa, the Premier League and UK Prime Minister Boris Johnson have condemned 12 major European clubs, including the 'big six' from England, signing up to a (1)..... European Super League. Arsenal, Chelsea, Liverpool, Manchester City, Manchester United and Tottenham are part of the group. La Liga's Atletico Madrid, Barcelona and Real Madrid and Serie A's AC Milan, Inter Milan and Juventus are involved. Uefa said it will use "all measures" possible to stop the "cynical project". This is a (2).... that has never occured in (3) ..... . The (4) ..... will be stopped by all means.

Senior figures at European football's governing body are furious about the proposals. Johnson said the plans would be "very damaging for (5) ....." and that the UK government supports the sport's authorities "in taking action including going to a (6) ..... He added: "The clubs involved must answer to their fans and the wider (7)..... community before taking any further steps. It looks like a (8).... !''

The European Clubs' Association (ECA), which represents Europe's clubs, held an emergency meeting on Sunday in the wake of the reports. BBC Sport understands none of the clubs mentioned in the Super League reports responded to a request to attend the meeting. The meeting was chaired by Ajax chief executive Edwin van der Sar. Bayern Munich and Paris St-Germain were among the clubs who were present.

In a statement the ECA said it would be "strongly opposed" to a "closed super league model". It has pushed plans for a (9) ..... Champions League, which Uefa had hoped would head off the formation of a Super League. The Champions League reforms are set to be confirmed on Monday. BBC Sport was told last week of plans for some sort of confirmation about a European Super League.Uefa released a joint statement, together with England's (10) ..... Association, the Premier League, the Spanish (11)..... Federation (RFEF), La Liga, and the Italian (12)..... Federation (FIGC) as well as Serie A, on Sunday.

https://www.bbc.com/sport/football/56794673

C COMMUNICATION

LISTENING TASK

a. Listen carefully to the audio and make notes as you listen. What is the main idea?
b. Listen to the audio for the last time. As you listen, decide whether the statements beneath are true or false and find a justification. Check with your neighbour.

1. The audio is about couples in the USA.
2. The audio asserts that more than 20 percent of couples fight in the USA.
3. Humiliating and controlling behaviour are common in couples in the USA.
4. Couples could have assistance to solve the problems in their marriage.
5. Agression in the couple is very frequent in the USA.
6. Situational couple violence never happens in couples in America.
7. Pushing and slapping are frequent in couples in America.

SPÉCIMEN

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8. Intimate terrorism is an issue in the couples in the USA.
9. Criminal charges don't happen in the USA.
10. Children never suffer from their parents' violence in the USA.

c. Compare the situation in the USA to your own country's context.

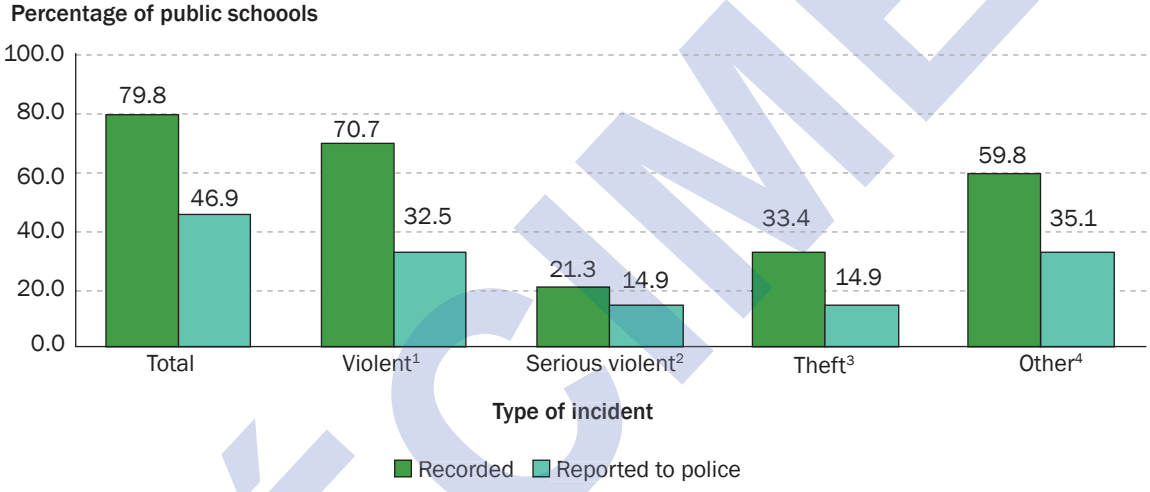
Session 3

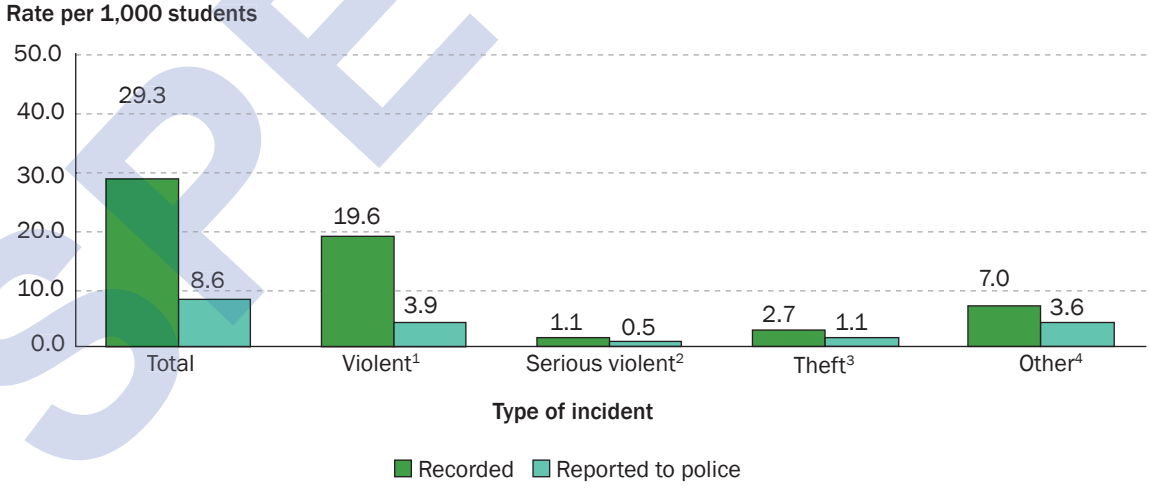
LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

Beneath, you have a study on violence at school in the USA. You have two graphs and an analysis. Analyse the graphs and read the text. Then, discuss the contents.

Percentage of public schools recording incidents of violence, theft, and other crimes at school, percentage reporting these incidents to the police, and rate of these incidents per 1,000 students, by type of incident: School year 2017–18.





SPÉCIMEN

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VIOLENCE AND CRIME AT SCHOOL

This translates to a rate of 29 incidents per 1,000 students enrolled in 2017–18. During the same school year, 47 percent of schools reported one or more incidents of violence, theft, or other crimes to the police, amounting to 422,800 incidents, or 9 incidents per 1,000 students enrolled.

"Violent incidents" include "serious violent" incidents as well as physical attacks or fights without a weapon and threat of physical attacks without a weapon.

"Serious violent" incidents include rape, sexual assault other than rape, physical attacks or fights with weapon, threat of physical attacks with a weapon, and robbery with or without a weapon.

Theft or larceny is taking things worth over $10 without personal confrontation.

"Other incidents" include possession of a firearm or explosive device; possession of a knife or sharp object; distribution, possession, or use of illegal drugs or alcohol; inappropriate distribution, possession, or use of prescription drugs; and vandalism.

NOTE: Responses were provided by the principal or the person most knowledgeable about crime and safety issues at the school. "At school" was defined as including activities that happen in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.

Respondents were instructed to include incidents that occurred before, during, and after normal school hours or when school activities or events were in session. Detail may not sum to totals because of rounding and because schools that recorded or reported more than one type of crime incident were counted only once in the total percentage of schools recording or reporting incidents.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2020. Indicators of School Crime and Safety: 2019 (NCES 2020-063), Figure 6.1

B ROLEPLAY

Roleplay a harsh discussion you witnessed at school between two students over telephone use in class. The incident relates to the content of an image on one of the girls' phone not having anything to do with school. Imagine the scene and roleplay it.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Using the passive voice to express what is done to someone or something	• Many African young refugees **are** often **expulsed** from the European coasts. • Over sixteen thousand students **were caught** cheating in the 2020 exams in the Ivory Coast. (c/f DECO June, 2021) • Some measures **will be taken** to prevent cheating in the coming years. • At long last, my village **has been electrified** after sixty years of independence.

SPECIMEN

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EXERCISE 1: Here are some sentences. Decide which are in the passive or not. How can you tell?

1. The samples were prepared in the room before being sent out for further examination.
2. Kareen was dancing with Joshua when she suddenly realized she had to leave for an important appointment.
3. The papers will be graded in accordance with the criteria in the syllabus.
4. The teacher will score the production according to the criteria he decided himself.
5. The police and the authorities make the passive voice their favorite in their texts because it has the ability to cover the actor or the agent.
6. The police officer said: 'Your fingers have been reanalysed in order to determine the coefficient of error. The results will be announced when the situation is judged appropriate.
7. With the price of housing at such inflated levels, those loans cannot be paid off in any shorter period of time.
8. For many years, federal regulations concerning the use of wire-tapping have been ignored. Only recently have tighter restrictions been imposed on the circumstances that warrant it.
9. For many years, government officials have ignored federal regulations concerning the use of wiretapping. Only recently has the federal government imposed tighter restrictions on the circumstances that warrant it.
10. Who has ignored the regulations and who is now imposing them?

Source : 1/courses.lumenlearning.com (adapted on 22/06/21)
2/A Practical English Grammar, Fourth Edition, pp 263-267)

EXERCISE 2a: Read the text below and write down, in your copy book, all the verbs in the passive form you encounter. Then check with your partner how many of them you found, and how you recognized them.

THE GREAT TRAIN ROBBERY

The UK's best-known robbery took place on 8, August, 1963, when over two million pounds was stolen from a night mail train 50km from London.
Some months before the raid, a gang of professional criminals had received a tip-off from a postal worker that large quantities of used banknotes would be on the train. Such a prize proved irresistible, and a military style operation was planned to get the money which even the police thought was brilliantly planned.
Stopping the train in the middle of the night with a false red signal, the money bags were unloaded into trucks and driven to a remote farmhouse which had been bought six weeks earlier.
Here the loot was shared out, and the following day they went their separate ways. But problems arose when they had been cheated by a man who had been paid to clean up the farmhouse failed to show up. As a result, the gang's fingerprints were left at the farm.
Meanwhile, the police was put under intense pressure by media attention to make arrests.
By Christmas, most of the gang had been caught, and two months later they were sentenced to over 300 years in prison. Many people were sympathetic to the robbers and thought the jail terms were too long. Very little of the money has ever been recovered.

The Hatton Garden safe deposit burglary eltbased. Com/article-179-3-english-robbories

EXERCISE 2b: Now, in groups of four, take turns telling one portion of the train robbery story using the passive voice.

SPECIMEN

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B VOCABULARY CORNER

EXERCISE 1: Study the 5 different tables below. Learn how some particular nouns, verbs or adjectives are made.

Prefixes - suffixes : word formation		
What meanings do prefixes and suffixes convey to the new words? Study the tables.		
Turning a noun into a noun:		
Suffix	**Formation**	**New noun**
dom	King + dom	Kingdom
ship	Friend + ship	Friendship
hood	Child + hood	Childhood
	Neighbour + hood	Neighbourhood
ian	Music + ian	Musician
er	Highland + er	Highlander
er	Chronicle + er	Chronicler
ism	Ideal + ism	Idealism

Table 1

Turning a noun into an adjective

Suffix	**Nom + suffix**	**Adjective**
en	Wood + en	Wooden
less	Pain + less	Painless
ish	Child + ish	Childish
ful	Care + ful	Careful
al	Comic + al	Comical
ly	Friend + ly	Friendly

Table 2

Turning a verb into a noun

Suffix	**Verb + suffix**	**Noun**
er	Cook + er	Cooker
ee	Train + ee	Trainee
al	Arrive + al	Arrival
ence	Exist +ence	Existence
ee	Employ + ee	Employee

Table 3

Turning a verb into an adjective

Suffix	**Verb + suffix**	**Adjective**
able	Break + able	Breakable
ing	Amaze +ing	Amazing
ed	Scare + ed	Scared
ive	Create + ive	Creative

Table 4

Turning a verb into another verb

Prefixes	**Prefix +verb stem**	**Verb**
Re	Re+name	Rename
"	furnish	Refurnish
"	call	Recall
"	order	Reorder
"	organise	Reorganise

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"	tell	Retell
De	forest	Deforest
"	construct	Deconstruct
"	centralise	Decentralise
"	frost	Defrost
Dis	organise	Disorganise
"	orientate	Disorientate
"	oblige	Disoblige
"	connect	Disconnect
"	forest	Disforest

Table 5

EXERCISE 2: In the box below some words are provided. Determine the words first (noun or verb). Then form nouns or adjectives from them if possible. Look at the preceding 5 tables above to help you:

test – invent – create – owner – highland – plagiarize – history – mathematics – genetics – approve – woman – beg – critic – attend – boy – appear – human – insist – endure – emerge – tourist – member – refer – coincide – leader – interfere

C COMMUNICATION

Some violent crimes have been committed in your area recently. A young man, unknown in your region, has just fatally stubbed one of your friends and you have decided to give a lesson to the attacker. The police have come on the scene in time to protect the latter. You are talking to the police officers:

- describe the whole context to the police;
- tell them the youth need, at large, to be protected;
- discuss the general mood of the region you live in and argue this is not the first time such a crime has been perpetrated;
- tell the officers the police need to be more proactive. Openly express your anger. Etc.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK AND DISCUSSION

Look at these pictures. What ideas and feeling do they convey to you?





SPECIMEN

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B UNDERSTANDING A TEXT

Read the text below and answer the questions that follow it.

Skimming

1. Read the text below quickly and say which of the following gists best summarises it.

- Violence against men
- Abuse against lesbians
- Violence at home

DOMESTIC VIOLENCE AND HUMAN RIGHTS

Domestic violence is a denial of human rights and it causes significant harm. Being violent to another human being is a denial of that person's human rights, which governments have a responsibility to protect under international law.

In Australia, some forms of abuse — such as physical and sexual violence and the threat of such violence — are criminal offences.

Domestic violence causes significant and long-term harm to its victims and is costly to the community. Relevant factors include being dispossessed of land and traditional culture, the breakdown of community kinship systems and law, entrenched poverty, alcohol and drug abuse, child removal policies, inherited grief and trauma, and the loss of traditional male and female role models.

While domestic violence occurs across all social groups, socio-economic inequalities are also linked to the experience of violence, and the ability to access resources to recover from it. Economic policies also impact people's lives in a way that relates to but does not excuse the use of violence.

Where age inequalities are concerned children and young people are particularly vulnerable to abuse in families. This is due to their dependence on family members, and to the way that society views children as being, for example, the property of their parents, or prone to 'make up' stories of abuse.

However, some forms of domestic violence are not well explained by reference to theories of gendered social power. Some women in heterosexual relationships are violent towards their male partners. In addition, many people who have social privilege over others do not abuse this through violence. Individual choices, experiences and motivations must also form part of any explanation for relationship violence.

Social and economic factors also influence people's ability to escape abusive relationships. Perpetrators of abuse often use this to their advantage. For example, a woman with a disability may be reliant on the abuser for care, which can make leaving the relationship extremely difficult. Members of Aboriginal or non-English speaking communities, for example, may be afraid to contact police about the abuse because of the risk of discrimination based on their culture, race or language. These broader social issues of discrimination and marginalisation have to be addressed if we are to prevent abuse.

https://www.dvrcv.org.au/about/what-domestic-violence

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Scanning

2. The words in column A are from the text above; match them to their meaning in column B. Use the indicated lines to help you. Example: denial (L1. = refusal)

A	B
denial (L.1)	of the opposed sex
abuse (L.4)	dependent on
relevant (L.7)	get away
entrenched (L.8)	related to
inherited (L.9)	have a tendency or inclination to
linked to (L.12)	hidden in a place for defense
prone to (L.17)	received from an ancestor
heterosexual (L.21)	refusal
escape (L.24)	pertinent
reliant on(L.26)	improper treatment or usage

3. Read the text again and answer the questions below.

1. What is domestic violence according to the text?
2. In which country is the action happening?
3. What impact does domestic violence have on the victims according to the text?
4. Why is domestic violence a problem to the community?
5. What do traditional male and female role relate to?
6. How does society view children according to the text?
7. Do women also exercise violence on their husbands according to the text? How do you know?
8. Explain why Aboriginals and other communities can be afraid to talk to the police.
9. Do you agree that economic factors are important in social relations? Explain your feeling.

4. Critical thinking.

a) What do you think of domestic violence?
b) Suggest some solutions to curb domestic violence.

Session 6

COMMUNICATION

Still in Great Britain, on 3rd March, 2021 in Clapham, a police officer, whose job is to protect people from abuses, kidnapped and handcuffed a 33-year-old young lady around the same London time during Covid-19 in Brixton, South London. He accused the young lady, Sarah Everard, of breaking the rules of lockdown. He drove her away in a hired car, raped her repeatedly before strangling her with his police belt. The criminal justice is judging the case. The judgement has started and Wayne Couzens will be sentenced a whole-life order on 29th September, 2021.

SPECIMEN

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Read the small passage above. Is this type of violence recurrent in your country or your area?

1. If yes, in your class group find two examples, discuss them, and simulate a violence scene based on one of the situations you discussed.

2. If no, what type of gender-based violence is recurrent in your area? In your class group find two examples, discuss them, and simulate a violence scene based on one of the situations you discussed.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look closely at the pictures below. In pairs, say what you can see and what they may convey to you.





B READING

Read the text below and discuss, in groups, the causes of domestic abuse.

What is Domestic Abuse?

Abuse between romantic partners — known as domestic abuse or intimate partner violence — can take many forms. It can be overt, such as physical violence, or subtle, such as controlling a partner through emotional, financial, or other forms of manipulation.

Common Reactions to Abuse: depression, including suicidal thoughts, resentment, anger and aggression, fear of the abusive partner, uncertainty about how to escape abuse, denial that abuse is occurring, substance use, anxiety, shame, and self-blame, social withdrawal.

Abuse Facts: Abuse is widespread, and both men and women may be victims. About 1 in 4 women and 1 in 7 men report experiencing severe physical violence from an intimate partner in their lifetime. Abuse is never the victim's fault. Though the abuser may try to blame the victim, the abuser is responsible for their actions. Anger issues or a desire for power and control may lead to abuse. Domestic abuse doesn't require marriage or cohabitation. It can also happen among those who are dating, divorced, have a child together, or live separately.

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Abuse doesn't discriminate. People of any race, gender, or economic status can commit or experience abuse.

Why People Stay in Abusive Relationships.

Fear: The abuser may threaten suicide, or threaten to harm children, pets, or property, if the victim leaves. The victim may fear more severe abuse if they are caught trying to leave.

Rationalization: The victim may believe they deserve the abuse, tell themselves it's "not so bad", feel the relationship is otherwise good, or believe the abuser will someday stop their abusive behavior.

Financial Limitations: Abusers may prevent the victim from working, control their money, or threaten to steal their possessions. Many victims face homelessness, or may struggle to support children, if they leave.

Cultural Stigma: The victim may be part of a culture in which abuse is accepted or divorce is strongly discouraged. They may risk losing friends and family if they attempt to leave an abusive relationship.

For confidential help available 24/7 in the United States, call the National Domestic Violence Hotline at 1-800-799-7233 or visit www.thehotline.org/© 2019 Therapist Aid LLC Provided by TherapistAid.com

C COMMUNICATION

Writing task

In groups of four, and taking some of the reasons given in the text, write two short paragraphs about a domestic violence you witnessed or know of to be published in your school English club monthly.

Paragraph 1: Briefly give some causes and consequences of this specific domestic violence.
Paragraph 2: Suggest some solutions to stop or curb this concern in your community.

Session 8 Check 2

LISTENING

A. Listen to the audio and with your neighbour agree on what it is about.

B. Listen again to the audio.
As you listen, say if the assertions in the table are true or false. Justify your choices. Check your answers with your neighbour.

1. Women commit violence against men.
2. Jonhson's study was conducted in 1975.
3. 202 men said they've been victims of violence from women.
4. According to Johnson's study, Intimate Partner Violence (IPV) is included in Common Couple Violence (CCV).

SPECIMEN

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SPEAKING

1. Share your feelings about this African saying: 'Two horny animals can't live in the same den or cave'.
2. Discuss in your class group the importance of respect in the family and at school to avoid violence. Talk also about the importance of self-esteem, peace, and the role of love in human relations.

LANGUAGE FOCUS

A GRAMMAR

1. Complete the text below with 'the', 'a' or no article (Ø). Number 1 has been given as an example.

Example: **1. Ø**

There are many types of abusive behavior. One common pattern is distinguished by coercion and control. This can include 1.....jealousy, monitoring of behavior, retaliation, and emotional and physical abuse. Controlling abuse is usually called 2..... intimate terrorism, and over 90% of 3.... perpetrators are male. In 4..... typical case 5..... husband might prevent 6..... wife from seeing friends or family and make her feel guilty or afraid if she defies him. He may threaten harm against 7.....children if she tries to leave, or badger her incessantly to get what he wants.

Sometimes abuse gradually develops into severe violence after 8....couples are married or in long-term relationships that are difficult to change. Couples frequently excuse or ignore early aggressive incidents and believe that once current stressors end, 9..... violence will end. However, even 10.....minor acts of violence can escalate over time, increasing 11..... risk of 12.....injury or even homicide.

B VOCABULARY

1. Look at the definitions in the table below. Then read the text that follows it and find the words whose meanings are suggested like in the example.
Quote the lines to justify your answers.

Example: **1. experienced (line 1)**

	Definition of words from the text	Corresponding words or phrase
1	felt, met with	experienced (line 1)
2	violence related to female or male	
3	someone very close to you	
4	violence related to a married couple	
5	something linked to feelings	
6	quality of harmony or balance	
7	money that one gets	

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8	a family that is not large	
9	someone that does someting bad	
10	shown, proved	
11	possibility or chance of meeting danger.	
12	a married woman who gets some money from work.	

In the present study, 52.4% of men experienced gender-based violence. Out of 1000 males 51.5% experienced violence at the hands of their wives/intimate partner at least once in their lifetime and 10.5% in the last 12 months. The most common spousal violence was emotional (51.6%) followed by physical violence (6%). Only in one-tenth cases, physical assaults were severe. In almost half of the cases, husbands initiated physical and emotional violence. Gender symmetry does not exist in India for physical violence. Less family income, education up to middle class, nuclear family setup, and perpetrator under the influence of alcohol were identified as risk factors. Earning spouse with education up to graduation is the risk factor for bidirectional physical violence.

Besides women, men are also the victims of gender-based violence. This demands the future investigation and necessary intervention on gender-based violence against men in India.

https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6437789/ (29/03/21)

2. After reading the text above, with your neighbour, take turns giving a short summary of it to demonstrate your comprehension.

Session 9 Project 2

VIOLENCE COMMITTED BY WOMEN AGAINST MEN.

A. DATA COLLECTION

- Go to the Internet and look for evidence regarding results of studies pointing to men as victims of their wives.
- Write a questionnaire and give it to some friends in your surroundings to find more about this issue relating to women bullying their husbands.
- Interview some people in your community to find out more evidence on violence of women against men, married women against their husbands.

B. Task

Write an article to publish the results of your findings on violence committed by women against men. The editor of your school English magazine will publish the best articles on the Internet. Your articles will also be stuck in your class for your friends to read and learn from your findings.

C. Sources and Works cited: Don't forget to mention and specify all the sources and the works that you cited or consulted in your research.

SPECIMEN

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UNIT 5 HUMAN RIGHTS

Session 1

Key to this lesson

- Expressing Conditions, types 1, 2 and 3.
- COMMUNICATION: discussing human rights issues.
- WRITING: writing about the consequences of human rights violation
- British English Vs American English

PICTURE TALK

1. Look at the pictures below and discuss them in your class groups.





2. What is the main issue raised in those pictures?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1: Pronunciation

As you listen to the audio repeat the words in the box.

Amnesty international – Tribunals – Torture – Genocide – Dictatorship – Riot – Demonstration – Court – Lawyer – Prosecutor –

B LISTENING 2

1. **What do these words from the audio mean to you? Discuss them with your partner, then tell the class :** dignity, universal, inalienable, indivisible, no hierarchy.
2. **Listen to the audio and tell the class what it deals with.**
3. **Listen to the audio again and check your answers with your partners.**

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing condition (Type 1 and Type 2)	1. **If you work** hard, **you will pass** your exam. 2. **If I won** the lottery, **I would build** a big house and buy a beautiful car. * Study the two sentences and, with your partener, decide which one is type 1 and which one is type 2. Say why.

Note that conditional sentences are statements which discuss known facts or hypothetical situations and their consequences.

SPECIMEN

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With a partner analyse and discuss each situation in the table above. Then provide other sentences like these ones.

EXERCISE 1: Complete the conditional statements below by using the verb at the end of each sentence. The first one is done for you: 1. will go

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

EXERCISE 2: Express more conditions by using the words in the brackets to fill in the blanks.

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

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

B VOCABULARY CORNER

WORD FAMILY

1. Look at the two sets of pictures and read the words inside.
2. Look at the pictures, boxes A and B, and the words in C. What do the words in each group have in common?

A

helper helped

helpful helpless

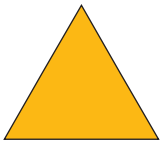
unhelpful helping

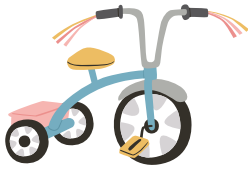


The Help Family

B

triangle tricycle tripod







C

brain, chain, complain, explain, gain, grain, main, obtain, pain

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Word families are groups of words that may share a common root or groups of words with the same sound.

EXERCISE 1: Find out words belonging to the same family as the words below.

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

1. clear
2. write
3. polite
4. person
5. hope
6. happy
7. real
8. play
9. friend
10. interact
11. react

EXERCISE 2: In pairs, complete the columns below with at least three (3) words of the same family.

Cake	Keep	Snake	Bring	Drank
Cakebox				

COMMUNICATION

With a partner, ask each other questions in turn about the following statements to express conditions.

Example: A- What will happen to you if you spend too much time watching television?
B- If I spend too much time watching television, I won't learn my lessons.

1. You spend too much time watching television.
2. I became president of republic.
3. He stole money.
4. You speak English fluently.
5. She broke the glass.
6. She reads a lot of books.
7. You were rich.
8. They travelled to New-York.
9. You are not vaccinated against COVID-19.
10. You lose your passport.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

- **Study the picture and tell the class if you face the same issues in your country.**
- **What can be the consequences of such behaviours on the society?**



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B ROLE PLAY

The inhabitants of the area where you live are protesting against the poor water supply. Their representative meets the Mayor to denounce this situation as an injustice. With a partner, roleplay the conversation their representative had with the Mayor.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing Condition (Type 3)	1. **If** our football team **had played** better, they **would have won** the African Cup of Nations. 2. **If** the weather **had improved**, we **could have gone** for a walk.

Study the examples in the box above, dicuss them with your partner and explain to the class.

EXERCISE 1: Read carefully the following conditional sentences and correct the wrong forms of the verbs. The first sentence is corrected for you.

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

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

EXERCISE 2: Read the text below and correct mistakes on the verbal forms of conditional sentences from sentences 1 through 6.

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

Last Saturday was Baffy's sister's wedding. He almost forgot it. (1) If he forgot, she would have been upset. Baffy left home for the wedding starting at 10 o'clock. He was stuck in a traffic jam. (2) If he had not left earlier, he will not arrive on time. His sister was glad to see him with the other members of the family. The town hall was full of guests. (3) Baffy could not have found a better seat if he will come five minutes earlier. It was a joyful moment. He likes his sister's husband who has a good social position. He speaks English well. (4) If I has learnt English, I would have got a good job. He travelled abroad many times. (5) Foreign companies would not have hired him if he has had some experience in running conferences abroad. He is a very smart man. Baffy spent only one hour at the wedding. He was very busy that day. (6) He could help organizing the cocktail if you had stayed there for a long time. It was after all a memorable moment.

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B VOCABULARY CORNER

1. Look at the flags. Which country does each of them belong to?





2. Read the words in the pictures and tell the class how things are called differently.

British & American English

British
football



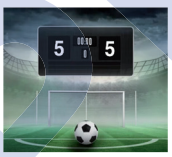
American
soccer
/ˈsɒkə(r)/

British
pitch



American
field
/fiːld/

British
draw



American
tie
/taɪ/

British
kit



American
uniform
/ˈjuːnɪfɔː(r)m/



SPECIMEN

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3. Do not make confusion about word differences between American and British English.

The following list in the tables provides common American English vocabulary and their British English equivalents. Some differences are just based on spelling. Read them. Which words are familiar to you?

American English	British English
Antenna	Aerial
Mad	Angry
Cookie	Biscuit
Hood	Bonnet
Drug Store	Chemist's
Trashcan, garbage can	Dustbin, rubbish bin
Drapes	Curtains
Hood	Tap
Motor	Engine
Movie	Film
Apartment	Flat
Yard	Garden
Math	Maths
Bar	Pub
Cab	Taxi
Flashlight	Torch
Civilization	Civilisation
Neighbor	Neighbour

American English	British English
French Fries	Chips
The Movies	The Cinema
Rubber	Condom
Intersection	Crossroads
Meter	Metre
Sneakers	Gym Shoes, Tennis-Shoes
Store	Shop
Purse	Handbag
Vacation	Holiday
Sweater	Jersey, Jumper, Pullover, Sweater
Elevator	Lift
Truck	Lorry
Baggage	Luggage
Crazy	Mad
Eraser	Rubber
Schedule	Timetable
Pants	Trousers
Color	Colour

EXERCISE 1:

a. First, use the American English words to complete the sentences. One word is not concerned.

schedule – flashlight – apartment – restroom – elevator – pants – drug store – garbage – bar – tap – mail – movie

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

1. We took the .....to the 10th floor.
2. Would you like to see a Johnny Depp ..... tonight?
3. Have you seen Tim's new..... yet? It's very nice.
4. Run down to the ..... and buy some aspirin, please.
5. Let's go to the ..... and get a cold drink.
6. I'll take the ..... out before I leave tomorrow morning. It's full of dirty things.
7. Look at the ..... and see when we have English class.
8. Could you hand me the ..... so I can take a look in the darkness?
9. Peter wore a pair of slim fitting ..... to the party.
10. She opened the ..... and watered the garden.
11. I'll pick up the ..... on the way home from work.

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b) Now, Find out the British English word for each American English word you have chosen in "a".

EXERCISE 2: Read the questions and answer with the correct word or expression.

Example: 1. a car

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

C COMMUNICATION

Ask and answer questions with your partner to find out many names of states and cities on each map. Use the example below to help you.

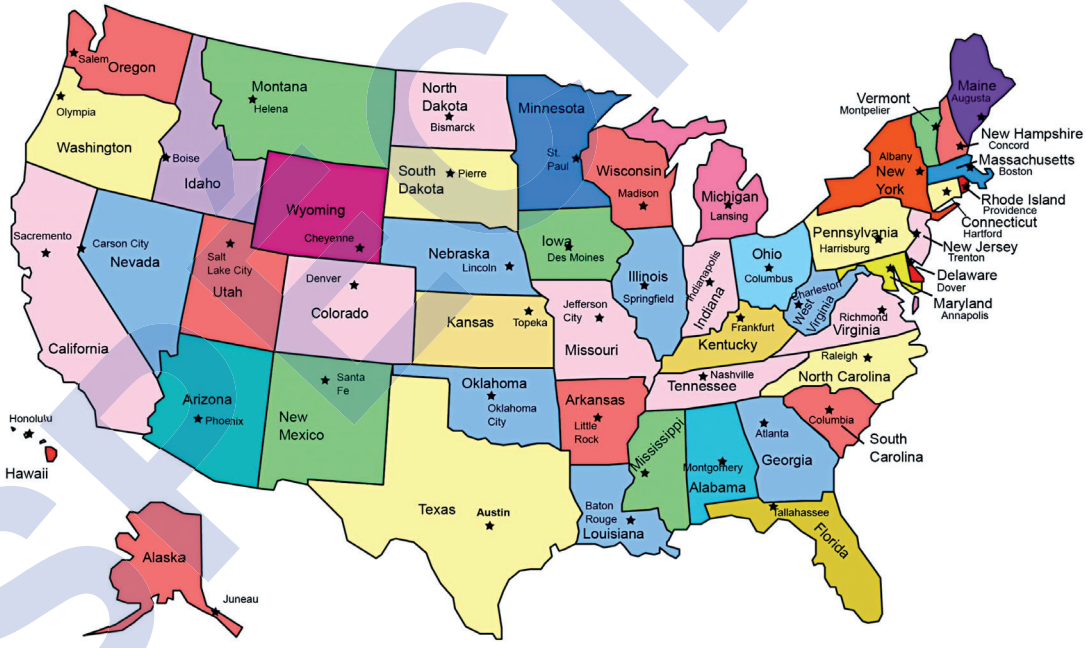
Example:

Student 1: *Look! New-York is in the East of the USA. Where is London in the map of UK?*

Student 2: *London is in the South. In the South there are also cities like Canterbury and Brighton.*

Student 1: *There are many states in the USA. Look, Florida is one of them.*

Student 2: .....



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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

1. Look at the pictures below and discuss with your partner what they are about.
2. Who do you think the different people address their message to?





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B UNDERSTANDING A TEXT

Skimming

1. Read the text quickly and tell the class its main topic.

CHILDREN'S RIGHTS NOW!

Despite much progress in recent decades, millions of children are still living without their basic rights. Now more than ever, children's lives are being touched by violence, conflict and the impacts of climate change.

Globally, an estimated 800 million children live in fragile and conflict-affected areas where child rights are often denied and childhoods are stolen by abuse, exploitation and slavery.

At World Vision, we believe that every child deserves a childhood in all its fullness, surrounded by protective families and communities, free from violence and with the opportunity to thrive as other children do. Poverty, exploitation and violence are not inevitable. Many of the problems that children face are a consequence of exploitative practices and education gaps in both developed and developing communities.

In a protective environment where children's rights are respected, the world's most vulnerable children can flourish and reach their highest potential. We are committed to pursuing these rights so children can enjoy a full childhood. Put simply, child rights are the human rights of children. Every child, regardless of their age, race, gender, wealth or birthplace, has rights.

These rights are enshrined in international law in the Convention on the Rights of the Child (CRC). It recognizes all children must be treated fairly, equally and with dignity. The child rights convention laws are non-discriminatory and are always in the best interests of the child.

A child is recognized and described by the United Nations (UN) children's rights convention as every human being below the age of 18 years unless under the law applicable to the child, adulthood is attained earlier. The UN's child rights state that children are entitled to special protection and assistance because they are considered vulnerable.

From world Vision Website

Scanning

2. Read the text again, then with a partner discuss whether the statements below are true (T) or false (F). Justify your answers.

a. A lot of children in the world live with all their rights.
b. Climate change has nothing to do with children.
c. Social conflicts may not put children's basic rights in danger.
d. Slavery, exploitation and any form of abuse are parts of children's rights.
e. World Vision believes that children should fight to succeed in life and have equal opportunity.
f. Normally, Child rights should vary according to age, race, gender, wealth or birthplace.
g. Children are as vulnerable as adult men and women.
h. Children's rights are determined and written according to the realities of each country.
i. Children have dignity and should be treated fairly.
j. The United Nations define any person who is not more than 17-year-old as a child.

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Session 6

COMMUNICATION

The *World Children's Day* is observed annually on November 20th. This commemoration aims to raise awareness on children's rights and to improve their conditions. On that special day, the English speaking club of your school instructed each member to reflect on the story of a young girl named Christine.

Read the story and prepare your own reflection to share with a partner and then with the whole class. Consider basic child rights like violence, equality, etc.



When Christine was 11, her father had plans for her to marry. But she had dreams of a different future. She loved to learn and wanted to pursue an education.



Christine's family of 10 lived near a *World Vision program* area in West Pokot, Kenya. Among World Vision's priorities in this area are the eradication of child marriage and female genital mutilation, which affect many local young girls.

Christine decided to run away to avoid marriage, and when World Vision discovered her desperate situation, we worked with local leaders to give her the help she needed. With sponsorship support, Christine continued her education at *Morpus Primary School* where World Vision had established a rescue centre for girls escaping child marriage.

Christine thrived in this environment, passing her Kenya Certificate of Primary Education. She then attended St Elizabeth Secondary School and became later a nurse in a hospital in Nairobi.

Slightly adapted from World Vision Website

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

What messages do the pictures below convey to you?





B READING

Read the letter of complaint below and tell the class what happened on May 20th, 2020 in Minneapolis (USA).



June 20, 2020
To Minneapolis Mayor

Dear Sir,

I am writing to express my consternation about the police brutality in our city. It is resulting in a lot of chaos around the country. Here are the facts:

On the evening of May 25th, 2020, white Minneapolis police officer Derek Chauvin kills George Floyd, a black man, by kneeling on his neck for almost 10 minutes. The death, recorded by bystanders, touched off what may have been the largest protest movement in U.S history.

The 46-year-old Floyd, a Houston native and father of five, had purchased cigarettes at a Minneapolis convenience store. After a clerk suspected that Floyd had used a counterfeit $20 bill in the transaction, the store manager called the police. When officers arrived, they pulled a gun on Floyd, who initially cooperated as he was arrested. However,

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Floyd resisted being placed in the police car, saying he was claustrophobic. Officers eventually pulled him from the car and Chauvin pinned him to the ground for nine minutes and 29 seconds. Floyd was unresponsive when an ambulance came and was pronounced dead at a local hospital. Demonstrators chanting "Black Lives Matter" and "I Can't Breathe" took to the streets in the country, from coast to coast.

I hope when US get out of this security crisis, you, like many other Mayors, will take necessary steps in the police ground operations to make sure such a dramatic incident does not happen again.

Yours faithfully,

Jessy, Presley

A Minneapolis resident

Text Adapted from History.com Editors

2. Read the following notes. Then analyse in pairs the letter above to see if it complies with the structure and the characteristic for writing a formal letter.

Structure of a letter of complaint

Introduction: Paragraph 1 – reason for writing
Main Body: Paragraphs 2-3 – complaint(s) and justification
Conclusion: Final Paragraph – suggested action to be taken, Closing remarks

The characteristic of formal style in letters are:

- The greeting (Dear Mrs Lee, Dear Sir,)
- Frequent use of the passive
- Formal language (complex sentences, non-colloquial English)
- No abbreviated forms
- The ending (Yours sincerely, / Yours faithfully,)

Useful language and expressions for Formal Letters of Complaint

Opening Remarks:

- I am writing to complain about/regarding/on account of/because of/on the subject of...
- I am writing to express my strong dissatisfaction with...
- I am afraid to say I have numbers of complaints about...
- I regret to tell you I was very disappointed with...
- I feel I must protest/complain about

C COMMUNICATION

Write a letter of complaint to the electricity company operating in your area about the frequent power cuts which cause a lot of damage to the population, despite all the taxes they pay.

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UNIT 6 TECHNOLOGY AND OUR LIVES

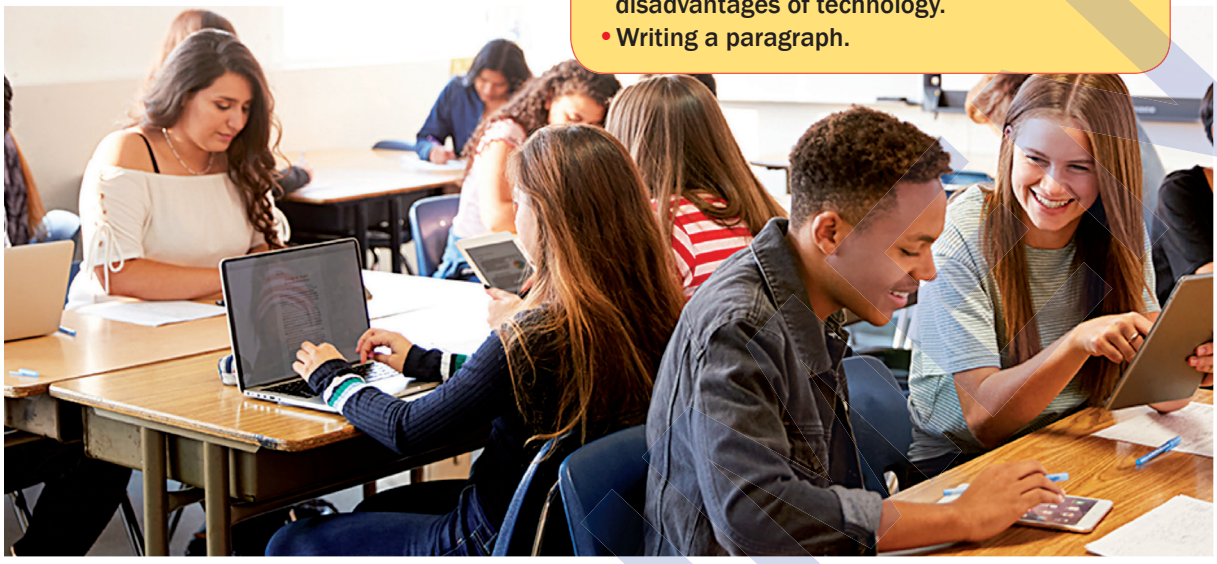
Session 1

Key to this lesson

- Expressing condition with unless, as long as/ so long as and in case.
- Comparing: Expressing Similarity (equality) and Difference (superiority and inferiority.
- Listening and Speaking tasks.
- Communication: discussing advantages and disadvantages of technology.
- Writing a paragraph.

PICTURE TALK

Look at the picture, then discuss the questions below with your neighbour.



1. What can you see?
2. Where are these people?
3. What are they doing?
4. Do you have a computer?
5. Is computer good?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1

1. Listen to this extract from a radio programme and choose the option that best summarizes it.

a) The importance of technology in life.
b) The importance of technology in education.
c) The importance of the COVID-19 pandemic.

2. Listen again and say if the following statements are true (T) or false (F). Justify.

1. The COVID-19 pandemic showed the importance of online education.
2. Online teaching and learning can cause a crisis.
3. Digital learning tools in classrooms can distract learners.
4. Technology in education helps train learners for the future.
5. Technology tools cannot make classes more lively.
6. The success of educational technology depends on educators.

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B LISTENING 2

Listen to the audio and choose the best ending (a, b or c) to complete the statements below.

A) The speaker is talking about _____

a) the advantages of technology in education.
b) the advantages of books in class.
c) the advantages of school fees.

B) The speaker says that _____

a) resources will be difficult to find.
b) resources will be more accessible.
c) resources will be of better quality.

C) The introduction of e-books has made things easier for _____

a) rich families.
b) teachers.
c) low-income families

D) E-books in education will help to _____

a) reduce environmental problems.
b) increase deforestation.
c) reduce parents' involvement in schooling.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

You already know that we use " if " to express condition. **Unless, as long as/so long as and in case** can also be used to express condition. Study carefully the table below and say how similar or different they are. Where are they used? At the beginning, in the middle or at the end of sentences? What do you notice when they are at the beginning?

Language Function	Illustrative sentences
Expressing condition **with unless**	1. **Unless you study,** you will not pass your exam. 2. We're playing tennis tomorrow **unless it rains.** 3. I won't go to the party **unless she invites** me.
Expressing condition with **as long as/so long as**	1. I'll lend you the book **as long as** you promise to give it back to me next week. 2. **As long as** you come back before midnight, you can go to the party. 3. You can borrow the car **so long as** you don't drive too fast.
Expressing condition with **in case**	1. Take an umbrella **in case it rains**! 2. **In case this bottle** is not enough, I'll buy some more water. 3. **In case** you are not satisfied with the product, you can send it back.

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REMEMBER

- **Unless** means 'except if'. We use **unless** to say that there may be an exception and that this exception will change the situation. We use the present tense after unless when referring to the future. ** We don't use unless for impossible conditions.
- We use **in case** to express that we are doing something in preparation for something which might happen.
- We use **as long as** or **so long as** to express a condition, i.e. something will happen only on condition that something else happens. **As long as** has the same meaning as if, **providing (that), provided (that) or on condition (that).**

EXERCISE 1: Use 'unless', 'as long as' or 'so long as' and 'in case' to fill in the following gaps.

Example: 1. I'm taking my computer with me in case the teacher asks us to use it.

1. I'm taking my computer with me ***in case*** the teacher asks us to use it.
2. I won't use the mobile phone _____ there is an emergency.
3. _____ this computer is not powerful enough, you can send it back to the shop.
4. _____ she agrees to do her homework, her mother will give her permission to play video games.
5. My friend won't allow me to drive his motorbike _____ I promise not to phone while driving.
6. Buy another smart phone _____ this one does not work as you like.
7. Most parents will agree with the introduction of technology in the classroom _____ it does not automate almost all school activities.
8. _____ educational technology does not require extra time, teachers will go for it.
9. _____ you hear the contrary, consider that you will need your tablet.
10. We are prepared to go ahead with technology _____ it does not prevent learning.
11. It's a bit cloudy. Take your umbrella_____ it rains!
12. You will always pass your exam_____ you learn your lessons.

EXERCISE 2: Combine the following sentences using *in case, as long as* or *unless*.

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

1. You must be very careful. Your photo will be misused on the internet.
Unless _____
2. Keep your bank account secret. Cyber criminals will not have access to it.
As long as _____
3. He must stop smoking. Otherwise he will get cancer.
Unless _____
4. Be well prepared in computer science. You will get a good job.
In case _____
5. We must install an alarm system. Otherwise thieves will steal our car.
As long as _____
6. There is a fire. Leave the building.
In case _____
7. Accept my proposal. Don't expect any help from me.
Unless _____
8. Follow my instructions. You will get through the process much easily.
As long as _____

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B VOCABULARY CORNER

EXERCISE 1: With your partner, discuss which words from the box are being defined in the sentences below.

microwave – air conditioner – data – hair dryer – thermometer – iron – drone – headphone – food mixer – dishwasher

1. An electric instrument that washes automatically dirty plates, spoons, glasses, etc.
2. An instrument which permits to take the temperature.
3. An electric machine used to cook or heat food quickly.
4. Something you use to listen to the radio or music without other people hearing.
5. An electric equipment for pressing clothes to make them flat.
6. Information in an electronic form that can be used by a computer.
7. An electrical instrument used for drying a person's hair.
8. An electrical machine that keeps the temperature cool in a car or a room.
9. An electrical machine used for mixing for example eggs, sugar and milk to make cakes.
10. An aircraft that does not have a pilot but is controlled by someone on the ground.

EXERCISE 2: Choose one of the words related to technology from the box to complete each sentence. One word is not concerned.

password – save – at – hacking – shutdown – frozen – download – transfering – curser

1. In English this symbol @ is said ___ (1)___
2. It is strongly recommended to ___ (2)___ your important files/data in case of an unexpected incident in your computer.
3. I am sorry I did not finish your work because my computer suddenly got ___ (3)___.
4. Your photos look great! How about __ (4)__ them to your facebook page for your friends to see?
5. ___ (5)____ can send you straight to prison if you are caught.
6. Today, it is very easy to ___ (6)____ plenty of music from a computer to a USB key.
7. A lot of people saw their businesses decrease because of a one-day ___ (7)____ of Microsoft systems.
8. To be allowed to get access to your mail, you need to log in with a ___ (8)___.

C COMMUNICATION

1. Interview your class mates on the following issues and write down their opinions:
   - downloading music illegally;
   - online shopping;
   - smartphone payments.
2. With your neighbour, discuss the opinions of your classmates.

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Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

Look carefully at these pictures.



**DNA Testing



Work from home



Street surveillance

1. What do you see in each picture?
2. Which controversial topic is raised in each picture?
3. Find two or three arguments for and against.
4. What is your opinion about each topic?

B ROLEPLAY

1. Find another controversial issue about technology. Discuss both opinions for and against that topic and write a dialogue for two people who have different views.
2. Roleplay their dialogue.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

1. Study carefully the examples of comparatives in the table below.
2. What is the rule for forming the comparatives of adjectives in English?
3. Use adjectives like *big, fast, easy, expensive* and *good* to illustrate your rule.

Language Function	Illustrative sentences
Expressing Similarity (Equality) as ..... as	Computers are **as** useful **as** books. Smartphones are **as** quick **as** laptops.
Expressing Difference (superiority and inferiority) **Superior: more ..... than** **Short adjective:** **adj + er ..... than**	a. My smartphone is **not as** fast **as** yours. My smartphone is **not so** fast **as** yours. b. Your laptop is twice **as** powerful **as** mine. New cars are three times **as** economical **as** old ones. c.Today life is easi**er than** in the past. Electrical cars are **more** expensive than traditional ones. Mobile phones are **less** expensive than in the past. d. Social interaction is **worse than** in the past. For me, life is **better** today **than** yesterday.

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EXERCISE 1: Write true comparative sentences like in the Example:

Adjective types	Examples	Superior	Inferior
Short adjectives	short, clever	shorter than / cleverer than	less short/ less clever than
Long adjectives	intelligent, positive	more intelligent than more positive than	less intelligent/ less positive than
Exceptions	**good and bad,**	good ⇒ ***better than;*** bad ⇒ ***worse than.***	less good than less bad than
Adjective types	**Examples**	**Equal, Similar**	**Inferior**
Short and long adjectives	short, clever intelligent, positive	as clever as / as short as as intelligent as / as positive as	not so clever/ not as clever as not as positive/ not so positive as
Other	Use of 'twice', 'three times', 'four times', 'half', etc.	The use of smartphones in my area is ***twice as high as*** in a village.	The access to the internet here is only ***half as important as*** it is in Europe.

Bouaké is ____(big/ Abidjan)
Bouaké is ***less big than*** Abidjan or Bouaké is ***not as big as*** Abidjan.

1. Communication is ____ easy (nowadays/in the past).
2. The fear of missing something important is ____ common (among teenagers/adults).
3. Parents are ____ alarmed (about online content/time spent online) by their children.
4. Technology has brought ____ great changes (today/before).
5. The internet is not ____ popular (Africa/America).
6. Technology has made communication ____ fast (before).
7. Most young people are ____ anxious (without their smartphones/without food).
8. Travelling by car is __cheap (travelling by plane) but travelling by plane is ___comfortable.
9. Face to face conversation is ____warm and ____natural (online).
10. The youths think that there is no ____ good way of staying in touch (communicating through technology devices).

EXERCISE 2: **Complete the following sentences with the correct comparatives adjectives.**
Example: My computer is more powerful than yours.
My computer is as powerful as yours.

1. My computer is ____ powerful ____ yours.
2. Your friend is ____ good at ICT ____ I am.
3. New smartphones are ____ fast ____ previous ones.
4. I want to buy a new TV set which is ____ smart ____ the one I have.
5. Your tablet is not ____ quick ____ mine.
6. Most old people think that technology is ____ dangerous ____ drugs.
7. Technology use is ten times ____ high today ____ twenty years ago.
8. Filters make photos ____ attractive ____ photos taken with traditional cameras.
9. Technology has made doctors'work ____ easy.
10. Educational technology is of ____ great help to learners and teachers ____ traditional devices were.

SPECIMEN

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B VOCABULARY CORNER

EXERCISE 1: Read the following text and match the words from the text in column A to their meanings or synonyms in column B. The words are underlined in the text to help you.

This morning I tried to ring my boss to inform him that I was sick, but I didn't succeed. There may be a problem with his mobile or the line. I could not use the landline phone because I was in a hospital. I checked the battery and it was okay. To make sure I hadn't dialed a wrong number, I checked several times his number even in my notebook. I texted him in vain. I tried and tried but all my calls failed to reach the boss. When I called for the very last time, I was told that his line was engaged. Finally, I left a message in his voicemail.

Example: 1. e

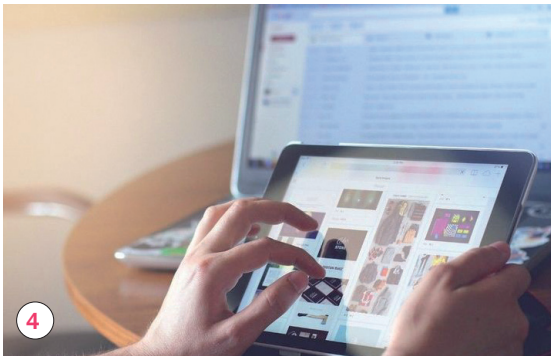
A	B
1. line	a. sent a written message by phone
2. landline	b. make a phone call by pressing the number
3. dialed	c. succeed to communicate with someone on the phone
4. texted	d. busy; occupied
5. failed	e. connection between two phones
6. reach	f. system for recording messages over the telephone
7. engaged	g. a phone connected to the phone system by wires/cables
8. voicemail	h. were unsuccessful

EXERCISE 2: Look at the pictures below, then match each of the words referring to them in column A with the correct definition in column B.









SPECIMEN

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5


6


7


8



9



10


11

A	B
1. a keyboard	a. a phone at home and offices
2. to surf the internet	b. a flat surface on a TV or computer on which pictures and texts are shown
3. a washing machine	c. you use it to click on the computer
4. a touchscreen	d. to spend time visiting a lot of websites
5. a dishwasher	e. a flat surface on a smartphone or computer that you touch to dial or get information
6. a laptop	f. you can play it on a computer or playground
7. a screen	g. a computer that you can travel with
8. a mouse	h. a machine for washing clothes, bedsheets, etc.
9. a landline	i. set of keys on a computer or typewriter
10. to text message	j. send someone a message
11. a game	k. a machine for washing plates, spoons, cups, etc.

SPECIMEN

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COMMUNICATION

Lago and Blédja express similarities and differences about some of the activities related to technology. Sometimes, they agree ; other times they don't. Write their conversation and add your opinion. You can use the activities below (or use your own activities) to make comparative sentences.

Example: watching television – surfing the internet – texting friends for hours.

Lago: 'Surfing the internet is more harmful than watching television.'
Blédja: 'Well, I think it's (much) less harmful than watching television.'
You: 'For me, none of them is as harmful as texting friends for hours.'

Some activities:

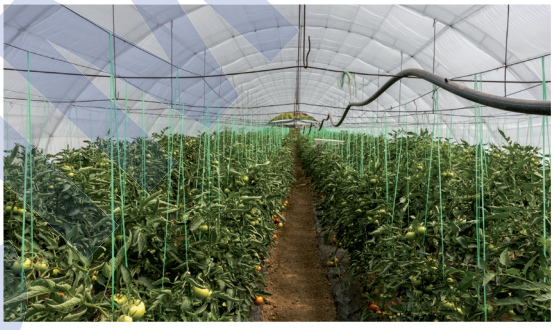
surfing the internet – watching television – texting friends for hours – sending emails – sending letters through the post office – having face to face conversation – good data – keeping in touch online – telephoning – fake news – keeping privacy.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

1. Look at the picture. What can you see?
2. Is this the traditional way of planting?
3. What do you think of this kind of farming?



B UNDERSTANDING A TEXT

1. The words and expressions in column A are from the text below. Read it and match the words with their meanings or synonyms in column B. **Example:** 1- g

A	B
1. crop yields	a) kinds of boxes for plants
2. cut down	b) watered
3. supply	c) provision
4. stacked	d) substances that plants need to grow or live
5. shelves	e) deal with
6. sprayed with water	f) arranged, ordered
7. nutrients	g) agricultural production
8. sustainable	h) reduce
9. handle	i) made in such a way that causes little or no damage to the environment for a long time

SPECIMEN

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New Agriculture Technology in Modern Farming

Indoor vertical farming can increase crop yields, overcome limited land area, and even reduce farming's impact on the environment by cutting down distance traveled in the supply chain. Indoor vertical farming can be defined as the practice of growing produce stacked one above another in a closed and controlled environment. By using growing shelves mounted vertically, it significantly reduces the amount of land space needed to grow plants compared to traditional farming methods. This type of growing is often associated with city and urban farming because of its ability to grow in limited space. Vertical farms are unique in that some setups don't require soil for plants to grow. Most are either hydroponic, where vegetables are grown in a nutrient-dense bowl of water, or aeroponic, where the plant roots are systematically sprayed with water and nutrients. In lieu of natural sunlight, artificial grow lights are used.

From sustainable urban growth to maximizing crop yield with reduced labor costs, the advantages of indoor vertical farming are apparent. Vertical farming can control variables such as light, humidity, and water to precisely measure year-round, increasing food production with reliable harvests. The reduced water and energy usage optimizes energy conservation -- vertical farms use up to 70% less water than traditional farms. Labor is also greatly reduced by using robots to handle harvesting, planting, and logistics, solving the challenge farms face from the current labor shortage in the agriculture industry.

By Linly Ku Indoor Vertical Farming
(https://www.plugandplaytechcenter.com/resources/new-agriculture-technology-modern-farming/)

2. Read the text again and say if these statements are true or false. Say why.

1. Vertical farming is a solution to the problem of lack of land.
2. Vertical farming cannot be done in big cities.
3. Vertical farming destroys the environment.
4. Hydroponic vegetables do not need sunlight.
5. Labor costs in vertical farming are lower than in traditional farming.
6. Traditional farms use more water than vertical ones.
7. Vertical farming contributes to unemployment.
8. Vertical farming contributes to energy conservation.

A CRITICAL THINKING

1. Why do people practise vertical farming?
2. What is your own reaction about this agricultural technology?

Session 6

COMMUNICATION

DISCUSSION

Most people say that agriculture contributes to deforestation and to the destruction of the environment.

In your class group:

1. find **pros** and **cons** about the statements;
2. discuss how food can be provided without destroying the environment;
3. give your opinion about the topic.

SPECIMEN

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the pictures. What can you see?





B READING

A paragraph, generally, begins with a sentence called **a topic sentence**. That sentence tells the reader the subject matter of the paragraph. To catch the readers' attention and interest, the writer uses an attractive topic sentence. That sentence is followed by some sentences called **supporting sentences**. Supporting sentences **explain or justify** the main idea expressed in the topic sentence. This can be done through **examples**. In other words, they give more information about the main idea of the topic sentence.

SPECIMEN

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EXERCISE 1: Read the text below and answer the following questions.

1. What is the topic sentence of this paragraph?
2. What is the main idea?
3. What are the sentences that support the topic sentence?
4. Why does the author mention the past?

Modern Technology

Modern technology is changing the way we live our lives. Clever gadgets make everyday activities easier and enable people to use their time effectively. People are busier than ever before. Technological advances mean that things are often possible with the touch of a button. A hundred years ago, however, things were very different. Everyday jobs, like doing the laundry, would take a whole day, and the telephone was a new invention! Nowadays, almost every household has a washing machine and a dishwasher, and there are more than 70 million mobile phones in use in the United Kingdom alone.

(https://quizizz.com/admin/quiz/5f7c282f21be53001c2f9003/communication-5-test-partial-1)

EXERCISE 2: Read the paragraph again and match the words from the text in column A to their meanings in column B.

A	B
1. Clever	a) improvement or progress
2. advance	b) group of people, often a family, living together
3. laundry	c) Intelligent
4. household	d) washing of dirty clothes and bedsheets

C COMMUNICATION

During an English class, you have been given the following topic, 'Some parents confiscate their teenagers' phones as a punishment for poor behaviour. Say if it is a good idea or not and give your opinion.'

1. Discuss the topic in your class group.
2. Write a short paragraph about it.
   - Use an attractive/catchy topic sentence.
   - Support your topic sentence with supporting sentences.

SPECIMEN

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Session 8

Check 3

LISTENING

1. Listen to the audio and decide which speaker in column A says what is in column B.

A	B
Speaker 1	a. That person confiscates her children's mobile phones when they use them the wrong way.
Speaker 2	b. That person doesn't like her mobile phone.
Speaker 3	c. That person thinks that mobile phones have both advantages and disadvantages.
Speaker 4	d. That person thinks that mobile phones are useful at school.
Speaker 5	e. That person is against the confiscation of chldren's mobile phones.

2. Listen to the audio again and say if these statements are true or false. Explain why they are true or false.

Speaker 1: Her children can be reached everywhere at any time.
Speaker 2: She never confiscates her child's phone because he will feel lost without his phone.
Speaker 3: Her mother does not want her to use a mobile phone.
The young girl is not happy about the type of phone she has.
Speaker 4: He wants mobile phones to be banned at school.
Mobile phones are necessary in class.
Speaker 5: It's not good to confiscate children's phone.
Parents should teach their children how to use mobile phones safely.

SPEAKING

In your class group, examine the following domains: education; agriculture; medicine. Choose one and identify the problems related to that domain in your country. Discuss how technology can help solve those problems.

LANGUAGE FOCUS

A GRAMMAR

Complete each sentence with the correct comparative of the adjective.

1. My elder brother thinks that he is .....(clever) ..... me, but I don't agree.
2. Watching films in a cinema is .....(good) ..... on a smartphone.
3. I think that face to face conversation is .....(natural) ..... chatting on a phone.
4. Most old people consider that our time is .....(bad) ..... theirs'.
5. Is that girl .....(old) than you? I don't think so.
6. The teacher's smartphone is twice .....(sophisticated) ..... mine.
7. New generation computers are .....(quick) and .....(easy) to carry ..... old ones.
8. My opinion is that the human brain will always be .....(intelligent) ..... technology.

B VOCABULARY

Here is a nice word scramble game. Write the letters in the correct order.

Example: ***pnmrtsehao →smartphone***

pnmrtsehao - nehtoyglco - aatd - nectcolrie - iltagdi - tenretni - tmailumied - onilen - ornde - ifelse - lamie

SPECIMEN

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Project 3

The UNESCO is organising a competition about the importance of technology in education. The theme of the project is: 'Technology: The Answer to Education Issues by 2050.' You have been asked to promote the project. If you win the prize, all the classrooms of your school will be equipped with up-to-date technological materials.

A. Task

Design a poster with technology in the year 2050 in mind.

B. Data collection

1. Plan your research.

You will need to decide:

- what you want to put on your poster; texts? drawings? pictures?
- who is going to do which tasks in your group;
- how to find general information about the issue;
- if there are people or local organisations that you could contact.

2. Carry out your research.

C. WORKS CITED: Write your sources of information (website, book, newspaper article, etc.)

SPÉCIMEN

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UNIT 7 POLITICAL CHANGE

Session 1

Key to this lesson

- Suffixes –al and -ic
- Conjonctions or joining words
- Places of adjectives
- Writing a five-paragraph essay
- Communication, roleplay
- Understanding a text.

PICTURE TALK

1. Look at the three pictures below. Describe what you can see.







2. Look at the three pictures above again. Share your feelings with your class group.

LANGUAGE SKILL: LISTENING

A LISTENING 1

Listen to the audio and do the activities that follow.

1. Listen to the audio and give its gist.
2. Listen again to the audio and tell your class group what the speaker is dreaming about.

B LISTENING 2

1. Listen to the audio and say who the main character is.
2. Listen again to the audio. As you listen, answer the questions in your notebook. Compare your answers with your class group.

1. When did the event happen?
2. Who signed the Emancipation Proclamation?
3. What was the aim of the Proclamation Act?
4. How many people attended the meeting?
5. Identify the people who took part in the meeting.
6. How did the people come to the meeting?
7. What did these people want?

SPECIMEN

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Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Using conjunctions or joining clauses or sentences. Conjunctions are very useful and very frequent in English. Ex: but, and, although, because, as...	• Fougnigué went to get a drink of water but he had an accident on his way. • Akissi's a happy child **although** she sometimes cries when she's hungry. • Romarique always walks **because** she likes sport. • Mikoué **and** Bintou are good friends. They are often seen together. • She stayed at home **as** she has no car.

EXERCISE 1: Study the illustrative sentences above and make similar ones with each of them to show your understanding.

EXERCISE 2: Read the text below and fill in the gaps using the conjunctions you've just studied (because, but, although, as, and).

Modern Technology

Mice live in our walls (1) ..... do not trouble our kitchen. We are pleased (2) ..... cannot understand why they do not come into our kitchen where we have traps set, (3) ..... they come into the kitchens of our neighbors. (4)..... we are pleased, we are also upset, (5) ..... the mice behave as though there were something wrong with our kitchen. What makes this even more puzzling is that our house is much less tidy than the houses of our neighbors. There is more food lying about in our kitchen, more crumbs on the counters (6)..... filthy scraps of onion kicked against the base of the cabinets. In fact, there is so much loose food in the kitchen I can only think the mice themselves are defeated by it.

Adapted from Five Stories by Lydia Davis
http://www.conjunctions.com/print/article/lydia-davis-c24

B VOCABULARY CORNER

EXERCISE 1: Listen and repeat.

grapple with – flux – deal with – growth – decay – empire – emerged – flourished – vanished – social strife – threat

SPECIMEN

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EXERCISE 2: Read the text below and do the activity that follow it.

Development and change in political systems

Students of political systems grapple with a subject matter that is today in constant flux. They must deal not only with the major processes of growth, decay, and breakdown but also with a ceaseless ferment of adaptation and adjustment. The magnitude and variety of the changes that occurred in the world's political systems beginning in the early 20th century suggest the dimensions of the problem. Great empires disintegrated; nation-states emerged, flourished briefly, and then vanished; world wars twice transformed the international system; new ideologies swept the world and shook established groups from power; all but a few countries experienced at least one revolution and many countries two or more; domestic politics in every system were contorted by social strife and economic crisis; and everywhere the nature of political life was changed by novel forms of political activity, new means of mass communication, the enlargement of popular participation in politics, the rise of new political issues, the extension of the scope of governmental activity, the threat of nuclear war, and innumerable other social, economic, and technical developments.

https://www.britannica.com/topic/political-system/Development-and-change-in-political-systems

As you read the text, match up in the table below the words or phrases in column A to their definitions in column B. Write your answer like in the example.

Example: 1. grapple with: deal with, tackle, study.

	A	B
1	grapple with (L.1)	challenges, problems
2	growth (L.2)	deformed, transformed negatively
3	decay (L.2)	trouble between people
4	breakdown (L.2)	deal with, tackle, study
5	magnitude (L.3)	the act of growing greater
6	occured (L.4)	menace
7	contorted (L.9)	decomposition
8	social strife (L.9)	sudden failure
9	rise (L.11)	great importance
10	issues (L.11)	took place, happened
11	scope (L.12)	development short coming
12	threat (L.12)	extention, range

SPECIMEN

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EXERCISE 3

A- Read the text below. Then find the words whose definitions are given in the table below. The lines where you can find the words are indicated in brackets.
Do like in the example: 1. outbreak

Where Is the International Community?

African governments and publics will closely monitor their external partners, rendering judgments on whether China, the European Union, and the United States are sufficiently responding to the COVID-19 outbreak in sub-Saharan Africa. When the news broke, there was an uptick in xenophobia against Chinese citizens in sub-Saharan Africa. A Kenyan politician allegedly said Chinese people should be stoned on sight, while there have been other cases of Chinese people harassed and intimidated on fears of coronavirus. In Nigeria and Kenya, there was panic when flights from China arrived at their international airports. However, as of mid-March, it has become clear that the majority of the cases in sub-Saharan Africa have come from Europe, notably Italy and France, not from China. Indeed, Somalia is the only sub-Saharan African country with an index case connected to China. The Chinese government also has started to pivot, repositioning itself as contributing to the global response. In a letter to the United Nations, Chinese Ambassador Zhang Jun pledged "solidarity with the rest of the international community to jointly fight the epidemic." Jack Ma, founder of Chinese tech giant Alibaba, said he will partner with Ethiopian Prime Minister Abiy Ahmed to distribute 10,000-20,000 corona testing kits per country, more than 100,000 masks for each African country, and guideline books on how to treat patients with the virus.

Source China floats 'Africa Quad' with Germany and France
Nikkeo Asia | Ken Moriyasu and Tsukasa Hadano, July 7, 2021

B-

	Definition of words to be found in the passage above.
1	Something happening on a large scale level (L3).
2	Increase (L.4)
3	A piece of information that is not proven but asserted (L5).
4	Change once's former position and adopt a new one (L12).
5	Participate in the welfare, for instance, of a community (L13).
6	Plead and ask for the participation and contribution of other people for a good cause (L14).
7	Share, give goods or other materials to other people (L16).
8	Try to find out if somebody for instance is contaminated with Covid-19 (L17).
9	Something that gives indications as to how to use, say, a new material (L18).
10	People who go and see a medical doctor at a hospital (L18).

SPECIMEN

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C COMMUNICATION

LISTENING TASK

1. Listen to the audio and choose its appropriate gist among the three options suggested.
   The audio is about:
   a. general elections;
   b. election day;
   c. political text messages.

2. Listen again to the audio and while listening, complete the information in the table below. Check with your neighbour.

	A	B
1	The election will take place in about...	Six weeks
2	Before the election the populations are....	
3	The most recent media to get people's attention is...	
4	Number of SMS each person gets...	
5	Some messages that ask for money could be....	
6	A message said a member of Chris Anderson's family did not get...	

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

1. Look at the picture below.
   - Where in the world is this scene taking place? How do you know it?
   - What are the people doing?
   - Why are they doing this?

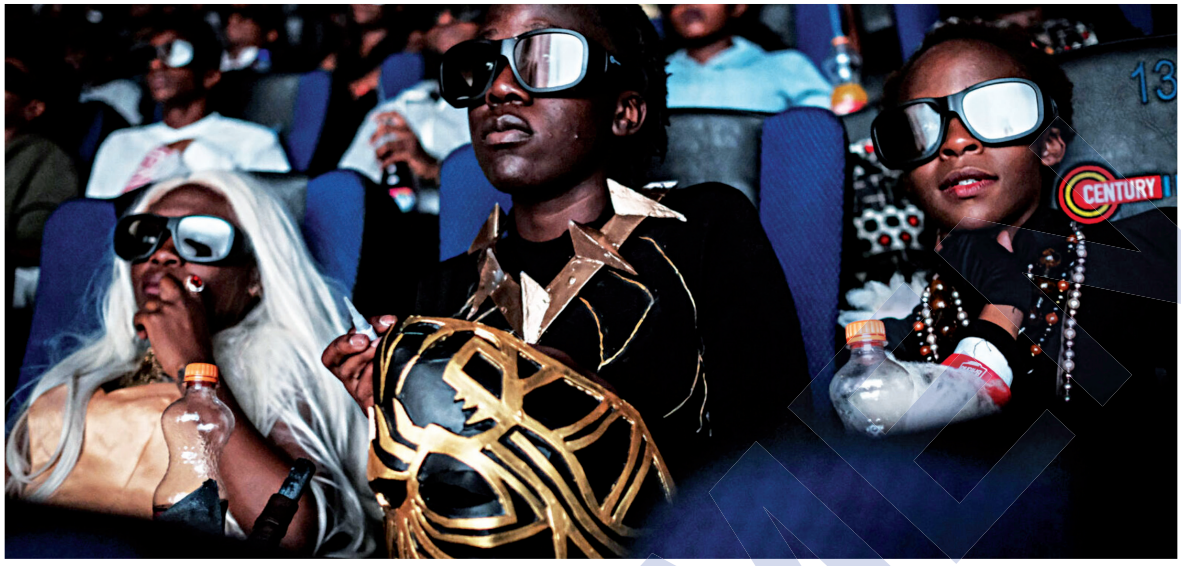


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2. Look at this second picture below.
   - Where do you think we are? Explain your choise.
   - Where are these people?
   - How do they feel? How do you know?

3. In group of four, discuss your interpretations of the two pictures.



B ROLEPLAY

Roleplay a scene of famine in your region.

Organise protests. Walk on the streets. Chant your anger. Denounce the policies of the government that refuses to help the planters and farmers. Show that your region is rich, that what the farmers and planters need is help to produce food for the whole region and the whole country. Show that if tractors are provided, you could make miracles.

Tell the government what you need is not fish but you want to fish for yourselves and your children. Tell them if tractors are given to you, you're ready to reimburse the government till the last penny. Tell them you don't need any presents whatsoever from anyone, but what you're requesting is that your productions should be paid the fair price. Tell them you want to join ''The equitable Trade''. Insist you need autonomy. Write leaflets and flyers, paint your faces, use headbands, use tree branches... bring your famished kids. Show your anger. Avoid violence at all costs during your marches and demonstrations.

Invite the press to come and report on your demonstrations.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function Showing positions/places of adjectives	Illustrative sentences
a. When there is a single adjective in English this adjective always comes before the noun.	The tall man there is Mohammed Ali, the legended boxer.
b. Several variations are possible when we have more than 1 adjective but a fairly usual order is: 1. Size 2. General description 3. Age 4. Shape 5. Colour 6. Material 7. Origin 8. Purpose	• A tall, intelligent, supple basketball genius. • A tall, calm man is holding a long, sharp knife. • A pale, anxious girl is waiting in a dark corner. *(source : A Practical English Grammar 4th edition PP 33-36)*

EXERCISE 1: Here are some nouns and adjectives. Order them appropriately when necessary.

a man tall; a player basketball; a boy short; a girl intelligent; a knife sharp; a stupid little boy	a man single; a baby cute; a snake dangerous; a pretty girl; a runner rapid

EXERCISE 2: Here is a combination of some adjectves describing people and other things. Look closely at the order suggested above and make an acceptable description.

Example: a. A long, sharp knife.

a	knife, long, sharp	e	small, bath, round
b	exagonal, coins, new	f	clock, elegant, French
c	curtains, blue, velvet	g	suspicious, small, official
d	old, bucket, plastic	h	dog, brown, inquisitive

B VOCABULARY

EXERCISE 1: Listen to the audio and repeat.

Battleground – legit – recently – required – mail – in ballot – privileged – provided – removal process – intent – finished – researched

SPECIMEN

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EXERCISE 2: Read the text below and do the exercise which follows.

Political text messages are the newest battleground. Are they legit?

I recently learned that the office of the Supervisor of Elections is required by state law to send information to candidates and political parties concerning mail-out and return of mail-in ballots. Haven't researched whether any other information is provided under direction of this law, but it would seem that any information concerning registered voters and ballots should be privileged to the voter and the office of the Supervisor of Elections. Certainly, if any personal and/or contact information is required to be sent under this law; perhaps the law should be removed. My intent is to research this and begin the removal process when this election is over, counted, announced and finished.

https://www.news4jax.com/news/local/2020/09/17/political-text-messages-are-the-newestbattleground-are-they-legit/

Match the words from the text in the table below to their definitions like in the example. Tell your neighbour. Example: 1. asked, demanded.

	Words from the text	Definitions in context
1	required	taken away
2	state law	intention
3	mail out	asked, demanded
4	mail in	given
5	ballots	electronic letters sent
6	provided	regulations
7	removed	electronic letters received
8	intent	votes

C COMMUNICATION

Speaking task

Read the text below. It raises some issues regarding Africa. With your class group, identify one issue you feel strongly about and discuss it.

COVID-19 Is an African Political Crisis as Much as a Health and Economic Emergency

Sub-Saharan Africa is speeding toward a political crisis as well as a health and economic catastrophe in the face of the rapidly expanding COVID-19 pandemic. The region's media and leaders had been slow to come to grips with the threat in part because infection rates were minimal and confined to a few countries throughout February and into the first week of March. The region, like most areas in the Global South, initially received a reprieve from the COVID-19 outbreak that ravaged China and is now spreading rapidly across Europe and the United States. But that grace period is now over. As of March 18, 2020, there are 25 sub-Saharan African countries with confirmed cases. And every day brings new reports of infections, even in landlocked countries such as the Central African Republic and small countries with tiny populations such as Equatorial Guinea and the Seychelles.

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Judd Devermont, Director, Africa Program

SPECIMEN

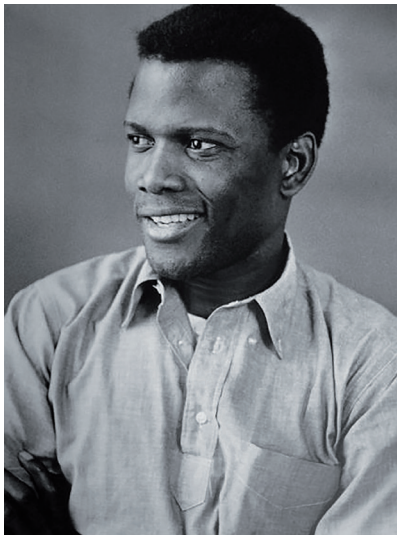
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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK AND DISCUSSION

Describe the pictures below.





Sidney Poitier, an African American actor

B UNDERSTANDING A TEXT

Skimming

1. Read the text below and say what its main idea is.

As far as black Americans were concerned, the nation's response to Brown was agonizingly slow, and neither state legislatures nor the Congress seemed willing to help their cause along. Finally, President John F. Kennedy recognized that only a strong civil rights bill would put teeth into the drive to secure equal protection of the laws for African Americans. On June 11, 1963, he proposed such a bill to Congress, asking for legislation that would provide "the kind of equality of treatment which we would want for ourselves." Southern representatives in Congress managed to block the bill in committee, and civil rights leader A. Philip Randolph, a labor leader and longtime civil rights activist, called for a massive march on Washington to dramatize the issue. He welcomed the participation of white groups as well as black in order to demonstrate the multiracial backing for civil rights. The various elements of the civil rights movement, many of which had been wary of one another, agreed to participate. The National Association for the Advancement of Colored People, the Congress of Racial Equality, the Southern Christian Leadership Conference, the Student Non-violent Coordinating Committee and the Urban League all managed to bury their differences and work together. The leaders even agreed to tone down the rhetoric of some of the more militant activists for the sake of unity, and they worked closely with the Kennedy administration, which hoped the march would, in fact, lead to passage of the civil rights bill.

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Judd Devermont, Director, Africa Program

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Scanning

2. Read the text again and summarise it in a few sentences.

3. Answer the questions that follow it.

Questions

1. Who was the President of the USA at the time the bill of civil rights was proposed?
2. What was the aim of the bill of civil rights?
3. When exactly was the bill proposed?
4. What did the southerners do when the bill was introduced to Congress? Why?
5. What action did the civil rights movement take after the bill was introduced?
6. What was Philip Randolph and where did he want to go?
7. How many organisations were present at the march? Cite them.
8. Which races were expected on the march? Why do you think?
9. What did Philip Randolph succeed in doing?
10. What did the different leaders agree to do? Why?

Critical Thinking

What are three social issues that look most important to you in your country or your area? Do you think any of these issues could be given a solution if all people got together?

Session 6

COMMUNICATION

a. Read and discuss the main problem of the text below.

b. Highlight the importance of coming together as one to solve essential concerns.

On August 28, 1963, under a nearly cloudless sky, more than 250,000 people, a fifth of them white, gathered near the Lincoln Memorial in Washington to rally for "jobs and freedom." The roster of speakers included speakers from nearly every segment of society — labor leaders like Walter Reuther, clergy, film stars such as Sidney Poitier and Marlon Brando and folksingers such as Joan Baez. Each of the speakers was allotted fifteen minutes, but the day belonged to the young and charismatic leader of the Southern Christian Leadership Conference.

Dr. Martin Luther King Jr. had originally prepared a short and somewhat formal recitation of the sufferings of African Americans attempting to realize their freedom in a society chained by discrimination. He was about to sit down when gospel singer Mahalia Jackson called out, "Tell them about your dream, Martin! Tell them about the dream!" Encouraged by shouts from the audience, King drew upon some of his past talks, and the result became the landmark statement of civil rights in America — a dream of all people, of all races and colors and backgrounds, sharing in an America marked by freedom and democracy.

Roleplay

a. Imagine you are a journalist. After the big and successful march on Washington you are talking to Dr Luther King Jr. Prepare the interview and roleplay it with your neighbour.
b. Now as a public pair, perform the interview again before the whole class. Talk about his determination, courage, fears, dreams, the future battles, etc.

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look carefully at the picture below. In your class group, say who you can see and what message the picture conveys (to you).



B READING AND WRITING

Read the model text below and study its form in your class group: see the number of paragraphs, the role of each paragraph, the topic sentences, the number of ideas in each paragraph, the transition sentences... the linking words...Take notes in your copy book.

Historians do not perform heart transplants, improve roads, or arrest criminals. In a society that expects education to serve useful purposes, the functions of history can seem more difficult to define. History is very useful in shaping our understanding of ourselves, other people and the wider community even though some believe that this knowledge is outdated.

While there are numerous reasons to study history, arguably the most pertinent is that history helps us to understand people and societies. This is because history provides us with a vast receptacle of knowledge about how people and societies behave. For example, how could we project economic forecasts without the study of past trends? However imperfectly, history serves as our laboratory and the data it provides allows us to understand why our complex species does what it does. This shows us that we study history to understand how and why people manage their lives the way they do.

Furthermore, the study of history provides people with a sense of identity. This is why many nations continue to keep history as a core subject of study as it provides evidence and stories of how whole countries came to what they are. For instance, the study of family

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history allows a family to understand their origins and how their lives and people they care about have interacted with larger historical events. In addition, it provides the narrative that informs national and cultural values, therefore, engendering a commitment to national loyalty by allowing a person to relate to a particular group, thus demonstrating the importance of learning history.

It is often argued that history is irrelevant because the knowledge it traditionally provides and its status in society, have changed. The command of facts was used as a screening process to distinguish intelligence from skills in numerous scenarios from university to business. The gaining of this knowledge was pure memorisation and today considered an inappropriate learning style. Now, the argument goes, society has moved beyond such times and this knowledge is considered irrelevant and impractical. However, this is a false argument: one, memorisation is just one aspect of studying history and two, knowledge of history is usually coupled with appreciation of culture and provides us with a more considered approach to life. Thus history remains relevant as such skills, in globalised world are prized and valuable.

In conclusion, history remains an invaluable subject. Studying it not only reflects education and engagement with the world, it also helps us to understand modern society and a clear sense of ourselves within it. The problem arises through the teaching approach, memorisation engenders boredom. However, if taught creatively, with solid critical analysis the question of why we should study history would itself become history.

Adapted from How to write an argumentative essay-Counter paragraph, British Council

C COMMUNICATION

Writing task:

Having studied the model text above, write a five-paragraph essay about politics and politicians. The best essay will be published in your school English club magazine and on the Internet.

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UNIT 8 AFRICAN CULTURAL HERITAGE

Session 1

Key to this lesson

- Using linking words to show contrast
- Adverbs placement in sentences
- Listening task
- Class discussion

PICTURE TALK

1. Look at the pictures below.
Study them with your partner and then describe them to the class.





2. Can you be involved in a Voodoo ritual? How about wearing traditional clothes such as the ones worn by the children in the second picture for your daily activities?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. As you listen, practise repeating the words with the correct pronunciation.

Heritage – Folklore – Contemporary – Modernity – Cultural diversity – Western Civilization – Legacy – Ritual – Lifestyle – Acculturation – Tribalism – Taboos – Clothing – Practices – Indigenous – Native – Sites – Property – Dowry – Safeguard – Prejudices – Foreignness.

2. Now practise by reading the words with your partners in a group. Your group reporter will read them aloud to the class.

B Listening 2

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

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

1. Robben Island is .....
   a) a country in Africa.
   b) one of UNESCO's country.
   c) one of UNESCO World Heritage sites.

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2. The first people who were banished to Robben Island were .....
   a) Malagasy slaves.
   b) Zulu slaves.
   c) not slaves.

3. The first people who were banished to the island were from .....
   a) Mali.
   b) Madagascar.
   c) Malawi.

4. Robben Island was used for people with leprosy in .....
   a) 19th century.
   b) early 20th century.
   c) 1945, during World War II.

5. Nelson Mandela spent .....
   a) all his life in Robben Island.
   b) 27 years near Robben Island.
   c) 27 years in prison.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Using linking words to show contrast	- I love to live in Abidjan, **although** the traffic is very busy there. - I love to live in Abidjan **in spite of** the busy traffic. - **Despite** the busy traffic I love to live in Abidjan. - The traffic is very busy in Abidjan. **Yet**, I love to live there. - **Even though** the traffic is busy in Abidjan, I love to live there.

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

EXERCISE 1: Read the sentences and choose 'however', 'although' or 'despite' to complete them.

1. _____ the rain yesterday, we went to school.
2. _____ it rained yesterday, we went to school.
3. It rained yesterday. _____, we went to school.
4. Habib bought the watch, _____ the fact that it was expensive.
5. Habib bought the watch. _____, it was expensive.
6. ____ it was expensive, Habib bought the watch.
7. Anny finished the homework. ____, it wasn't easy at all.
8. Anny finished the homework, ____ it wasn't easy.
9. ____ the fact that it wasn't easy, Anny finished the homework.
10. The restaurant has a good reputation. ____, the food was terrible.
11. ____ the restaurant has a good reputation, the food was terrible.
12. ____ the good reputation of the restaurant, the food was terrible.

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EXERCISE 2: Read the paragraph below and fill in the gaps with *despite*, *in spite of, although or even though.*

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

..... Yao's company is small, he sells almost a hundred machines a month. ..... all the difficulties, the project started on time and was a success. ..... he was warned against doing so, he went ahead with the project. ..... his lack of experience, he has become a successful businessman. Yao was not a billionaire, ... he builds schools for three villages. ..... he's wealthy, he drives a second-hand car. He took a holiday in London last summer. ..... it rained a lot, Yao enjoyed the holiday.
One of his employees is very lazy. ..... he has been working for the company for six months now, he never seems to know what to do.

B VOCABULARY CORNER

Read and study the following sentences:

- The Director's secretary **made** a cup of coffee for him.
- Can you **make** a sandwich for me, please?
- Our candidate **made** a brilliant speech during the electoral campaign.

Many expressions use the pattern with TO MAKE. Study the examples below.

to make a phone call – to make a wish – to make money – make an effort – to make a noise – make a difference – to make a note – to make a speech – to make a list – to make a complaint – to make a profit – to make somebody happy – to make somebody do something.

EXERCISE 1: Choose the right words between "make" and "do" to fill in the blanks.

Example: ***1. make***

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

EXERCISE 2: Read the two paragraphs below. Choose MAKE or DO with their correct forms to fill in the blanks. Example: ***1. doing***

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

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

C COMMUNICATION

Africa has got a rich culture in the fields of music, dance, clothing, food, etc. Yet, most of this heritage is disregarded by young African generation. Hold a short exchange with a partner about this issue using words of contrast as much as possible.

Session 3

LANGUAGE SKILL: SPEAKING

A **Observe the picture below, and with a partner make sentences including words to show contrast and vocabulary words with " make " to talk about it.**

Example: *A man is playing the drum. However, the women are not dancing.*



B **ROLEPLAY**

As a host, tell your American friend visiting your country about the value of some cultural objects, sites and also some traditional practices existing in your country.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Place of adverbs in sentences	- Kofi **always** gets up at 6 o'clock in the morning. - Jonathan has **never** been to London. - It is **usually** hot in February. - Our football team played **well**. - She opened the door **slowly**. - Prices have raised. **Consequently**, one must spend a lot of money for food.

Note that when modifying an entire sentence, adverbs can be placed in four positions:

- at the beginning of the sentence;
- at the end of the sentence;
- after the verb to be and all auxiliary verbs: can, may, will, must, shall, and have, when have is used as an auxiliary (for example in I have been in Spain twice);
- before all the other verbs.

EXERCISE 1: Choose the right answer from the brackets to fill in the gaps.

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

EXERCISE 2: Rewrite the complete sentence using the adverb in brackets in its usual position.

Example: I play tennis. (wonderfully) ***Answer:*** I play tennis wonderfully.

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

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B VOCABULARY CORNER

IDIOMS

1. Guess the meaning of what is written on pictures 1. Share your answer with your partner.



Money doesn't grow on trees



Born with a silver spoon in one's mouth

Well, " Money doesn't grow on trees " is a common expression that means money is a limited resource and is not easily acquired, so it shouldn't be spent in a careless manner.

The meaning of expressions such as " Money doesn't grow on trees", is not related to the literal meaning of its words. It is called an idiom. Read the following sentences and guess their meanings.

2. Now, with your partner, discuss the meaning of the idoms below.

- Joseph was born with a silver spoon in his mouth.
- When pigs fly my sister will clean her bedroom.
- The English test was a piece of cake.
- Let's call it a day!

Here are some popular English idioms and their meanings.

Idioms	Idioms meaning
Eating like a horse	Eating excessively, eating too much
To kick the bucket	To die
To be in a tight corner	To be in a difficult situation
At the 11th hour	At the last moment
To break the ice	To make each other feel comfortable
At sea	Confused
Read between the lines	Understanding the real message behind something
Raining cats and dogs	Raining very heavily

EXERCISE: Read the text below containing 11 underlined idioms which are put in column A. Match them with their definitions in column B. The first one is done for you: 1-g.

MARTIN LUTHER KING DAY

Martin Luther King Day was first observed in 1986, although it was not observed in all states until the year 2000. Martin Luther King, Jr. became a man <u>to look up</u> to in the Civil Rights Movement. He tried to bring an end to racial segregation and discrimination.

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When many of American didn't get it during the 1950s and 1960s, he was a leading spokesperson for nonviolent methods of achieving social change. His eloquence as a speaker and his worldly wisdom, personal charisma, combined with a deeply rooted determination to get America to let go of prejudice and create equality among all races. This put him in the eye of the storm. He dared to go where angels fear to tread and despite personal risk won a world-wide following. He was awarded the Nobel Peace Prize in 1964 and was selected by "Time magazine" as its Man of the Year. His "I Have a Dream" speech, which is now considered to be among the great speeches of American history, is frequently quoted. His success in taking the drive for civil rights was dead on and inspiring, however, made him the target of segregationists who believed firmly in the superiority of the white race and feared social change. His belief in non-violent protest was a double-edged sword because there is a fine line between protest and breaking the law. He was arrested by the fuzz over 20 times. The courts threatened to throw the book at him, and lock him up. His home was bombed and he was assassinated on April 4, 1968, on the balcony of a motel where he was staying in Memphis. A monument to Dr. King was unveiled in the national capital in 2012.

From Idioms by kids Website, December 2021

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

C COMMUNICATION

Read the following idioms and their meanings; then with a partner, use some of them to write one short and meaningful story in about 5 lines to tell the class.



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- **As easy as ABC.** Meaning: Something is very easy.
- **Bee in her bonnet.** Meaning: She is upset.
- **Birdbrain.** Meaning: Someone who is not very smart.
- **Busy as a bee.** Meaning: To be very active and working hard at something.
- **Call it a day.** Meaning: Time to quit.
- **Cat got your tongue?.** Meaning: Why aren't you talking?
- **Cool as a cucumber (Food Idioms).** Meaning: To be very calm under stress.
- **Crack a book.** Meaning: Open up a book and study.
- **Cross your fingers.** Meaning: For good luck.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the pictures below and discuss in pairs what they are about.





B UNDERSTANDING A TEXT

Skimming

1. Read the text below quickly and tell the class its main idea.

FRANCE RETURNS 26 LOOTED ARTIFACTS AND ARTWORKS TO BENIN

Twenty-six works of art seized by French colonial soldiers in 1892 returned to Benin, a landmark in the long fight by African countries to recover looted artifacts.
The works, which include the doors of the Palace of Abomey, royal thrones and warrior dance staffs, were formally welcomed back to Benin at a ceremony presided over by Benin Head of State.

He received the works from the French government in Paris.
"This return is a testimony to what we have been, a testimony that we existed before, a testimony to what we have known," the Head of state said before an audience that included representatives of Benin's royal families.
The artifacts will initially be housed in a museum in the city of Ouidah before being transferred to a new museum being built in Abomey, site of the royal palaces of the Kingdom of Dahomey.

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The restitution is the largest France has made to a former colony, but it represents only a fraction of the 5,000 works whose return Benin is seeking and the tens of thousands of seized African works held in France.
About 90% of Africa's cultural heritage is now believed to be in Europe. The Quai Branly museum alone holds some 70,000 African objects. A 2018 report commissioned by the French government said around 46,000 of them should qualify for repatriation.

France has returned several other objects to former colonies in Africa and says it plans to continue to do so. But advocates for restitution, have said the process has been too slow and limited in scope.
Several other European museums and governments have also moved to return works of art to Africa at a time when its institutions are grappling with the cultural legacies of colonialism.
The German government announced that it aimed to start returning Benin Bronzes, copper alloy relief sculptures from the Kingdom of Benin, to Nigeria.

Slightly adapted from Reuters, CNN Style, November 2021

Scanning

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

1. The artifacts were stolen by the French government.
2. African countries fought for the return of the stolen objects.
3. The looted artifacts belong to the kingdom of Dahomey.
4. The returned objects were directly transferred to a museum in Abomey.
5. The Quai Branly museum is in England.
6. Less than 5,000 objects were stolen by French colonial soldiers.
7. Many European countries have African cultural objects in their museums.
8. Some 7,000 African artifacts are kept in a museum in France.
9. A lot of European countries are decided to repatriate stolen objects from Africa.
10. Germany does not have any African cultural object.

Session 6

COMMUNICATION

SPEAKING

France brought back looted Benin traditional objects in October 2021. Many other European countries like Germany are preparing to do the same thing.

However, There is a debate about this issue. While some people think that African cultural heritage should not be kept in Europe, others say it is not worth bringing it back to the continent any more because they have no adequate conservation facilities.
Discuss the issue with partners.



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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Observe the pictures and tell the class what they are about.





B READING

Read the text below and rewrite with your own words the description of Knocking on the door ceremony in about 5 lines.

Knocking on the Door

Asking the family of the bride for permission to marry is a fairly common practice around the world, and the African American community is no exception from this old-school courtesy call. But did you know that requesting a bride's hand in marriage is a tradition that can be traced back to Ghana? This particular ceremony (also known as "kookoo ko") begins with a groom knocking on the door of the bride's home and waiting for entry. When the groom's knock is accepted, his delegation presents gifts like money and spirits for libation. Once his intentions are announced, both families discuss prospects of becoming one before providing their blessing. When the terms are finalized, the bride is called in and gets asked three times by her father if she agrees to the proposal. Celebrations begin after the bride says "yes" to each request, thus making the pair's engagement official. These days, knocking on the door is done as a sign of respect for the bride's family, and she has final say in the matter. A modern and much simpler option can range from a family dinner to a brief phone call—no dowries required.

http://www.myafricasa.com/african-and-afrocentric-ceremony-traditions/

• ***Note that when you describe an event or a ceremony, you should mention lots of details: the different sequences of the event, the people, the places, the actions, etc. Explain important parts of the event to make your reader understand them clearly.***

C COMMUNICATION

Writing task

The English speaking club of your school is organizing a writing contest about the description of a traditional ceremony or event. Write and submit your paper to the chairperson of the club, in about 15 lines.

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Session 8

Check 4

LISTENING

Look at the pictures about Grand Bassam in Côte d'Ivoire. Read the text that follows and listen to the audio to fill in each gap.





Historic Town of Grand-Bassam

The _____ of Côte d'Ivoire, the _____ Town of Grand-Bassam, is an example of a late 19th- and early 20th-century _____ planned with quarters specializing in commerce_____ housing for Europeans and for Africans. The site includes the N'zima African _____ alongside colonial architecture marked by functional houses with galleries, _____ and gardens. Grand-Bassam was the most important _____, economic and _____ centre of Côte d'Ivoire. It bears witness to the complex social relations between Europeans and Africans, and to the _____ independence movement. As a vibrant centre of the territory of French trading posts in the _____, which preceded modern Côte d'Ivoire, it attracted populations from all parts of Africa, Europe and the Mediterranean _____.

From UNESCO website. https://whc.unesco.org/en/list/1322

SPEAKING

Roleplay

As an interviewer and an interviewee, you and your neighbour discuss a cultural fact in your region that interests you most. Prepare and roleplay the interview.

LANGUAGE FOCUS

A GRAMMAR

Rewrite these sentences to express contrast.

1. I couldn't sleep although I was tired. (despite)
2. Although he has got an English name, he is in fact German. (despite)
3. In spite of her injured foot, she managed to walk to the village. (although)
4. Amely decided to accept the job although the salary was low. (in spite of)
5. We lost the match although we were the better team. (despite)
6. In spite of not having eaten for 24 hours, I didn't feel hungry. (even though)
7. Although she was tired, she went to work. (but)
8. They went out for a walk, even though the weather was bad. (despite)
9. She managed to write in spite of her injured hand. (although)
10. My father has plenty of money, but he is very mean. (although)

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B VOCABULARY

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

Example: **1. do their homework.**

1. The children always _____ their homework before watching TV.
2. My company _____ a lot of money last year.
3. She _____ a great effort and improved a lot.
4. I can´t _____ exercise everyday but at least I walk an hour a day.
5. If you wear this hat, everybody will _____ fun of you.
6. she _____ an excellent suggestion bur nobody answered.
7. She is _____ Laws at Oxford University.
8. This was a difficult decision to _____ but I think it was necessary.
9. she _____ a fortune by selling dolls.
10. I´ll _____ sure he has understood.
11. The bestman has to ..... a speech.

Session 9 Project 4

IDENTIFYING AND DESCRIBING CULTURAL HERITAGE (OBJECTS AND SITES) OF YOUR COUNTRY

A. Task

Write a two-page description of five cultural heritages of your country to be presented to the class and then to be published in the English club magazine.

B. Data collection

Collect information from various sources (the local center of tourism, your history teacher, etc.). You can also log on *Google* to get more data.

Guidelines

Introduction:
Mention the object of your task and name briefly the different cultural heritage you are going to write about.

Main body:

- Write paragraphs (5) describing in each of them one cultural element you have found. Show where the object or the site can be seen in your country and show its value.
- Write about the importance of the cultural heritage for your country and for Africa. Propose some solutions to safeguard them.

Conclusion:
Summarize briefly your presentation and make an appeal to your audience for the protection of your heritage.

C. Sources: Mention your sources of information.

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UNIT 9 OUR CONSUMER SOCIETY

Session 1

Key to this lesson

- Using other forms of the passive to express what is done to someone or something.
- Expressing past probability with modals.
- Some common phrasal verbs.
- Listening and speaking tasks.
- Discussing advertisement, shopping, excessive consumerism, etc.
- Writing : writing an advertisement.

PICTURE TALK

1. Look at the picture. What can you see?
2. Where do you usually see this?
3. Can you name the small vehicle in this picture?
4. Guess the topic of the lesson.



LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1

1. Read the summaries below. Listen to the audio and decide which one best sums it up.

1. The role of consumers in consumerism today.
2. The role of a washing machine in consumerism today.
3. The role of social media in consumerism today.

2. Listen again and say if these statements are true or false.

Explain how you got the answers.

1. In the past, consumers relied on shop assistants for information about an article.
2. Nobody else could inform consumers in the past.
3. The main characteristic of the Information age is face-to-face interaction.
4. The situation changed with the use of technology.
5. Facebook and Twitter provide free information to consumers.
6. Buying a washing machine is difficult because of social media.
7. Consumers can have some advice from social media before buying goods.
8. Store employees no longer advise consumers because of social media.

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B LISTENING 2

1. Listen to this extract. What topic is the narrator talking about ?
2. Listen to the audio again and take notes to write a summary.
   Compare your summary with your partner's.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Study the table below. Can you tell how to use modal verbs to show different aspects of past probability?

Language Function	Illustrative sentences
Expressing past certainty, impossibility and probability with modals.	• How can he buy such an expensive gadget? He **must have been advised** by his wife. She likes expensive things. • She is so good at using the computer. She ***must have studied*** ICT at school.
	• It's Saturday and Mia is not in. She ***may have gone*** to the shopping centre. • Your son doesn't have enough money. He ***might have used*** your credit card to buy such a smart tablet.
	• He ***cannot (can't) have bought*** such an expensive watch. He does not have any money. • The person you saw at the market ***couldn't have been*** Mary Ann. She went to London two days ago.

Must + have + **past participle** is used when we feel **certain/sure** about what happened in the past. In other words, we use this structure to express that we feel **sure** that something was **true** in the past.

We can use ***might + have*** or ***may + have*** + **past participle** if we think that it's **possible** that something happened in the past. But we are not 100% sure.

May + have is more formal than might have.

We use ***can't + have*** and ***couldn't + have*** + **past participle** when we think it's **not possible** that something happened. In other words, we use **can't + have** or **couldn't + have** to say that we believe something was **impossible** in the past.

EXERCISE 1: Given the context, fill in the gap with must have **to express certainty or with** may/might have **to express possibility in the past.**

Example: 1. must have

1. 'Your smartphone is not working. You _____ bought it in the street.'
2. A: 'All the shopping centres were closed last week. Do you know why?'
   B: I have no idea. They _____ been protesting against the government's decision.

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3. 'My new TV set has already broken down. They ___ sold me a TV of poor quality.'
4. A: 'Have you seen my car key?'
   B: 'Have you checked in your pocket? You ___ left it at home or in the staff room.
5. 'He likes fashion so much. He ___ gone to the new clothing store.'
6. 'I know all the shops in this area. What he is wearing cannot be sold here. He ___ bought it in England.'
7. 'Yesterday, he had a stomach ache. He never buys good food. He ___ eaten this bad food from the dirty restaurant near his house.
8. 'This car is too cheap. I don't know but I think it ___ had an accident.

EXERCISE 2: Choose the correct options to complete the sentences.

Example: 1. can't have

1. Your friend's car key is on the table. He _____ left.
   a) must have b) may have c) can't have
2. John is not in his bedroom. He _____ gone to the shop or for a walk.
   a) must have b) might have c) can't have
3. I don't know if she is still in class. She _____ gone home or to the hospital.
   a) may have b) couldn't have c) must have
4. My brother _____ bought these trainers. They are not the kind of things he likes.
   a) must have b) might have c) can't have
5. Where did you buy this CD player? I am sorry but it _____ been made by a poor company.
   a) couldn't have b) must have c) might have
6. Where is Yao? Ah, his iphone is here. He _____ forgotten it. He never moves without it.
   a) couldn't have b) might have c) must have
7. What a smart dress you've got! It _____ cost you a fortune.
   a) can't have b) must have c) might have
8. We don't know for sure who the owner of this suit shop is. It _____ been one of the the richest families of the city.
   a must have b) may have c) couldn't have
9. She is late. She _____ missed the bus.
   a) can't have b) might have c) must have

B VOCABULARY CORNER

EXERCISE 1: The words and expressions in the box are from the text below. Read it and fill in the gap with the appropriate word or expression. **Example:** 7. must be right.

shortages – pressure – keep up – unethical – way of life – trends – dump – ingrained – must be right

"Out with the old and in with the new." Consumerism is one of the biggest challenges the world faces today. It may seem like a (1) _____ to many but the consequences of this culture are innumerable. Social customs put (2) _____ on people to (3) _____ with the latest (4) _____ Do what your neighbours do, buy cars, have babies, (5) _____ your garbage somewhere no one's looking, then go to church and pray for your sins. It is (6) _____ in our minds that what everyone thinks (7) _____ , but an entire society may actually be (8) _____ , like Nazi Germany. Consumerist societies are unethical. Fuel hikes, pollution, food (9) _____ are all consequences of consumerist mentalities.

"Consumerism" by Anjana Aravind Co-Winner, High School Category, Student/Teacher Essay Contest, "Ethics for a Connected World," 2012

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EXERCISE 2: The words in column A are from the text. Read it and match these words with their meanings or synonyms in column B.

Example: 3. a

Now consumers fear they have reached their spending limits and are simply not buying anything that they don't need urgently. Thus a battle for cash buyers is developing, and only the most efficient retail operations will handle the inevitable fall in profit margins. Arapua, which has small, specialized stores, is the company most likely to survive the downturn in business. It will also benefit from its decision to attack the less competitive markets of the north and northeast, while Casas Bahia and Ponto Frio continue to restrict themselves to the major cities. Suppliers, meanwhile, must cope with warehouses that are full of goods that retailers simply don't want at the moment. Major items like refrigerators, cookers and washing machines are in oversupply, and the problem is even worse for 'brown goods' (TVs, stereos and VCRs).

Brazil: Electronic Goods in Trouble : (https://fr.scribd.com/doc/316370775/Electronic-Goods-in-Trouble)

	A		B
1.	consumer	a.	The activity of selling goods to the public in shops
2.	cash buyer	b.	Decline ; reduction
3.	retail	c.	A large building for storing things before they are sold, used or sent to shops
4.	handle	d.	A machine used for cooking food
5.	downturn	e.	A person who buys goods or services for his own use
6.	supplier	f.	Deal with
7.	warehouse	g.	Provision of more things than needed
8.	cooker	h.	A person or customer who pays with money but not with a cheque or a card.
9.	oversupply	i.	A person or a company that provides things people need

Session 3

A LANGUAGE SKILL: SPEAKING

Observe and discuss

1. Look at this picture and answer the questions below.



1. What can you see in the picture?
2. What are the two people doing?
3. What do you call this kind of shopping?
4. What has the woman got in her hands?
5. What are your shopping habits?
6. What are your spending habits?
7. How do they look?

2. With your neighbour, discuss the advantages of shopping in these places: shopping centers, street markets, boutiques, supermarkets, online shops, etc.

Are there any disadvantages?

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B ROLEPLAY

1. What is your opinion about spending a lot of money to get smart and nice clothes? Discuss with your partner.
2. Find arguments for and against spending a lot of money to be in fashion.
3. Write a dialogue with the ideas generated and roleplay the discussion with your classmate.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Study the table below.

Language Function	Illustrative sentences
Using other forms of the passive to express what is done to someone or something	
Passive infinitive: to be + past participle	The new fashionable clothes are going ***to be presented*** to the public tomorrow.
Get + past participle	His leg ***got broken*** during the accidents. All his electric appliances ***got damaged*** by the thunder.
Other uses :	She ***was given*** a computer as a birthday present. I ***was sen***t an insulting mail yesterday. The baby is ***looked after*** by my sister. Today, many youths ***are cut off*** from the real world.

The passive infinitive is made up of ***to be*** with a ***past participle:*** They are going ***to be sacked*** at ten o'clock. To be + sacked.

We sometimes use ***the verb get*** with ***a past participle*** to form the passive: got + cleaned.

We can use the ***indirect object*** of the active verb as ***the subject*** of a passive verb:

Active: They gave ***her*** a computer.
Passive: ***She was given*** a computer.

Phrasal verbs can also put in the passive form : The baby ***is looked after***.

A lot of good food is often ***thrown away*** by some people.

EXERCISE 1: Use the passive form of the verbs between brackets to complete the sentences below.

Example: 6. All the shops ***are going to be closed*** tomorrow.

1. Our car _____ (get, steal) last night.
2. The refrigerator is too dirty. It _____ (need, clean).
3. I _____ (have, offer) a new job by the manager of the store.
4. The young salesman _____ (get, promote) only after two months on the job.

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5. After his parents' accidental death, the baby _____ (be, bring up) by his elder sister.
6. Workers are on strike. All the shops are going _____ (be, close) tomorrow.
7. You _____ (advise, accept) a new pair of trainers if you _____ (be, offer) one.
8. She is going _____ (be, refund) this afternoon because what she bought is not good.
9. You shouldn't have beaten your brother. You _____ (ought, punish).
10. Unwanted trousers _____ (be, replaced) as soon as the shop manager _____ (be, inform).

EXERCISE 2: Use the passive to rewrite each of the following sentences. The beginning of the sentence is given.

1. They gave the job to Franck and Melinda.
Franck and Melinda **were given the job**.
2. We need to buy new items for the new house.
New items _____
3. They will send you the articles you bought in a few hours.
You _____
4. We test all our items before putting them on the shelves.
All our items _____ before they _____ on the shelves.
5. A: 'Do you want them to criticize you?'
B: 'Oh no. I don't _____ '
6. They cannot open your birthday presents.
Your birthday presents _____
7. You must take your shoes off to get in.
Your shoes _____
8. They are going to lock the office doors at six o'clock in the evening.
The office doors _____
9. They sent a cheque to the company yesterday.
The company _____
10. 'I don't like driving.
I prefer _____ by a professional.

B VOCABULARY CORNER

Study the table below. What is a Phrasal Verb? How is it formed?

Verb	Preposition or Adverb	Example	Meaning
ask	out	He ***asked*** me **out** last weekend.	He invited me to go out with him.
take	off	***Take*** your shoes ***off*** before entering the room. ***Take off*** your shoes before entering the room.	Leave your shoes outside.
look	up	You can ***look up*** a new word in your dictionary. You can ***look*** a new word ***up*** in your dictionary.	You look in a dictionary to find the meaning of the new word.
bring	back	Please, ***bring back*** my book as soon as you finished your homework. ***Bring*** it ***back*** as soon as you finish your work.	Return my book to me as soon as you finish your work.

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***Note that you cannot say '~~He asked out me~~'. Look at the second example and make the rule for yourself.**

****With transitive verbs:**

• Sometimes the prepositions or adverbs go before the object of the verb but not after.
Example: He was ***looking for*** his mobile. (***for*** is before ***mobile***)

• Sometimes the prepositions or adverbs go after the object but not before.

Example: Koffi ***has*** a very important test ***on*** (***on*** is after ***a very important test***), ***to have something on*** means to have an arrangement or programme to do something.

This is different from having shoes or clothes on (you are wearing them).

• Sometimes the prepositions or adverbs go either before or after the object.

Example: Every morning, she ***wakes up*** the children, or Every morning, she ***wakes*** the children ***up.***

• If the object is a pronoun (***me, him, them***, etc.), the prepositions or adverbs go after the object but not before.

Example: bring ***it*** back, but not ~~bring back ***it***~~.

EXERCISE 1: Study the sentences below and decide which phrasal verbs can have the preposition or adverb in a different place?
Example: 1. She put on her pullover before going outside.

1. She **put** her pullover **on** before going outside.
2. I will ring you back as soon as I get home.
3. Who will look after your car while you are away?
4. Why didn't you lock this door up?
5. She said she was going to ask him out to shopping.
6. My colleague is such a nice person. He always drops my son off at home every evening.
7. Please, turn the TV on. There is an interesting programme on fashion right now.
8. Smartphones break down family conversations.
9, I can't make out why she spends so much money on futile things.
10. Please, check up the information before spreading it.

EXERCISE 2: Rewrite the sentences below putting the words or expressions in brackets in the correct place.
Example: 1. Before going to the shopping center, you must put on **your coat**; or Before going to the shopping center, you must put **your coat** on.

1. It is very cold this morning. Before going to the shopping center, you must put on (your coat).
2. I am bringing back (it).
3. John ran into (her), at the super market.
4. The drunken driver ran into (the electric pole).
5. She promised to call back (him).
6. He will never deal with (the problem).
7. I took off (it) before getting inside.
8. He's just got off (the taxi).
9. There is something wrong with that electric device. Switch off (it).
10. Please, sweep up (the floor). It's too dirty.

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UNIT 9

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK



Look at the picture and answer the following questions.

1. Where are these people?
2. What are they doing?
3. Do you think they need all the things they are buying?
4. Why do you think they are buying all these goods?

B UNDERSTANDING READING

1. The words in column A are from the text. Read it and match these words with their meanings or synonyms in column B.

Example: 11. l

Column A	Column B
1. incomes (L.10)	a. fashion; tendency
2. consumerism (L.12)	b. ability to use knowledge and experience to make good decisions
3. upscale (L.12)	c. available to the public for use
4. replenish (L.17)	d. act of using, eating or drinking something
5. trend (L.17)	e. salary; pay; money we get from doing work or received from an investment
6. struck (L.20)	f. situation in which too much attention is given to buying and owning things; the belief that it is good to buy and use a lot of goods
7. wisdom (L.20)	g. objective

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8. consumption (L.22)	h. increase /improve the size or quality of
9. target (L.22)	i. make full or complete again; supply/provide again
10. released (L.24)	j. buy
11. keep up (L.25)	k. affected in some way
12. purchase (L.25)	l. be able to understand something that is happening or changing very fast

...The never-ending need to care for the things we own is absorbing our time and energy. Whether we are maintaining property, repairing vehicles, replacing goods, or cleaning things made of plastic, metal, or glass, our life is being emotionally and physically drained by the care of things that we don't need—and in most cases, don't enjoy either. We are far more comfortable owning less.

The television and the Internet has brought lifestyle envy into our lives at a level never before experienced in human history. Before the advent of the digital age, we were left envying the Jones' family living next to us—but at least we had a few things in common (such as living in the same neighborhood). But today's media age has caused us to envy (and expect) lifestyle norms well beyond our incomes by promoting the lifestyles of the rich and famous as superior and enviable. Only an intentional rejection of excessive consumerism can quietly silence the desire to constantly upscale lifestyle norms.

Our earth produces enough resources to meet all of our needs, but it does not produce enough resources to meet all of our wants. And whether you consider yourself an environmentalist or not, it is difficult to argue with the fact that consuming more resources than the earth can replenish is not a healthy trend—especially when it is completely unnecessary.

Henry David Thoreau once said, "Every generation laughs at the old fashions, but religiously follows the new." Recently, I have been struck by the wisdom and practical applicability of that thought whether relating to fashion, decoration, or design. A culture built on consumption must produce an ever-changing target to keep its participants spending money. And our culture has nearly perfected that practice. As a result, nearly every year, a new line of fashion is released as the newest trend. And the only way to keep up is to purchase the latest fashions and trends when they are released... or remove yourself from the pursuit altogether...

Adapted from '10 Reasons to Escape Excessive Consumerism' by Joshua Becker

2. Read the text again and decide if the following statements are true or false. Justify your answer by quoting the lines.

1. We care too much for our possessions
2. We need all the things we have.
3. We can be happier with what is necessary.
4. Lifestyle envy has always existed.
5. People's way of living is influenced by the media.

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6. The author is against consumerism.
7. We have everything we need to live.
8. Our present lifestyle has an environmental impact.
9. Fashion makers' objective is just to create new things for people.
10. To be trendy, we don't need too much money.

C CRITICAL THINKING

Read the text once more and:

1. find, in each paragraph, the opinion of the writer.
2. tell your partner or class group if you agree or disagree with the writer. Why or why not?
3. suggest how we can solve these problems.

Session 6

COMMUNICATION

TASK 1: DISCUSSION

Which examples of excessive consumerism do you see in your country?

Discuss in your class group.

TASK 2: WRITING/ROLEPLAY

How do television and the internet contribute to create 'the never-ending need to care for the things we own'?

Discuss with your neighbour. One of you is to play the role of a reasonable consumer and the other one is to play the role of a consumer at all costs. Prepare your dialogue and present it to the class.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK



Look at the picture and discuss the following questions. Make notes of your ideas.

1. What do you see in this picture?
2. What do you think is the purpose of this picture?
3. What is your opinion about advertisement?

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B FOCUS ON TEXT

Read the text and do the activities that follow.

WHAT IS THE IMPORTANCE OF ADVERTISING?

A creative product advertisement can go a long way when it comes to inspiring an audience to feel a certain way about your brand. There are benefits to a good ad campaign for both the consumer and the business.

For the consumer, the key benefits include:
- Well-targeted ads can help consumers make informed purchasing decisions.
- Advertising allows customers to see what's available, what features they have, and what the average price of a product or service might be.

For the advertiser, a good advertising campaign can:
- Build brand awareness.
- Improve the brand's image.
- Help their products stand out.
- Increase goodwill.
- And much more.

15 Best Advertisement Examples [January 2022] (https://sixads.net/blog/advertisement-examples/

1. Read the text and choose the option which is more appropriate to define the words or expressions from the text.

1. Informed decision:
a) decision based on a lot of knowledge and understanding of the facts.
b) decision made available to a specific public.
c) decision meant for newspapers or television to be published.

2. Features:
a) typical size b) typical and distinctive qualities c) elements showing the company's name.

3. Brand:
a) reputation b) behaviour c) trademark; logo

4. Stand out:
a) be much better than the others b) be standing outside the room c) be standing up straight

5. Goodwill:
a) friendly, helpful, or cooperative feelings or attitude.
b) never-ending desire for more goods.
c) hunger for new products.

2. Read the text again and give your own definition of an advertisement or a commercial. Do you agree that there are benefits for both consumer and advertiser? Are there any disadvantages to advertising?

Here are two definitions of advertisement:
An advertisement is 'a picture, a short film, song, etc. that tries to persuade people to buy a product or service. It can also be a piece of text that tells people about a job, etc.'

An advertisement is 'an announcement online, or in a newspaper, on television, or on a poster about something such as a product, event, or job'.

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C COMMUNICATION

a) To make a good and creative advertisement you need to ask yourself some questions: Why, who, where and when.

1. What is the purpose of your ad? To inform, to sell, to influence or to persuade? Identifying the objectives of advertising is essential in marketing.
2. Who is your target? Their age, gender and interests? Which media do they use mainly?
3. Where are you going to present your ad? Online, on social media, on a poster, on the radio or television, in a newspaper or a magazine? etc.
4. When to publish your advertisement?

b) Having answered all these questions, you have plenty of knowledge and ideas about how to design an ad.

In your class group, choose any topic of interest to you about consumerism.
Write an advertisement keeping in mind the questions above.

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UNIT 10 FRIENDS, DATING AND ENTERTAINMENT

Session 1

Key to this lesson

- Expressing ponctual vs continous actions using: Past simple, past simple continuous.
- Communication: issues relating to friendship, love affairs.

PICTURE TALK

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





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

LANGUAGE SKILL: LISTENING

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

A LISTENING 1

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

B LISTENING 2

1. Listen to the audio and make notes. Then choose the best summary among the three suggested to you.

a) More and more people are feeling very comfortable today.
b) It's true friends that really keep you comfortable.
c) Casual or superficial friendship can make the difference.

2. Information transfer.

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

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

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

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing an action in diverse past tenses : **Past simple, past simple continuous.**	- The students of lower sixth form seven steadily ***learned*** English last year and ***could*** make excellent scores. - They ***were poised*** for the Bac exam and ***were studying*** seriously.

EXERCISE 1: Complete the table below. Use the past tenses according to the meaning of the sentences. **Example:** 1. was burning / was sleeping

	Contexts
1	A woodfire (burn) on the hearth and a cat (sleep) in front of it.
2	A young lady (play) the piano and (sing) softly to herself.
3	Suddenly there (be) a knock on the door. The young lady (stop) playing. Her cat, which (sleep), (wake) up.
4	Right away, the young lady (stand) up and (go) to the door.
5	A fine gentleman (smile) at the door. He (hold) out his hand and (say) in a firm but soft voice 'Hi, good evening, N'Deffou. How are you doing?'
6	The young lady, N'Deffou (smile) back to him and (say): 'I'm rather fine, thanks. And you, Bohésro?'
7	Bohésro (answer) back : 'Not bad, thank you.'
8	N'Deffou (invite) Bohésro to enter.

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9	As Bohésro (get) ready to enter, N'Deffou's father, Mr Locossué (call) in a loud and threatening voice: 'Hey there, what do you need'? Don't you see she is working? Go back and never again set a foot in here.'
10	Without uttering a single word, Bohésro (step) back and as he (get) ready to move away, Mr Locossué (call out): 'Come on in, don't shy away. I (joke)!'

EXERCISE 2:
Describe one or two events that happened in your region which positively or negatively impacted life there. With your neighbour, take turns. Next, share your descriptions with the whole class.

B VOCABULARY CORNER

EXERCISE 1: Read the text below and do the exercises.
Three options are suggested as the gist of the text. Choose the most appropriate one and discuss it with your class group.
a) Before the pandemic, dating online was high.
b) During the pandemic, dating increased a lot.
c) The pandemic didn't influence dating online.

THE BUSINESS OF ONLINE DATING

Before the pandemic, online dating fatigue was taking hold. Dating app downloads for the top 15 apps was shrinking globally, and research showed that all that swiping just made people lonelier. The pandemic, at least by some metrics, has been great for business. Dating.com reported that global online dating was up 82% during early March, for example.

As states across the country began rolling out stay-at-home orders in March 2020, Bumble saw a 26% increase in the number of messages sent on its platform, a company spokesperson told CNBC. Tinder saw the length of conversations rise by 10-30%, and elite dating app Inner Circle saw messages rise 116% over that same time period.

To help users comply with social distancing rules, some companies are adapting their business models to cater to the new norms of dating while under quarantine.
Hinge rolled out "Date From Home," a feature that lets users launch a video chat if both people agree to the call. The PlentyOfFish app launched LIVE!, which enables users to livestream with potential matches, and The League now hosts League Live, a video speed-dating platform.

Bumble was ahead of the curve compared to some of its rivals, offering in-app video calls since 2019, a feature that laid waste by many users — until now.
Video chatting over Bumble rose 93% in the week after Trump declared a national emergency, the company said.

"The average time in these calls is about 30 minutes right now, which is a really good introductory period to get to know somebody," said Priti Joshi, Bumble's VP of Strategy.
But even as video chatting picks up, and engagement numbers rise, some singles CNBC spoke to are skeptical about how long they can keep up a virtual relationship.

That kind of sentiment is taking a toll on some dating apps. Just take Match Group, owner of popular apps like Tinder, Hinge and PlentyOfFish.
Even though usage and engagement numbers have been on the rise since the start of the outbreak, in April, the company started to see a slight decline in subscriber growth and its average revenue per user was flat.

https://www.cnbc.com/2020/05/25/why-the-coronavirus-might-change-dating-forever.html

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EXERCISE 2: **Read again the text above on dating. Find in the text the words or phrases corresponding to the following synonyms or definitions in the table below. Work in your class group.**

	Words or definitions
1	giving an appointment to a girl or a boy (title)
2	getting smaller, decreasing (L. 2)
3	quick reduction (L. 2)
4	opening out (L. 5)
5	measures (L. 5)
6	conform to, apply (L. 9)
7	provide (L. 10)
8	state of isolation (L. 10)
9	start (L. 11)
10	in advance of (L. 14)
11	was desolate (L. 15)
12	increase, improve (L. 20)
13	expressing doubt, not believing (L. 21)
14	loss or damage (L. 22)
15	without variation, the same (L. 26)

C COMMUNICATION

LISTENING TASK

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

Task 1

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

THE BIOLOGY OF "FALLING IN LOVE"

In February 2020, Netflix released a (1)_____ reality TV show called "Love is Blind." The show soon attracted a mass cult following on social media.
The premise of the program is relatively simple: young and attractive (2) ___ , unencumbered by contact with the outside world, go on (3) _____ with each other in isolated pods where they are unable to see or touch the other person. Sound familiar?
Turns out, (4) _____ during a global pandemic and being a contestant on (5)_____ aren't too dissimilar. Both scenarios beg the obvious question: Can you truly gauge physical (6) _____ in a virtual setting?
Dating (7)_____ Charly Lester didn't think so.
"I don't think you're ever going to be able to completely (8)_____ that physical chemistry with someone over video (9) _____ ," Lester said. "But it is a good stimulus test. You'll be able to work out if you don't like someone."
Helen Fisher, a biological anthropologist who has spent 20 years studying the MRI scans of people who are (10) _____ in love, disagreed.
"Just because you can't (11) _____ somebody, does not mean that you can't (12) _____ in love with them," Fisher said.

https://www.cnbc.com/2020/05/25/why-the-coronavirus-might-change-dating-forever.html

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Task 2

After you have completed the text above, discuss in groups of 5 your understanding of the concept of 'falling in love'. Have you ever fallen in love? How do you know you're in love or falling in love?

Task 3

Class discussion: Define the concept of 'biology of falling in love'.

- Discuss the cons and pros of the so called 'biology of falling in love'.
- Does this new concept pose any issues or concerns for you personally? If yes, share one or two of these issues or concerns with your classmates.
- Finally, which solutions could you give to these issue(s) or concern(s)?

Session 3

LANGUAGE SKILL: SPEAKING

How to Go from Friends to Dating

Friends often rush over the early parts of the relationship, getting physical with each other before they are technically "dating." While there is nothing wrong with this, there is a problem if you don't slow down and talk at some point. Don't try and hide your intimacy and attraction to each other. Rather, use this opportunity to make your move and say how you feel. Trying to ignore a random hook-up or kiss will lead to relationship issues later on when you are both confused about what happened before.

- If someone is moving too quickly for you, casually remind them that "Our friendship comes first, we've got plenty of time for everything else."
- Just because you are dating now does not mean you need to spend every hour together. Keep your space and take things slowly.
- Keep remembering that a strong friendship makes the base of a strong relationship.

wikihow.com/Go-from-Friends-to-Dating



ROLEPLAY

You are two young students (a boy and a girl) in a relationship. Unfortunately, your boyfriend is in a rush and wants to move to a physical relationship to make sure that you will stay together for a long time.

In a roleplay, have a discussion on this issue for the future of your relationship.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Study the table below.

Language Function	Illustrative sentences
Describing finished or unfinished actions at a moment in the future **FUTURE PERFECT SIMPLE and CONTINUOUS**	- By tomorrow morning my aunt **will have arrived** from the village. (finished / completed) - We **will have passed** our baccalaureate examination by next year. (completed) - By three years we **will have been studying** at University. (incompleted)

• The future perfect simple refers to events or actions that will be completed but at some future time.
• The future perfect continuous refers to events or actions that are currently unfinished but will be finished at some future time.
• They are most often used with a time expression like by next year, next year, etc.

Do the exercises that follow.

EXERCISE 1: Fill in the gaps with the correct forms of the verbs in the brackets to express completed actions in the future.

Example: 1. Will have left.

1. I _____ (leave) for Accra by six o'clock tomorrow morning.
2. _____ (you/finish) the homework by the deadline?
3. When _____ (we/do) everything?
4. When _____ (you/complete) the A level?
5. They _____ (arrive) by dinner time.
6. My friend _____ (to be) in London for three years next week.
7. How long _____ (you/know) your boyfriend when you get married?
8. He _____ (not/complete) the project by July.
9. Why _____ (she/finish) the cleaning by six?
10. How long _____ (your father/be) in this company when he retired?
11. The bus _____ (not /leave) the station at six.

EXERCISE 2: Change the verbs into the correct form to continuous completed actions in the future.

Example: 1. Will have been dancing.

1. By midnight, you _____ (dance) for 4 hours.
2. He _____ (work) there for 10 years by 2035.
3. By next year, I _____ (study) English for 7 years.
4. By next week, we _____ (renovate) for over a month.
5. By this time tomorrow, I _____ (do) this exercise for a long time.

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6. Jessica _____ (help) them for 12 months.
7. Bob and Sarah _____ (cook) for 2 hours at 8 o'clock.
8. On Thursday, I _____ (fix) the car for a whole month!
9. In 10 minutes, James _____ (wait) for 2 hours.
10. By this time next August, we _____ (enjoy) our holiday for a month.
11. The passengers _____ (fly) for 6 hours when they arrive in Paris from Abidjan.

B VOCABULARY CORNER

Expressing exclamations	Example: - What a beautiful day! - What an amazing car! - How stupid! - How sweet! - We lost the Match. Really?





We use exclamations to express strong feelings, emotion or opinion.

EXERCISE: Express exclamations about each picture using WHAT and HOW.



1. This is an old watch.

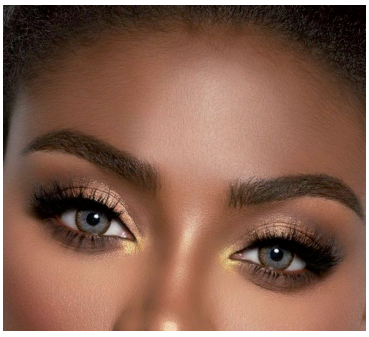


2. She is an elegant woman.



3. He drives a big bus.

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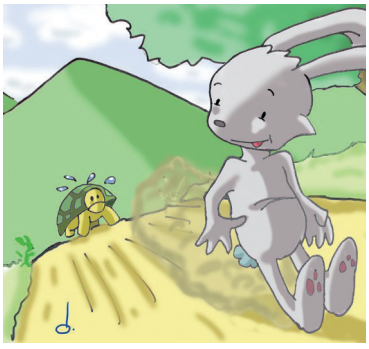
4. She has beautiful eyes.



5. Andrea is eating a delicious fruit.



6. It is very cold in Europe.



7. A turtle is very slow.



8. Her shoes are expensive.



9. This policeman is very active.

C COMMUNICATION

You are invited to a panel discussion organized by BBC radio service in your school. Before the panel, be prepared with a partner to answer these questions about friendship:

1. What does ***true friend*** mean to you?
2. In time of personal sadness and hardship, will you seek for a friend or a sibling to be comforted?

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the picture below. What can you see? Discuss it with your neighbour.



1. Name as many hobbies as you know.
2. What are the most popular hobbies in your country:
- with children?
- with the youths?
- with older people?

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B UNDERSTANDING A TEXT

1. The words and expressions in column A are from the text below. Read it and match them with their meanings or synonyms in column B.

Example: 9-e

	A	B
1	leisure (L.1)	enjoy the good things that happen as a result
2	the elderly (L.1)	extending arms and legs
3	reap (L.8)	make less strong; reduce
4	enhance (L.9)	making (for example) clothes by using two long needles
5	stretching (L.16)	gradually relax after stress or something that has made you tired
6	relieve (L.23)	free time when you can relax and do what you enjoy
7	baking (L.24)	intensify; increase or improve the quality
8	knitting (L.27)	cooking inside an oven
9	wind down (L.29)	old people as a group

SIX HEALTH BENEFITS OF HAVING HOBBIES & LEISURE ACTIVITIES

Having hobbies and leisure activities are truly important to the Elderly. Not only are hobbies fun, but they can refresh the mind and body; they assist one in staying healthy, active and happy. It is a proven fact that spending time doing the things that we enjoy can help delay signs of aging and the pleasure in participating can lead to positive feelings that can help fight against some illnesses.

Hobbies and leisure activities can be beneficial in a variety of ways. Take a look at some of these beneficial factors and examples of hobbies based upon the benefits you would like to reap!

1. Being active is great for the body in helping to enhance one's immune system. As a report from ***Aging Home Health Care**** states, "Physical activity can help prevent or maintain control in some chronic illnesses such as: heart disease, diabetes, arthritis, and even some types of cancer." Physical activity done over a consistent period can also help to improve overall quality of life and assist in longevity. **Examples**: Exercising, playing games, horseshoes, golf, bike riding, or basketball. (All sports can be altered for different levels of physical function abilities)

2. Moving can assist in stretching muscles and in turn improve flexibility. Try doing some active hobbies such as these to get moving. **Examples**: Wii Games*, walking, Yoga, stretching, swimming, painting, Tai Chi* or dancing.

3. Many hobbies will challenge your mental abilities and enhance your problem solving skills. Most hobbies also offer mental stimulation in reference to completing the task. Examples: Word searches, Crossword Puzzles, Brain games, Sudoku, or Card games.

4. Most people pursue hobbies because they enjoy them, and many things that we enjoy doing help relieve stress in our lives. Some of these ideas may also help create a calm atmosphere to reduce stress. **Examples**: Cooking or baking, gardening, taking a walk, singing, reading, or playing a musical instrument.

5. Some hobbies even involve other people, which can create social opportunities and improve self esteem! **Examples**: Card games, board games, shopping, knitting, or scrapbooking*.

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6. Being more active during the day helps create a more restful night's sleep. Just be sure to do more active hobbies earlier in the day so you can be sure to have enough time to wind down before bed.
Who knew that having fun could have so many great benefits in life? So remember that hobbies are important!!

Posted on October 16, 2012 (https://www.linkedsenior.com/blog/2012/10/6-health-benefits-of-having-hobbies-leisure-activities/)

***Notes:** Aging Home Health Care: Helping older adults with activities of daily living, such as bathing, dressing, and eating.

Wei games: traditional Chinese board games

Thai Chi: Chinese martial art focussing on health gymnastics

Scrapbook: Album containing newspaper cuts, pisctures, etc.

2. Read the text again and match the paragraphs numbered 1 to 6 with their subtitles a to f below.

a) Improve self-esteem b) Better quality sleep c) Enhance the Immune System
d) Reduce stress e) Improve flexibility f) Improve memory

3. Read the text for a third time and answer the following questions.

a) To what extent do leisure activities contribute to people's health and happiness?
b) What does the author suggests as a 'remedy' to chronic diseases?
c) Which outdoor hobbies are essential to people's welfare?
d) Name indoor activities that also play an important role in our health and pleasure.

C CRITICAL THINKING: Pair work

1. What are your favourite hobbies? Explain why?
2. Write two or three things that the writer did not mention in the text, but that seem much important to you concerning hobbies.

Session 6

COMMUNICATION

TASK 1: DISCUSSION

1. There are many different kinds of hobbies:

- Games (brain games, card games, crossword puzzles, etc.).
- Sports (football, volleyball, walking, swimming, etc.).
- Martial arts.
- Shopping, cooking, listening to or playing music, etc.

With your neighbour or your class group, compare them. Which one do you prefer ? Say why.

2. Among the activities mentioned above, some can be competitive or not, challenging or not. Talk about your personal experiences and preferences in your groups.

TASK 2: WRITING/ROLEPLAY

A) Choose a hobby different from your neighbour's. Discuss your choice and convince each other that your leisure activity is better. Write the dialogue of your discussion.

B) Role play the dialogue with your neighbour in front of the class.

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Discuss the following questions. Make notes of your ideas.

1. What do you see in this picture?
2. Where are these people?
3. What are they doing?
4. Who do you think they are?
5. How do you know?



B FOCUS ON TEXT

1. Some words or expressions in the text below have their corresponding meanings or synonyms in the following box. Read the text and match them. The paragraphs are indicated.

Example: carpool to work (paragraph 4)

Paragraph 1: People you know but not very well.
Paragraph 2: close familiarity.
Paragraph 3: to make an effort to communicate with other people.
Paragraph 4: an arrangement where a group of people take turns to drive each other to work.
Paragraph 5: a) to locate ; b) to no longer know where someone or something is.

2. Read the text again and give it a title.
3. Find the topic sentence for each paragraph.
4. How important are words like first, secondly, next?
5. Do you agree with the writer about his solutions for making friends?
6. Write down your own ideas about how to make friends.

TURNING ACQUAINTANCES INTO FRIENDS

We all have acquaintances in our life—people we exchange small talk with as we go about our day or trade jokes or insights with online. While these relationships can satisfy you, with some effort, you can turn a simple acquaintance into a true friend.

The first step is to open up a little about yourself. Friendships are characterized by intimacy. True friends know about each other's values, struggles, goals, and interests. So, try sharing something a little bit more personal than you would normally. You don't have to reveal your most closely-held secret, just something a little more revealing than talking about the weather or something you watched on TV and see how the other person responds. Do they seem interested? Do they reciprocate by disclosing something about themselves?

Secondly, invite a casual acquaintance out for a drink or to a movie. Lots of other people feel just as uncomfortable about reaching out and making new friends as you do. Be the one to break the ice. Take the first step and reach out to a neighbor or work colleague, for example—they will thank you later.

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Next, carpool to work. Many companies offer carpool programs. If your employer doesn't, simply ask a colleague if they'd like to share rides. Spending regular time together is a great way to get to know others better and offers the opportunity for uninterrupted and deeper conversation.

Another step is to track down old friends via social media. It's easy to lose track of friends when you move or change jobs, for example. Make the effort to reconnect and then turn your "online" friends into "real-world" friends by meeting up for coffee instead of chatting on Facebook or Twitter.

Laurence Robinson, Anne Artley, Melinda Smith and Jeanne Segal (https://www.helpguide.org/articles/relationships-communication/making-good-friends

C COMMUNICATION

You have been asked to write an article for an international magazine for young people. The topic is: What are the benefits/advantages and risks/disadvantages of friendship?

1. Generating ideas.

Read the list of points that someone made before writing their article. Decide which ones are advantages or disadvantages.

Friends can:

Have the same interests, religion and political party.
Help you to reach your goals.
Make you do things you don't like.
Have no limits.
Boost your happiness and reduce your stress and depression.
Agree on everything.
Call you only for a reason.
Support you as you get old.
Improve your self-confidence and self-worth.
Share all, even private matters.
Show interest in what's going on in your life, what you have to say, and how you think and feel.
Be available only on some occasion.
Set many rules.
Forgive and apologize.
Accept you for who you are.
Listen to you attentively.
Judge you.
Tell you how to think or feel.
Feel comfortable sharing things about themselves with you.
Help you cope with traumas, such as divorce, serious illness, job loss or the death of a loved one.
Encourage you to change or avoid unhealthy lifestyle habits, such as excessive drinking or lack of exercise.

2. Use the ideas above to write the article in four paragraphs: Introduction; Disadvantages; Advantages; Conclusion. You can use ideas from the text in B above. Take also into account the organisation of that text.

3. Check carefully what you have written.

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Session 8

Check 5

LISTENING

Listen to the advice in the audio and answer the questions beneath.

1. Does the speaker ask you to send a lot of messages?
2. What's the speaker's advice in the audio if your partner does not message you quickly?
3. Why shouldn't you panick if you don't get an answer right away from your partner?
4. How long should you wait until you send another text whenever your partner takes time to answer you back?
5. If you should text a partner who takes time to answer you what tone should you use?

SPEAKING

A. Listen and repeat the following words from the box beneath.

Emojis – chime in – abbreviation – read through – misspell – reply – text back and forth – sound less clingy – time sensitive question

B. In the picture and the 3 texts beneath some ideas or advice are offered. Inspire from them and with your class group discuss the questions below.

1. What do you think of abbreviations or good spelling while writing a text message, a letter or an essay? Justify your opinion.
2. Do you think you should date someone you don't know well? Why or why not?
3. What's your opinion about a girl dating a boy?



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LANGUAGE FOCUS

TEXT 1

Use good spelling and grammar.

Too many abbreviations could be confusing to read. Try to avoid cutting out random letters or replacing words with numbers or emojis. Take your time to type out the full words so your message is clear. Read through your text one more time before you send it to make sure you didn't misspell anything.

- For example, rather than saying something like, "cn i come ovr plz, i wanna c u," you might instead text, "Could I come over? I really want to see you!"

TEXT 2

Try messaging in the morning or catching up at night. If you're in a new relationship, it's okay if you aren't always texting each other back and forth. Wish your partner a good day right as they wake up or chime in later to ask how they're doing. That way, your partner knows that you're thinking about them and that you care about what's going on in their life.

- For example, you could say something like, "Morning hon, I hope you slept well and have a great start to your day 😻"
- As another example, you could say, "Hey you, how has your day been? Mine has been so busy!"

TEXT 3

Match your partner's response time.

If your partner takes a few hours to reply, wait that long to reply. Texting back and forth pretty frequently at the start of your relationship is normal, but it may slow down as you get more comfortable. When your partner responds after a long time, replying right away could make it seem like you were waiting around for them by your phone. Give yourself a little time to reply so you can sound less clingy.

- If your partner messages you a time-sensitive question, try to reply as soon as you can.

WRITING

1. Suggest five headings for your report.
2. Jot down two ideas for each heading.
3. Write a topic sentence for each heading.
4. Complete each topic sentence with two supporting sentences.

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Session 9

Project 5

An influencer is organising an international competition for her blog. The topic is: **'A Guide to Making Good Friends and Keeping them'**. The winner's production will be posted on a social network. Your class has been chosen to represent your school.

A. Task

Make a poster of your work to be published on a social network.

B. Data collection

1. Write your definition of friendship.

2. Discuss and agree on ten qualities that help make and keep good friends.

To start the discussion, each member of your group can write on a slip of paper what he/she thinks is the most important quality of a good friend. Then discuss them. Use pictures or drawings that will make your production smart.

C. WORKS CITED

Cite the different sources that helped you write your project.

- Article in a scholarly journal. Author last name; author first initial; author second initial (publication year). Title of article. Title or journal, page(s).
- Article in a reference book, dictionary or encyclopedia.
- Article in a popular magazine.
- Web page.
- etc.

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Move forward into more grammar

UNIT 1

Grammar corner 1

Language Function	Illustrative sentences
Using the indirect speech to report what people say.	***Direct speech*:'I like** Zuglu music' she ***says*.** ***Indirect speech*:** She ***says*** (that) **she likes** zuglu music. **Direct speech:**'I **like** Zuglu music' she ***said*.** ***Indirect speech*:** She ***said*** (that) **she liked** zuglu music.

Self-study: Read the information below about Direct speech and Indirect speech to know more about how to transform the verbs. Then do the exercise that follows for more practice.

Look at these two statements:

Direct speech:'**I like** Zuglu music' she ***says***.
Indirect speech: She ***says*** (that) **she likes** zuglu music.
What do you notice? What can you say?

To report a statement, we use a verb like **'say' or **'tell'**. If this verb is in the present tense, there is no change of tense in the reported statement. However, we change words like 'I' to 'she', for example. We also may need to change words like 'my', 'your', 'our', etc. **But**, if the reporting verb (**say**/**tell**) is in the past tense, then usually we change the tenses in the reported speech.

Example:

Direct speech:'I **like** Zuglu music' she ***said***.
Indirect speech: She ***said*** (that) ***she liked*** zuglu music.

So, the transformation is not so easy. You really have to think about **when** the direct speech was said. Sometimes, to turn direct speech into reported speech, we have to change time expressions too. We don't always have to do this, however. It depends on when we heard the direct speech and when we say the reported speech.

For example:

1. Today is Monday, 11th October 2022. Yao says (on the phone): **'I am coming back today'.** On the same day (Monday) if I report to someone what Yao said, I say this: Yao said he was coming **today**.
But, on Tuesday, 12th October I say: Yao said he was coming back **yesterday**.
On Wednesday, I say: Yao said he was coming back on **Monday**/**last monday**.
A week later, I say: Yao said he was coming back **that day**.

2. 'I'm planning to do it today.'
She told me ***she is planning*** to do it ***today***. (It is still the same day.
She told me ***she was planning*** to do it ***that day***. (It is on another day.

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Exercise

Change the direct speech into reported speech. Number one is done for you as an example.

1. "He works in a bank," she says. .....**She says (that) she works in a bank.**
2. "We went out last night," Her daughters told her. .....
3. "I'm coming now!" The doctor says. .....
4. "I was waiting for the bus when he arrived," he told his Mum. .....
5. "I'd never been there before," the criminal claimed. .....
6. "I didn't go to the party yesterday," she tells her Dad. .....
7. "Lucy will come the day after tomorrow," Fred said. .....
8. "He hasn't eaten breakfast today, and he's not going to eat any tomorrow," his father yelled. .....
9. "I can help you tomorrow," his sister told him. .....
10. "You should go to bed early," the nurse tells Nicole. .....
11. "I don't like chocolate," Emmanuela says. .....
12. "I won't see you tomorrow," the teacher tells the class. .....
13. "She's living in Paris for a few months," the witness told the detective. .....
14. "I hadn't travelled by underground before I came to London," Pokou said. .....
15. "We would help if we could," the Minister told the strikers. .....

UNIT 2 Grammar corner

Language Function	Illustrative sentences
Refering to quantities using : Some / any; much / many; few / a few; little/a little	1. *Let's* invite **some** friends round and have a party tonight! 2. *We* don't have **any** chicken left for dinner. 3. *How* **much** time does it take to get to your house from here? 4. I don't think **many** people agree with her. 5. We stayed in Spain ***a few*** days before going on to France. 6. We have a ***little*** time. 7. I have **a few** friends in the city, so I'm settling in well.

NOTE

- Some and any are both "general determiners", which means they refer to an indefinite or unknown quantity of something. In general, **some** is used in positive sentences and any in negative sentences and questions.
- **Many** is used with plural, countable nouns (e.g. dogs, dollars, tables, children. **Much** is used with singular, uncountable nouns with questions and negative statements.
- **Little** is used with singular, uncountable nouns and **few** is used with plural, countable nouns to mean 'not as much' or 'not as many'.
- **A little** is used with singular, uncountable nouns and **a few** is used with plural, countable nouns to mean 'some'.
- Generally, **a lot of** is used in positive statements.

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Exercise 1

Fill in the gaps with either some or any.

Example **1-any**

1. There isn't _____ time to finish our lunch. Let's go back to the afternoon class!
2. We have _____ sandwiches in the fridge if you're hungry.
3. Shall we buy _____ cakes for Belinda's birthday party?
4. Do you have _____ family in Ghana?
5. I won't need to do _____more revision after my exams.
6. There aren't _____ shopping centres in this town.
7. Is there _____news on the teacher's wedding plans yet?
8. We finally have _____ news about our teacher's wedding!
9. Would you like _____ more rice to eat, or are you full?
10. Pick _____ mango you like. I think they're all good.

Exercise 2

Choose the correct word to complete the sentences below.

Example **10-many**

1. How (**much/many/many of**) the guests ordered lunch?
2. She has too (**much/many/much of**) ideas and can't focus on one thing at a time!
3. We don't have (**much of/much/many**) sunshine at this time of year.
4. How (**many/much/much of**) people live in your parents' house?
5. How (**many/much/much o**f) the homework have you completed so far?
6. How (**many/many of/much**) money will I need for a week?
7. There has been (**many/much/much of**) debate about **Covid_19** vaccine.
8. Too (**many/much/much of**) people are driving in Abidjan nowadays and the traffic is a nightmare.
9. There isn't (**much of/many/much**) time before bus leaves so let's go straight to the station.
10. Fatou doesn't have (**many/much/much of**) friends at school.

Exercise 3

Fill in the gaps with either few, little, a few or a little.

Example **1-little**

1. There's _____ chance of Mary coming to her sister's wedding. She's in France!
2. They have _____ options for their next holiday and they all look good.
3. _____ people visit the north of Africa in February because it's too hot.
4. You have _____ time before the next class if you want to get a drink.
5. Let's spend _____ days reviewing our lessons before our exam.
6. There's _____ point in repeating yourself because she never listens!
7. I have very _____ friends that I would trust in a crisis.
8. _____ is known about this famous singer's early life.
9. Your dessert was delicious! Can I have _____ more, please?
10. Our music training course takes _____ days to complete.

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UNIT 3

Grammar corner

Language Function	Illustrative sentences
Expressing the future with ***will*** (spontaneous decision or general predictions about the future made **at the moment of speaking**).	The football match has been cancelled. I **will** go to the concert then. Oh my god, I forgot to call my Mum. I **will** do it after the meeting.
Expressing the future with ***be going to*** (plans and intentions about the future already made, pre-decided **before the moment of speaking**).	According to the weather forecast, it **is going to** rain tomorrow. She **is going to** attend university to become a lawyer.
Expressing the future with ***present continuous*** (arrangements already confirmed)	I **am visiting** my friend at the weekend.

Exercise 1

Choose among the three options between brackets the most appropriate one to fill in each gap in the following sentences.

Example: 5. are you doing

1. Look at the sky. It .....(is going to rain/will rain/is raining).
2. I think I .....(am going to/will go/am going) to the party next Saturday.
3. What .....(am I wearing/am I going to wear/will I wear) tonight?
4. That young man is smiling at you. He .....(is going to ask/will ask/is asking) you to dance).
5. What .....(will you do/are you doing/are you going to do) tomorrow evening?
6. There is no class tomorrow. Dad .....(will allow/is going to allow/is allowing) us to play a video game.
7. As soon as I can, I .....(am coming/will come/am going to come) home.
8. A: What would you like to drink?
   B: I .....(will have/ am going to have/am having) orange juice, please.
9. I can't come on Monday. I .....(am meeting/will meet/am going to meet) my teacher.
10. .....(are you going to do/will you do/are you doing) anything interesting next week?
11. I .....(will not visit/am not going to visit/am not visiting) Yamoussoukro next year.

Exercise 2

In each of the sentences below, with your neighbour, decide whether you think:

a) the speaker is making a spontaneous plan about the future.
b) the speaker is arranging something with someone.
c) the speaker is talking about plans decided before.

Then fill the gap with will, be going to or present continuous, as appropriate.

Example: 2. the speaker is talking about plans agreed on before. You are going to call Mary.

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1. A: There is a farewell party at my house on Saturday evening. Would you like to come?
   B: I'm afraid I can't. I .....(have) a meeting with my new boss.
2. You .....(call) Mary, and I'm supposed to do the cooking. That's what we agreed on. Please, don't change things now.
3. I .....inform your mother. Your case is serious.
4. Ok. Since this is the situation, we .....postpone the test.
5. Uncle Joe .....(visit) us next week. .....you (be) at home earlier?
6. A: Shall we go for a walk tomorrow afternoon?
   B: I'm really sorry but I .....(watch) a football match with some friends.
7. Hello Félix, how are you? I .....(come) to Agboville next week.

UNIT 4 Grammar corner

Exercise 1

Idioms, phrasal verbs, postpositions..... rather frequent in natural English.		
Postpositions	**Prepositional verbs**	**Phrasal prepositional verbs**
Stand up - fill out (the form) - fill in (the blank) - make up (your mind) - burn up (the dry leaves) - Find out (the truth) - blow up (a bridge) - break off (our relations) - bring about (a change) - turn on/off (the light) - make up (a story) - get out (a book) - get over (an idea) **e.g.: Stand up and fight for your rights**	Apply for (a job) - care for (a child) - add to (the bill) - amount to (1500Fcfa) - compete with (s.o.) - approve of (an action) - resort to (threat) - consent to (a proposal) - part with (a car) - shout for (help) - refer to (a dictionary) - enlarge on (a topic) - hope for (improvement) - allow for (delays) - conform to (standards) **e.g.: You should apply for a job if you want to work.**	Back out of (an agreement) - face up to (the challenge) - catch up on (my reading) - catch up with (s.o.) - drop in on (a neighbour) - face up to (the problem) - get down to (serious talk) - look down on (s.o as unimportant) - make away with (a large sum of money) - stand up for (one's ideals) **e.g.: You can back out of (refuse) an agreement if you no longer agree.**

Study the table above. Make more similar and sensible descriptions of some situations to show your understanding of the prepositional verbs, postpositions, and phrasal postpositional verbs in the table.

Example 1: When you go to the post office and you want to send some money, you're asked to **fill in a form**. (postposition)

Example 2: Not only should mothers **take care of** children, but fathers also should. (prepositional verb).

Example 3: I have to **catch up** on my revisions because I'm late and the exam is getting close. (phrasal prepositional verb)

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Exercise 2

1. Study the box below individually and then in your class group. Look up the compound nouns whose meaning you are not sure of or ask your teacher for further clarifications. Then, make some real life like descriptions of some situations you're familiar with, with some of the words in the box. Do like in the example.

Example: **We flew to Great Britain on March 11th, 2019 from Felix Houphouet Boigny airport on board of British Airways.**

COMMON COUMPOUND NOUNS				
• Anymore • Airline • Airport • Aircraft • Armchair • Boyfriend • Battlefield • Background	• Comeback • Carpet • Cowboy • Cupboard • Chopstick • Classmate • Daredevil • Dishwasher	• Friendship • Gentleman • Goldfish • Grandfather • Grandmother • Grasshopper • Greenhouse • Handcuff	• Lifespan • Moonlight • Myself • Notebook • Newspaper • Nobody • Onset • Outside	• Seafood • Seashore • Skateboard • Skyscraper • Sunrise • Snowboard • Southeast • Starlight

UNIT 5 Grammar corner

Language Function	Illustrative sentences
Expressing condition with UNLESS	• ***Unless*** we hurry, we will be late for the show. • ***Unless*** he had permission from his parents, he wouldn't travel alone. • ***Unless*** you had suggested it, I wouldn't have phoned him.

NOTE

The word **unless** means the same thing as **if ... not** or **except if**. For example, "**Unless** you study, you will fail" means the same thing as "**If** you do **not** study, you will fail."
Unless is often used in conditional sentences. It can be used with the first, second, or third conditional. It can be placed at the beginning or in the middle of the sentence.
• If we don't hurry, we will be late for the show. ***Unless*** we hurry, we will be late for the show.
• ***If*** he had permission from his parents, he would travel alone. ***Unless*** he had permission from his parents, he wouldn't travel alone.
• ***If*** you hadn't suggested it, I wouldn't have phoned him. ***Unless*** you had suggested it, I wouldn't have phoned him.

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Exercise 1

Express conditions on the statements below using if or unless to fill in the blanks. The first one is done as an example.

1. I will take the job ..... the pay is too low.
I will take the job unless the pay is too low
2. I will be back tomorrow ..... there is a plane strike.
3. Let's go for a walk ..... you are too tired.
4. I am going to work in the garden this afternoon..... it rains.
5. I will be surprised ..... he doesn't have an accident soon.
6. I think she would look prettier ..... she didn't wear so much make-up.
7. ..... you don't stop smoking you will fall seriously ill.
8. ..... you start now you will not reach there in time.
9. ..... I were rich, I would spend all my time travelling.
10. ..... I have enough time tomorrow, I will come and see you

UNIT 6 Grammar corner

Language Function	Illustrative sentences
Expressing a Condition	1. ***Unless you study***, you will not pass your exam. 2. We're playing tennis tomorrow ***unless it rains***.
	1. I'll lend you the book ***as long as*** you promise to give it back to me next week. 2. A***s long as*** you come back before midnight, you can go to the party.
	1. Take an umbrella ***in case it rains***! 2. ***In case*** you are not satisfied with the product, you can send it back.

Exercise 2

Choose the appropriate option in brackets to fill in each gap below to make meaningful sentences.
Example: 1 – as long as.

1. I will remember that event .....(as long as/unless/in case) I live.
2. He will not talk about your visit .....(as long as/unless/in case) someone asks.
3. They have planned everything .....(as long as/unless/in case) it rains.

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4. .....(as long as/unless/in case) you have a good reason, you must all be present.
5. She will be happy .....(as long as/unless/in case) she takes things easy.
6. .....(as long as/unless/in case) there is not enough to eat, call me.
7. You won't succeed ..... (as long as/unless/in case) you practise regularly.
8. I won't go to the party ..... (as long as/unless/in case) you go too.
9. She will tell you what really happened ..... (as long as/unless/in case) you can keep the secret.
10. Don't call the police ..... (as long as/unless/in case) there is an emergency.
11. I don't care about how much money you spend, ... (as long as/unless/in case) you stick to our budget.
12. ..... (as long as/unless/in case) we obey the law, we won't be allowed to do whatever we like.
13. Let's take some medicine with us .....(as long as/unless/in case) we fall ill.
14. I will confiscate your smartphone (as long as/unless/in case) you don't do your homework.
15. You will always be top of the class .....(as long as/unless/in case) you stop working hard.

Grammar corner 2

Language Function	Illustrative sentences
COMPARING	My computer is **more** modern **than** yours. She got up **earlier than** I did
	There are **less** analogic TVs now **than** in the past.
	San Pedro is **as expensive as** Abidjan.

Exercise

Think about life today and life 20 years ago. Make true sentences using comparatives.
Example: 1– Computers are faster than they used to be.

1. (computers/fast): .....
2. (travelling/long): .....
3. (things/expensive): .....
4. (food/good): .....
5. (children/freedom): .....
6. (people/not work/hard): .....
7. (young men/not/ respectful): .....
8. (we/eat/bad food): .....
9. (families/not/big): .....
10. (travelling/not/comfortable): .....

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Language Function	Illustrative sentences
Using English idiomatic phrases proverbs. They are an important part of everyday English. They come up all the time in both written and spoken English. Because ...	- Cool waters run deep. - A friend in need is a friend indeed.

Exercise

Read the proverbs and phrases in column A and match them up to the appropriate meaning in column B. Example: 1. e: People who are calm feel strong emotions inside.

	Column A (Phrases, proverbs)		Column B (Corresponding reactions or meanings)
1	Cool waters run deep. (proverb)	a	Why bother? You'll only start an argument.
2	A friend in need is a friend indeed. (proverb)	b	No, I can't bother. I'm too tired.
3	I can't stand mobile phones going off in public.	c	Oh! it's no bother at all. I'm going your way anyway.
4	Do you fancy coming for a quick jog?	d	Really? Things like that don't really bother me.
5	I'm going to complain about the guy smoking.	e	People who are calm feel strong emotions inside.
6	Are you sure you don't mind giving me a lift?	f	A good friend is always helpful.

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UNIT 8 Grammar corner

Language Function	Illustrative sentences
Ordering adjectives in a sentence	1 2 3 5 6 7 - She was a **beautiful**, **tall**, **thin**, **young**, **black-haired**, **Scottish** woman. 1 6 8 - It was made of a **strange**, **green**, **metallic** material.

NOTE

When more than one adjective comes before a noun, the adjectives are normally in a particular order. Adjectives which describe opinions or attitudes (e.g. ***amazing***) usually come first.

Study the following table and tell what each number in the illustrative sentences above is for.

1	2	3	4	5	6	7	8	9	10
Opinion	Size	Physical quality	Shape	Age	Colour	Origin	Material	Type	Purpose
beautiful	Tall, big	Thin, rough	Round, square	Young, old	Blue, red	English, Ivorian, Liberian	Metal, plastic	Foursided U-shape	Cleaning, cooking

Exercise 1

Order the adjectives in the brackets to write a correct sentence.

1. We want a ..... (metal / grey) table.
2. Katy's father bought a ..... (new / red) car.
3. Blessing went home and sat on her ..... (comfortable / old / wooden) bed.
4. Yéo bought a ..... (British / fabulous / woolen) suit.
5. Andé has two ..... (Chinese / blue) bicycles.
6. He wants some ..... (French / delicious) cheese.
7. A..... (pretty / young) girl walked into the room.
8. Dosso has a lot of ..... (interesting / old) books.
9. She bought ..... (plastic / new / red) chair.
10. Alice is looking for ..... (black / stylish / leather) bag.

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Exercise 2

Choose the correct phrase in the brackets to fill in the blank to have a correct statement.

1. Musa was wearing a _____ shirt. (dirty old flannel, flannel old dirty, old dirty flannel)
2. Pass me the _____ cups. (plastic big blue, big blue plastic, big plastic blue)
3. All the girls fell in love with the _____ teacher. (handsome new American, American new handsome, new handsome American)
4. Kouamé used to drive _____ car. (a red old German, an old German red, an old red German)
5. He recently married a _____ woman. (young beautiful Fulani, beautiful young Fulani, beautiful Fulani young)
6. This is a _____ movie. (new Nigerian wonderful, wonderful Nigerian new, wonderful new Nigerian)
7. Miss Yacé is a _____ supermodel. (beautiful slim Ivorian, Ivorian beautiful slim, slim Ivorian beautiful)
8. My sister's luggage is in the _____ container. (large blue metal, blue large metal, blue metal large)
9. The headmaster sat behind a _____ desk. (big wooden brown, big brown wooden, wooden big brown)
10. Ali gave the tourist a _____ vase. (small SÉNOUFO grey, grey SÉNOUFO small, small grey SÉNOUFO)

UNIT 9 Grammar corner

Language Function	Illustrative sentences
Expressing past ability	I ***was able to*** speak English after one year of study. He ***was not able to*** make new friends.
Expressing past certainty	He ***must have*** lived in England. He speaks English so well. It ***can't have been*** my brother. He is such a good boy.
Expressing past possibility or probability	Things ***may/might have been*** difficult for them after their father's death. I don't know why she is late. She ***may have had*** an accident or something. They ***could have made*** a good couple. It's a pity they have parted.

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Exercise

What would you say in the situations below? Use a past modal verb with the verb in brackets to make your sentences.

Example: 2-may have been killed.

1. Contradict a friend's explanation of why someone did not come to the rendez-vous.
   'No. She ..... (not forget) because I reminded her about it just yesterday.'
2. Explain why Suruku has not been seen for thirty years.
   Nobody knows if he is alive or not. He ..... (kill) while crossing the Mediterranean Sea.
3. A: I don't understand why Susan did not answer my email.
   B: She ..... (be) sick. She always react when you write to her.
4. A: You ..... tell) me you were coming at the weekend but I forgot.
   B: Yes, I can't remember myself who I told and who I did not.
5. Explain how thieves got into their house without breaking any door.
   The thieves ..... (have) the double of our key.
6. Talk about someone's loneliness.
   He ..... (feel) lonely when his wife left him. He was so affected.
7. A: I don't understand why Nick failed.
   B: One thing is sure. It ..... (be) because she had not studied. Everybody knows he is a hard working boy.

UNIT 10 Grammar corner

Language Function	Illustrative sentences
Referring to a completed action in the future	• Tony will have been in this school for six months on June 23rd. • Please, hurry up if not, by the time you arrive I will have left. • You will have finished your lunch by 1.30 pm • Won't they have arrived from the trip by 5:00 pm today? • Will you have eaten when I visit you?

NOTE

The future perfect tense refers to a completed action in the future. When we use this tense we are projecting ourselves forward into the future and looking back at an action that will be completed sometime later than now.

Subject	+ will have	+ past participle of the main verb
He	will have	finished.
I	will have	finished.

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Exercise 1

Complete the following sentences to express a completed action in the future by using the verbs in brackets. Number 1 is done as an example.

1. The pilot **will have flown** an airplane 20,000 feet above the surface of the level by next year. (fly).
2. She ..... to New York to meet her pen friend long before the new school year. (go)
3. I ..... to cut my hair into this kind of hairstyle before the new school rules are adopted. (decide)
4. They ..... an award for the best dance performance before the national competition opens up. (receive)
5. He ..... all the messages before his girlfriend's arrival. (delete)
6. Before he succeeds in breaking the bedroom door, the thieves ..... by the window. (escape)
7. ..... they ..... from a visit in South Africa by August? (return)
8. Never mind, my parents ..... me my pocket money by Friday afternoon. (give)
9. My uncle ..... his dinner by 8.30 p.m. (finish eating)

Exercise 2

Change the verb in the bracket into the correct form: Example: 1. will have finished

1. By this time tomorrow, I .....(finish) the project.
2. By 8 o'clock, the kids ..... (fall) asleep.
3. By tomorrow morning, he ..... (sleep) wonderfully.
4. By next year, our teacher .....(receive) her promotion.
5. Comoé .....(sell) his car by next Sunday.
6. Akissi ..... (clean) the entire house by lunch.
7. At this time tomorrow morning, they ..... (begin) working in the garden.
8. At this time next week, we ..... (catch) the dangerous thief in our area.
9. By next September, Mr Kouame .....(teach) his students for over ten years.
10. By October, I ..... (study) English for 7 year.
11. Before Saturday, you ..... (do) all of your homework.

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MOVE FORWARD INTO COMPETENCY BASED LANGUAGE TESTING

The "Première" level test format

Notes to the students:
In order to be better prepared for their tests the "Première" students should be aware of the following:

Test duration: 2 hours
Test layout:

The written test in the Second Cycle is based on the following three main parts:

I **READING (40%)**

II **LANGUAGE USE (30%)**

III **WRITING (30%)**

PART ONE: READING (40%)

A good test is 15 to 20 lines long.
The Reading for comprehension part comprises two main parts:

A **VOCABULARY CHECK (10%)**

This part is to evaluate students' comprehension of some difficult words in the text and, at the same time, bring them help for a better understanding of the text. Its content can be as follows:

- **Multiple choice items/questions** *(always 11 items or questions with one given as an example)*
- **Matching** (definitions/synonyms/ antonyms)*(always 11 items...)*
- **Odd one out** *(always 11 items...)*
- etc

Only one of the three question types above will be used for each test. Between the 11 items in the exercise one will always be given to you as an example so that you know how to write your answers.

B **COMPREHENSION CHECK (30%)**

In order to check your understanding of the passage one of the six question types below will be given to you.

- **Multiple choice items/questions** *(always 11 items...)*
- **Open-ended questions** *(always 10 questions)*
- **True/False statements +** evidence from the text (quote the lines) *(always 11 statements...)*
- **Information transfer** through:

- table completion
- note-taking

- **Text summary**
- **Choice of the best title**
- etc.

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PART TWO: LANGUAGE USE (30%)

The student will be submitted to two different types of exercises based mainly on grammatical and lexical contents.

The layout of these exercises is as follows:
Eleven items comprising one example in order to show how to perform the exercise.
- Multiple choice items/questions
- Matching (definitions /synonymes/ antonymes)
- Odd one out
- Sentence construction
- Sentence completion
- Sentence transformation
- Word formation
- Cloze test
- etc.

PART THREE: WRITING : (30%)

The student will be submitted to only one writing task, 15 to 20 lines long. Basically, the nature and the type or rhetorical mode will be as follows.

a- Nature: Dialogue – Narrative – Article – Formal/Official or Informal letter, etc.

b- Type: Descriptive/Portrait – Narrative – Argumentative – Process

Scoring criteria (30 marks)

1. Answer to question/Relevance (8 marks)
2. Comprehensibility: language correctness (7 marks)
3. Organisation: letter layout, essay layout (introduction, body paragraph, conclusion, topic sentences, etc.), article layout, etc.
4. Flow of ideas: coherence and cohesion (use of linking words) (5 marks)
5. Mechanics of writing: Paragraphing, Punctuation, Capitalization,... (5 marks)
6. Vocabulary / grammar (2 + 3 marks)

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Test 1

Part I

READING (40%) *Read the text and do all the activities that follow.*

Consumerism

Multinational corporations upgrade their products, wrap them up in more plastic and create advertisements to make people think that they couldn't live without them. When it comes to unnecessary products, the supply-demand cycle is like riding the tiger*. The average educated people could come up with several reasons how the 'use and throw' system is destroying the earth but they themselves are preys to this culture. It is not because people are unaware but because their definition of what is ethical has changed.... Is it ethical to dictate the right to someone else's freedom but consciously damage the environment for one's own pleasures? I think not. It is undermining our very existence.

There are news reports every day of forest fires, land mafia, toxic rivers, and children born mutated due to consumption of supposedly banned pesticides. Farmers would not be forced to use toxic pesticides if people were willing to pay as much for their food as they do for their fashion.

Consumerism has made us believe that it is normal to pay less for basic necessities such as food, water and fuel than the amount we pay for materialistic objects.

People have unethical justifications for all their actions, be it terrorism, warfare, environmental destruction et cetera. "The end justifies the means" has become a slogan for many. But they think only of the immediate end and how it affects them personally and not about the effect it has on their surroundings or society. As a result of this we are witnessing one of the most disastrous events that our civilization has caused – climate change. The root cause of climate change is the fact that the majority of people around us turn a blind eye to the problem they are causing.

"Consumerism" by Anjana Aravind Co-Winner, High School Category, Student/Teacher Essay Contest, "Ethics for a Connected World," 2012

**Note : to ride the tiger means to be in a very precarious or dangerous situation.*

A VOCABULARY CHECK (10%)

Find in the text the words corresponding to the definitions or synonyms below. The lines where you can find the words are numbered to help you. Write your answer like in the example: 9 - mutated.

1. raise to a better standard, improve (L.1)	7. relating to beliefs about what is morally right or wrong (L.6)
2. cover or surround something with paper or other material (L.1)	8. gradually destroying someone or something (L.8)
3. the balance between the amount of goods available and the amount that people want to buy (L.3)	9. changed in form or nature (L.10)
4. find, discover (L.4)	10. officially forbidden, prohibited (L.10)
5. someone who can easily be deceived or harmed (L.5)	11. activities of an armed conflict (L.15)
6. not knowing about somethings (L.6)	

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Test I

B COMPREHENSION CHECK (30%)

Read the text again and choose the best options to complete statements 1 through 11. Write your answer like in the example. Example: 11-b.

1. Multinational corporations upgrade their products means they:
   a) improve the quality of their products
   b) give better grades to their products
   c) uproot their products
2. Multinational corporations wrap their products up in more plastic means they:
   a) wrap up their products only with plastic
   b) use more plastic in their products
   c) change the presentations of their products
3. Big companies use advertisement to:
   a show their new products;
   b) help eventual buyers;
   c) create a need to buy their products.
4. The average customers cannot help buying unnecessary goods because:
   a) the products have been improved.
   b) they are victims of a consumption culture.
   c) they know nothing about the supply and demand law.
5. People don't care about the disastrous consequences of the 'use and throw' system because they:
   a) are not aware of those consequences.
   b) have another meaning for ethics.
   c) like fashionable things.
6. Farmers use pesticides because they:
   a) don't know that it is forbidden.
   b) don't know pesticides are toxic
   c) feel obliged to do so.
7. Banned pesticides cause all the following expect one. Check that one:
   a) drug mafia
   b) children born mutated
   c) forest fires
8. Consumerism make people pay:
   a) more for their clothes
   b) more for their food
   c) as much for their food as for fashion
9. Basic needs have:
   a) the same importance as materialistic goods
   b) less value than materialistic goods.
   c) more consideration than materialistic goods.
10. The consumerists are concerned about:
   a) the damage caused to the environment.
   b) wars and terrorism.
   c) possessing goods at all costs.
11. The problem with the climate change is that people:
   a) are not aware of the dangers for humanity.
   b) are aware but don't do much to help.
   c) think there is no climate change.

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Part II

LANGUAGE USE (30%)

1. Complete the following sentences with the words in bracket + a particle (on, off, up, down, etc.. Example: b- Can I try them on?

a) It's dark in here. Could you ....., please? (switch, the light)
b) You are in a shop to buy a pair of trainers. You see a smart pair. You ask the shop assistant. 'Can I .....before buying? (try, them)
c) After buying a new shirt, at home you notice something wrong with it. Your friend suggests you .....to the shop for them to replace it. (bring, it)
d) 'Don't you think your stereo is too loud? Please, ...'(turn, it)
e) 'The fruit you bought yesterday are already rotten. Why don't you .....?' (throw, them)
f) 'The television is on and nobody is watching. How about .....?' (switch, it)
g) 'I'm sorry, there is too much noise so I can't hear you. Can you .....?' (speak)
h) I lent some money to my neighbour last week. He promised to ..... (pay, me) today.
i) The shop keeper's line was engaged. I was obliged to..... (call, him)
j) When the COVID-19 pandemic ..... (break) last year, traders' sales decreased.
k) Two days after the quiz, the teacher ..... (hand, our papers)

2. Use the verbs between brackets in either the active or the passive form with the most suitable modals. Sometimes there is more than one possibility.
Example: k. A quiz may/might be given tomorrow.

a) A defective product .....(return) to the super store by the customer. Once you go home, they refuse to take back their goods.
b) Safety precautions .....(demonstrate) before you buy the house.
c) Safety precautions .....(read) before plugging new electrical appliances.
d) He is always wearing expensive clothes. He .....(be) rich.
e) The new super store.....(miss). It's the only yellow building on your right.
f) The instructions are clear. All your tests .....(write) on a computer. No hand writing.
g) 'What are you doing at the weekend?'
'I don't know. I .....(go) and visit my new colleague'.
h) 'Don't spoil your son. A child .....(give) everything he wants', my mother warned me.
i) She has such a sweet voice. I think you .....(encourage) her to take a musical course.
j) What? Are you saying you broke five bottles of wine in the super market. You .....(embarrass)!
k) A quiz .....(give) tomorrow. I'm not sure but we need to be ready.

Part III

WRITING (30%)

As a representative of Ivorian youths at an international youth conference, you are invited to give a presentation on how to escape excessive consumerism. In your essay:

1. Define consumerism.
2. Give examples of excessive consumerism and their consequences on people and the environment.
3. Give some advice on how to escape excessive consumerism.

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Test 2

Part I

READING (40%) *Read the text and do all the activities that follow.*

A Hobby That's Gone to the Dogs

Darlene McCormick has a lot of beagles - 2786 of them to be exact. Luckily, for Darlene, these are not the face-licking, tail-chasing kind. Instead of fur, these dogs are made of porcelain, ceramic, stone, papier mâché, and just about any other material you can think of. What started out as a gift when she was ten years old, has quickly become Darlene's life-long passion.

"It started with just one," says Darlene, holding up her very first beagle, a cute little figurine made out of expertly carved wood. "My mother gave this to me when I was just a little girl and I loved it right away. Our family has always been great lovers of dogs and I am too. Before I knew it, I had 50 of these little guys. Then I had a 100, and then 1000. Last time I checked, I was closing in on 3000. It's a wonderful hobby. Everywhere I go, I look for the little guys. I even have beagles from Mexico and Italy!

What advice does Darlene have for other avid collectors?
"Make sure you have an understanding spouse," she laughs. "But seriously, do what you love. That's the best advice anyone can give you. Anything can be a hobby as long as it's something that matters to you. For me, it's beagles, but it can be just about anything you can imagine. Some people like to collect stamps, others antiques. It's all about what appeals to you. If you love it, that's all that matters." But can a hobby become too much? Therapist, Doctor Brenda Hogan explains that "It can go too far, but that rarely happens. For the most part, hobbies, such as collecting, are wonderful pastimes that not only make people happy, but more active as well."

Each of Darlene's beagles has its own story. Darlene appears happy and proud as she shares the history of her collection. Judging by Darlene's smile, one has to wonder why we don't all get on board and start a hobby that reflects who we are and what we love.

https://by Victoria Wolfe

https://www.learnquebec.ca/documents/20181/135109/The Daily Times

A VOCABULARY CHECK (10%)

Match up the following words from the text above in column A to their meanings in column B like this: 1 - K

	Column A		Column B
1	hobby (title)	a	cut in order to make a spacial shape
2	beagles (L.1)	b	pretty and often small
3	face-licking (L.2)	c	old and valuable
4	tail-chasing (L.2.	d	a small piece of paper for sticking on a mail
5	life-long (L.5)	e	try to catch the tail
6	cute (L.6)	f	slows

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7	carved (L.7)	g	having the quality of self-respect
8	stamps (L.16)	h	to move the tongue across a surface
9	antiques (L.16)	i	lasting all one's life
10	proud (L.21)	j	a type of dog
11	reflects (L.23)	k	pastime

B COMPREHENSION CHECK (30%)

Read the text again and give short answers to the questions below.

1. How is Darlene's pastime unique?
2. Are the materials used to make Darlene's dogs limited to four?
3. How did Darlene get connected to this kind of hobby?
4. What was her first toy dog made of?
5. What does Darlene call 'little guys'?
6. What does Darlene mean by "I was closing in on 3000"?
7. What is important for considering something as a hobby?
8. What name does Darlene give her hobby?
9. Does Darlene think that everybody should have a hobby?
10. Why does Darlene think that a hobby should show one's personality?

Part II LANGUAGE USE (30%)

A. In this exercise, situations are shortly described. Choose the appropriate model according to the context.

1. There are plenty of tomatoes in the fridge so you (need - needn't - mustn't - can't) buy any.
2. This is a hospital, therefore you (shouldn't - can't - mustn't - could) smoke here.
3. He has been working all day. Therefore, he (will-needs- must- might) be very tired.
4. I (could - must - can - would) speak Arabic fluently when I was a child and we lived in Morocco. But after we moved to Canada, I forgot amost everything I knew as a child.
5. The teacher said we (can - could - must- needn't) read this book for our own pleasure as it was optional.
6. (Can - Must - Need - might) you stand on your head for more than one minute? No, I (mustn't - can't need - n't - shouldn't).
7. If you want to learn to speak English fluently, you (can - mustn't - have to - need) worry. We will help you become a fluent speaker but you (needn't - have to - could - can) work hard.
8. Take an umbrella. It (may - can - must - will) rain later in the day.
9. You (must - should - mustn't - can't) leave small objects lying around. Such objects (can - must - may - will) be swallowed by children.
10. People (need- shouldn't- can't-should) walk on the grass. It's forbidden.
A fine (may-can - should - must) be paid.
11. Drivers (must- should- needn't- have to) stop when the traffic lights are red but (need-must - should - will) watch out when they turn amber.

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Test 2

B. In this exercise you're asked to utilise the appropriate preposition in relation to the context. Here are the prompts in the box below. They may be used several times. Answer in your copybook like in the example.

at – in – on – to – for – of – with

1. I'll meet you.....**in**..... the morning next time...**at**..... the indicated location.
2. I'll go to the restaurant with you ..... the evening as agreed ..... the whole team.
3. I'll get out of class ..... noon and then we'll move ..... the venue as we agreed.
4. I'll call you ..... six o'clock..... the evening.
5. She came ..... Monday and we agreed .....leave right away.
6. She came back..... March and ..... April 30th she left for an unknown destination.
7. I was born ..... Monday 12th..... the year 1970.
8. They managed to complete the work ..... two weeks and left..... their village.
9. He played a trick ..... me ..... April Fool's Day.
10. I'll be ready ..... a few minutes' time and then we'll head ..... the meeting down town.
11. ..... the moment, I'm doing an exercise and if you don't mind we'll meet later ..... the stadium.

Part III

WRITING (30%)

In a description that will be published on Instagram, share one of your favorite hobbies in a piece of writing of about twenty lines.

- Name the hobby.
- Describe your feelings when you are practicing this hobby.
- Make sure your description invites other people to find out what their hobby may be because of the joy, relaxation, or happiness that derive from this activity you've already experienced.
- Conclude by saying something unusual that may prompt reactions.

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Test 3

Part I **READING (40%)** *Read the text and do all the activities that follow.*

Terrorism

Terrorism is the threat or the use of violence, often against the civilian population, to achieve political or social ends, to intimidate opponents, or to publicize grievances. The term dates from the Reign of Terror (1793-94. in the French Revolution but has taken an additional meaning in the 20th century. Terrorism involves activities such as assassinations, bombings, random killings, and hijackings. Used for political, not military purposes, and most typically by groups too weak to mount open assaults, it is a modern tool of the alienated, and its psychological impact on the public has increased because of the extensive coverage by the media. Political terrorism also may be part of a government campaign to eliminate the oppositions, as under Hitler, Mussolini, Stalin, and others, or may be part of a revolutionary effort to overthrow a regime. Terrorist attacks also are now a common tactic in guerrilla warfare. Governments find attacks by terrorist groups difficult to prevent; international agreements to tighten borders or return terrorists for trial may offer some deterrence.

Terrorism reaches back to ancient Greece and has occurred throughout history. Terrorism by radicals and by the nationalists became widespread after World War II. Since the late 20th century acts of terrorism have been associated with the Italian Red Brigades, the Weathermen of some members of U.S. "militia" organizations..., among many groups. Religiously inspired terrorism has also occurred, such as that of extremist Christian opponents of abortion in the United States; of extremist Muslims associated with Hamas, Osama Bin Laden's AL Qaeda, and other organizations...

In 1999 the UN Security Council unanimously called for better international cooperation in fighting terrorism and asked governments not to aid terrorists. The September 11, 2001, attacks by AL Qaeda on the World Trade Center and the Pentagon- the most devastating terrorist attacks in history- prompted calls by U.S. political leader for a world "war on terrorism". Although the U.S. effort to destroy Al Qaeda and overthrow the Afghani government that hosted it was initially successful, terrorism is not a movement but a tactic used by a wide variety of groups, some of which are regarded (and supported) as "freedom fighter" in various countries or by various peoples.

The Columbia Encyclopedia, 6th ed. Copyright@2015, The Columbia University Press

A VOCABULARY CHECK (10%)

The words or phrases in column A are from the text. Match them with their synonyms or definitions in column B. The indicated lines will help you. Write your answers like in the example.

Example: **1. j**

A	B
1. threat (L.1.	a- popularly
2. ends (L.2)	b- lift
3. hijacking (L.5)	c- preoccupation

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4. assaults (L.6)	d- welcomed
5. overthrow (L.10)	e- taking control of an airplane
6. tighten (L.12)	f- menace
7. deterrence (L.13)	g- attacks
8. widespread (L.15)	h- secure
9. called for L.21)	i- goals
10. hosted (L.26)	j- happening in many places
11. regarded (L.27)	k- considered
	l- remove

B COMPREHENSION CHECK (30%)

Decide whether the statements below are true or false according to the text. Write (T) for True and (F) for False. Then give the line(s) of the text to justify your answer.
Example: 11. T(L30)

1. Terrorism is used by its authors for political and social purposes.
2. The term terrorism originated in the 17th century.
3. Terrorism is a means used by psychologically strong people.
4. The media have worsened its psychological impact on the public.
5. It is not hard for the government to stop terrorist attacks.
6. Terrorism occurred in many places in the world during World War II.
7. Both fanatic Christians and Muslims are involved in terrorism.
8. All the members of the UN Council require international cooperation in fighting terrorism in 1999.
9. AL Qaeda failed to attack the USA in 2001
10. The Afghan's government was in favor of AL Qaeda terrorist group.
11. Terrorism is regarded by some people as something good.

Part II

LANGUAGE USE (30%)

Choose the right word or expression from (a- b-c-d) to fill in the gaps in the sentences below. Example: 11. b- yours.

1. The woman ..... car is parked over there is her mother.

a) who b) whose c) which d) that

2. Who are you waiting ..... ?

a) to b) for c) at d) out

3. Tigers are ferocious animals, but lions seem to be ..... .

a) the most ferocious tigers b) mot ferocious tigers c) more ferocious than them

d) the more ferocious

4. Many pupils are good at English, some are good at French, and ..... are good at mathematics

a) the other b) other c) the ones d) others

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5. During the covid_19 pandemic period, a lot of workers suffered ..... stress
a) with b) about c) from d) by
6. Are you going to ..... this afternoon?
a) doctor b) the doctor's c) the doctors d) doctors
7. Fred has got an American car, whereas ..... is a Japanese one.
a) mine b) my c) me d) mine's
8- John is ..... than his brother.
a) old b) oldest c) elder d) older
9- This is the ..... movie I have ever seen in my life!
a) better b) worse c) worst d) bad.
10- We were looking ..... a place to park our cars.
a) into b) out c) on d) for
11. It's very hot here, ... ?
a) It's not b) it is c) isn't it d) it isn't here

Part III

WRITING (30%)

Do ONLY ONE of the two tasks below.

Task1:

During a debate organized by your English speaking club about violence, one of your fellow student supports that "Violence is a means to make oneself understood in today's world". Do you share his/ her view point?
Give your reasons and examples to sustain your position. (Between 15 to 20 lines)

Task2:

The phenomenon of terrorism is a real anxiety in West Africa today. Write an article to your school magazine to suggest what should be done to eradicate it.

The following ideas may help you.

- States must stop supporting terrorists.
- Create jobs for young people.
- Teach the population the true values of religion.
- Promote peace and love among communities.

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Test 4

Part I **READING (40%)** *Read the text and do all the activities that follow.*

A Fight against the Knife

It was in January 1995 when I went home for school fees. The moment the people set their eyes on me, I was finished. They secretly organized people in the area and clan heads to force me into circumcision. On January 15, in the evening, a whole group of drunk and energetic men came for me together with three other girls.
When they got us, they immediately tied us with strong sisal ropes and undressed us, leaving us with only our petticoats on. The people danced and rejoiced because they had finally captured us. They beat us and forced us to dance throughout the night.
At daybreak, we were at the surgeon's place. We were told to declare that we want to get circumcised, but we refused. We boldly said "no". At that moment, other people came around with knives and swords saying we were to be pierced to death if we refused to be circumcised. As they continued torturing us, one of us escaped. Her parents saved her. At the time she was picked from home, her parents were not around. So they came for her, and she was released.
In our desperate situation we were pushed onto the ground and forced to sit down with our legs apart. They still battered us. Finally, we were defeated and we surrendered.
The pain was terrible. I got to a point where I thought my mother did not love me. How could she let me go through such pain? The surgeon herself looked miserable. I did not think she knew what she was about to do!
Later the police arrested some of the men, took them to court and imprisoned them at Kapchorwa prison. Unfortunately for us, we had already been circumcised.
While going through the agony of nursing my septic wound, I faced several threats from people. They said if the men stayed in prison, I would have to leave the village or else I would die.
Finally, a Non-Governmental Organization called Reproductive, Educative and Community Health (REACH) came in. It registered me as a peer educator. They started giving me some money – forty thousand shillings – to enable me to continue with my studies.

Population Reference Bureau, April 2000 Page22. By Doreer CHESANG

A VOCABULARY CHECK (10%)

Choose from the brackets, the correct definition of the words in the text. Then write your answers like in the example: 10- menaces

1. petticoats (L.6): (small coat; underwear; T-shirt)
2. daybreak (L.8): (sunrise; daylight; sunset)
3. boldly (L.9): (immediately; defiantly; badly)
4. swords (L. 10): (long knife like weapons; swears, warfare)
5. escaped (L. 11): (climbed; escalate; ran away)
6. released (L. 13): (realized; freed; really good)
7. battered (L. 15): (beat; fought; hung like a bat)

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8. surrendered (L. 15): (turned around; made sure; capitulated)
9. nursing (L. 21): (treating; taking to a nurse; carrying on)
10. threats (L.21): (Thanks; menaces; congratulations)
11. registered (L.25): (wrote my name on a list; called my name; crossed my name)

B COMPREHENSION CHECK (30%)

Read the text again and give short answers to these questions.

1. What did the people in the village decide secretly as soon as they saw the narrator?
2. In what state were the people in order to be able to capture the girls?
3. How many girls were captured that night?
4. For how long did the girls suffer when they were captured?
5. Did the girls accept to be circumcised?
6. Why were some of the people carrying weapons?
7. How many of the four girls could escape, and why?
8. Could the girls resist for long to their torture? Explain why?
9. Who did the narrator call the surgeon?
10. What happened to some of the men who tortured the girls?

Part II LANGUAGE USE (30%)

Read the following letter addressed to a tourism operator carefully and fill in each gap with a word chosen in the brackets.

Example. **5-up**

Dear Sir,

I am writing to complain 1..... (to, for, about) our recent holiday which involved several last –minute changes 2..... (at, to, into) the arrangements, despite the fact that we had made our booking several months in advance. The journey 3..... (to, upon, above) the coast took four hours longer than your brochure suggested. The coach which took us was far too much old and the last part 4..... (for, in, of) the journey was terrifying as the driver tried to make 5..... (in, into, up) for the time we had lost. However, this was nothing compared 6..... (on, with, into) our own horror when we arrived 7..... (at, on, to) the hotel. Your advertisement promised us large rooms with colour television. In fact, our bedroom was hardly that big enough to lie down 8..... (on, in, at) and the only television was 9..... (in, into, on) the lounge. We did not go downstairs 10..... (on, in, for) eating an evening meal, but decided instead to go 11..... (into, to, for) bed straight away.

Yours, sincerely

Ketty

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Test 4

Part III

WRITING (30%)

Do ONLY ONE of the two tasks below.

Task:
Human Rights organizations and World Health Organization denounce female circumcision in many parts of Africa. Write an article to be published in WEST AFRICA JOURNAL, about this issue: present the causes, the consequences, and suggest some solutions to the problem. (10 to 15 lines)

Task:
Despite many campaigns against female circumcision by your country's government, the phenomenon persists. You decide to join a group of young people to sensitize populations who practise it. Your group asks you to write a letter to the authorities in your area to ask them to take more actions for stopping the issue (15 to 20 lines).

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Test 5

Part I

READING (40%) *Do all the activities that follow on your examination/test sheet.*

The volatile situation in Mali

Major political parties in Mali have said no to the military government's five-year plan for transition to civilian rule. Since August 2020, the military has carried out two coups and postponed elections. A significant coalition of political parties in Mali rejected the military-led government's plans for a slow transition to democratic rule.

The military plan says the transition could take up to five years. Under its plan, a constitutional referendum would be held in 2023 and legislative elections in 2025. A presidential election would not take place until 2026.

The junta called its proposal "appropriate to conduct the political and institutional reforms."

The army has been in control in Mali since August 2020. In that time, the army has carried out two coups and postponed elections previously scheduled for next month that it had committed to holding.

Mali's foreign minister, Abdoulaye Diop, submitted the government's transition plans Saturday to the Economic Community of West African States (ECOWAS).

Diop forwarded the document despite a boycott of the national reform conference by political parties and nongovernmental organizations.

ECOWAS has threatened sanctions on the country's military rulers for postponing the elections. On January 9, ECOWAS will hold a summit in the Ghanaian capital of Accra on the situation in Mali. The military government had hoped to extend the transition period by five years beginning at the start of the new year on January 1st, 2022.

https://www.dw.com/en/mali-political-parties-reject-militarys-five-year-transition-to-democracy-plan/a-60313749

A VOCABULARY CHECK (10%)

The words below in column A are from the text above. Match them up to their definitions in column B like in the example. Example 1.important

Words in column A from the text	Definitions
1. major (L.1)	sent
2. carried out (L.2)	clique, faction
3. postponed (L.3)	engaged
4. significant (L.3)	organise
5. military-led (L.4)	most important
6. junta (L.8)	menaced
7. scheduled (L.10)	put into practice

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8. committed (L.11)	important
9. forwarded (L.14)	planned
10. threatened (L.16)	arranged for a later time
11. hold (L.17)	conducted by an army

B COMPREHENSION CHECK (30%)

Read the text and give short answers to the questions below.

1. Which organisations rejected the idea of extending the transision period in Mali?
2. How many coups have happend in Mali recently? When?
3. Could the elections take place as planned? Why?
4. What was the agenda of the junta for the next elections?
5. How did the clique characterise their plan?
6. Do the soldiers in power in Mali respect their own words? How do you know?
7. What's Abdoulaye Diop? What did he do?
8. What happened during the national reform conference in Mali?
9. How did ECOWAS react to the junta's proposal of five year-extension of the transition?
10. What do you think the meeting in Accra could decide?

Part II LANGUAGE USE (30%)

1. In the passage below some words have been deleted and put in a box. Read the text and complete it to make it understandable. One word does not belong. Number 1 is done for you. Example: 1-led

annulled – judged – vote – certified – led – cast – and – alledged – elections – boycotted – parliament – for

Kenya is a republic with three branches of government: an executive branch, 1. ... by a directly elected president; a bicameral 2. ... consisting of the Senate and National Assembly; and a judiciary. In the 2017 general 3. ... the second under the 2010 constitution, citizens 4. ... ballots 5. ... president, deputy president, and parliamentarians, as well as county governors 6. ... legislators. International and domestic observers 7. ... the elections generally credible, although some civil society groups and the opposition 8. ... there were irregularities. The Independent Electoral and Boundaries Commission declared Jubilee Coalition Party candidate Uhuru Kenyatta had won reelection as president over opposition candidate Raila Odinga. The Supreme Court subsequently 9. ... the results for president and deputy president, citing irregularities, and the court ordered a new 10. ... for president and deputy president that the opposition 11. .... The Independent Electoral and Boundaries Commission declared President Kenyatta winner of the new vote, and the Supreme Court upheld the results.

https://www.state.gov/reports/2020-country-reports-on-human-rights-practices/kenya/

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2. The words below relate to politics. One does not belong. Find the odd one out and write it down on your exam sheet like in the example.

Example: 1-commercial

1. commercial – capitalism – democrat – unilateralism
2. panda – apoliticism – caucus – concervatism
3. concomitant – communism – conservative – national anthem
4. fascism – cannibalism – afropessimism – parliamentarism
5. geopolitics – parliament – pantheon – labour party
6. tories – feft winger – leninism – paternalism
7. magna carta – capital – marxist – moderate
8. multiparty – pendulum – extremism – platform
9. politicise – ingenuity – populism – leninism
10. Scottish national party – Johnny Walker – Republican party – ANC
11. usurper – Thatcherism – king – professor

Part III

WRITING (30%)

A coup d'Etat has recently taken place in Mali and this is not the first time such a thing has happened in Africa. In a five-paragraph essay,

1. Look for some probable causes of the coup.
2. Come up with some probable consequences.
3. Suggest some ideas to quell this phenomenon in Africa.

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Audio Scripts

UNIT 1 TRAVEL AND WORLD TOURISM

Session 1

A Page 9: Listening 1

1. Listen to the audio and say what tourism is.

Travel and tourism

Tourism involves **travel** and stay, can also include day trips, business trips, etc. There is a movement of **tourists** from the place of origin to the destination. The **tourism** industry is **tourist**-oriented and built entirely upon people. **Tourism** can be international when **travel** is from one country to another.

https://www.locusassignments.com/solution/ unit-1-travel-tourism-management-assignment

2. Listen to the audio again and tell your class group what tourism industry is.

B Page 9: Listening 2

1. Listen to the audio. Make notes and sum it up in a few words. Share your summary with your neighbour and then with your class group.

Today's generation of young people are more informed, more mobile and more adventurous than ever before. Youth travel is one of the fastest growing and most dynamic markets of the global tourism sector. UNWTO estimates that around 20% of the 940 million international tourists travelling the world in 2010 were young people. Yet, the importance of this market goes far beyond the numbers. Young people have been recognized by the United Nations as a major force for development and social change. This is true also for tourism, with youth travelers leading positive change in the sector, investing in local tourism businesses and championing environmental protection. As such, youth travel is one of the most promising paths towards a more responsible and sustainable tourism sector.

Taleb Rifai Secretary-General of the World Tourism Organization (UNWTO)

2. Information transfer. Listen to the audio once or twice more and fill in the table below. Don't write in your textbook. Use your copybook.

Session 2

B Page 11: Vocabulary corner

Listen to the audio and practice the pronunciation.

tourism – disposal – industry – ecotourism – artificial – global – climate change – sustain – sustainability – leisure

C Page 12: Communication

Listening task

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

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

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

Session 4

B Page 14: Vocabulary corner

Listen to the audio and practice the pronunciations of the words below.

Ivorian – inhabitant – elephant – emblematic – endeavour – lagoon – wealth – tumultuous – kindness – guide

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UNIT 2 NATURAL RESSOURCES

Session 1

Listen to the audio and do the activities that follow.

A Page 19: Listening 1

Listen to the audio and repeat the words below.

Crude oil – Copper – Coal – Mine – Wind energy – Iron – Petroleum – Manganese – Atmosphere – Renewable

B Page 19: Listening 2

1. Listen to the audio and choose one of the following statements that summarizes it:

a) The audio is about lack of natural resources
b) The audio is about the importance of natural resources.

Natural resources are central to human wellbeing. We cannot live without the clean air we breathe, the plants we eat, or the water we drink. We need natural resources to put roofs over our heads and heat our homes. We need them to survive and to thrive.
The concept of natural resources refers to naturally occurring living and non-living elements of the Earth system, including plants, fish, but also water, soil, and minerals. A prominent way to think about natural resources is to look at them in terms of depletion risk: do they regenerate, and, if so, at what pace? Some resources, such as trees and plants, are renewable because they regenerate relatively quickly. Others, such as copper and oil, take much longer to form and are considered non-renewable. Together, natural resources make up a dense web of interdependence, forming ecosystems that also include humans. As such, the distribution of resources shapes the face of our planet and the local distinctiveness of our environments. People have formed different types of cultural, spiritual, and subsistence-based relationships with the natural environment, adopting value-systems that go beyond economic framings.

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

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

Session 3

A Page 22: Speaking

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

South Sudan's Lakes State is one of the poorest areas of the country. Lack of water and access to safe water sources – especially during the dry season – has increased conflicts between rural communities.
Climate change, with its more extreme weather patterns – including more severe and prolonged droughts – won't help these kinds of situations. It will likely increase tension between groups fighting for the same limited resource – in this case, water.
And in communities where people depend on agricultural products as their main source of income, a prolonged dry season seriously threatens their lives. Consequently, many people struggle to have food. They don't have any economic opportunities. In addition, they must fight over what few resources or services are left.
Climate change is already affecting our world and millions of people could become even more exposed to its negative impact.
If the world doesn't work to mitigate and adapt to the impact of climate change now, more than 100 million people could be pushed into extreme poverty by 2030. And approximately two-thirds of people living in extreme poverty will be in fragile and conflict-affected areas.

Slightly adapted from UNOPS Website, by Carolina Fantini and Geoffrey Morgan

2. Read the questions bellow, then listen to the text once more to answer them:

Session 8: Check 1

A. Page 29: Listen to the audio and choose the answer which summarises the abstract you have heard.

1. The process of drilling oil
2. How do we get crude oil?
3. The cost of crude oil

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Audio Scripts

B. Page 29: Listen again and say whether the following statements based on the audio are True or False

Finding oil and gas trapped deep underground and drilling a well are very complicated and expensive. It costs millions of pounds to drill a well and only a few are successful. The liquids found underground can be a complicated mixture of water, crude oil and gas. The crude oil and gas need to be separated before they can be transported safely.
The crude oil is often found in remote places such as deserts, jungle or the Arctic. Transport of the crude oil to the refinery is sometimes very complicated. The oil refinery turns crude oil into useful products and materials. The products can travel through pipelines, by road, rail or by boats around the coast or along rivers and canals.

UNIT 3 DEADLY VIRUSES AND DISEASES

Session 1

A Page 31: Listening 1

NEW VARIANTS OF COVID-19

Not only is the pandemic showing no signs of easing just yet, the emergence of new variants of COVID-19 is complicating things. If a new virus is contained fairly quickly, it has less chance of evolving into a more deadly version.

SARS* was stopped in its tracks early enough to prevent many variants from emerging. In the case of COVID-19 however, the virus has had over a year to circulate across the globe and infect around 185 million people. New variants are deemed as being of concern if they are more contagious or more deadly, or more resistant to vaccines or treatments. The Delta variant that has spread worldwide at lightning speed, accounting for 90% of cases in countries like the United Kingdom, is 55% more transmissible than the Alpha variant, which itself was 50% more transmissible than the original virus.

Note : SARS : Severe Acute Respiratory Syndrome is another viral disease caused by coronavirus. It had been identified in 2003.

B Page 32: Listening 2

Listen to the passage again and say if the following statements are true or false and say why.

Session 2

C Page 35: Communication:

In February 2021, Côte d'Ivoire's efforts to vaccinate its population in order to save lives and stop the spread of the coronavirus were being obstructed by a wave of misinformation and a low level of public acceptance of the vaccine.

The government embarked on a nationwide awareness-raising campaign, deploying mobile clinics and enlisting the support of influencers and religious and community leaders.

This strategy paid off for the country, which succeeded in increasing the number of people vaccinated by tenfold, from just 2,000 to over 20,000 per day in the following weeks

Source : (HTTPS://WWW.WORLDBANK.ORG/EN/NEWS/FEATURE/2021/09/07/COVID-19-VACCINES-FROM-REJECTION-TO-SHORTAGE-HOW-C-TE-D-IVOIRE-BECAME-A-MODEL-FOR-MANAGING-VACCINE-HESITANCY)

Session 6

C Page 41: Communication:

Task 1: Here are three opinions about how to make vaccination campaigns successful.

1. Listen to them and say what:

- each speaker is talking about.
- say what they have in common.

Speaker 1:

'My opinion is that in most African countries, decisions around malaria interventions are currently made without youth consultation. I think this needs to change. A recent survey found that 9 in 10 African youths want to take personal action in the fight against malaria, with almost two-thirds believing the disease can be eliminated in their lifetimes.'

Speaker 2:

'As for me, the World Health Organisation and governments should also partner with community organizations and fund organizations already on the ground; especially those with an established and trusted local presence preceding the

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corona pandemic. This needs to involve local civil society, youth, and women's groups, and business, traditional, and religious leaders, in a meaningful way. As I see it, we need to both design and implement campaigns involving ordinary people that will build trust between communities and their governments, as well as trust in vaccines. That's my viewpoint about how we could make successful vaccine campaigns.'

Speaker 3:

'My organization joined forces with community organizations and leaders to combat rumors and myths about COVID-19. We also promoted the adoption of behaviors necessary to prevent the spread of Ebola, such as washing hands and not touching sick family members. We trained over 15,000 community messengers to help combat misinformation in their own villages and reached 2.4 million people. Over five months, acceptance of health workers deployed in Ebola treatment units in these areas rose from 15% to 68%.

2. Listen again and make notes of the language the speakers use to:

- express their opinions
- give reasons for these opinions
- support their opinions with examples

UNIT 4 CRIME AND VIOLENCE

Session 1

A Page 43: Listening 1

1. Listen to the audio and say where the actions are taking place.

There have been several *crimes* that have led British people to reflect on the *causes* of *violence* in our society. One case involved a married couple, who *sexually* abused a number of women, *murdered* them and then *buried* them under their house. A second case involved a member of a *gun club*, who walked into the sports hall of a Primary School and *gunned down* all the members of a class and their teacher. A third case involved two young boys who *battered* a baby boy *to death* after *abducting* him from a shopping center.

Crimes involving both violence and sexual abuse lead to attempts to limit the availability of *magazines* and *videos* that link the two. Some *sex shops* dealing in *sado-masochism* have been forced to close. The content of films, such as "Belle de Jour", involving the violent treatment of *prostitutes*, has also been questioned. Certain films involving *gratuitous violence* such as "Clockwork Orange" have been *censored* in Britain, because of the bad example that they set for young people.

http://www.tedpower.co.uk/discviot.html

2. Listen to the audio again and tell your class group what shocks you or impresses you most in that audio.

B Page 43: Listening 2

1. Listen to the audio and sum it up in a few words. Share your answer with your neighbour.

2. Information transfer. Listen again to the audio and fill in the table below.

Session 2

C Page 47: Communication: Listening task

a. Listen carefully to the audio and make notes as you listen.

Domestic violence in couples in America.

Domestic violence is very common in American families. In almost 20 percent of all marriages and intimate partnerships, couples slap, shove, hit, or otherwise assault each other. Emotional abuse—verbal threats, humiliating or degrading remarks, and controlling behavior—is even more common. If you or someone you love is in an abusive relationship, help is available.

Another type of violence is characterized by aggression, but little or no controlling behavior. This type, usually referred to as situational couple violence, occurs as disagreements escalate into physical actions such as pushing or slapping.

This pattern is more likely to be mutual and is equally perpetrated by men and women. Although this type of violence is generally less severe than intimate terrorism, it still can devastate a marriage, lead to criminal charges and injuries, and have long-term negative effects on children.

https://aamft.org/Consumer_Updates/Domestic_Violence.aspx

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Audio Scripts

Session 8: Check 2

Page 56: Listening Task

A. Listen to the audio and with your neighbour agree on what it is about.

Research showing that women commit high rates of intimate partner violence (IPV) against men has been controversial because IPV is typically framed as caused by the patriarchal construction of society and men's domination over women. Johnson's (1995. typology of common couple violence (CCV) and intimate terrorism (IT) attempted to resolve this controversy, but he maintained that IT was caused by patriarchy and committed almost exclusively by men. This study investigates Johnson's theory as it applies to a sample of 302 men who sustained IPV from their female partners and sought help, and a comparison sample of community men. Results showed that the male helpseekers sample was comprised of victims of IT and that violence by the male victims was part of a pattern of what Johnson labels violent resistance. Men in the community sample who were involved in IPV conformed to Johnson's description of CCV. Results are discussed in terms of research, policy, and practice implications of acknowledging women's use of severe IPV and controlling behaviour against their male partners.

https://www2.clarku.edu/faculty/dhines/Hines%20Douglas 2010 IT by women

B. Listen to the audio again.

1. As you listen, say if the assertions below are true or false.

UNIT 5 HUMAN RIGHTS

Session 1

A Page 59: Listening 1: Repeat the following words.

Amnesty international – Tribunals – Torture – Genocide – Dictatorship – Riot – Demonstration – court – lawyer – prosecutor

B Page 59: Listening 2

1. Listen to the audio. What do the following words mean to you? Discuss them with your partner then tell the class: *dignity, universal, inalienable, indivisible, no hierarchy*

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

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

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

2. Listen to the audio once more and check your answers with your partners.

UNIT 6 TECHNOLOGY AND OUR LIVES

Session 1

A Page 71: Listening 1

1. Listen to this extract from a radio program and choose the option that best summarises it.

How important is technology in education? The COVID-19 pandemic is quickly demonstrating why online education should be a vital part of teaching and learning. By integrating technology into existing curricula, as opposed to using it solely as a crisis-management tool, teachers can use online learning as a powerful educational tool.

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The effective use of digital learning tools in classrooms can increase student engagement, help teachers improve their lesson plans, and facilitate personalized learning. It also helps students build essential 21st-century skills.

Virtual classrooms, video, augmented reality (AR), robots, and other technology tools can not only make class more lively, they can also create more inclusive learning environments that foster collaboration and enable teachers to collect data on student performance.

Still, it's important to note that technology is a tool used in education and not an end in itself. The promise of educational technology lies in what educators do with it and how it is used to best support their students' needs.

2. Listen again and say if the following statements are true or false. Justify your answers.

B Page 72: Listening 2

Listen to the audio and choose the best ending (a, b or c) to complete the statements below.

Reducing educational costs

With the introduction of technology in education, resources have become more accessible, which resulted in declining school fees, the need for books and their price, as well as the reduced need for school supplies. The introduction of e-books has made things easier for low-income families and helped students to approach learning on equal terms with their mates, without parental pressure for high performance arising from large investments into their child's education.

In addition, another positive side-effect of using e-books in education is the fact that they indirectly contribute to the reduction of deforestation, which is one of the major environmental problems.

A. The speaker is talking about

a) the advantages of technology in education.

b) the advantages of books in class.

c) the advantages of school fees.

B. The speaker says that

a) resources will be difficult to find.

b) resources will be more accessible.

c) resources will be of better quality.

C. The introduction of e-books has made things easier for

a) rich families

b) teachers

c) low-income families

D. E-books in education will help to

a) reduce environmental problems.

b) increase deforestation

c) reduce parents' involvement in schooling.

Session 8: Check 3

Page 83: LISTENING TASK

1. Listen to the audio and decide which speaker in column A says what is in column B.

Audio script

Speaker 1: A parent: The great thing about my kids having mobile phones is that I can keep in touch with them. The worst thing about teenagers having phones is that some young people use them to send offensive messages to each other.

Speaker 2: A mother: A teenager feels lost without a phone. If my daughters behave badly, I confiscate their phones and their behaviour quickly improves.

Speaker 3: A young girl: My mum is scared that I'm going to lose my phone or that someone is going to steal it. She won't buy me the really cool phone that I want. I've got this rubbish one that doesn't do much. I suppose that makes sense but it's not fair that everyone else has a smartphone and I don't.

Speaker 4: A teacher: I know that some people want mobiles to be banned at school but as a language teacher I find that phones can be pretty useful in class ... for educational purposes of course. For example, the students write a dialogue in French, they record it on a phone, then they listen to the recording and try to correct any mistakes or improve pronunciation. They love it!

Speaker 5: Another parent: In my opinion, that's not a good idea. Parents should teach their children how to use the mobile phone properly rather than confiscating it. Besides, confiscating the mobile phone prevents the teenagers from keeping in touch and searching information. Therefore, education is always the most effective measure. That makes teenagers self-conscious without their parents forcing them.

2. Listen to the audio again and say if these statements are true or false. Explain why they are true or false.

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Audio Scripts

UNIT 7 POLITICAL CHANGE

Session 1

A Page 85: Listening 1

1. Listen to the audio and give its gist.

I **have a dream** that one day every valley shall be exalted, and every hill and mountain shall be made low. The rough places will be plain, and the crooked places will be made straight, "and the glory of the Lord shall be revealed, and all flesh shall see it together." This is our hope.

https://www.google.com/search?client=firefox-b-d&q=luther+king+speech+i+have+a+dream+text

2. Listen to the audio again and tell your class group what the speaker is dreaming about.

B Page 85: Listening 2

1. Listen to the audio and say who the main character is.

On August 28, 1963, some 100 years after President Abraham Lincoln signed the Emancipation Proclamation freeing the slaves, a young man named Martin Luther King climbed the marble steps of the Lincoln Memorial in Washington, D.C. to describe his vision of America. More than 200,000 people-black and white-came to listen. They came by plane, by car, by bus, by train, and on foot. They came to Washington to demand equal rights for black people. And the dream that they heard on the steps of the Monument became the dream of a generation.

https://kr.usembassy.gov/education-culture/infopedia-usa/living-documents-a

2. Listen again to the audio. As you listen, answer the questions in your notebook.

Compare your answers with your class group.

Session 2

C Page 89: Communication: Listening task

1. Listen to the audio and give its gist.

JACKSONVILLE, Fla. – A little more than six weeks away from election day, most Floridians would say they are being bombarded with political advertisements on TV, on the radio, on websites and on social media. The latest platform to try to get your attention? Text messages.
One sends you to a candidate's web page. Another offers information about mail-in ballots. A third asks if your voter registration is up to date.
Viewers tell News4Jax they are not only annoying, they are clogging up their phone. One person was getting 10-12 every day. I've also received political text messages. Some seem to be legitimate, but text messages asking for a campaign donation or offering to help you with your mail-in ballot could be scams.
"I actually got a text message from a third-party group saying someone in my household was not registered to vote," said Chris Anderson, supervisor of elections for Central Florida's Seminole County.

2. Listen again to the audio and while you listen, fill in the table below. Check with your neighbour.

UNIT 8 AFRICAN CULTURAL HERITAGE

Session 1

A Page 97: Listening 1

1. As you listen, repeat the words and practise the correct pronunciation

Heritage; Folklore; contemporary; Modernity; Cultural diversity; Western civilisation; Legacy; Ritual; Lifestyle, Acculturation; Tribalism; Taboos; Clothing; practices, Indigenous; Native; Sites; Property; Dowry; Safeguard; Prejudices, Foreignness.

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B Page 97: Listening 2

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

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

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

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

Session 8: Check 4

Page 107: Listen to the audio to fill in each gap

Historic Town of Grand-Bassam

The first capital of Côte d'Ivoire, the Historic Town of Grand-Bassam, is an example of a late 19th- and early 20th-century colonial town planned with quarters specialising in commerce, administration, housing for Europeans and for Africans. The site includes the N'zima African fishing village alongside colonial architecture marked by functional houses with galleries, verandas and gardens. Grand-Bassam was the most important first port, economic and judicial centre of Côte d'Ivoire. It bears witness to the complex social and spatial relations between Europeans and Africans, and to the subsequent independence movement. As a vibrant centre of the territory of French trading posts in the Gulf of Guinea, which preceded modern

From UNESCO website. https://whc.unesco.org/en/list/1322

UNIT 9 OUR CONSUMER SOCIETY

Session 1

A Page 109: Listening 1

1. Read the summaries below. Listen to the audio and decide which one best sums it up.

The Power of Information

Once upon a time, in a land far, far away, consumers seeking information on a product often had to speak to a store employee, or to someone that actually used the product. That significantly changed with the advent of the Information Age. The **Information Age** is the recent period of time which reflects a more prevalent use of technology (particularly computers) in everyday use. Social media sites such as Facebook and Twitter are full of free information that can be accessed at any time by anyone.
For example, let's say that you are interested in purchasing a washing machine, but are unsure of which type best fits your needs. Social media will allow you to post questions about a particular product to those that may already have the brand that you are interested in. The answers, and direct testimonies given, are often considered more reliable than speaking to store employees, or by viewing a company website.

2. Listen again and say if these statements are true or false. Explain how you got the answers.

B Page 110: Listening 2

1. Listen to the first part of an audio. What topic is the narrator talking about?

The Marriage of Social Media and Consumerism

The evolution of social media has impacted the lives of people in many different ways. From the way we gain information, to the way that we share photos, social media is responsible for helping streamline the way things are now done. The same can be said for **consumerism**. The type of consumerism we will focus on in this lesson, in its simplest definition, is the promotion of consumer's interests in purchasing goods and services. Let's take a closer look at how social media has impacted consumerism in the world today.

2. Now, listen to the full audio and take notes to write a summary. Compare your summary with your partner's.

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Audio Scripts

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A Picture Is Worth a Thousand Words

Many, if not all of you, have heard the phrase 'A picture is worth a thousand words'. It means that being able to see something often provides much more clarity, as opposed to only hearing about it. This is another prime example of how social media has affected consumerism in today's market. In the past consumers were only able to see their desired products by visiting a store that carried it, or by briefly seeing the product during a television commercial.
Social media can provide pictures and images for consumers who want to see a product before purchasing. In many cases, such as with a vehicle or clothing purchase, viewing a product can make all the difference. Access to these images can be a deciding factor on whether or not to buy a product.

UNIT 10 FRIENDS, DATING AND ENTERTAINMENT

Session 1

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

A Page 121: Listening 1

1. Listen to the audio and say what friendship is relating to.

Friendship Is Good for Your Health

Most people count good friends among the most important people in their lives. Not all friends are good, though.

Good friends communicate openly. They usually don't shy away from telling the truth, even when they think you may not like it. Still, they accept you for you — just as you accept them. You can trust them to respect your boundaries, even when you disagree with one another.

Healthy friendships also involve mutual support, so a good friend won't just expect you to help them out. They also support you when they can — even if all they can offer is a listening ear.

The cherry on top? Solid friendship is also good for your health. Here's how.

https://www.healthline.com/health/benefits-of-friendship

2. Listen again to the same audio and tell your class group what good friends do. Say whether you agree or not. Justify your thinking.

B Page 121: Listening 2

1. Listen to the audio and make notes. Then choose the best summary among the three suggested to you.

Less loneliness and social isolation

Loneliness and social isolation can affect mental and physical well-being, and more and more people are feeling lonely these days.
To understand the difference between these concerns, think of it this way: Friends help you avoid isolation, but good friends help prevent loneliness.

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Ever heard the phrase “lonely in a crowd”? You can have plenty of friends and still feel lonely, even though you aren’t isolated.

It’s the relationship quality that really counts. Casual or superficial friendships often don’t provide much in the way of emotional support. You might have gaming buddies, coffee friends, or exercise partners, but if you don’t have anyone to confide in, you’ll likely experience some loneliness.

https://www.healthline.com/health/benefits-of-friendship

2. Information transfer.

a. Listen again to the audio once or twice more. As you listen, match up the sentences in column A to B in the table below to make them intelligible.

Session 2

C Page 124: Communication

Task 1

a. Listen to the audio. As you listen, fill in the text below.

The biology of “falling in love”

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

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

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

Dating expert Charly Lester didn’t think so.

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

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

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

https://www.cnbc.com/2020/05/25/why-the-coronavirus-might-change-dating-forever.html

Session 8: Check 5

Page 133: Listening: Listen to the advice in the audio and answer the questions beneath.

Wait for a reply before texting again

Sending too many texts in a row could seem overwhelming to read. If your partner doesn’t message you back right away, don’t text them in a panic since they might be busy or not have their phone. Rather than stressing or double-texting, try finding a way to distract yourself while you wait so you don’t check your phone.

- If your partner got caught up, there’s a chance they missed your message. After about 4 hours, you can try sending a gentle reminder or ping them again
- For example, you might say, “Hey, hope you’re having a good afternoon! Did you get a chance to read my last message?”

Page 133: Speaking:

A. Listen to the advice in the audio and answer the questions beneath.

Emojis – chime in – abbreviation – read through – misspell – reply – text back and forth – sound less clingy – time sensitive question

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