Manuel

MOVE FORWARD Tle

SPÉCIMEN

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Avant-Propos

Le manuel 'Move Forward with English' Terminale 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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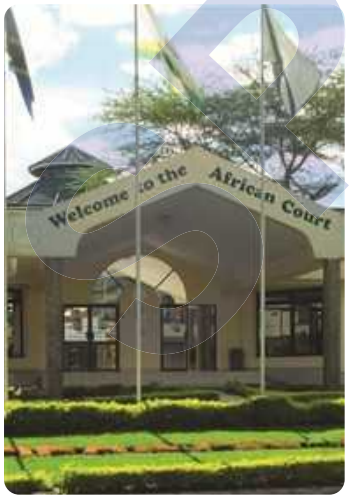
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UNIT 1 LIFESTYLE: MOVING WITH THE TIMES

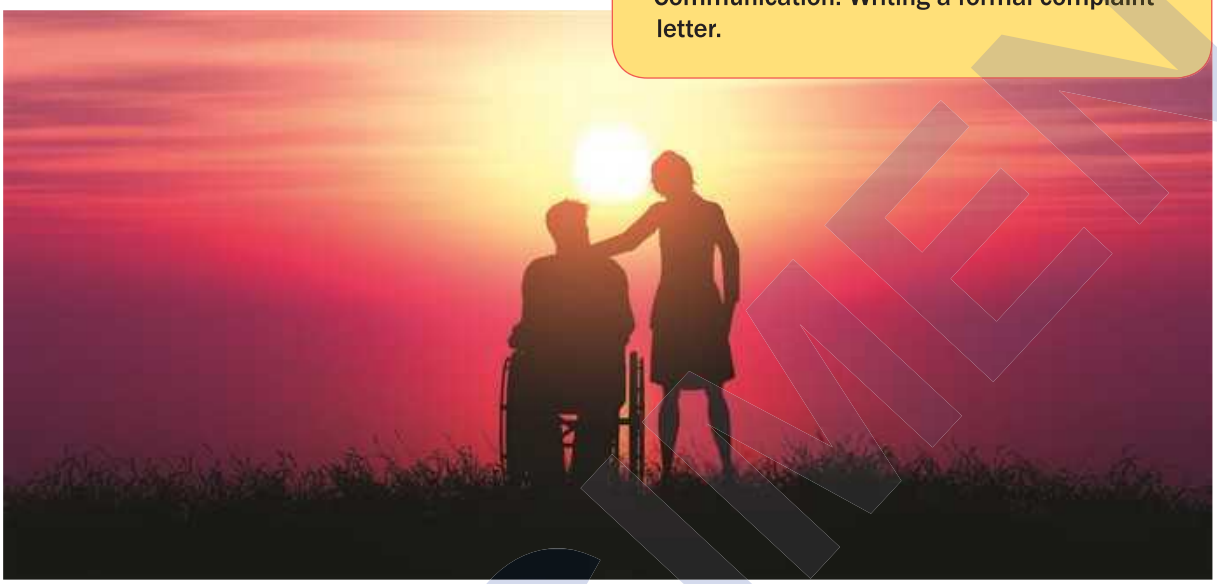
Session 1

Key to this lesson

- Vocabulary related to lifestyle and time change;
- Talking about actions happening habitually;
- Talking about actions that started in the past but continuing in the present;
- Talking about two actions that happened in the past;
- Reading skills: Skimming and scanning a text;
- Communication: Writing a formal complaint letter.

PICTURE TALK

1. Work in pairs. Look at the picture, then describe what you can see.



2. Work with your class group. Look at the picture again, then share what you feel about the ideas suggested.

LANGUAGE SKILL: LISTENING

Listen to the audio, then do the activities that follow it.

A Listening 1

1. Read the options below, then listen to the audio and decide which it is insisting on. Next, share your choice with your partner.

a. We all experience good days and feel high.
b. We all come across sad days and feel low.
c. We all have some good and bad days.

2. Work with your class group. Listen again to the audio, then say if you think it's natural to sometimes feel low as suggested in the audio. Say why.

B Listening 2

1. Listen to the audio, then identify the main cause of the issues it's raising. Next, compare your answer with your partner's.

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2. Listen again to the audio. As you listen, select at least two pieces of advice it is suggesting to use when a friend is in a bad mood, then compare your choices with your class group. Work in your exercise book.

1	
2	

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Study the table beneath, then do the exercises that follow it. Work in pairs.

Language Function	Illustrative sentences
Talking about actions that happen habitually using the simple present tense.	- I **read** an interesting story in English every night before sleeping. - During winter, it always **snows** in Europe and north America.

EXERCISE 1: Read the sentences below, then rewrite them using the verbs in parentheses in the present simple tense. Check your answers with your partner's.

1. My friend often (pay) me a visit when he (come) down town.
2. Some European tourists (tour) our country in summers and (spend) a good deal of money.
3. Edward Cook (cook) as a cook and (serve) his legended food during Easter celebations when asked to.
4. A chemist always (clean) her test-tube first, then (pour) some liquid into it, (mix) it, and finally, (heat) it slowly for her experiments. She regularly (follow) the same stages.
5. Tourists (not to visit) countries in war.
6. To be in line with their lifestyles, women (not to care) about the money spent.

EXERCISE 2: Describe two things you habitually do in the mornings, then tell your partner. Take turns, then share the two things in your class group.

Example:
Foungnigué: I habitually wake up at 5.30 a.m., then revise my lessons before going to class.
Dally: I always wake up at 6 o'clock, then go straight for my shower.

B VOCABULARY CORNER

Learn or revise. Listen to the audio, then practice the appropriate pronunciations of the words or phrases below.

modern facilities, technological inventions, differ, subjective topic, home-based, lifestyle, self-sufficient economy, simple tools, complex lifestyle, comfortable, highly technological, maximizing production economy, sophistication, income level, thinking capacity, machinery, past and present lifestyles.

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EXERCISE 1: **Read the text below, then fill in the gaps with ten of the words or phrases you've just practiced.**



Life in the past was simple and based on agriculture

Although there is a definite difference between past and present (**1**) ....., the difference between these two concepts may differ according to income, access to modern (**2**)....., equipment, education, and lifestyle. There are some communities in the world who do not get access to many modern facilities and technological (**3**)..... . Therefore, the difference between past and present lifestyles can be a very subjective topic and the differences here might differ in various people's experience.

The key difference between past and present lifestyles is that the past lifestyle can be described as a simple, traditional, (**4**).....lifestyle with a self-sufficient economy and simple (**5**)..... Present lifestyle, on the other hand, is complex, efficient, (**6**)....., and modern, highly (**7**)....., and is based on a profit maximizing production (**8**)..... The complexity or (**9**)..... of the lifestyle may however depend on the income level, geographical location and culture.

We can compare and contrast the Past and Present Lifestyles under many different areas such as attitudes, feelings of people, and (**10**).....capacity of people, food habits, clothes, housing, transport, use of tools and machinery, education system, economy, etc.

https://www.differencebetween.com/difference-between-past-and-vs-present-lifestyle/

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EXERCISE 2: **Examine closely the table below. The words in column A are from the text you've just completed. The lines are indicated to help you. Match them up to their synonyms or meanings in column B like the example.**

Example: **1. Exact, precise**

	Column A	Column B
1	Definite (L. 1)	Creations
2	Concepts (L. 2)	Personal
3	Differ (L. 2)	Local
4	Income (L. 2)	Elaborate, difficult
5	Inventions (L. 5)	Working well
6	Subjective (L. 6)	Instruments for work
7	Home-based (L. 8)	Salary, wage
8	Self-sufficient (L. 8)	Oppose, be unlike, disagree
9	Complex (L. 9)	Exact, precise
10	Efficient (L. 9)	Autonomous
11	Tools (L. 15)	Ideas

C COMMUNICATION

Listening task

In the text below ten words have been omitted. Listen carefully to the audio. As you listen, fill in the blanks. Check with your class group. Finally, identify and discuss the good and less good news in it as a whole class.

Be Happy

The Good News: We get happier. A recent AARP survey showed that from your early 50s on, happiness (**1**)..... significantly over time. One explanation for the trend is years of experience. "As you get older, you know that bad times (**2**)..... going to pass," (**3**)..... Laura Carstensen, Ph.D., director of the Stanford Center on Longevity. "You also (**4**)..... that good times will pass, which makes those good times even more precious. There's an emotional savoring that (**5**)..... with age."

The Not-So-Good News: You might (**6**)..... away from stressful situations, thereby missing out on new opportunities. "Older people (**7**)..... better at anticipating difficult situations and managing their life so they (**8**)..... expose themselves to unnecessary stress," (**9**)..... Bob Knight, Ph.D., professor of gerontology and psychology at the USC Davis School of Gerontology in Los Angeles. While that may be good for their emotional health, it may also (**10**)..... their social networks, "limiting them to people who are more supportive."

AARP : a nonprofit, nonpartisan social welfare organisation that helps people 50 and over improve their lives. www.aarp.org

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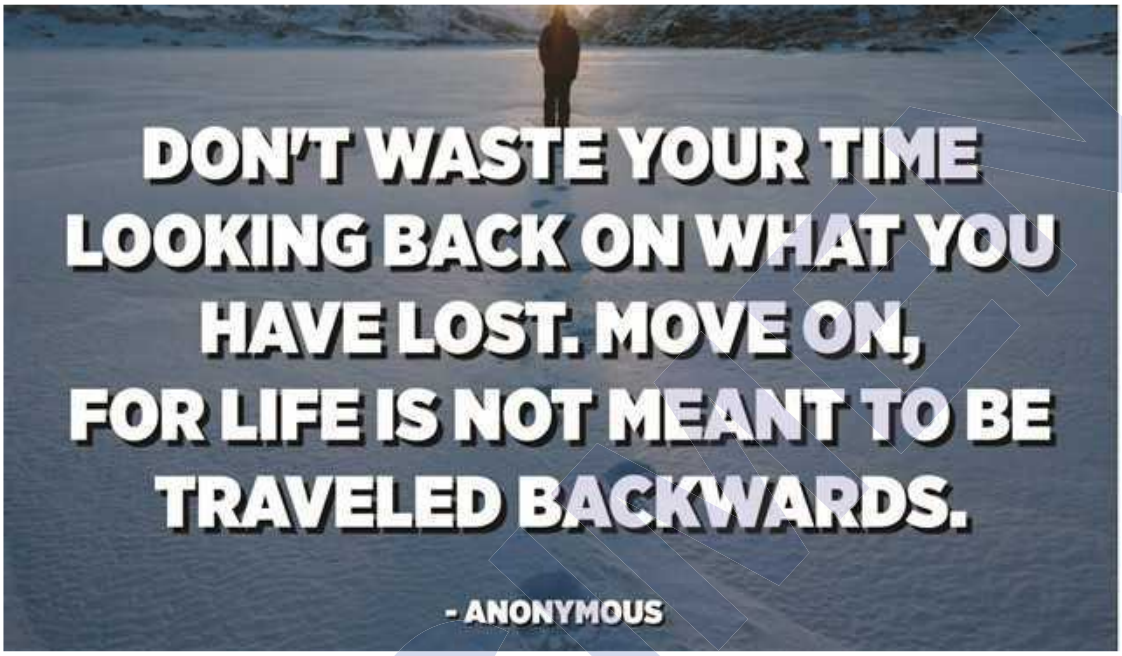
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Session 3

LANGUAGE SKILL: SPEAKING

A **OBSERVE AND DISCUSS**

Work in your class group. Study the picture below, then talk about the ideas it conveys to you. Finally, share with the whole class.



B **ROLEPLAY**

Your friend is lamenting over his failure after the Baccalaureat session. You are trying to encourage him or her to move on and work harder. Write your conversation. Roleplay it before your class. You may start like this:

Foungnigué: I really feel low. I've failed again. I have no luck at all.
Badjeh: Don't worry. Failure is part of life. Next year, you'll succeed.
Foungnigué:.....

Useful language

I really....
I'd rather.....
I think you should....
If I were you.....
Wouldn't it be better to...?

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Work with your class group. Study the table below and do the exercise which follows it.

Language Function	Illustrative sentences
Talking about events that started in the past which have effects in the present using the present perfect	I have learned English for some six years now. (I'm still learning and hope to continue.)

EXERCISE: Tell your class group some experiences you remember which still have some effects in the present.

For instance, I have worked as a driver and continue to do so. I don't intend to stop for I have earned a great deal of money which helps me send my kids to school ...

B VOCABULARY CORNER

EXERCISE 1: Revise or learn. Listen to the audio, then practice the appropriate pronunciation of the words or phrases.

moral values – highly rated – liberals – compassion – fairness – willingness – mitigate – multidisciplinary study – purity – stewards of Earth – impure – moral diversity.

EXERCISE 2: Skimming

Read the text below quickly and give its gist.

Two moral values highly rated by liberals – compassion and fairness -- influence willingness to make personal choices to mitigate climate change's impact in the future, according to a new multidisciplinary study by Cornell University researchers. Compassion and fairness make perfect sense, because climate change is an environmental justice issue, and being willing to do something about climate change also requires that we care about future generations. Both of those things require compassion and a sense of fairness," said Dickinson, the study's lead author. "But it's not as clear why purity would be important. It may be because within the religious community, leaders have been focusing on the ideas that we are stewards of Earth and that there's something impure about destroying natural systems."

The association between the valuation of purity and a willingness to make personal lifestyle changes, while not as strong as for compassion and fairness, indicates the potential for alternative pathways to climate change action for liberals and conservatives. " Our finding that there's something impure about destroying natural systems."

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The association between the valuation of purity and a willingness to make personal lifestyle changes, while not as strong as for compassion and fairness, indicates the potential for alternative pathways to climate change action for liberals and " conservatives. Our finding that willingness to take action on climate change was related to moral values embraced by both liberals and conservatives suggests that it is too simplistic to use political ideology alone to predict support for climate change action," said McLeod.

"As we learn what's important to different kinds of people with respect to climate change, that information can help us communicate in ways where the problem can be heard," said Dickinson. "And I think we may be missing arguments that are important to people if we ignore moral diversity."

HTTPS://WWW.SCIENCEDAILY.COM/RELEASES/2016/11/161116120147.HTM

EXERCISE 3: The words in column A are from the text above. Match them up to their antonyms in column B like in the example. Compare your answers with your partner's.

Example: 1. Rudeness

	Column A	Column B
1	Compassion (L. 1)	Neglect
2	Fairness (L. 1)	Disclaims
3	Willingness (L. 2)	Obstacle
4	Mitigate (L. 2)	Destroyer, killer
5	Requires (L. 6)	Finding
6	Care (L. 6)	Injustice, dishonesty
7	Stewards (L. 9)	Rejected
8	Valuation (L. 11)	Rudeness
9	Pathway (L. 12)	Reluctance
10	Embraced (L. 15)	Aggravate
11	Missing (L. 20)	Lowering, demeaning

C COMMUNICATION

Critical thinking

Today, climate change has become an interesting issue to deal with. Opinions are diverse. In your class group, debate the issue minding different points of view.

- Look for arguments in favour of those who believe that climate change is an illusion.
- Develop ideas in favour of those who agree that climate change is a real issue.
- Agree or disagree, try to find out by yourselves and with your own words what can be done to curb the issue in your area.

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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK AND DISCUSSION

Work in pairs. Look at the picture below and discuss what it tells you.



B UNDERSTANDING A TEXT

Skimming

1. Read the text below quickly and select its best gist among the three options suggested.

a- Lifestyle yesterday and in the future.
b- Different lifestyles compared.
c- Lifestyle today and tomorrow.

The 1950s Lifestyles and Social Trends: Overview.

The 1950s was an era of great upheaval in the United States. By the millions, Americans who had just survived two decades of economic depression and war left the cities for the greenery and open spaces of the suburbs. Suburban towns sprang up like crabgrass across the country. With these instant communities came a new American lifestyle that included suburban malls, fast-food restaurants, TV dinners, drive-in movies, and an oversized, gas-guzzling car in every garage.

The decade was a time in which the roles within the "ideal" American family were clearly defined. The father was the breadwinner. Five days a week, fifty weeks a year, he donned his gray flannel suit, hopped into his car or on a commuter train, and headed off to earn money to support his wife, his ever-growing family, and their materialistic lifestyle. Meanwhile, his "little woman" remained home and raised the kids. Life was simple and ordered, and the cornerstone of society was authority.

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Teachers, police officers, politicians, and clergy were respected, and their pronouncements went unchallenged. Fittingly, most of the decade's architecture and furniture design was spare and functional. (Major exceptions included what came to be known as "Googie" architecture and the style of design labeled "kitsch.") Not surprisingly, femininity reigned in women's clothing styles.

During previous generations, young people had been required to take jobs as soon as they were able, in order to contribute to the family income. Now, their parents indulged them with toys, games, and clothes. Girls collected dolls and stuffed animals, while boys amassed shoeboxes filled with baseball cards. The 1950s, like all other decades, saw its share of fads. In mid-decade, children wore coonskin caps. At the end, they played with hula hoops. When they became adolescents, they bought records; they also sipped malts and downed hamburgers at the local ice cream parlor. Teens and young adults dated, paired off, and "went steady," which were preludes to becoming engaged, marrying, and beginning families of their own.

However, the decade was not without its nonconformity and rebellion. Parents were none too pleased when their adolescent children embraced rock 'n' roll music. Not all teens were clean-cut preppies; greasers sported longish hair and leather jackets and exuded a disdain for authority. On a more telling note, blacks, who had been systematically excluded from the burgeoning middle class, began demanding equal opportunity. But to the majority of Americans in the 1950s, adolescents with attitude and complaining minorities seemed little more than a ripple on the national landscape. There seemed to be no end to the nation's prosperity.

https://www.encyclopedia.com/social-sciences/culture-magazines/1950s-lifestyles-and-social-trends-overview

Scanning

2. Read the text above again and answer the questions that follow.

1. What was special about the 1950s in America?
2. Describe the new american lifestyle as presented by the text.
3. What was the characteristic of the american ideal family of the 50s?
4. What was the cornerstone of the american society in the 1950s?
5. Who were the people who represented the authority in the text?
6. What characterised the furniture of the 50s?
7. What was specific about previous generations in the text?
8. When children became adolescetns in the 50s, what did they start doing?
9. Were parents always pleased with their adolescents in the 50s? Justify.
10. Which group started demanding equal rights? Why?

3. Critical thinking:

Young adolescents tend to ignore authority today. What is your feeling about rebelling against established orders and the issue of racial discrimination as discussed in the text?

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Session 6

C COMMUNICATION

Critical thinking

1. **Discuss the following issue in your class group first. Then join another class group and share your ideas.**

As a youngster, you have a lifestyle of your own. Define it and argue its importance for you.

2. **Now, as a whole class, discuss your ideas on the changing lifestyles: your way of talking, dressing, hair cut, fashion, food, drink... as compared to the past.**
3. **To what extent does your lifestyle influence your ralationship with friends and parents?**

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Work in pairs. Look closely at the two pictures below. What similarity or difference is there for you regarding the ideas proposed?



1



2

B READING

Take a look at this example of complaint letter for ideas on how you should approach writing such a letter. Pay attention to the format, the tone, and the use of language. Keep the following key features in mind. In order to convey your message effectively, it's best not to skip any of the following elements.

1. Clear and concise writing.
2. Polite but firm.
3. Details of the incident.
4. What you hope to achieve.

Now, write a letter of complaint on the following situation: Your father has just received an electricity bill with an amount that is three times the usual amount. You decide to write to the Ivorian representation of an American NGO fighting against the high cost of living in developing countries in order to inform them and beg them to handle this recurrent issue.

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My Name
My Address

Date

Recipient's Name and Title
Company Name
Company Address

I am writing today to complain of the poor service I received from your company on June 12, 2022. I was visited by a representative of Kotocoly Company, Mr. Bekanti, at my home that day.

Mr. Bekanti was one hour late for his appointment and offered nothing by way of apology when he arrived at noon. Your representative did not remove his muddy shoes upon entering my house and consequently left a trail of dirt in the hallway. Mr. Bekanti then proceeded to present a range of products to me that I had specifically told his assistant by telephone that I was not interested in. I repeatedly tried to ask your representative about the products that were of interest to me, but he refused to deal with my questions. We ended our meeting after 25 minutes without either of us having accomplished anything.

I am most annoyed that I wasted a morning and half a day's vacation waiting for Mr. Bekanti to show up. My impression of Kotocoly Company has been tarnished, and I am now concerned about how my existing business is being managed by your firm. Furthermore, Mr. Bekanti's inability to remove his muddy shoes has meant that I have had to engage the services, and incur the expense, of a professional carpet cleaner.

I trust this is not the way Kotocoly Company wishes to conduct business with valued customers — I have been with you since the company was founded and have never encountered such treatment before. I would welcome the opportunity to discuss matters further and to learn how you propose to prevent a similar situation from recurring. I look forward to hearing from you.

Yours faithfully,

Signature

Name

Adapted from Scribendi

C COMMUNICATION

Writing task

In groups of four, write a formal complaint letter to the Chef of your local Ghanaian restaurant about the poor food quality they served your football team last week-end. The food they ate resulted in their shameful defeat in the final match against Attanou. In your complaint letter:

- describe clearly and precisely the very poor food quality your players ate that you are deploring and castigating (denouncing severely);
- highlight the consequences of this poor food on your team's performance which resulted in their defeat;
- suggest some actions to take in the future to avoid repeating such an annoying situation.

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UNIT 2 FREEDOM AND CIVIL RIGHTS

Session 1

Key to this lesson

- Vocabulary related to civil right and freedom fighting;
- Asking for permission; making a request; making suggestions;
- Family vocabulary (step... half...) ; prefixes and suffixes.

Communication :

- Writing a friendly letter
- Giving a speech

Project work 1

PICTURE TALK

1. Look at the picture below and discuss with your partner what it is about.



(Voices of civil rights- Read All Stories, aarp.org)

1



(eachother.org.uk/nelson-mandelas-human-rights-legacy)

2

2. What do you know about Nelson Mandela?
3. What are the rights people in your own country demand?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1: Pronunciation

1. Listen to the Teacher or the audio as the following words are pronounced. Then repeat them as you heard.

Nonviolence – boycott – protest – discriminate – segregate – civil right – integration – abuse – martyr – enfranchise – prejudice – infringe – alienation – judgement – lawful/unlawful

2. With a partner, read and practice the words above you have just heard, then be prepared to read them aloud for the class.

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B LISTENING 2

1. **Listen to the audio and find out the main idea of the story.**
2. **Read the statements below then listen to the audio again and find out if they are true or false. Justify your answers.**

a- Segregation laws did not allow Black passengers to sit at the front of the bus.
b- Rosa Parks refused to sit at the back of the bus.
c- When the white man got onto the bus he harshly told Rosa Parks to give up her seat.
d- Rosa Parks was arrested after the incident.
e- Rosa Parks was the leader of the Montgomery Improvement Association (MIA).

3. **Tell the class, the story you have just listened to.**

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Asking for permission and making a request with: **CAN, COULD and WOULD**	• Can you move from this seat? • Could I come with my lawyer next week? • Would you join us at the police station for more information?

We use the modal verbs *can, could* and *would* to offer to do things for people or to invite them to do something. We also use them to make requests or ask permission to do something. Could and would tend to sound more polite than can.

MAKING A REQUEST

- Can you show me your firearms licence?
- Would you mind waiting a minute?
- Would you close the security gate, please?

ASKING PERMISSION

- Can I see the trademark of your firearm?
- Could I borrow your flashlight for a couple of minutes to check on who's coming over there?

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EXERCISE 1: **What are these people going to say? Complete their requests choosing information from the box below and using the word in parentheses.**

Example: **a. 4- would you take a sound rest, please?**

1- check if all my documents are filed in the folder — 2- take them back to the library for me — 3- send an emissary at the police station — 4- take a sound rest, please. 5- call all our relays to wait until the rain stops — 6- lend us the money, please — 7- ask the leaders ahead to slow down — 8- run to that building over there and hide — 9- draw nearer not to miss it — 10- check if there is nobody following my taxi — 11- tell everyone to keep quiet and strictly follow my intructions.

a. I can't get focused on any strategy for convaincing the authorities. ..... (Would)?
b. We lack funds for buying our defence materials. ..... (Could)?
c. We can't get seated here without any news of our friends in detention. ..... (Can)?
d. I have to leave for the meeting now. ..... (Would)?
e. I need to be at the airport within an hour for the international meeting. ..... (Could)?
f. The police is ready for repression. ..... (Can)?
g. It is raining too much, we can't go out for the march now. .....(Would)?
h. I am too far from the target. ..... (Would/mind)?
i. The repression is growing harder and harder. ..... (Can)?
j. My legs cannot bear me anymore, our march is too long. ..... (Could)?
k. I have finished reading these books on how to organise successful strikes: ..... (Can)?

EXERCISE 2: **Use *"Can", "Could"* or *"Would"* to fill in other situations below to ask for permission.**

Example: **a. Could**

a. Excuse me sir, ... I take photos of the Basilica?
b. Kouamé, ... lend me your mobile phone to make a call? Mine is out of battery.
c. Hi, neighbour. ..... I borrow your sharpener? My pencil's tip is broken.
d. Dad, ... you mind letting me go out next Friday night for my friend Freddy's birthday party?
e. ..... I ask a question to the teacher?
f. Please Madam, ... I smoke here?
g. ..... it be OK if I left the office early today?
h. ..... I read your magazine for a while?
i. Sir, ... we travel to neighboring countries without passports?
j. ..... you please put off the lights?
k. ..... you mind signing our travelling documents for that trip in Ghana next summer?

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B VOCABULARY CORNER

1. Study the words linked to social unrest in the table below. Complete the table with your group partners, basing on your knowledge or research.

Causes	Actions	Reactions
Political - Exclusion - Nepotism - Tribalism - Discrimination - Division - Dictatorship	**The government:** - Dialogue - Mass communication - Sensitizing campeign - Threat	**The government** - Repression - Emprisonment - Interdictions - Censorship - Salary cut out - Kidnapping
Economic - Poverty - Embezzelment - Unemployment - Corruption - Inflation - Cost of life	**The people** - Dialogue - Negociation - Sit-ins - Strikes - Marches	**The people** - Resignation - Sit-ins - Strikes - Hunger strikes - Marches - Vandalism - Confrontations - Retaliation - Emigration
Social - Inequality and discrimination - Low level of education, illiteracy - Accomodation issues - Lack of job opportunities		

2. Which words from the box above or from your own can correspond to the situations below? More than one word is possible. Also? The same word can be used several times. Do this exercise in your copy-book.

Situations	Corresponding words
1. Ethnic preferences. High-ranked positions are given to people of some ethnic groups	*Tribalism, nepotism, discrimination*
2. Centralized and highly personalized form of governance	
3. Perceived shut out of some entities, parties, etc. from the political process	
4. Lack of reconciliation: lack of socio-political unity	
5. Lack of genuine access to national institutions of governance	
6. Lots of people are graduate but cannot find any job	
7. Low-class people cannot find cheap and decent houses to live in	
8. People have more and more problems to purchase essential goods	
9. School fees are more and more unaffordable to parents	
10. Ministers, Directors, etc. use the state or company money for their own good	

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11. People cannot be hired in any job, traning institutions, or cannot sit for any competitive examinations, or even obtain their papers without paying some money	
12. People undergo their predicament without reacting	
13. People react firmly but peacefully	
14. Workers refuse to indulge in their daily activities	
15. The authorities use tear gases or guns to impose their positions	
16. People burn tyres, break buildings and vehicles to be heard	
17. Some people refuse to eat anything until their requests are satisfied	
18. People face the police and answer back to their violence	
19. Slums are destroyed by the government	
20. People risk their lives on boats to find their Eldorado overseas	

C COMMUNICATION

During a language activity of your English club, you are told to prepare an interview about teachers and students' strikes in your area. Practise this activity in class with your partner by using, can, could or would to ask and know about the causes, actions and reactions linked to these strikes.

Example:

A. Could you tell me the reasons why you and your colleagues go on strike much often?
B. Many reasons explain this fact, but a few of these reasons are .....
A. Ok, but would you talk to the authorities when these issues arise?
B. .....

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE, READ AND DISCUSS

What does the slogan "My Black Friends Matter" mean to you?

B READ THE TEXT AND ANSWER THE QUESTIONS.

Civil rights society



Civil rights, guarantees equal social opportunities and equal protection under the law, regardless of race, religion, or other personal characteristics.

Examples of civil rights include the right to vote, the right to a fair trial, the right to government services, the right to a public education, and the right to use public facilities. Civil rights are an essential component of democracy; when individuals are being denied opportunities to participate in political society, they are being denied their civil rights. In contrast to civil liberties, which are freedoms that are secured by placing restraints on government, civil rights are secured by positive government action, often in the form

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of legislation. Civil rights laws attempt to guarantee full and equal citizenship for people who have traditionally been discriminated against on the basis of some group characteristic. When the enforcement of civil rights is found by many to be inadequate, a civil rights movement may emerge in order to call for equal application of the laws without discrimination.

Unlike other rights concepts, such as human rights or natural rights, in which people acquire rights inherently, perhaps from God or nature, civil rights must be given and guaranteed by the power of the state. Therefore, they vary greatly over time, culture, and form of government

https://www.britannica.com/topic/civil-rights

1. What are examples of civil rights mentioned in the text?
2. What is the difference between civil rights and human rights?
3. Give your own examples of human rights.
4. Is racism against human rights or civil rights? Justify your answer.

C ROLEPLAY

Although Rosa Parks was sitting at the back of the bus with other black passengers, the driver instructed her to give up her seat to a white person. Roleplay that incident between the driver, the White man and Rosa Parks.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Making suggestions using: How about...? What about...? Why don't...? Could...? We/You might... Let's... Shall we...?	- The buses are too crowded, so why don't we take a taxi to get down town? - How about taking a different road to avoid the traffic jam on the main road? - You could try that phone number to join the teacher. - It's too hot. Let's put on the air-conditioner.

Should, could, might and shall, how about, what about, why don't, are used to make suggestions:

- ***Shouldn't*** *we* ***have*** *a meeting at 10 o'clock to discuss the actions to take?*
- *You* ***could talk*** *to the school authorities and ask them to listen to the strike leaders.*
- *You* ***might consider*** *taking some days off to have a rest.*

Might is often used with want or like to add politeness: I thought you ***might want/like to resume*** *class after this long period of tension.*

- ***How about*** *accepting the government's proposals and resume work?*

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EXERCISE 1: Blessing and Ketty are suggesting birthday presents for their dad. Complete the dialogue with the words or phrases from the box.

let's, how about, instead, what about, don't think so, why don't, don't you think, sounds good/perfect, shall we.

Blessing: Weird, this doesn't look like my electricity bill! The cost is too high.
Ketty: Let me see. It's high indeed, but it is yours. (1) ... check with our neighbours'.
Blessing: Hi, Manu, did you receive your electricity bill?
Manu: Yes, and I can't believe it. It's all my salary. (2...we go and complain to the electricity company?
Ketty: Hmm. (3) ... But we need to organise that. (4) ...calling a meeting of all the people living in this apartment building?
Blessing: Yes, but (5) ...extend this meeting to all the residents in this area? Is it a bad idea?
Manu: I (6) ... We'll be more powerful then.
Ketty: Like people say, "United we'll stand, devided, we'll fall". (7).....we should start collecting all residents' names and numbers so we can call the meeting, or (8).....wait?
Blessing: No way! This meeting has to be held asap.

EXERCISE 2: Use appropriate words or phrases for making suggestions in other situations. Number one is given as an example.

1. It's sunny. .....**Shall we** ..... go to the park?
2. I'm bored. ..... go out.
3. Are you hungry? ..... ordering a pizza?
4. You look tired. ..... sit down for a minute?
5. Hey! ..... making some sandwiches for us?
6. The movie is at 8.00. ..... meet outside the theatre?
7. You look sleepy. ..... getting a cup of coffee?
8. It's raining. ..... stay in and watch a film on television.
9. Are you busy on Saturday? ..... play tennis?
10. There is no taxi. ..... walk to the station.
11. It's the teacher's birthday. ..... sing a song to surprise her?
12. I need some exercise. ..... . Go to the gym.

B VOCABULARY CORNER

PREFIXES AND SUFFIXES

- Prefixes are added at the beginning of words to change their meaning: e.g distrust.
- Suffixes are added at the end of words to change their form: e.g improvement.

Understanding how to use prefixes and suffixes will help you expand your vocabulary! Study the tables of prefixes and suffixes below.

1. PREFIXES

Some prefixes used to form new nouns in academic English and their meanings:

Prefix	Meaning	Examples
dis	the converse of	Discomfort, dislike
in	the converse of	Inattention, incoherence
mis	wrong	Misunderstanding, misconduct
under	below, too little	Underpayment, under-development
co	joint	Co-founder, co-writer
re	again	Reorganization, reexamination
anti	against	Antidote, antithesis

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2. SUFFIXES

Some suffixes to form nouns in academic English and their meanings:

Suffix	Meaning	Examples
tion	Actions/instance of a verb	Demonstration, preparation
ment	Actions/instance of a verb	Development, punishment
er	Person who does something, Something used for	Teacher, driver, computer
ness	State or a quality of being	Darkness, consciousness
ity	State or a quality of being	Responsibility, similarity
ship	State of being	Friendship, citizenship
al	Action and result	Proposal, refusal

EXERCISE 1: Match the words with the suitable noun prefix to form meaningful words.

Example: 1. antivirus

1. anti	a) management
2. auto	b) final
3. bi	c) marine
4. co	d) virus
5. ex	e) load
6. fore	f) biography
7. sub	g) wife
8. mini	h) worker
9. semi	i) cycle
10. mis	j) cast
11. over	k) ability
12. dis	l) bus

EXERCISE 2: Put the words between brackets in the appropriate form (use a suffix to form a noun).

Example: 1. improvement

1. They are working on the (improve) ..... of their poster to present in class.
2. Exploring the space is a major scientific (achieve).....
3. The government failed to reach (agree) ..... with teachers' unions.
4. She has been suffering from (depress) ..... for a long time.
5. We don't tolerate anti-social (behave) ..... in our school.
6. The author is announcing the (publicize) ..... of his new novel.
7. To succeed you must have a thirst for (know) .....
8. Zoé had an happy (child) .....
9. There is no easy (solve) ..... to the government's financial crisis.
10. The final round of the African Cup of Nations (champion) ..... in 2024 will be in Côte d'Ivoire.

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C COMMUNICATION

For a short classroom presentation, you are asked by your English teacher to prepare supported suggestions to convince a school mate who has misconducts such as using violence on school administration or other school friends, and even downtown. Find at least 3 supported suggestions to exchange with him/her.

Example:

YOU: Mike! Why don't you stop bullying your schoolmates, or leading gangs to attack different school administrations?
SCHOOL MATE: Well, there's a lot of frustration in this school, and even downtown. So, I do that to.....
YOU: But why don't you .....?
SCHOOL MATE: .....

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

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



1



2

B UNDERSTANDING A TEXT

Skimming

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

MARIKANA Massacre

On 16 August 2012, the South African Police Service (SAPS) opened fire on a crowd of striking mineworkers at Marikana, in the North West Province. The police killed 34 mineworkers, and left 78 seriously injured. Following the open fire assault - 250 of the miners were arrested.

This event culminated after an intense week-long protest in which the miners were demanding a wage increase at the Lonmin platinum mine in a wildcat strike. A wildcat strike, or 'unofficial industrial action', is strike action undertaken by unionised workers without the union-leadership's authorisation, support, or approval. On 9 August about three thousand miners went on strike to demand a living wage. On 10 August, a large group of the striking miners approached the National Union for Miners (NUM) local office

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in order to demand support from their union, and were instead met with the firing of live ammunition, fatally wounding two miners.
This fatal breakdown in communication between the miners and their union further aggravated a volatile situation, in which the miners and their families were desperately trying to have their voices heard and their needs met. The miners were unable to attain a meeting with NUM or Lonmin representatives and events became increasingly militaristic following the death of the two protesting miners.
Despite having no legal protection or union support, thousands of miners continued to strike in solidarity for their common goal - a better quality life and the dignity it affords. The families of the striking miners were also in general solidarity with the protest and worked to support the movement, joining in protest action and bringing supplies when necessary.
On 14 August Lonmin officially halted production at the Marikana platinum mine.
The miners set up camp on a hill called Wonderkop near the Lonmin mine. Police and miners occasionally entered into discussions however the miners remained steadfast in their strike action, and on 16 August a full frontal attack was launched on them.
Addressing a press conference, SAPS authorities claimed its officers opened fire on the miners in self-defence, after the miners attempted to attack them using machetes, spears and clubs. The official number of people killed was confirmed by National Police Commissioner General Riah Phiyega, weeks after the incident.

Adapted. https://www.sahistory.org.za/article/marikana-massacre-16-august-2012

Vocabulary in context

2. Read the text again and match the words in column A with their meanings in column B. The paragraphs in which the words appear in the text are indicated in front of them in column A. Number 1 is done as an example. 1. started shooting guns.

A	B
1. opened fire, §1	a- refused to work as a protest
2. culminated, §2	b- failure
3. wage, §2	c- stopped
4. went on strike, §2	d- firm
5. live ammunition, §2	e- offers
6. breakdown, §3	f- to reach a highest point
7. desperately, §3	g- straight, direct
8. affords, §4	h- real bullet to be shot from a gun
9. halted, §5	i- started shooting guns
10. steadfast, §5	j- without any hope
11. frontal, §5	k- salary

3. Read the text once more and answer by True (T) or False (F) the following statements. Justify your answers by reading sentences from the text that support your answers.

Example: a. F (§1, line 2)

a) On the first day of the strike, the police killed 112 mineworkers.
b) The miners went on strike to demand a better salary.

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c) The miners who went on strike belong to the National Union of Miners (NUM).
d) The miners' movement was legal and authorised.
e) Many strikers tried to have the support of the NUM to legitimate their action.
f) The police shot the strikers with real arm bullets.
g) The strikers succeeded to have the support of the NUM.
h) The strike could not continue after breakdown in communication between miners and unionised workers.
I) The families of the striking miners joined the protest.
j) Although the miners wanted to give up the strike, the police launched a full attack on them.
k) The SAPS authorities protected their officers and justified their actions.

Session 6

COMMUNICATION

A DISCUSSION

The massacre of Marikana shocked the world in August 2012. What is your own sentiment about this event? Discuss with a partner.

B ROLEPLAY

Some incidents occurred in your region after a large number of civil servants went on strike. They say they have low wages and cannot have better living conditions, but the government opposed the police to them.
A human right officer, a civil servant and the Minister of labour meet on television to discuss and solve the issue.
Roleplay the scene.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the pictures and discuss with a partner why the places below might be important to curb violence in society.



1

The Basilica of Yamoussoukro



2

The Great Mosque of the Riviera in Cocody, Abidjan

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B READING

Read the letter below and tell the class why Manu is writing to Vanessa.

Manu P.O.Box
VX 65 Ogboba, RCI

14th May, 2024

Dear Vanessa

Thanks very much for your last letter. It was great to hear from you after many weeks. I hope things are getting more and more calm over there in your country.

I saw on social media images of the riots after some teachers were fired because of the strike they undertook in order to have better working conditions and higher salaries. So, tell me, don't workers have the right to claim for better living conditions? Are strikes, sit-ins, marches, etc. authorised? Please, tell me more about the socio-political situation in your country because my strongest wish is to visit you asap. I read you are much religion oriented with a basilica, lots of churches and mosques, etc. So, why don't you ask help from the Almighty? Perhaps he will eventually make the miracles. (Lol, that's just for teasing you).

There is not much happening here. I am busy with my work as a teacher. The salary is not that high, but we make do with what we receive.

By the way, how about coming to establish over here in case the social unrest continues? Think deeply about my proposal. Take good care of yourself.

Warm regards!

Manu

➢ We write informal letters for personal communication. So they do not have to follow any specific pattern, format or conventions. They can be written as per the writer's wishes and the requirement of the situation. So the letter is written in a personal fashion in casual language.



The format of an informal letter to a friend should include the parts in the table below. Read them and match them with the different parts of Manu's letter to Vanessa.

Parts of an Informal Letter	Corresponding parts in KOUAME's letter
Date	14th November, 2022
Introductory paragraph	
Signature of the sender	
Conclusion	
Main body of the letter	
Greeting	
Address of the sender	

C COMMUNICATION

Writing task

Your American penfriend wants to spend the next summer vacation in your country. To motivate him/her more, write a letter to tell him/her things he/she can see and do during the visit in your country.

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UNIT 2

Session 8

Check 1

LISTENING

A. Listen to the audio and tell the class what it is about.

B. Read the statements below, then listen again to the audio and decide if the statements are true or false.

1. Nelson Mandela was an apartheid revolutionary.
2. Nelson Mandela was born on 8 July 1908.
3. The forename troublemaker was given to Nelson Mandela.
4. MADIBA was the English forename attributed to Nelson Mandela.
5. Nelson Mandela became an orphan at 12.
6. Nelson Mandela's ancestors lived under apartheid.
7. Apartheid gave rights and freedom to majority of black inhabitants in South Africa.
8. Under apartheid, white people were more numerous than the black ones.
9. Under apartheid black people were forced to change homes.
10. Under apartheid black people had no South African citizenship.
11. Education, medical care and other public services were mixed under apartheid.

SPEAKING

Discuss with your partner and then tell the class about possible consequences of a regime of segregation and oppression such as apartheid on generations of young people.

LANGUAGE FOCUS

A GRAMMAR

Read the statements below and fill in the gaps with *would, wouldn't, could, couldn't, should* or *shouldn't*. Example: 1. would

1. ..... you please stop these riots? Lots of people are getting injured.
2. You .....plan to meet the local authorities if your work conditions do not get better.
3. ..... you prefer continueing the discussions or go on strike?
4. If I were the president of the Republic, I ..... make several changes.
5. If necessary I .....buy a new pair of shoes for these repeated marches.
6. When he was younger, he ..... retaliate to any provocations, but now he's much agressive.
7. We ..... spend so much time on these petty issues. Perhaps, we ..... tackle the strategies to develop.
8. This morning the Vice-minister received us. He thought he ..... visit some schools to convince our colleagues to resume classes.
9. ..... you speak one at a turn? We need to hear one another so we ..... take the right position!
10. I ..... travel around the country to sensitize people if you provide the means.
11. You ..... drink so much. We all need to stay aware and focused to win this important battle.

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B VOCABULARY

Put the words in brackets in the appropriate form (use prefixes or suffixes).
Example: **3. election**

1. He was acting in a very ..... way. (child)
2. We insisted on our claims and were .....this second time. (succeed)
3. The party that he supported was able to win the ..... (elect)
4. I couldn't find any .... in his strategies to win the battle against the high cost of living. (weak)
5. His dream was to become a great ..... , but he had to drop school soon because his parents didn't have the means for the fees. (mathematics)
6. There were only a ..... of people at the march. (hand)
7. The transporters' union refused to use this road because it was too narrow, so the authorities had to ..... It. (wide)
8. I think that you should ..... your decision. It may not be the best thing to do. (consider)
9. You need a ..... of motivation, organization and hard work to win the elections. (combine)
10. Our action plan for being heard by the stakeholders is not much reliable. Let's ..... (write) it.

Session 9 Project 1

GIVING A SPEECH ABOUT FREEDOM AND CIVIL RIGHTS



A. Task

For the anniversary of National Peace day, the English speaking club of your school opens a contest of speech to value a democratic and free society in which all persons live together in harmony and with equal opportunities. In a group work of 4 students, plan and write your speech in a maximum of two pages to be read first in class.

B. Data collection

Collect information about freedom, civil and human rights. Information about famous figures in America, Africa and India can help you document your writing.

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GUIDELINE

Here is the format of Speech Writing:

• **Introduction**: Greet the audience, tell them about yourself and further introduce the topic. e.g. Good morning everyone.... ''Hello, and thank you for taking the time to listen. My name is ....., and I'm here today to talk to you about..."

This part is important because that's when your audience decides if the speech is worth their time.

• **Body**: Present the topic in an elaborate way, explaining its key ideas:

Democracy, freedom, free society, living in harmony, etc.

You should support your ideas examples or stories to convince the audience to agree with you.

• **Conclusion**: Summarise your speech, wrap up the topic and leave your audience with something to think about!

The conclusion should be something that the audience takes with them. It could be a reminder, a collective call to action...

After concluding, add a few lines of gratitude to the audience for their time.

e.g. Thank you for your attention....

C. SOURCES: Mention your sources of information

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UNIT 3 DEVELOPMENT ISSUES

Session 1

Key to this lesson

- Vocabulary related to development issues and multiword verbs
- Expressing actions with: make + object + infinitive
  Have/get something done
  Have someone do something
  Get someone to do something
  Let/allow/enable + object + infinitive
- Using determiners/comparatives and superlatives

PICTURE TALK

1. Look at the picture. What can you see?
2. What can you say about these goals as far as your country is concerned?
3. Are these goals realistic and attainable?



LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1

1. Listen to the audio and choose the correct meaning or synonym (a-b-c) for each of the words (1-5) from the text below. Example: 6. a

1. Trap :	a) problem	b) hole	c) mouth
2. Prone :	a) disinclined	b) resistant	c) exposed
3. Earn:	a) gain	b) work	c) hear
4. Livelihood :	a) health	b) living	c) pleasure
5. Stunted :	a) fat	b) undersized	c) tall
6. Undernourished:	a) not eating enough food	b) not producing enough food	c) not eating good food
7. Diet :	a) food	b) vegetables	c) fruit
8. Constraints:	a) productions	b) limitations	c) possibilities
9. Trend :	a) hunger	b) tendency	c) poverty
10. Owing to	a) thanks to	b) except	c) because of

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2. Listen to the audio again and choose the correct answer (a-c) to the questions below.

Example: 1. c

1. What is the obstacle to sustainable development?
a) the ability to escape from a trap.
b) the provision of healthy food.
c) the lack of food or unhealthy food.

2. What is at the origin of the trap from which people cannot easily escape?
a) hunger and malnutrition.
b) sustainable development.
c) sustainable agriculture.

3. Why can't people earn more and improve their livelihoods?
a) because they are lazy.
b) because they are often exposed to disease.
c) because they are productive individuals.

4. How many people in the world do not have regular access to safe and sufficient food?
a) 144 million
b) 2 billion
c) 47 million

5. How many people were undernourished in 2019?
a) 144 million
b) 690 million
c) 840 million

6. Why are some people unable to eat a healthy and balanced diet?
a) because of income or other resource problems.
b) because of insecurity in their countries.
c) because of COVID-19.

B LISTENING 2

Listen to the passage again and discuss the questions below.

1. Why are there so many hungry people in the world?
2. How can we reach the objective of zero hunger?

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

LANGUAGE FUNCTION	ILLUSTRATIVE SENTENCES
Expressing how we force people to do something with the verb **to make + object + infinitive without to.**	- His mother **made** him **clean** his room. - The teacher made me **work** hard.
to make + object + infinitive with to	- I **was made** <u>to</u> **study** hard by my mother. - She **was made** <u>to</u> **work** on Saturday.
Expressing how we arrange for someone to do something: **Have/Get + object + past participle (have** <u>**something done**</u> **by someone)**	- Pokou will **have** his house **painted.** - Yesterday I **had** my car **washed.** - My father **got** his car **repaired.**
Have + person + infinitive (Have <u>**someone do**</u> **something)**	- The teacher **had** the students **write** the - answers in their copybooks. - Does he **have** his children **wash** their clothes?
Get + person + to + infinitive (Get <u>**someone to do**</u> **something)**	- **I got** the mechanic <u>**to**</u> **repair** my motorbike. - He didn't **get** anybody <u>**to**</u> **help** him.

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Expressing permission, suggestion or offer with the verb **to let** **let + object + infinitive without to**	Yao **lets** his young brother **use** his smartphone. **Let** me **show** you how to do it.
Expressing permission with the verb **to allow** **allow+ object + infinitive with to**	- These parents do not **allow** their children **to watch** TV in their bedroom. - Students are not **allowed to smoke.**
Making something happen with the verb **to enable** **enable + object + infinitive with to**	- Messages **enable** people **to keep** in touch. - Technology will **enable** companies **to reduce** their production costs.

Study carefully the table above. When do you have the infinitive with *to* or without *to*?

EXERCISE 1: Choose the correct verb forms in brackets to complete the statements below.
Example: 1. was made to feel.

1. I was ... (make to feel/ made feel/ made to feel) irresponsible.
2. Climate change ... (makes/made/has made) the production ... (decrease/to decrease/ decreased) each year.
3. Girls are not ... (allow to keep/allowed keep/allowed to keep) long hair during the school year.
4. This device will ... (enable/to enable/enables) smartphone users ... (to have/have/has) live video conversations.
5. He ... (let/lets/let's) his younger brother ... (use/to use/used) his new smartphone.
6. He ... (makes/made/has made) me ... (waiting/wait/to wait) for an hour before receiving me.
7. '... (Lets/Let's/Let) me ... (payed/pay/to pay) for the meal this time.'
8. This test can ... (enables/enabled/enable) doctors ... (detect/to detect/detected) diseases very early.
9. Their parents ... (allowed/not allowed/allows) them ... (to stay/stay/staying) out past midnight.
10. Poor diet ... (makes/made/make) a lot of children ... (died/die/to die) from many diseases.
11. Technology has ... (enables/enabled/enable) a lot of poor countries ... (make/to make/ made) progress.

EXERCISE 2: Put the verbs in brackets in both texts below into the correct form.
Example: 1. cut

1. My mother is a very strict but nice woman. She always makes sure we have our hair 1**(cut)** every two weeks and she gets us 2**(do)** our homework every evening. On school days, she won't let us 3**(play)** video games at any time. We are not allowed 4**(use)** smartphones because, she says, we are too young.
When she wants something to be done, she has it 5**(do)**. For example, she has the electrician 6**(check)** all the electric system of our house very often and she gets the washing machine 7**(fix)** as soon as it breaks down.

2. We can get computers 8**(complete)** very sophisticated operations but they cannot make us 9**(do)** any thing. They allow people 10**(keep)** in touch everywhere in the world. They enable most professionals 11**(make)** appropriate decisions.

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B VOCABULARY CORNER 1

MULTI-WORD VERBS (PHRASAL VERBS)

'A phrasal verb is a phrase that consists of a verb with a preposition or adverb or both, the meaning of which is different from the meaning of its separate parts.'

(https://dictionary.cambridge.org)

Study a few examples in the table below:

Verb	Particle(s)	Preposition	Example	Meaning
To look	up		1. We can **look up** new words in a dictionary 2. Things are **looking up.**	1. We can **find** the meaning of new words in a dictionary. 2. Things are **improving.**
To look	after		I will **look after** the baby while you are at work	I will **take care of** the baby while you are at work.
To take	off		1. Our plane **took off** at 10 o'clock. 2. You must **take off** your shoes before entering the temple.	1. Our plane **left the ground and started to fly** at 10 o'clock. 2. You must **remove** your shoes before entering the temple.
To make	up	for	1. No amount of money can **make up for** someone's death. 2. You need to take extra lessons to **make up for** the time you missed.	No amount of money can **compensate** someone's death. 2. You need to take extra lessons to **catch up** the time you missed.
To come	up	with	He is very intelligent. He will **come up with** a wonderful/bright idea.	He is very intelligent. He will **find/suggest** a bright idea.
To come	down	with	I think I'm **coming down with** a headache.	I think I am **starting to suffer from** a headache.
To get	on	with	Koffi does not **get on with** Séry.	Koffi and Séry do not **like** each other. They are not friendly to each other.

Most common phrasal verbs particles (key particles): **about, around, at, away, back, down, for, in, into, off, on, out, over, through, to, up, with.**

Most common verbs (key verbs): **break, bring, call, come, cut, get, give, go, keep, look, make, pass, pull, put, run, set, take, turn**

What do you notice about '**take off**', '**make up for**'? What conclusion can you draw?

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EXERCISE 1:

a) There are eleven three-word phrasal verbs in these sentences. One example is given. Identify the other ten and write them down in your copybook. Example: 4. look out for

1. I came up against a lot of problems at the office this morning, but I came up with a solution in the end.
2. He tried to get away with not doing his homework but the teacher caught him.
3. Most poor countries refuse to go along with the suggestions made by bankers.
4. I refuse to look out for the educator while you cheat.
5. We are looking forward to meeting your fiancée.
6. Rich countries seem to look down on/upon poor countries.
7. The government has decided to do away with corruption
8. My final decision will come down to what my father will say.
9. He forgot his girl-friend's birthday. He will have to make up for that by buying her a nice present.
10. How can you put up with such an impolite person?

b) Match the ten phrasal verbs from Exercise 1.a above with their meanings from the box below. Example: 4. f- pay attention/try to notice

a- expect with pleasure and excitement b- encounter/deal with/face c- put an end to or get rid of d- escape punishment or blame e- tolerate/accept or endure f- pay attention/try to notice g- compensate h- suggest or think of i- depend on or be influenced j- consider with a feeling of superiority k- support an idea or agree with someone's opinion

EXERCISE 2: Fill in the blanks (1-11) below with the phrasal verbs (a-k) in the box. The meanings are given to help you. Do like in the example: 5. e:

a) sent away for – b) get on with – c) drop out of – d) stay away from *e) talk out of* – f) went through with – g) coming down with – h) get back at – i) keep up with – j) ran away from – k) boils down to

1. Stop talking and let's .... our work. (to continue doing something after stopping)
2. The workers threatened to go on strike many times but never .... it. (to do something difficult or unpleasant they planned/promised to do).
3. My parents advised me to .... drugs and alcohol. (not go near or become involved with).
4. She .... a tourist brochure (ask for something by mail).
5. His friends tried to .... her .... getting married but she would not listen. (to persuade/convince someone not to do something).
6. Technology changes so fast that developing countries find it difficult to .... it. (do whatever is necessary to stay level or equal).
7. A twelve year old girl .... home to escape being married to an old man. (leave a place secretly).
8. In poor countries, a lot of children.... school due to poverty.(quit/leave)
9. The problem .... thing – lack of money. (be the main reason).
10. She has the feeling that she is .... a cold. (catch or show signs of an illness)
11. Having been humiliated at the meeting, he promised to .... her another time. (take revenge on someone).

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C COMMUNICATION

Listen to the audio and:

1. say which of the statements below best summarises it:
   a. In Sub-Saharan Africa, it is difficult for the youths to find a job.
   b. In Sub-Saharan Africa, schools and universities do not equip the youths for life.
   c. In Sub-Saharan Africa, young people spend 18 years looking for a job.
2. With your neighbour, discuss this issue: Sub-Saharan young Africans are not well trained to contribute to sustainable development.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

1.What can you see in this picture?
2. With your neighbour, say what you know about any of these notions.
3. Is recycling possible in your country? Justify your answer.



B ROLEPLAY

1.'Responsible Consumption and Production' is one of the Sustainable Development Goals (SDG) set by the United Nations by 2030. In your class groups, discuss the pros and cons of this objective. Write your different points down.

2. Now, use your notes to prepare a dialogue between a non-governmental organisation agent and a member of the government who thinks that such a goal is utopic. Present your roleplay to the class.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

I - Determiners

Words like ***a, the, your, some, forty, no, etc***. are called '**Determiners**' in English. They are used before nouns or noun groups that they determine. They specify amount or quantity ('**one** book', '**many** books', '**much** water', or they clarify what the noun refers to ('**my** book', '**the** book', '**that** book'). They can be classified in the following common types:

Articles: ***a*** book, ***an*** orange, ***the*** book/books.

Demonstratives: ***this*** poverty, ***that*** poverty, ***these*** issues, ***those*** issues.

Possessives: ***my*** computer/computers, ***our*** country/countries, ***his*** teacher/teachers, ***her*** brother/brothers, ***its*** leg/legs, ***their*** policy/policies, etc.

Quantifiers: ***a few*** doctors, ***few*** students, ***some*** milk/industries, ***many*** factories, ***much*** sugar, ***a little*** sugar, little money/water, ***no*** facility/facilities, ***any*** coffee/eggs, ***one*** government, ***two*** girls, ***twelve*** hours, etc.

Study carefully the four examples below. What do you notice about the quantifiers?
- I like **some** zouglou music.
- I like ***any*** zouglou music.
- I don't like **some** zouglou music.
- I don't like **any** zouglou music.

> The use of **some** and **any** is determined by **meaning**:
>
> **Some** and **any** are both used for **indefinite** quantities: **some** milk/industries; **any** coffee/eggs (countable or uncountable and in positive or negative sentences).
>
> **Some** is used if the quantity is restricted in some way: I like or don't like **some (part, not all)** zouglou music.
>
> **Any** is used if the quantity is not restricted: I like any (**all type/kind of**) zouglou music. I don't like **any** zouglou music (**Any** here refers to **none**. I don't like zouglou music **at all**).

Here is a list of a few determiners.

(a) few, fewer, fewest	every	most	that
(a) little	half	much	the
(an)other	her	my	their
a/an	his	neither	these
all	its	no	this
any	Jim's, Anna's, etc.	one, two, three,	those
both	least	our	what
each	less	several	which
either	many	some	whose
enough	more	such	your

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EXERCISE 1: Identify the determiners in the following sentences and classify them under the right heading in the table below in your copybook.

1. Developing countries need more money to build enough schools for their children.
2. Many people will die from hunger if nothing is done for African countries.
3. Some people think that capitalism is the mother of poverty.
4. Covid-19 is a horrific disease.
5. That policy cannot bring development.
6. I don't understand anything in those economic matters.
7. This car is made in our town.
8. This issue will be debated at the next general assembly.
9. There are not many industries in Sub-Saharan countries.
10. If you want peace, you must talk to your enemies.
11. Africa must find its own ways to development.
12. Few young people get a job at the end of their studies.
13. Life is extremely difficult in cities if you don't have much money.

Articles	Demonstratives	Possessives	Quantifiers/Number
.....	this	whose	no
.....	.....	.....	few

II - MAKING COMPARISONS

Study carefully the table below and say how comparatives and superlatives are formed.

Language Function: Comparing	Illustrative sentences	
	Comparative	**Superlative**
Short adjectives Examples: big, old, high, happy	Côte d'Ivoire is **bigger than** Togo.	But Nigeria is the **biggest** country in West Africa.
	I am **older than** you.	Grandfather is **the oldest** person of the family.
	Mount Kilimandjaro is **higher than** Mount Tonkpi.	**The highest** mountain in the world is Mount Everest.
	You look **happier** today **than** yesterday	**The happiest** day of my life is when I passed my baccalaureat exam
Long adjectives Examples: Expensive, dangerous	Mercedes cars are **more** expensive than Toyota cars.	I think **the most** expensive car in the world is Rolls Royce.
	Cocaine is more dangerous than alcohol.	**The most** dangerous drugs are the new ones.
Short or long adjectives Examples: hard, difficult	The present simple tense is **less** difficult than the preterit. Learning English is **less** hard than learning Chinese.	**The least** difficult tense in English is the present simple. I think English is **the least** hard language to learn.

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For most two-syllable adjectives, we use **more..than as comparative and **the most** as superlative. However, with **some common two-syllable adjectives**, you can also use **er..than** as comparative and **the..est** as superlative: narrow, pleasant, handsome, cruel, simple, etc.
Examples: Your daughter is **more** polite **than** all the other girls or Your daughter is politer than all the other girls.

****Some common adjectives with irregular comparatives and superlatives.**

Adjective	Comparative	Superlative
Good	New cars are **better than** old ones.	Who is **the best** football player at the moment?
Bad	Today, the weather is **worse than** it was yesterday.	Yesterday was **the worst** day I have ever had in my life.
Far	Korhogo is **farther/further** from Abidjan **than** Divo.	Which of Tengrela and Ouangolo is **the farthest/furthest** town from Abidjan?
Few	Last year, there were few girls in my class. This year, there are even **fewer** girls than last year.	Since you have **the fewest** tasks to do, help your sister do her homework.

EXERCISE 2: Fill in each gap below with the appropriate comparative or superlative between brackets. Example: 11. more

What is the difference between Developed, Developing and Underdeveloped countries?

The main difference between developed, developing and underdeveloped countries is their economic status and quality of life.
Developed countries have a high quality of life, **(1)**...(the most/more/most) developed economy and technological infrastructure in the world. Their economy is **(2)** ...(most/less/more) sophisticated than the one in developing and underdeveloped countries. Their citizens enjoy access to **(3)**...(better/more good/most good) health care facilities and have access to **(4)**... (highest/higher/high) education. Their populations also have **(5)**...(more stable, most stable, least stable) birth and death rates.
Meanwhile, developing countries are countries with **(6)**...(least/less/the least) developed industrial base and a comparatively **(7)**...(higher/lower/lowest) human development index (HDI) relative to developed countries. They also have a **(8)**...(the least/less/more) developed economy and a comparatively **(9)**...(low/lower/the lowest) quality of life.
Underdeveloped countries, on the other hand, have **(10)** ...(low/lower/the lowest) indicators of socio economic development and the lowest quality of life in the world. They are **(11)**...(most/more/the most) commonly known as least developed countries (LDC).

Adapted from 'https://pediaa.com/what-is-the-difference-between-developed-developing-and-underdeveloped-countries/'

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B VOCABULARY CORNER

EXERCISE 1: The text below is about climate change. It is followed by a table. Read both documents and match the words or group of words in column A from the text with their meanings or synonyms in column B. Number 11 is an example: 11. h.

Research on climate change should inform domestic and international policies and provide ways to build up **resilience** against the devastating impact of its effects on vulnerable communities...

Climate change presents the single biggest **threat** to development, and its **widespread** and unprecedented effects disproportionately **burden** the poorest and the most vulnerable...

Activities like **burning fossil** fuels and deforestation all increase the concentrations of **greenhouse** gases (GHG) in the atmosphere and **warm** the earth...

Mitigation policy has implications for the major sectors of the economy, especially for carbon intensive sectors such as energy, transport, construction, industry, agriculture and forestry. Mitigation choices include new technologies and **renewable** energies, **storing** carbon, making older equipment more energy efficient, or changing management practices or **consumer** behaviour...

Developing countries are the most susceptible to climate change, with poor communities being most vulnerable to its impacts. In order to make these societies more resilient, financial assistance and the transfer of technology and capacity support are needed.

Adapted from (https://www.africaportal.org/features/vocabulary-sustainable-world/)

Match the words or groups of words in column A with their meanings/definitions or synonyms in column B.

	A		B
1	Resilience	a	Found over a large area or a large number of people.
2	Threat	b	Natural resource such as gas, coal, oil formed underground.
3	Widespread	c	To increase gradually the temperature.
4	To burden	d	Which can be used and easily or quickly replaced.
5	Fossil fuel	e	Capacity to recover quickly from difficult conditions. Capacity to be happy, successful, etc. again after something bad or difficult has happened.
6	Greenhouse	f	Trouble with something unpleasant or very difficult.
7	To warm	g	To keep or accumulate for use in the future.
8	To mitigate	h	Someone who buys goods for personal use.
9	Renewable	i	Menace, danger.
10	To store	j	To make less severe, bad, harmful or painful; to make efforts to reduce impact/effects.
11	Consumer	k	A building made of glass in which plants that need protection from cold weather are grown.

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EXERCISE 2: WHAT AM I?

The words or groups of words in the following box have their definitions or meanings below (1-11). Find for each word or group of words the corresponding meaning or definition. The first one is done for you. **1- Intergenerational equity.**

Sustainable development		**Global warming**		**Sustainable livelihoods**
Drought	**Gender equality**	**Sanitation**	**Blue economy**	**Greenhouse effects**
Intergenerational equity		**Green economy**		**Disposable**

1. I am the fair and just consideration of present and future generations.
2. I am the increase in the amount of carbon dioxide and other gases in the atmosphere which is believed to be the cause of a gradual warming of the Earth.
3. I am a policy that puts an end to poverty, protects the planet and makes sure that all the people enjoy peace and prosperity for a long time.
4. I am intended to be thrown away after use.
5. I am a gradual increase in world temperatures caused by polluting gases.
6. I am a vision for an environmentally sustainable system of production and consumption. My aim is to reduce carbon marks of the economic system.
7. I am the systems for taking dirty water and other waste products away from buildings in order to protect people's health.
8. I am a long period during which there is little or no rain at all.
9. I am the sustainable use of ocean resources for economic growth, improved well-being and jobs, and ocean ecosystem health.
10. I am about meaningful job opportunities for all, especially for young people but also about quality of life at work.
11. I don't make any difference between sexes.

C COMMUNICATION

The United Nations have identified 17 Sustainable Development Goals (SDG) by 2030. Number 13 concerns Climate Action. In your class group, discuss the consequences of climate change on your lives and which actions should be taken to mitigate the risks.

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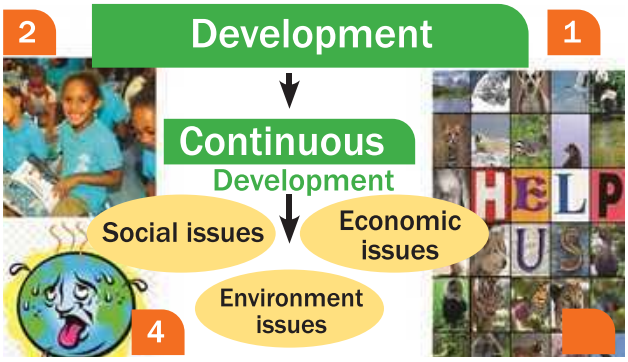
Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

Look at the picture and discuss it with your neighbour.

1. Give one example for each issue.
2. Can you comment pictures 3 and 4?
3. In which issue would you put transport?
4. Why ?



B UNDERSTANDING A TEXT

Skimming

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

a) Sustainable development in developing countries.
b) Sustainable transport and regional development.
c) Sustainable development and poverty.

Sustainable transport is crucial for regional development, linking countries and regions to global markets, promoting trade opportunities, and stimulating economic growth. In many regions, however, developing countries often lack strong institutions, sufficient financial and human resources and highly specialized expertise needed to develop sustainable transport systems... This can hamper their own development as well as the development of the region. Several measures to alleviate these challenges exist, such as building local, national, and regional capacity. This can be done across all levels of government, jurisdictions, organizations, ... by providing training and information resources. This notion is also reflected in SDG17* of the 2030 Agenda, which aims to "strengthen the means of implementation and revitalize the global partnership for sustainable development". For example, in SDG 13 (climate action), capacity-building as a target and as an indicator is included.

Policies, strategies, international transport-related regulations and agreements and other measures should be promoted to leverage integrated regional and inter-regional transport connectivity for poverty eradication and economic growth. In this context, regional cooperation and joint action are particularly important - both regarding the "hard" aspects, like transnational road and rail projects or efficient air connectivity, and the "soft" elements, such as trade facilitation, including streamlined customs, border crossing regulatory interconnectivity. The UN system, through its Regional Commissions and specialized agencies, plays an important role in bringing different actors together, analysing specific regional situations and supporting regions on their path to sustainable transport. Adequate means of implementation should be provided to foster regional development, where needed.

**SDG 17: Sustainable Development Goal no 17*
Adapted from (https://sdgs.un.org/sites/default/files/2021-10/GSTC-)

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2. Read the text again and match the words and expressions from the text in column A with their meanings, 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. d.

	A		B
1	hamper (L. 5)	a	to make stronger or more powerful.
2	alleviate (L. 6)	b	to influence or contribute to.
3	agenda (L. 9)	c	made simple to offer the minimum resistance to the movement of people and goods.
4	strengthen (L. 9)	d	To prevent the progress or free movement of ...
5	implementation (L. 10)	e	a place at the airport or frontier where officials check goods, luggage and passengers.
6	leverage (L. 14)	f	List of things to be discussed at a meeting, seminar, etc.
7	transnational (L. 17)	g	frontier.
8	streamlined (L. 18)	h	to put a plan or decision into action.
9	customs (L. 18)	i	going beyond national frontiers or interests.
10	border (L. 18)	j	to encourage; to promote.
11	foster (L. 22)	k	to make (a pain, a problem, etc.) less severe or easier to endure.

3. Read the text once more and answer the following questions.

a. What is sustainable transport?
b. Why does the author use the word crucial?
c. What makes sustainable transport difficult for developing countries?
d. Which solutions are suggested?
e. What is the purpose of SDG 17?
f. How do policies leverage 'integrated regional and inter-regional transport connectivity'?
g. How does the United Nations contribute to sustainable transport?

C CRITICAL THINKING

1. Is transport sustainable in your country? Justify your answer.
2. How important is transport for the development of a country?
3. What do you think of the solutions suggested in the text? Justify your opinion.

Session 6

COMMUNICATION

Task 1: In your class group, discuss the benefits and the disadvantages of sustainable transport.

- give reasons for your opinions;
- support your opinions with some examples;
- write down two ideas for and two ideas against.

Task 2: In a Roleplay, present your work to the rest of the class.

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UNIT 3

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the picture below, answer the questions and make notes.

1. Which words first calls your attention in this picture?
2. How important are those notions to transport?
3. Why, in your view, are they important?



B GENERATING IDEAS

EXERCISE 1: **When you are asked to write any piece of text, you need to get ideas about the topic. There are different ways of generating ideas. Here are three of them:**

1. mind map,

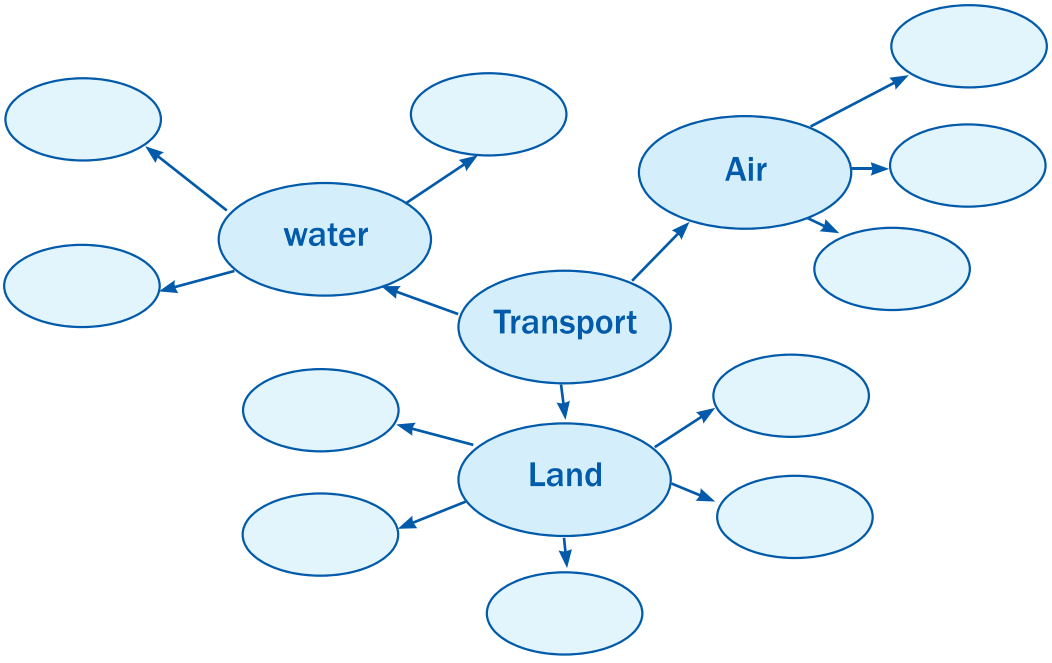
2. brainstorming and,

3. asking yourself questions.

Read the mind map below. With your partner, answer the following questions:

1. What is the central topic?
2. How many types of transport are mentioned?
3. Can you add any other ideas?

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EXERCISE 2:

1. Make quick notes of anything that comes to your mind concerning the central topic. Don't worry about your ideas being good or bad. Just write down what comes to your mind. For example: *railways*...
2. Write down the questions that a reader of your written production might want to ask.
3. Look at the ideas you have generated. Choose the ones you think are appropriate to the topic.

C COMMUNICATION

You have been asked to write an article entitled '***The Road To Sustainable transport in Côte d'Ivoire***'.

1. Use a mind map to get ideas.
2. Decide which ones are the best.
3. Organise your ideas to make a plan. Don't forget to think of an 'eye-catching' title.

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UNIT 4 WHAT THE FUTURE HOLDS

Session 1

Key to this lesson

- Vocabulary related to achievement and future plans
- Adjectives as Intensifiers

Using:

- the future perfect
- the future progressive
- the past perfect
- the simple future and be going to
- Understanding a text
- Writing: Argumentative essay

Project work 2

PICTURE TALK

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



2. Look at the picture again. Tell your neighbour what you think.

LANGUAGE SKILL: LISTENING

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

A LISTENING 1

1. Read the options beneath, then listen to the audio and choose the one which best summarises it.

a. Asia is the fastest urbanising region in the world.
b. America is the quickest region urbanising in the world.
c. Africa is the quickest region urbanising in the world.

2. Look closely at the options beneath, then listen again to the audio and choose the correct answer.

1. The average annual urbanisation rate in Africa is
a. 2.2% ; b. 3.2% ; c. 2.3%

2. The annual urbanisation rate in the world is
a. 2.1% ; b. 2 % ; c. 3.1%

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3. Currently

a. 472 million people live in african cities.
b. 462 million people live in african cities.
c. 492 million people live in african cities.

4. By the year 2035

a. 820 million people will live in african cities.
b. 920 million people will live in african cities.
c. 720 million people will live in african cities.

B LISTENING 2

1. Read the summaries beneath, then listen to the audio and select the most appropriate.

a. Most of the urban population will live in small, medium-sised or secondary cities and towns.
b. A large proportion of the urban growth will live in big cities.
c. A vast proportion of the urban growth will live in mega-cities.

2. Look closely at the table beneath, then listen again to the audio and complete the information in it. Use your notebook.

1	By 2050 urban population in Africa	
2	Rapid urbanisation has	
3	Rural-urban migration is likely to	
4	In mega cities population will exceed	
5	By 2035	

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Study tables A and B and do the exercises which follow them.

A

Language Function	Illustrative sentences
Qualifying things or people using intensifiers like exhausted, huge, large, enormous, vast ...	- The panther we saw at the zoo was **huge.** - The elephant they killed was **enormous.** - Tiacoh was **exhausted** after his nice race
Describing an action using the future perfect: **- before a specific time.** **- before an other action.** **Future perfect: subject + will have + past participle of verb.**	- By 11 o'clock, the rain will have stopped. (before a specific time) - By the moment you start, she will have finished her work. (before an other action happens)

EXERCISE 1: Descibe the animals, things or items in the box beneath. Use some of the adjectives as intensifiers in the table below. Look again at the illustrative sentences you studied in the table above.

A python, a giraffe, a buffalo, a shark, a hippopotamus, a dinosaur, meal, the news, the baby, the accident, the blue whale.

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B

Adjectives + very	Adjectives as intensifiers
Very big	Enormous, huge
Very bad	Awful, terrible, disgusting, dreadful
Very good	Amazing, fabulous, excellent, perfect, ideal, wonderful, splendid
Very tasty	Delicious
Very sure	Certain
Very small	Tiny

EXERCISE 2: Complete the sentences below using the appropropriate tense.

1. By next August, we (be married) for 40 years.
2. By 3 o'clock p.m., he (have) dinner.
3. By the time he gets to the airport, his plane (arrive).
4. By the next few years, they (teach) thousands of teens.
5. By the time she realises it, they (leave) the country.

B VOCABULARY CORNER

1. Learn or revise. Listen to the audio or the teacher and practice the appropriate pronunciation of the words or phrases. Then read the text and do the activity that follows it.

Infrastructure, major hindrance, shortfalls, challenges, broad categories, growth, ranging, health care, supply-chains, consumer-focused, last mile delivery business.

Inadequate and insufficient **infrastructure** continues to be a **major hindrance** to economic development. Africa faces annual **shortfalls** of $68 billions to $108 billions while trying to cover the basic infrastructural gap. Private sector involvement stands to offer solutions to address these **challenges.**

Three broad categories of opportunity have been identified: investment in infrastructure; increased consumer access and improved service provision.

Investments in infrastructure across major sectors such as energy, water and transportation have the potential to add 2.2% **growth** on top of Africa's 2.3% annual GDP growth. This translates into an annual $56 billion revenue injection into the African continent. Opportunities **ranging from** financing, to construction and services will become more accessible to the private sector in key economies.

Service provision is a major issue in most African cities due to a lack of urban density. However, the increased level of private sector involvement in providing improved access to **healthcare**, sanitation and education opens doors to massive opportunities

As more people migrate to urban centres, a significant opportunity can be realized as there is a greater means of reaching more consumers. Gaining access to rural consumers is challenging because of weak **supply chains** that service remote areas. This trend will open up a significant market for **consumer-focused** products and services as well as more efficient **last-mile delivery business** models.

GDP: Global Development Product
https://www.frost.com/frost-perspectives/urbanization-in-africa-where-do-the-opportunities-lie

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2. The words in column A below are from the text above. The lines are indicated to help you. Match them up to their definitions or meanings in column B like the example.

Example: **1. obstacle**

Column A	Column B
1. hindrance (L. 1)	Becomes
2. shortfalls (L. 2)	Tendency
3. gap (L. 3)	Risen, became larger
4. challenges (L. 4)	Far from
5. increased (L. 6)	Empty space
6. translates into (L. 9)	problems, issues
7. range from (L. 10)	Lacks, things that miss
8. major (L. 12)	Related to clients, buyers
9. remote (L. 17)	Obstacle
10. trend (L. 17)	Stretch
11. consumer-focused (L. 18)	Serious, important

C COMMUNICATION

LISTENING TASK

1. In the text below, 10 words are missing. Listen carefully to the audio and as you listen, fill in the text with the suitable one. Check with your neighbour.

2. What do you think the future of our planet will be? Will it be hot from global warming or will we have another ice age? (Zarion J.)

Geologist Ed Mathez answers this question:
Dear Zarion,

I wish I could tell you what the future will bring, but no one knows for sure how global warming will play out.
In fact, not knowing is one of the (1) ..... Global warming is a significant (2) ..... to society. On the one hand, we do not (3) ..... exactly what will happen. On the other, we (4)..... that what could happen could be (5) ..... And these consequences could affect different parts of the world in different ways.
For example, there could be long (6) ..... of low rainfall in a particular region. The western United States is one (7) ..... that is at particular risk to widespread drought.

Another consequence is the rise of sea (8) ..... Over the next several decades, sea level (9) ..... probably rise 10 to 20 centimeters (4 to 8 inches). This may not (10) ..... like much, but it may cause extensive damage, for example, erosion to coastlines. In addition, it will bring about an increase in the chances of catastrophic floods like the one experienced by New Orleans in 2005.

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C CRITICAL THINKING

In your class group, comment Geologist Ed Mathez's opinion on climate change and its consequences on our planet.

He is describing the future of our planet in terms of a series of catastrophes looming dangerously. Would you agree with him or are you more optimistic than him? Please, elaborate on your answer.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

Study the two pictures below and express your feelings in your class group.



1



2

B ROLEPLAY

Write a dialogue with your neighbour and Roleplay it. You are a climate lover and your friend does not share this feeling. You may start like this:

You: Climate change is a real issue for me. I think protecting our planet is both an individual and global responsibility.

Neighbour: humm! That's not my opinion. I think development should come first.

You:

Neighbour:

Etc.

Useful languge:

I think.....

I don't agree .....

My view on climate change is.....

Some people believe.....

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Session 4

LANGUAGE FOCUS

A GRAMMAR CORNER

Language Function	Illustrative sentences
Describing events using future progressive. 1. Subject + will + be + verb ending in -ing (affirmative sentence). 2. Will + subject + be + verb ending in -ing (question). 3. Subject + will + not + be + verb ending in -ing (negative sentence).	1. **I will be driving** to Abidjan tomorrow by this time. 2. **Will you be running** to school by 16 today? 3. **Assomoli will not be eating** a plant-based diet in two months.

EXERCISE 1: Make correct sentences in the future progressive using the prompts below.

Example: 1. In two months they will be electrifying my village at long last.

1. In two months they (electrify) my village at long last.
2. By the year 3010, people on earth (drive) spaceships.
3. In two years, Pokou (work) on his plantations.
4. In an hour we (fly) over the Atlantic Ocean.
5. By then, we (practice) yoga every afternoon.
6. Assomoli (come) home for the holidays in a month's time.
7. The leisure park (increase) ticket prices later this year.
8. A railway (connect) Abidjan and Johannesbourg by the year 3030.
9. By 2023, Inspector Akpèlè Koffi Yèyèhui (retire) after serving for 41 years.

EXERCISE 2: Turn the first five sentences (of exercise 1) you have just generated into questions and the last five into negative sentences. (Refer to the table you studied above).

B VOCABULARY CORNER

Learn or revise. Listen to the audio and repeat the words or phrases in the box beneath.

shorelines, coastal cities, heat waves, biodiversity, global warming, light bulbs, figure out, coal-fired power plants.

EXERCISE: The words in column A are from the text beneath. Match them up to their antonyms in column B like in the example. The lines are indicated to help you. Check with your neighbour.

Example: 1. Firm lands.

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Column A	Column B
1. Continents (L. 2)	Rainy season
2. Change (L. 2)	Impossible
3. Underwater (L. 3)	A few
4. Drought (L. 4)	Look for, seek
5. Likely (L. 4)	Misunderstand
6. Bright side (L. 8)	Cooling
7. Avoid (L. 9)	Waters
8. Warming (L. 9)	Alone
9. Together (L. 11)	Dark side
10. Figure out (L. 12)	Remain the same
11. Many (L. 14)	Emerging

Over the next several centuries, sea level may rise 5 or more meters (16 or more feet). Could you imagine how the shorelines of **continents** will change? Many of today's major coastal cities might be **underwater.**

Besides **drought** and sea level rise, there are a variety of other likely changes around the world. There might be intense heat waves, increased incidences of infectious and respiratory diseases, changes in ecosystems particularly at high latitudes, and loss of biodiversity... just to name a few.

On the **bright side**, please remember that none of this is **inevitable**. As a society, we can make choices that will **avoid** the serious consequences of **global warming**. There are **simple** choices that each one of us can make, like installing energy-saving light bulbs in our homes. And then there are choices that we can make **together**, like choosing leaders who will insist that we **figure out** a way to keep carbon produced by coal-fired power plants (the most common electric power plants around the world) from going into the atmosphere. There is no single solution, though — there are only many small ones.

https://www.amnh.org/explore/ology/earth/ask-a-scientist-about-our-environment/what-will-be-the-future-of-our-planet

C COMMUNICATION

Critical thinking

Given the importance of climate change and the inaction of many world leaders, discuss Geologist Ed Mathez's opinion below as a class:

There are simple choices that each one of us can make, like installing energy-saving light bulbs in our homes. There are also choices like choosing leaders who will insist that we figure out a way to keep carbon produced by coal-fired power plants (the most common electric power plants around the world) from going into the atmosphere.

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Session 5

LANGUAGE SKILL: READING

A PICTURE TALK AND DISCUSSION

Observe the picture below and share with your neighbour what it may convey to you.

By 2050, urban populations in Africa will represent 21% of the global urban population.



B UNDERSTANDING A TEXT

Skimming

Quickly read the text beneath and decide which of the options proposed below best summarises it.

a. Pargo and Gricd proved that opportunities around Africa is decreasing.
b. Pargo and Gricd could not fill in the gaps in terms of consumer needs.
c. Pargo and Gricd have proved that solutions can be generated where there is a real need.

A South African start-up called Pargo is a perfect example of a company taking advantage of the gap in the market in terms of consumer access. Pargo is a smart logistics company that found that up to 75% of sub-Saharan Africa's population has limited access to goods and services as a result of their residences such as within informal settlements or large residential estates. Customers across southern Africa can now easily send and receive parcels and make use of online shopping via convenient retail stores. In terms of healthcare service provision, efficient delivery and access are one of Africa's greatest challenges where one in five children doesn't have access to life-saving vaccines. An IoT-enabled cold box serves as a means of bridging this gap since it can store temperature-sensitive goods as well as be remotely controlled and tracked. This was made possible by a Nigerian start-up called Gricd. Its primary focus is ensuring that vaccines and medicines reach the intended market or consumer without disruption in the cold chain.

New business models with entrepreneurial vision can create significant opportunities around Africa's growing urban centers.

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Scanning

Vocabulary

Definitions, meanings and lines are given below. Find the corresponding words in the text above. Do like the example. Example: 1. start-up

1. A new business (L. 1)
2. Bright, intelligent (L. 2)
3. Possessions, articles (L. 4)
4. Consumers (L. 5)
5. Detail sale (L. 7)
6. Vital (L. 8-9)
7. Connecting (L. 9)
8. Found (L. 10)
9. Making certain (L. 11)
10. Disturbance (L. 12)
11. Favourable occasions (L. 14)

Read the text above again and answer the questions that follow.

1. How did the writer define Pargo?
2. What did Pargo discover?
3. Why does sub-saharan african population have limited access to goods and services?
4. Where can consumers in southern Africa send and get what they need now?
5. What issues stand as real challenges for Africa today according to the text?
6. What fraction of African kids can asccess vaccines in the text?
7. How useful is an IoT-enabled cold box?
8. Which company designs the IoT-cold box?
9. What was Gricd's concern in the text?
10. Identify the writer's hope at the end of the text.

Session 6

C COMMUNICATION

Critical thinking

As a teenager you have to figure out what the future holds for you because young people should contribute to the society and their communities' development.

1. Firstly, identify what job or activity you'd like to do later on as a teenager.
2. Secondly, explain and argue your motivations in your class group.
3. Finally, share these motivations and reasons for your choice with the whole class.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

- Look closely at the pictures on the right. In your class groups, say what you can see and what they may convey to you. Next, share your ideas with the whole class.



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B READING

Read the text below and study its structure.

Reality TV shows are good entertainments

As an introduction I can say that reality shows are really a popular form of entertainment on TV nowadays. There are dozens of different types of programmes such as singing, contests, cooking competitions or going to live in the jungle.

Firstly, I think that there are a lot of varieties in reality TV. People at home can choose which type of programme they want to watch depending on what they are interested in. Some people like watching singing or cooking competitions while others prefer watching programmes about building houses or bridges or travelling around the world. In addition, reality TV programmes are a great opportunity to discover talented singers, dancers or chefs. Several people who take part in these programmes get jobs as a result of being on TV. Another advatage is that the people on the shows have interesting experiences and meet new people.

On the other hand, some people think that reality TV is an easy way for them to become famous. However, most successful singers, actors or chefs have worked hard all their lives and are good at their job because of their hard work. Also, sometimes the people on the shows have to do really difficult or dangerous things. Moreover, the competitions are very hard and there is only one winner. Another disadvantage is that some programmes always follow the same format and this can be boring to watch.

To sum up, I think that reality TV is a good entertainment. There are lots of varieties which means there is something for everyone and they are interesting to watch.

Sitio web del Liceo N° 6 "Francisco Bauzá", Weebly

C COMMUNICATION

Top Tips for writing

1. Start each paragraph with a word or phrase so that the reader knows what to expect. For example, **to begin with, firstly, secondly, on the other hand or to sum up...**
2. Link your sentences with those words or phrases
3. Organise your essay in paragraphs.

a. Introduction
b. Argument for the subject
c. Argument against the subject
d. Conclusion

For more tips, go to : *https://www.google.com/search?q=BC+example+of+argumentative+essay*

Use of connectors in writing an argumentative paragraph.

Topic sentences: In my opinion, as an introduction, to my mind, I believe, I assert, I strongly believe, without any doubt in my mind ...
Supporting sentence 1: First at all, on the first line, to begin with, first, firstly...
Supporting sentence 2: to continue, moreover, also, besides, in addition, secondly...
Supporting sentence 3: further more, what's more, last, last but not least...
Concluding sentence: therefore, in summary, in conclusion, as a result, to sum up, to finish, to put it in a nutshell...

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Writing task

In groups of four, write a five paragraphs essay on unemployment issues that young people face today. Your work will be publised in your school English club weekly.

- Briefly describe the job market as background information in your introduction.
- Look at the consequences of unemployment on the young people.
- Consider the possible opportunities that may exist on the job market.
- Suggest some solutions for a brighter future for the youths.

Session 8

Check 2

LISTENING

A. Read the options beneath, then listen to the audio and select the one which best summarises it.

a. Moral values never change according to the audio.
b. In relation to the audio, moral values have remained the same during human history.
c. Moral perceptions change with the time according to the audio.

B. Read the statements beneath, then listen again to the audio and as you listen, say if they are true or false and justify your choice referring to the text. Do like the example. ***Example : 1. T because in the audio, it is said that we are more compationate and judgemental today than a century ago.***

1. We are more compassionate and judgemental today than 100 years ago.
2. Values like care, compassion and safety are no longer important now as they were in the 1980s.
3. The importance of respecting authority has fallen since the beginning of the 20th century.
4. Judging right and wrong based on loyalty to country and family has steadily increased.
5. The research showed distinctive trends in our moral between 1900 to 2007.
6. The changes in moral sensibility is something fascinating according to the audio.
7. Based on the audio we can say that Morality is rigid.
8. In agreement with the audio we may say that Morality is monolithic.
9. Moral Foundations Theory puts forward 5 moral grammars in the audio.
10. Theory identifies 15 moral grammars.
11. Each moral grammar is never linked to its own set of virtues and vices in the audio.

CONSOLIDATION (CHECK 2)

Rewrite each sentence starting with the words underneath using a superlative, like in the example: 1. the most developed country I know.

1. No country I know is more developed than that small country.
That small country is .....

2. I prefer my city to any other city.
My city is .....

3. Nobody has ever said such a nice word to me.
This is .....

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4. I don't know any other country with such a more advanced technology.
That country has .....

5. The standard of living of people is higher than in developing countries.
Developed countries have .....

6. Their human development index (HDI) is lower than in most European countries.
They have .....

7. Housing and living conditions are better in your area than where she lives.
You have .....

8. Unemployment rate is worse in underdeveloped countries than in developing countries.
In the world, underdeveloped countries have .....

9. The climate change issue is certainly more prominent than all the others.
Climate change is .....

Session 9 Project 2

Development issues in developing or emerging countries look so huge and immense that they give headaches to many leaders. As a teenager, you certainly feel concerned about development challenges in African countries.

A. Data collection

- Go back to your notes on Units 3 and 4 on Development Issues and What the Future Holds to review your data.
- Interview some of your mates and other young teenagers you know on development issues.
- Go to the Internet and collect some data on development issues and challenges in emerging countries.

B. Task

Having collected and selected the most relevant data on development issues and challenges, write an argument essay to be published in the Ghanaian Daily Telegraph in which you:

1. Present one major challenge you strongly feel about.
2. Mention two causes of this challenge.
3. Highlight two consequences of the issue you have presented.
4. Suggest one or two solutions you think could help reslove at least a part of the challenge.

C. Mention all the sources and the works that you consulted in your research.

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UNIT 5 MANAGING RESOURCES

Session 1

Key to this lesson

- Vocabulary related to natural resources
- Comparing with Double Comparatives
- Reporting with impersonal passive
- Prefix bio, mono and multi
- Communication

Writing an essay explaining ideas related to farming lands and agricultural issues in Africa

PICTURE TALK

1. Look at the pictures below and tell the class what they are about.



1



2

2. Give examples of places and lands where cocoa can grow. Why specifically in those areas?
3. What are the consequences of large scale farming on lands and the environment?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1

1. Listen to the audio and practise the correct pronunciation.

intensive/extensive agriculture, bush-clearing, ridge-making, tillage, to weed, to prune, manure, fertilizer, soil, sustainable agriculture, cereal, truck farming, to harvest, arable land, crop, to produce, a product, to yield, climate change.

2. Now practise by reading the words with your partner. Then read them aloud for the class.

B LISTENING 2

1. Listen to the conversation between Sammy and Yoba and tell what it is about.

2. Read these parts of sentences from the conversation, then listen to the audio again and provide the right words to complete them.

- I've listened from my teacher that agriculture is ..... to do.
- If someone wants to do it with ....., it's ..... .
- It takes ..... for a ..... to fully ..... .
- In the end the ..... is big.
- When you have to do the ..... regularly.
- The ..... are also given on time to take perfect ..... .
- That's a ..... duty.

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3. After listening to the conversation between Sammy and Yoba, would you accept to have a career in farming? Have a short discussion with your partner, then tell your opinion to the class.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Comparing using "the' ... 'the' to express cause and effect or for comparison. **DOUBLE COMPARATIVES with 'the' ... 'the'.**	• **The more** I see her, **the more** I like her. • **The more** we spend, **the less** we save. • **The older** we grow, **the wiser** we become. • **The faster** you walk, **the more quickly** you will arrive. • **The more money** a person has, **the more privilege** he/she enjoys. • What time would you like me to come? **The** earl**ier the better.** • The weather is becoming colder **and** colder.

Double comparatives are phrases commonly used in English to express proportionate increase or decrease, to say that when something increases or decreases, it causes something else to change.
As you can read in the illustrative sentences in the table above, Double Comparatives are expressed in different forms with:

- the more..... the more
- the more ..... the less
- the less ..... the more
- adjectives
- adverbs
- nouns
- short forms
- more and more ...../ .....er and .....er

EXERCISE 1: Use the prompts to make double comparative sentences:

Example: 1. The faster you drive the more dangerous it is.

1. Fast / you / drive / dangerous
2. Long / you / wait / boring
3. Honest / person / friends / will have
4. Loud / music / angry / he / became
5. Old / children / get / tall/they/become
6. I / read / interesting / the book was
7. Cheap / tickets / people / will buy / them
8. Old / you / experience / you / have
9. Quiet / he / talk / calm / dog / became
10. High / you / climb / cold / it / get
11. Languages / you / speak / people / will respect / you

EXERCISE 2: Choose the suitable words in the box to express double comparative and fill in the sentences below.

hard, frustrated, cold, men; fat, dark, expensive, miser, impatient, fast, difficult.

Example: 1. Harder and harder

1. It is becoming ..... to find a job.
2. I need to get a warmer clothe because the weather is getting .....
3. My father is already heavy but he is still getting .....

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4. My wedding is next weekend and I am getting .....
5. These Maths problem are already becoming .....
6. Shopping these days is becoming .....
7. He is driving ..... to get to work on time
8. He is getting ..... because he can't find a job
9. These days .....are learning how to cook.
10. He has got a lot of money but he is getting ..... each day.
11. The sky is becoming ..... it might rain.

B VOCABULARY CORNER

Read the sentences below to understand the meaning of the prefix bio.

• Andrew was born in Abidjan in 1970. He attended school in the quarter of Koumassi and later he went to the University of Cocody where he graduated, according to his official school ***biography***.

• As read from her Facebook ***biography***, Jennifer is a model who's signed to many famous fashion designers.

➢ **The prefix Bio is related to living things or someone's life.**
Examples: - A biographer is someone who tells the account of a real person's life.
- Biology is a science that deals with living things and life processes.

EXERCISE 1: Read the words in the box, find out their meanings and tell them to the class.
Example: Biodiversity= the existence of many different kinds of plants and animals in an environment.

biodiversity; biographical; biography; biological clock; biological warfare; biological weapon; biologist; biotechnology; biosphere; biodegradable.

EXERCISE 2: Read more words with the suffix bio in column A and match them with their definitions in column B. An example is given to you.
1. Biofuel= g. Energy made of organic material.

COLUMN A		COLUMN B	
1	Bio fuel	a	an account of a person's life written by that person
2	Biomass	b	Study of chemical processes related to living organs
3	Biotechnology	c	the part of earth in which life can exist
4	(Auto)biography	d	science related to both biology and medicine
5	(Micro)biology	e	the amount of living matter
6	Biometry	f	removal of living tissue from someone's body in order to check for illness.
7	Biochemist	g	energy made of organic material
8	Biosphere	h	fuel made by fermentation of organic matter
9	Biopsy	i	application of statistical analysis to biological data
10	Biogas	j	the use of living things such as cells and bacteria in science and industry to make chemicals , drugs, etc.
11	Biomedical	k	a science that studies extremely small forms of life

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C COMMUNICATION

Find as many ideas as possible to complete the sentences beneath the pictures and discuss them with a partner, then with the whole class. You can also use other forms of double comparatives (the less.....)



1

The wealthier you are, the.....



2

The more you study, the .....



3

The more bio foods you eat, the .....



4

The more I travel with my parents, the.....

Session 3

LANGUAGE SKILL: SPEAKING

A lot of land owners in rural areas sell their forests to companies or to private people for large scale farming. You disagree with this practice which can cause ecological problems and impoverish peasants. Kossi, a young student, manages to meet one of these agribusiness operators to discuss the issue.
Roleplay their encounter with a partner.

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Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing other people's opinions using the passive	People say that children are afraid of ghosts. ➢ It is said that children are afraid of ghosts. They think that he will be attending the meeting. ➢ He is thought to be attending the meeting.
The impersonal passive	People say that Mr Coulibaly owns a lot of land in the north. ➢ Mr Coulibaly is said to own a lot of land in the north. The Police reported that the number of car accidents had increased. ➢ The number of car accidents is reported to have increased.

The impersonal passive is a formal way of reporting thoughts, saying, beliefs and opinions.
We can use the impersonal passive to avoid mentioning the identity of the agent. We usually do this by using reporting verbs (including say, think, believe, know, etc.) preceded by the dummy subject "it", as in: It is said that, it is thought that, etc.
We can use the personal passive, for emphasis, to turn the object of the active sentence into the subject of the passive sentence.

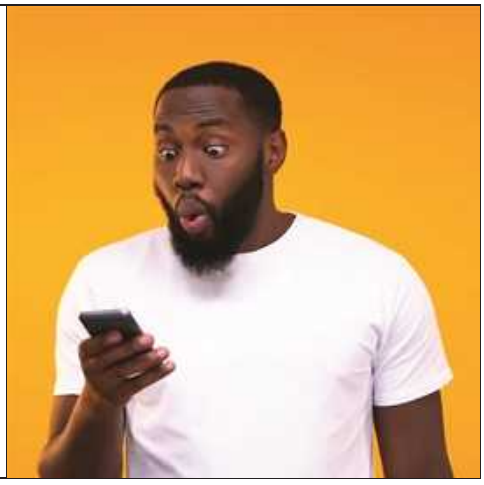
Some common verbs used in impersonal forms

think, believe, say, report, know, expect, consider, understand, estimate

Study the statements below:

<u>People believe the accountant of the company stole over 10 million F CFA</u>:

- It is believed that the accountant of the company stole over 10 million F CFA.
- The accountant of the company is believed to have stolen over 10 million F CFA.
- There is a belief that the accountant of the company stole over 10 million F CFA.
- One belief is that the accountant of the company stole over 10 million F CFA.



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EXERCISE 1: Fill in the blanks to report other people's statements. Number 1 is done as an example.

1. They say that fish is good for the brain. It **is said that fish is good for the brain.**
   Fish **is said to be good for the brain.**
2. People think that we use a small percentage of our brain power. It ----------
   We ----------.
3. They claim that we remember things we hear in our sleep. It ----------
   We ----------.
4. People believe that solving puzzles keeps the brain active. It ----------
   Solving puzzles ----------.
5. Experts have proved that exercise is good for concentration. It ----------
   Exercise ----------.
6. People say that taking exams is stressful. It ----------
   The exam----------
7. People know that education is necessary for social life. It ----------
   Education ----------.
8. The students say that the language test wasn't easy. It ----------
   The language test ----------.
9. People believed that Peter stole the money. It----------
   Peter----------.
10. The teacher believes that Ali doesn't study well. It ----------
    Ali ----------.
11. Experts think that the weather will be cool. It ----------
    The weather ----------.

EXERCISE 2: Provide the active forms of the sentences below in the impersonal passive.

Example: 1. People know that she is a good swimmer.

1. .....
She is known to be a good swimmer.

2. .....
Francis is said to be in hospital.

3. .....
The children are thought to be in bed.

4. .....
The robber is believed to have worked in the bank.

5. .....
Traditional gold mines are believed to be dangerous.

6. .....
He is thought to be on holidays by his colleagues.

7. .....
Cars are known to pollute the environment.

8. .....
The new product is supposed to come out soon.

9. .....
The mission was found to be impossible.

10. .....
She is expected to win a gold medal.

11. .....
The terrorists are reported to have been neutralised.

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B VOCABULARY CORNER

1. The prefix mono-

Read aloud the following words with the right pronunciation:

monogamy; monopoly; monologue; monotonous; monosyllable; monospace.

Mono- is used at the beginning of nouns and adjectives to combine forms meaning **"alone," "single," "one"**

Read the following words and their definitions.

- Monogamy= marriage with one person
- Monochrome= a painting, drawing or photograph in a single colour (adj. monochromatic
- Monologue= a long speech delivered by one person
- Monotonous= uttered or sounded in one unchanging tone
- Monocle= an eye glass for one eye
- Monolingual= spoken or written in only one language
- Monosyllable= one syllable.

2. The Prefix multi-

Read aloud the following words with the right pronunciation:

multilingual; multimillionaire; multicultural; multiparty; multicolour; multiform; multinational.

Multi- is used at the beginning of nouns and adjectives to combine forms meaning **many**, or **several.**

Examples: multilingual (=able to speak several languages); multimillionaire (=someone with many millions of money); multiply (=When things multiply, they grow or increase in number)

EXERCISE 1: Choose from a) to d) to answer questions or complete sentences. Number 1 is done as an example. 1- b. monopoly

1. What would you call a company that has almost all of the long distance phone service in one particular country?
a) monorail b) monopoly c) monolith d) monocle

2. Some airports have this form of internal transportation means to move luggage.
a) monolith b) monotone c) monocle d) monorail

3. The words: Park, Go, and Yes fit into this category:
a) monosyllabic b) monologue c) monolingual d) monocle

4. In our society today, it can be difficult to communicate if you are .....
a) monosyllabic b) monolingual c) monolith d) monochrome

5. The TV talk show host always begins his show with a funny .....
a) monochrome b) monologue c) monolith d) monopoply

6. While on vacation in South Africa I saw the famous Mandela Monument, which is a .....
a) monologue b) monolith c)monotone d) monoculture

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7. She loves to be in groups, since she suffers from .....
a) monophobia b) monochrome c) monotheist d) monolith

8. The European gentlemen of the past used ..... to take a closer look at something.
a) monocrop b) monologues c) monorails d) monocles

9. Many paintings of this famous artist are .....
a) monophobia b) monochrome c) monospace d) monotone

10. Please, use expressions when you talk to avoid being .....
a) monophobia b) monochrome c) monotonous d) monocoloured

11. Fatim refused to marry this man who has already two wives because she is definitely for .....
a) monotheist b) monologue c) monogamy d) monopoles

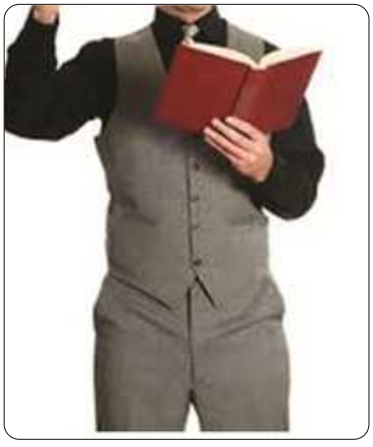
EXERCISE 2: Read the definitions below and find out the appropriate words that match with pictures A to F.



A



B



C



D



CIE/SODECI

E



F

1. A long speech given by one person.
2. Control of a product or service by one company.
3. One –wheeled vehicle propelled by its rider.
4. An eyeglass for one eye.
5. A train rolling on only one rail.
6. An abnormal fear of being the only one there; fear of being alone.

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EXERCISE 3: **Read the table and match the words with their correct definitions. Then mention examples related to the words.**

Example: **Multicellular** → consisting of many cells (**humans, plants, animals**)

Multicellular	relating to many diverse cultures.
Multicolored	a system of transmitting several messages simultaneously on the same circuit or channel.
Multicultural	containing several vitamins, known to be necessary to good health.
Multidimensional	using more than one form of communication.
Multifaceted	representing more than one race.
multivitamin	having many forms, shapes or appearances.
Multiform	involving two or more dimensions.
Multilateral	including many colors.
Multiplex	having many sides.
Multimedia	having many aspects or sides.
Multiracial	consisting of many cells.

C COMMUNICATION

During the last rainy-season, a lot of places were flooded, causing many casualties in habitations, on road, in airports and on agriculture.

Work with a partner to write as many reports as possible about the casualties you heard about, then read them to the class. Use some of the following verbs in your reports: think, believe, say, report, know, expect, consider, understand, estimate, etc.

Example: It is said that the huge flood in June made scores of families homeless.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK

1. Look at the pictures and describe them.

2. What can we make out of the two agricultural products you see in the pictures?



1



2



3

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B UNDERSTANDING A TEXT

Skimming

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

TWO TRUTHS ABOUT AFRICAN AGRICULTURE

There are two truths today about African agriculture: significant progress has been made, and there is potential for much more.

The progress has been quite impressive. Agricultural production is up 160% over the past 30 years, far above the global average of 100%. Eighteen Sub-Saharan African countries have reached the Millennium Development Goal's first **target** of **halving** the proportion of people who are hungry. Country-level programmes (such as the Ethiopian Agricultural Transformation Agency), **cross-border** initiatives (for example, the Comprehensive Africa Agriculture Development Programme), and pan-African groups (like the African Development Bank, the African Union and the New Partnership for Africa's Development) have all played important roles in these advances.

Yet there is vast room for **improvement**. Africa remains a net importer of food, although it has 60% of the world's uncultivated **arable land**. As its population has doubled overall and tripled in urban areas in the past 30 years, agricultural production and food security have struggled **to keep pace**. Africa is the only continent where the absolute number of undernourished people has increased over the past 30 years.

Africa will have a population of 2 billion by 2050, and agriculture will be central to feeding all of those people. Agricultural transformation must build social cohesion, create beneficial continental trade, provide a platform for global exports, and, most importantly, help create millions of jobs while pulling **subsistence farmers** out of poverty.

Transforming the agricultural value chain at three levels – farmer, market, and **cluster** – is central to any progress in Africa. Thus, increasing farmers' capabilities would increase Africa's **output** and, more importantly, help solve Africa's poverty and malnutrition..... Good markets, in turn, will provide food security for the population and facilitate Africa's agricultural **self-sufficiency**.... In this final, macro level of transformation, Africa has the potential to become a major agricultural player globally, facilitating the export of its products outside the continent. Cluster-specific initiatives typically focus on product **availability** and production competence. Cluster-specific export initiatives like Fonterra should be a government goal in Africa.

Slightly adapted from www.weforum.org/agenda/2016/01/how-africa-can-feed-the-world/

Scanning

1. Read the text once more and choose the suitable definition of the words in bold in the text from answer a, b, or c. Example: **1. C**

1. target:
a) road
b) means
c) objective

2. halving:
a) dividing equally
b) choosing equally
c) helping equally

3. cross-border:
a) between runners
b) between migrants
c) between neighbouring countries

4. improvement:
a) agreement
b) doing better
c) impoverishment

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5. arable land:
a) land belonging to Arabs
b) poor land
c) land for agricultural crops

6. to keep pace:
a) to progress at the same speed
b) to keep the same place
c) to be first

7. subsistence farmers:
a) who reside on their farms
b) who buy food to eat
c) who have just enough food to eat but nonplus

8. cluster:
a) group of employees
b) group of farmers
c) group or network of enterprises

9. output:
a) production of food
b) throw away
c) spoiling food

10. self-sufficiency:
a) selfishness
b) resolution
c) autonomy

11. availability:
a) at disposal
b) valuable
c) volubility

2. Answer the following questions about the text.

a. What are the two truths about African agriculture?
b. What are the facts in the text that show progress of African agriculture?
c. What are the main economic partners of that agricultural progress?
d. Which role will agriculture play as the African population grows?
e. How can Agricultural transformation build social cohesion in African countries according to you?
f. What are the three levels of the agricultural transformation in Africa? Explain each level as they are presented in the text.

Session 6

A COMMUNICATION

One of the challenges of the African economy is the transformation of its agricultural products such as cocoa, coffee, maize, cashew nuts, mangoes, bananas...

Discuss this issue in groups and present to the whole class your suggestions for a stronger agricultural economy.

B ROLEPLAY

During the long school vacations, Kouamé, a student at university, and some of his younger brothers used to help their father in his cocoa plantation. But one morning, a team of an American NGO found them in the farm and complained about children work in cocoa and coffee plantations. They had an argument on the issue.

Roleplay this situation with a partner as you share the roles of Kouamé and the leader of the NGO team.

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Describe the pictures and tell the agricultural issues they raise.



1



2

B FOCUS ON TEXT

1. Which issue does the text below deal with?
2. What are its topic sentences?
3. Make a written summary of the ideas supporting each topic sentence.

Agriculture in Africa

In the 1970's, Africa was responsible for 8% of the world's total agricultural exports. Today, that number has dropped to 2% resulting in Africa being strictly dependent on food imports.

Agriculture in this region should not be a problem due to the tropical climate, booming younger generation, and the huge area. However, agriculture in Africa is suffering due to the lack of fertilizer, technology, funds, and experience. Without a well producing crop, the people of Africa lack certain nutrients needed to live. Africa consists of 11.73 million square miles of "Savanna Woodlands also known as Miombo Forest in the North, a series of Dry Woodlands in the South, arid and Semiarid Grassland, Scrubland, and Bushland in the Namib and Kalahari Deserts, and Mediterranean Vegetation along the Southern Coast" (Britannica). African climates are seasonal, ranging from temperate to tropical and arid to semiarid. These zones range from the heavy rain-forest vegetation to relatively sparse, dry and arid vegetation with low rainfall. Africa also consists of a series of plateaus that cover most of the country. The region is generally drained eastward toward the Indian Ocean, a pattern made by the largest.

African farm yields are amongst the lowest in the world, resulting in most of the farmers being poor and not being able to afford the high price equipment and high price seeds to do well in the agribusiness. This makes it nearly impossible for farmers in Africa to adopt new farming techniques. There are some financial groups in Africa but due to the lack of money for the farmers they cannot seek help and some don't know how the groups work. "Only 35% of surveyed farmers said they could access appropriate finance for their investment."

Extract from https://www.123helpme.com/essay/Agriculture-In-Africa-Essay-774960

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4. Read suggested tips for writing an Essay supporting ideas:

The Essay's plan should include the following parts:

Introduction: A preview of what you will be discuss in the body paragraphs.
Body paragraphs:
Paragraph 1: Body 1
Paragraph 2: Body 2
Paragraph (3, 4 .....)

Conclusion: Briefly summarises the topic and subtopics. Can mention a global statement calling to action.

- The paragraph begins with a topic sentence. It usually presents the main idea that will be developed and supported within the rest of the paragraph.
- Remain focused and specific, relating only information relevant to your topic sentence.
- End the paragraph with a transitional sentence that shows how the main idea of this paragraph relates to the main idea of the next paragraph.

C COMMUNICATION

WRITING

An international NGO will meet members of your English club to sensitise young people about agriculture jobs. In order to make a contribution to the discussion when they arrive, the chairman of the club wants you to write an essay (in 30lines) about problems related to agriculture which may demotivate young people to undertake an agriculture project. This essay will be read and presented to the guests to draw their attention about problems in this economic sector.

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UNIT 6 CONTEMPORARY AFRICA

Session 1

Key to this lesson

- Vocabulary related to education and life in today's world.
- Expressing negatives.
- Phrasal verbs (idiomatic and non idiomatic).
- Vocabulary related to contemporary Africa.
- Communication : discussing contemporary Africa's issues.
- Writing Introductions and Conclusions.

Project work 3

PICTURE TALK

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



2. What can you see?
3. Is this a village?
4. What do you call such an area?
5. Find two or three problems that this picture makes you think of.

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1

1. Pronunciation

Listen and repeat the following words:

disaster - weather - flood - storm - drought - wildfire - welfare - threaten - livelihood - vulnerable

2. The words in column A are from the passage you are going to listen to. Match them with their meanings or synonyms in column B.

A		B	
1	weather	a	tempest; tornado
2	flood	b	well-being
3	storm	c	the conditions in the air at a particular time, such as wind, rain or temperature
4	drought	d	a large amount of water covering an area that is usually dry
5	wildfire	e	menace
6	welfare	f	long period when there is little or no rain
7	threaten	g	large and destructive fire that spreads over forests or bushes

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3. Listen to the audio and choose the option that best summarizes it.

a) Covid-19 is the main menace to the existence of Africa.
b) The Russia– Ukraine conflict is the main menace to the existence of Africa.
c) Climate change is the main menace to the existence of Africa.

B LISTENING 2

Listen again and say if the following statements are true or false. Justify your answers.

1. Africa is most vulnerable to Covid-19.
2. Ten African countries are most affected by climate change.
3. In 2020 and 2021, 99 floods were recorded.
4. In 2020 and 2021, there were 131 weather and climate disasters in Africa.
5. There were more wildfires than droughts.
6. Climate-related disasters have long-term consequences on people and the economy.
7. The economic costs of extreme weather events in Africa were estimated in the range of $7–$15 billion a year by 2040.
8. Climate change represents a serious danger for Africa.
9. The lives of millions of Africans are threatened.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Expressing negatives with adverbs: not, scarcely, never, barely, hardly, seldom, rarely	- She's **never** been abroad. - A: Do you want more sugar? B: **No**, thanks - He does **not** (does**n't**) want to pay taxes. - The rain is so heavy that I can **hardly/scarely** see the road.
Expressing negatives with pronouns: neither, anything, nothing, none, anyone, no one, anybody, nobody, nowhere, anywhere, etc.	- She was so sad. **Nobody** came to her birthday party. - **Neither** of us/my friends came to her party. - **None** of my cousins live near us. - **Nothing/No one** will make me change my decision. - I went **nowhere.** - I did **nothing** wrong. - I do **not** know **anybody** who is as funny as my friend. - I did**n't** see him **anywhere.**
Expressing negatives with determiners: no neither	- There is **no** water in the well. - There were **no** newspapers left in the shop by one o'clock. - **Neither** parents came to see the teacher.

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• ** The conjunction **neither...nor** is also used to express negatives.
Example: Neither his father **nor** his mother came to meet the teacher.

EXERCISE 1: Choose the appropriate and correct negative word to complete each sentence below.
Example: 1. anymore

1. I don't want to see you ... (anymore/no more/nowhere).
2. When I opened the door, I didn't see ... (nobody/no one/anybody).
3. There are ... (not/no/neither) words for this situation.
4. I cannot sit here and say ... (anything/nothing/neither).
5. ... (No one/anyone/nothing) called to comfort her.
6. A: Where are you going? B: ... (none/anywhere/nowhere).
7. He does ... (anything/nothing/not anything) at all.
8. I like ... (never/anymore/neither) zuglu nor rap.
9. We knew ... (nothing/anyone/nobody) at the party.
10. They can ... (hardly/no/scarcely) see anything in that dark room.
11. ... (none/no one/anyone) tried to help during that hard time.

EXERCISE 2: Complete the conversation between Martin and Julia below with the appropriate negative words (no, no one/nobody, nothing, anything, etc.). Some can be used more than once. **Example:** 1. none

Martin: Hi, Julia. How are you?
Julia: Okay, but too busy. Have you forgotten the common test?
Martin: I know. How much work did you do last night?
Julia: To tell the truth, (1)... I was at a birthday party. How about you?
Martin: Like you, I had (2)...time. It was the naming ceremony of my niece.
Julia: I see. What about this morning? Have you done any work?
Martin: No, I haven't done (3)... . I feel so tired.
Julia: By the way, do you know where my new smartphone is?
Martin: I have (4)... idea but you had it at school yesterday.
Julia: Yeah. Thank you anyway.
Martin: Now, do you know my friend Estelle?
Julia: Yeah, of course. What's wrong with her?
Martin: (5)... really, she is abroad on holiday and she feels bored. She's been there for two weeks now but she hasn't met (6)... interesting. (7)... cares about her. She said she went out last week and the streets were empty; the restaurants were all closed so she had (8)... to go. On tv, there was (9)... good. She was so excited when she left because she hadn't been (10)... before that. Too sad.
Julia: Yeah, really sad.
Martin: Anyway, there is (11)... we can do for her. I'll call her just now to comfort her.
Julia: Okay, see you later then.

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B VOCABULARY CORNER

EXERCISE 1: With a partner, read the following short text and discuss which words from the box are being defined in the sentences below. Example: 4. grid

to design – grid – gated community – to exacerbate – to argue – shift – current – linkage – to assert – adaptive – potential

1. To make something worse; to aggravate.
2. To plan how something will work, look or be used.
3. Slight change.
4. Blocks of houses built in such a way to resolve neighbourhood conflicts in cities.
5. Qualities that exist and can be developed; capacity.
6. Happening now, of the present time.
7. To give reasons why you think something is right or wrong, true or not.
8. Able to change when necessary in order to deal with different situations.
9. A group of houses surrounded by a wall, with gates at the entrance for control.
10. To state/say clearly and definitely that something is true.
11. A link.

New Towns in development across Africa are designed according to twentieth-century planning models ranging from functionalist Chinese grids to American gated communities. Contemporary African New Towns based on these models are often unable to adapt to stimuli and, as a result, exacerbate both spatial and ecological challenges. The objective of this paper is to argue that African New Towns require a substantial shift from current practice and that planners must imagine new, hybrid planning strategies. This paper takes an exploratory approach and identifies the spatial challenges specific to contemporary African New Towns. Building on the argument that planning benefits from linkages between critical social theory and environmental science, this paper asserts that an adaptive urban planning approach that effectively engages citizens can be a more sustainable alternative to current practice. The paper concludes with implications for future research on the translation of challenges into potentials for African New Towns.

'R. Keeton & S. Nijhuis Pages 218-234 | Published online: 12 Sep 2019'

EXERCISE 2: Use the correct form of some of the words in the box above to complete the sentences below. Example: 9. potential

1. Pandemics and climate change ... the African economic situation.
2. The buildings were ... by professional architects.
3. Gas prices remain at the ... levels. Car owners are very happy.
4. I was asked to ... a poster for the political campaign.
5. Most African countries have a huge unexploited energy ...
6. The suspect arrested by the police ... that he is innocent.
7. Because of their high ... capacity, they are able to adapt to various environments.
8. The criminal was freed because his lawyers successfully ... that his punishment was excessive.
9. Covid-19 has the ... to contaminate whole countries.
10. The exorbitant cost of land in Abidjan ... the problem of housing.
11. There has been a ... in society's attitude towards women these years.

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C COMMUNICATION

1. Identify four or five problems related to rapid urbanization:
2. With your neighbour, choose one problem and discuss it.
   - Say what you think about it.
   - Suggest some solutions to rapid urbanization in Africa.

Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

Look carefully at these pictures. With a partner, answer the questions below.

1. What do you see in each picture?
2. What is the link between the two pictures?
3. Identify three issues.



1



2

B ROLEPLAY

1. With your partner, agree on one issue that you would like to talk about. Find arguments 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

PHRASAL VERBS

To form phrasal verbs, we combine verbs with prepositions and adverb particles.
For example: **come + in** (come in), **take + away** (take away), **get + on + with** (get on with), etc.
Phrasal verbs can be grouped in four types:
Type 1: These verbs have their normal meaning and you cannot separate them from the prepositions. They are **transitive. verb + preposition + object**: Examples: **Wait for** me (but not wait me for); She **looks at** the board (not looks the board at);
Type 2: **verb + adverb particle**. These verbs are **transitive** and you can separate them from the adverb particles.
Examples: **Take off** your shoes before getting inside or **Take** your shoes **off** before getting inside. **Type 3**: **verb + adverb particle.** Here, the verbs are **intransitive**. They are used in their normal sense.

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Examples: **Come/along/in/down** etc. She is **coming back/down**; He is **going away**. They are **running away.**

Type 4: verb + adverb particle + preposition + object. These verbs have their normal meaning and they are transitive. e.g. 'Mum, we'**ve run out of** (we'**ve run + out + of**) sugar. 'Please, **stay away from** those bad boys'. **I walked down from** the top floor.

****Most phrasal verbs become idiomatic when you cannot relate the parts of these verbs to their literal meanings.**

Examples: They **have called off** the meeting means they **have cancelled** the meeting.

He **turned** the job **down** because he did not want to leave Abidjan means He **refused** the job because he did not want to leave Abidjan.

When I was a child, **I did not get on** well **with** my brother means **I was not kind** or **friendly** with my brother; **I did not like** him.

EXERCISE 1: Use the correct form of some of the words above to complete the sentences below. One example is given: 7-j

A		B	
1	He likes **dictating** to people.	a	resemble
2	Pineapples **don't agree with** me.	b	come
3	The baby boy **takes after** his father.	c	reveal
4	Please, stop **cooking up** excuses.	d	improve
5	The secret about their future marriage was **given away.**	e	compensate
6	You're wasting your time; she won't **turn up.**	f	give orders to
7	If climate change continues, most countries will **turn into** desert.	g	refuse
8	Most young Africans are **setting up in** business.	h	contact
9	What you are saying cannot **make up** for the damage.	i	have bad effects on
10	I politely **turned down** the invitation to their wedding.	j	become
11	The police will **get on to** the parents of the delinquent.	k	invent

EXERCISE 2: Read the passage below and fill in each blank with the appropriate particles in the box to make phrasal verbs. Some are used more than once.

Example: 11. To

to – with – back – round – in – at – down – up

Jessica is a successful African businesswoman. As usual, she was writing (1)... some notes when her mobile phone rang. She picked it (2)... and politely said that she would call (3)... As soon as she put (4)...the smartphone, someone knocked (5) ... the door. She let them (6)... That was Motika, an old friend of hers with two strangers.

-'Hi! Big Girl. How is it?', Jessica said joyfully.

-'Hello, Jess. I'm okay. You look very smart', Motika answered. 'Let me introduce you (7) ... these two partners who are interested (8) ...your business. You might become partners.'

- 'Right.'

After the introduction, Jessica showed them (9)... her factory. Her guests were impressed and very happy. They promised to come (10)... another day to discuss business (10)... her. They parted waving goodbye (11)...each other.

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B VOCABULARY CORNER

EXERCISE 1: Read the following text and find the words or phrases whose meanings or synonyms are listed below. The lines are indicated. Example: L. 1- c: improvements.

Line 1: a) increase in size and importance; b) prepares; c) ameliorations.
Line 2: main, crucial generator.
Line 4: company.
Lines 6/13: collection.
Line 6: using.
Line 7/11: proof based on experience;
Line 7: emergent.
Line 9: vision.
Line 10: promote.
Line 13: information

Productivity growth lays the foundation for improvements in the standard of living. Investments in information and communication technologies (ICT) are seen as a key driver of productivity growth. This relationship has been extensively studied for developed countries at the firm, industry and country level with the majority of studies showing the productivity effect of ICT as positive and economically significant. Recent literature reviews .. list a comprehensive set of studies applying different methodologies. To date there is rather weak and ambiguous empirical evidence on the contribution of ICT investments on economic growth for emerging and especially developing countries. Despite the rather ambiguous empirical evidence, the World Bank (2012) takes an optimistic view stating that "Information and communication technologies (ICTs) have great promise to reduce poverty, increase productivity, boost economic growth (. . .)". The weak and ambiguous empirical evidence of the impact of ICT in developing countries may largely be driven by the lack of high quality micro and macro level data sets on ICT for these countries.

(ICT and Economic Growth - Comparing Developing, Emerging and Developed Countries. Thomas Niebel∗ ZEW Mannheim December 2014)

EXERCISE 2: Match each word or group of words in the box with the correct definition below.
Example: 11. To implement

To implement – An applicant – To impoverish – A deal – A staff – To dismiss
A sales manager – To bargain – Vacancy – In high demand – Workforce

1. To make very poor.
2. A group of people, as employees, working in a school, a company, etc.
3. A person in charge of a company's activities related to selling goods and sellers.
4. Someone who makes a formal request or application for a job, admission to a university, etc; a candidate.
5. It is an empty or unoccupied position or job.
6. The total number of people employed or employable in a country, company, etc.
7. An agreement, an arrangement, a transaction for mutual advantage between two people or more people, two groups in business, politics, etc.
8. To try to make someone accept to give you something that is better for you, such as a better price or better working conditions.
9. Something that is very frequently ordered.
10. To remove someone from his/her job, especially because that person has done something wrong or for incompetence.
11. To put a plan, a decision, an agreement, etc. into effect or operation.

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C COMMUNICATION

Do you agree or disagree with the following statement? Explain why to your partner.
'In contemporary Africa, it is impossible for young people to find a good job "today, without help from someone."

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK



1. Look at the picture. What can you see?
2. Where are they?
3. Can you guess why?
4. Is there any man? Why?

B UNDERSTANDING A TEXT

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

A	B
1. elderly	a) ability (through experience) to do something well; expertise
2. youngster	b) make someone responsible for someone or something.
3. skills	c) start
4. lifeline	d) destiny
5. entrust	e) brilliant
6. suit	f) old ; aged
7. fate	g) at the bottom of; very late
8. bright	h) important positive development; long decisive step
9. way behind	i) young person; child
10. set up	j) be acceptable, appropriate or right for someone
11. stride	k) something you depend on to lead your life in a satisfactory way

In Tanzania, a special training center provides a second chance for out-of-school youth.

Hadia Baruti Wimbi was only six years old when she left her parents' home, eventually leading to her spending much of her childhood without any schooling. "An elderly member of my family came to see my parents, asking if she could take me away. She promised my parents that she would enrol me at school. When she became my guardian, she enrolled her own children, but not me," Wimbi explained.

For a long time, it seemed the youngster would go the same way as so many of her peers in Zanzibar, Tanzania, where many lack skills sought by the job market. Thankfully, Wimbi was thrown a lifeline by her uncle and a project supported by the African Development Fund.

"I was 13; he came to get me and entrusted me to a teacher," she said. But it was far from easy.

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"It took me a year to persuade her to go to school. She didn't want to go, because she felt too old," said Fatima Rashid Ali, the teacher who took her in. "I told her that a traditional school would not suit her, but I knew of a center that offered an alternative way of learning."

As fate would have it, Wimbi became one of the beneficiaries of the Alternative Learning and Skills Development Project, which received a $32.7 million grant from the African Development Fund to build two vocational training centers. One such center is the Raha Leo Alternative Learning Center, where Wimbi gained the opportunity to believe in a brighter future.

But she was way behind in her learning, and far older than the other students in her class.

"If I hadn't come to this center, I would have spent my life doing domestic work. Now, I can read and write. I'm sure that once I've finished my studies, I'll be able to set up my own business. I'm so glad to have studied here," she said.

Wimbi is one of hundreds who have benefited from the Alternative Learning and Skills Development Project, which is helping the government of Tanzania make strides in addressing the skills challenge.

https://www.afdb.org/en/news-and-events/tanzania-special-training-center-provides-second-chance-out-school-youth-52980

2. Are these statements true or false according to the text? Correct the ones that are false.

1. Hadia Baruti Wimbi was six years old when she started school.
2. An old man came to take her in order to send her to school.
3. Many youngsters like Wimbi from Zanzibar were unprepared to get a job.
4. Wimbi's destiny was changed by an uncle.
5. At the beginning, Wimbi was very happy to go to school.
6. The way of learning at the Alternative Learning Center was suitable for Wimbi.
7. That Center provided a better life in the future.
8. Wimbi had no handicap when she joined the Center.
9. Wimbi spent her life doing domestic work.
10. She was happy because she had become literate.
11. That Center helped Tanzania face the problem of unskilled youths.

C CRITICAL THINKING

1. How do you react to the attitude of the elderly woman towards Wimbi?
2. What can you say about Wimbi?
3. Have you ever heard of such a thing in your area? Tell your partner.

Session 6

COMMUNICATION

DISCUSSION

'Most African youths drop out of school, which is an economic and social issue not only for governments but also for their families'. You have been asked by your teacher to discuss that topic. In your class group:

1. Discuss some of the causes.
2. Show how critical the issue is to both governments and families.
3. Suggest two or three solutions.

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK



1. Look at the picture. What can you see?
2. Where is the woman?
3. What is she doing?

B READING

INTRODUCTIONS AND CONCLUSIONS

EXERCISE 1: This is a writer's paragraph plan or outline for an essay on 'Working from home'. Read it and do the task beneath.

Paragraph 1: Introduction
Paragraph 2: Disadvantages
Paragraph 3: Advantages
Paragraph 4: Conclusion

Here are the topic sentences for each paragraph. Which paragraph does each one belong to?

a) While working from home can be very attractive, you need to consider potential drawbacks.
b) Nevertheless, despite potential inconveniences, working from home can be an appealing career booster.
c) More and more, a lot of companies are adopting working from home through new technologies.
d) The main issue with working from home is the risk of working longer hours than you should.

EXERCISE 2:

a) Here is another writer's introduction to an argumentative essay on '*Climate Change*'. That introduction has three parts (I-III). One part refers to the topic in general. It tells the reader about the broad theme that will be treated in the piece of writing. Another one is meant to tell the reader which aspects of the broad topic the author wants to focus on. The last part makes the writer's focus more specific. It deals with the purpose of the essay. **The three parts have been mixed up. Read and reorder them.**

I - *However, the damage is not only affecting glaciers and rivers. Temperatures are starting to rise in cities and neighborhoods that have been otherwise consistent for centuries. Addressing the issue may require challenging decisions by individuals who have grown comfortable with their lifestyles and may be unaware of how their choices contribute to climate change.*

II - *While it has long been convenient to ignore how small changes may have a compounding effect on slowing climate change, it is vital to consider the extent to which measures such as eliminating single-use plastics can provide meaningful help.*

III - *Climate change caused by humans is having a drastic effect on the world*.

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b) Now, here is the same writer's conclusion on the same topic. Which part addresses the general significance and importance of the topic? Which part deals with the specific (main) point of the writer? What is that main point? Which part summarizes the author's ideas that support his/her arguments?

While no single action is going to reverse centuries of unregulated degradation to the atmosphere, something as minor as lessening societal reliance on plastic appears to be a reasonable first step toward progress.

Reducing the greenhouse emissions will play a huge part in keeping our atmosphere balanced from a climate perspective. The extent to which such factors help, will have a direct correlation to the sacrifices citizens of the world are willing – and able – to make. Over time, small changes such as this may add up to a restored consistency in the climate, fewer natural disasters, healthier water, and happier people.

Whether such seismic shifts in societal behaviors are feasible is a separate discussion, but the evidence suggests that doing so could lead to a future where it can be said that climate change was solved, not made worse, by humans.

Adapted from https://writingcenter.uagc.edu)

c) Write an outline/plan for this writer.

There are different ways of writing an essay introduction. No matter the type of essay, the introduction or opening paragraph introduces the subject matter or topic and the points you want to make. These points should give some information to support your main point or thesis. That thesis is generally made at the end of your introduction.

As for the conclusion, one way of writing it is to start with your thesis (main point/idea). Next, you should summarize your different arguments. And, at the end of your conclusion, you should show the importance of your topic.

C COMMUNICATION

Here is a student's outline for this topic:'Is the internet a utility for contemporary Africa?'. Use that outline to write an introduction and a conclusion.

I. Introduction

1. Give some brief and broad information about the internet through examples.
2. Explain the importance of the internet in people's lives today.
3. Say if the internet is good or not for Africa. State your point.

II. The disadvantages of the internet

Give three examples of utility of the internet.

III. The advantages of the internet

Give three examples of negative impact of the internet.

IV. Conclusion

1. Rephrase your point made in Introduction3. Show how inconveniences can be minimized.
2. Summarize the arguments you used in your development to support your idea.
3. Say in broad terms how important the internet is.

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Session 8

Check 3

LISTENING

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

restructure – infrastructure – energy – absorb – sidelines – health care – vaccine – nutrition – birth

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

1. According to Mr. Adesina, African economies must be reorganized.
2. According to Mr. Adesina, Africa has enough productive sectors.
3. Mr. Adesina had meetings with the World Health Organization.
4. The two organizations agreed on educational problems.
5. The World Health Organization created the African Pharmaceutical Technology Foundation.
6. According to the WHO Director-General, the African Pharmaceutical Technology Foundation is a very good thing.

SPEAKING

Most language specialists recommend the notions below as techniques/strategies to be used during a speaking activity, for example a discussion or a debate. Discuss their utility with your partner. Can you think of other strategies which are not mentioned here?

taking turn to speak; asking questions; asking for clarifications; elaborating/completing each other's ideas; being prepared to change your- mind; listen to other members of the group/class; being polite; respecting and accepting contradiction; gestures and facial expression; tone of voice; etc.

LANGUAGE FOCUS

A. GRAMMAR

Not only ... but also is used in formal contexts:

The climate change is causing **not only** environmental disasters **but also** impoverishment to African countries.
She is **not only** intelligent but also very funny.
Education is **not only** source of knowledge **but** it is **also** source of development.

Now study the following sentences. What do you notice?

Not only did he forget to come to my wedding, but he also didn't apologize.

Not only is she intelligent but she also is beautiful.

***Not only** can be used at the beginning of a clause. When we do that, there is an inversion of the subject of the verb.

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Exercise: **Rewrite these sentences using not only ... but.**
Example: 1. We have not only access to safe drinking water but also to electricity.

1. We have access to safe drinking water as well as electricity.
   Not only .....
2. Most developing countries face economic problem. They face tribal conflicts.
   Most developing countries .....
3. She is intelligent. She is hardworking.
   Not only .....
4. Heavy rains provoke floods. They provoke erosion.
   Heavy rains .....
5. My father grows cocoa as well as coffee.
   My father .....
6. Your coffee was too strong. It was cold.
   Not only ....
7. He considers the topic of his essay. He considers his audience.
   Not only ....
8. Hybrid cars are economical. They are very pleasant to drive.
   Hybrid cars are ....
9. African governments have to solve people's housing problems. They have to solve land conflicts.
   Not only ....
10. The long drought destroyed crops. It caused a lot of deaths among the population.
    The long drought ....

B. VOCABULARY

Choose the appropriate preposition or adverb particle between brackets to fill in each blank below. **Example: 1. back**

1. I will call you ...(in/over/back) as soon as I get home.
2. Please, keep ...(on with/away from/next to) the hole. You might fall in.
3. Let's stop for ten minutes and carry ...(back on/on with/away with) our debate later.
4. At the beginning, I didn't enjoy the party, but when I look ...(back on/away from/ahead of) it, I realise that it was a very exciting moment.
5. I can't hear you because of the noise. Can you speak ...(off/up/in)?
6. Don't throw these documents ...(away/up/in). I still need them.
7. 'We were driving ...(in/for/over) the bridge when it collapsed'. A survivor told the police.
8. I am sorry but I don't agree ...(on/to/with) your last point.
9. Most businessmen refuse to invest their money ...(on/over/in) such a company.
10. Will you, please, take care ...(off/of/for) my baby tonight? I must go to a birthday party.
11. 'Switch ...(of/on/off) the television and go to bed', his mother ordered.

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Session 9

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 rooms of your school will be equipped with up-to-date technological materials.

A. Task

The economy of your country is dependent on agriculture, livestock, aquaculture, etc. As a representative of the Ivorian youths, you have been asked to make a poster to sensitize the whole world about the negative impact of climate change on that economy.

B. Data collection

1. Plan your work

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.
- people that you could contact to collect that information. Etc.
- what title to give to your work to attract people's attention.

2. Carry out your task.

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UNIT 7 INTERNATIONAL ISSUES

Session 1

Key to this lesson

- Vocabulary related to International Organizations and investments
- Introducing and using:
  - prefixes and suffixes;
  - prepositions;
  - infinitives and passive gerunds;
  - dare and need;
- Reporting speeches and questions;
- Expressing requests and orders;
- Writing : an argumentative essay.

PICTURE TALK

1. Observe the picture beneath, then identify some of the issues it is stressing.



2. Observe the picture again, then tell your neighbour two issues you strongly feel about.

LANGUAGE SKILL: LISTENING

Listen to the audio, then do the activities that follow.

A LISTENING 1

1. Read the options beneath, then listen to the audio and decide which of them best summarises it.

a. The speaker is talking about the advantages of speaking many languages.
b. The speaker is trying to resolve the issues around the multiplicity of languages.
c. The speaker is highlighting the interest and advantages of speaking only a single language.

2. Read the statements beneath, then listen again to the audio and say if they are true or false. Justify your answer from the listening text like the example.

Example: 1. T because the text suggests that speaking many languages divides the world.

1. Speaking many languages divides the world and creates misunderstanding.
2. The multiplicity of languages reinforces the cohesion of communities.
3. Many languages affect negativement good communication.
4. When we speak different languages in a country it hinders education.
5. The mutiplicity of languages slows down the judiciary system in its procedings.
6. The audio suggests that speaking many languages is a source of cultural wealth.

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7. Language barrier fosters international relationship.
8. Language barrier impedes international interactions.
9. Language barriers negatively affect interaction between people.
10. The use of many languages increases mistrust and political tensions.
11. Language barriers make it difficult to read periodicals and books one wants to.

B LISTENING 2

1. Read the options beneath, then listen to the audio and decide which of them gives its best gist.

a. The media are useless because they share too many fake news today.
b. When there is a humanitarian crisis, the media quickly inform the world.
c. The role of the media is decreasing more and more nowadays in the world.

2. Read the pieces of information in the table beneath, then listen again to the audio and complete each of them. Compare your answers with your partner's.

1	Media report has had profound effects on...	
2	The media can provide...	
3	We are in an age of...	
4	Media reporting is most often connected with...	
5	A fundamental reason for the emphasis in the 1990s on this body of law has been ...	

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Study closely the table below, then do the exercises which follow it.

Presenting and using prefixes and suffixes: A particle used before or after a word or base that changes its meaning.
NB: There is no universal nor specific rule for this grammar point.

Language Function	Illustrative sentences
Formation of prefixes **Mis + spell ; un + acceptable ; re + elect ; dis + integrate**	- What Amoin Kan is saying is **un**acceptable in my eyes. - They reelected Akpele Koffi for a 5th term as the President of their football club. - Is our society beginning to **dis**integrate?
Suffixes **debate + able ; admit + ssible ; happy + ness ; govern + ment, journal + ist**	- What Amoin Bah said is debat**able**. It can't be taken for granted. - Your excuse is admi**ssible.** - Akroman's happi**ness** is natural indeed after his success. Congratulations!

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EXERCISE 1: Identify the five words with prefixes in the following text, then write their meanings in your notebook. Do like the example and compare your answers with a classmate.

Example: Disappeared. Disappeared is the opposite of appeared. It's to go out of sight. For example, the sun disappeared behind the clouds.

At first, I thought one of my fuzzy, orange socks disappeared in the dryer, but I could not find it in there. Because it was my favorite pair, nothing was going to prevent me from finding that sock. I looked all around my bedroom, under the bed, on top of the bed, and in my closet, but I still could not find it. I did not know that I would discover the answer just as I gave up my search. As I sat down on the couch in the family room, my Dad was reclining on his chair. I laughed when I saw that one of his feet was orange and the other blue! I forgot that he was color-blind. Next time he does laundry I will have to supervise him while he folds the socks so that he does not accidentally take one of mine!

EXERCISE 2: In this exercise, write correctly the following words with the suitable suffixes. Mind the spellings of the words. Do like the example.

Example: 1. excitement

1. excite + ment
2. use + able
3. refer + ence
4. approve + al
5. kind + ness
6. train + nee
7. green + ness
8. work + able
9. benefit + ed
10. resubmit + ing
11. greedy + ly

B VOCABULARY CORNER

1. Learn or revise. Listen to the pronunciation of the words in the box beneath, then repeat the correct pronunciation.

occurring, supply, consumes, imply, simultaneously, fossil fuels, peri-urban, slums, exerted, stunt, safety nets, not withstanding, energy crisis

2. The words in column A below are from the text beneath. Match them up to their meanings or definitions in column B. The lines are indicated to help you. Do like in the example.

Example: 1. happening

Column A	Column B
1. occurring (L2)	up to now
2. currently (L4)	provision
3. consumes (L4)	put pressure on
4. supply (L5)	poor houses
5. imply (L5)	prevent
6. still (L8)	happening
7. accounting for (L8)	Severe
8. slums (L11)	Presently
9. exerted (L13)	representing
10. to stunt (L16)	Uses
11. acute (L19)	mean

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Poulation growth: A worldwide challenge

By the year 2025, the world's population is forecasted to reach 8 billion, with this population growth occurring in already less developed regions. This demographic expansion, coupled with changing consumption patterns, will necessitate a corresponding increase in global food production by an estimated 50%. Noting that agriculture currently consumes 70% of the world's fresh water supply, an increase in food production would imply a rise in water usage, which could further aggravate water shortages that already affect some 1 billion persons (a number expected to reach 2 billion in 2025 if present trends continue).

Simultaneously, some predict a 50% increase in energy demand by the end of that decade, with fossil fuels still accounting for 80% of the demand. Furthermore, by 2025, some 5 billion people (about two- thirds of the world's population) are likely to be living in an urban or peri-urban setting (compared to 3.17 billion in 2005).

The rapid formation of slums in urban areas promises to lead to limited access to basic services such as food and clean water, while increasing the risk of disease outbreaks. Compounding these problems will be population pressures exerted by growing youth unemployment and by groups migrating to cities in search of better living conditions and economic opportunities.

Parallel to these stunt demographic changes, the impacts of the food, fuel and economic crises may continue to stunt GDP growth and slow recovery in many poor countries, forcing cuts to vital social safety nets, causing increased unemployment, pushing the poor further into extreme poverty, particularly in rural areas with acute humanitarian needs, and increasing the risk of social unrest and violence. Using sub-Saharan Africa as an example, this could mean that by 2025 the region's population would double from its 1998 level to over 1 billion people (not withstanding the effects of HIV/AIDS).

Source: OCHA Occasional Policy Briefing Series Brief No. 1: Global Challenges and Their Impact on International Humanitarian Action Policy Development and Studies Branch (PDSB)

C COMMUNICATION

LISTENING TASK

Listen to the audio carefully. As you listen, define the abbreviations in the table below. Use also your backgroung knowledge. Check with your partner.

1. UNHCR	
2. WFP	
3. UNICEF	
4. WHO	
5. UNDP	
6. OCHA	
7. OHCHR	
8. UNAIDS	
9. IDP	
10.UNO	

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Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

Observe the two pictures beneath and discuss in your class group what messages they convey to you.



1



2

B ROLEPLAY

Work in pairs. Write a discussion between a Liberian farmer and a UN Nigerian ingeneer regarding the drought that is plaguing the region of subsaharan Africa. Roleplay the discussion.

- Think of the severe shortage of water and the issues around it: for example, health issues due to lack of sufficient clean water.
- Mention the animals that are dying and the consequences;
- Analyse the issues around the farms that are getting destroyed before your eyes. Reflect on a probable famine for instance;
- Suggest some possible, urgent solutions.

Begin like this (inspired from A Case for English p41)

Nigerian engineer: I think one cause of the drought is the destruction of the ozone layer.

Liberian farmer: The ozone layer? What's this? I believe the lack of rain comes from the non respect of the spirits of the forests.

Nigerian engineer:

Liberian farmer:

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Study the table below and do the activity that follows it.

Language Function	Illustrative sentences
Using gerunds and infinitives as subjects of verbs in a sentence. Singing (gerund)	- Singing is my favorite hobby. - Smoking is forbidden in here.

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EXERCISE: Complete the following sentences in the exercise below choosing the gerund or the infinitve where appropriate. Do like the example.

Example: 1. Going

1. (Go) to dance on Saturday nights with his friends is Assomoli's favoirte passtime.
2. Buying and (sell) second and third hand laptops have become N'Gbanble's main activity.
3. '(Become) an architect is my dream' says Akpo.
4. (Be) kind requires little effort.
5. (Play) an instrument takes a lot of practice.
6. (Cook) and baking are my hobby.
7. (Give) up your speech at Celine's birthday party is an idea to drop.
8. Given your poor health conditions, (walk) in the rain is unwise.
9. (Think) that people should get rid of misogyny is the right way of thinking.
10. (Fall) on all the cake and devouring it are not recommended when you're a guest.
11. In communication acts, (listen) and speaking are closely related.

B VOCABULARY CORNER

1. Learn or revise. Listen to the audio, then practice the correct pronunciation of the words in the box.

tax evasion – undoubtedly – undertake – phenomenon – likewise – institutionalized – systematized – variables – timeliness

2. Read the text below and find the words whose meanings or definitions are suggested in the table beneath. The lines are given to help you. Do like in the example.

Example: 1. Intend

1. Plan, mean (L. 1)
2. Having knowledge or conco ciousness (L. 2)
3. Art of planning (L. 3)
4. Drew attention to L. 5)
5. Revenue (L. 7)
6. Rare (L. 7)
7. Evaluation (L. 8)
8. Dispatch (L. 9)
9. Refers to briefly (L. 14)
10. Likeliwood (L. 17)
11. Decisions (L. 19)

Tax evasion: a worldwide concern

I intend to share with you some ideas regarding the real causes of tax evasion. It is very important for every country to be aware of the causes of a phenomenon as complex as tax evasion, since it is the only way to find a strategy for combatting it.

The issue is extremely complex, but undoubtedly, it is an exercise, which all countries must undertake. In a previous comment, we pointed out the importance and seriousness of tax evasion currently existing in Latin America and likewise, the significant inequality in the distribution of income, stressing the scarce redistributive capacity of the tax policy.

We said that in many countries there is no institutionalized and systematized estimation of evasion, with adequate periodicity and dissemination of the results.

With respect to the causes of evasion, it is usually said that there are as many causes, as authors who have written about the subject.

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With respect to the causes of evasion, it is usually said that there are as many causes, as authors who have written about the subject.
On the other hand, it is important to point out that the causes vary from one country to another and even, within the same country through time and moments of its history. A paper written by Michel Jorratt mentions the following variables that influence the complex evasion phenomenon. These are effectivene14ss of examination by the TA, the sanctions system, the simplicity of the tax structure and finally acceptance of the tax system.
The effectiveness of examination is related to the probability of detecting evasion. As for the system of sanctions, one must analyze, among other things, the level of the sanctions, the juridical accuracy of the verdicts, the timeliness of their application and the effectiveness of the collection.

https://www.ciat.org/?lang=en CIAT: Inter-American Center of Tax Aministrations

C COMMUNICATION

Critical thinking

Tax evasion is a worldwide issue that stunts (prevents) the growth of the economy of many developing and emerging countries but benefits affluent ones. For example, some people send their money abroad to avoid paying taxes. Discussing in your class group:

- Identify two causes of tax evasion generally;
- Outline two consequences of the issue;
- Suggest at least two solutions to curve this plague if not stop it all together.

In each group choose a spokesperson to tell out your findings to the class.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK AND DISCUSSION

Study the picture below, then share with your partner what it may convey to you.



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B UNDERSTANDING A TEXT

Read the options below, then read the text. Next, choose which of the three options suggested gives its best gist.

1. The text is about the international community and food distribution around the world during droughts and famines.
2. The text suggests that the international community prefers to approach the different crises around the world in terms of humanitarian assistance rather than looking for a permanent solution.
3. The writer notes that conflicts will soon decrease because of the international community's numerous humanitarian actions around the world.

Humanitarian approaches to crises

One reason for the growing role of humanitarian issues is that there are more sinister-looking conflicts. When governments around the world are confronted with demands to take action about situations of extreme horror, humanitarian approaches are often the easiest way out. For example, faced with the prospect of massive refugee flows, taking some humanitarian action in or close to the country of origin (for example, by assisting in the maintenance of refugee camps) may be politically preferable to permitting refugees to settle permanently in one's own country. Supporting action by an NGO or an international organization may help to associate a donor government with good works, while reducing the risk to itself should things go wrong. Setting up an international criminal procedure may be less costly than sending troops in to stop the atrocities.

Another reason for the emphasis on humanitarian issues is that this is an age marked by a strong tendency of States to act multilaterally through international institutions. When States with different perspectives, interests, fears and capabilities meet to discuss a particular crisis, it is easier for them to agree on an impartial humanitarian approach than to decide on a substantive policy to resolve the conflict.Time and again – over Somalia, the former Yugoslavia, Rwanda, and other crises – the UN Security Council could agree on humanitarian action even when it had no proposal as to how to end the troubles that had made such action necessary. Further, it could agree on a relatively low-risk strategy, when it would not have been able to agree on the much riskier course of military intervention to bring about a particular outcome. Major events have multiple and complex causes. There is no case for being reductionist and assuming that it is necessary to choose between the different types of causes (briefly outlined above) for the increased interest in humanitarian law and action. The last factors in particular cast doubt on the idea that there is a fundamental departure from the system of sovereign States and power politics. None of the factors identified above as contributing to the increased interest in humanitarian law and action looks merely temporary. Even if the tendency towards humanitarian approaches to crises declines (and there is evidence that it is doing so), it will not disappear.

https://www.icrc.org/en/doc/resources/documents/article/other/57jpsu.htm

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Read the text again and answer the following questions.

1. What actions do governments often take when there is a situation of extreme horror?
2. Do governments opt for refugees to settle in the donor countries? Why or why not?
3. Why do governments prefer to work with NGOs?
4. Why is it that countries prefer to set up an international criminal procedure?
5. Why do the countries choose to work together through international institutions?
6. What could the Security Council do when Yogoslavia, Rwanda, and Somalia were in trouble?
7. Which action could the Security Council agree on in the text?
8. Which action the Security Council could not agree on in the text?
9. Explain the following sentence (last but one): None of the factors identified above as contributing to the increased interest in humanitarian law and action looks merely temporary.
10. Will humanitarian actions diappear according to the writer? Justify your answer.

Session 6

COMMUNICATION

CRITICAL THINKING

Rain forests in the Ivory Coast are drastically disappearing. In May 2022 the country harboured in Abidjan the 15th International Conference called Conference of Partners or COP 15 relating to this issue which concerns the whole planet. Discussing in your class group:

- identify two reasons or causes why these forests are shrinking;
- highlight two consequences of the destruction of the rain forests in your country;
- develop two or more ideas on the importance of rain forests globally;
- suggest at least two strong measures to fight the destruction of rain forests in general and stop the desert globally.

In each group choose a spokesperson to tell out your findings to the class.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

In your class groups, observe closely the pictures below, then say what you can see and what they may convey to you. Finally, share your observations with the whole class.



1



2

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B READING

The text below is an argument text. Read it and study its structure to write your own argument essay after.

The Social Issue Related to Illegal Immigration and Inequality of Opportunities in the United States

An ongoing social issue that continues to be argued in our nation seems to be the never-ending debate of illegal immigration. The crossing of people from other countries into the United States without the right paperwork has been at an all-time high. Illegal immigration has led to multiple debate of how America was built on the backbone of illegal immigrants and how they still hold our country together by doing jobs most people don't want to do and getting paid less than minimum wage.

Even though they might be considered a backbone, it has created a pool of inequality for opportunities. I feel strongly about this social issue because it causes a lot of unfairness. There are so many people who take their time and money to become actual citizens of the United States. These people have to go through hours of studying and then take a long test just to have the right to live here. On the other hand, there are people who are secretly and unlawfully making their way into the States and authorities don't always enforce it. It seems unfair that the government sometimes gives opportunities to those who didn't work lawfully to get into the United States.

Despite the fact that immigration has been a long-time problem, it has recently been stirred up by President Barack Obama and his plan to put out a bill that allows the deferment of deportation on parents who have children who have been in the United States for at least five years. The bill would prioritize felons and threats to the national security rather than people who have families. Illegal immigration is argued to be viewed as a good thing due to low skilled workers that come in and fill gaps inside the American labor market.

The problem with filling in gaps, is that it can still create a competitive job market. Instead of one person for the job, there will now be three times as much wanting that job as before. This can ultimately cause a problem in the economy. There is also the question of opportunity being taken away from people who have spent time and money to live within the U.S. Why should Obama look the other way when it comes to illegal immigrants rather than enforcing the law? For example, another bill was to help illegal immigrants to obtain driver licenses. If they're illegal, why should they be given the right to a driver's license?

If I had to make a solution for illegal immigration, and even though I do not agree with how there is some unfairness within the system, I would still give some opportunities out, because at the end of the day, we don't know a family's backstory. A lot of illegal immigrants come into America to give their children a better life, whether it is here or back in their homeland. The government should definitely target felons and focus less on families.

Arguably, illegal immigration is always going to be a problem. There are so many issues within this issue that haven't been addressed or have yet to be addressed. I feel as if illegal immigration needs to be more focused on and less of a loose policy. It would definitely help with the unfairness issue. At the same time, I can't judge because I'm sure every family has their own reasons and stories to come here.

https://www.icrc.org/en/doc/resources

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C COMMUNICATION

Writing task:

A British NGO asks applicants from different schools to write a paper in small groups on the topic of positive discrimination. The best five groups will be offered a three week stay in the United Kingdom (UK). As representatives of your school, work in groups of four. Collect some data on the issue of positive discrimination. Once you have collected enough data, write an argument essay on the issue. Your essay will be published on the unofficial Tweeter page.

- Define what you understand by positive discrimination from your research work.
- Elaborate on two or three causes or reasons for the issue of positive discrimination.
- Highlight two or three consequences of this issue.
- Suggest a balanced solution to address this issue.

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UNIT 8 CULTURAL DIFFERENCES

Session 1

Key to this lesson

- Vocabulary related to culture and cultural differences
- Asking questions with auxiliary verbs.
- Asking for agreement or for new information using Question tags.
- Words related to cultural diversity.

COMMUNICATION

- Writing a letter of application for a job
- Designing a poster on cultural diversity

Project work 4

PICTURE TALK

1. Look at pictures 1 and 2 and tell the class what they are about.



1



2

2. What makes the differences between cultures, from what you can see in the pictures?

LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A Listening 1

1. As you listen, repeat the words and practise the correct pronunciation.

Thoughts – Courtesies – Customs – Rituals – Celebration – Stereotype – Prejudice – Folklore – Cultural diversity – Culture shock – Cultural heritage – Fashion – Lifestyle – Tribalism

2. Now practise by reading the words to a partner and to the whole class.

B Listening 2

1. Before listening to the conversation between students and their teacher, answer the following questions:

- Have you ever been abroad or had contact with foreigners?
- Did you find many cultural differences about foreigners you had met or seen on TV documentaries?

2. Read the questions below before listening to the conversation to answer them.

- What is the teacher's question to the students?
- Name the students who answered the questions.
- What is Marcus' answer?
- What did Felix say about learning from other cultures?
- Why according to Sophy, it is important to lean about what makes us all the same?

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3. Listen to the conversation.

4. Whose answer do you like? Why?

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Language Function	Illustrative sentences
Asking questions with auxiliary verbs (be, have, will, can, etc.) or "ordinary" verbs	• Is Fred in his office? • Can I talk to you? • Have you seen our new English teacher? • Will you travel to Australia next July? • Do you like reggae music? • Did she meet Stanislaw yesterday?

The construction of the interrogative form is different if the verb is an auxiliary verb (be, have, will, can, etc.), or an 'ordinary' verb.

1. If the verb is an auxiliary verb, the interrogative is formed without the auxiliary **do/does/did.**

Example: Fred is in his office ⟶ Is Fred in his office?

2. If the verb is ' ordinary', the interrogative is formed with the auxiliary **do/does/did.**

Example: You like reggae music ⟶ Do you like reggae music?

- In both cases, the sentence is formed by inverting the first auxiliary verb:
- Note that the verb **to do** is also conjugated with the auxiliary **do/does/did**:

Examples: You did it! ⟶ Did you do it?
He does his homework on time ⟶ Does he do his homework on time?

EXERCISE 1: Read the dialogue below between two friends and provide the correct question words to fill in the blanks. The first blank is filled for you.

A: Hi Bernad. Ethan's birthday party is scheduled in two days' time.
B: Okey! ___**are**__ two of his friends in London coming?
A: Yes, sure. But____ you think they are coming tonight?
B: No. I think they will come tomorrow.
A: ____ his friends' parents in Abidjan live near you?
B: No they don't. They live in Cocody and I live in Yopougon.
A: But ____ you see them yesterday?
B: Yes. At the super market. They look very happy.
A:____ you going to the supermarket again this evening?
B: No. I am not. It is too far.
A: How long ____ it take you to get there?
B: About an hour. I am busy reading a book. How about you? What ____ you doing at the moment?

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A: I am practising to play the piano. By the way, _____ you learn how to play the piano when you were at school?
B: Yes. But now, I'm a poor player. I hope you will play at the birthday party.
A: At what time _____ everybody going to be there?
B: I think by 8p.m
A: _____ you decided of the present to buy for Ethan?
B: Not yet._____ you mind meeting me at the shop to buy one?
A: Okey. No problem. I'll meet you early tomorrow morning.

EXERCISE 2: Practise with your partner using the suitable auxiliary verb to ask questions about the statements below.

Example: a) Will I see you tomorrow?

a) I will see you tomorrow.
b) She had finished lunch by the time he arrived.
c) They were getting ready when she arrived.
d) I didn't use to make so many mistakes.
e) They couldn't wait for more than three hours.
f) She will have finished the work by the time you get back.
g) We will be sitting on the beach this time next week.
h) They enjoy wasting time.
i) Peter was waiting for the train.
j) She had the accident last year.
k) The students allowed to go off campus during school hours.

B VOCABULARY CORNER

Adjectives ending by -ed or -ing

Examples:
- The book I am reading is interest**ing.**
- She is bor**ed** of her job. She is looking for another.

> ➢ We use adjectives that end in -ed generally to describe emotions (or things that cause emotions). They tell how people feel.
> **E.g. I was bored during the presentation.**
> ➢ We use adjectives that end in -ing generally to describe things that cause the emotion.
> **E.g. It is a boring lesson.**
> • A boring lesson makes you feel bored.

Describe the following pictures with **-ed** or **–ing** adjectives.
Example: Ketty looks much tired after a long and tiring day.



1
Freddy



2
Ketty

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EXERCISE 1: Choose the correct adjective in the statements below. Example: 1. amused

1. My little brother was (amusing / amused) by the clown when we went to the amusement park.
2. It's so (frustrating / frustrated)! No matter how much I study I don't remember this vocabulary.
3. We are going to travel by plane. How (exciting / excited)!
4. I'm feeling (depressing / depressed), so I'm going home, eat some chocolate, and go to bed early.
5. I thought Laurie's new idea was absolutely (fascinating / fascinated).
6. This maths problem is so (confusing / confused). Can you help me?
7. His behaviour has been very (puzzle/puzzling) in recent weeks. He has been so sad.
8. The journey to Lagos was (exhausting / exhausted) – twenty-two hours by bus!
9. The plane began to move in a rather (alarming / alarmed) way and the passengers began to panic.
10. He was (frightening / frightened) when he saw the big snake.
11. I was really (embarrassing / embarrassed) when I fell down in the street.

EXERCISE 2: Fill in the gap with a word chosen from the box. A word cannot be used twice.
Example: 1. interesting

boring, shocked, tired, disappointing, relaxed, interesting, astonished, surprised, pleased, disgusting, frightened

1. The book was so ..... that I couldn't stop reading it.
2. When we got to the top of the mountain, we were ..... by the view.
3. They were ..... to hear the good news.
4. His exam results were .....
5. I can't eat this soup. It smells .....
6. When Davis saw them yesterday, they looked ..... and confident.
7. Emma's appearance at my wedding was .....
8. He's such a ..... person. He never wants to go out.
9. I come home extremely ..... at the end of each day.
10. I'm ..... that he could do something so stupid and dangerous.
11. I will be very ..... if she does well in her test.

C COMMUNICATION

After the football match between Real Madrid and Dortmund for the 2024 Champion's League, Alan, your British friend, called you to discuss the game. Later, when your English teacher asked you to write a dialogue on cultural differences, laying the stress on 'asking and answering questions using auxiliary verbs and other question words, you decided to transcribe the conversation you've had with Alan.
This is the beginning of your conversation:

Alan: Hi Noufé. Did you watch that interesting football match last night?
You: No, I didn't.
Alan: You did not? But what did you do yesterday evening, then?
You: Nothing special, but my father was receiving his friends for dinner and they didn't put on the TV.
Alan: And so what? Why didn't you put it on?
You: You know, Alan, we are in Africa, and things do not work this way.
Alan: .....
You: .....
Alan: .....
You: .....

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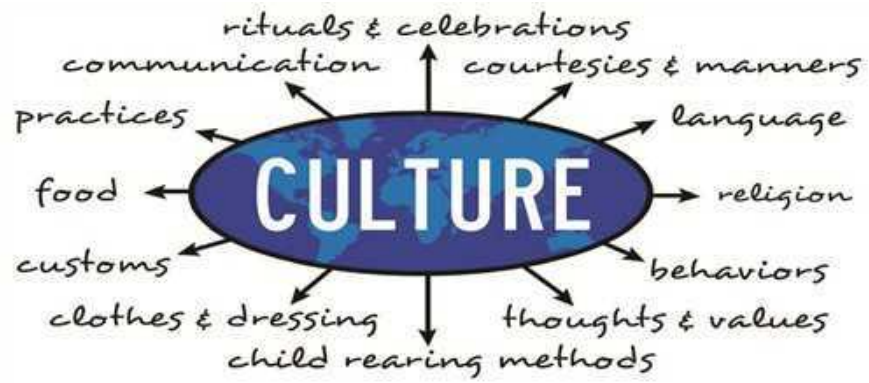
Session 3

LANGUAGE SKILL: SPEAKING

A OBSERVE AND DISCUSS

a) Study the spider-gram below and make a few comments about the elements based on culture.

b) Which element is common to many countries today? Discuss it with the class.



B ROLEPLAY

Culture differs from one country to another and even within one country, from one ethnic group to another. Concerning marriage for instance, some ethnic groups in Africa accept unions between cousins.

Ahicha refused to be submitted to this practice when her cousin asked her for marriage. She had an argument with her own mother who tried to convince her.

Roleplay this situation with a partner.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative Sentences	
	Affirmative sentences	Negative sentences
Asking for agreement, for things or for new information (using Question tags)	- You are Fofana, **aren't**? - You like Foufou, **don't you**? - They have not arrived yet, **have they**? - They bought a new LED television, **didn't they**? - Bring me some tissue papers, **will you**?	- He isn't Joe, is he? - She can't cook, can she? - You didn't do your homework, *did you*? - Yu won't see her, will you?

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Question tags are short questions at the end of statements: **isn't he? don't you? have they? didn't they? will you?**

If the sentence is affirmative, the tag will be negative. And if the sentence is negative, the tag will be positive. They are formed with the auxiliary or modal verb from the statement and the appropriate subject. The contracted form is used in the questions.
Will .....? is mostly used for imperative statements.

EXERCISE 1: Complete the sentences with the correct question tags.

1. You must be at the ceremony by 11:30 a.m., _____ ?
2. Moussa is not present today, _____ ?
3. The teacher had asked you to submit your homework by email, _____ ?
4. Koffi is your step father, _____ ?
5. Moussa and Yapi were not at the birthday party, _____ ?
6. Get me the duster, _____ ?
7. Mind the traffic, _____ ?
8. You will have waited for me, _____ ?
9. They brought a bottle of wine for their father when they came, _____?
10. Yves and Grace have a baby girl, _____ ?
11. Larissa and Mathew haven't seen this film, _____ ?

EXERCISE 2: Two classmates meet in the street outside a supermarket. With a partner, read the conversation they had. Then provide the missing parts with question tags or other verb forms.

Manuel: Hi! I remember you from class, your name is Chrystelle, _____?
Chrystelle: Yeah, it is. You are Manuel, _____?
Manuel: Yeah, I am. And you were in my English class, _____?
Chrystelle: Yeah, I _____. We had class together 2 years ago, _____?
Manuel: Yeah, we _____. That was a long time ago, _____?
Chrystelle: I know! But it doesn't feel like that long, _____?
Manuel: I know. Hey, we should practise our English together sometime, _____?
Chrystelle: That should be great! We haven't practised in a long time, _____?
Manuel: Sound great! You still have the same phone number, _____?
Chrystelle: Yes, I do. Call me soon! I'll talk to you later.

B VOCABULARY CORNER

PHRASAL VERBS

Read the following paragraph and guess the meaning of the underlined words. Discuss with your partner to agree on the meaning of each of them in their context.

When I **set off** for work this morning, my car **broke down**, so I **ended up** taking the bus. As soon as I **got off**, I **bumped into** an old schoolmate, Martina. While we were talking, she **brought up** something I had already **found out** from some mutual friends- that she had **come into** some money and had **set up** her own business. She told me that there was a lot to **sort out**, and offered to **take** me **on**, but I **turned** her **down** straight away.

(Adapted)https://profesornativogratis.com/phrasal-verbs-1



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A phrasal verb is an idiomatic phrase/a group of words that functions as a verb and is made up of a verb plus a preposition, an adverb, or both.

Examples:

– They've called off the meeting because it rained. (call off = to cancel)

– I'll **pick** you **up** from the station at 8 a.m and we'll be in the next town by 9 a.m.
(pick up = collect someone in a car or other vehicle to take them somewhere)

– She turned the job **down** because the salary is too low.
(turn down = to not accept an offer)

– Let's **get rid** of our old habits and study hard to pass our exam.
(get rid of = remove or become free of something that you don't want)

Here are some common phrasal verbs:

grow up – bring up – go on – point out – get by – turn into – figure out – take off – wake up – pick out – put on – look after – look for – look up – pick up – find out – dress up

EXERCISE 1: Read the statements and choose the right phrasal verb in the brackets to fill in the gap. The first one is done for you. 1. going on

1. There's a class ..... (getting by, carrying on, going on) at the moment.
2. If you make a mistake, keep calm and ..... (carry on, come on, call for). Don't panic.
3. I'll .....(call for, be over, call on) you after work. I have made a reservation in the restaurant at 7 p.m.
4. I'm glad that the Covid_19 quarantine ..... (carries on, breaks down, is over) now.
5. The thieves .....(checked out, broke in, broke up) and stole all the computers in the language lab.
6. Nobody knows why Nelson and Sophy ..... (brought up, broke up, broke down) They seemed in love and perfect for each other.
7. The bus' engine .....(broke down, carried on, broke up) and passengers spent four hours on the road.
8. Many grandparents .....(break up, come over, bring up) their grandchildren because their parents are too busy with their work.
9. ....., (check out, come on, bring out) we're going to be late for the meeting!
10. They are going to .....(Bring up, check out, carry out) a study in order to reduce air pollution.
11. When he was ..... (checking out, coming on, carrying out) of the hotel, he realised he didn't have his money in his pocket.

EXERCISE 2: Choose the right phrasal verb from the box to complete the sentence.

Example: 1. Break out

passed away – do without – look forward to – turn down called off – made up – carried away – break out – run out – put up with – keep up.

1. Don't smoke in the forest. Fires .....easily at this time of the year.
2. I .....seeing my friends again. I miss them!
3. I'm afraid; we have .....of ginger juice. Will an orange juice do?
4. Your dictionary has helped me a lot to .....the good work.

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5. My uncle has .....his wedding. It will take place next year.
6. His mother can't .....his terrible behaviour anymore.
7. As an excuse for being late, she .....a whole story.
8. I got .....by his enthusiasm.
9. I just cannot .....my mobile. I always keep it with me.
10. She was very sad because her aunt .....last week.
11. The music is too loud. Could you turn .....the volume, please?

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK.

1. Look at the pictures and describe them.
2. What does each of them represent?



1



2



3

B SKIMMING

1. Read the text below and choose one of the following statements that best summarises it.

a) Being aware of other people's cultures to get opportunities.
b) Understanding other people's cultures and accept them.
c) Judging other people's cultures and feel comfortable with ours.

CULTURAL AWARENESS

Cultural **awareness**, or cultural sensitivity, is being aware that cultural differences and similarities exist, while not judging people based on that. A non-judgemental **mind-set** lets you observe cultural differences without labelling them as 'good' or 'bad', or 'right or wrong'. This doesn't mean that you have to be an expert in other cultures. It just means **being willing** to be open-minded and to ask questions to get more information, rather than having a **knee-jerk reaction** to anything you don't agree with.

Developing your understanding of other cultures, or 'cultural awareness', lets you have more meaningful interactions with those around you. You're building your respect and **empathy** for other people, and celebrating your differences as well as your similarities. This makes you less likely to treat someone differently, just because they are from a different culture or ethnicity than you.

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It can be very easy to stick with what you know, rather than try to meet people who are different from you. However, actively trying to understand and embrace cultural differences can open you up to a whole world of experiences. Work out your own beliefs, values and personal **biases**. This includes biases about your own cultural background. Try and get to know someone from a different cultural background better. You don't necessarily have to ask them directly about their culture, but by getting to know them as a friend or peer, you'll automatically find out. One of the best ways to experience and understand other cultures is to actually live among them. It might take a while to save for, but planning **a trip overseas** to a country you're interested in can be the best way of opening yourself up to new cultures. One of the biggest difficulties to overcome in understanding cultural differences is making judgements based on one opinion. Do your own research and make an effort to actually learn about people, instead of making **broad-brush assessments. Stereotyping** people from different cultural backgrounds can impact their quality of life and opportunities.

The main thing to remember is that everyone, no matter what their cultural background, has their own unique opinions, habits and ways of life. The sooner you accept that *everyone* is different, the easier it becomes to understand and embrace cultural differences.

From ReachOut.com

C SCANNING

2. The words in column A are in bold colour in the text above. Match them with their meanings in column B

Example: **1. e**

A	B
1. awareness (L. 1) 2. mind-set (L. 2) 3. being willing (L. 4) 4. knee-jerk reaction (L. 5) 5. empathy (L. 9) 6. biases (L. 15) 7. a trip (L. 19) 8. overseas (L. 19) 9. broad-brush (L. 23) 10. assessments (L. 23) 11. stereotyping (L. 23)	a. compassion b. mental state c. estimation d. a travel e. understanding f. abroad, beyond continent g. general and approximatively h. being disposed in mind i. a trap j. without proper thinking k. judging with untrue belief l. wrong, based on preconceived ideas

3. Read the text again and say whether the statements below are True or False. Justify your answers from the text.

a. Cultural awareness enables to understand cultural diversity.
b. A non-judgemental approach of other cultures make you find out ''bad'' or ''wrong'' cultures.
c. When you know other people's cultures, the interaction with them is better.
d. Through cultural awareness you share differences and similarities with others.
e. We never have bias ideas on our own cultural background.
f. One of the strategies to know other people's cultures is to avoid living with them.
g. Travelling to foreign countries is dangerous for cultural diversities.

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h. You cannot understand other cultures if you don't change your mind on biased ideas.
i. Preconceived ideas we have from other people's cultures can make them stronger.
j. Cultural diversity is related to the acceptance of other peoples.

Session 6

COMMUNICATION

A DISCUSSION

In the conclusion of the text about cultural awareness you have just studied, the author said: **everyone, no matter what their cultural background, has their own unique opinions, habits and ways of life. The sooner you accept that everyone is different, the easier it becomes to understand and embrace cultural differences.**

Do you agree with this assumption? Discuss in groups and say how this can be applied to your area (country, region or town) in order to have social cohesion and peace.

B ROLEPLAY

During a panel discussion organised by the English club, two students take different views about the acceptance of foreigners' cultures in their host country. Prepare and roleplay this discussion with a partner.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

Look at the pictures and tell the class what they are about.



1



2

B FOCUS ON TEXT

1. Someday in your lifetime you would apply for a job and probably take an interview. Read the following job interview conversation to have an overview of what type of questions companies ask to the applicant and answers expected from the latter.

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Gnako: Good Morning, Yves. I am Gnako.

Yves: Good Morning!

Gnako: How are you doing?

Yves: I am doing fine. Thank you.

Gnako: That is good. Yves, let's start the interview. Are you ready?

Yves: Yes, I am.

Gnako: First of all, let me properly introduce myself. I am the Finance Department Manager. As you know there is an open position in my department, and I need to fill this position as soon as possible. Tell me a little bit about yourself.

Yves: I was a student at National Polytechnic Institute, and I have just graduated with a Master degree in Finance. I have been working part-time as a payroll clerk for the last two years.

Gnako: What are you looking for in a job?

Yves: The job should help me see what Finance is all about. I have learned a lot of Finance theories at school, and now it is time for me to put them into practice.

Gnako: Anything else?

Yves: I also hope that it will help me grow in my field.

Gnako: What are your strengths? Why should I hire you?

Yves: I am a hard-working person and a fast learner. I am very eager to learn, and I get along fine with people.

Gnako: OK. Now, let me ask you a few quick questions. You do not mind working long hours, do you?

Yves: No, I do not.

Gnako: Can you handle pressure?

Yves: Yes, I can. When I was going to school, I took quite a few courses each semester while working at least twenty hours every week in a restaurant. And, I handled that situation very well.

Gnako: Do you still have any questions for me?

Yves: No, I think I have a good understanding of the job. I believe that I can do it with ease, and I hope to have the opportunity to work for you.

Gnako: Yves, nice meeting you. Thank you for coming.

Yves: Nice meeting you too. Thank you for seeing me.

a. What did Yves tell about himself?

b. Did he mention any salary he could earn in the company? Why?

2. Before having a job interview in a company you need to write a letter of application to that company first, then when you are retained, you undergo this interview.

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Read the letter below Nangui wrote to a company to apply for a job. Describe the different parts of the letter with your partner.

P.O Box 078 Ogboba
Tél 01 02 38 40 06
Email. maelinangui@hotmail.com

15 June 2024

Mr Fred Inzaat
Finance Manager of BBCocoaLTD
12 Palm street PO Box x250 Abidjan

Dear Mr Inzaat,

I am writing to apply for the position of Human Resources Assistant in your Company. I found this position in the local newspaper and in your company's website.

My education in human resources and my recent training in London provided me with the experience and confidence to succeed in this position. I have enclosed my CV to support my application, and it shows that I will bring skills to the company and help to improve outputs.

I would enjoy having the opportunity to talk to you more about this position and how I could use my skills to benefit your company at an interview.

Thank you for considering my application. I look forward to hearing from you.

Yours sincerely

Nangui

Key elements in a letter of application for a job
- Contact information (your own address, date, Employer's name, address and title)
- Salutation (Dear.....)
- Personal Information.
- Education and Experience.
- Employment History.
- Closing and signature.
- Employment History.

C COMMUNICATION

Last Summer, after you wrote a letter of application and got successful at an interview, the American Embassy in your country recruited you and four other youngsters to participate in a programme in the USA. This year again they want to recruit five other young students to work with children around ten years old in vacation camps in Newark, Delaware and Newark, New Jersey. Because you want your English Club mates to be recruited, you decide to help them by showing them copy of your letter of application, and the transcript of your interview.

Task 1:

Show your mates the content of the letter of application that you wrote to Happit Webster, Manager, Elden Mark Recreation Camps, 450 Fishkill New York, USA

Task 2:

Show your mates the transcript of your interview with Mr. Rodney, the recruitment officer at the Embassy.

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Session 8

Check 4

LISTENING

1. Answer these questions:

a) Have you heard of humanitarian organisations? Name some.
b) What does their work consist in doing?

2. Listen to the text and tell what it is about.

3. Now read the transcript below with some missing words. As you listen to the text again, write down the missing words in your note book and compare them with your partner's.

We are ..... We provide ..... assistance to people affected by conflict, ..., ..., or exclusion from ..... . Our teams are made up of tens of thousands of ....., logistic and administrative staff-bound together by our ..... Our actions are guided by ..... ethics and the principles of ....., independence and neutrality. We are a non-profit, self-governed, member-based organisation.

..... was founded in ..... in Paris by a group of journalists and ..... . Today, we are a worldwide movement of nearly ..... people.

Our teams conduct independent evaluations to determine medical ..... and assess what assistance to provide. Different criteria determine what we do, such as the ..... of a given crisis, the levels of illness and ..... in the population, the severity of exclusion from healthcare, and the added value we can bring to the affected people. We regularly question the form, ... and impact of our presence, taking into account what other organisations do.

SPEAKING

Name humanitarian organisations which should intervene in the situations below, then describe actions they should really do the relieve populations. How should they work with local governments?

Situations:

1. Epidemic or pandemic affecting human populations.

2. Flood. **3. Famine.** **4. Conflict such as war.**

LANGUAGE FOCUS

A GRAMMAR

Provide the correct ending of the statements below by choosing a question in the parentheses. Example: **1. isn't he?**

1. Albert is still sleeping, _____(is not he? isn't he? wasn't he?)
2. You do go to school in Daloa, _____(do you? aren't you? don't you?)
3. Let's go for a walk, _____ (shall we? shan't we? will we?)
4. I'm sure you and I won't be late for the meeting, _____(won't we? will we? are we?)
5. Nobody called her for the interview, _____ (do they? didn't they? did they?)

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6. His children will wash the car, _____ (will he? won't they? will they?)
7. You and I must work together on the project, _____(mustn't you? shouldn't I? mustn't we?)
8. I'm right, _____(amn't I? am not I? aren't I?)
9. So you bought a brand new car, _____(did you? haven't you? weren't you?)
10. You wouldn't like to invite her to the party, _____(did you? would you? would she?)
11. Linda never goes to bed before 10 o'clock, _____(isn't she? does he? does she?)

B VOCABULARY

Use the (-ed) or the (–ing) form of the words in brackets to complete the sentences to make them meaningful.

1. Academic exam days are.....(depress)
2. Emma is a bit.....now, because she has some problems at work. (stress)
3. Daniel was.....when he failed his language test. (disappoint)
4. It is.....when you play the music so loud. (annoy)
5. Koffi's children were.....when he unexpectedly visited them. (thrill)
6. Look at the view of the airport from the window. You will be..... (fascinate)
7. My exam results were....., but I counted for more. (satisfy)
8. The last comedy I watched on television was so.....that I couldn't stop laughing. (amuse)
9. When was the last time you felt.....? (relax)
10. My niece was.....to see the snake toy next to her foot. (terrify)
11. His joke about Yoruba customs was ..... (irritate).

Session 9 Project 4

DESIGNING A POSTER

A. Task

For the activities of the national week for peace in your country, your English teacher wants different groups in your classroom to design a poster on the promotion of cultural diversity in order to preserve togetherness, social cohesion and peace. Your projects will be presented and discussed in class.

B. Data collection

- Focus on the topic
- Go and interview communities in your area and mainly foreign communities to have their say.
- Support arguments in favour of togetherness and social cohesion during your presentation. Examples: developing understanding of cultures and habits, sharing and accepting ideas.....
- Suggest a few actions for young people for a better community life.
- Include key information and attractive titles related to the topic on the poster.
- Draw pictures and find photos to illustrate your poster.
- Make your poster readable from a distance.
- Use colours inside the poster.

C. Sources: Mention your sources of information, communities you interviewed, etc.

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UNIT 9 JUSTICE

Session 1

Key to this lesson

- Vocabulary related to justice.
- Question tags and negative questions.
- Expressing agreement and disagreement.
- Listening and speaking tasks.
- Asking for clarification.
- Writing a dialogue.

PICTURE TALK

1. Look at the picture. What can you see?
2. How many colours can you identify?
3. What do they symbolize?
4. What is the relationship between peace and justice?



LANGUAGE SKILL: LISTENING

Listen to the audio and do the activities that follow.

A LISTENING 1

EXERCISE 1: **Read the sentences below. Listen to three audios and match each with each of the sentences.**

1. To fight against illegal migration, we need to address its causes.
2. There are diverse reasons to illegal migration.
3. Irregular migration has three main causes.

EXERCISE 2: **Listen again and say if these statements are true or false. Explain how you got the answer.**

1. Irregular migration continues for several reasons.
2. There are various alternatives for people who want to migrate.
3. The criminal justice system alone has the solution to smuggling migrants.
4. The main reasons why people migrate are social, political and economic.
5. The differences in prosperity, peace and respect for human rights prevent people from migrating.
6. Migration is a recent phenomenon.
7. Migrant smugglers are the only solution for illegal migration.
8. Immigration, labour, asylum and other laws allow everybody to travel to other countries.
9. To stop the smuggling of migrants, the different laws must be changed.

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B LISTENING 2

EXERCISE 1: Read the text below, listen to the audio and choose the appropriate word in brackets to fill in the gaps. Example: 1. immigrants

Throughout their journey, smuggled (1)... (immigrants/migrants/my grants) are at high risk of exposure to various forms of abuse and (2)... (exploitation/explanation/exploration), including trafficking in persons. (3)...(Smuggled/Smoking/Smacking) persons, including (4)...(fugitives/refugees/referees) and asylum seekers, are particularly (5)...(honourable/tolerable/vulnerable) when they lack travel, residency or (6)...(densification/identification/notification) documents and/or do not speak the local language. This makes them particularly (7)...(susceptible/sceptical/receptible) to traffickers, most commonly in transit and destination countries. (8)...(Traveling/Trafficking/Graffitiing) in persons and the smuggling of migrants are distinct(9)...(cries/tribes/crimes) that can share some features but require different(10)...(legal/illegal/initial), operational and policy responses. An accurate qualification of the crime is important to ensure that victims of trafficking are duly protected.

EXERCISE 2: Write a short summary of the text.

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

I. QUESTION TAGS

A question tag is a short question (e.g. are you?/aren't you?) that is added to a statement (clause) to invite a response or an agreement from the listener.

A: She is a teacher, isn't she? B: Yes, but she is new.
A: He didn't work hard, did he? B: That's right.
A: They can't sing, can they? B: Of course, no.
A: You're Kitan, aren't you? B: No, I'm Pegan.

Now, study carefully the table below and tell the class how question tags are formed. What do you notice about the subjects of the tags?

Statement/clause	Tag	Subject
Miss Kanga is your teacher,	**isn't**	she?
You went to London,	**didn't**	you?
His brother was sent to jail,	**wasn't**	he?
You didn't switch the light off,	**did**	you?
That dress wasn't on the internet,	**was**	it?
Olga won't come to the party,	**will**	she?
Someone broke the glass,	**didn't**	they?

EXERCISE 1: Complete each sentence with the appropriate question tag. Example: 1. can you?

1. You can't have done that, **can you**?
2. Koffi's parents have moved to a new area, ...?
3. Supermarkets don't open before 9 o'clock, ...?
4. They won't send him to jail for the theft of a ball, ...?

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5. She is working at the supreme court at the moment, ...?
6. The judgement has just ended, ...?
7. The lawyer was not fair, ...?
8. You spent the whole night out, ...?
9. The judge has not arrived yet, ...?
10. You work in the same office, ...?
11. The solicitor doesn't look very old, ...?

II. NEGATIVE QUESTIONS

Look at the following negative questions. What is the difference between negative questions in full forms and the ones in short forms?

Full form: **Did he not** inform the administration about his accident?
Short form: **Didn't he** inform the administration about his accident?
Full form: Why **was the administration** not informed about his accident?
Short form: Why **wasn't the administration** informed about his accident?

**The full form is used only for emphasis.

EXERCISE 2: **Rewrite these negative questions in full or short forms.**

Example: **11. Aren't I your brother?**

1. Could you not help your sister? .....
2. What don't they understand? .....
3. Isn't that the solution to her case? .....
4. Why did she not send him to court? .....
5. Don't they remember our last visit to the family? .....
6. Can't you ever put the light off when you leave the room? .....
7. Did the teacher not ask them to do that exercise? .....
8. Has the judge not sentenced him to death? .....
9. Shouldn't his mother check if he does his homework? .....
10. Won't we be allowed to go to the beach? .....
11. Am I not your brother? .....

B VOCABULARY CORNER

EXERCISE 1: **Study carefully the definitions related to justice below and do the exercises that follow them.**

To convict: to decide/declare that someone is guilty in a law court. (**a convict**)
A felony: a very serious crime.
To plead: to make a statement of what you believe to be true.
A sentence: a punishment/a penalty. (**to sentence** means to punish someone who has been convicted.
A fine: money paid to someone as a punishment.
A lawyer/an attorney/a solicitor: someone whose job is to give advice to people about the law and defend them in court.
A defendant: a person/ an institution which is accused in court.
A witness: someone who sees an event (crime, accident, etc.) happening.
A suspect: a person people think is guilty of having done something wrong or illegal.
A trial: a formal examination of evidence by a judge in a court in front of a jury.
A charge: a crime that a suspect is accused of (**to charge** someone of committing a crime).

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To allege: to claim that someone did something illegal or wrong without giving proof.
To sue: to bring someone to court.
A theft: the action of stealing (burglary, embezzlement, pick-pocketing, robbery, .. are thefts).
Bribery: the action of paying money to influence someone. (**to bribe**).
Burglary: the action of breaking into a house to steal something (**a burglar; to burgle**).
Embezzlement: the action of secretly taking money that belongs to a company or organization you work for.
A manslaughter: killing another person without premeditation (without planning)
A murder: killing another person with premeditation (with planning)

EXERCISE 1: After having studied closely the definitions of the words above, try to classify them in four categories in your copybook: Crimes; Legal proceedings; People in the court; Verdict. Examples are given in the table below:

Crimes	Legal proceedings	People in the court	Verdict
Embezzlement, ...	Trial, to allege, ...	A suspect, ...	To convict, ...

EXERCISE 2: Fill in each blank with the appropriate form of a word from the list above. Twelve words are needed. Example: d. robbery/theft/murder, etc.

1. Following his arrest, he demanded to see his (a) ... before making any statement.
2. The jury concluded from the evidence that the (b) ... was innocent.
3. According to eye (c) ... the (d) ... was carried out by two teenagers.
4. The young woman (e) ... the magazine for damages after they wrongly treated her as a prostitute.
5. He was on (f) ... for fraud or the murder of his children.
6. Everybody was convinced that he committed the crime but there wasn't enough evidence to (g) ... him.
7. The doctor was convicted of criminal negligence and was (h) ... to prison.
8. He was on his knees, (i) ... for forgiveness.
9. He pleaded not (j) ... because he did not commit the crime.
10. The suspects (k) ... that the police forced them to say they stole the money.
11. The principal manager of the company was accused of tax evasion, (l) ... and fraud.

Session 3

LANGUAGE SKILL: SPEAKING

A Observe and discuss

1. Look at this picture and answer the questions.

a) What do you see in the picture?

b) Can you explain the relationships between the different elements on this mind map?



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2. With your neighbour, discuss the role of education in social justice.

- First, discuss what social justice implies.
- Then, agree on the crucial importance of education in social justice.

B ROLEPLAY

The UNESCO wants to know the opinions of African youths about this topic: 'Equal access to education for all is the key to social justice and peace'. With your partner, make notes while discussing it.

1. Say what equal access to education and social justice mean.
2. Discuss the feasibility of such an assertion in your environment.
3. Write a dialogue with the pros and cons and roleplay the discussion with your classmate.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

I - There are different expressions for agreeing and disagreeing. Some of them are in the table below. Study them carefully and do the tasks that follow.

Language Function	Illustrative sentences
Expressing agreement	**I agree with you/That's so true/That's for sure/ That's right. You're absolutely right/Absolutely/Exactly/That's exactly how I feel/ No doubt about that.**
	Yao: I like reading. Camara: **So does my brother.** Annick: I can't play the piano. Emily: **Neither can I.** Lucy: We went to the beach last weekend. Yeo: **So did I.** Frank: I am not very good at sports. Olga: **Neither am I.**
Other uses:	**I don't think so/ I don't agree with you/No way/ Absolutely not/ I'm afraid(sorry) I disagree/I totally disagree/ I'd say the exact opposite/Not necessarily/That's not always true/ That's not right/ That's not always the case/No, I'm not so sure about that.**

EXERCISE: Use the expressions in the table above to agree or disagree with A and say why or why not. Example: 1. B: Absolutely, because they are a danger to the society.

1. A: Murderers must be sentenced to death. B: .....
2. A: Any kind of theft must be condemned. B: .....
3. A: The woman who stole biscuits was sentenced to five years in prison. B: .....
4. A: You can never trust a judge. B: .....
5. A: Teachers should have the highest salaries in the country. B: .....
6. A: You should never mix your studies and pleasure. B: .....
7. A: Death penalty must be abolished. B: .....

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8. A: Some murders are less cruel than others. B: .....
9. A: Any kind of crime is crime. B: .....
10. A: Prisons are not the solution to criminality. B: .....
11. A: When a criminal pleads guilty, his sentence should be reduced. B: .....

II – ASKING FOR CLARIFICATION

During a discussion, when we don't understand something we ask the speaker to clarify her/his idea. Look at the table below and study some of the expressions that can be used to show lack of understanding or ask for clarification.

Expressing lack of understanding	Asking for clarification	Offering clarification
– I'm sorry but I'm not sure (that) I understand. – Sorry, I'm not sure (that) I know what you mean. – Sorry but I don't quite follow you. – I'm sorry but I don't understand what you mean. – Sorry but I don't quite follow what you are saying. – I'm not sure I got your point. – Sorry but I don't get your point.	– What do you mean? – Do you mean ...? – Excuse me. Could you say it in another way? – Can you clarify that for me, please? – When you say ..., do you mean ...? – Could you be more specific/ explicit, please? – Can you give me an example? – Could you repeat/say that again, please? – Could you put it differently, please?	– In other words, ... – Let me clarify that. – To put/say it another way/differently, – Let me explain that in more detail. – What I mean is ...

EXERCISE: **With a partner think of two situations in court and write two short dialogues in which you express lack of understanding, asking for and offering clarification. Practise the dialogues. Here are two examples:**

Dialogue 1

Kipré: The suspect will have to stand trial and let a jury decide if he is guilty or not.
Moya: Excuse me. **Could you take that again, please?**
Kipré: Sure. **What I mean is** that the suspect will have to go to court to be judged.
Moya: Now I see. Thanks.

Dialogue 2

Motika: Did you say they voted that law on Tuesday?
Bledja: No. I said **Thursday.**
Motika: Oh, okay. Thank you for clarifying. And could you be more explicit about it?
Bledja: How? I don't know much about that law.

B VOCABULARY CORNER

A flight risk: the danger that a person who is accused of a crime will try to leave the country before his/her trial begins.

A bail: the amount of money that a person who is accused of a crime pays to a law court so that he/she can be released until the trial. If the person doesn't appear at the trial, the court keeps the money.

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To stand trial: Be judged/tried for a crime in a court of law.
To perjure: to tell a lie in a law court.
To testify: to give proof or evidence in court as a witness.
To bribe: to give someone something of value (money, ...) to make him/her do something for you.
A theft: the action of stealing
Death penalty: death as a legal punishment for serious crimes.
A prosecutor: the lawyer who works for the government and argues against the defendant.

EXERCISE : **Fill in the blanks with the words or expressions defined above.**

1. It is very difficult for the ... to win this case because there is little evidence and no witness.
2. An armed robbery is a ...
3. The judge refused the 10 million ... when the prosecutors convinced her that, the suspect being very rich, is a ...
4. ... is a controversial issue. While some people argue that murderers deserve it, many others think it is too cruel.
5. When you commit a crime, you must ...
6. All the witnesses ... that they had seen the suspect leaving the building around the time of the murder.
7. Having been threatened by the powerful drug dealers, the only witness ... after promising to tell the truth the day of the trial.
8. He ... the immigration officers with ten million and entered the country illegally.
9. He was convicted of ... because he took his friend's money without his permission.

C COMMUNICATION

1. Write four controversial statements about justice.

Example: **Capital punishment/death penalty should be banned.**

2. In your class group, discuss each statement in turn using phrases for agreeing, disagreeing and asking for clarification.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK



1. What does this picture tell you?
2. What is death penalty?

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B UNDERSTANDING READING

1. Read the text and find the words or expressions whose meanings are given below. The paragraphs are indicated.

Example: **Paragraph 5: make something into small pieces or powder/destroy= grind.**

Paragraph 1: wait for; forced to stay in a place; judged.

Paragraph 2: condemnation.

Paragraph 4: people who try to improve a system or law by changing it; discourage or dissuade; people who are guilty of a crime.

Paragraph 5: people who are forced by law to stay in a place; circular instruments of punishment or torture; destroy/make something into small pieces or powder.

Paragraph 6: feeling of extreme anxiety, sadness and suffering.

Waiting for trial can be worse than facing the sentence: a study in Nigerian prisons

Two types of people are held in prisons. First, convicted persons who have been found guilty of an offence and sentenced according to the law of the land. The other group are people who are awaiting trial. They have been arrested and detained in prison until their cases are investigated and tried.

An efficient criminal justice system moves people reasonably quickly to conviction or release. But some countries are doing better than others at achieving quick trials.

According to the latest report of the World Prison Brief, the proportion of prisoners awaiting trial was 33% in Australia, 38.7% in Canada, 22.5% in the United States of America, 38.2% in Denmark, 12.1% in England and Wales, 12.2% in Ghana, 29.3% in South Africa, and 72.2% in Nigeria. There have been reports of suspects spending 10 years- awaiting trial awaiting in the US, and up to 15 years in Nigeria.

Another global report indicates that these rates are increasing. Reformers point out that holding people in prison is expensive, is not clearly proven to deter future offenders, and has a negative impact on the well-being of prisoners, their families and communities.

The proportion of prisoners awaiting trial in Nigeria is disturbing. One aspect is the cost. The 2018 budget allocated 17 billion naira to just feeding prison inmates, at the rate of 450 naira per day. But what is worse is that many people spend years in prison without being sentenced. Prosecutors and judges have their hands full and the wheels of justice grind slowly.

Our study in Nigeria found that prolonged imprisonment can have a damaging effect on mental functioning, especially for prisoners awaiting trial. The distress and damage they experience could affect their life within and after prison. And yet they may not even be guilty of the offence alleged against them.

This is inhumane and shows serious problems with the criminal justice system in the country.

Published: September 9, 2020 5.24pm SAST (https://theconversation.com/waiting-for-trial-can-be-worse-than-facing-the-sentence-a-study-in-nigerian-prisons-145480

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2. Read the text and discuss with a partner if the following statements are true or false. Justify your answers by indicating the lines. Example: 1. F (lines 1-3)

1. All the prisoners have been judged.
2. An efficient criminal justice system always condemns suspects.
3. Ghana is among the countries which achieve quick trials.
4. In Nigeria, 28% of detainees have stood trial.
5. According to reformers, keeping people in prison can dissuade future offenders.
6. Reformers feel concerned about detainees' welfare.
7. Nigeria spends a lot of money for prisoners awaiting trial.
8. In Nigeria, a lot of people spend many years in prison for nothing.
9. Prosecutors and judges are honest.
10. Waiting many years for trial can impact detainees' life and mental health.
11. Nigerian criminal justice system cares about prisoners.

C CRITICAL THINKING

1. What is the author's opinion about the Nigerian criminal justice system?
2. Find examples in the text that show the author's opinion.
3. Do you agree that 'Waiting for trial can be worse than facing the sentence'?
4. Discuss in your class group.

Session 6

COMMUNICATION

TASK 1: DISCUSSION

A human rights activist said: 'Prisons are useless because they make criminals more criminal'. In your class group discuss:

1. What the role of a prison is.
2. Why this activist said that.
3. Give your opinion about it.

TASK 2: ROLEPLAY

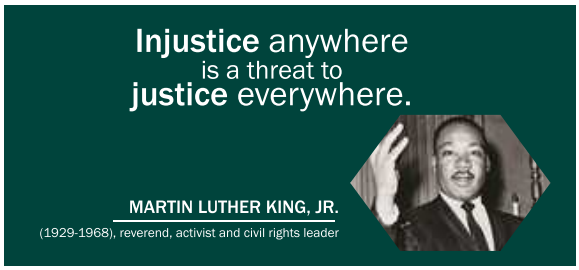
Prepare a dialogue based on the topic of task 1 with your neighbour and roleplay it.
One of you is to assume the role of the activist and the other one plays the role of someone who thinks that prisons are necessary. Use expressions to ask for clarification, to agree and disagree.

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Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK



Look at the picture and discuss what is written on it.

B FOCUS ON TEXT

1. Read the dialogue below and study how the conversation on the phone starts and proceeds till the end.

Ayé: 'Hello Yénita! Are you back from your holidays?'
Yénita: 'Yes. I arrived yesterday'

Ayé: 'Are you okay? You sound sad.'
Yénita: 'Well, my house was burgled.'

Ayé: 'Oh no! What happened?'
Yénita: 'I came back to find my door broken with everything upside down.'

Ayé: 'Oh my God! I'm so sorry about that. What did they take?'
Yénita: 'My computer, some clothes and other things.'

Ayé: 'Have you informed the police?'
Yénita: 'Yes but I am not sure they will catch those burglars.'

Ayé: 'You're right. They won't do anything, as usual.'
Yénita: 'Unfortunately!'

Ayé: 'Okay, cheer up! See you later!'
Yénita: 'Thanks a lot. Bye!'

2. How does the conversation start? Is the scene real? What is the relationship between the speakers? How about their feelings? How does the conversation proceed? Is the situation formal or informal?

3. Now, with your partner, build a dialogue based on the following situation: Someone has stolen A's wallet with all his money in it. Write the conversation between him and B, a friend of his. Use the skeleton below:

Greet B. Ask how he feels	Answer. Ask how A feels
You are in a bad mood. Explain why.	Encourage A
Say how it happened. Express regret.	Show A that you understand

Example: **A: Hi! How are you?** **B: Hello! How are you!**

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C COMMUNICATION

Here is a conversation between a judge and John Brown, a suspect. Fill in the part of the suspect.

Judge: Mister John Brown, you stand trial for the crime of sexual abuse on your classmate. What do you say?
John: Your honour, I did not touch this girl.
Judge: So you plead not guilty. Do you want me to call the witnesses?
John: .....
Judge: Why not? You say you are wrongly accused.
John: .....
Judge: Why should they lie?
John: .....
Judge: I'm asking you one more time. Did you abuse your classmate?
John: .....
Judge: Listen. Tell the truth and your sentence will be reduced.
John: .....
Judge: At last! Why did you do that?
John: .....

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UNIT 10 DEMOGRAPHY

Session 1

Key to this lesson

- Vocabulary related to population and population growth
- Introducing items and issues related to demography
- Presenting comprehension techniques of written and oral texts related to population growth and issues going along side
- Expressing ideas or feelings using reflexive or personal pronouns.
- Using personal pronouns as subject or object/ complement
- Techniques of structuring and editing a piece of writing or a presentation on the theme of demography.

Project work 5

PICTURE TALK

1. Work with your class group. Look at the picture beneath, then describe what you can see.



2. Work with your class group. Look at the picture again, then imagine how fast the population is growing worldwide. Relate also your work to your own background knowledge. Now, share with the whole class.

LANGUAGE SKILL: LISTENING

A LISTENING 1 (Listening text in yellow beneath to be entered in teacher's guide)

1. Read the options below, then listen to the audio and decide which of them best summarises it.

a. The audio is about death and birth rates in general.
b. The audio is about the study of information about the population in general.
c. The audio explores pieces of information about woman and work.

2. Listen once more to the audio and

a. note the definition of demography, then compare your note with your partner's ;
b. select at least 2 aspects of demography on which the audio focuses and compare your answer with your partner's ;
c. Identify the techniques demographers use in their work according to the audio.

B LISTENING 2 (Listening text in yellow beneath to be entered in teacher's guide)

1. Read the options below, listen to the audio, then say which of them is its best gist. Compare your answer with your partner's.

a. The audio is about biology and natural science.
b. The audio relates the history of geography and geology sciences.
c. The audio is about the history of demography and evolutionary science.

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2. Read the questions below, listen again to the audio, make notes, then answer them. Compare your answers with your partner's.

a. Name the two scientists that are mentioned in the audio.
b. Who developed the theory of natural selection according to the audio?
c. When were demography and evolutionary biology tightly related?
d. When did the two disciplines get divorced?
e. What has recently happened between the two sciences?

K.C. Land, V.L. Lamb, in International Encyclopedia of Public Health, 2008

Session 2

LANGUAGE FOCUS I

A GRAMMAR CORNER

Study the table below and do the activites which follow it.

Language Function	Illustrative sentences
Expressing ideas or feelings using the reflexive or personal pronouns. The personal pronouns: **I, you, we, he, she, it, me, us, him, her, they, them.** The reflexive or intensive pronouns: **myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.** NB: The intensive pronouns are the reflexive pronouns used to emphasize the antecedent. - Expressing ideas or feelings using personal pronouns as objects or complements - **me, you, him, her, it, us, you, them**	- **I** wondered whether **I** could see the President **himself.** - The police officers themselves saw the drug traffickers poised to shoot **them** but the policemen shot first and killed two of **them.** - Boris sent **her** a big parcel for her fortieth birthday anniversary. - Boris sent **it himself** and therefore **she** was really delighted. - Yelsine shelled **them** and weakened **them** to maintain law and order. - Bekanti told **us** not to disturb the sleeping babe.

After having studied the table above, here are some exercises relating to reflexive or personal pronouns and personal pronouns used as complements. Complete the exercises according to the contexts. Do like the examples.

I. Use the suitable reflexive pronouns. Example: 1. myself

1. I helped ..... to another drink.
2. Leopold and his girlfriend cut ..... while shaving in the bathroom.
3. The manager ..... told Fabienne to come to the meeting.
4. Fougnigue looked quite pleased with ..... after she passed her test.
5. Assomoli decorated the room .....then called the owner to come and check.

II. Use the appropriate personal pronouns to make the sentences below intelligible.

Example: 1. They

1. Gbanni and N'Guessan enjoyed the beautiful landscape while ..... went camping last week.
2. ..... killed herself with a pistol after ..... found her boy friend with another girl.
3. The two little girls confessed: '.....do all the chore at home but .....are poorly paid'.

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4. The dog was ordered to lay down. Quitely .....obeyed and wagged its tail.
5. ''It's a curious situation my dear Kossonou. .....actively courted the young lady and now that she doesn't see her menses, ... seem to be reluctant'', Daly reminded his friend.

III. Use the suitable personal pronouns as a complement in the following situations.
Example: **1. Me**

1. The PM asked ..... to join his team for the coming presidential contest. I gladly accepted the offer.
2. I was with my girlfriend when the action happened. The police came and asked ..... a lot of stupid questioned.
3. The police continued with their stupidities. Finally, we told ..... to let ..... go.
4. The strike students conducted was severely crashed by the police. Many of their leaders were arrested and sent to Akouedo. They spent weeks there. The military taught ..... how to behave next time.
5. Ms Boga was present at the English club meeting. The teacher offered ..... to lead the club's choir for she has a very nice voice.

B VOCABULARY CORNER

1. Learn or revise. Listen to the audio and practice the correct pronunciation of the words or phrases in the box.

food scarcity – migration – scarcity of farm land – statistician – censuses childbearing age – birth rate – differential fertility – famine and malnutrition – environmental issues – over population – overcrowded isolation – criminal offenses – decrease in childbearing – increase in fertility – security rate

2. Read the text below and find the words whose meanings or definitions are suggested in the table beneath. The lines are given to help you. Do like the example. Example: **1. methods (L. 2)**

Demography is the statistical study of human populations. Demography examines the size, structure, and movements of populations over space and time. It uses methods from history, economics, anthropology, sociology, and other fields. Demography is useful for governments and private businesses as a means of analyzing and predicting social, cultural, and economic trends related to population.

While basic demographic studies, such as censuses, were conducted in the ancient world as far back as 6,000 years ago, demographers as we know them, such as John Graunt from the United Kingdom, came about in the 16th century. The earliest statistical studies were concerned mostly with mortality (how many people died and at what age). Through studying baptism and burial records, Graunt could estimate the number of men of military age, and the number of women of childbearing age. His study represents one of the earliest statistical examinations of a region. Demographic studies were often carried out by early insurance agents to determine life insurance rates.

These early demographic studies were mostly concerned with mortality. However, in the 19th century, studies showed that there was a decline in the number of births, and researchers began to study fertility as well as mortality. These studies led to the idea of "differential fertility." Differential fertility suggests that different groups within a population have different numbers of children due to factors, such as religion, cultural attitudes, poverty, and employment. Migration of people is the last main factor in demographic studies. It is these three variables (mortality, fertility, and migration) that contribute to

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population change. Demographers gather data mainly through government censuses and government registries of births and deaths.
However, these sources can be inaccurate depending on the precision of governnent records. Demographers also gather data indirectly through surveying smaller groups within a population These samples are then examined using statistical models to draw conclusions about the whole population.

Demography | National Geographic Society:ENCYCLOPEDIC ENTRY

1	Careful systems and strategies to solve challenges (L2)
2	The principles of making profit, saving money...(L3)
3	Foretell (L5)
4	An official count of a country's total population (L6)
5	Written statements of facts or events (L10)
6	Agreement by contract to pay money especially in case of misfortune (L13)
7	Decrease (L16)
8	Join with others in giving or supplying for example money, help, etc (L22)
9	Not exact (L24)
10	Assemble (L25)
11	Small parts representing the whole (L26)

Session 3

LANGUAGE SKILL: SPEAKING

A. Observe, read, and discuss.

1. Discuss the content of the picture and the text below with a partner.
2. What problems can the global population growth create according to you?

8 billion people on 15 November 2022



The global population reached 8 billion on 15 November 2022, and India is projected to surpass China as the world's most populous country in 2023, according to *World Population Prospects 2022*,

The global population is growing at its slowest rate since 1950, having fallen under 1 per cent in 2020. The latest projections by the United Nations suggest that the world's population could grow to around 8.5 billion in 2030 and 9.7 billion in 2050. It is projected to reach a peak of around 10.4 billion people during the 2080s and to remain at that level until 2100. More than half of the projected increase in the global population up to 2050 will be concentrated in eight countries: the Democratic Republic of the Congo, Egypt, Ethiopia, India, Nigeria, Pakistan, the Philippines and the United Republic of Tanzania. Countries of sub-Saharan Africa are expected to contribute more than half of the increase anticipated through 2050.

www.un.org/en/desa/world-population-reach-8-billion-15-november-2022

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ROLEPLAY

A United Nations Children's Fund (UNICEF) worker is sent to a local community in Ghana to talk to families about the consequences of rapid population growth on education, health and food availability. Roleplay the conversation about this issue, the UNICEF worker had with a young couple who have seven children.

Session 4

LANGUAGE FOCUS 2

A GRAMMAR CORNER

Language Function	Illustrative sentences
Talking about mutual relationship using a pronoun. **Reciprocal pronouns**	• The two rivals are looking at **each other** angrily • Members of the same family should help **one another**

1. We use the reciprocal pronoun ***each other*** in a sentence to show that the same action is performed by two people with the benefits or consequences of that action.

Example: The two rivals are looking at ***each other*** angrily

2. We use the reciprocal pronoun ***one another*** in a sentence to show that the same action is performed by more than two people with the benefits or consequences of that action.

Example: Members of the same family should help ***one another***.

EXERCISE 1: Use correctly *each other* or *one another* in the sentences below. Number 1 is done for you as an example.

1. Those people were very angry and warning one another.
2. Boka and Moussa distributed gifts to _____.
3. Why do they fight _____ during the elections?
4. Many good students work together to help _____ during exam period.
5. Peter and Suzan asked _____ about their education problems.
6. These brothers and sisters always buy clothes to _____.
7. They love _____ very much.
8. Teachers were talking with _____ about their students.
9. Fred and her daughter say goodbye to _____ before leaving the house every morning.
10. Some cars hit _____in the traffic jam on the highway.
11. Both friends regularly send WhatsApp messages to _____.

EXERCISE 2: Read the paragraph below carefully and fill in the gaps with the appropriate pronoun. The first one is done as an example. 1. himself

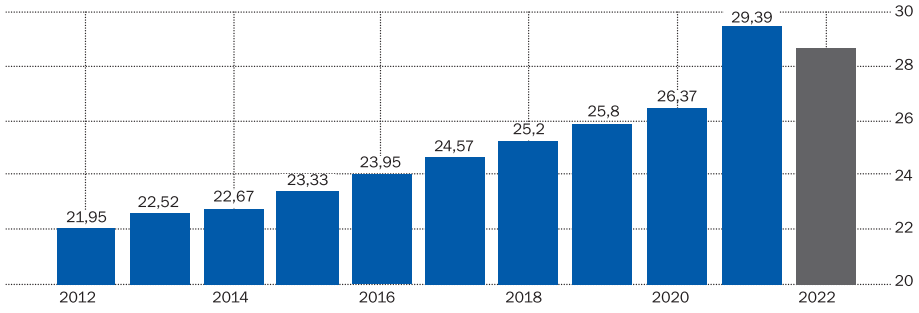
Marc had a job opportunity in the north recently. He kept asking (1) ..... if he can live far from the capital city. One Monday morning, he took a public bus for a long journey in the north. The passengers greeted (2) ..... on board. The driver told them to seat down when they were leaving the bus station. Marc's neighbour was a young lady. They started glancing at (3) ..... until he asked her name. They introduced (4) ..... and talked all the way to the destination. They enjoyed (5) ..... watching landscapes through the bus windows. The places were so different from (6) ..... Bola asked (7) ..... if they would arrive before 7 p.m. because he didn't phone to his

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friends to wait for him. They had not kept in touch with (8) ..... in the last days. After eight hours' drive, they finally reached the destination. The driver was proud of (9) ..... to have made the journey in less than ten hours. The passengers helped (10) ..... to get their luggage out of the bus. Bola left his neighbour but they promised to phone (11) ..... and meet again.

B VOCABULARY CORNER

Study the graph with your partner about the population of Côte-d'Ivoire. What does it show?



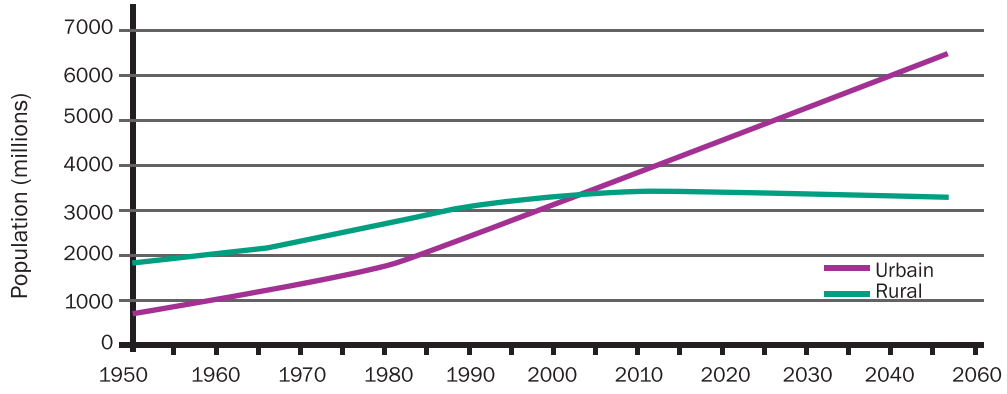
Read and study the words in the table below which can be used to describe a graph, a table or a chart about population.

To show that the figures are UP	To show that the figures are DOWN	To show how much or how fast the population grows.
to grow/a growth, to rise/a rise, to increase, an increase, to climb, to double, to treble, to go up, to multiply.	to fall, to decrease/a decrease, to decline/a decline, to reduce/a reduction, to plunge, to drop/a drop	rapidly, slowly, gradually, fast, slightly, to remain constant or steadily, to fluctuate

You can use verbs and nouns (to grow/a growth, to reduce/a reduction, rise, fall.....) to describe changes in numbers/figures/trends from graphs, charts or tables. You can also be more precise about the amount of change by using other words like (gradually, fast, slightly, to remain constant.....)

EXERCISE 1: Use the words in the table above to describe the graph about population growth in Côte-D'Ivoire between 2012 and 2022.

EXERCISE 2: Study and describe in groups, the graph below which compares the world population growth in rural and urban areas.



Source : https://www.google.com/search

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C COMMUNICATION

A discussion is organised during your English class about youth population growth and ways to preserve the quality of education in your country. Prepare in groups this issue and present your ideas before the whole class.

Session 5

LANGUAGE SKILL: READING

A PICTURE TALK.

1. Look at the picture below. What can you see? Discuss it with your neighbour.
2. Where can you find this kind of place?
3. Can people who live there afford a better housing?
4. Would you like to live in such a house? Why?



B UNDERSTANDING A TEXT

1. The words and expressions in column A are from the text below. Match them with their meanings or synonyms in column B. Example: 1. F: most important

A	B
1. driving	a) reduce the advancement of
2. pregnancy	b) the act of producing children
3. slow	c) aged and influential members of a community/tribe
4. momentum	d) coming from behind and moving in front of
5. childbearing	e) leaving one's job, career or occupation because of age
6. blessing	f) most important
7. elders	g) people of the same legal status
8. retirement	h) benediction
9. broker	i) period from conception to childbirth
10. overtaking	j) agent
11. peers	k) force or impulse

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According to the U.N., the population in sub-Saharan Africa is growing at 2.5% per year – more than three times the global average. Some of that can be attributed to people living longer, but family size remains the **driving** factor. Women in sub-Saharan Africa on average have 4.6 births, twice the current global average of 2.3.

Families become larger when women start having children early, and 4 out of 10 girls in Africa marry before they turn 18, according to U.N. figures. The rate of teen **pregnancy** on the continent is the highest in the world – about half of the children born last year to mothers under 20 worldwide were in sub-Saharan Africa.

Still, any effort to reduce family size now would come too late to significantly **slow** the 2050 growth projections, the U.N. said. About two-thirds of it "will be driven by the **momentum** of past growth."

"Such growth would occur even if **childbearing** in today's high-fertility countries were to fall immediately to around two births per woman," the report found.

There are also important cultural reasons for large families. In sub-Saharan Africa, children are seen as a **blessing** and as a source of support for their **elders** – the more sons and daughters, the greater comfort in **retirement.**

Still, some large families "may not have what it takes to actually feed them," says Eunice Azimi, an insurance **broker** in Lagos and mother of three.

"In Nigeria, we believe that it is God that gives children," she said. "They see it as the more children you have, the more benefits. And you are actually **overtaking** your **peers** who cannot have as many children. It looks like a competition in villages."

By Dan Ikpoyi and Chinedu Asadu Associated Press November 15, 2022 | LAGOS, NIGERIA
(https://www.csmonitor.com/World/2022/1115/Fueled-by-rapid-growth-in-Africa-global-population-hits-8-billion)

2) Read the text again and say if the following statements are true or false. Indicate the line(s) to justify your answer. Example: **1. F (L2 and 3)**

a) The only reason for sub-Saharan Africa's population growth is that people live longer.
b) Sub-Saharan African women give birth to a lot of children.
c) Nearly half of Sub-Saharan girls get married very young.
d) According to the U.N., 40% of teenage girls give birth to babies before 18.
e) 50% of African girls under 20 gave birth to babies last year.
f) The 2050 population growth projections are pessimistic.
g) It is too late to reduce the population growth by 2050.
h) Certain beliefs and traditions are at the origin of that sub-Saharan high population growth.
i) Having a lot of children is source of happiness and a comfortable retirement.
j) Some large families have difficulty to provide for their children.
k) Having children is sacred and divine.

C CRITICAL THINKING

1. What is your understanding of this statement: "*In Nigeria, we believe that it is God that gives children,*"?
2. Does it mean that there is nothing we can do to reduce birth rate?
3. What do you think of girls marrying before 18?

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Session 6

COMMUNICATION

TASK 1: DISCUSSION

Most demographers think that rapid and high population growth is source of a lot of problems for Africa. With your neighbour or your class group:

- discuss the advantages and disadvantages of high population growth ;
- give your opinion.

TASK 2: WRITING/ROLEPLAY

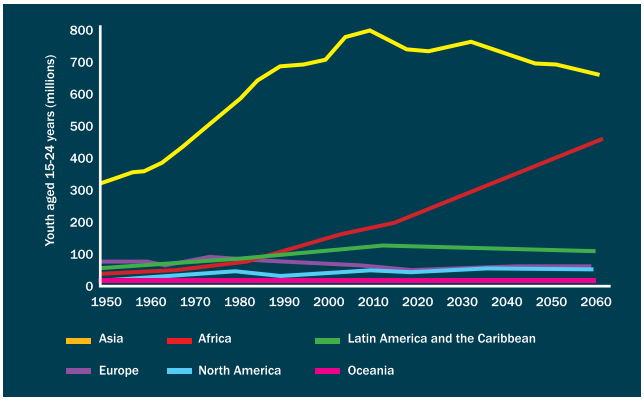
A) Write a dialogue from your discussions in task 1.
B) Roleplay the dialogue with your neighbour in front of the class.

Session 7

LANGUAGE SKILL: WRITING

A PICTURE TALK

1. Study the graph on your right.
2. Compare the youth population of the different continents.
3. What do you think of the projection by 2060?



B FOCUS ON TEXT

1. Study an example of structure of a presentation below:

Most presentations have three main parts: an introduction, a body and a conclusion.
The introduction explains the purpose and the structure of the presentation. It attracts and focuses the attention of the audience on what will be said in the body of the talk.
The body deals with the main points organized in a logical order for the audience to follow easily. You can use examples and visual aids to make your talk more interesting.
The conclusion summarizes the talk. It reminds the audience of the main points and reinforces your message.
However, presentations always start with greetings and the introduction of the presenter(s) and ends with thanks. After that, the presenter(s) invite questions from the audience.

2. Read the text below and identify the structure of this presentation.

Kessé: Hello everybody. I'm very happy/pleased to be here with you.
I think you all know me. For those who don't, my name's Kessé. On my right, you have Yohou and on my left Yéhi. We are from Lycée Moderne Man.
We are here today to talk about violence in our school. The body of our presentation will have four parts: 1- Introduction; 2- Causes of violence at school; 3- Some proposals to stop that phenomenon; 4- Conclusion. Yohou will deal with part 2 and Yéhi with part 3. As for me, I will address parts 1 and 4. After that you will be given the floor for your contribution or questions. Thank you.
The first part of the talk will try to answer this question: Why this topic? Having noticed

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violence at school everywhere in the country, as members of the organization called 'Peace, Peace and Always Peace', we have decided to address that phenomenon...Now, my friend Yohou will tell you what, we think, are the main causes of violence in our schools. Thank you for listening.

Yohou: Thank you, dear friend. To talk about violence in our schools, we need to know the reasons why some students behave that way. There are several factors but we have identified three main causes...Thanks. Now I leave the floor to Yéhi to talk about some solutions.

Yéhi: Thank you so much, Yohou. Dear friends, here again we propose three solutions. The first one is ...Thanks.

Kessé: Thanks a lot my dear. As a conclusion, ... Now, we're waiting for your questions.

C COMMUNICATION

Your teacher of English has asked you to prepare a presentation on the issues that Africa will have to face by 2050 with its population growing so rapidly. Use the structure below to plan and write what you are going to say during your talk. Say:

- what the issues are.
- why they are challenges to the development of most African countries.
- make suggestions to African governments about demography.

Greet the audience ⟶ Introduce yourself ⟶ Explain the purpose and structure of your talk ⟶ Present the main points, then summarize them ⟶ Conclude your talk.

Session 8

Check 5

LISTENING

Listen to the audio and do the activities that follow.

1. Which of the following best summarizes the audio?
   a) Governments are unable to create jobs.
   b) The youths are drug dealers.
   c) The consequences of overpopulation.

2. Listen to the audio again and fill in the gaps below.
   Many Third World countries have a ... number of children or young people. ... will be going up over the next ..., because the governments cannot ... enough jobs to give work to its ... generation. Young people who can't find any work sometimes try to get money by stealing, ... with drugs or doing other ... things.

a. Listen to the audio/or to your teacher and find out the missing words to complete the presentation made by the general manager of a power company.



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b. Put the words you have found out under the correct heading. An example is given in the table.

To say that consumptions are up	To say that consumptions are down	To say that consumptions are neither up nor down
		Stable

SPEAKING

After your English lesson on demography, you meet some friends from the neighboring classroom at lunch time; then you discuss some of the causes of population growth. In groups, discuss and share ideas on this issue and present them to the whole class.

LANGUAGE FOCUS

1) Agree with the following statements. Example: 1. So am I.

1. Drogba is a very good football player. So am I.
2. I don't like life in prison.
3. People are curious to hear what the verdict of this case will be.
4. I felt anger when I saw the killer of the young girl laughing in court.
5. We didn't go to the court last week.
6. She has never watched a film about criminals.
7. I will be on the side of the suspect because I know he is innocent.
8. I can't stand seeing people in prison.
9. Many people followed the case on television.
10. I can't murder someone for money.
11. In the past, I didn't understand why lawyers defended criminals.

2) Fill in the gaps below. Use *myself, yourself,...themselves* and each other.

Example: 4. each other.

1. We enjoyed ... at Mia's birthday party.
2. The poor bird hurt ...when it started learning to fly.
3. She started crying when she looked at ... in the mirror.

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Check 5

4. Yapo's parents love... very much.
5. They can't blame ... for what happened to their children.
6. When the rain started, Aya and Blédja did not know where to hide ...
7. The scenario ... is good but the actors did not play very well.
8. We saw ... when we were at school and we lived in the same street.
9. They can't understand ... because they don't speak the same language.
10. Okay, boys and girls. I'm very busy today, so you'll have to do your homework ...
11. I am so proud of ... I did it alone.

LANGUAGE FOCUS

A GRAMMAR

Use the appropriate pronouns (each other, one another, itself, herself, themselves...) in the following statements. Example: 1. each other.

1. Peter and Sally never agree with.....
2. "We need to stop going to war against ....." the delegates from the two countries in conflict agreed.
3. The six friends in the bar buy..... drinks from time to time.
4. Peggy and Jane made this delicious cake .....
6. The rest of the pupils in my mathematics class copy from ..... during the exam.
7. Both of them sent invitation to ..... for Christmas celebration.
8. My little niece can already ride the tricycle .....
9. The company employees send ..... emails to communicate.
10. They are numerous in their family but very selfish and don't help .....
11. Does your new laptop switch off ..... automatically?

B VOCABULARY

The words in the box can be used to talk about problems related to population. Read the text that follows and choose the right word to fill in the blank. Example: 1. shortage

consumption – unemployment – resources – diseases – illiteracy – shortage – environment – natural – development – polluted air – growing

Increased Population Affects the Natural Resources

In today's time the population has become one of the leading problems of world. It requires a quick and serious attention from all of us. The worst situation due to growing population now can be seen in many countries where people are struggling with (1) ..... of food, shelter, pure water and also have to breathe (2) ..... .

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This crisis is (3) ..... day by day and affecting completely our natural (4) ..... as more people results in more (5) ..... of water, food, land, tree and also the fossil fuels badly impacting the environment in many ways. In current time, over population has become a curse to the existence of (6) ..... beauty. People are suffering from various (7) ..... due to polluted air in (8) ..... .

Population may cause (9) ..... and also effects the economical (10) ..... of any country. Due to consistently increasing level of population, poverty is also growing in many countries. People are bounded to live under limited resources and supplements. In many countries including India, population has crossed all its limits and as result we find high (11) ..... level, poor health services and lack of resources in the rural areas.

https://infinitylearn.com, Essay on Population Growth in English for Children and Students

Session 9

Project 5

As an expert in family planning, you are sent to an English-speaking sub-Saharan country to sensitize people about modern family planning methods. Prepare your meetings.

A. Task

Make a poster that will show the difference between a family that practises birth planning and another one which does not. Your poster must tell more than words.

B. Data collection

1. **Collect information on the consequences of having a lot of children on:**
   - **women's health;**
   - **households;**
   - **the future of children.**
2. **With a partner, discuss and agree on three main arguments in favour of family planning methods.**

C. QUOTE YOUR SOURCES

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Move forward into more grammar

UNIT 1 Grammar corner 1

A

Language Function	Illustrative sentences
Using the suffix 'ness' to form various words from adjectives.	*Example: happy – happiness; Sad – sadness*

Exercise

Form some new words from the following adjectives in the table beneath. Mind the spelling.

Adjective	Word
1. Joyful	
2. Deaf	
3. Dry	
4. Kind	
5. Blind	
6. Loud	
7. Empty	
8. Shrewd	
9. Eager	
10. Busy	
11. Ill	
12. Cold-blooded	
13. Kind-hearted	
14. Shy	
15. Friendly	

B

Language Function	Illustrative sentences
Using Wh + ever to express different things	**Example:** whichever, however, whenever, wherever, whoever, whatever

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Exercise

Study each of the sentences beneath and make your own from the examples.

1. Whatever: whatever you do you can't succeed if you refrain from hard work.
2. Whichever: no matter whichever one wins, they get a prize.
3. However: however difficult the situation, you can make it if you pesevere.
4. Whenever: whenever he arrives home, his wife would complain about his behaviour.
5. Wherever: Don't put the piano wherever you please, but put it in a safe place, please.
6. Whoever: Whoever this man is, he'll have to face the music.

UNIT 2 Grammar corner

A

Language Function	Illustrative sentences
Asking for permission and making a request with: CAN, COULD, WOULD MAY, WOULD YOU MIND....	• Can you turn on the TV? • Could I borrow your bicycle next Saturday? • Would you pass me the salt?

We use the modal verbs can, could and would to offer to do things for people or to invite them to do something. We also use them to make requests or ask permission to do something. Could and would tend to sound more polite than can.

MAKING A REQUEST
- Can you turn on the TV?
- Would you mind waiting a minute?
- Would you close the door, please?

ASKING PERMISSION
- Can I borrow your book?
- Could I borrow your bicycle next week?

May, Would you mind are another more formal and polite way of asking for permission:
- May I ask a question, please?
- May we go home now?
- Would you mind passing me the salt?

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Exercise

Write as many questions as you can using the ideas in the second column to ask for a permission. Examples: 1. Can I open the door Koffi? / May I open the door, sir? / Would you mind opening the door for me?.....

1	Open the Windows	
2	Go home now	
3	Give me the remote controle	
4	Sit next to you	
5	Put the trush in the bin	
6	Put the lights off at 10 pm	
7	Phone you any time I want	
8	Use the toilet	
9	Have a cup of coffee	
10	Borrow your computer	
11	Help me with my grammar exercises	

B

Language Function	Illustrative sentences
Making suggestions using: **how about...? what about...?** **why don't...? Could...? Might.....;** **let's.... shall we...?**	- The buses are too crowded, so why don't we take a taxi to get down town. - How about taking a different road to avoid the traffic jam on the main road. - You could try that phone number to join the teacher - It's too hot. Let's put on the air-conditioned

Should, could, might and shall, how about, what about, why don't, are used to express suggestions:

- ***Shouldn't*** we ***have*** a sandwich at 10 o'clock?
- You ***could talk*** to your parents and ask them to can to the celebration at school.
- You ***might consider*** taking some days off to have a rest. Might is often used with want or like to add politeness: I thought you ***might want/like*** to read this book.
- How about watching a champion league football match on TV next Tuesday night?

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Exercise 2

Read and fill in the conversation between some friends planning their outdoor activities.

1. Hi Kwakou! Let's _____ to the beach tomorrow. (going, go, to go)
2. No, Let's ____ to the beach tomorrow. It's going to be cold, Kwakou. (not to, go, not go)
3. Then why ____ go to the cinema? (don't we, do we, we go)
4. Good idea Hamed! ___ invite Mark to go with us! (Why let's to, let's, why doesn't she)
5. Hi Mark. We're going to the cinema tomorrow. Why ___ come with us? (don't we, do you, don't you)
6. The cinema? No, I don't want to go to the cinema. ____ to a football match. (Let's go, let's to go, let's going)
7. A a football match sounds fun! Hey Mark, since you live near the football stadium, why ____ pick up the tickets for us? We'll pay you back tomorrow. (don't you, doesn't he, don't we)
8. Well, okay, but you have to pay me back. Why ___ get tickets as close to the players as possible? (do we , don't we, doesn't he)
9. Near the players? No, that's too expensive. ____ buy expensive tickets. We can sit farther away. It's cheaper. (Let's not, let's, why not)
10. I agree with Kwakou. ____ sit in cheaper seats at the baseball game. (Let's not, Why don't we, Let's)

UNIT 3 Grammar corner

A

Language Function	Illustrative sentences
Using structures with 'Get' and 'Have'. - Causatives - Get + Verb+ed - Have + Object + Past participle	- Our teacher always gets his students to do their homework. - Yesterday I had /got the document sent to you. - Frank got elected as a member of the parliament. - My classmate has had her money stolen.

STRUCTURES WITH 'GET' AND 'HAVE'.

A – CAUSATIVES: We can use get and have in both active and passive patterns.

- The active pattern, meaning 'to cause or to order someone to do something', is get + someone + to infinitive, or have + someone+ infinitive without to:

1. Our teacher always gets his students to do their homework.
2. Our teacher always has his students do their homework.

- The passive pattern, meaning 'arrange for somebody else to do something', is get or have + object + past participle:

1. Yesterday I had /got the document sent to you.
2. You will have to have / get your car repaired before the journey.
3. We must get / have our hair cut before the school reopens.

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4. I'll get / have my book published next month.

B - GET + VERB+ED: We can sometimes use get instead of be in the passive:

They got rewarded by their parents for working hard at school.

Frank got elected as a member of the parliament.

Get is also used with a particular small group of past participles to mean 'become': get dressed, get married, get used to, get stuck, get lost, get caught, get burned, get involved.

*The meaning of these phrases can be active: I got dressed as quickly as I could.

C - You use have + object + past participle to describe THINGS THAT HAPPEN TO YOU. They are generally bad things and the subject is the person who experiences what happened:

I've had my car stolen.

My mother has had her letter published.

- In spoken English we can sometimes use get instead of have: She's got another letter published in a magazine.
- Note that sometimes, only the context will identify the precise meaning.

Example : They had their tree cut down. (= either: they employed somebody to cut it down (causative); or it was cut down by someone without their permission.)

Exercise

Finish each of the following sentences in such a way that it is as similar as possible in meaning to the sentence before it.

Example: Hasn't that film been developed yet?
Haven't you .....?
Haven't you had that film developped yet

a) They will catch you if you cheat.
You'll .....

b) A volunteer accepted to clean the room before we left.
1 got the .....

c) The mechanic will fix my old car to make it ready for the trip.
I'll .....

d) My computer really needs servicing.
1 really .....

e) I must take a picture for my new identity card.
I must .....

B

Language Function	Illustrative sentences
Determiners: **Quantifiers: much, many, a lot of, (a) few, (a) little), most**	– Much of my time is spent driving between jobs. - Quite a few people came to the watch that football match. - There's little time left. - Most people liked his music.

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DETERMINERS

Quantifiers: much, many, a lot of, (a) few, (a) little), most

• We can use much of, most of, a lot of, little of + proper nouns without 'the':

I haven't seen a lot of Kelly lately. I don't think much of London.

With common nouns we use of with the, my, your, etc., and this, that, etc.: Much of my time is spent driving between jobs. Far too much of the north is underdeveloped.

• With few after very and quite, we use a / an in different positions:

Quite a few people came to the festival. A very few people have shown their support for him. (Very few... is more usual).

• When we don't use a / an, few and little have negative connotations:

A few people came. (= at least some people came).

Few people came. (= not enough)

There's a little time left. (= perhaps enough)

There's little time left. (= probably not enough)

• Most is a determiner and a pronoun. We use the most when we make a comparison, and most to talk about quantity:

Most people liked his music.

The most popular music in my country is Zuglu.

Exercise

Correct the following sentences:

1. Few of Ivorians can afford to buy such an expensive car.
2. Most the students walk to school.
3. Much of the Côte d'Ivoire is very dry.
4. Not many of people know much the country.
5. A quite few classmates came to his birthday party.
6. 'Don't worry. We have little time left before we go'.

Adapted from Side, R. and Wellman, G. (2000): Grammar and Vocabulary For Cambridge Advanced and Proficiency.

UNIT 4 Grammar corner

The imperative form in the affirmative or negative context. Here is just an order that you give and it is not to be discussed. It should be obeyed.

1. Hurry up, you'll be late! (A mother talking to her child)
2. Go out immediately. (a teacher speaking to a nasty, talkative student)

In the negative form you add 'do not or don't'

1. Don't disturb me; I'm working hard. (Dad talking to his daughter)
2. Don't disturb! (A seminar is holding and this sign is put on the door)
3. Do not smoke! (In a theater)

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Task 1

Now make your own sentences either in the affirmative or negative. Do it individually and next, share with your neighbour. Specify the context.

Task 2

Many verbs in English are followed by a gerund. And this is very easy to identifying since it ends in 'ing'.

Example:

1. They enjoyed working on the project.
2. You should care about learning your lessons.

In the table below some verbs are suggested. Make some sentences like in the example above. Do the exercise in your exercise book.

Verb	Sentence
1. Approve of	
2. Admit to	
3. Argue about	
4. Detest	
5. Dislike	
6. Refrain from	
7. Dream about	
8. Can't help	
9. Feel like	
10. Think about	
11. Worry about	
12. Disapprove of	
13. Forget about	
14. Plan on	
15. Avoid	

UNIT 5 Grammar corner

A

Language Function	Illustrative sentences
Comparing using 'the' ... 'the' to express cause and effect or for comparison. **DOUBLE COMPARATIVES with 'the' ... 'the'**	• The more I see her, the more I like her. • The more we spend, the less we save. • The older we grow, the wiser we become. • The faster you walk, the more quickly you will arrive. • The more money a person has, the more privilege they enjoy. • What time would you like me to come? The earlier the better. • The weather is becoming colder and colder

Double comparatives are phrases commonly used in English to express proportionate increase or decrease, to say that when something increases or decreases, it causes something else to change.

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Exercise 1

Complete the sentences with your own answers to make them meaningful.
Example: The more I study English, the more I increase my chance get a job in an international company.

1. The more I study English, the _____.
2. The hotter the weather becomes, the _____.
3. The _____, the happier I get.
4. The _____, the angrier the population becomes.
5. The _____, the more money Fred can earn.
6. The more money I earn, the _____.
7. The better the education, the _____.
8. The more pollution in a city, the _____.
9. The _____, the more stress I get.
10. The more stress I get, the _____.

Exercise 2

Fill in each statement below with an appropriate word in the box.
Example: 1. Educated

Quickly, money, educated, harder, ideas, stronger, earlier, carefully, hurriedly, faster

1. The more..... women are, the later they marry.
2. The .....you leave, the better it is.
3. The ....the wind blows, the colder we feel.
4. The heavier it rains, the darker the sky is.
5. The more .....you plan, the better the result will be.
6. The more ..... a car is driven, the more likely it is to cause an accident.
7. The ..... you work, the more rapidly you will obtain results.
8. The more..... something is done, the more easily mistakes are made.
9. The ..... you walk, the more quickly you will arrive.
10. The more ..... a person has, the more privilege they enjoy.
11. The more ..... you have, the more projects you will develop.

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B

Language Function	Illustrative sentences
Expressing other people's opinions using the passive The impersonal passive	- People say that children are afraid of ghosts. • It is said that children are afraid of ghosts. They think that he will be attending the meeting. • He is thought to be attending the meeting. People say that Mr Coulibaly owns a lot of land in the north. • Mr Coulibaly is said to own a lot of land in the north. The Police reported that the number of car accidents had increased. • The number of car accidents is reported to have increased.

The impersonal passive is a formal way of reporting thoughts, saying, beliefs and opinions.
We can use the impersonal passive to avoid mentioning the identity of the agent. We usually do this by using reporting verbs (including say, think, believe, know, etc.) preceded by the dummy subject "it", as in: It is said that, it is thought that, etc.
We can use the personal passive, for emphasis, to turn the object of the active sentence into the subject of the passive sentence.

Exercise

Rewrite statements A and B in five different ways to fill in the gaps. Do it in your copy-book

a) People believe that he destruction of the environment causes climate change.

1. It_____
2. The climate change _____
3. The destruction of the environment _____
4. There _____
5. One _____

b) Scientists say that life expectancy will increase thanks to medical improvement.

1. It _____
2. One _____
3. Life expectancy _____
4. There _____
5. Medical improvement _____

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UNIT 6

Grammar corner

Language Function	Illustrative sentences
Using Negative structures with auxiliary verb (be, have, will, can, etc.) **Or ordinary verb**	• Konan has not (hasn't) got a bad mark. • You must not (mustn't) eat in class. • Sephora does not (doesn't) like traditional music.

Negative structures are formed differently depending on whether the verb is an **auxiliary verb** (be, have, will, can, etc.) **or an ordinary verb.**

- If the verb is an **auxiliary**, the negation is constructed with not (or with the contraction -**n't**) and **without** the auxiliary verb do/does/did:

Examples: 1. Yéhi **is not (isn't)** sick. 2. Konan **has not (hasn't)** got a bad mark. 3.I **may not** take part in the ceremony. 4.You **must not** (**mustn't**) eat in class. 5. I **cannot (can't)** see my book.

- If the verb is an **ordinary verb**, the auxiliary verb **do/does/did** is used to introduce negation:

Examples: 1. **I do not** (or don't) like chocolate. 2.My friend **did not (didn't)** learn his lesson. 3.Sephora **does not (doesn't)** like traditional music.

• In some other cases, we can replace not by never, hardly, rarely, etc.

Examples: 1. He **never** listens to foreign music. 2.Students should **never** eat in class. 3. They **rarely** walk to school.

• You can also build negative meaning by adding a negative particle to a noun group, either the subject or the direct object of a sentence. In that case, the negative particle that is used is **no.**

Examples: 1. **No dogs** are allowed in this room. 2. They have **no books** for their school work. 3. **No truth** will come out from them. 4. We wasted **no time.**

No is sometimes combined with **-one, -body, -thing, -where, -more,** etc. to make negative indefinite pronouns, **no one, nobody, nothing, nowhere, etc.**

Examples: 1. The little girl had **nowhere** to go. 2. **Nobody** knows the answer to that question. 3. I can see **no one**. 4.They have **nothing** to say.

• Another type of negative sentence can be expressed by **not + any** which is very similar to **No** negative sentences.

Examples: 1. I did **not** do **anything** wrong. 2. He has not lived **anywhere** else outside his village 3. **Not anybody/anyone** can do that.

Remember:

The sentence structure that a "no" word negative sentence often follows is:

Subject + verb + no word + object.

Example: My children + went+ nowhere these holidays.

The sentence structure that an "any" word negative sentence often follows is:

Subject + auxiliary verb + not + main verb + any word.

Example: We + did + not + meet + anybody at school yesterday.

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Exercise

Choose the appropriate negative word from the box to fill in each gap below. Some can be used more than once.

No one	not any	never	anywhere	anything	nobody	anyone	nothing

1.There was ... in the office so I left a message.
2. I haven't seen Pokou ... today. In fact I don't think ... has seen him for the last couple of days.
3. There are ... seats left. You'll have to stand.
4. Tell them I don't want to see ... .
5. They refused to tell us ... about it
6. I knew ... at the party.
7. Yao didn't tell ... where he was going.
8. When I opened the door, there was ... there.
9. A: What did you have for lunch? B: ... , I was not hungry.
10. She ... wants to see him again.

UNIT 7 Grammar corner

Language Function	Illustrative sentences
Using gerund in the passive or using passive gerund	• I love being appreciated. • Being selected for this programme is a true blessing for me.

Gerund in the passive or passive gerund
Examples:
- I love being appreciated.
- Being slapped in front of your family is embarrassing.
- Being selected for this programme is a true blessing for me.

Now complete these sentences using the passive gerund.
1. I don't like (tell) what and what to do.
2. She doesn't appreciate (touch) again and again.
3. He was not upset about (fire) from his job.
4. (cheat) by someone you love is the last thing you want.
5. Johanna hates (call) Jony.
6. How can you not be excited about (offer) that job?
7. We are grateful about (invite) to the King's Palace.
8. Are you still upset not (convene) to the party?
9. We love (challenge).
10. (like and love) by everyone does make me feel good.
11. The man denied (beat) in the jail.
12. He has admitted (give) steroids.

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UNIT 8 Grammar corner

A

Language Function	Illustrative sentences	
	Affirmative sentences	Negative sentences
Asking for agreement, for things or for new information (using Question tags)	- You are Fofana, **aren't**? - You like Foufou, **don't you**? - They have not arrived yet, **have they**? - They bought a new LED television, **didn't they**? - Bring me some tissue papers, **will you**?	- He isn't Joe, is he? - She can't cook, can she? - You didn't do your homework, did you? - Yu won't see her, will you?

Exercise

Complete the following statements with the correct question tags. Example 1. did he?

1. Mussa never invited their neighbours for dinner.....?
2. There was hardly anything to eat in Paul's house, ...?
3. Evan's grandfather could barely see, ...?
4. Dosso's wife left him alone, ...?
5. No one would arrive late for this exceptional ceremony, ... ?
6. Neither of them will see us in this big city, ...?
7. Nothing has been tempted to rescue the little girl from the flood, ...?
8. Let's try again, ...? We will succeed this time.
9. Yao could have started learning Chinese before, ...?
10. I think these good workers have deserved a pay rise, ...?
11. Finish your work quickly, ...?

B

Language Function	Illustrative sentences
Asking questions with auxiliary verbs (be, have, will, can, etc.) or ''ordinary'' verbs	• Is Fred in his office? • Can I talk to you? • Have you seen our new English teacher? • Will you travel to Australia next July? • Do you like reggae music? • Did she meet Stanislaw yesterday?

Auxiliary verbs are verbs that are used along with main verbs. They represent various tense forms and play an important role in verb conjugation.

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Exercise

Fill in the blanks with appropriate forms of be, have and do. The first sentence is given as an example. 1. have

1. I will visit Jessica after I ..... finished my work here. (has, have, had)
2. ..... you buy a computer for me, if you travelled to London? (can, will, could)
3. Sophie ..... watching an interesting film on television when I entered her room. (is, was had)
4. Unfortunately, the patient ..... died before the doctor came. (Has, have, had)
5. ..... you ever been to South Africa? (Did, Have, Had)
6. Peter..... not seem to understand the situation. (do, does, did)
7. The company C.E.O ..... say that they would increase all the salaries. (do, did, had)
8. The housewife will call you when dinner ..... ready. (is, was, has)
9. I met our English teacher who asked me where I ..... going. (am, was, have)
10. ..... you know where Drogba lives? (Do, Did, Does)
11. During the trial, the murderer ..... admit that I was wrong. (did, have, does)

UNIT 9 Grammar corner

Language Function	Illustrative sentences
Using reflexive pronouns to refer back to a person or a thing: (myself, yourself, himself, herself, itself, ourselves, yourselves themselves)	• We didn't decorate the room ourselves. • The children cooked the whole meal themselves

Myself, yourself, himself, herself, itself, ourselves, yourselves and themselves are Reflexive pronouns. They refer back to a person or a thing.

• We often use reflexive pronouns when the subject and the object of a verb are the same.

She cut **herself** when cooking lunch two days ago.

They were allowed to enjoy *themselves* at the cinema.

My computer turns itself off for no reason.

Parents blame themselves for the way their children behave.

We didn't decorate the room ourselves.

• We also use reflexive pronouns for emphasis.

The president himself came to visit me after the accident.

You did all the exercises yourself. Nobody helped you.

You cleaned your classroom yourselves.

• We can use by + reflexive pronoun to mean alone.

The little girl goes on holiday by herself.

Do you enjoy being by yourself?

The children cooked the whole meal themselves.

** **Be careful:**

Notice the difference between plural reflexive pronouns (ourselves, yourselves and themselves) and reciprocal pronouns (each other, one another).

They are buying ***themselves*** a new car. (They buy one car for themselves).

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Kanga and his wife are buying each other small gifts.(Mr. Kanga buys a present for his wife and his wife buys a present for him).
We looked at ourselves in the mirror. (Both of us looked at ourselves in the mirror).
We looked at each other at the party. (Each person looked at the other one).

PERSONAL PRONOUNS AND THEIR CORRESPONDING REFLEXIVE PRONOUNS

PERSONAL PRONOUN (SUBJECT)	PERSONAL PRONOUN (OBJECT)	REFLEXIVE PRONOUN
I	ME	MYSELF
YOU	YOU	YOURSELF
SHE	HER	HERSELF
HE	HIM	HIMSELF
IT	IT	ITSELF
WE	US	OURSELVES
YOU	YOU	YOURSELVES
THEY	THEM	THEMSELVES

Exercise

Complete each of the following sentences with the appropriate reflexive pronoun or reciprocal pronoun.

1. His brother refused to help him. He cleaned the room ....
2. Don't blame ..... It was an accident.
3. We haven't seen ....for ten years now.
4. The captain of the team received the cup from the President ....
5. Véronique, will you introduce ....to the class, please?
6. We enjoyed ...a lot at Bolou's party.
7. You just download the software and i twill install ....
8. The children made the whole cooking ...

UNIT 10 Grammar corner

Language Function	Illustrative sentences
Talking about mutual relationship using a pronoun. • **Reciprocal pronouns**	• The two rivals are looking at each other angrily • Members of the same family should help one another.

1. We use the reciprocal pronoun **each other** in a sentence to show that the same action is performed by two people with the benefits or consequences of that action.

Example: The two rivals are looking at **each other** angrily

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2. We use the reciprocal pronoun **one another** in a sentence to show that the same action is performed by more than two people with the benefits or consequences of that action.

Example: Members of the same family should help **one another.**

Exercise 1

Read carefully the following statements and fill in the blanks with the correct pronouns.
Example: 1. Each other

1. Habib and Christy looked at ..... with admiration.
2. Fred and Koffi have just met .....
3. For Christmas, Emma, Fred and Stephanie gave ..... a story book.
4. Three children standing next to my house are talking to .....
5. I and my uncle talk to ..... every day about some projects for our family.
6. I don't understand why Habiba and her brother looked at ..... before greeting me.
7. When the employees of the company met on January 1st, they wished ..... a happy new year.
8. My cat and two of my neighbour's dogs looked at ..... with dread.
9. Hamed always quarrels with his wife. In fact they can't stand .....
10. I think that all people should love ....., no matter where they live.
11. My friend in Canada and I always send ..... messages and pictures by WhatsApp.

Passive infinitive
Examples with contexts:

- The exam is to be marked. (the teacher will mark the exam papers)
- The letter is to be read in public. (they will read the letter publicly)
- The burglars are certain to be caught. (the police are after the burglars)
- There is some work to be done. (some work remains)

Task
Turn these active sentences into the passive infinitive.

1. He expects to finish the work soon.
2. The lamb is ready to eat.
3. They need to do the seasonal work.
4. Noone is going to steal your book.
5. The police are not revealing the truth soon.
6. Ngannou expects to knock down Mike Fury.
7. They are going to build a new bridge.
8. He'll clean the car.
9. The computer needs repairing.
10. The lawn needs mowing
11. The British need to write their first, fresh constitution.
12. We need to amend some ambiguous articles in our fundamental law.

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MOVE FORWARD INTO COMPETENCY BASED BACCALAUREATE TEST

The "Terminale" level test format

Notes to the students:
In order to be better prepared for their tests the "Terminale" students should be aware of the following

Classroom test duration: 2 hours
Baccalaureate Test duration: LV1-3 hours LV2-2 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 20 to 30 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** (defintions/synomyms/ antonyms) (always 11 items with one given as an example)
- **Odd one out (always 11 items with one given as an example)**
- etc

Only one of the 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 or questions with one given as an example)
- Open-ended questions (always 10 questions)
- True/False statements +evidence from the text (quote the lines) (always 11 statements with one given as an example)
- Information transfer through:
  - table completion
  - note-taking

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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 layouts of these exercises is as follows:
- Eleven (11) items comprising one (01) 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, 20 to 30 lines long.
Basically, the nature and the type or rhetorical mode will be as follows:

a- Nature: Dialogue - Narration- Article – Formal/Official or Informal letter, etc.

b- Type: Descriptive/Portrait- Narrative- Argumentative- Process

Scoring criteria

1. Answer to question/Relevance
2. Comprehensibility: language correctness
3. Flow of ideas: coherence and cohesion
4. Mechanics of writing (Organization): Paragraphing, Punctuation, Capitalization,...
5. Vocabulary
6. Grammar

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Test 1

Do all the activities that follow on your examination sheet. *TEST DURATION: 3 HOURS*

Part I

READING (40%)

Facts on water resources

Using water resources sustainably is challenging because of the many factors involved, including changes in climate, the natural variability of the resource, as well as pressures due to human activity.

At present, most water policy is still driven by short-term economic and political concerns that do not take into account science and good stewardship. State-of-the-art solutions and more funding, along with more data on water resources, are needed especially in developing nations.

To assess the state of our water resources, we must fully appreciate the roles of different parts of the water cycle – such as rain, meltwater from glaciers, and so on. Otherwise, it remains difficult to develop adequate protection and mitigation strategies.

Poor water quality and unsustainable use of water resources can limit the economic development of a country, harm health and affect livelihoods. More sustainable practices are starting to be adopted.

When managing water resources, more attention should be paid to increasing existing natural resources and reducing demand and losses. The traditional response to rising demand for water was to store surface water in reservoirs, divert flow to dry regions and withdraw groundwater. Now these methods are increasingly supplemented by water reuse, desalination and rainfall harvesting. Certain regions are even going to the extreme of exploiting non-renewable groundwater resources.

Some countries have programs to reduce demand and losses from urban water distribution systems but more efforts are necessary. However, this will involve changes in behaviour requiring education and political commitment. Such efforts to conserve water and reduce demand are not only useful in regions where water is in short supply, they can also bring economic benefits in wetter regions.

Decentralised approaches to water resource management that focus on river basins are increasingly pursued even across borders. Exchanging information between countries that share river basins will yield both economic and environmental benefits.

Source: Facts on Water Resources (greenfacts.org)

A VOCABULARY CHECK (10%)

The words in column A in the table below are from the text above. Find their suitable antonyms in column B. The lines are indicated to help you. Do like the example.

Example: **1. easy.**

Column A	Column B
1. Challenging (L. 1)	Drier
2. Good stewardship (L. 5)	Boost
3. Solutions (L. 6)	Extend
4. Developing (L. 7)	Easy

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5. Meltwater (L. 9)	Gains
6. Limit (L. 11)	Problems
7. Harm (L. 12)	Shrinking
8. Starting (L. 13)	Disengagement
9. Losses (L. 15)	Ice
10. Commitment (L. 22)	Ending
11. Wetter (L. 24)	Negligence

B COMPREHENSION CHECK (30%)

Read the text above and answer the questions.

1. How easy is it to use water resources according to the text?
2. From the text, what is the problem today concerning water policies?
3. What solutions do developing countries need today in terms of water supply?
4. According to the text, what elements are required to evaluate water resources?
5. Identify two challenges that may slow down the development of a nation when you read the text.
6. In the light of the text, what solutions are there to manage water resources appropriately?
7. In relation to the text, what were the traditional solutions to meet the increasing water need?
8. To respond to the increasing water need today, what are the solutions relating to the text?
9. How can programmes to reduce wastes of water succeed in the light of the text?
10. How can economic and environmental benefits be brought about regarding the text?

Part II

LANGUAGE USE (30%)

A. In the text beneath, four words are suggested in parentheses. Choose the most appropriate one to make the text intelligible. Write your answers like the example.

Example: **11. a**

The world today is complicated. Technological advancements have ensured that we are more connected than ever before, yet in many ways, we have never been more disconnected. While we sit in the (***1.distress, difficulties, comfort, itching***) of our homes, we have access to information from across the globe, literally within the (***2.shapes, palms, slides, films***) of our hands. We are more aware than ever of the (***3. joys, problems, games, dances***) faced by humanity. Yet the distance (***4.destroys, cuts, provides, seperates***) a sense of security. What we fail to realize is that in a (***5.isolated, globalized, tiny, beautiful***) world, every issue is a global one. The United States today is once again in the global headlines. People from all over the world are once again looking at us for (***6.problems, answers, troubles, fights***). The year is 2022, yet the social justice issues we face today remind us, and the world, of our (***7.dreamt, troubled, good, secured***) past; and how we deal with them will decide our future as a leader of social freedoms and the land of liberty. Our connectivity has made the world (***8.bigger, vast, smaller, huge***). A lot of us can (***9.laugh, travel, rest, run***) at will and with ease. We can rally around global causes from our living rooms. We (***10.must, can, will, have to***).interact with one another on an unprecedented scale. Our voices and our words have more value today than ever before. A

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simple hashtag (#) can create (***11.an, a, the, cớ***) movement with an international reach. The #MeToo and #BlackLivesMatter are just two examples among a sea of others. We need to realize the power we have and trust in our ability to bring about social change. Racism, equity, education, healthcare, immigration, and LGBTQ+ rights are just some of the social justice battles that are still being fought in the US in 2022.

The Social Justice Issues We Face Today | Around Robin

B. Complete the text below with the right forms of the verbs or expressions, and with the missing words to make it coherent and meaningful. Number 1 is an example.
Example: ***1. seemed***

African arts and artists in the world today

General interest was slow to develop. Connoisseurs of art **1.** (to seem) ***..seemed...*** to see the African work not as serious, creative effort, but as sociological commentary on modern Africa. This view **2.** (to become) ..... particularly apparent in 1950, when the foundation had difficulty finding an established gallery for an exhibit by Ben Enwonwu, a **3.** (to lead) ..... Nigerian artist whose work had been successfully **4.** (to show) ..... in England.

As a result of these early experiences, a strong relationship **5.** (to develop) ..... between the African artists, the foundation, and the American art community. **6.** ..... and more artists became aware of the foundation as a contact point and more frequently **7.** (to ship) ..... artworks to the United States for exhibit and sale.

The foundation became conscious of the substantial lack of appreciation for contemporary African art and of its own potential role in **8.** (to promote) ..... intercultural understanding. By 1967 it was well established. As a liaison **9.** ..... the artists and interested groups. With the cooperation of the Merton Simpson Gallery in New York and a few university galleries, it arranged several one-man shows and numerous general exhibits.

After 6 years of research, it **10.** (to publish) ..... "Africa's Contemporary Art and Artists", a descriptive compilation of artists in sub-Saharan Africa. In addition, the staff collected black and white prints and color slides of nearly 2,500 artworks. The Harmon Foundation's role had **11.** (to mushroom) ..... from a latent, remote interest to leadership in the field of contemporary African art.

Contemporary African Art | National Archives

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Test I

Part III

WRITING (30%)

In your village, drought has started disorganizing the community life. It's threatening to turn your region into a desert. In Cote d'Ivoire, Cop15 has closely examined the issue globally in May 2022. It has not rained for several months. The villagers are worried and they want to consult the village oracle for sacrifices. You have come to your village for a few days. As a student of Upper Sixth Form (Terminale) you have decided to explain to them that the issue has nothing to do with the oracle.

In an argument essay, report the discussions which will be published on UNESCO's Web-sight.

- Explain to the villagers two or three main causes of drought globally.
- Warm them that more serious consequences are ahead if some measures are not taken.
- Suggest some measures and write a letter to the local authorities on their behalf.

NB: Useful language for obligation

- You should...
- You shouldn't...
- Don't cut...
- You must

Useful language for suggestion

- Why don't we...?
- Wouldn't it be a good idea to.....?
- How about.....(+ing)?

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Test 2

Do all the activities that follow on your examination sheet.

Part I

READING (40%)

The Originality of African Art

The contemporary art of Africa eludes generalized description. Artists have utilized various mediums, from oils to silk screening, and methods varying from brass casting by the ancient lost wax process to welding tin cans and other metals into sculpture. Traditionalists like Lamidi Fakeye produce sculpture and wood carvings based on classical African designs. A larger group works in the more modern styles of cubism, expressionism, and surrealism, while others seek a purely personal style. Many African artists were trained at European and American schools; others feel that they can achieve truly African expression only in their native surroundings. In Nigeria, for example, the national artistic tradition is strong and pervasive, even though obscured by the effects of European colonialism and Christian and Muslim religious zeal. In many other countries, traditional art very nearly succumbed under these forces. Thus contemporary artwork is classified as African purely on the basis of the artist's nationality, rather than according to a peculiar style, subject, purpose, or medium. The Harmon Foundation, a nonprofit, private foundation active from 1922 to 1967, helped foster an awareness of African art. Although its initial projects were funding parks and playgrounds and providing student loans, the foundation's flexible structure lent itself to support a wide range of activities, including art. The foundation's interest in contemporary African art grew rather spontaneously. Its initial contact with Africa came through three series of motion pictures commissioned by the foundation in the 1930's on native life and tribal customs and the work of Christian missions in Africa. Although art was not selected as a focal point, the films depicted a culture built around folk crafts; houses, furnishings, cooking utensils, and clothing were all handcrafted from local materials.

Art, in a broad sense, had always been an integral part of African life. By the mid-1940s a few artists, aware of the films and the foundation's work with African-American artists and anxious to create a market for their artworks in the United States, began sending their work to the New York offices.

Contemporary African Art | National Archives (5.05.2022)

A VOCABULARY CHECK (10%)

The words in column A in the table beneath are from the text above. Read the text and match them up to their definitions or meanings in column B. The lines are indicated to help you. Do like the example.

Example: 1. escapes from

Column A	Column B
1. Eludes (L. 1)	look for
2. Sculpture (L. 3)	money lent
3. Designs (L. 5)	developed

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4. Seek (L. 6)	escapes from
5. Succumbed (L. 11)	painted
6. Loans (L. 16)	carving
7. Grew (L. 19)	skill
8. Native (L. 19)	very worried
9. Depicted (L. 22)	yielded
10. Craft (L. 23)	plans
11. Anxious to (L. 27)	related to one's birth place

B COMPREHENSION CHECK (30%)

Read the text above again and answer briefly the following questions below in your own words.

1. Can we describe African art globally? Justify your answer referring to the text.
2. How do artists like Lamidi Fakeye work?
3. How do other artists work compared to Fakeye?
4. Where were the majority of African artists trained?
5. On which basis do specialists classify African art as African?
6. On which criteria should an artist be judged according to the writer?
7. What were some interesting results of Harmon Foundation's flexible structure?
8. How did Harmon Foundation's interest in Africa start?
9. What did the Foundation do in the 1930's?
10. What happened by the mid-1940's accoding to the text?

Part II LANGUAGE USE (30%)

Exercise 1

In the text beneath, some words have been taken out and put in a box. Insert them back in the appropriate position to make the text meaningful. One word does not belong. Write your answers like the example.

Example: 1. thrive

sped -predict -threw -create - known- playing out- know -anticipate- thrive-look -come -emerges.

We often talk about the near future. Further, it's an important exercise that allows us to survive and (1.....) economically by making smart adaptive choices.
That's not to say that we can (2.....) the future. We can't, because the future is not predetermined, and we effectively (3.....) the future through our collective choices. Plus, once a new trend (4.....), it evolves through the very process of our anticipating where it's going.
COVID-19 is a perfect illustration. Although we've (5.....) that a global pandemic was inevitable, we didn't (6.....) when or what it would specifically (7.....) like. Worse, the ramifications that are currently (8.....) leave more uncertainty than clarity about

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what's going to result.
That said, there are plenty of probable outcomes that we can (9.....) and plan for. It's still tricky, given that the rate of technological advancement had already (10.....) ahead of a comfortable pace and that was before the pandemic (11.....) accelerant on the fire of change.
What Does the Future Hold? - Further.

Exercise 2
In the table beneath, four items are suggested. One doesn't belong. Write the odd one out on your anwser sheet. Explain your choice. Do like the example.
Example: 1. Potato isn't a fruit. It's eaten as a vegetable.

	item	item	item	item
1	Apple	tangerine	potato	pear
2	amber	three	green	red
3	forty	fifty one	tweenty	thirty
4	shoulder	elbow	nose	arm
5	March	Thursday	April	August
6	Bob	Susan	Brian	Donald
7	Cucumber	strawberry	lettuce	tomato
8	cat	bird	dog	blue
9	aunt	father	fufu	mother
10	four	three	fries	sixty
11	walk	jog	run	speed up

Part III — WRITING (30%)

Art is an integral part of Africa today and has always been part of our heritage. Today, this part of our culture is not very valued. As a young artist, you want to promote African art. We know that Europeans had stolen a sizeable part of this wealth. Write an argument essay to complain about this state of affairs. Your complaint will be posted on Tweeter (About 25 lines).

In your essay,
- define briefly what art is and what it represents.
- comment on two or three roles art can play in the development of Africa.
- suggest two or three ideas that authorities can promote to sensitise and motivate the youth on the importance of art.

Nb:Useful idea you may inspire from:
- think about artistic schools for instance
- think about the business of carving on the economy of a country
- think about the industry of music and arts
- consider the role of art in tourism

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Test 3

Do all the activities that follow on your examination sheet.

Part I

READING (40%)

Read the text and do all the activities that follow.
Fueled by rapid growth in Africa, global population hits 8 billion

The world's population will likely hit an estimated 8 billion people on Tuesday, according to a United Nations projection, with much of the growth coming from developing nations in Africa.

Among them is Nigeria, where resources are already stretched to the limit. More than 15 million people in Lagos compete for everything from electricity to light their homes to spots on crowded buses, often for two-hour commutes each way in this sprawling megacity. Some Nigerian children set off for school as early as 5 a.m.

And over the next three decades, the West African nation's population is expected to soar even more: from 216 million this year to 375 million, the U.N. says. That will make Nigeria the fourth-most populous country in the world after India, China, and the United States.

"We are already overstretching what we have – the housing, roads, the hospitals, schools. Everything is overstretched," said Gyang Dalyop, an urban planning and development consultant in Nigeria.

The U.N.'s Day of 8 Billion milestone Tuesday is more symbolic than precise, officials are careful to note in a wide-ranging report released over the summer that makes some staggering projections.

The upward trend threatens to leave even more people in developing countries further behind, as governments struggle to provide enough classrooms and jobs for a rapidly growing number of youths, and food insecurity becomes an even more urgent problem.

Nigeria is among eight countries, the U.N. says, that will account for more than half the world's population growth between now and 2050 – along with fellow African nations Congo, Ethiopia, and Tanzania.

"The population in many countries in sub-Saharan Africa is projected to double between 2022 and 2050, putting additional pressure on already strained resources and challenging policies aimed to reduce poverty and inequalities," the U.N. report said.

By Dan Ikpoyi and Chinedu Asadu Associated Press November 15, 2022 | LAGOS, NIGERIA (https://www.csmonitor.com/World/2022/1115/Fueled-by-rapid-growth-in-Africa-global-population-hits-8-billion)

A VOCABULARY CHECK (10%)

Find in the text the words corresponding to the definitions or synonyms below. The lines are numbered to help you. Write your answer like in the example.

Example: **1. hit.**

1. reach (l. 1)
2. extended or distended (l. 4)
3. struggle (l. 5)
4. spreading; extending (l. 6)
5. start a journey/trip; go (l. 7)
6. increase very quickly to a high level (l. 8)
7. important event in history (l. 14)
8. published (l. 15)
9. amazing/astonishing (l. 15)
10. be responsible for (l. 20)
11. affected or produced by effort (l. 24)

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B COMPREHENSION CHECK (30%)

Read the text again and say if the statements below are true or false. Indicate the line(s) to justify your answers.

Example: **1. T-l.3**

1. African countries contribute a lot to the world population growth.
2. The population of Lagos has everything: electricity, means of transport, schools.
3. In Nigeria, schools open at 5 o'clock in the morning.
4. In 30 years from now, West African population will increase by more than half of the present population.
5. Nigeria will be the most populous country in the world in 30 years.
6. Nigeria has the housing, roads, the hospitals and schools to face population growth.
7. With the current tendency, there is a risk for African youths to find a job in the future.
8. Nigeria is the only African nation concerned with rapid growth number of youths.
9. Most sub-Saharan countries will have twice their present population by 2050.
10. WAfrican countries will need strong policies to face the challenges of 2050.

Part II LANGUAGE USE (30%)

A. Complete the following sentences with some of the pronouns: myself, yourself, themselves, etc. or me, her, etc. or each other.

Example: **1. myself.**

1. A: 'Who made your dress for you?' B: 'Nobody. I did it ....'
2. A: 'How long have you and Yenita known ....?' B: 'About ten years'.
3. A: 'Can you, please call Mum for me?' B:- 'Why don't you do that .....?'
4. The kids enjoyed ... very much during the holidays in Yamoussoukro.
5. 'This is not our fault. You can't blame ...'
6. 'Don't worry about them. They are big boys who can take care of ...'
7. 'Why can't you understand ... Put ... in my shoes'.
8. He is such a selfish person. He only thinks of ...
9. My friend and I don't see ... very often.
10. A: 'Who told you that Annick was married?' B: 'Annick ...'
11. I want you to meet my girlfriend. I'll introduce ... to her.

B. Choose the most appropriate word in brackets to fill in each gap below.

Example: **1. on.**

Africa is largely dependent 1...(of/on/to) natural resources to achieve growth and development. 2...(However/Similarly/So), the realization of the Millennium Development Goals (MDGs) may 3...(hinder/be hindered/to hinder) by the impact of climate change. In spite of its low greenhouse Gas (GHG) emissions, it is the continent that will be 4...(most/the least/ more) affected by climate change in the world mainly due to low adaptive capacity. Climate change is significantly altering Africa's development pathway. Persistent loss of biodiversity is also a major problem that countries have to

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address. Expanding agriculture, clearing of forests 5...(in/to/for) charcoal and firewood, climate change, and desertification are the primary causes of loss of biodiversity. Addressing biodiversity loss requires long-term solutions in the form of development and implementation of appropriate policy guidelines, institutional capacity-building and deployment of adequate resources. Africa is characterized 6...(by/for/on) highly variable rainfall which results 7...(to/in/for) uneven distribution of water resources. The water resources used and land area developed 8...(for/to/upon) irrigation in Africa are still far below the potential, 9...(less/more/least) than four per cent. Measures need 10...(to take/to be taken/taken) to improve water management and storage capacity to ensure continued supply of water for domestic and economic purposes and for ecosystem balance. Globally, the food crisis 11...(had/has/was) passed. Yet, persistently high food prices remain a problem in many countries in Africa.

Adapted from New and Emerging Challenges in Africa Summary Report | Department of Economic and Social Affairs (un.org)

Part III

WRITING (30%)

As a representative of Ivorian youths at an international youth conference, you are invited to make a presentation on the consequences of overpopulation on African countries. Write the text that you are goind to present at that conference. In your text:

1. Define overpopulation.
2. Give examples of consequences on people and the environment.
3. Suggest some ways to control births.

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Test 4

Do all the activities that follow on your examination sheet.

Part I

READING (40%)

Population growth in Africa

Today many developing countries are concerned about population-related challenges, which have a strong impact on social, cultural and economic development of human society. Africa is no exception. The growth of population in Africa is a key factor that lies at the root of many population-related challenges. According to researchers, "currently, the developing world accounts for about 95% of the population growth with Africa as the world's fastest growing continent". In other words, Africa faces more population-related challenges than any other continent. Besides, many African countries are dependent on the industrial market economies of the developed countries as their domestic economies are unstable. Researches state that "poorly managed African economies remain essentially in the state of deterioration". There are three major population-related challenges in Africa, including starvation, urbanization which leads to inadequate housing, improper health care, and poverty. As African population has been growing rapidly, "from 221 million in 1950 to 1 billion in 2009," the population-related challenges affect the life of each African family to a great extent. The rapid population growth, along with a wide range of other factors, such as poor economic system, deterioration in the environment and the spread of criminal violence, has considerably limited the "growth in per capita income, causing poverty and hunger". The best strategy to address the major population-related challenges in Africa is the promotion of population control programs that will help to provide adequate conditions for social, economic and cultural development of people.

Today it is necessary to make this strategy more effective. It would be better to involve the developed countries that could act as sponsors in promoting population control programs in Africa. The governments of African countries should be focused on joint efforts in reduction the increased rate of population growth. The governments of African countries should be aimed at extension of basic primary education, which will allow African people to find jobs and support their families. Besides, the governments should promote basic health care services to the larger part of their population. So, population growth should be reduced to create adequate conditions for social, economic and cultural development of people.

https://www.essay.ws/population-growth-in-africa-essay/

A VOCABULARY CHECK (10%)

The words in column (A) are the ones underlined in the text. Match them with their antonyms in column (B). Write your answers like in this example.

Example: 1. d

Column A		Column B	
1	growth	a	limitation
2	unstable	b	international

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3	extension	c	Inappropriate
4	effective	d	improvement
5	domestic	e	limited
6	involve	f	exclude
7	adequate	g	successful
8	deterioration	h	not counting on
9	poorly	i	decrease
10	wide	j	secure
11	dependent	k	unsuccessful
		l	Incorporate

B COMPREHENSION CHECK (30%)

Answer the following questions about the text.

1. Why is population-related challenges, a major concern in many developing countries?
2. What is the main factor about population-related challenges in Africa?
3. Why do many African countries depend on developed countries' economies?
4. How does the writer account for the state of deterioration of African economies?
5. What are the major population-related challenges in Africa?
6. What is the population increase from 1950 to 2009?
7. What are the consequences of rapid population growth in many African countries?
8. What is the strategy proposed in the text to deal with population growth?
9. What should be the role of developed countries in this strategy proposed by the author?
10. Do you support this strategy to deal with population growth in Africa? Why or why not? Write your answer in not more than 3 lines.

Part II

LANGUAGE USE (30%)

A. Ask a question to agree on the following statements about population-related challenges. The first question is given to you as an example. 1. Aren't they?

1. Today many developing countries are concerned about population-related challenges, ...
2. The growth of population in Africa is a key factor of many challenges, ...
3. Africa faces more population-related challenges than any other continent, ...,
4. Many domestic economies in Africa are not are stable, ...
5. Some African countries suffered from starvation in the 1990s, ...
6. African population has been growing rapidly, "from 221 million in 1950 to 1 billion in 2009'', ...
7. The consequences of population growth haven't speared the life of each African family, ...
8. It is said that the best strategy to reduce population growth is the promotion of population control programs, ...
9. It would be better to involve the developed countries in the population control programs, ...

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10. Population control policy won't succeed if governments don't focus on a better education system, ...
11. Population growth should be reduced to create better conditions for social, economic and cultural development of people in Africa, ...

B. Use the words in the box to complete the following text about Amadou's sale business. N°1 is done for you. 1.were.

a low point - declined – drop – from - increased slightly- recovered – varying- remained - rising sharply – sudden- were

In October, Amadou's shop sales (1) **were**.... about 2.5 million FCFA. In November they (2) .... to 3 million FCFA, (3) .... to a peak of 5 million FCFA in December. Over the next two months after the holiday season, sales (4) .... steadily, reaching (5) .... of 1.5 million FCFA in February. In March, there was a (6) .... increase. Sales almost (7) .... rising (8) .... 3.2 million FCFA in April to 4 million FCFA in May. This was followed by a (9) .... in June to 2.5 million CFA. From July to August, sales (10) .... from 1.5 million FCFA to 1.8 million FCFA. In September, sales (11) .... steady, and there was a small increase of 1 million FCFA in October.

Part III WRITING (30%)

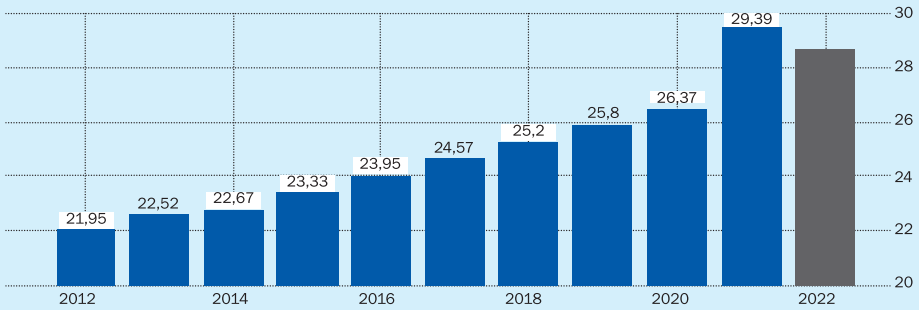
Do ONLY ONE of the two tasks below.

Task A:

There is a debate in your English club's panel discussion about birth control as a solution to solve problems related to population growth. As a contribution, the chairperson of the club wants you to write an essay which will be read at the panel, to show you position about the issue.

Task B:

The chart below shows the population growth in Côte d'Ivoire between 2012 and 2022. The figures are in million inhabitants (from 20 to 30). Write a description of about 15 lines to show the increase in population. Your paper should have an introduction, the description then a conclusion.



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Test 5

Do all the activities that follow on your examination sheet.

Part I

READING (40%)

A cell phone? Never for me

Someday soon, may be the last man in America without a cell phone. To those who see cell phones as progress, I say: they aggravate noise pollution and threaten our solitude. The central idea of cell phones is that you should be connected to almost everyone and everything at all times. The trouble is that cell phone assaults your peace of mind no matter what you do.

I'm a dropout and aim to stay that way. I admit this will be increasingly difficult because cell phones are now passing a historic milestone. As with other triumphs of the mass market. They've reached a point when people forget what it was like before they existed. No one remembers life before cars, TVs, air conditioners, jets, credit cards and microwave ovens. So, too, now with cell phones. Anyone without one will soon be classified as a crank or member of the deep underclass.

Look at the numbers in 1985 there were 340,213 cell phone users. By year end 2003 there were 159million. (...) Among those 60 to 69, cell phone ownership (60 percent) is almost as high as among 18 to 24- year -olds (66 percent), though lower than among 30 to 49- year-olds (76 percent), according to a recent survey from the Pew Research Centre. Even among those 80 and older, ownership is 32 percent.

Of course, cell phones have productive uses. For those constantly on the road (salesmen, real-estate agents, repair technicians, some managers and reporters), they're a godsend. The same is true for critical workers (doctors, oil-rig firefighters) needed at a moment at a moment's notice. Otherwise, benefits seem murky.

They make driving more dangerous. The Harvard Centre for Risk Analysis blamed cell phones for six

percent of auto accidents each year, involving 2,600 deaths (but admitted that estimates are difficult).

Then, there's sales sheer nuisance. Private conversations have gone public. We've all been subjected to someone else's sales meeting, dinner reservation, family feud and dating problem. In 2003 cell phone conversations totalled 830 billion minutes. Surely many could be postponed or forgotten.

It's true that lots of people like to gab. Cell phones keep them company. Count that as a plus. But it's also true that lots of people dislike being bothered. These are folks who have cell phones but often wish they didn't. A recent poll asked which invention people hated most but couldn't live without. Cell phones won chosen by 30 percent of respondents. Some benefits may be overstated. Cell phones for teens were sold as way for parents to keep tabs on children. That works – up to a point. The point is when your kids switch off the phones.

Robert J. SAMUELSON, Newsweek, August 23, 2004

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A VOCABULARY CHECK (10%)

Choose the best meanings of the underlined words from the text. Write your answers like the example. Example: 1. Threaten: b. Menace

1. threaten: (a) destroy; (b) menace; (c) increase; (d) interrupt
2. assault: (a) damage; (b) reduce; (c) disturb; (d) attack
3. milestone: (a) level, stage; (b) distance; (c) speed; (d) starting block
4. crank: (a) sick; (b) retarded; (c) illiterate; (d) strange person
5. survey: (a) study; (b) new; (c) publication; (d) result
6. godsend: (a) real pastime; (b) real blessing; (d) good opportunity;(d) real advantage
7. murky: (a) cannot be seen; (b) quite limited (c) rather numerous; (d) quite obvious
8. sheer: (a) simple; (b) very small; (c) absolute; (d): artificial
9. feud: (a) on going quarrel; (b) serious problem; (c) business; (d) meeting
10. gab: (a) play a lot; (b) dance a lot; (c) talk a lot; (d) listen a lot
11. poll: (a) competition; (b) question; (c) investigation; (d) vote.

B COMPREHENSION QUESTIONS (30%)

write short answers to these questions.

1. Is the narrator for or against cell phones? Give evidence from the text.
2. What are the drawbacks of cell phones according to the author?
3. Why does the author consider himself to be a dropout?
4. Why will anyone without a cell phone soon be look at as a crank?
5. which age group owns the most cell phones? Give the percentage.
6. To which two groups of workers are cell phones a real necessity?
7. Can people have private conversations on cell phones? Why not?
8. Are cell phones an efficient way for parents to “keep an eye” on their children?
9. Why do cell phones” make driving more dangerous” according to the author?
10. How can cell phones be not efficient in keeping an eye on the children when they are out of home?

Part I

LANGUAGE USE (30%)

Choose the appropriate word or phrase in the brackets to fill in the gap. Write your answers like the example. Example: 1. through

Insecurity

My younger sister recently had her phone snatched from her, on her way from work. She boarded a taxi and halfway (1)...(in –of – through) the journey, the driver and some” passengers” in the car connived, took (2).....(out – away – off) her phone, beat her up mercilessly and (3).....(threw – thrown – throw) her out of the taxi. I have personally experienced a similar ordeal (4).....(by – of – from) miscreants before.

Announcements of car snatching (5).....(out of – by - into) radio stations in Kumassi have now become (6).....(day – day’s – daily) ritual and taxi drivers mostly fall victim to it. (7).....(as – or – like) a result, suspicion and foreboding have soared (8).....(in front of – between - among) taxi drivers and passengers these days. For instance, most ladies

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refuse to pick a taxi (9).....(boarded – board – boarding) by men only.
The security agencies, especially the Ashanti Regional Police Crime Office, must ensure maximum security in all parts (10)..... (over – from – of) the metropolis. Besides, residents should complement the efforts of the security by reporting the conduct of suspicious characters (11).....(to – for – into) the police.

Adapted from the Mirror . December 22, 2007, p2.

Part III WRITING (30%)

Choose only one of the two tasks below and do it. (20-25 lines)

Task A

Nowadays most of the people want to have cell phones. Peter, an American boy of eleven, wants his mother to buy him a cell phone because all his classmates have one. His mother is trying to show him the drawbacks of using a cell phone at his age. Write out their dialogue.

Task B

The cell phone is the most popular means of communication in today's world. However, a lot of people complain about it. Write an article, to be published in your school English Club magazine emphasizing the following aspects:
- what people do not like about cell phones;
- the advantages of cell phones;
- can driving and cell phones go together;
- etc ...

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Useful WORDS and PHRASES

VOCABULARY - FALSE-FRIENDS

There are two types of false-friends in English.
A vocabulary false-friends may be a an English word that looks like a French word, but with different meanings.
False-friends can also be two different American and British words to designate the same thing in French. Below are a few of these words.

English and French False-friends:

ENGLISH	FRENCH
To abuse	Injurier/maltraiter
To achieve	Accomplir
Actual	Réel, véritable
Actually	En fait, en réalité
Agenda	Ordre du jour, idée préconçue
To annoy	Irriter
To attend	Assister à
Balance	Équilibre
To charge	Faire payer
Competitions	Concurrence
Confidence	Confiance
To deceive	Tromper
Deception	Tromperie
To dedicate	Se consacrer à
To deliver	Livrer
To dispose of	Se débarraser de
Eventually	Finalement
Extra	Supplémentaire
Fortunate	Chanceux
Hazard	Danger
To injure	Blesser
Issue	Publication, numéro, problème
Journey	Voyage
Large	Grand, gros
Library	Bibliothèque
Location	Emplacement
Petrol	Essence



English and French False-friends:

FRENCH	UK	USA
Appartement	Flat	Apartment
Ascenseur	Lift	Elevator
Automne	Autumn	Fall
Autoroute	Motorway	Freeway
Bonbons	Sweets	Candy
Café	Pub	Bar
Camion	Lorry	Truck
Clochard	Tramp	Bum
Code postal	Postcode	Zip code
Coffre de voiture	Boot	Trunk
Capot de voiture	Bonnet	Hood
Croisement	Junction	Intersection
Essence	Petrol	Gas
Facteur	Postman	Mailman
File d'attente	Queue	Line
Football	Football	Soccer
Frites	Chips	French fries
Gâteau sec	Biscuit	Cookie
Maman	Mum	Mom
Métro	Underground	Subway
Ordures	Rubbish	Trash
Pantalon	Trousers	Pants
Plaque d'immatriculation	Number plate	Licence plate
Trottoir	Pavement	Sidewalk
Vacances	Holiday	Vacation

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USEFUL VOCABULARY FOR ORAL AND WRITTEN COMPREHENSION

To explain a text you may use the following

ENGLISH	FRENCH
Allude to	*Faire allusion à*
Blame	*Reprocher*
Claim that	*Affirmer que*
Deal with	*Parler de*
Highlight	*Mettre en évidence*
Mean	*Signifier, vouloir dire*
Point out	*Souligner*
Refer to	*Faire référence à*
Reveal	*Révéler*
Support	*Soutenir*
Wonder	*Se demander*
It is interesting to note...	*Il est intéressant de remarquer...*
The character symbolizes...	*Le personnage symbolise/est le symbole de...*
At the beginning/end of the text...	*Au début/A la fin du texte...*
The opening sentence...	*La première phrase...*
As the author puts it...	*Comme le dit l'auteur...*
In the previous/next paragraph...	*Dans le paragraphe précédent/suivant*

Examples

1. By saying this, the writer is alluding to the fact that not as many people are affected by the disease as they are in Western countries.
2. The report claims that in months to come insecurity level will reach a peak.
3. The writer simply means that success cannot be linked to the sole fact of accumulated wealth.
4. The opening sentence already reveals what the writer is going to discuss in his letter.
5. It's interesting to note that this passage does not focus only on one point of view, but merges different positions.

To build an argumentation the following might be useful

ENGLISH	FRENCH
First of all	*Tout d'abord*
Then	*Ensuite*
Besides/Moreover	*De plus*
As a conclusion	*Pour conclure*
In other words	*En d'autres termes*
In short/brief	*En bref*
As a result/Therefore	*Par consequent*
Since	*Puisque*
Thanks to/Because of	*Grâce à/A cause de*
In order to/So that	*Pour que*
Likewise	*De même*

ENGLISH	FRENCH
As though/if	*Comme si*
Unlike	*Contrairement à*
On the one hand...on the other hand...	*D'une part...d'autre part*
Otherwise	*Autrement/Sinon*
Whereas	*Alors que*
Despite/In spite of	*Bien que*
However/Yet	*Cependant*
Nevertheless	*Néanmoins*
Unless	*A moins que*
Provided that	*Pourvu que*
In a way	*D'une certaine façon*

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Useful WORDS and PHRASES

To express your opinion you may use the following

ENGLISH	FRENCH
To my mind/In my view	*D'après moi*
As far as I am concerned	*En ce qui me concerne*
I agree/disagree	*Je suis d'accord/Je ne suis pas d'accord*
Absolutely/ Definetly	*Absolument, complètement*
I approve of (+ing)	*J'approuve*
I differ with...about...	*Je ne suis pas de l'avis de...sur...*
I don't mind...	*Ça ne me derange pas*
Actually	*En fait*
Obviously	*Evidemment*
It looks as if	*On dirait que*
I can't help (+ing)	*Je ne peux pas m'empêcher de...*
I would say that...	*Je dirais que...*
I must admit that...	*Je dois admettre que...*
I have the feeling that...	*J'ai l'impression que...*
I trust that...	*Je suis sûr que...*
I expect (+ infinitive proposition)	*Je m'attends à ce que*



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Irregular Verbs

	Infinitive	Preterit	Past participle	French
A	**arise**	arose	arisen	survenir - s'élever
	awake	awoke	awoken	se réveiller
B	**be**	was/were	been	être
	bear	bore	borne	supporter
	beat	beat	beaten	battre
	become	became	become	devenir
	begin	began	begun	commencer
	bend	bent	bent	(se) courber
	bet	bet	bet	parier
	bid	bid	bid	enchérir
	bid	bade	bidden	ordonner - commander
	bind	bound	bound	lier
	bite	bit	bitten	mordre
	bleed	bled	bled	saigner
	blow	blew	blown	souffler
	break	broke	broken	casser
	breed	bred	bred	élever (animaux)
	bring	brought	brought	apporter
	build	built	built	construire
	burn	burnt	burnt	brûler
	burst	burst	burst	éclater
	buy	bought	bought	acheter
C	**cast**	cast	cast	lancer - jeter (sort, dés..)
	catch	caught	caught	attraper
	choose	chose	chosen	choisir
	cling	clung	clung	s'accrocher

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Irregular Verbs

	Infinitive	Preterit	Past participle	French
	come	came	come	venir
	cost	cost	cost	coûter
	creep	cut	crept	ramper
	cut	dealt	cut	couper
D	**deal**	dug	dealt	distribuer, donner
	dig	did	dug	creuser
	do	drew	done	faire
	draw	drawn	drawn	dessiner - tirer (rideaux)
	dream	dreamt	dreamt	rêver
	drink	drank	drunk	boire
	drive	drove	driven	conduire
	dwell	dwelt	dwelt	résider, demeurer
E	**eat**	ate	eaten	manger
F	**fall**	fell	fallen	tomber
	feed	fed	fed	nourrir
	feel	felt	felt	se sentir - toucher
	fight	fought	fought	se battre
	find	found	found	trouver
	flee	fled	fled	s'enfuir
	fling	flung	flung	jeter (violemment)
	fly	flew	flown	voler (oiseau, avion….)
	forbid	forbade	forbidden	interdire
	forget	forgot	forgotten	oublier
	forgive	forgave	forgiven	pardonner
	freeze	froze	frozen	geler
G	**get**	got	got	obtenir

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Irregular Verbs

Infinitive	Preterit	Past participle	French
give	gave	given	donner
go	went	gone	aller
grind	ground	ground	moudre - polir
grow	grew	grown	croître - faire pousser
hang	hung	hung	pendre
have	had	had	avoir
hear	heard	heard	entendre
hide	hid	hidden	cacher
hit	hit	hit	frapper
hold	held	held	tenir
hurt	hurt	hurt	blesser
keep	kept	kept	garder
kneel	knelt	knelt	s'agenouiller
knit	knit	knit	tricoter
know	knew	known	connaître - savoir
lay	laid	laid	coucher - poser - pondre
lead	led	led	mener
lean	leant	leant	s'appuyer
leap	leapt	leapt	sauter
learn	learnt	learnt	apprendre
leave	left	left	quitter - partir
lend	lent	lent	prêter
let	let	let	laisser - louer
lie	lay	lain	être couché

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Irregular Verbs

	Infinitive	Preterit	Past participle	French
	light	lit	lit	allumer
	lose	lost	lost	perdre
M	**make**	made	made	faire, fabriquer
	mean	meant	meant	signifier
	meet	met	met	rencontrer
O	**overcome**	overcame	overcome	surmonter
P	**pay**	paid	paid	payer
	put	put	put	mettre
Q	**quit**	quit	quit	quitter, abandonner
R	**read**	read	read	lire
	ride	rode	ridden	se promener à cheval/ à bicyclette
	ring	rang	rung	sonner
	rise	rose	risen	s'élever, se lever
	run	ran	run	courir
S	**say**	said	said	dire
	see	saw	seen	voir
	seek	sought	sought	chercher
	sell	sold	sold	vendre
	send	sent	sent	envoyer
	set	set	set	poser, se situer, fixer (date), coucher (soleil)
	shake	shook	shaken	secouer, trembler
	shine	shone	shone	briller
	shoot	shot	shot	tirer (arme)
	show	showed	shown	montrer

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Irregular Verbs

Infinitive	Preterit	Past participle	French
shut	shut	shut	fermer
sing	sang	sung	chanter
sink	sank	sunk	couler
sit	sat	sat	être assis
sleep	slept	slept	dormir
slide	slid	slid	glisser
slink	slunk	slunk	s'éclipser
smell	smelt	smelt	sentir
speak	spoke	spoken	parler
speed	sped	sped	aller vite
spell	spelt	spelt	épeler
spend	spent	spent	dépenser
spill	spilt	spilt	renverser
spit	spat	spat	cracher
split	split	split	(se) séparer
spoil	spoilt	spoilt	gâcher, gâter
spread	spread	spread	étaler, étendre, répandre
stand	stood	stood	se tenir debout
steal	stole	stolen	voler (dérober)
stick	stuck	stuck	coller
sting	stung	stung	piquer
stink	stank	stunk	puer
strike	struck	struck	frapper

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Irregular Verbs

Infinitive	Preterit	Past participle	French
strive	strove	striven	s'efforcer
swear	swore	sworn	jurer
sweep	swept	swept	balayer
swell	swelled	swollen	enfler
swim	swam	swum	nager
swing	swung	swung	(se) balancer
T			
take	took	taken	prendre
teach	taught	taught	enseigner
tear	tore	torn	déchirer
tell	told	told	dire, raconter
think	thought	thought	penser
throw	threw	thrown	jeter
U			
undergo	underwent	undergone	subir
understand	understood	understood	comprendre
upset	upset	upset	bouleverser, renverser
W			
wake	woke	woken	réveiller
wear	wore	worn	porter (vêtement)
weep	wept	wept	pleurer
win	won	won	gagner
write	wrote	written	écrire

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Audio Scripts

UNIT 1 LIFESTYLE: MOVING WITH THE TIMES

Session 1

Listening

A Page 9 : Part A. Listening 1

Listen to the audio, then do the activities that follow it.

1. Read the options beneath, then listen to the audio and decide which it is insisting on. Next, share your choice with your partner.

We all have bad days. While on some days it is impossible to even get out of bed, on other days we feel drained out and our concentration fluctuates takes a beating. This might make it impossible to focus on work and if you are an overthinker, consider all your time gone in creating scenarios in the head. Be it a fight with a loved one, dealing with personal loss, struggling with anxiety or just having no motivation to move a muscle, it is perfectly fine to feel low.

Source:https://timesofindia.indiatimes.com/life-style/health-fitness/de-stress/ashley-lobo-dance-can-play-a-crucial-role-in-pulling-us-out-of-mental-and-physical-ennui/articleshow/78579883.cms

2. Work with your class group. Listen again to the audio, then say if you think it's natural to sometimes feel low as suggested in the audio. Say why.

B Page 9 : Listening 2

1. Listen to the audio, then identify the main cause of the issues it's raising. Next, compare your answer with your partner's.

The pandemic, Covid 19, has made it worse and has robbed us of the pleasure of meeting our friends and loved ones. Meeting someone has gone digital and virtual hugs have taken over. In such a scenario, here are a few text messages you can send to someone who is having a bad day and let them know that everything will be fine.

1. Dance can play a crucial role in pulling us out of mental and physical discomfort. So just put on a tune you like and dance!
2. You're strong I know you can make it.
3. Never mind there's always a way out.
4. Listen to some music you love.
5. Take a deep breath.
6. Watch a funny film.
7. Life still flows no matter what happens and so keep cool. You'll get over it soon, I trust.

Source:https://timesofindia.indiatimes.com/life-style/health-fitness/de-stress/ashley-lobo-dance-can-play-a-crucial-role-in-pulling-us-out-of-mental-and-physical-ennui/articleshow/78579883.cms

2. Listen again to the audio. As you listen, select at least two pieces of advice it's suggesting to use when a friend is in a bad mood, then compare your choices with your class group. Work in your exercise book.

1	
2	

Session 2

Language focus 1

B Page 10 : VOCABULARY CORNER

Learn or revise. Listen to the audio, then practice the appropriate pronunciations of the words or phrases below.

modern facilities – technological inventions – differ – subjective topic – home-based – lifestyle – self-sufficient economy – simple tools – complex lifestyle – comfortable – highly technological – maximizing production economy – sophistication – income level – thinking capacity – machinery – past and present lifestyles.

1. Read the text below, then fill in the gaps with ten of the words or phrases you've just practiced.

Although there is a definite difference between past and present (**1**) ....., the difference between these two concepts may differ according to income, access to modern (**2**)....., equipment, education, and lifestyle. There are some communities in the world who do not get access to many modern facilities and technological (**3**)..... .

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Therefore, the difference between past and present lifestyles can be a very subjective topic and the differences here might differ in various people's experience.
The key difference between past and present lifestyles is that the past lifestyle can be described as a simple, traditional, (**4**).....lifestyle with a self-sufficient economy and simple (**5**)..... Present lifestyle, on the other hand, is complex, efficient, (**6**).....,
and modern, highly (**7**)....., and is based on a profit maximizing production (**8**)..... The complexity or (**9**)..... of the lifestyle may however depend on the income level, geographical location and culture.
We can compare and contrast the Past and Present Lifestyles under many different areas such as attitudes, feelings of people, and (**10**).....capacity of people, food habits, clothes, housing, transport, use of tools and machinery, education system, economy, etc.

https://www.differencebetween.com/difference-between-past-and-vs-present-lifestyle/

Session 4
Language focus 2

A **Page 14 : VOCABULARY CORNER**

1. Revise or learn. Listen to the audio, then practice the appropriate pronunciation of the words or phrases.

Nmoral values – highly rated – liberals – compassion – fairness – willingness – mitigate – multidisciplinary study – purity – stewards of Earth – impure – moral diversity.

UNIT 2 FREEDOM AND CIVIL RIGHTS

Session 1
Listening

A **Page 20 : Part A. Listening 1**

Listen to the audio and do the activities that follow.

1. Listen to the Teacher or the audio as the following words are pronounced. Then repeat them as you heard.

Nonviolence– boycott – protest – discriminate – segregate – civil right – integration – abuse – martyr – Enfranchise – prejudice – infringe – alienation – judgement – lawful/unlawful

2. With a partner, read and practice the words above you have just heard, then be prepared to read them aloud for the class.

B **Page 21 : Listening 2**

1. Listen to the audio and find out the main idea of the story.

On December 1, 1955, a 42-year-old woman named Rosa Parks found a seat on a Montgomery, Alabama bus after work. Segregation laws at the time stated Black passengers must sit in designated seats at the back of the bus, and Parks had complied.
When a white man got on the bus and couldn't find a seat in the white section at the front of the bus, the bus driver instructed Parks and three other Black passengers to give up their seats. Parks refused and was arrested.
As word of her arrest ignited outrage and support, Parks unwittingly became the "mother of the modern day civil rights movement." Black community leaders formed the Montgomery Improvement Association (MIA) led by Baptist minister Martin Luther King Jr., a role which would place him front and center in the fight for civil rights.
Parks' courage incited the MIA to stage a boycott of the Montgomery bus system. The Montgomery Bus Boycott lasted 381 days. On November 14, 1956 the Supreme Court ruled segregated seating was unconstitutional.

History.com EditorsUpdated:Jan 18, 2022Original:Oct 27, 2009

2. Read the statements below then listen to the audio again and find out if they are true or false. Justify your answers.

MOVE FORWARD Tle_MANUEL 19022025.indd 181 19/02/2025 18:07

Audio Scripts

Session 8

Listening

A Page 32 : Listen to the audio and tell the class what it is about.

Nelson Mandela was an anti-apartheid revolutionary and the first black President of South Africa.
Mandela was born on 18 July 1918. He was given the forename 'Rolihlahla', meaning troublemaker, and in later years became known by his clan name, 'Madiba'. At school, Mandela was given the English forename 'Nelson' by his teacher. When he was 12 years old, his father died and Mandela was entrusted to the guardianship of the regent of the Thembu people. Mandela learned about his ancestors' resistance of imperialism and apartheid.
Apartheid was a system of racial segregation in South Africa. It was enforced through legislation. Under apartheid, the rights and freedoms of the majority black inhabitants and other ethnic groups in South Africa were restricted, and white minority rule was perpetuated.
From 1960 to 1983, 3.5 million non-white South Africans were removed from their homes and forced into segregated neighbourhoods. Non-white political representation was abolished in 1970 and black people were deprived of their citizenship. The government segregated education, medical care and other public services, and provided black people with services inferior to those reserved for white people.

https://eachother.org.uk/nelson-mandelas-human-rights-legacy/

B Page 32 : Read the statements below, then listen again to the audio and decide if the statements are true or false.

UNIT 3 DEVELOPMENT ISSUES

Session 1

Language skill: listening

A Page 35 : Part A. Listening 1

Listen to the audio, then do the activities that follow it.

1. Listen to the audio and choose the correct meaning or synonym (a-c) for each of the words (1-5) from the text below. Example: 6. a

ZERO HUNGER: WHY IT MATTERS

Extreme hunger and malnutrition remain a barrier to sustainable development and creates a trap from which people cannot easily escape. Hunger and malnutrition mean less productive individuals, who are more prone to disease and thus often unable to earn more and improve their livelihoods. 2 billion people in the world do not have regular access to safe, nutritious and sufficient food. In 2019, 144 million children under the age of 5 were stunted and 47 million were affected by wasting.
More than 690 million people were undernourished in 2019, mainly in Asia and Africa. People experiencing moderate food insecurity are typically unable to eat a healthy, balanced diet on a regular basis because of income or other resource constraints. If these trends continue, an estimated 840 million people will go hungry by 2030. The situation is likely to deteriorate even further owing to COVID-19.

http://www.un.org/ sustainabledevelopment

2. Listen to the audio again and choose the correct answer (a-c) to the questions below. Example: 1. c.

B Page 36 : Listening 2

Listening 2: Listen to the passage again and discuss the questions below.

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Session 2

C Page 40: Communication

A young person spends on average about 18 years of their lives in formal education. Yet a young person still may lack the necessary employable skills even after completing primary, secondary and/or tertiary education. How is it possible?

Globally, there is a mismatch between education systems and the skills required for the 21st Century. As a result, youth leaves school without learning the skills needed to lead successful and productive lives.
For example, in Sub-Saharan Africa where has been made the greatest progress in primary school enrolment among all developing regions in 2012, the literacy rate is still below 50% in several countries in the region.
In fact, according to the World Bank's report on Youth Employment in Sub-Saharan Africa, evidence shows that poor learning outcomes through years of low-quality education produce youth who are barely literate and unable to contribute to sustainable development.

(https://www.un.org/sustainabledevelopment/blog/2019/02/madelle-kangha-interview/)

UNIT 4 WHAT THE FUTURE HOLDS

Session 1

LANGUAGE SKILL: LISTENING

A Page 50 : Part A. Listening 1

Listen to the audio and do the activities that follow.

1. Read the options beneath, then listen to the audio and choose the one which best summarises it.

Africa is the fastest urbanising region in the world with an average annual urbanisation rate of 3.2%, well ahead of the global average of 2%. Currently, 472 million people live in African cities and this number is expected to grow to 810 million people by 2035. Comparatively, this translates into adding a city the size of Lagos to the region every year for the next 15 years.

https://www.frost.com/frost-perspectives/urbanization-in-africa-where-do-the-opportunities-lie

2. Look closely at the options beneath, then listen again to the audio and choose the correct answer.

B Page 51: Part B. Listening 2

1. Read the summaries beneath, then listen to the audio and select the most appropriate.

A large proportion of the urban growth will be concentrated in small and medium-sized or secondary cities and towns, alongside primary and capital cities. By 2050, urban populations in Africa will represent 21% of the global urban population.

Rapid urbanisation has important implications on how residents live their day to day life, as well as how businesses operate. Mass rural-urban migration is likely to lead to the establishment of mega cities, where populations will exceed 10 million people. The cities of Lagos, Kinshasa and Dar es Salaam are predicted to reach mega city status by 2035. Most of the urban growth seen in Africa has been poorly planned and has resulted in the proliferation of mega slums or informal settlements in the peripheries surrounding urban centres. To take advantage of these, unique business models and innovative marketing approaches are required.

https://www.frost.com/frost-perspectives/urbanization-in-africa-where-do-the-opportunities-lie

2. Look closely at the table beneath, then listen again to the audio and complete the information in it. Use your notebook.

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Audio Scripts

Session 2

C Page 53: Communication: Listening task

1. In the text below, 10 words are missing. Listen carefully to the audio and write down these missing words. Then check with your neighbour.

What do you think the future of our planet will be? Will it be hot from global warming or will we have another ice age? (Zarion J.)

Geologist Ed Mathez answers this question:
Dear Zarion,
I wish I could tell you what the future will bring, but no one knows for sure how global warming will play out.
In fact, not knowing is one of the 1 ..... Global warming is a significant 2 ..... to society. On the one hand, we do not 3 ..... exactly what will happen. On the other, we 4 ..... that what could happen could be 5 ..... And these consequences could affect different parts of the world in different ways.
For example, there could be long 6 of low rainfall in a particular region. The western United States is one 7 ..... that is at particular risk to widespread drought.
Another consequence is the rise of sea 8 ..... Over the next several decades, sea level 9 ..... probably rise 10 to 20 centimeters (4 to 8 inches). This may not 10 ..... like much, but it may cause extensive damage, for example, erosion to coastlines. In addition, it will bring about an increase in the chances of catastrophic floods like the one experienced by New Orleans in 2005.

Session 3

LANGUAGE FOCUS

C Page 55 : Vocabulary corner

Learn or revise. Listen to the audio and repeat the words or phrases in the box beneath.

shorelines – coastal cities – heat waves – biodiversity – global warming,
light bulbs – figure out – coal-fired power plants.

Session 8: Check 2

Page 60: Listening Task

Part A. Read the options beneath, then listen to the audio and select the one which best summarises it.
Part B. Read the statements beneath, then listen again to the audio and as you listen, say if they are true or false and justify your choice referring to the text. Do like the example.

Example: ***1. T: because in the audio, it is said that we are more compationate and judgemental today than a century ago.***

Changing morals: we're more compassionate than 100 years ago, but more judgmental too.
Values such as care, compassion and safety are more important to us now than they were in the 1980s. the importance of respecting authority has fallen since the beginning of the 20th century, while judging right and wrong based on loyalty to country and family has steadily risen.
Our analysis, using the Google Books database and published in Plos One, showed distinctive trends in our moral priorities between 1900 to 2007.
How we should understand these changes in moral sensibility is a fascinating problem. Morality is not rigid or monolithic. Moral Foundations Theory, for instance, puts forward five moral grammars, each with its own set of associated virtues and vices.

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UNIT 5 MANAGING RESOURCES

Session 1
Listening

A Page 62: Part A. Listening 1

Listen to the audio and practise the correct pronunciation.

intensive/extensive agriculture , bush-clearing, ridge-making, tillage, to weed, to prune, manure, fertilizer, soil, sustainable agriculture, cereal, truck farming, to harvest, arable land, crop, to produce, a product, to yield, climate change.

B Page 62: Part B. Listening 2

1. Listen the conversation between Sammy and Yoba and tell what it is about.

Sammy: hello sir! My name's Sammy and I want to talk with you about agriculture.
Yoba: Hi! Sammy. Yeah sure, talk what you want.
Sammy: Actually, I've listened from my teacher that agriculture is a hard working thing to do.
Yoba: Yes you're right. It's not an easy job but if someone wants to do it with interest, it's enjoyable.
Sammy: Sir, you really did such a hard work as it takes months for a crop to fully grow?
Yoba: Exactly, you have to work hard in order to get success; in the end the reward is big.
Sammy: These agriculture must be hard when you have to do the watering regularly.
Yoba: Yes, we have to take care of the plants so that they also get their food on time, as this is their need too. Watering on regular basis should be done; the fertilizers are also given on time to take perfect yield.
Sammy: That's a tough duty, but after all you people are the one who feed the whole nation.
Yoba: This is what motivates us.
Sammy: Ok thank you! I have to go now
Yoba: Ok bye Sammy.

Adapted from https://brainly.in/question/1588126 by Myrakincsem

2. Read these parts of sentences from the conversation, then listen to the audio again and provide the right words to complete them

UNIT 6 CONTEMPORARY AFRICA

Session 1
Listening

A Page 75: Part A. Listening 1

Listen to the audio and do the activities that follow.

1. a) Listen and repeat the following words: ***disaster weather flood storm drought wildfire welfare threaten livelihood vulnerable.***

b) The words in column A are from the passage you are going to listen to. Match them with their meanings or synonyms in column B.

2. Listen to the audio and choose the option that best summarizes it.

Challenges beyond covid-19 and the Russia– Ukraine conflict: The existential threat of climate change.

Beyond COVID-19 and the Russia–Ukraine conflict lies the existential threat of climate change, and Africa is the global region most vulnerable to climate disasters. Of the 10 countries most affected by climate change and climate-related weather events in 2019, 5 were in Africa. A total of 131 extreme weather and climate change–related disasters were

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recorded on the continent in 2020 and 2021, of which 99 were floods, 16 storms, 14 droughts, and 2 wildfires. Climate-related disasters have huge long-term effects on human welfare and economic development. The economic costs of extreme weather events in Africa were estimated in the range of $7–$15 billion in 2020 and could reach $45–$50 billion a year by 2040. In short, climate change presents massive risks to African economies; it threatens the lives and livelihoods of tens of millions of people.

Adapted from 'Africa's Economic Performance And Outlook' (aeo22_chapter1_eng).

B Page 76: Part B. Listening 2

Listen again and say if the following statements are true or false. Justify your answers.

Session 8: Check 3

Page 86: Listening Task

1. Listen to these words extracted from the text you're going to hear. Pronounce them correctly.

restructure infrastructure energy absorb sidelines health care vaccine nutrition birth

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

African development Bank President Dr. Akinwumi Adesina said: 'We have to restructure our economies to be productive with education, infrastructure, energy and making sure we have productive sectors that can use people's skills and absorb that into the economy.
In the sidelines of the General Assembly, Adesina also led a bank delegation to the World Health Organization (WHO) for meetings. The two organizations agreed to work together on quality health care infrastructure, vaccines, essential medecines, nutrition and the African Pharmaceutical Technology Foundation.
WHO Director-General Tedros Ghebreyesus congratulated the African development Bank for birthing the African Pharmaceutical Technology Foundation which, he said, 'could help in market shaping for pharmaceutical products.'

UNIT 7 INTERNATIONAL ISSUES

Session 1
Listening

A Page 89: Part A. Listening 1

Listen to the audio, then do the activities that follow it.

1. Read the options beneath, then listen to the audio and decide which of them best summarises it.

The multiplicity of languages is a major dividing factor in the world, reinforcing geographical, socio-economic (especially caste or class), political, ideological, professional and religious separatism. It prevents or hinders communication and the spread of education, and therefore aggravates international misunderstanding and mutual suspicion. Multilingualism within a country results in poor communications between members of different language communities and between those communities and the government. It can lead not only to mistrust and to political tension, but also to poor levels of literacy and problems in the judiciary when different languages may be used and transcripts required in order for a case to be heard at all. Language barriers impede international communication in general and individuals in particular by rendering them unable to speak and correspond with whomever they wish, or read the periodicals and books they want to read.

2. Read the statements beneath, then listen again to the audio and say if they are true or false. Justify your answer from the listening text like the example.

Example: 1. T because the text suggests that speaking many languages divides the world.

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B Page 90: Part B. Listening 2

1. Read the options beneath, then listen to the audio and decide which of them gives its best gist.

Media reporting of humanitarian crises

The capacity of the media (newspapers, radio and television) to report disasters as they happen has had profound effects on the actions of individuals and States. This is not just because the media can provide vivid information, but also because the very immediacy with which they do so serves as a reminder that nowhere on earth is beyond the reach of a response. In an age of instant mass communication, when some response to tragedy is often expected by informed and at the same time helpless citizens of States not directly involved, humanitarian action has become a natural part of the response.

Although media reporting is most often connected with the provision of humanitarian assistance, it has also contributed to the developing role of the law of war, or international humanitarian law. A fundamental reason for the emphasis in the 1990s on this body of law has been the scale, frequency, and vivid reporting of hideous war crimes. What is the point of having rules of restraint if they can be ignored with apparent impunity? Indeed, what is the point of calling ourselves civilized if we do nothing about cruelty and barbarism even when it is on our doorstep?

2. Read the pieces of information in the table beneath, then listen again to the audio and complete each of them. Compare your answers with your partner's.

Session 2

Listening

A Page 92: Listening task

Listen to the audio carefully. As you listen, define the abbreviations in the table below. Use also your backgroung knowledge. Check with your partner.

1. UNHCR	
2. WFP	
3. UNICEF	
4. WHO	
5. UNDP	
6. OCHA	
7. OHCHR	
8. UNAIDS	
9. IDP	
10.UNO	

Session 4

B Page 94 : Vocabulary corner

1. Learn or revise. Listen to the audio, then practice the correct pronunciation of the words in the box.

tax evasion – undoubtedly – undertake – phenomenon – likewise –
institutionalized – systematized – variables – timeliness

MOVE FORWARD Tle_MANUEL 19022025.indd 187 19/02/2025 18:07

Audio Scripts

UNIT 8 CULTURAL DIFFERENCES

Session 1
Picture talk - listening

A Page 100: Part A. Listening 1

Listen and do the activities that follow.

a) As you listen, repeat the words and practise the correct pronunciation.

Thoughts, Courtesies, Customs, Rituals, Celebration, Stereotype, Prejudice, Folklore, Cultural diversity, Culture shock, Cultural heritage, Fashion, Lifestyle, Tribalism,

b) Now practise by reading the words to a partner and to the whole class.

B Page 100: Part B. Listening 2

1. Before listening to the conversation between students and their teacher, answer the following questions:

2. Listen to the conversation

Teacher: Here we are at Unit 8. The Unit Question is "Why do we study other cultures?"
Marcus, why do you think we study other cultures?

Marcus: Well, people everywhere are so different. Different food, different customs, different beliefs.

Teacher: Yes, that's true. Anisha, do you like to study other cultures?

Anisha: Yes. It's very interesting.

Teacher: So other cultures are definitely interesting, but that's not the only reason we study them. Why else do we study other cultures, Felix?

Felix: We can learn from other cultures. We learn new ways to do things. And we also learn about new kinds of food. That's very important!

Teacher: I agree with you there! We learn new ways to do things. What do you think, Sophy? Why else do we study other cultures?

Sophy: Well, we don't just learn about our differences. We also learn about what makes us all the same. That helps us understand and accept each other. This helps us live together peacefully.

Teacher: Great ! Thank you very much for all these ideas.

Adapted from Listening & Speaking 1: Audio Script © Copyright Oxford University Press Page 1 of 5

https://www.scribd.com/document/436136652/Q2eSE-LS1-U02-AudioScript

Session 8: Check 4

Page 112: Listening

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

2. Now read the transcript below with some missing words. As you listen to the audio again, write down the missing words in your note book and compare them with your partner's.

We are Doctors without Borders. We provide medical assistance to people affected by conflict, epidemics, disasters, or exclusion from healthcare. Our teams are made up of tens of thousands of health professionals, logistic and administrative staff - bound together by our charter. Our actions are guided by medical ethics and the principles of impartiality, independence and neutrality. We are a non-profit, self-governed, member-based organisation.

MSF was founded in 1971 in Paris by a group of journalists and doctors. Today, we are a worldwide movement of nearly 63,000 people.

Our teams conduct independent evaluations to determine medical needs and assess what assistance to provide. Different criteria determine what we do, such as the magnitude of a given crisis, the levels of illness and mortality in the population, the severity of exclusion from healthcare, and the added value we can bring to the affected people. We regularly question the form, relevance and impact of our presence, taking into account what other organisations do.

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UNIT 9 JUSTICE

Session 1
Listening

A Page 114: Part A. Listening 1

1. Read the sentences below. Listen to three audios and match each with each of the sentences.

2. Listen again and say if these statements are true or false. Explain how you got the answer.

The prevention of Smuggling and the Protection of Smuggled Migrants.

Irregular migration continues to occur globally and the reasons for this are varied. In the absence of sufficient alternatives for safe and regular travel, the smuggling of migrants will continue to provide the means, and may be the only available method, by which certain people can travel to another country.

Audio 2: The smuggling of migrants poses unique challenges that cannot be addressed by the criminal justice system alone. As the former Special Rapporteur on the Human Rights of Migrants has said, "the reasons that set people on the go, with or without smugglers, are social, political and economic. The differences in prosperity, peace and respect for human rights are the driving force of these movements of persons, as they have been throughout the history of our ancestors."

Audio 3: Countering the demand for the services offered by migrant smugglers requires confronting the reasons why migrants turn to smugglers in the first place. Immigration, labour, asylum and other laws that restrict mobility need to be examined as means of preventing the smuggling of migrants.

B Page 115: B. Listening 2

Read the text below, listen to the audio and choose the appropriate word in brackets to fill in the gaps.

Throughout their journey, smuggled (1)... (immigrants/migrants/my grants) are at high risk of exposure to various forms of abuse and (2)... (exploitation/explanation/exploration), including trafficking in persons. (3)...(Smuggled/Smoking/Smacking) persons, including (4)...(fugitives/refugees/referees) and asylum seekers, are particularly (5)...(honourable/tolerable/vulnerable) when they lack travel, residency or (6)...(densification/identification/notification) documents and/or do not speak the local language. This makes them particularly (7)...(susceptible/sceptical/receptible) to traffickers, most commonly in transit and destination countries. (8)...(Traveling/Trafficking/Graffitiing) in persons and the smuggling of migrants are distinct(9)...(cries/tribes/crimes) that can share some features but require different(10)...(legal/illegal/initial), operational and policy responses. An accurate qualification of the crime is important to ensure that victims of trafficking are duly protected.

examined as means of preventing the smuggling of migrants.

UNIT 10 DEMOGRAPHY

Session 1
Listening

A Page 125: Part A. Listening 1

Listen to the audio, then do the activities that follow it.

1. Read the options below, then listen to the audio and decide which of them best summarises it

Demography

Demography can be defined as the study of population, typically focused on five aspects: (1) size, (2) geographic distribution, (3) composition, (4) the components of change (births, deaths, migration), and (5) the determinants and consequences of population change.

Demographers use census data, surveys, and statistical models to analyze the size, movement, and structure of populations.

Swanson and Stephan, 2004
From: International Encyclopedia of the Social & Behavioral Sciences (Second Edition), 2015

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Audio Scripts

2. Listen once more to the audio and:

a) Note the definition of demography, then compare your note with your partner's;
b) Select at least 2 aspects of demography on which the audio focuses and compare your answer with your parter's;
c) Identify the techniques demographers use in their work according to the audio.

B Page 125: Part B. Listening 2

1. Read the options below, listen to the audio, then say which of them is its best gist. Compare your answer with your partner's.

Demography and evolutionary biology have a long history: Darwin was famously influenced by Malthus when developing his ideas on natural selection. The two disciplines remained closely associated throughout the early twentieth century. They disassociated after World War II, but in recent decades lines of communication between the disciplines have opened again. Initiatives from both evolutionary scientists and demographers have resulted in some genuinely interdisciplinary work, and evolutionary research is increasingly being published in demography journals and presented at demography conferences.

K.C. Land, V.L. Lamb, in International Encyclopedia of Public Health, 2008

2. Read the questions below, listen again to the audio, make notes, then answer them. Compare your answers with your partner's.

Session 2:

Page 127: Vocabulary corner

1. Learn or revise. Listen to the audio and practice the correct pronunciation of the words or phrases in the box.

food scarcity – migration – scarcity of farm land – statistician – censuses childbearing age – birth rate – differential fertility – famine and malnutrition – environmental issues – over population – overcrowded isolation – criminal offenses – decrease in childbearing – increase in fertility – security rate

Session 8: Check 5

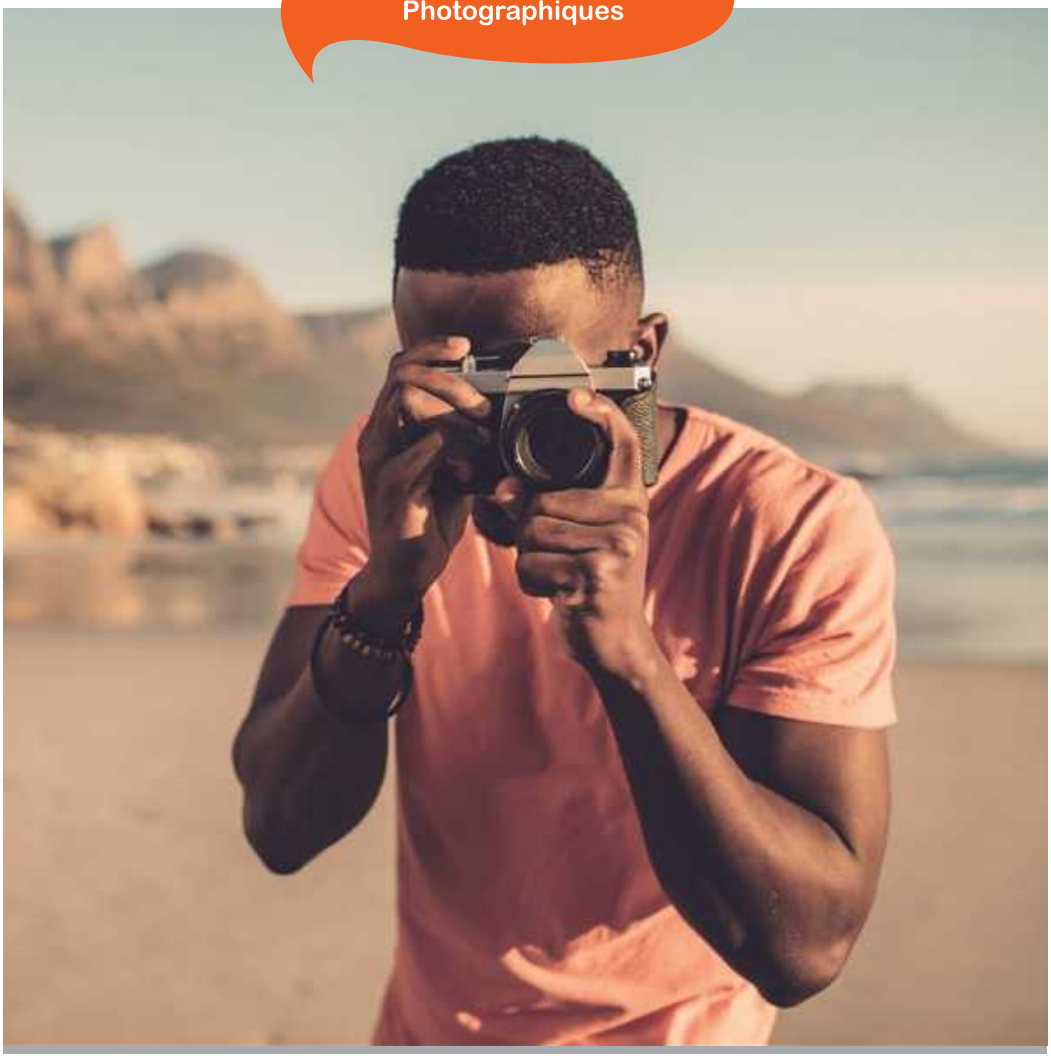
Page 134: Listening

Many Third World countries have a high number of children or young people. Unemployment will be going up over the next decades, because the governments cannot create enough jobs to give work to its younger generation. Young people who can't find any work sometimes try to get money by stealing, dealing with drugs or doing other illegal things. This might lead to social unrest in such countries.

(https://www.english-online.at/geography/world-population/dangers-of-overpopulation.htm)

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