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GO

FOR ENGLISH



58, rue Jean-Bleuzen, 92178 VANVES Cedex

INTRODUCTION

Go for English combines the best features of traditional methodology with imaginative new techniques of language learning, to develop students' communicative skills. The British authors, who have international experience, have worked closely with African colleagues to produce this course for the First Cycle in Secondary Schools.

To the teachers

The themes of this course focus on the experiences of your students both inside and outside school, with links across the curriculum and reference to everyday life.

The four skills – listening, reading, speaking and writing – are taught in depth, and are clearly defined and well integrated throughout the course. The targets for the lessons are given at the start of each lesson to help students focus their learning more efficiently.

Beautifully illustrated in full colour, the *Student's Book* presents a rich variety of activities and exercises to sustain the students' interest. Pair work and group work provide many opportunities for genuine communicative interactions.

All written activities are found in the *Workbook* which is an integral part of the course and must be used in conjunction with the *Student's Book*. While a large number of activities ensure that all students achieve a good mastery of written English, a variety of more challenging activities offer more able students a chance to further their written skill.

The grading of language is steady and thorough, with constant revision of structures and vocabulary. Each of the 12 units contains three lessons introducing new material.

A Grammar survey and English-French vocabulary at the end of the book enable students to consult and review easily new grammatical points and vocabulary taught in class.

The *Teacher's Book* provides you with all you need to make your lessons a success. It gives aims and language targets for each lesson, with suggestions for the classroom management of each exercise.

To the parents

This course is an important investment in your child's future. It has been written and published by people with experience in teaching English in your country as well as in many other countries, who understand and appreciate the importance of your child's education. We believe it provides a firm foundation for future success.

To the students

Learning a new language is not easy but it can be interesting and fun. This course will help you to communicate in English. It will also help you to pass your examinations in the future. Enjoy it!

THE AUTHORS

Illustrations : Isabelle Calin

Maquette : SG Création

Réalisation : SG Production - Solévil

Photogravure : SG Production

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LESSON 1 A balanced diet

- Expressing purpose using 'or' and 'in order to'
- Describing food items and diets

1 Reading, writing and speaking

a. Look at the food groups.

Bread and cereals	bread 	spaghetti 	rice 	millet 	sorghum 
Fruit and vegetables	bananas 	carrots 	cabbage 		
Meat, eggs, fish, beans and nuts	beef 	lamb 	chicken 	eggs 	fresh fish 
Milk and dairy products	milk 	ice cream 	cheese 	groundnuts 	beans 

b.  See Workbook, page 4.

c. Each day we need to eat something from each of these groups of food. If we do, we will have a balanced diet. And a balanced diet is a healthy diet. Consider what you ate yesterday. Was your diet balanced? Did you have too much or too little of any group? Tell the class.

2 Reading and writing

a. All the food you eat contains nutrients. There are six nutrients necessary for a healthy body. Read the table on page 7 and name one food item you ate yesterday for each of the six nutrients.

6

NUTRIENTS FAMILIES AND NAMES

Carbohydrates

Carbohydrates come from 'staple' foods such as potatoes, rice and cereals. Staple foods provide the fuel that our bodies need in order to produce energy.

Fats and oils

We also need small amounts of fats and oils for energy. We can get fats from milk and fatty meat, and oils from peanuts and vegetable oil.

Proteins

Proteins are for body-building. They come from foods such as meat, fish, milk, eggs and nuts. Without proteins, we could not repair or make new cells in our bodies.

Vitamins

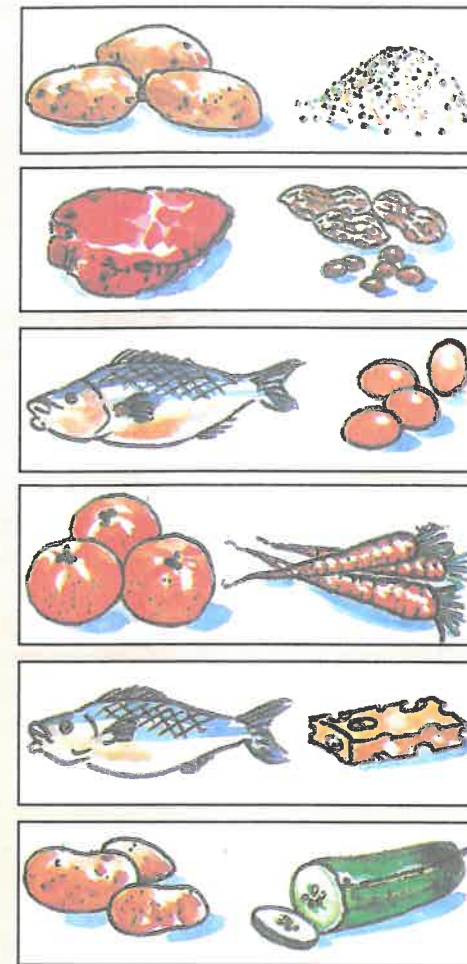
Vitamins help to protect our bodies against disease. To stay healthy we need to eat fruit and vegetables. And it is better to eat our fruit and vegetables raw. Milk is another good source of vitamins.

Minerals

Minerals are necessary for strong bones and teeth. They also help to protect us against disease. Milk, cheese, fish and liver are good sources of essential minerals.

Water

Most people need between 2 and 3 litres of water each day. We get some of our water from drinking and some from the foods we eat. For example, a potato is 75% water and a cucumber is 95%.



b.  See Workbook, page 4.

c.  Study these sentences and do the exercise in your Workbook, page 4.

- We need carbohydrates in order to produce energy.
- We need fats and oils for energy.

3 Listening

 See Workbook, page 5.

4 Writing

 See Workbook, page 5.

5 Speaking

Discuss your lists in pairs. Do you agree on who has the right answer for each food item?

7

Vitamins and minerals

1 Reading and speaking

a. What do you know about these diseases? Tell the class.

- a anaemia b scurvy c beriberi d rickets e night blindness

b. Read the descriptions of the symptoms and match them with the diseases above.

1. Weak or pale blood which causes extreme tiredness.
2. Sufferers have heart problems, inflammation (infection) of the nerves that can lead to paralysis and swollen limbs.
3. The inability to see clearly at night.
4. Bent and distorted bones, especially in infants and children.
5. Sufferers have thin blood, sore spongy gums and feel generally weak.

2 Reading

Over a hundred years ago a Dutch doctor found a cure for beriberi. What was that cure and what food does it come from? Read the text and tell the class.

Late last century, a Dutch doctor named Eijkman discovered the cure for beriberi. He was working with beriberi cases in a hospital in Indonesia. Many of his patients were too sick to eat the white rice that was prepared for them in the hospital kitchen. Rather than waste the rice Dr. Eijkman fed it to his laboratory chickens, instead of their normal diet of cheap brown rice. In a short time, the chickens became unwell, and many died.



Dr. Eijkman wondered if the colour of the rice had anything to do with their illness. So he began to feed them on brown rice again. Very soon, the chickens recovered. Dr. Eijkman then tried the same thing on some of his beriberi patients. Those who ate the brown rice, that is rice with the husks still on it, recovered. The husks of brown rice contained Vitamin B1 (thiamin). Dr. Eijkman won the Nobel Prize for this discovery.

3 Writing

See Workbook, page 7.

4 Reading and speaking

Study the vitamins and minerals chart carefully. What vitamins or minerals can cure or prevent the diseases listed in exercise 1?

VITAMINS AND MINERALS

Vitamin	Source	Needed for...	Lack of this substance causes...
A	carrots egg yolks yellow fruits green vegetables	good eyesight at night clear skin healthy hair	night blindness dry skin and hair
B	bread meat eggs rice	healthy blood good digestion clear skin healthy nerves	anaemia beriberi rough skin
C	oranges tomatoes red and green peppers green vegetables	healthy blood clear skin fighting infections	scurvy
D	eggs butter fish sunlight	strong bones	rickets
E	most foods	fertility healthy growth	anaemia in babies

5 Speaking

a. Study these sentences:

You need vitamin A for clear skin; you can obtain it from carrots.
Vitamin A is needed for clear skin; it can be obtained from carrots.

b. Use the vitamins and minerals chart to play this game:

Vitamin A is needed for clear skin. It can be obtained from carrots.

That's right. Vitamin D is needed for strong bones and it can be obtained from oranges.

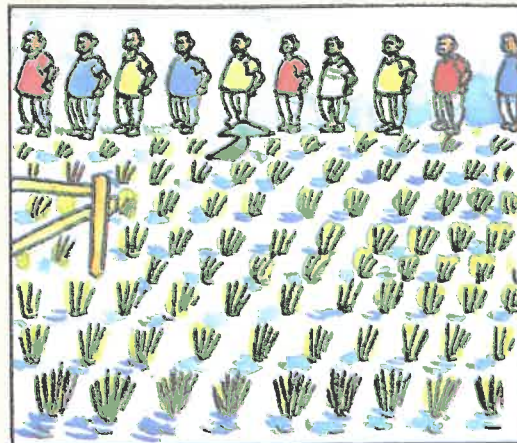
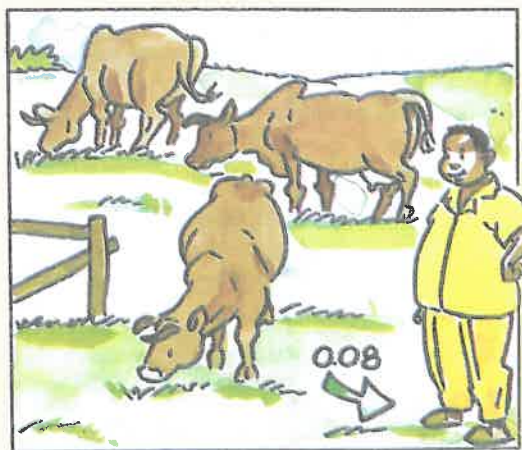
That's wrong. It can be obtained from fish.

Vegetarian or meat-eater?

1 Reading

a. Read these comments and decide whether each speaker (A, B, C and D) is a vegetarian or a meat-eater.

- A** 'Meat is a natural and necessary food for man. The human body needs protein, and meat provides the only source of complete protein. Vegetarians have a very poor diet. They are often sick and have poor skin. There is nothing wrong with the killing of animals for food if they are killed humanely.'
- B** 'It is wrong to kill animals. They are God's creatures as much as we are. Meat-eaters say that we must eat meat in order to have a healthy diet. But this is not true. You can have a very healthy diet without eating meat at all. Become a vegetarian today and stop the killing of innocent animals.'
- C** 'One hectare of land devoted to raising beef can feed, at most, 0.08 of a person each year. One hectare of land devoted to rice can feed an average of 10 people per year.'



- D** 'If God had intended us to be vegetarians, he wouldn't have created animals.'
- b. Now read the comment below. What do you think? Is speaker E a vegetarian or a meat-eater? Justify your answer.
- E** 'Did you know that farm animals in Canada and the United States eat more grain than all the people in India and China do put together?'

2 Speaking

a. The topic: Is it better to be a vegetarian or a meat-eater?

Work in groups. Divide your group into two halves, and decide which half takes the vegetarian side and which takes the meat-eater side. Work with your half to develop points either 'for' or 'against' the issue. Each person in the group should be responsible for one main point.

b. Study this table of language used in debating.

Giving your opinion	In my opinion ... I personally think ... You may not agree, but I think ...	
Agreeing	I agree with you. That's quite right. I share the same idea (as you).	I guess you're right. I take your point.
Disagreeing	I don't agree (with you). I disagree completely/partly (with you). That's not the way I see it.	You must be joking. You can't be serious.
Correcting yourself	What I mean is ... What I'm trying to say is ... Don't misunderstand me, ...	Let's make clear what I ('ve just) said. Let me explain (to you) what I mean. Let me put it another way: ...
Changing someone's opinion	Yes, but don't forget (that) ... That's a good idea, but ... That's probably true, but ...	On the contrary ... On the other hand ...
Suggesting	Why don't you ...? Perhaps you ... If I were you, I'd ...	What about ...ing? You could/can always ...
Giving reason	(That's) because ... (That's) the reason why ...	For this reason ... Not only that, but also ...
Expressing dislikes	I'm not keen on ... I'm not really interested in ... I can't stand ...	I'd rather not ... I prefer not ...

Presenting the debate

The group 'for' vegetarianism begins the debate. The first speaker presents his or her argument to the group. Next, the first speaker from the meat-eating side presents his or her opening argument. Continue like this until all speakers have had their say.

Choosing the winners

The rest of the class listens carefully to the arguments 'for' and 'against' the issue. At the end, the class votes to decide which side has won the argument.

3 Writing See Workbook, page 9.

LET'S RECAP

- Naming and classifying food items.
- Expressing purpose using *for* and *in order to*.
- Using the passive voice.
- Using vocabulary related to health and diseases.
- Taking part in a debate.

1 Speaking

What do you know about slavery in the history of Africa?

2 Reading

As you read the extract below, decide whether these statements are True or False.

1. Africans knew nothing about slavery until the 17th century.
2. The first slave ships appeared along the African coast in about 1700.
3. The slave traders took good care of their human cargoes on the trip to the New World.
4. Slaves were treated more like animals than human beings.
5. By the middle of the 18th century, everyone in the New World agreed that slavery was necessary.

17th AND 18th CENTURY AFRICA

At the end of the 17th century, slave ships began appearing along the coast of Africa. The slave traders offered weapons, ammunition, metal, liquor, jewellery and cloth in exchange for healthy young men and women to take to the Americas as slaves. But slavery was not new in Africa.

Slavery had been common for centuries in African tribes, as in many other societies. Slaves were usually captives taken in raids or wars. They added to the power and wealth of tribal chiefs.

These African slaves who were taken to the Americas faced a very hard life. First they had to survive the voyage to the New World in crowded, unhealthy ships. They were treated by their owners like work animals. They were bought, sold and separated from their families and friends. They were punished harshly and beaten if they did not work hard enough, or disobeyed their masters.

As early as 1724 there were American colonists who protested against slavery, but many years passed before slavery became illegal and all slaves became free men and women.

3 Writing

a. Study these sentences.

- They made their slaves work very hard.
- The slaves were made to work very hard.

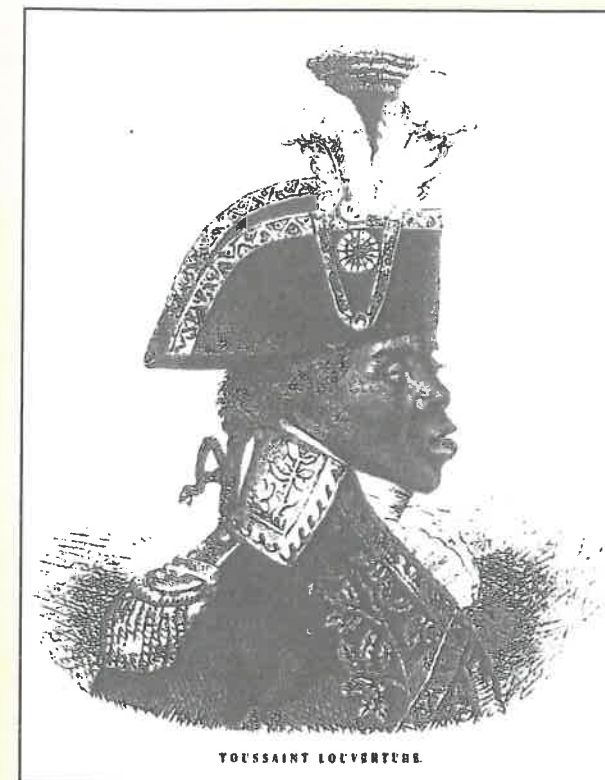
b.  See Workbook, page 12.

4 Reading and speaking

a. This short biography of Toussaint Louverture, the first black leader of an independent nation in Latin America, has been mixed up. Discuss the correct order, giving reasons. The dates will help you and the first paragraph has been marked in green.

12

- A The reason for this change was that the French had recently freed all slaves, while the Spanish and British had refused to do so.
- B After gaining his freedom, he married and had two sons. Fervently religious, he dressed simply, did not drink alcohol, and was a vegetarian. He was also an extremely hard worker and soon became a great leader.
- C Toussaint Louverture was born in Haiti on the island of Hispaniola in 1743. He was the son of an educated slave who worked on a sugar plantation.
- D When a slave revolt broke out in 1791, he formed his own army and trained his followers in guerrilla warfare.
- E The French invaded the island in January 1802 and in May, Toussaint agreed to stop fighting. At first the French treated him well, but then they took him to France, where he died in prison in April 1803.
- F He was intelligent and a favourite of the plantation manager. He worked as a vet and was legally freed in 1777.
- G He joined the Spanish in fighting the French in 1793 and was made a general, but in 1794 he changed sides.
- H In 1801, Toussaint finally became governor of the whole island of Hispaniola, which included Haiti and Santo Domingo. He admired the French, but he did not trust Napoleon because he thought he wanted to bring back slavery.



b. Find the answers to these questions.

1. Was Toussaint Louverture a slave?
2. What kind of person was he?
3. Why did he change sides?
4. What other country is there, apart from Haiti, on the same island?
5. Why didn't Toussaint trust Napoleon?
6. How old was he when he died?

5 Writing

 See Workbook, page 13.

13

The Interesting Life of Olaudah Equiano

Using the past perfect and simple past to sequence events
Reported speech

1 Reading and speaking

a. Read the story of Olaudah Equiano, then answer these questions.

- How old was he when he was captured?
- When did he publish his book about slavery?

Olaudah Equiano was born in Benin. He was a slave in the Americas and England, and later became a civil rights campaigner who worked to abolish slavery everywhere.

1757: When I was almost 12 years old, some men kidnapped me and sold me as a slave.

1758: They took me across the ocean to Virginia where I worked on a plantation.

1759: My owner sold me to Captain Pascal who took me to London where I worked for Miss Watson.

1762: Captain Pascal returned and I went with him to fight the French for three years.

1765: Captain Pascal sold me to a man who took me to the West Indies.

1767-76: I worked as a sailor and travelled around the world.

1789: I published my book that told everyone the truth about slavery.

Postcript: Thousands of people in Britain and America read Equiano's book, *The Interesting Narrative of the Life of Olaudah Equiano*. It was translated into Dutch and German. In 1833, England abolished slavery at home and in all its colonies.

b. Answer your teacher's questions.

2 Reading and writing

a. Study these two sentences.

- When Equiano went to London in 1759, he worked for Miss Watson.
- When Equiano went to London he had been a slave for two years.

b. See Workbook, page 15.

3 Speaking

With your partner, ask and answer questions, like this.

What had Equiano done by the age of 13? He had worked as a slave on a plantation.

What had Equiano done by the age of 14? He had seen London.

... by the time he was 22?

... by the time he was 44?

4 Listening and writing

See Workbook, page 15.

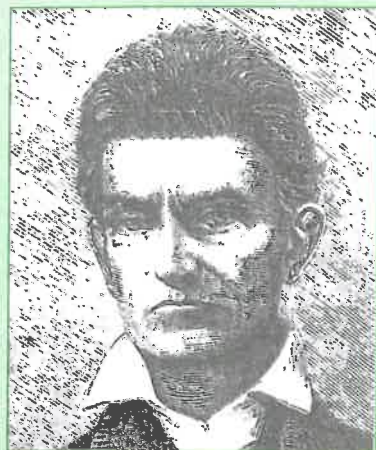
5 Writing

See Workbook, page 16.

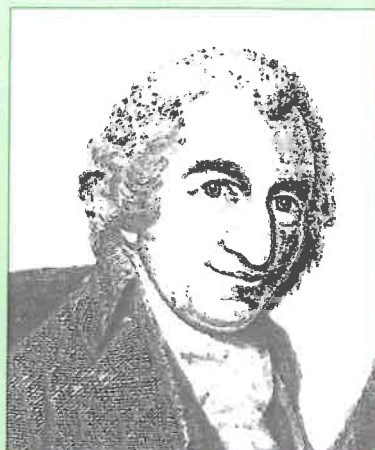
Freedom – past and present

1 Reading and speaking

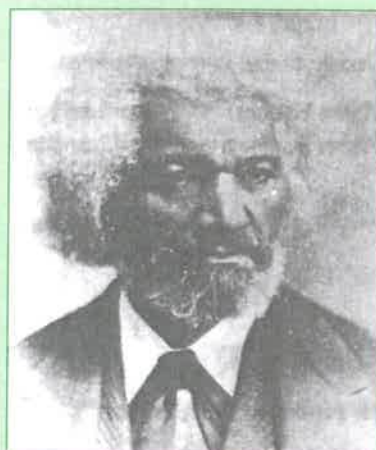
Read the short biographies of three famous freedom campaigners and match them to the people they describe.



John Brown (1800-1859)



Thomas Paine (1737-1809)



Frederick Douglass (1817-1895)

A

He was born in 1737 in England. He met Benjamin Franklin in London who encouraged him to go to America. He arrived there in 1774 and started working for a newspaper, writing articles against slavery and in support of women's rights. He wrote a book, *Common Sense*, in which he said that Americans should demand complete independence from Britain. Between 1776 and 1783 he wrote many pamphlets to encourage American troops to carry on fighting for freedom.

He was a great writer and political thinker, campaigning for equality, freedom and an end to poverty. He was one of the most influential people in eighteenth-century Europe and America.

B

He was born in the USA in 1800. He was an unsuccessful businessman and his family suffered much financial hardship. In 1837, Elijah Lovejoy, publisher of an antislavery newspaper, is shot to death by a proslavery mob. During his memorial service, John Brown stood and made a vow to end slavery. Soon he became convinced that peaceful protests were a waste of time, and that the only way to fight slavery was with violence. In 1859 he planned an attack against a government armoury in West Virginia, hoping to give the weapons to the slaves who lived in that state, and thus start a slave uprising. But his plan failed and he was captured by government troops. He was tried for murder, slave insurrection and treason and condemned to death by hanging. He was executed on 2 December 1859. Slavery was finally abolished in the USA in 1865.

C

Born in slavery in the USA in 1817, he escaped at the age of 21 and became involved in the anti-slave campaign. In 1841 he told his life story at a meeting. He spoke so well that people could not believe that he had been a slave. Eventually, in 1845, his book telling his life story was published and became a best-seller. Later on he started his own newspaper, *The North Star*, and carried on campaigning for the civil rights of black people. During the American Civil War (1861-1865), he worked as a consultant to President Lincoln. In 1889 he became the American ambassador to Haiti. He was the first black person to hold such an important post. His powerful speeches and work in government helped to end slavery and improve the lives of black people in the USA. He died of a heart attack in 1895.

2 Writing See Workbook, page 18.

3 Speaking

What is freedom of movement? Why is it important? To whom? What could happen to people if it was denied?

4 Reading and speaking

Read the text. Do you agree that it contains examples of modern slavery? Can you think of others?

PROTECTING FREEDOM OF MOVEMENT

From the 16th to the 19th century, millions of Africans were sold as slaves, losing a fundamental human right: the right to freedom of movement. The slave trade was abolished by international treaty in 1885 and slavery was banned by the Slavery Convention of 1926. Today, no country officially supports slavery but it still exists in many forms all over the world.

In some parts of the world, workers are tied to their employers by what is known as debt bondage. Parents can pay off a debt by sending a child to work for the person to whom they owe money, or an adult can sell himself to settle a debt. It is very difficult for such children to escape as they are usually a long way from home, and their families will not have them back.

In rich countries, some employers treat their maids as slaves. They recruit young girls from third world countries and confiscate their passports, so that they cannot escape. The girls have no freedom and are forced to work very long hours for very little pay. Sometimes their owners sexually abuse them too. This is against the law, and when the owners get found out, they face criminal charges.

People in debt bondage and victims of modern forms of slavery have lost their freedom. Although they can go about their daily lives, they are bound to their owners. If they escape, they can be traced and forced to return. Their owners have the money and the influence to keep them in a state of fear and dependency. Their freedom to move has been taken away as effectively as if they were locked up. The Anti-Slavery Society, founded in 1823, is one of the world's oldest human rights organisations. It tries to get rid of these forms of modern slavery, collecting information on abuses and working with governments to change laws.

GLORY, GLORY, HALLELUJAH!

John Brown's body lies amouldering in the grave,
John Brown's body lies amouldering in the grave,
John Brown's body lies amouldering in the grave.
But his soul goes marching on.

Chorus :

Glory, glory, hallelujah!

Glory, glory, hallelujah!

Glory, glory, hallelujah!

And his soul goes marching on.

He's gone to be a soldier in the army of the Lord,
He's gone to be a soldier in the army of the Lord,
He's gone to be a soldier in the army of the Lord,
But his soul goes marching on.

Chorus : Glory, glory, hallelujah! etc.

The stars of heaven, they are looking kindly down,
The stars of heaven, they are looking kindly down,
The stars of heaven, they are looking kindly down,
On the soul of old John Brown.

Chorus : Glory, glory, hallelujah! etc.

5 Writing See Workbook, page 19.

6 Singing

a. Read and sing the song on the right.

b. See Workbook, page 20.

LET'S RECAP

- Revision of passive in the past.
- Talking about events in the past.
- Using the past perfect and simple past to sequence events in the past.
- Using reported speech.
- Writing a short biography.

LESSON 1 Temptations

- 1 Reading and speaking**
- a. What temptations do young people face today? What are the consequences of these temptations. Tell the class.
- b. See Workbook, page 22.
- c. In Lesson 3 you will do a project on one of the dangers young people face today. Your teacher will give you a topic now. Find out as much as you can about it before you begin Lesson 3. Tell the class.

2 Reading and speaking

- a. Look at the two adverts. Which one is trying to stop people from smoking? Which one is trying to encourage people to smoke?



- b. Read the text on advertisements and the cigarette fact-file. Then answer these questions.

1. Why do tobacco companies encourage people to smoke?
2. Why do health organisations and doctors encourage people to stop smoking?
3. Why was the 'healthy' cigarette never sold?
4. Is cigarette-smoking something new?

THE ADVERTISEMENTS

There are two types of cigarette advertisement – 'for' and 'against'. Tobacco companies want more and more people to smoke. For them, cigarettes mean profit. Doctors and health organisations want to cut the number of smokers. For them, cigarettes mean disease. The two sides are fighting a battle. It's a very expensive battle, too. Advertisements like these cost millions of pounds every year.

The cigarette fact-file

- | | |
|--|--|
| <ol style="list-style-type: none"> 1 About 100 million people around the world work in the tobacco industry. 2 Cigarette-smoking kills 2.5 million people every year. Many of them die from lung cancer. (Some aren't even smokers. They're people who live or work with heavy smokers.) 3 \$100 billion is spent on cigarettes every year. 4 An American tobacco company developed a 'healthy' cigarette in the 1970s. It was never sold. | <p>Why not? Because the new 'safe' cigarette meant that the company's other cigarettes were not safe.</p> <ol style="list-style-type: none"> 5 It's against the law to smoke on American planes if the journey (inside the USA) lasts under two hours. 6 The first smokers were American Indians. Tobacco was brought to Europe by an Englishman, Sir Walter Raleigh, in the 16th century. |
|--|--|

3 Speaking, writing and reading

An important health issue for many young people is smoking. Millions of teenagers know it's bad for them, but they still do it.

- a. Why do young people smoke? List as many reasons as you can in your Workbook, page 22.
- b. Joe is 16 and has been smoking since he was 12. Why do you think he smokes? Read the text and list five reasons in your Workbook, page 22.

I like smoking. It makes me feel grown-up. I started when I was 12 because all my friends were doing it. We would 'borrow' cigarettes from our parents, and smoke them where no one could see us. At first it made me feel a bit giddy, but now it makes me feel good. I can think better when I've had a cigarette.

When my Dad found out I was smoking, he wasn't angry with me – until he found out I had taken his cigarettes! I don't believe all that stuff about smoking and lung cancer. Look at all the sports that have tobacco companies as sponsors. Athletes would not allow that if smoking was harmful, would they?

Besides, smoking hasn't affected my health and it hasn't affected my parents' health either. I cough a bit sometimes, but I probably caught it from my dad.

Anyway, I am not going to stop. As far as I am concerned, smoking is good for you.

- c. See Workbook, page 22.

4 Listening See Workbook, page 23.

5 Reading and writing

- a. Read the article by the mother of a drug addict. Is her son now cured of his addiction?

My Child Was Going Mad!

Three years ago I made a terrible discovery. My son was taking drugs! He began to behave very strangely. He talked a lot, but it didn't make sense and then he got angry and shouted at all of us. One day he began to take off all his clothes. He told me that he heard voices. They say clothes are

unnecessary; he told me. 'If we don't wear clothes we will be able to fly.' I thought he was going mad. I told him he needed help. At first he wouldn't listen to me. He became very ill. He couldn't eat and he was getting thinner and thinner every day. Then one of his friends died from an overdose of drugs. The doctor told

my son, 'If you don't give up the drugs, you will die too.' At last my son agreed to have treatment. It was very hard and I could hardly bear to see his suffering. But he succeeded. Today he is still alive and he can tell you how evil drugs are.

- b. See Workbook, page 23.

1 Speaking

What is AIDS? How do you catch it? What does it do to you? Tell the class what you know.

2 Reading

a. Read the information in the leaflet below.

HOW DO YOU CATCH THE AIDS VIRUS? WHO CAN CATCH AIDS? ANYBODY

AIDS is difficult to catch. It is caused by a fragile virus which can only be spread in certain ways.

A Sexual contact

B Passing blood from one person to another:

1. sharing needles used to inject drugs
2. transfusion with contaminated blood
3. an infected mother passing the disease to her unborn baby during pregnancy

You do not get the AIDS virus:

- by kissing and hugging
- by washing in the same water
- by shaking hands
- by wearing an infected person's clothes
- by working, studying or playing with an infected person
- by sharing a cup or eating from the same bowl
- from insect bites
- from public toilets
- by lying next to someone infected
- from mouth to mouth resuscitation

But...

- It is safer not to share anything that might have had blood on it, e.g. a toothbrush or a razor.
- Ear-piercing and tattooing pose a risk unless the equipment is properly sterilised.

AIDS stands for Acquired Immune Deficiency Syndrome

AIDS is caused by a virus called HIV which stands for Human Immunodeficiency Virus

b.  See Workbook, page 25.

3 Reading

Read the text and answer your teacher's questions.

HOW THE AIDS VIRUS AFFECTS THE BODY

The virus which causes AIDS enters the white cells in the blood and it eventually destroys them so that they can no longer defend the body. This may take several years to happen. Once these defences are lost, the body is then open to all infections and an everyday infection such as a cold can become serious. Not everybody who gets the virus will immediately become ill. They may remain perfectly healthy for a long time, but can still pass the virus on to others. These people are 'carriers' of the virus, and although they are perfectly well, they can still infect others.

4 Writing

 See Workbook, page 25.

5 Reading and speaking

a. An AIDS information officer's job is to educate people about the facts of AIDS. Samuel Boka is an AIDS information officer. Read the interview with him.

- INTERVIEWER Most people today are worried about AIDS and they want to know the facts. For example, many people think it is easy to catch. But AIDS is difficult to catch, isn't it?
- AIDS OFFICER Yes, it is.
- INTERVIEWER You can't get AIDS by kissing, can you?
- AIDS OFFICER No, you can't.
- INTERVIEWER But you can get it from infected blood, can't you? I heard of someone who got it from a blood transfusion.
- AIDS OFFICER Yes, you can. However, nowadays most donor blood is safe because it is tested for the virus.
- INTERVIEWER Well, what is the main way of catching AIDS?
- AIDS OFFICER The main way is through sexual contact. Unfortunately many people find this subject embarrassing. My job is to bring the facts out into the open. It is possible to lead a normal life and be safe from AIDS.
- INTERVIEWER You certainly have a difficult job. Now what about an AIDS cure? There isn't a cure for AIDS, is there?
- AIDS OFFICER No, there isn't. That's why it is important for me and my team to help people learn the facts about AIDS, no matter how embarrassing. AIDS is a fatal disease. If you catch it you will usually die a long and painful death.

b. Listen and repeat.

AIDS is difficult to catch, isn't it?
There isn't a cure for AIDS, is there?
You can get AIDS from infected blood, can't you?
You can't get AIDS by kissing, can you?

Yes, it is.
No, there isn't.
Yes, you can.
No, you can't.



6 Speaking

a. Add question tags to these sentences. Then take it in turns to ask and answer. Be careful with your answers to statements that are NOT true.

▶ Student A's sentences:

It's safer not to share toothbrushes.
You can catch AIDS by sharing a cup with somebody.
You can't catch AIDS by shaking hands.
AIDS isn't a fatal disease.

▶ Student B's sentences:

People can carry the AIDS virus without being ill.
You can't catch AIDS by sexual contact.
There is no vaccine for AIDS.
AIDS is caused by a virus.

b. Now practise the interview in Exercise 5 in pairs

7 Writing

 See Workbook, page 26.

Teenage health

- Expressing percentages
- Giving advice
- Rejecting advice

1 Reading and speaking

Read the text and answer the following questions.

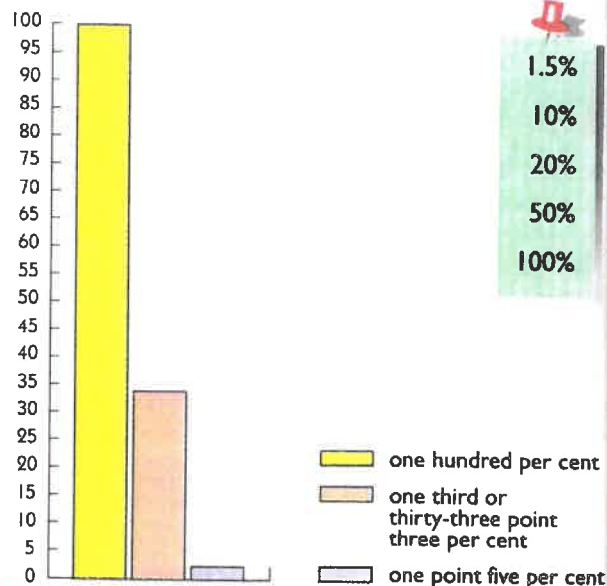
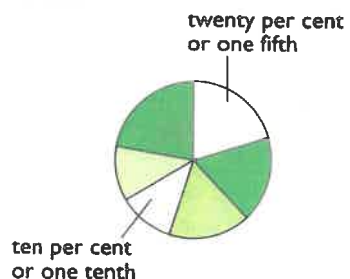
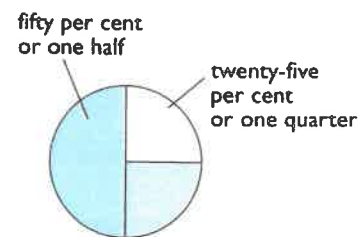
1. According to this article, how serious is the problem of smoking among young people?
2. What is the situation concerning alcohol?
3. What does the article reveal about people's attitudes overall?
4. What do you think of the conclusion to this article? Do you agree with it?

According to the latest findings from a School Health Education Unit, more and more teenagers smoke and they face the greatest ever exposure to drugs and prostitution. Nearly a third of 14- and 15-year-olds had smoked at least one cigarette in the past week, the highest figure recorded in the ten years the unit has been monitoring young people. 'There is increasing access to drugs, since the numbers experimenting with some illegal substance has risen sharply between five years ago and this year. Three quarters of children over the age of 11 now say they know a drug user. Nearly a third of mid-teenage boys and a quarter of girls have tried cannabis at least once. The exposure to illegal drugs is the highest it's ever been,' said a researcher. By the age of 13, forty per cent of boys and half of girls have tried smoking. Sixteen per cent of boys and twenty-two per cent of girls in their mid-teens called themselves smokers. Nearly all wanted to give up. Almost half of boys drank beer during the previous week with seven per cent drinking more than twenty bottles. Nine per cent of girls drank twelve bottles or more. One of the researchers said, 'Sometimes our figures are used to condemn young people. But overall, youngsters are moderate. They're experimenting with things a bit sometimes, but getting on with their lives quite well and turning into cheerful, successful adults.'

2 Speaking

Look at the diagrams and express the figures in the boxes in words.

- 1/2
- 1/3
- 1/4
- 1/5
- 1/10



3 Reading

Study this table of expressions you can use when you want to advise someone and make helpful suggestions; and expressions you can use when you want to reject the advice given, find some excuses or reasons for doing so, and give counter arguments.

Advising/Suggesting	Finding excuses/Giving reasons	Giving counter arguments
Why don't you ...? Why not ... Have you thought about ...ing? If I were you, I'd ... What about ...? <i>What about giving up smoking?</i> Have you tried ...ing? <i>Have you tried giving up smoking?</i> Perhaps you could ...	The reason why ... I tried ..., but ... It's not so simple ... Believe it or not ... It may seem easy, but ... Yes, but ... The (real) problem is that ...	That's probably true, but ... Yes, but don't forget that ... On the other hand ... Maybe you're right, but ...

4 Speaking

Student A: You are an alcoholic. Study your cue card to find reasons why you want to keep on drinking.
Student B: You are a friend of Student A. Study your cue card to find reasons for giving up drinking.

Student B now tries to persuade Student A to give up drinking. Refer to the expressions in the table above, and also to those in the table on page 11, Unit 1, Lesson 3, for your discussion.

▶ Student A's cue card

You drink because:
it makes you feel confident
you enjoy the taste
you can't live without it
you feel terrible if you can't have a drink
it helps you forget your problems

▶ Student B's cue card

You think your friend should not drink because alcohol:
damages the body
eventually kills the drinker
doesn't make problems go away
changes people's behaviour for the worse
causes terrible hangovers the next day

5 Writing

See Workbook, page 28.

LET'S RECAP

- Talking about the dangers of smoking, drinking and drug taking.
- Using the past continuous.
- Discussing the role of advertising.
- Talking about AIDS.
- Using gerund with a preposition.
- Using tag questions.
- Giving and rejecting advice.
- Expressing percentages.

1 Reading and writing

a. Read the following text.

Scientists sometimes conduct experiments in which people (volunteers, of course!) allow themselves to be cut off from all sensation. The volunteers' senses stop working because they cannot receive or send any messages. The results are astonishing. Being 'out of touch' with the world has a terrible effect on people. They soon become tense and unsure of themselves. Fantasies and hallucinations fill their minds. Most people cannot endure more than six hours in this state. The experiments show that normally we keep ourselves in touch with our environment all the time by receiving and reacting to a constant variety of information. Without this continual communication, we would find it difficult, or maybe impossible, to survive.

b. See Workbook, page 31.

2 Reading and speaking

Read the text and match the numbered words with the sense they refer to.

- hearing touch sight smell taste

This morning, as I ¹ glanced out of my bedroom window, I ² noticed an old woman in the street. She was ³ patting the head of a little girl. I opened the window to enjoy the ⁴ fragrance of the ⁵ sweet-smelling flowers in the garden below. As I leaned forward, I could ⁶ hear the little girl sobbing. Big ⁷ salty tears were rolling down her cheeks. The old woman was ⁸ stroking her head gently. 'What's the matter?' I asked. The little girl ⁹ stared at me with her big, sad eyes. 'I have lost my doll', she ¹⁰ whispered quietly. I went downstairs, with a couple of biscuits in my hands. 'Here, have some biscuits,' I said. 'They are lovely and ¹¹ sweet.' The little girl smiled through her tears. 'Thank you,' she replied. 'They ¹² taste very good.' 'That's better,' said the old woman. 'You ¹³ look happier, now.' She ¹⁴ sounded relieved. 'I am sure you will find your doll. Have a good look, when you get back home,' she said. The little girl nodded happily and walked away, ¹⁵ singing loudly.

3 Writing See Workbook, page 31.

4 Speaking

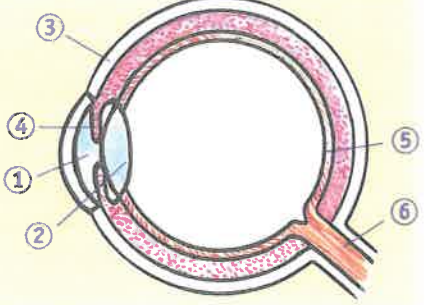
Compare the disadvantages of losing each sense and decide which would be the worst sense to lose.

1 Reading and speaking

a. Read the text and match the names of each part of the human eye with the correct number.

- cornea pupil lens iris retina optic nerve

The human eye is a ball filled with fluid with a transparent window at the front. This window is called the ¹. When light rays pass through it they are bent so that they pass through the ² and into the ³. The ² is a hole in the centre of the coloured ⁴. The light rays are bent again as they pass through the ³ and they are focused on the ⁵ at the back of the eye, where they form an 'upside-down' picture. Messages from the ⁵ are passed along the ⁶ to the brain, where we 'see' a picture – the right way up!



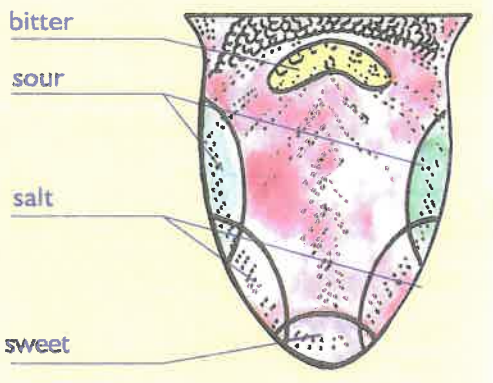
b. See Workbook, page 31.

3 Reading, speaking and writing

a. Read the text below and answer your teacher's questions.

A MATTER OF TASTE

Humans don't have a very good sense of taste! We can only sense four main groups of taste – sweet, salt, sour, bitter. We detect these by taste buds on different parts of our tongue. You can test this by dipping cotton wool buds in solutions of salt, coffee, vinegar and sugar and applying them to your tongue. We are much more sensitive to sour and, especially, bitter tastes than we are to sweet or salty ones. This is because the former often occur in things which may be poisonous. Can you identify flavours by taste alone? See for yourself! Blindfold yourself, pinch your nostrils together and get a friend to put small pieces of various foods on your tongue. You will be unable to tell the difference between raw potato and apple, or between coffee and tea. This is because you also need your sense of smell in order to identify food items.



Foods also 'taste' different to us because of how they look and how they feel. Bright green vegetables look very tasty, but bright green meat does not and so it does not taste very good to most people. Many people do not like food that is lumpy or tough (food which 'feels' wrong) and so they think that this type of food does not taste very good. Our sense of taste seems to be influenced by four of our senses.

b. Try the experiments in the text above.

Human language

1 Reading and writing

a. Read this text. What advantage has man got over other animals?

Compared with some animals, man's senses are not very well developed. He possesses good eyesight (but a peregrine falcon can make out a pigeon 8km away); he has fairly good hearing (but a female bat can readily distinguish the sound of her baby in a cave with a million other baby bats around); he does not have a very good sense of smell (the 'smelling area' in a human nose covers 3cm², that of a dog covers about 140cm²); nor does he have a very refined sense of taste (a snake can 'taste' the presence of animals from molecules in the air); and neither does he have an exceptionally developed sense of touch (a cat can sense vibrations in the earth and anticipate earthquakes).

But man does have a means of keeping in touch which other animals do not; he has spoken, and frequently written, language. Even in the history of man, it is thought that spoken language is relatively new – probably about 50,000 years old. No one knows what the first language was, or even if there was a single original language, but the ability to speak is conceivably man's greatest advantage.

b. See Workbook, page 33.

c. See Workbook, page 33.

d. Which of these sentences best summarises the meaning of the text? Write it down in your Workbook, page 33.

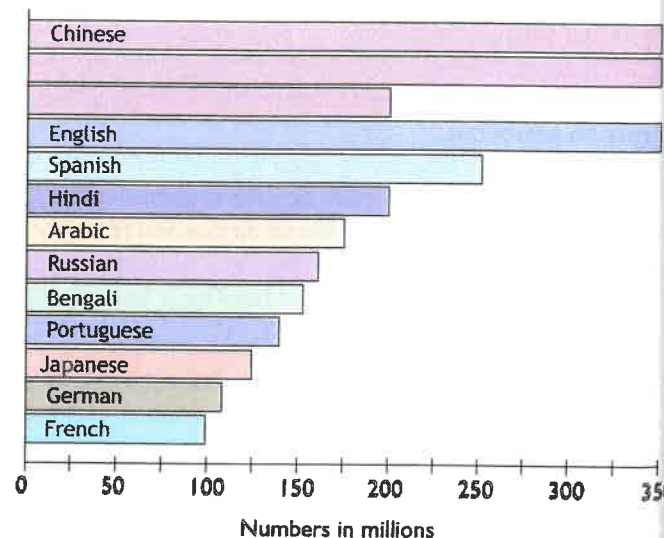
- Man's five senses are quite good in general and he also possesses spoken and written language, which other animals do not.
- Most animals have better developed senses than man and even man's ability to speak is quite new.
- Although some animals have sharper individual senses than man, man has the communicative advantage of spoken language.
- We know about man's five senses, but we do not know very much about the language which man developed about 50,000 years ago.

2 Speaking

a. Answer these questions.

- What languages are spoken in your country?
- In which parts of the country are the different languages spoken?
- How many languages do you and people in your family speak? Why? When?

b. The graph opposite shows the 'top eleven' languages – the eleven languages with the most 'mother-tongue' speakers. Look at the graph and ask and answer questions.



How many people speak English as their first language?

About 350 million.

Listening

See Workbook, page 33.

Reading and speaking

a. Read the text below and find out about alphabet legends from three different continents. Which continents are they?

b. Read the text below and look at the alphabets to answer the following questions.

- How many letters did Cadmus bring to Greece, according to Greek legend?
- Did all the English letters exist in Latin?
- Which Greek letters did not exist in Latin?
- Where do you think the word 'alphabet' comes from?

ALPHABET LEGENDS

Have you ever asked yourself where the letters of the alphabet come from? If you have, you're not alone! The letters are so important that many countries have myths to explain their origins.

In China it is claimed that Ts'ang Chien invented Chinese writing from the footprints of birds, the patterns of stars and the markings of animals. Hindus say that when the God Brahma wanted to write down his message there were no letters, so he had to invent them.

In Egypt, it was believed that the God Thoth had invented all the arts and sciences and he was always pictured with writing instruments in his hands.

In Greek legend, it is said that Cadmus brought back nineteen Greek letters from the Phoenicians. Even if it wasn't really Cadmus, it was someone like him, because the Greeks did base their alphabet on the Phoenician alphabet. And the English alphabet is based on the Roman, which is based on the Greek, which is based on ... Anyway, Cadmus, remind us to write and thank you some time!

Phoenician	Greek	Latin	English
1500BC	500BC	100BC	1500AD
Α	Alpha A	A	A a
Β	Beta B	B	B b
Γ	Gamma Γ	CG	CG cg
Δ	Delta Δ	D	D d
Ε	Epsilon E	E	E e
Ϝ		F	F f
Ζ	Zeta Z	Z	Z z
Η	Eta H	H	H h
Θ	Theta Θ		
Ι	Iota I	I JY	ijy
Κ	Kappa K	K	k
Λ	Lambda Λ	L	L l
Μ	Mu M	M	m
Ν	Nu N	N	n

Phoenician	Greek	Latin	English
1500BC	500BC	100BC	1500AD
Ξ	xi Ξ	X	X x
Ο	omicron O	O	O o
Π	pi Π	P	P p
Ρ			
Φ		Q	Q q
Ϙ	Rho P	R	R r
Σ	Sigma Σ	S	S s
Τ	Tau T	T	T t
Υ	Upsilon Υ	UW	uvw
Ϙ	Phi Φ		
Χ	Chi Χ		
Ψ	Psi Ψ		
Ω	Omega Ω		

Writing

See Workbook, page 33.

- Comparing animals and human beings
- Interpreting a graph
- Discovering different alphabets

English – an international language?

• Discussing the importance of English as a language
• Expressing opinions

1 Reading and speaking

Read the text and decide how important English is in the world today. Why do you think this is so?

When people want their opinions heard these days, there seems to be a factor that unites them all: they express them in English, from Beijing to Beirut, from Moscow to Managua. English, it seems, has become the international language of communication.

People seem to have realised that if they express their opinions or feelings in English, through songs, articles and speeches, they reach a far wider audience around the world than if they had written in their own language.

2 Listening and writing

See Workbook, page 35.

3 Reading, writing and speaking

Languages change all the time. If they don't, they die. But how will English change in the next century? Will fewer or more people speak it? Will it become several smaller languages (African English, Australian English, Caribbean English, and so on)?

a. Read the following comments and find out what some young people think about the future of English as a language. Tell the class.



CAROLINE - English grammar will change more and more quickly in the future. It's already happening in fact. Soon, nobody will speak twentieth-century English, it will sound strange like eighteenth-century English does to us now.



KALIDOU - English isn't just one language any more – it's lots of different languages. There is American English, Caribbean English, African English, and that's good. After all, who wants everybody to speak like a BBC newsreader?



MAX - Everyone will speak English soon – I'm sure of it. Why? Because of TV, books, radio, cinema, pop music, mass communication. The world is a very small place. We all need to understand each other. To do that we need an international language and it's English. That's not going to change in the next century.



PIERRE - English is changing very quickly, but languages have to change, don't they? I mean, my parents don't understand some of my vocabulary, but that's OK. In twenty years my children will use words I don't understand. It's normal.



DÉSIRÉE - I'm very worried about the future of English. Some teenagers today can hardly read or write it at all. Even on the radio or the TV you hear slang and grammatical mistakes every day. A language is like a garden – you have to control it. English is becoming a jungle.



ASTOU - I think the name of the language will change. Soon people won't call it English, they'll call it 'American'. Don't you think? I mean, these days the capital of the English language is Washington, not London.



MARY - I think English is a really exciting language. There are so many new words and expressions and the vocabulary is enormous. But I'm glad that it's my first language. I feel sorry for kids abroad who are learning it as a foreign language. It must be really difficult for them. And the future? That's easy – English will become even more important.



AHMED - What's going to happen to English? I don't know. I've never thought about it – I just speak it!

b. See Workbook, page 35.

c. Whose opinions are closest to your own?

4 Writing

a. See Workbook, page 36.

b. See Workbook, page 36.

5 Reading and speaking

Some people believe that your signature says a lot about you.

a. How would you match the writing characteristics under A with the personality characteristics under B?

A Signature

- 1 large
- 2 small
- 3 written with heavy pressure
- 4 written with light pressure
- 5 underlined
- 6 has only initial for first name
- 7 with circular dots on 'i'
- 8 original in style
- 9 slopes forwards
- 10 slopes backwards

B Writer

- a is active, energetic
- b tries to seem sophisticated
- c is self-confident, enthusiastic
- d is independent, above average intelligence
- e doesn't like publicity; keeps out of the limelight
- f is not very active or energetic
- g thinks a lot of him/herself
- h is private, keeps him/herself to him/herself
- i is cautious
- j is adventurous

b. In small groups, discuss your guesses like this.

I think a large signature would show that a person is self-confident and enthusiastic.

Do you? I think it would show that he thinks a lot of himself.

c. Guess my personality! Follow your teacher's instructions.

6 Listening

Listen to the answers given by one handwriting expert and check your guesses.

LET'S RECAP

- Conducting an experiment.
- Talking about the five senses.
- Vocabulary related to taste and sight.
- Interpreting a graph.
- Expressing opinions.
- Discussing the importance of English as a language.

A traditional ceremony

- Describing a ceremony
- Practising reading techniques
- Guessing meaning of words from the context

1 Reading and speaking

a. Read and understand.

ceremony /ˈserɪməni/ n. (pl. **ceremonies**) the traditional words or actions that accompany an important event, for example a wedding ceremony. Ceremonies can be part of a festival, but they are not necessarily conducted at a certain time of the year.

festival /ˈfestɪvəl/ n. (pl. **festivals**) the celebration of a special event, for example a harvest festival. Festivals are usually held on a particular day or time of the year.

b. What festivals and ceremonies are the most important to you? Why? When are they held?

2 Reading and writing

When the story begins, Mai Sunsaye has just returned to his village after several weeks away. All the houses are empty. Sunsaye wonders where everyone is. Suddenly he hears a lot of people cheering.

a. Read the first part of the story to find out why the villagers are so excited.

In the distance he saw a crowd of young men. It did not take him long to recognise the tournament in progress. It was the *sharro*, the test of young manhood. His blood thrilled as he remembered his own days in the ring. A Fulani youth who had not endured a flogging at the *sharro* would never find a girl to marry.

b. See Workbook, page 41.

3 Reading, writing and speaking

a. The ceremony continues. Read what happens next.

The challenger was cool as ice. He stood with feet astride, hands interlaced above his head, motionless. He did not even budge one inch when his opponent began to circle around him with a long whip, the leather - hide or koboko, looking for a tender spot on which to cut him. There was plenty of exposed skin above the waist, but from the waist down the challenger was heavily girded in leather cloth.

Suddenly the youth with the whip made a feint as if he intended to strike. The onlookers drew in their breaths. But he merely withdrew and began his dance again.

The music hushed again as the whip began menacing the victim. The youth who had his hands above his head had not moved except when he turned aside, in the face of the threat, to spit.

Then Sunsaye held his breath. In that brief interval he had seen the face.

The youth in the ring was Jalla, his son! Waves of heat rippled through his stomach. He dared not call out, for fear of destroying the youth's concentration. He dared not look when the whip descended. That blow hurt him more than it did Jalla.



Mai Sunsaye clutched a stick and dared not breathe. How would Jalla take it? For a moment there was intense silence. Then, with joy, Sunsaye heard these words: 'Dumaru, your blows are like those of a sick woman. Shame on you, Psaha!'

Jalla had not so much as moved. His challenger now selected another rawhide whip and began testing it in his hand. There was something sinister in the preparations the youth with the whip was making. Some whispered that he was rubbing it with poison: something that would irritate and circulate around the victim's body in no time.

b. See Workbook, page 41.

c. See Workbook, page 41.

d. Study the expressions in green in the text, and decide which of the two youths each expression refers to.

1. The challenger
2. his opponent
3. the youth with the whip
4. the victim
5. The youth who had his hands above his head
6. The youth in the ring

e. Do you think Jalla will pass his test of manhood? Give reasons for your answer.

4 Listening and speaking

a. Was your prediction in Exercise 3e correct? Listen, find out and explain what you have understood.

b. What do you think the people in the story are thinking? Match the thoughts to the correct person.

	a Sunsaye	b Jalla	c Dumaru
1		'My life is ruined! I've been taking magic medicines all week, but they haven't given me enough courage. Now I'll never become a man.'	
2		'He's a coward. I've been telling you this all along. Now you can see for yourselves.'	
3		'Will my son ever become a man? He's been preparing for this since childhood, and now he's going to fail.'	

5 Writing

See Workbook, page 42.

- Student A's cue card
- 1 inspects/warriors
 - 3 king/dance/sacred enclosure
 - 5 king's face/smeared with
 - 7 king/wear/waist

LESSON 2

The Ncwala

• Vocabulary related to ceremonies
• Writing a summary
• Using the partitive

1 Speaking

The harvest is the time of the year when the crops and fruits are ready for cutting and picking. Many people celebrate the harvest with a festival when they thank their gods for the good food the earth has provided.

How do you celebrate the harvest? Do you have a special festival? Discuss it with the class.

2 Reading and speaking

The people of Swaziland celebrate the harvest with the Ncwala, the Festival of the First Fruits.

a. Read about the preparation for the ceremony, and find answers to these questions.

1. When does the Ncwala take place?
2. What is the purpose of the sacred enclosure?

PREPARATION FOR THE NCWALA

The Ncwala is the most sacred and secret of all Swazi ceremonies. At this ceremony the King is recognised as the symbol of the nation, representing its health, prosperity and fertility. The Ncwala binds the nation together in loyalty and unity to its King and is therefore a very important ceremony. The time of the Ncwala is set by Swazi astrologers (men who read signs in the stars). One month before the ceremony, a party of water officials known as the Bemanti, set out to gather plants from the mountains, water from the main rivers and foam from the waves of the Indian Ocean, near to the former Swazi ancestral home. When they return, the Little Ncwala ceremony begins with everyone chanting songs of praise to the King. Shortly before the main Ncwala, hundreds of young men set out from Lozintha, the site of the Royal Palace, to gather the sacred lusekwane shrub (acacia) from Sidvokodvo, about forty kilometres away. The youths are escorted by the older warriors and, on sight of the full moon, they cut down branches to carry back through the night, reaching the Royal Kraal at dawn. The elders then build a sacred enclosure (called the Nhlambelo) for the King and cover it with the lusekwane branches which have been collected by the young men. After this, the Bemanti and chief officials arrive, the warriors assemble, wearing costumes of oxhide and leopard skin, and they sing ritual songs in preparation for the slaughter of the great black ox in the sacred enclosure.



Sobhuza II was King of Swaziland from 1921 to 1982.

3 Writing

 See Workbook, page 44.

4 Reading, speaking and writing

a. Read the description of the main Ncwala.

THE FESTIVITIES

The following day the ceremony begins and the King, in full ceremonial dress, inspects his warriors. The Queen Mother offers traditional beer to the honoured guests and then the King dances into the sacred enclosure. The climax comes when the warriors, chanting sacred songs, dance around the Nhlambelo, surging forwards and backwards, symbolically asking the King to join them. Finally the King appears, his face smeared with black muti, or medicines, and his body covered in green grass. He wears a huge black feathered headdress and a silver monkey skin around his waist. The King joins the dance and as he dances he eats a pumpkin. Not until he throws the remains away may any Swazi eat newly-grown maize or pumpkin. The King must enjoy the first fruit of the harvest before all others.



The fifth day is a day of rest for all. On the sixth day the warriors collect firewood for a huge bonfire, onto which objects of the past year are thrown. For the Swazi nation, this signifies the end of one year and the beginning of the next. Some of the Ncwala ceremony is so sacred that it is carried out in total secrecy and this is respected by both young and old alike. The continuance of this ceremony is of the utmost importance to all Swazis.

b. Ask your partner four questions about the Ncwala. You are given cue words in your cue cards to help you form the questions.

Example: traditional beer/guests → Who offers traditional beer to the guests?

Student A: study the cue words on page 31.

Student B: study your cue words at the bottom of this page.

c.  See Workbook, page 44.

d. Reread the text to make sure you know the correct answers to your questions.

4 Writing

 See Workbook, page 45.

▶ Student B's cue card

- 2 chants/sacred songs
- 4 King's body/covered in
- 6 eats/pumpkin/first
- 8 warriors/make/sixth day

The Korité Festival

1 Reading, speaking and writing

Issa is from Dakar, the capital city of Senegal. He is Muslim and he is talking about the yearly Korité Festival.

a. Read the interview and tell the class when the Korité Festival is celebrated.

- INTERVIEWER Can you tell us something about the Korité Festival ?
- ISSA It is an important festival in the Muslim year. It is celebrated at the end of Ramadan.
- INTERVIEWER Ramadan ?
- ISSA That's the ritual month of fasting during which no food or water can be taken between sunrise and sunset. By that time the people have been fasting for a month. They look forward to the end of Ramadan and get ready for the feast.
- INTERVIEWER How does the festival begin?
- ISSA The night before the festival, the committee of people watching the moon declares that it has been seen. This is the signal that people await to start celebrating the Korité the following day.
- INTERVIEWER So what do people do ?
- ISSA Early in the morning women prepare the traditional 'lakh', which is a porridge of millet on which sweet milk (kind of yoghurt) has been added.
In the morning of the festival, people break their one month of fasting by having 'lakh' for breakfast.
- INTERVIEWER What happens next ?
- ISSA Men and boys wear their nicest clothes to go and pray at the mosque. The prayer is led by an Imam (praying leader) who, after the prayer, gives a speech of thanksgiving, repentance, remembrance and forgiveness. Then people ask one another for forgiveness.
- INTERVIEWER What about women ?
- ISSA They stay at home and pray there. Generally, older women go to the mosque, but it is optional. After the prayer, they prepare the main dish. It can be chicken or mutton accompanied with rice or couscous. Whatever the case, it is a special dish. People eat a lot to celebrate this important day.
- INTERVIEWER Do they spend the whole day eating ?
- ISSA They try to make up for a month of restrictions. After the meal, they eat fruit and drink tea and fruit juice. In fact, they have been waiting for the festival since the beginning of Ramadan, so they make the most of it.
- INTERVIEWER What do people do then ?
- ISSA Men visit relatives and neighbours and ask for forgiveness. This can last until sunset. Children go from house to house asking for "Ndeweneul" which is money given to them as presents to show people's happiness and thanks to God.
- INTERVIEWER How long has the Korité Festival been celebrated here ?
- ISSA Well, people in Senegal have been practising Islam for centuries. In fact, Islam has been the dominant religion in Senegal since its introduction by the Arabs. 98% of the population practises Islam.

• Using the present perfect continuous
• Using for and since

b.  See Workbook, page 47.

c. From what is said in the interview, how do you know that:

1. Most of the people in Senegal are Muslim?
2. There is a prayer leader?
3. People eat a lot during the Korité Festival?
4. Not all the women go to the mosque to pray?

2 Reading and writing

a. Study these sentences.

- Ali **has been praying** in the mosque **since** nine o'clock this morning.
- Ali **has been praying** in the mosque **for** three hours.

b.  See Workbook, page 47.



3 Listening

 See Workbook, page 48.

4 Writing and speaking

 See Workbook, page 48.

Then tell the class.

LET'S RECAP

- Reading about and describing a ceremony.
- Guessing the meaning of words from the context.
- Practising reading techniques.
- Writing a summary.
- Using the partitive.
- Using the present perfect continuous with *for* and *since*.

LESSON 1

Some animal facts

1 Reading and writing

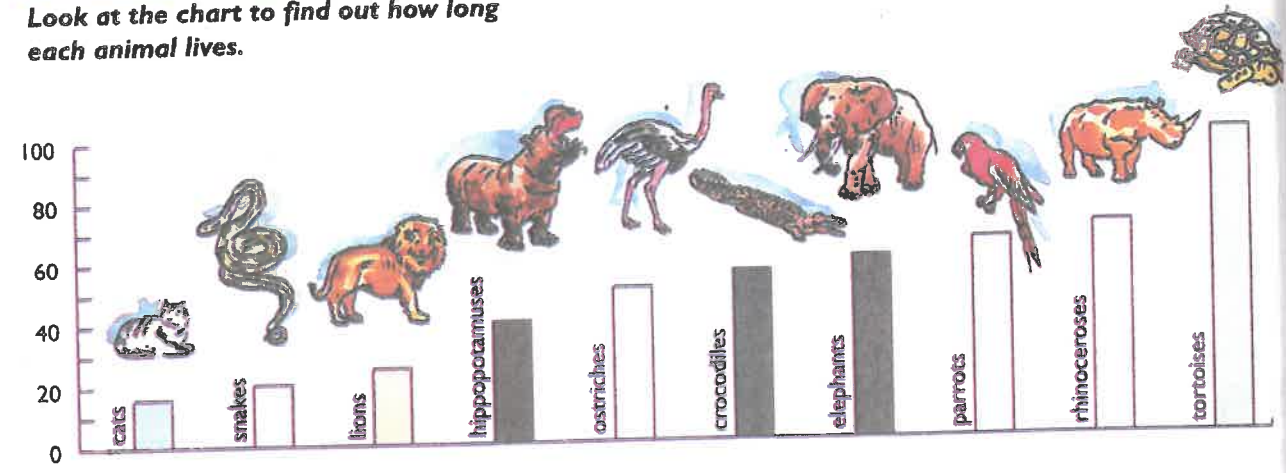
Match the animals to their descriptions below.

- a monkeys b rhinoceroses c beetles d parrots e gorillas f butterflies

- There are many of them in the rainforest, painted with gaudy colours. Often, these insects have such effective camouflage that they are hard to see.
- With their hooked beaks, these birds are experts at opening nuts and fruits.
- As they scamper from bough to bough, these animals cry shrilly to warn others of danger.
- This animal, with a horn on the end of its nose, is very short-sighted and may attack people who do not threaten it.
- Although they are a protected species, their meat can still be found in African markets. This gentle giant is a vegetarian and roams the forest in family groups.
- These insects are the scavengers of the forest floor.

2 Reading and speaking

Look at the chart to find out how long each animal lives.



3 Speaking

Talk about the animals you have found.

Snakes are interesting, aren't they? or (agree) Yes, they are.

(disagree) Oh, I don't think so. I think they're horrible!

How long do they live? Well, the table says their life expectancy is about 20 years.

4 Listening and writing

See Workbook, page 52.

5 Reading

a. Read and find out the difference between life expectancy and maximum life span.

Maximum life span is different from life expectancy. It represents the longest time a member of a species can live, not how long a member can expect to live when it is born. For example, the maximum life span of a human is about 120 years, that of a dog is 29 years, and that of one kind of Madagascar tortoise is 200 years! But the average life expectancy of humans is only about 70 years and varies according to circumstances. Plants can live much longer than members of the animal kingdom. African baobab trees may live to be several thousand years old, and one kind of pine tree in America has a maximum life span of 4,900 years.



b. See Workbook, page 52.

6 Reading and speaking

a. Read the short dialogues in the boxes below.

A What's the fastest snake?
 B It's the coral snake, isn't it?
 A No, it isn't. The fastest is the black mamba.

A Which animal has the longest tongue?
 B The anteater has, hasn't it?
 A Yes, that's right.
 B Er... It's about 2 m long, isn't it?
 A No, it isn't. It's 60cm long.

b. Look at this information for two minutes. Close your book. Then ask and answer questions like those in the dialogues above.

Land mammals	Snakes
tallest: giraffe 5.6m	longest: python 10m
lightest: pygmy shrew 2g	fastest: black mamba 25kph
slowest: giant sloth 2kph*	most poisonous: coral snake
fastest: cheetah 115kph	heaviest: anaconda
• The longest horns: Ankola cattle 2.5 m	• The largest animal which has ever lived: the blue whale
hair: human 7.9m	length: 33m
neck: giraffe 2m	heart: 450kg
tongue: anteater 60cm	weight: 130,000kg (20 elephants)
tail: crocodile 4m	liver: 1,000kg
	tongue: 3,000kg

*kph = kilometers per hour

7 Writing

See Workbook, page 52.

- Talking about life expectancy
- Tag questions
- Superlative (revision)
- Expressing length, weight and speed

Endangered species

1 Speaking and reading

Look at the symbol. Do you know what it represents? What is the WWF? Are there some animals which you know are in danger of extinction in your country?



Perhaps the most famous rare animal is the panda. A few years ago it was nearly extinct. Now its numbers are growing again. It has even become a symbol for 'wildlife conservation'. But many other species have been less lucky than the panda. Some are already extinct. Today many more are in serious danger.

2 Reading, speaking and writing

a. Read the statements below and look at the pictures. Then answer the following questions.

1. Which species are particularly in danger today?
2. Why?

- Man has always been a hunter. He still is. But many modern hunters don't just kill for food – they kill for profit. That's why so many rare and protected animals are still dying. Hunters like these are called poachers.
- In 1981 there were 15,000 black rhinos in Africa. Today, because of illegal hunting, that number is 4,500.
- In the 1970s there were 1.3 million African elephants. Today, because of poaching, there are under 85,000.
- The most popular furs are mink, sable, fox, squirrel and lynx.
- The following rare animals are in danger because hunters kill them for their fur: snow leopard, jaguar, ocelot, Indian tiger cat, lynx.



Hunters catch most of them in traps, which are made of metal and are very sharp.

- Most animals caught in traps die very slowly.
- The USA traps over 20 million animals every year.

b. See Workbook, page 55.

3 Reading, speaking and writing

a. Read the text and then answer the following questions.

1. Why do people hunt rhinos?
2. Do you know any other animals that are hunted for a specific part of their bodies? Which ones?

Hunters do not go out to look for rhinos for their meat or skins, but just for one part: their horns. These are highly prized in Yemen where they are made into handles for ornamental daggers, and in the Far East, where horn is looked on as a powerful medicine against fevers and other illnesses.

b. See Workbook, page 55.

4 Listening



See Workbook, page 56.

5 Reading and speaking

Read the text and answer the following questions.

1. What are the main dangers threatening rare species?
2. How can we save them from total destruction?
3. What will happen if animals cannot survive in the wild?



The problem of endangered species is not only that the animals are killed by hunters and poachers, but that their habitats are polluted and gradually destroyed by man. If the animals have not got the food and shelter they need to live and reproduce, they will eventually become extinct. Pollution and destruction change the balance of nature too. Each species in a habitat (for example: woodland, jungle, marsh or forest) needs and helps all the other species. If one animal, bird or insect disappears, all the others suffer too.

This is what is happening in the rainforest of South America, Asia and Africa. These are some of the world's oldest habitats – or they were... Man is destroying an area of rainforest as big as Togo every year. And what has taken the place of these green, natural places? Houses, farms, cities, streets, roads and factories. Because of this (and pollution too) several species of animals are dying. In fact, scientists believe that hundreds of animals, fish and birds may become extinct by the year 2000.

There is only one way to save animals and their habitats. This is conservation, which means:

- Making laws to protect animals in danger;
- Opening more national parks;
- Building fewer roads;
- Planting more forests;
- Cutting pollution.

If this doesn't happen, many wild animals will soon have just one habitat: the zoo.

6 Speaking



In your Workbook, page 56, make a list of all the arguments for and against zoos that you can think of.

Now discuss your ideas with a partner.


- Present passive continuous
- Talking about endangered species
- Arguing for or against zoos

LESSON 3

Animal migration

1 Listening and writing  See Workbook, page 59.


2 Reading, speaking and writing

a.  Most of the following animals move long distances from one place to another. Put the animals from the box into the correct category. Write your answers in your Workbook, page 59.

butterflies tuna swallows wildebeest snakes whales plovers bison eels ants alligators moths

a insects b reptiles c birds d fish e marine mammals f land mammals

b. Compare your categorisation with a classmate's work.

c.  In your Workbook, page 59, make a list of other animals that move long distances. Do you know how these animals find their way?

3 Reading and speaking

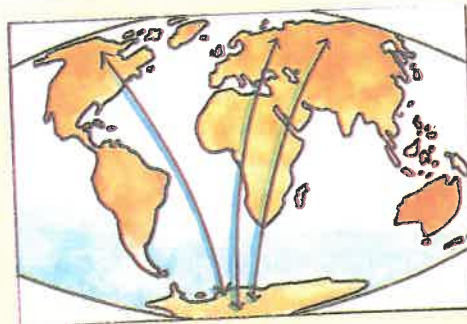
a. Read about the Arctic tern and then answer your teacher's questions about the text.



spend about eight months each year migrating. Altogether, they fly about 40,000 kilometres annually!

THE CHAMPION 'MIGRATOR'

The Arctic tern, a small seabird, builds its nest in the far north of Europe, Asia or North America. It spends the northern winter on the shore of Antarctica. Terns



b. Discuss your choices and your reasons.

4 Reading

a. Look quickly at the text on page 41 and say where (Section A, B, C or D) you would look to answer these questions:

1. How do salmon find their way back to their original stream?
2. What is animal migration?
3. Why do locusts migrate?
4. Where do Monarch butterflies migrate to and from?
5. Which animals mentioned live in the sea but lay eggs on land?
6. Do some animals migrate because of their age?
7. Is it true that some birds use the stars to find their way?
8. Does migration mean the animals always return to exactly the same place?



A DEFINITION

Migrations are periodic movements of certain animals from one place to another, with the animals often returning to the same place each time.



B REASONS FOR MIGRATION

Some animals migrate so that they can find the food they need, or the climate they prefer, often in order to give birth to their young. Some animals, such as locusts, migrate because of overpopulation. However, some animals, particularly fish, migrate at only one time in their life, often from fresh water to salt water (eels) or from salt water to fresh water (salmon), to give birth.

C EXAMPLES

Monarch butterflies eat only one plant (milkweed), which they find in the USA or Canada in summer and thousands of miles away in Mexico in winter. Many birds, including swallows, fly annually from Europe to Africa and back to find the right climate, especially for reproduction and feeding. Land mammals, such as reindeer in the Arctic and wildebeest in East Africa, migrate long distances in search of food. Some animals (locusts, lemmings) migrate in huge numbers but irregularly, when their numbers are too great in one area. Salmon live most of their life at sea, but return to the same part of the river where they were born when they want to reproduce. Turtles migrate back to the beaches where they were born to lay their eggs, but live the rest of their lives thousands of miles away at sea.

D HOW THEY DO IT

Birds, especially, use several different systems to find their way: the sun, the position of stars, magnetic fields and landmarks they can see. Fish such as salmon probably use different senses to find their way as much as 6,000km back to their home rivers, but they especially use the sense of smell.

b.  See Workbook, page 60.

5 Writing  See Workbook, page 60.

LET'S RECAP

- Talking about life expectancy.
- Revision of superlative and of tag questions.
- Using present passive continuous.
- Talking about endangered species.
- Arguing for and against zoos.
- Understanding and explaining animal migration.
- Expressing length, weight and speed.

- Recognising the main characteristics of the rainforest
- Discussing the causes and effects of its destruction

1 Speaking

How many uses of wood can you think of? Tell the class.

2 Reading and speaking

Read the statements below about the rainforest and decide whether they are True or False. Justify your opinion.

1. Rainforests grow in countries near the Equator. They receive between 2 and 10 metres of rain every year.
2. There have been rainforests on earth for over 75 million years. That makes them the oldest habitats on the planet.
3. Nearly 60% of rainforests are in Central and South America. The rest are in West Africa, Central Africa, South East Asia and the Pacific Islands.
4. Half of all the species of butterflies, birds, flowers, trees and insects live in rainforests. Fifty species of rainforest animals become extinct every day.



3 Reading, writing and speaking

a. Read the following text.

The rainforest is the most diverse, the most complex, and the least understood ecosystem on earth. According to tropical biologist Seymour Sohmer, we should always remember that we know little or nothing about the structure of most humid tropical forests or about all the different species in them. The huge numbers of species make researchers' tasks a daunting one. A temperate forest may contain only a few tree species per hectare. A half hectare of rainforest, on the other hand, may contain over 80 different species. It is an exhausting and an enormous job to classify so many species. As a result, only a few rainforest plots larger than one hectare have ever been analysed. Those that have, however, show some surprising results. The vast assortment of trees provides habitats for a huge number of forest residents – far more than anyone had imagined. The US National Academy of Sciences states that a typical ten-square kilometre area of pristine rainforest may contain as many as 125 different species of mammals, 100 species of reptiles, 400 species of birds and 150 species of butterflies. In comparison, the whole of North America has or receives visits from fewer than 1,000 bird species.

b. See Workbook, page 63. Then tell the class.

4 Reading, writing and speaking

a. Read the text below for your information. In your Workbook, page 63, make notes of what you think is important.

Over half of all the world's tropical forests has already been destroyed and most of that destruction has happened in the last 50 years. Only three areas of the world have tropical forests: these are South and Central America, South-East Asia, and West and Central Africa. Almost all the rainforest in India and Sri Lanka has been destroyed, and in Bangladesh it has gone completely. There is no tropical forest left in Haiti. In the Amazon Basin, the world's largest area of tropical forest, millions of hectares are being burned each year. In Africa the situation is not much better: 85% of Côte d'Ivoire's forest has already been destroyed. Soon, Guinea will have only a third of its forest left, and Nigeria will have none. Overall, around 800 million hectares of tropical forest worldwide have disappeared.

b. Now use your notes to answer the questions in your Workbook, page 63.

c. See Workbook, page 64.

5 Speaking, reading and writing

- a. Africa has lost 52% of its original tropical forest. Why? Can you think of four reasons for this destruction? Discuss them with the class.
- b. In the text below, the writer mentions four reasons for the destruction of tropical forests. What are they? How do they compare with the reasons you suggested?

WHY IS THE CRISIS HAPPENING? THERE ARE FOUR MAIN REASONS.

- 1 Third World farmers don't have enough land. 800 million people in the Third World have nowhere to grow food for their families. 250 million of them are destroying the rainforest simply to live.
- 2 People in developing countries need wood for cooking and heating.
- 3 Rich countries depend on rainforest products. These include:
 - Minerals: experts say that man has discovered only 10% of the minerals in the Amazon area.
 - Wood: soon, America alone will import \$2 billion of rainforest wood per year.
 - Medicine: 25% of all medicines contain rainforest products.
 - Rubber: for tyres on cars, buses and lorries all over the world.
- 4 Many developing countries need to grow crops for export to developed countries to get cash ('cash crops'). Large forests are cleared to make space for plantations of cocoa, coffee, tea etc.



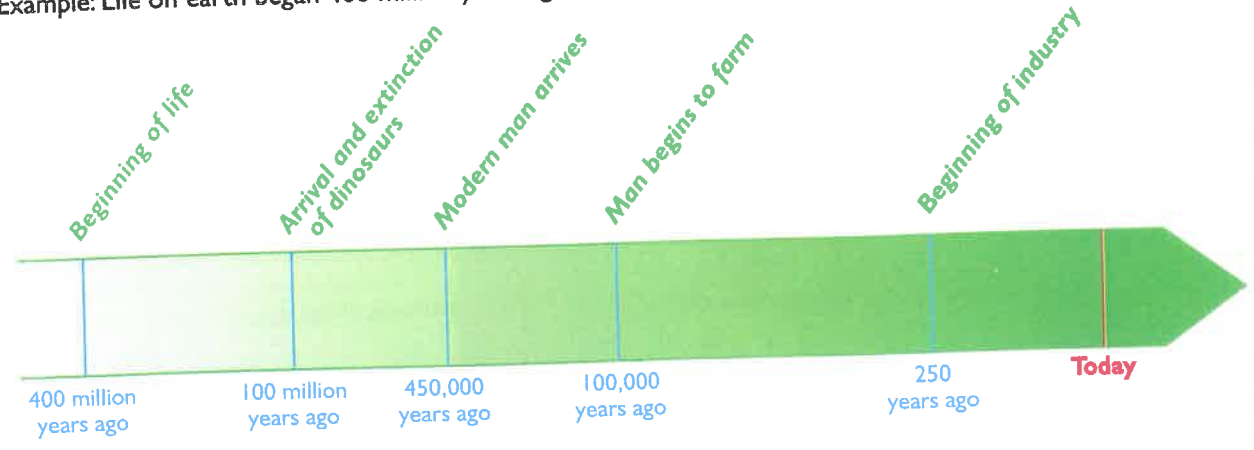
Environmental problems

1 Reading and speaking

It is estimated that our planet is 46,000 million years old.

a. Look at the diagram below. Tell the story of the earth and mankind.

Example: Life on earth began 400 million years ago.



b. Read the text and answer your teacher's questions.

In the past 100 years man has been polluting the air, sea and land; he has used a lot of the earth's oil, gas and coal; he has completely killed more than 500 kinds of animals, birds and plants; he has grown in numbers from 1 billion in 1830 to nearly 6 billion today. The earth is our home but much of it is dirty or dying. So, what are the main environmental problems facing man today?

2 Reading, speaking and writing

a. Read the texts below and say whether the following statements are True or False.

1. Soil formation takes a long time, but soil erosion is quick.
2. Without air we die within minutes.
3. Without water, we die in 3 days.
4. Acid rain contains toxic gases.

b. See Workbook, page 66.

SOIL EROSION

Soil takes a very long time to form. It is estimated that it takes 1,000 years for rock to break down into small particles and form a layer of soil just a couple of centimetres deep. However, it can be lost in just a few years. When many trees are cut down, there are no roots to bind the soil particles together, and no fallen leaves to protect the soil from the rain. The unprotected soil is swept away by winds and water. This is called soil erosion. It is argued that soil erosion happens because farmers cut down more and more trees to grow crops to feed an increasing population. Also, farmers use the same land too often, making the soil drier, weaker and thinner. After a few years, rain and wind erode it.

Talking and writing about environmental problems
Using the impersonal passive



WATER

We use rivers, lakes and oceans as sewers and as dumping grounds for waste and polluted water. Waste dumped into running water is quickly carried away out of sight. However, if too much waste is dumped into water, nothing can survive in it. Human beings need clean, fresh water. Without it, we die in three days. But in many parts of the world, clean water is rare. Instead, people have to drink dirty, polluted water. Over 2 billion people don't have clean water. 80% of the world's diseases come from dirty water. 30,000 people die every day from diseases like this. 50% of the people in hospitals are there because of 'dirty-water' diseases.

AIR

Air is precious. Without it, we would die within minutes. Clean air has no smell or colour, but polluted air contains harmful gases or particles of soot and dust. Sometimes a grey-green haze called smog builds up over a city. Los Angeles and Mexico City suffer from bad smog, caused mainly by car exhaust gases. Acid rain forms when the gases sulphur dioxide and nitrogen dioxide, from industry and car exhausts, react with water droplets in the air. Acid rain has killed large quantities of trees in Europe. It also harms wildlife and stone buildings.

3 Reading and writing

When we report findings, we sometimes use expressions such as: 'It is estimated that ...'
Example: It is estimated that our planet is 46,000 million years old.

- a. Read the texts above and find the sentences with expressions that are similar to: 'It is estimated that ...'. Write them down in your Workbook, page 66.
- b. See Workbook, page 66.

4 Reading and speaking

a. Read the definition of a greenhouse opposite. Discuss what you think scientists mean when they talk about the 'greenhouse effect' on our planet.

A greenhouse is a heated building, in which you can grow plants that need to be protected from cold weather, wind or frost.

b. Read the text and see if you were right.

The atmosphere is a blanket of gases around the earth. For thousands of years these gases have kept the temperature of the planet at 15°C, by trapping some of the heat from the sun. But now, because of pollution, there are more and more gases in the atmosphere. This means that the earth is getting warmer. A greenhouse becomes hot for the same reason: its glass lets the heat of the sun pass through, then it stops some of it from escaping. This is why the problem of the earth's rising temperature is called the 'greenhouse effect'.

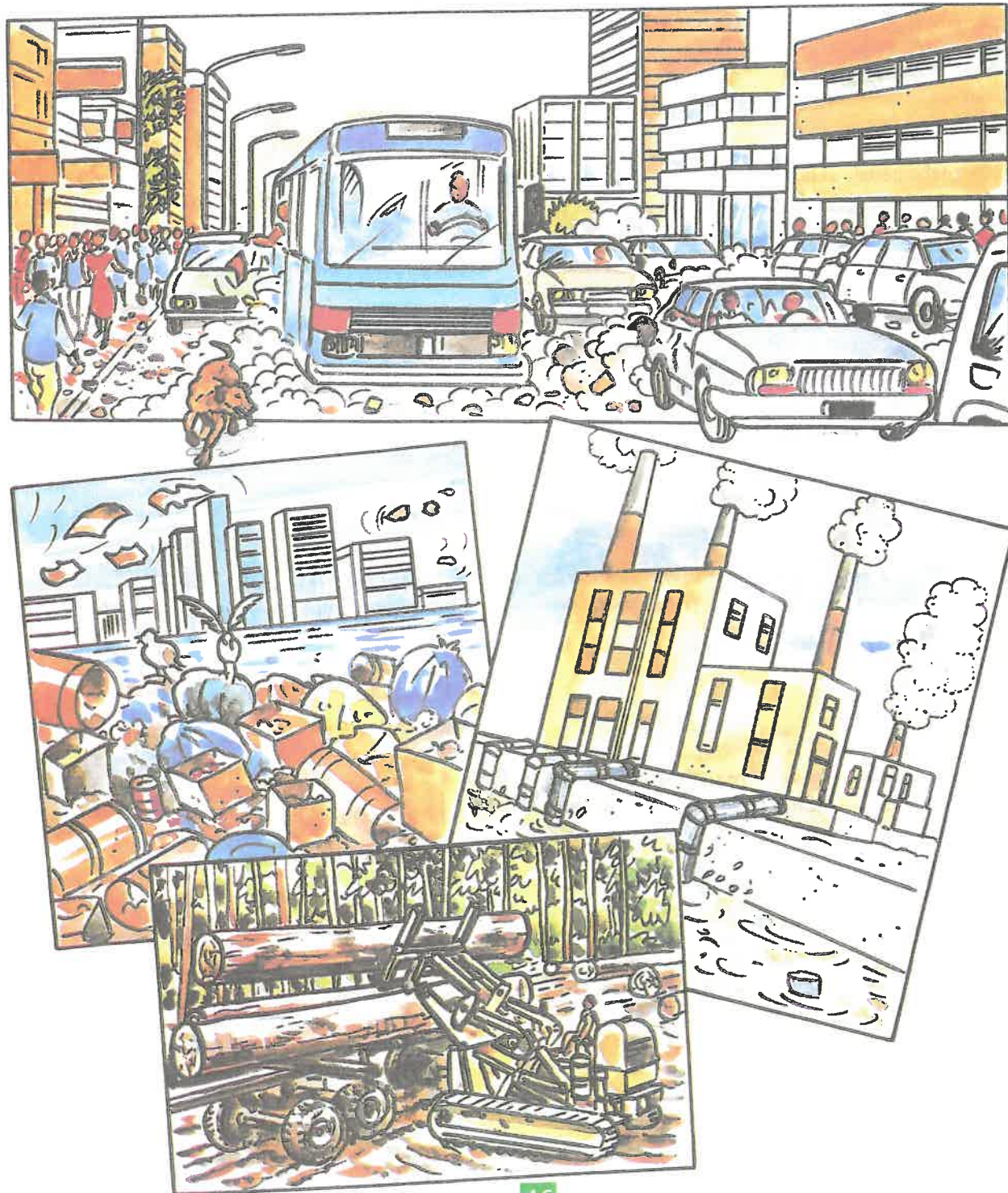
5 Listening and writing

See Workbook, page 67.

Pollution solutions

1 Speaking

Look at the illustrations. What problems are the people facing? What could be done to solve them? Discuss with the class.



Talking and writing about solutions to environmental problems
Using the present continuous passive

3 Reading, writing and speaking

a. Match these environmental problems (a to e) to the suggested solutions (1 to 5) below and write your answers in your Workbook, page 68.

- a dirty water
- b soil erosion
- c destruction of rainforest
- d air pollution
- e pollution through litter

- 1 In Burkina Faso, lines of stones are being put around the fields. When the rain comes, it does not wash away the soil. Instead the water sinks into the earth and makes it wetter, richer and more fertile. It's a quick, easy and cheap solution.
- 2 In villages, water-testing kits are being used to test the water in a river or well and make sure that it is clean. In other places, water pumps are being installed to raise safe, clean water for a whole village. Factories which pour dirty water into rivers, lakes and the sea are being prosecuted and fined.
- 3 Governments are being encouraged to plan and work together, to protect more land and grow more trees. The richer countries are being challenged by environmental pressure groups to help poorer countries to develop industries which do not require them to cut down their trees.
- 4 Countries are being encouraged to do the following:
 - Use more natural energy (sun, wind and sea);
 - Ban CFCs (chlorofluorocarbons);
 - Conserve the rainforests;
 - Reduce bush burning;
 - Use fewer cars;
 - Use cleaner forms of petrol in cars.
- 5 Shops are being urged to use less packaging and everyone is being encouraged to recycle paper, glass, metal, plastic etc.

b. See Workbook, page 68.

3 Reading, speaking and writing

a. Read the sentence below:

In Burkina Faso, lines of stones are being put around the fields to stop soil erosion.

Read the above text again and express other solutions to environmental problems in a similar way.

b. See Workbook, page 68.

LET'S RECAP

- Recognising the main characteristics of rainforests.
- Discussing the causes and effects of the destruction of rainforests.
- Talking and writing about environmental problems and their solutions.
- Using the impersonal passive and the present continuous passive.

The city or the country?

- Using modals in present and Past situations
- Making comparisons between country and city life
- Dictionary work

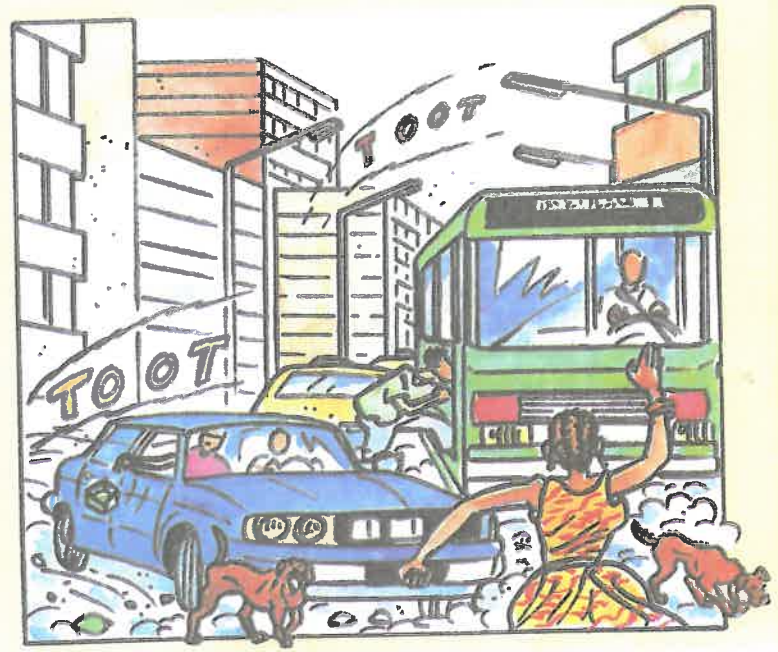
1 Reading and speaking

Read the poem and answer the following questions.

1. Are the sentences long or short?
2. Does Mubonwa like city life? How do you know?
3. Do you think he was born in a city or in a rural area? How do you know?
4. Does he describe one scene or a series of separate ones?

URBAN LIFE by Webster Mubonwa

People shouting.
 Factory pollution.
 People rushing for the bus.
 An accident here.
 Vehicle inspection there.
 Hooters – non stop.
 Thin dogs wander
 through dirt and litter.
 Water comes from a tap.
 You hardly see a rabbit
 or a buck.
 You never see real darkness.
 You pay for everything.
 Your food, your fun.
 And the people
 Keep spitting on the pavement.



2 Speaking and writing

- a. Read the poem aloud.
- b. Mubonwa doesn't mention rural life, but he is obviously comparing life in a city and rural life in his poem. Talk about the comparisons he suggests. Use the ideas in the box below.

He talks about 'people shouting.' Why do you think he says that?

To show that city life is noisier than rural life.

Some ideas: less relaxed less fun dirtier more expensive
 less natural more unpleasant noisier more dangerous

3 Speaking

Student A: Imagine you are a friend of Mubonwa's who has never left your village.
Student B: Imagine you are Mubonwa returning to your village.
 Talk about the differences between city and rural life. Use your ideas from Exercise 2.

1 Reading and writing

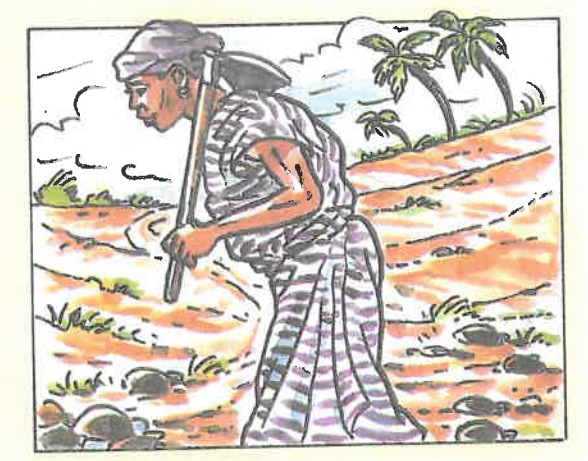
- a. Read the dictionary definitions below.

Toil is unpleasant, difficult or tiring work.
 When you **trudge**, you take very slow, heavy steps.
 If someone **plods**, they walk slowly and heavily.
Scraggy means unpleasantly thin and bony.

- b. Read the poem. What impressions does the poem convey about village life?

THE VILLAGE by Gashe

Kanyariri, Village of Toil,
 Village of unending work.
 Like a never drying spring
 Old women dark and bent
 Trudge along with their hoes
 To plots of weedy maize, Young wives like donkeys
 From cockcrow to setting of the sun
 Go about their timeless duties
 Their scraggy figures like bows set in a row,
 Plod up and down the rolling village farms
 With loads on their backs
 And babies tied to their bellies...



- c. See Workbook, page 71.

2 Writing and speaking

See Workbook, page 71.

3 Speaking

- a. 'Urban Life' presents a negative view of city life and 'The Village' presents a negative view of life in a village. Do you think each poem shows a true picture?
- b. Imagine you are talking to the two poets. Tell Mubonwa some good things he could have written about city life. Tell Gashe some good things she might have written about village life.

Ex: You could have talked about the exciting entertainment in cities.
 You might have written about the good neighbours people have in villages.

The generation gap

1 Reading

- a. Read this extract from Camara Laye's 'The African Child', bearing in mind the following questions.
1. What do you think the previous paragraph was about?
 2. *Used to* tells us that Laye's mother behaved like this several times. What other verb form also tells us this?
 3. What do you think of the mother's behaviour?
- b. Answer your teacher's questions.

My mother's attitude was completely different. Her hut was close to mine and their doors faced each other: my mother had only to take a single step and she was inside my hut. She used to do so without any warning: she never knocked at the door, she just walked straight in. Suddenly, there she would be, standing before us, without the slightest sound from the door; she would look closely at everyone before saying good evening.

Oh! it was not the faces of my men friends that she **scrutinised**; they were my own **affair**; they did not matter. No, it was the girls' faces that my mother used to **inspect** and she very soon picked out the faces she did not like. I must admit that at these gatherings there were sometimes young women of rather loose habits and whose reputation was a little **tarnished**. But how could I forbid them to come? Did I even want to do so? If they were a little more **worldly-wise** than was necessary, they were also generally the most amusing. But my mother thought **otherwise** and she never used to **beat about the bush**. 'You,' she would say, 'what are you doing here? Your place is not with my son. Go back home. If I see you here again, I'll have something to tell your mother about you, I warn you.'

If the girl did not **make off** fast enough, or if she did not extract herself quickly enough from the **jumble** on the divan, my mother would pull her out by the arm and **thrust** her toward the open door. 'Go on,' she would cry, 'get back home.' Only then would my mother say 'good evening' to everyone.



2 Writing a. See Workbook, page 73.

- b. Try to guess the meanings of those terms and tell the class.

3 Speaking

- a. Do you have problems with your parents (or other older people) about any of the things listed in the box below? What do your parents say to you about these topics?

- the clothes you wear
- the way you have your hair
- your friends
- the time you come home
- how much you study
- how much you help around the house
- the music you listen to
- the way you talk to adults
- your plans for the future
- your attitude to money
- whether or not you should have a boyfriend/girlfriend

- b. Who do you talk to first about these problems: your mother, your father, someone else? Why?

4 Reading, speaking and writing

- a. Read the parents' charter below. Say which parents' rights you agree with. Explain why or why not.

PARENTS' CHARTER: RULES OF THE HOUSE

- Parents have the right to their sleep. They should not be disturbed by their children's noise.
- Parents have the right to freedom from worry. If children go missing for five hours, don't be surprised if they think you've been raped, murdered or kidnapped.
- Parents are human beings too. They have the same right to change their mind as children have.
- Parents' personal appearances are their own concern. Mum doesn't want to be told that her hairstyle and her clothes are out of fashion.
- Parents have the right to hold their own opinions and children should treat their views with respect.
- Parents have a responsibility for deciding what the family can afford and should not be pressured to spend more than that.
- Parents have the right to freedom from political indoctrination.
- Parents have the right to the enjoyment of their own homes and this includes control over how rooms are used, furnished and decorated.
- Parents are free to make complaints about their children without fear of reprisal. The expression 'reprisal' includes sulking, loud screams, slamming doors.
- All parents have the right to expect help around the house. Having worked hard and made sacrifices themselves, they are entitled to ask children to help sometimes.
- Parents should not be humiliated because their own knowledge may not be up-to-date.
- Parents have the right to nag, scold, criticise, threaten, cajole, warn and offer gratuitous advice. They carry on in this boring manner, not because they enjoy it, but because they have a duty to exercise their most precious right of all which is the right to be parents.

- b. See Workbook, page 73.

5 Writing and speaking See Workbook, page 73.

Male versus female?


1 Reading, speaking and listening

a. Read these opinions. Do you agree or disagree?

- Both men and women should have the right to vote.
- Men and women should receive equal wages for the same job.
- Men are naturally better suited to some jobs.
- Women should be fully responsible for the home and children.
- Male and female children should be brought up in the same way.
- Higher education is more important for men than for women.

b.  Listen and decide whether the speaker agrees or disagrees with each opinion, and write your answers in your Workbook, page 76.

2 Writing and speaking

a.  Look at these occupations and for each of them decide if it is usually done by men, usually done by women or often done by both men and women. Make your lists in your Workbook, page 76.

lorry driver	doctor	housekeeper	artist	soldier	nurse	writer
carpenter	farmer	airline pilot	teacher	builder	cook	journalist
hairdresser	secretary	shopkeeper	footballer	scientist	dancer	bank cashier
engineer	politician	telephone operator	computer programmer	market stallholder		

- b. Compare your lists with a partner's and see if you agree.
c. Talk about any changes you might like to see.

3 Writing and speaking


a.  Look at these activities. Who do you think should do them, men, women or both? Make three lists in your Workbook, page 77.

cleaning the house	shopping for food	controlling the money	sweeping and scrubbing
cleaning the car	earning money	repairing the house	looking after children
washing clothes	washing dishes	looking after the garden	cooking

b. Discuss your decisions and explain why you think as you do.

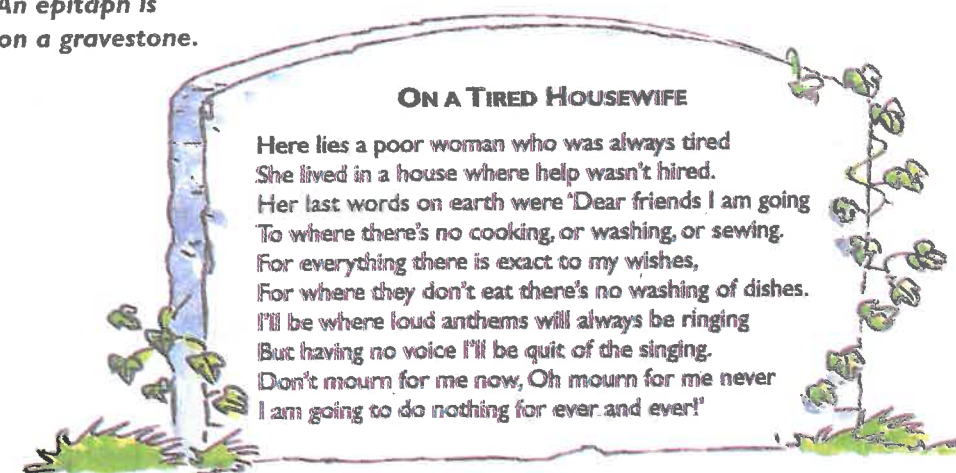
4 Writing See Workbook, page 77.

5 Listening and speaking

- a.  Listen to the conversation and check your answers in your Workbook, page 77.
b. Act out the conversation.
c. Which of the two people do you agree with?

6 Reading and speaking

a. Read this epitaph. An epitaph is something written on a gravestone.



b. Answer these questions:

- What kind of life did this person have?
- Do you think she had a sense of humour?



7 Speaking

Answer these questions, giving your own opinion.

- What could her husband have done to improve the tired housewife's life?
- What should she have done to make her life better?
- Do you think she would have had a different life if she had lived in modern times?

Her husband could have hired a helper.

I think she should have asked her children to help.

LET'S RECAP

- Using modals in present and past situations.
- Making comparisons between country and city life.
- Dictionary work.
- Talking about attitudes of parents and children.
- Expressing preferences.
- Making comparisons between male and female roles.
- Revising modals in the present and past.

1 Speaking

How much do you know about love and marriage? Look at the expressions below, and share your knowledge with the class.

- civil ceremony
- arranged marriage
- matchmakers
- polygamy
- wedding
- religious ceremony
- wedding presents
- bride price
- divorce
- monogamy
- dowry
- traditional ceremony
- marrying for love

2 Reading and speaking

Once a year, every year, at the end of the rainy season, Niger's Wodaabe nomads gather for a celebration of beauty. Read Carolyn Dempster's report and find out what makes this celebration so special.

THE WODAABE by Carolyn Dempster

We heard the sound before we saw the young men. A humming hypnotic chant vibrated across the desert. It was 46° centigrade and the Geerewol ceremony had begun. From a distance, the long line of slim figures rising and falling on their heels resembled a mirage. From the front they looked like women because of the elaborate make-up: ochre stripes down the nose and cheekbones, as well as red, yellow and blue, made them look quite beautiful.



The proud young dancers knew they were beautiful and flirted quite openly. 'Yaake is a dance to charm,' one of the participants, Perodje, told me later on. 'If you control the eyes and the teeth, the women will want you.' Behind us the young men carried on dancing and ululating, rolling their eyes from side to side and smiling enticingly at the watching crowd. This consisted of old men who exhorted them in their dance with shouts and words of encouragement. The young women smiled and pointed. And behind them, on their camels, completely wrapped in turbans, sat some haughty married men. They had seen it all before and could not participate because they were too old. For seven days the young men of two Wodaabe sects compete in this battle of beauty. From dawn until dusk, the competitors openly demonstrate their manly features in a bid to attract the attention and praise of the women of the opposite lineage. Towards dusk on the seventh day, the crowd gathers for the closing ceremony, while the dancers prepare themselves for the final competition – the Geerewol. The Wodaabe are known for their natural concoctions to enhance male beauty, and they use these during the Geerewol. At the appropriate time, all the young men come forward in tightly wrapped skirts, their faces made-up, and with ostrich plumes in their hair. Then the fires are stoked up and the dancers compete in an all-night marathon of singing, dancing and clapping. At dawn, the most charming, most beautiful young men are chosen by the most beautiful women of the opposite sect. They are picked as winners and prospective husbands. It is a curious reversal of roles.

3 Reading, writing and speaking

Discuss these questions with your partner. Write your answers in your Workbook, page 81. Then report your answers to the class.

- List three things the men do to make themselves beautiful.
- What do the young men do while dancing? Why?
- In what way is the dance a 'battle'?
- What qualities and abilities should a winner possess?
- The Wodaabe are nomads. Why do you think the Geerewol is held at the end of the rainy season?
- 'It is a curious reversal of roles.' Which roles are reversed? Explain your answer.

4 Reading and writing

a. Study these sentences.

1st sentence: The ceremony started. → { After the ceremony had started, the reporter arrived.
or
2nd sentence: The reporter arrived. The reporter arrived after the ceremony had started.

b. Decide whether these sentences are True or False. Write your answers in your Workbook, page 81.

1. The ceremony had already started when the reporter arrived.
2. The reporter saw the young men before she heard the chant.
3. The young men had started to dance before they put on make-up.
4. After they had competed for seven days, the dancers prepared for the final competition.
5. After the women had picked the winners, the fires were stoked up.

c. See Workbook, page 82.



5 Writing

See Workbook, page 82.

Arranged marriages

1 Listening

Listen to the four speakers. Each one is talking about his or her arranged marriage. Complete the chart in your Workbook, page 84.

2 Speaking

Discuss the following questions with the class.

- What impression do you get from the speakers about their marriages?
- You have just heard about some arranged marriages. Why were some of these unsuccessful?
- What things do you think are necessary for a successful marriage?
- Do you have arranged marriages in your region? How do you feel about this?

3 Reading and writing

a. Read the text below and answer these questions.

1. How old is Estuko when she learns of her arranged marriage?
2. Does she have a say in the marriage arrangements?

THE HONOURABLE ALL ORDAINS



This family council was the largest the family had held since Father's death. Two grey-haired uncles were there with the aunts, besides two other aunts, and a young uncle who had come all the way from Tokyo on purpose for this meeting.

I entered the big room. Next to my brother were the two grey-haired uncles and the young uncle from Tokyo. Opposite sat Honourable Grandmother, the four aunts, and Mother. As I pushed back the door, they looked up and gazed at me as if they had never seen me before. I was a little startled, but of course I made a low, ceremonious bow. Mother signalled to me, and I moved quietly over beside her on the mat. 'Estuko,' Mother said very gently, 'the gods have decided your destiny as a bride. Your honourable brother and your venerable kindred have given much thought to your future. It is proper that you should express your gratitude to the Honourable All.'

I made a long, low bow, touching my forehead to the floor, and left the room. I did not think of asking 'who is it?' I did not think of my engagement as a personal matter at all. It was a family affair. Like every Japanese girl, I had known from childhood that I would eventually be married. I did not look forward to it. I did not dread it. I did not think of it at all. The fact that I was not quite thirteen had nothing to do with it. That was the attitude of all girls.

b. See Workbook, page 84.

c. Choose the best summary of the text from these three paragraphs. What is wrong with the other paragraphs? Discuss with the class.

- A Estuko is a twelve-year-old Japanese girl. Her family has chosen a husband for her. Estuko is happy about her engagement, but wants to know who her fiancé is.
- B Estuko is a young Japanese girl from a traditional family. The senior members of her family have chosen a husband for her. She wants to get married, but she is not happy with their choice.
- C Estuko is a twelve-year-old Japanese girl. According to tradition, her family has chosen a husband for her. She is neither happy nor unhappy about the family's decision.

4 Writing See Workbook, page 84.

5 Speaking and writing

What were the exact words the speakers used? Write your answers in your Workbook, page 85. Then tell the class.

Example: Mother said that this was the largest council they had held since her husband's death.
→ 'This is the largest council we have held since my husband's death,' said Mother.

1. The young uncle explained that he had travelled from Tokyo.
2. Grandmother said that they had come to a decision.
3. Estuko's mother told her that the family had arranged her marriage.
4. Estuko said that she had known from childhood that she would marry one day.

6 Speaking and writing

a. What are the advantages and disadvantages of arranged marriages? Discuss in small groups, and write down your points in your Workbook, page 85.

b. Discuss your group's view with the class.

c. How many people are in favour of arranged marriages? How many are against? Take a class vote.



The perfect match

1 Reading

Quickly read through the short texts. Where would you expect to find each of these texts?

textbook newspaper dictionary magazine

1 The Yaruro people of Venezuela have very strict rules for marriage. A man can only marry his mother's brother's daughter, or his father's sister's daughter.

2 **New Delhi Times**
Wanted: Educated, professional husband for an intelligent, attractive Brahmin girl, 22 years old, BA ed, brother doctor, wealthy family. Contact P.O. Box 226.

3 Attractive nurse of 26, likes classical music and theatre, seeks professional man up to 36 for companionship and possibly marriage. Box number 43.

4 **matchmaker** /mætʃmeɪkə/ n. (pl. matchmakers)
Someone, usually a woman, who introduces two unmarried people with a view to marriage. Also known as a *go-between*.

5 **Dating Agency**
Are you having trouble finding the partner of your dreams? We are a respectable agency with 40 years' experience. We can help you find the perfect partner. Just fill in the form, and mail it immediately. Confidentiality is assured. Don't waste any more time. Thousands of lonely people are now happily married thanks to us.

Name:
Address:
.....
Age:



6 A recent survey in the USA revealed the main reason why people marry. The majority of men (78%) and the majority of women (85%) said they married for love.

7 35-year-old divorced engineer, likes all sports and popular music, wants a female companion under 30. Occupation does not matter, but she must be very attractive and enjoy outdoor sports. Please send photo with reply to Box 78.

8 I'm a 24-year-old bank clerk who likes football, pop music and films. I'm very shy with women, but I would like to meet a kind, friendly girl, age between 20 and 24, with a view to marriage. Physical appearance does not matter. Box 61.

2 Writing and speaking



See Workbook, page 87.

• Vocabulary related to dating/matchmaking
• Writing a report or description from data/questionnaire

3 Writing



See Workbook, page 88.

4 Reading and writing

a. Read the text and say what makes the Godié marriage an unusual one. Do you have similar ones in your country?

RUNAWAY MATCH IN GODIÉLAND

When a young man falls in love with a young girl from a neighbouring village, he can inform his parents who will then make arrangements with the girl's family for a regular marriage. But most often, the young man will conspire with the girl and run away with her. This has got nothing to do with kidnapping. Both youths agree to leave the village secretly, generally by night.

Once the young man is back home, the big drum announces the arrival of a new 'wife' in the village. The drum sends out a message informing the villages around that a young man has just 'brought' a new girl to marry. The parents who realise that one of their daughters has disappeared send messengers to the man's village to claim their daughter, especially if the girl has been promised to someone else. The unofficial bridegroom's parents make it a point of honour to pay back the price of the bride, even doubling it to avoid the shame caused by losing the bride. Big ceremonies are then organised to welcome the girl into her new family. This is especially to show how brave the young man has been and how honourable his family is. This celebration also officially marks the acceptance of the new 'wife' into the village.



b.  See Workbook, page 89.

LET'S RECAP

- Talking and writing about various customs of marriage.
- Discussing wedding and dating traditions.
- Revising direct/indirect speech.
- Using the past perfect.
- Vocabulary related to dating/matchmaking.
- Writing a report or description from data/questionnaire.

1 Reading and speaking

a. Read the following job adverts and list the qualifications required for each one. Write your answers in your Workbook, page 91.

A

Kitchen Assistant

A reliable, hard-working cook is required to assist in our modern hotel kitchen. Hours will be 8.30 a.m.-2.30 p.m., Monday-Friday. We offer excellent salary and good working conditions. Please write or telephone:
Personnel Manager
Savana Hotel
Dakar
Tel: 8494242

B

Managing Director of a well-known company requires an enthusiastic **Secretary/Personal Assistant** to help in the office. A well-educated, experienced person is needed, preferably over the age of 25. Must have good organisational and secretarial skills, to include word processing and other computer work. Good English essential. Excellent salary.
For further information and application form, telephone 8459563.

C

**Secretary
80,000CFA**

For young friendly company in Industrial Area. Good opportunity for lively young person. WP/shorthand needed. Must be interested in marketing. Salary review after six months.
Contact Lindy on 8404562

D

Secretary/Personal Assistant

SEC/PA to Chief Executive required by advertising agency. Well-educated, friendly person 24-45. Good secretarial and organisational skills, typing 60 Wpm/SH 100. WP experience. Must have good English. Interest in colour/design would be an advantage.
40-hour week, four weeks holiday.
Salary negotiable.
Send curriculum vitae to:
SONACOS EIZ
Ziguinchor

E

Editorial Secretary - Newspaper requires an enthusiastic Editorial Secretary. Good shorthand (100 words per minute) and typing (55 Wpm) are required. Must have excellent telephone manner. Age 19 years plus.
Busy department, working with photographers and picture libraries. Previous experience would be an advantage. Hours 10.00-5.50, six weeks holiday. Offices close to town centre.
Salary 3,000CFA per month.
For more information, please ring: 9356003, extension 525.

F

Audio Typist. Publishing - 75,000CFA

Sales Department seeks person to assist Export Sales Manager. The work will involve using personal computer, general office work etc. Some office experience helpful.
Ring: 9163450.

b. 'Ad' stands for advertisement. What do these abbreviations stand for? Read the job ads again to find out. Write your answers in your Workbook, page 91.

SEC/PA CV WP Wpm SH PC

c. Which job would you like to apply for? Why?

- Understanding job adverts
- Writing an application letter
- Vocabulary related to jobs

2 Reading and writing

a. Read the letter below and find which job Anna Ba is applying for. Why does she think she is suitable for the job? Tell the class.

b. See Workbook, page 91.

3 Writing

a. Read the application letter below to the class.

Dakar Publishers Ltd 80 Pikine
Dakar Tally Icotaf
P.O. Box 41188 Parcelle 1240
Tel: 8492852

Friday 15th May

Dear Sirs

I have seen your advertisement in today's "National News" and I would like to apply for the post of Personal Assistant. As you can see from the enclosed curriculum vitae, I have had several years' experience in different offices. In my last two jobs the organisational side was very important and there was a lot of work using the computer. However, I would now prefer a post where I can use my knowledge of English and where my interest in art might be useful. I hope you will consider my application and look forward to hearing from you.
Yours faithfully

Anna Ba

Anna Ba

Enc. Curriculum Vitae

b. See Workbook, page 92 and 93.

4 Listening

Listen to the conversation and fill in the application form in your Workbook, page 93.

CURRICULUM VITAE

Anna Ba



Address: 80, Pikine
Tally Icotaf
Parcelle 1240
Date of birth: 6/7/76
Place of birth: Pikine
Marital status: Single
Tel: 834 28 52

EDUCATION	
Primary School	1982-1987
Secondary and High School	1988-1995
Secretarial College	1995-1996
'Introduction to Computers' Evening course	1996
EXAMS	
BTS Secretariat - Baccalaureat - BEPC	
SECRETARIAL EXPERIENCE	
Various temporary jobs (to gain experience)	1996
City Bank	1996-1999
Life insurance co	1999
OTHER EXPERIENCE	
Tour guide	1995

LESSON 2

Which job?

1 Reading, writing and speaking

Read the tips for applying for a job below. With your partner, make a list in your Workbook, page 95, of things you should do (dos) and things you shouldn't do (don'ts) when applying for a job.

TEN USEFUL TIPS:

1 Phoning for an application form

Before calling, make a list of any questions you want to ask. Also, keep a pen and notepad beside the phone to write down details.

2 Filling in an application form

It's useful to do this on another piece of paper first. That way you can change and improve your answers before filling in the form itself. Also, keep a record of your final answers. It'll save you time if you need to complete other forms in the future.

3 Writing a letter of application

Three tips here: (a) Write or type as clearly as possible. (b) Keep the letter factual and brief. (c) Print your name underneath your signature, like this:

Anna Ba

Anna Ba

4 CVs

A curriculum vitae (or CV for short) is a list of your qualifications, work experience and interests. Again it should be easy to read, factual and brief (usually just one sheet of paper). It's also a good idea to use underlining and bold to make certain words and headings stand out. If you've got a word processor, change the order of your CV to suit the particular job you're applying for.

5 Before an interview

It's important to be well-prepared for an interview. First, find out as much as possible about the company or organisation in advance. You can get this information from: (a) your local library, (b) your local Careers Advice Office. Secondly, write a list of questions that you want to ask at the interview.

6 Clothes

How you look at a job interview creates a strong impression. Wear clothes that are smart and comfortable, but not too formal.

7 The interview

Make sure you get a good night's sleep before an interview. Also make sure you leave plenty of time to get there. During the interview itself be as calm, clear, friendly and positive as possible.

8 After an interview

Make notes about what happened. If you go to other interviews in the future, these notes could be extremely useful.

9 If you're offered the job

Don't accept too quickly. Is this the right job for you? What do you think about: • the money • the prospects • the conditions • the hours • the people you'd be working for?

10 The contract

If you decide to take the job, you'll probably be given a contract. Read it carefully. Are there any questions you want to ask? Remember it's easier to agree on changes to the contract now, rather than after you have signed it.

- Giving instructions
- Understanding job descriptions
- Vocabulary related to the world of banking

2 Listening

Listen to the telephone conversation. Complete the table in your Workbook, page 95.

3 Reading and writing

a. Read this dialogue and find out why Mrs Bongoura is calling the Wondergirl Secretarial Agency.

'Wondergirl Secretarial Agency. Can I help you?'

'Good morning. Mrs Bongoura speaking. I need a new PA.'

'Yes Mrs Bongoura. What sort of person are you looking for?'

'Well, someone who can do the job well, someone who is very competent and efficient, and who is keen, you know, enthusiastic. In this job, organisational ability is more important than secretarial skills.'

b. See Workbook, page 96.

4 Reading, speaking and writing

a. Read these four job descriptions. In pairs, discuss the qualities required for each job. Make a list in your Workbook, page 96.

Clerical Staff

Lots of people work behind the scenes in banks. They're the clerical staff (sometimes called bank clerks) and their job includes: (a) sorting cheques, (b) making sure that each customer receives a statement of his/her account each month, (c) keeping detailed, up-to-date records of all the bank's business.

Cashiers

These are the bank staff who help customers with simple, day-to-day requests (e.g. if you want to cash a cheque or pay some money into your account).

Small-Business Advisers

Banks provide a wide range of services to their customers. This includes advice for people with small businesses.

'How do I start a business?' 'How much money can I afford to borrow?' 'How do I plan ahead to make my business successful?' It's questions like these that the small-business adviser is there to answer.

Dealers

Dealers work for companies that buy and sell: (a) foreign currencies, (b) commodities like oil or steel. They work in large, noisy rooms called dealing rooms and do most of their business over the phone and on computer screens. The majority of them are under 35. The majority of them also earn very big salaries because their work involves huge amounts of pressure and responsibility. You don't need a degree to be a dealer. What you do need, though, is talent, energy, confidence and ambition.



b. In your Workbook, page 96, write an advert for one of the jobs.

A tough decision

1 Reading and speaking

a. Read about the problem and decide which person you think should be made redundant.

A TOUGH DECISION

Imagine you are the owner of a factory that produces leather sandals. You employ six people. In the past, you were the only sandal manufacturer in the town and you had no difficulty selling all your goods. But recently there have been big increases in the cost of leather and labour. Three months ago another factory started making sandals. Some of the stallholders have begun buying sandals from the other factory, so your profits are going down and your expenses are going up. There is only one thing you can do. You need to make one of your workers redundant. But which one?

KALIDOU is your most reliable worker and closest friend. He is 58 years old and he is not as fast as he used to be. All his children are working and there is plenty of money coming into his household.

BINTA is a good worker, but she sometimes has to take time off to look after her young children. She is 30 and divorced. If she stopped earning money she would have financial problems.

ALI is 48. He is aggressive and bad-tempered, but he knows a lot about the leather industry. You have always looked to him for advice, even though you don't like him very much.

DADO is your most skilled sandal-maker. When she feels like working she is very efficient. Unfortunately, she is very moody, and sometimes refuses to work at all. She is 35 and married with two children.

AWA is your wife's sister. She is not very skilled, but she does a reasonable job. She is 47 and a widow.

FALLOU is 23 and unmarried. He is very lazy, but all the stallholders like him, so you use him as your sales representative. He loves chatting and drinking with the clients, but he does manage to sell sandals.

- b. Tell the group who you think should be made redundant. Give reasons for your decision. Listen carefully to the reasons for the other students' choices.
- c. Now work together to make a group decision. Remember, only one worker can be chosen, so you may need to argue your case quite strongly.
- d. Tell the class which person your group would make redundant, and why.

2 Reading and speaking

 See your Workbook, page 98.

TYCOON

If you're the independent, creative type, why not start your own business? If you succeed, the rewards of being your own boss can be enormous.

To become a business tycoon you need to:

- have an original idea
- be practical, reliable and well-organised
- understand the business world
- keep control of your finances.

After that, it's all a question of hard work and luck – but then that's the key to success in any job.



3 Writing See Workbook, page 98.

4 Reading and speaking

a. Look at the expressions in the tables below. Use them to express your feelings in the following pair-work.

Partly disagreeing	Expressing disbelief	Expressing anger
I see your point, but ...	I can't believe this!	I won't take this!
Yes, but you shouldn't forget that ...	You can't mean that!	No way! Never!
I accept/admit that, but ...	You can't be serious!	You won't get away with this!
I can't help thinking ...	You really think so?	I'll sue you.

Saying something unpleasant politely	Expressing emotional hurt
I am very sorry to have to say this, but ...	This is terrible.
I hate to have to say this, but ...	I am deeply hurt.
I don't like saying this, but ...	I am shocked.
Forgive me for saying this, but ...	I am so hurt, I don't know what to say.

b. Choose one of the six characters you like in the text on page 64, and act it out with your partner!

Partner A: You are the owner of the sandal factory and you are telling your employee that he is being made redundant.

Partner B: You are one of the employees and you respond accordingly.

I am very sorry to have to say this, but I have to make you redundant.

What!? I can't believe it...

LET'S RECAP

- Understanding job adverts.
- Writing an application letter for a job and filling in an application form.
- Understanding and using vocabulary related to the world of business.
- Giving instructions.
- Expressing a range of emotions.
- Taking part in a discussion and problem-solving activity.

1 Reading and speaking

- a. Read about the following four kinds of holidays and arrange them according to your personal preference from the most interesting (1) to the least interesting (4).
- b. In pairs, discuss your preferences, giving reasons for your choices.

Activity holidays

These are holidays which involve an activity. They are holidays where you are taught how to do something. There are many holidays of this type. They are fun and interesting, and they are a great way to make new friends. What can you learn? Painting, pottery, football, music, drama, mime, cycling, photography, sailing, mountain climbing, horse riding, scuba diving etc.



Working holidays

If you have not got much money, working holidays will enable you to travel very cheaply. You can work on farms (picking fruit, for instance), or work in a Summer Camp helping to look after children. Or you can help on an archaeological site. It is hard work, but you receive some pay, you have free accommodation and meals, and you get some free time to travel around.



Homestay holidays

More and more people want to experience real everyday life in a foreign country. In a homestay holiday, instead of staying in a hotel, you live with a family in their own home. It is cheaper, more friendly and much more interesting.



Ecological holidays

With this type of holiday, you will discover wildlife in amazing places. For example, you could:

- watch birds in the Arctic or whales off the coast of California;
- study gorillas in Central Africa;
- explore the rainforest in South America.



2 Writing

- a. Conduct a survey in your class. Which of the four kinds of holidays is the most popular? Which is the least popular?
- b. See Workbook, page 101.

3 Listening

See Workbook, page 101.

4 Writing and speaking



- a. Ask as many questions as you can to find out the kind of holiday your customer wants. Perform the role-play; then change over.
Partner A: You are a travel agent. Partner B: You are a customer.
- b. See Workbook, page 102.

3 Reading and writing

- a. Read this itinerary for a holiday in Mali. This kind of writing often contains a lot of adjectives. How many can you find? Which ones are chosen to encourage the reader to join the tour? Write your answers in your Workbook, page 102.

TRADITIONAL MALI

1st day	Flight to Bamako. Arrive late afternoon.	5th-10th day	On foot from one traditional village to another, through magnificent countryside dominated by Dogon Cliffs. Waterfalls and splendid views. Amazing mineral deposits. Unusual burial grounds. Local guides.
2nd day	Travel to Djenné (bus). Savannah and forest. Walk around village markets.	11th day	By dugout canoe to Goura, at entrance to Lake Débo.
3rd day	Visit Djenné on foot, including the superb Sudanese-style mosque.	12th day	Across Lake Débo towards Mopti.
4th day	Minibus through Dogon country (interesting villages preserving ancient traditions) to Kossa.	13th day	Visit Mopti – colourful river port (Niger and Bani rivers) full of markets and a mixture of cultures.
		14th day	Minibus to Ségou, Mali's second city and historic Bambara capital.
		15th day	Return to Bamako. Evening flight home. Lodging: Bamako and Ségou hotels; days 5-10 camping in bush; other nights in permanent camps.

- b. The ten adjectives in the box below describe personal characteristics. People intending to take the 'Traditional Mali' tour probably need to have at least five of the characteristics mentioned. Say which ones. Say why you think the others might not be suitable.

unsociable adventurous fun-loving adaptable fit
inflexible open-minded conservative energetic lazy

A wonderful destination

1 Reading

A hundred years ago, tourism hardly existed. Very few people travelled abroad. Now, thanks to the twentieth century travel revolution, as well as longer holidays and bigger salaries, millions of people take at least one foreign trip a year. Why shouldn't they? After all, holidays are a wonderful chance to relax, have fun and explore new places. Plus, of course, they create new jobs and vital income for countries all over the world. Like many other beautiful countries, Senegal encourages foreigners to come and visit the country.

Read the text and say why Senegal is a country of contrasts.

COME TO SENEGAL



1 - Welcome to Dakar!

The capital of a young, modern democratic republic, Dakar has become a highly Europeanised skyscraper city; a home to all of Senegal's ethnic groups (Wolofs, Peulhs, Diolas, Lebous ...), together with tourists and businessmen. Built on the Cap-Vert peninsula, Dakar now has 2,000,000 inhabitants and provides a perfect reconciliation between traditional Africa and the XXIth century.

2 - Gorée

A tiny floating town, 3km from Dakar, this natural fortress was a port of call fiercely disputed by the Europeans, and the principal centre of the slave trade. Protected by Unesco, Gorée is one of the most important sites of world heritage.



3 - The little coast

Sheltered from the Cap-Vert, one hour's drive south of Dakar, the little coast is dotted with fishing villages and tourist centres along kilometres of beach. The sea is calm, the sun omnipresent and the sand fine. In M'Bour the fishing is almost miraculous and the market is a veritable Ali Baba's cave. Joal opposite the island of Fadiouth is the homeland of Leopold Senghor.



4 - Saint-Louis

At the mouth of the river Senegal, Saint-Louis is a low-level town built in the XIXth century colonial style, with narrow streets at right angles to each other, small two-storeyed houses and wooden balconies. Today, this ancient capital resembles an old provincial town where life is always pleasant.



2 Reading, writing and speaking

- See Workbook, page 104.
- For each question, explain your choice to the class.

3 Reading and writing

Here are four dialogues which have been mixed up. Box 1 contains the first point of each dialogue.



Find one item from Boxes 2, 3 and 4 to complete each of the four dialogues. Write your answers in your Workbook, page 104.

Box 1

- Excuse me. I've been waiting to check in for 45 minutes.
- Is there a problem? You've been looking at my hotel reservation for ten minutes.
- I've been trying to get a taxi for half an hour.
- We've been sitting here for half an hour and we still haven't seen a menu!

Box 2

- Sorry, madam. Here you are. Can I get you a drink while you look at it?
- May I see your ticket, sir? I'm sorry you've been waiting, but we are very busy today.
- Where would you like to go, Mr Jones?
- Yes, madam. The problem is we're overbooked. I've been trying to find a room for you.

Box 3

- To the market. I've been wanting to go there since I arrived.
- Yes, please. We've been looking forward to a cup of coffee all morning.
- You haven't got a room? But I've been coming to this hotel for years!
- Yes, but you've been checking in a lot of people who aren't in the queue.

Box 4

- All I can give you is a single room, not the suite you booked.
- No problem, sir. I'll call one for you now.
- Yes, sir. Those people are travelling business class or first class on the plane.
- Thank you, madam. I'll bring you some right away.

4 Listening and writing

- Listen to the dialogues and check your answers in your Workbook, page 104.
- See Workbook, page 104.

5 Speaking

Choose one of the dialogues and act it out with a partner. Make sure you sound 'complaining' when you should.



Tourism: a blessing or a curse?

1 Speaking and writing


In groups, think of all the positive aspects of tourism both for the tourists and for the countries they visit.

 Make a list in your Workbook, page 107.



2 Reading, writing and speaking

Modern tourism doesn't just have good effects. It also has a darker side. Pollution, crowded beaches, more and more new hotels, destruction of local communities, less space for birds and animals, and fewer jobs in traditional industries. In many resorts, these problems are already serious and getting worse each year. As the number of tourists grows, the problems grow too.

 Read these texts and match each of them to the appropriate title. Write your answers in your Workbook, page 107.

- | | |
|---------------------------------------|-------------------------------|
| A Overdevelopment | B Pollution |
| C Danger to wildlife | D Pressure on local resources |
| E Damage to famous historic buildings | |

- 1 Tourism is now a major cause of pollution in some of the world's most beautiful countries. And it's not just a question of litter, dirty beaches and polluted sea-water. There's also the problem of air pollution from cars and coaches. In many places this is now so bad that it causes acid rain.
- 2 The tourist industry also affects birds and animals. This happens in two main ways. Firstly, many are killed (often illegally) so that their furs, skins, shells, tusks or feathers can be sold as souvenirs. Secondly, their natural habitats are destroyed to make way for new hotels and apartments.
- 3 Many tourist areas, especially in the Third World, have limited water, food and electricity. Since visitors use large amounts of these resources, this often means that the local population has to suffer.
- 4 These days, famous historic buildings receive millions of visitors every year. The result? Long queues and in many cases serious damage to the buildings themselves. The Pyramids in Egypt are an example of such buildings, which are slowly being destroyed by their own popularity.
- 5 Hundreds of popular resorts around the world have become overdeveloped in the last thirty years. The result in many cases is an ugly 'concrete jungle' of hotels, restaurants, apartments and shops which:
 - a. damage the resort's natural identity;
 - b. weaken its traditional culture;
 - c. make the local population too dependent on jobs connected with tourism.


3 Listening and writing

 Listen to the information and fill in the blanks in your Workbook, page 108, with the appropriate figures.

70

- Discussing the advantages and disadvantages of tourism
- Giving advice

4 Reading, writing and speaking

 In small groups, read the ten tips below. Then, in your Workbook, pages 108 and 109, design a Good Tourist Guide for visitors to Senegal.

TEN USEFUL TIPS FOR BEING A GOOD TOURIST

- 1 **When to go.** Can you only travel in the summer months? A spring or autumn holiday is often cheaper and it helps to stop overcrowding in popular resorts during the high season.
- 2 **Which company?** Read a wide range of holiday brochures before you choose which company to travel with. Do they mention environmental issues like pollution or overdevelopment? Are the hotels they advertise owned locally or internationally?
- 3 **Preparation.** Find out about the country you're going to visit. What are its customs and traditions? Try to learn some phrases in the local language, too. This needn't take a long time and information is available from: • libraries; • bookshops; • embassies; • tourist offices.
- 4 **Transport.** Do you really need to hire a car on holiday? Instead, you could walk, hire a bicycle or use public transport (buses, coaches, trains, etc).
- 5 **Local life.** Make friends with local people. Be adventurous and try the food and drink of the region. Find out about festivals or special events which are happening during your visit.
- 6 **Photographs.** Some tourists take photographs of local people without asking permission. In many countries this is considered extremely rude.
- 7 **Special visits.** Visit a school, factory or company like the one you work in at home. This is usually quite easy to arrange and always a fascinating experience.
- 8 **Resources.** Supplies of water and electricity might be limited. Try not to waste them.
- 9 **Souvenirs.** Avoid souvenirs which are made of: • fur • skin • feathers • shells. Tell souvenir sellers why you don't want to buy such goods (i.e. they involve cruelty to animals).
- 10 **After your holiday.** Keep a 'Green Diary' during your holiday. Was your resort overdeveloped and polluted or well-developed and clean? Were local resources wasted or used well? Do you think there was generally a good relationship or a bad relationship between local people and visitors? When you get home, send a copy to the travel company who organised the holiday.

LET'S RECAP

- Vocabulary related to tourism.
- Using adjectives.
- Describing a holiday.
- Making a complaint.
- Using the past continuous.
- Talking and writing about tourism.
- Giving advice.
- Designing a holiday brochure.

71

1 Speaking

What do you know about twins? Are these statements True or False?

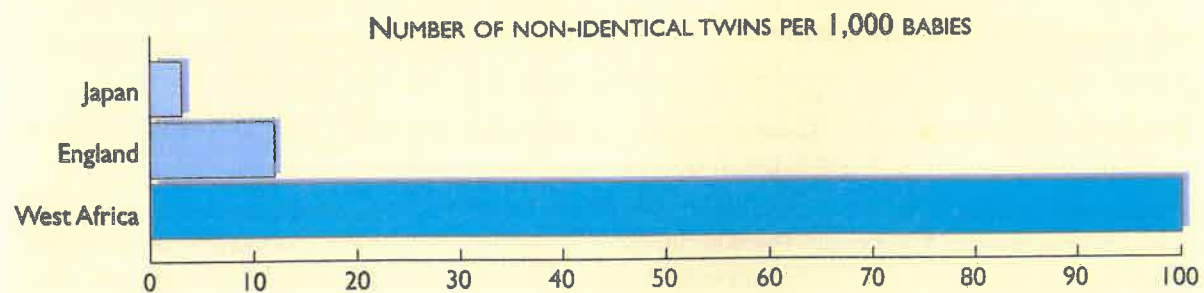
1. Identical twins are always the same sex.
2. Twins always look alike.
3. Twins are more intelligent than other people.
4. There are more twins in some countries than in others.
5. There are more identical twins in some countries than in others.

2 Reading and speaking

Read the following text and check if you were right.

Are you a twin? Or is anyone in your class a twin? Or perhaps someone in your family? People are fascinated by twins, and often think that they are very special, though, in fact, twins are neither more nor less intelligent than the rest of us.

Did you know that there are a lot more twins in some parts of the world than in others? In West Africa there are more twins than in any other part of the world. Look at the graph and see how many more twins there are in West Africa than in England. Which country has the fewest twins? But note that the graph refers to non-identical, or fraternal, twins. These may be the same sex or different sexes and they may look alike or they may look quite different from each other.



Identical twins are always the same sex and always look alike because, unlike fraternal twins, they develop from the same egg. In every country of the world, the same number of identical twins are born for every thousand births: three sets of twins. Identical twins also have many other things in common, apart from their appearance. Some people think that this is because they are brought up together and are encouraged to be the same by their families. But scientists now have evidence that upbringing is not the most important reason for the similarities.

3 Writing and speaking

See Workbook, page 111.

4 Reading

Now read this story and answer the following questions.

1. How many coincidences can you find between the two Jims?
2. Which coincidence do you think is the most surprising?

TWINS CALLED JIM



Jim Springer and Jim Lewis were born in Ohio in the USA. They were identical twins but they were orphans and they were brought up by different families in different cities in Ohio. (If they hadn't been separated, they wouldn't have had the same first name!). They were each told that their twin brother had died at birth and they did not meet until they were 39 years old. This was an opportunity for scientists to discover if twins really do share more than just their appearance.

The result was amazing and their story appeared in magazines and newspapers all over the world. At 39, the twins were the same height and the same weight. Both were divorced; both had had wives named Linda; both had named their first son James Allan. Each brother had a dog and they had given the dogs the same name. The brothers had the same hobbies and each year they went to the same resort in Florida (a long way from Ohio) for their holidays. In fact, if they had chosen the same hotel, they would have found each other years earlier! The two brothers had both trained to be policemen and each was a part-time deputy sheriff in his town. Perhaps the least surprising thing is that they looked identical. It is a good thing that they were policemen and not criminals because if they had been criminals they could have had the perfect alibi for any crime!

5 Writing and speaking See Workbook, page 111.

6 Speaking

What attitudes do people have towards twins in your area? Do you know any interesting stories about identical twins?

The Mary Celeste

1 Speaking

Do you know any stories about famous mysteries that have never been explained? Tell the class briefly about them.

What does the name 'Mary Celeste' make you think of?

2 Reading and writing

a.  Read Story A and then complete the account in your Workbook, page 113.

A

On the evening of November 4th 1872, the captains of two ships, the *Mary Celeste* and the *Dei Gratia*, had dinner together in a busy part of New York City. Their two ships were due to sail for different European ports the next day but little did the two captains know that they would soon be part of one of the world's great sea mysteries.

The *Mary Celeste* had been built in Canada in 1861 and it was a very ordinary ship. On the morning of November 5th, it left New York bound for Genoa (the home port of Christopher Columbus, in Italy). Later the same morning, the *Dei Gratia* also left New York.

Almost a month later, on December 3rd, Captain Morehouse of the *Dei Gratia* sighted the *Mary Celeste*. He immediately realised that something was wrong because he couldn't see anyone on the ship, so he went with some of his men to investigate.

Nearly everything was perfectly normal. There were clothes in neat piles and washing hanging on lines. Breakfast was on the table and there was plenty of food and water. In the captain's cabin there was an ordinary but unfinished letter and even a ten-dollar bill on the table. But there were no people. There were no signs of a struggle but everyone had simply disappeared. For years people searched and discussed what might have happened, but this has remained one of the great mysteries of the sea.

And there was one more mystery. The captain's log (his diary of everything that happened on the ship) was complete until November 25th. How had the *Mary Celeste* sailed on for another ten days, covering 800km on the correct course, without a human crew to sail her?

b.  Answer the following questions and write the answers in your Workbook, page 113.

1. What was the *Mary Celeste*?
2. Why did the Captain of the *Dei Gratia* go on board the *Mary Celeste*?
3. What was strange about it?
4. Imagine what might have happened and tell the class.

3 Reading and speaking

- a. Stories B and C on page 75 have two things in common with the story of the *Mary Celeste*. What are they?
- b. What happened at the end of Story C, which does not happen in Stories A and B?
- c. 'To have a whale of a time' usually means 'to have fun.' Do you think this title is appropriate for Story C? Why or why not? Why do you think the author of the story used this title?

B

Atlantic notion

Atlantis was said to be a huge, beautiful island, situated in the Atlantic Ocean. If it ever existed, where did it go? It is thought that as a result of earthquakes, the island of Atlantis and all its people were swallowed up by the sea.

Harrap

C

Have a whale of a time

James Bartley probably did not have any desire to set a record as the person to live the longest inside a whale. He was out with the crew of his boat when he fell overboard, into the jaws of a whale. The next day, the same whale was harpooned. To the surprise of the crew, when they cut open the whale, they found James alive, although unconscious, in the stomach of the whale. He had been bleached white by the digestive juices of the whale.

From *Fun Fact People*

Harrap

d. Many famous mysteries and strange stories are connected with the sea. Read the following and find out why.

Most of the earth's surface is covered by water. For thousands of years men never sailed out of sight of land, because they were frightened of what might lie on the other side of the horizon. Man has a natural fear of the unknown; and it was thought that sailors might fall off the earth, which at that time was believed to be flat. Even the adventurous Christopher Columbus in 1492 reported encountering sea monsters and finding strange lights in the ocean, which caused his navigating instruments to cease working.

The seas are also so vast that, in more modern times, ships which crossed them were often alone and did not see another vessel for days or weeks. In the eighteenth and nineteenth centuries, when ships did not have radio contact with the land, a ship might vanish and nothing would be known of what had happened to it for weeks.

Even today, inexplicable things happen at sea, where the weather is often more severe than on land, and can change very swiftly. And even today, the land is better known and understood than the oceans.



4 Reading and writing

 See Workbook, pages 113 and 114.

LESSON 3

Dreams

Scientists have proved that everyone dreams every night when they sleep, even though we do not always remember our dreams. In fact, it is believed that dreaming is needed to keep our minds healthy. It is also thought that some animals dream.



1 Speaking

Discuss the following questions.

- How often do you remember your dreams?
- Do you sometimes have the same dream again and again?
- Do you think dreams can come true?

2 Reading and writing

Read the story below and find answers to these questions. Write them in your Workbook, page 115.

- When did the story take place?
- Where did John Chapman live?
- Where did he meet the stranger?
- What did the woman tell the stranger to do?

A TINKER'S DREAM

This is the story of two people who dreamt connected dreams many years ago in England in the 15th century. John Chapman was a poor man, a tinker, who sold and mended cooking pots and he lived in a place called Swaffham, more than 100 kilometres from London. He had a vivid dream again and again. Someone in his dream told him to go to London bridge, where he would meet a man who would make him rich.

Chapman had never been to London, but finally he decided to walk there with his dog. The journey took them three days and when they arrived they were tired and hungry. All day he stayed at London Bridge looking at the crowds of people, but no one spoke to him. At last he said to himself, 'You have been stupid, John Chapman. It is time to go home and forget your ridiculous dream.'

He turned to leave, but a well-dressed stranger spoke to him, 'I've been watching you. What are you doing here?' 'I'm in London because I had a ridiculous dream,' replied Chapman.

'That's strange because I, too, had a dream. It was about a place called Swaffham. But I've never heard of Swaffham.'

'I don't know Swaffham either,' lied Chapman, who was very interested,

'but what happened in your dream, sir?'

'A mysterious woman told me to go to Swaffham and find a man called Chapman. Then she told me to dig under the tree in Chapman's garden.'

'That's very interesting sir, but dreams are foolish things.

I must go now for it's getting late.

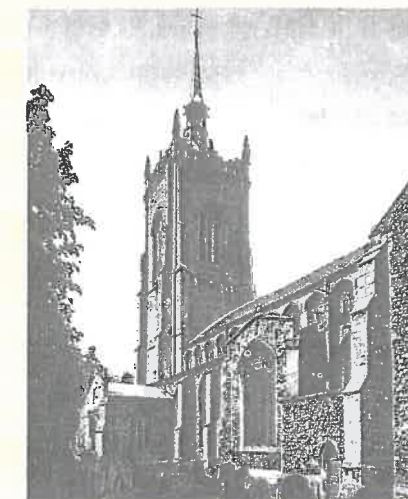
Goodbye.'



3 Speaking

- Think about how the story will end and tell the class.
- Read the text and find out whether your predictions about the end of the story were correct.
- Do you know any stories about famous dreams? Some dreams have special meanings. Do you know any?
- Do you give special importance to dreams?

Chapman hurried back to Swaffham and dug a hole under the tree in his garden. Soon he found a pot full of gold coins. He poured the coins on the ground and in the pot he found the words 'Under me lies another, richer than I.' He dug again and found another, larger pot, filled with more gold coins. His dream had come true! Do you believe in Chapman's dream? It is impossible to know if he really had that dream, but we do know that in 1485 a new extension was added to Swaffham Church, and the tinker John Chapman paid for it. And in the church there is still a statue of John Chapman, his wife and his dog.



- Using the past continuous tense, simple past and perfect
- Discussing unusual dreams
- Using the second conditional

4 Writing

See Workbook, pages 115 and 116.

5 Reading and speaking

Often people daydream. They imagine what they would do if something incredible happened to them.

What would you do if you suddenly became very rich? Would you do any of the following? With your partner, read and discuss what you would do. Dream, as much as you want!

- If I became very rich, I'd buy lots of stocks and shares then live off the interest.
- I'd buy presents for my family and things like that, but I'd put 90 per cent of the money in the bank.
- I'd give most of the money to charity.
- I'd buy a big house with a swimming pool for my mum and dad.
- I'd have an enormous party for everyone I know.

LET'S RECAP

- Discussing various ideas concerning twins.
- Review of passive constructions.
- Talking about interesting or mysterious stories.
- Comparing texts.
- Using the past continuous tense, simple past and perfect.
- Discussing unusual dreams.
- Using the second conditional.

Grammaire

Les articles

Avec les noms dénombrables

- au singulier, on utilise les articles défini **the** et indéfini **a / an**.

The President has just spoken. I saw **a** snake / **an** owl here yesterday.

- au pluriel,

– soit on utilise l'article défini **the**, **The** men I saw yesterday are over there.

Le nom est déterminé, le sens est précisé par des déterminants ou par le contexte.

– soit pas d'article du tout.

I had **Ø** eggs and coffee for breakfast.

Avec les noms indénombrables (donc toujours au singulier)

– soit on utilise l'article défini **the**, **The** furniture in the room is simple.

Le nom est déterminé, le sens est précisé par des déterminants ou par le contexte.

– soit pas d'article du tout.

Ø Paper is made of wood.

Les pronoms personnels et les adjectifs possessifs

Pronoms possessifs	Pronoms personnels			Adjectifs réfléchis
	sujets	objets	possessifs	
my (+ name)	I	me	mine	myself
your (+ name)	you	you	yours	yourself
his (+ name)	he	him	his	himself
her (+ name)	she	her	hers	herself
its (+ name)	it	it	its	itself
our (+ names)	we	us	ours	ourselves
your (+ names)	you	you	yours	yourselves
their (+ names)	they	them	theirs	themselves

- On utilise un **adjectif possessif** devant un nom pour en indiquer le possesseur. **These are my** books.
- On utilise un **pronom personnel** pour remplacer un nom lorsqu'il a été mentionné juste avant et que l'on peut comprendre clairement de qui ou de quoi il s'agit.

Where is your father? **He** is there. Can you see **him**?

(sujet) (objet)

This is my book. Where is **yours** (yours = your book)?

(possessif)

- On utilise un **pronom réfléchi** lorsqu'une même personne ou une même chose est à la fois sujet et objet du verbe. I burnt **myself**.

Les pronoms et les adjectifs démonstratifs

On utilise **this** (singulier) et **these** (pluriel) pour désigner des personnes ou des objets proches, **that** (singulier) et **those** (pluriel) pour des personnes ou des objets plus éloignés.

en adjectifs démonstratifs : Look at **these** pictures.

Look at **that** plane.

en pronoms démonstratifs : **This** is the book I want.

Those are the cars he likes.

Les pronoms relatifs

Les pronoms relatifs servent à construire des propositions relatives déterminantes ou non déterminantes. Ils peuvent être pronoms du sujet ou bien pronoms de l'objet.

Pronoms relatifs déterminants	
She's the woman who died. That's the car which won. It is the cat that lost its way.	That's the man (who[m]) I saw. This is the car (which) we saw. There's the dog (that) bit me.
Pronoms relatifs non déterminants	
My mother, who loves parties, invited everyone to ours. The party, which was on Saturday, was a great success.	

Remarque : la ponctuation est différente dans les relatives déterminantes et dans les non déterminantes :

- la relative déterminante suit directement le mot qu'elle identifie ;
- la relative non déterminante est située entre deux virgules.

Les quantificateurs

Certains quantificateurs s'utilisent seulement avec des dénombrables (*count nouns*), d'autres seulement avec des indénombrables (*non-count nouns*), d'autres enfin, s'emploient avec les deux.

avec dénombrables	avec dénombrables et indénombrables	avec indénombrables
few books fewer animals several people (not) many times	no women/ no money some children/ some bread more women/ more bread most men/ most rice (quite) a lot of men/ a lot of rice	little money less money (not) much time

Les ordinaux + to

On peut traduire « Indira Gandhi a été la première femme nommée premier ministre en Inde » par :

Indira Gandhi was **the first** woman **who** became Prime Minister of India.

Cependant, quand la phrase comporte un adjectif numéral ordinal (*first, second, third, etc.*), on dit généralement :

She was **the first** woman **to** become Prime Minister of India.

La place des adjectifs dans une phrase

- Quand l'adjectif est attribut, il est placé après le verbe. **This book is heavy.**
- Quand l'adjectif est épithète, il est placé avant le nom qu'il qualifie. **This is a very interesting book.**

Lorsqu'un nom est accompagné de plusieurs adjectifs, ceux-ci sont placés dans un ordre bien précis, qui dépend de ce qu'ils qualifient et de la question à laquelle ils répondent.

	size	age	shape	colour	origin	material	purpose	
	How big?	How old?	What shape?	What colour?	Where from?	What is it made of?	What is it for?	
A	large	old			French	glass		door
Her		new		green		cotton		dress
An		old			Ivorian			custom
Our				white		plastic	shopping	bag
This	tall		thin					man

Les adjectifs qui indiquent une opinion se placent avant les adjectifs qui décrivent des faits ou des qualités concrètes.

An interesting old brown straw hat.

Les comparatifs et les superlatifs

- La construction des comparatifs de supériorité et des superlatifs dépend du nombre de syllabes que l'adjectif compte.

Type d'adjectif	Comparatif	Superlatif
une syllabe	adjectif + -er + than <i>John is older than Peter.</i>	the + adjectif + -est <i>They are the oldest in the school.</i>
deux syllabes ou plus	more + adjectif + than <i>This book is more expensive than the others.</i>	the most + adjectif <i>It is the most interesting I've ever read.</i>

Pour les adjectifs de deux syllabes se terminant en **y**, on remplace le **y** par **i** avant d'ajouter :
-er pour le comparatif de supériorité et
-est pour le superlatif.

John is heavier than Peter. He is the heaviest in the school.

- La construction du comparatif d'égalité est : **as** + adjectif + **as**
Tom is as strong as Dave.

La place des adverbes et locutions adverbiales

On les utilise pour préciser quand, où et comment un événement se produit. Ils ne doivent jamais séparer le verbe du complément direct et sont dans la plupart des cas placés en fin de proposition.

I read the book carefully.

S'il y a plusieurs adverbes, ils se mettent dans l'ordre suivant : manière + lieu + temps

I live here now.
(lieu + temps)

We worked hard there yesterday.
(manière + lieu + temps)

Les adverbes de fréquence

Ces adverbes expriment la fréquence d'une action ou d'un événement.

sometimes *invariably* *usually* *occasionally* *never* (ever après une négation)
frequently *often* *generally* *always* *rarely*

La place des adverbes de fréquence dans une phrase est différente de celle des autres types d'adverbes. Elle est déterminée par :

- **la forme verbale**

Ils se placent directement avant le verbe quand celui-ci a une forme simple.

We sometimes use roots or herbs.

Ils se placent après le premier élément du verbe quand celui-ci a une forme composée (temps composé, voix passive, verbe conjugué avec un auxiliaire modal).

They have often used ointments.

Leaves are frequently used there.

We may never find a cure for it.

- **le type d'adverbe**

Les adverbes *sometimes*, *usually*, *normally*, *frequently*, *often* et *occasionally* peuvent se mettre au début ou en fin de proposition.

Sometimes, I walk to work.

Do you come here frequently?

Les expressions adverbiales de fréquence telles que *every evening*, *once a week*, ainsi que les adverbes de fréquence régulière et définie tels que *weekly*, *monthly*, etc. se placent toujours en fin de proposition.

I listen to the radio every morning.

Les adverbes de séquence

Les adverbes de séquence (*first*, *second*, *then*, *finally*) se mettent en début de proposition.

First you clean the vegetables, then you cut them up, finally you boil them.

Les comparatifs et les superlatifs d'adverbes

Comme pour les adjectifs, on forme le comparatif des adverbes avec **more** et le superlatif avec **most**.

carefully → **more** carefully **most** carefully

Mais pour les adverbes d'une seule syllabe tels que *fast, hard, late, long* etc. on forme le comparatif en y ajoutant **-er**, et le superlatif en y ajoutant **-est**.

fast → **faster** **fastest**

Exception : early (deux syllabes) → **earlier** **earliest**

Les prépositions

Prépositions de temps	at 3 o'clock; on Monday; in 1992; since July; for a week; before next Sunday; after my holidays; from Monday to Saturday; two years ago ; during the dry season
Prépositions de lieu	at my desk; in my office; on the table; behind the door; opposite the window; along the road; across the harbour; through the forest; over the fence; out of the sea; into a basket; near the chemist's; next to the church; round the garden; from Dakar to Saint-Louis
Prépositions de comparaison	like other students; as your teacher
Prépositions de moyen	by car
Avec des verbes	after leaving; by winning; through swimming; before going; what about going to the cinema?

L'emploi de **by** + gérondif pour répondre à la question 'How?'

On emploie le gérondif précédé de la préposition **by** pour donner le moyen par lequel l'action ou l'événement se produit.

How did Harriet escape to the north? **By travelling** at night.

La préposition dans des phrases interrogatives

Dans les phrases interrogatives, le pronom relatif se place en début de phrase et la préposition en fin de phrase.

I'm afraid **of** spiders. → What are you afraid **of**?

I'm **from** Dakar. → Where are you **from**?

I'm here **with** Paul. → Who are you **with**?

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Les questions tag

Les questions tag correspondent au français « n'est-ce pas ? », mais leur usage est beaucoup plus courant en anglais. Le locuteur prend ainsi son interlocuteur à témoin. L'intonation est ascendante.

They arrived late, **didn't they?**

On les forme en reprenant l'auxiliaire correspondant à la forme verbale de la proposition principale et le pronom personnel qui se rapporte au sujet de la phrase.

L'auxiliaire de la question tag est :

– négatif à la fin d'une phrase affirmative ;

John looks happy, **doesn't he?**

– affirmatif à la fin d'une phrase négative.

The children haven't eaten, **have they?**

Cette structure se construit avec les auxiliaires de temps et avec les auxiliaires modaux.

It **will** rain tomorrow, **won't it?**

Peter **can't** come, **can he?**

Remarque : les questions tag peuvent aussi se construire à partir de **there is / there are**.

There won't be a lot of food, **will there?**

There have been some difficulties, **haven't there?**

L'expression du but avec **in order to** et **for**

Pour exprimer l'objectif ou l'intention, on peut utiliser

• les constructions avec **to**

– **to** ou **not to** + base verbale

I went to London **to** learn English.

I took a jumper **not to** be cold.

– **in order to** ou **in order not to** + base verbale

I went to London **in order to** learn English.

We left early **in order not to** be late.

• la construction avec **for**

– **for** + nom

We eat carbohydrates **for** energy.

Les verbes pronominaux

Il y a beaucoup moins de verbes pronominaux en anglais qu'en français. Ils se construisent avec des pronoms réfléchis (voir page 78).

He saw the woman in the mirror.

(non pronominal)

He saw **himself** in the mirror.

(pronominal)

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Les verbes à particule ('phrasal verbs')

En anglais on peut modifier le sens d'un verbe en le faisant suivre d'une préposition ou d'un adverbe. Les verbes ainsi formés doivent être considérés comme des entités lexicales.

to go → to go **out** to go **in**
= aller = sortir = entrer

Dans la plupart des cas, le sens du verbe ainsi formé est très différent de celui du verbe d'origine.

to look → to look **for** to look **up** to look **into** to look **out**
= regarder = chercher = consulter = examiner = faire attention

Dans certains cas, on peut ajouter à la fois un adverbe et une préposition pour créer un verbe en trois mots.

to look **down on** to put **up with**
= mépriser = tolérer

Les auxiliaires modaux

Les différents modaux sont : *must, can, could, will, would, shall, should, may, might, ought to*. Ils servent à nuancer ou à évaluer le degré de certitude ou les chances de réalisation d'une action.

He is ill. **He *may* be ill.**
= Il est malade. = Il se peut qu'il soit malade.

Les modaux fonctionnent très différemment des verbes :

- ils n'ont pas d'infinitif avec *to*
- certains temps leur font défaut
- ils ne prennent pas de *s* à la troisième personne du singulier du présent

She *can* be stupid at times.

- ils n'ont ni participe présent ni participe passé
- leur forme interrogative et négative ne se construisent pas avec l'auxiliaire *do / does / did*

Can you read? **I *couldn't* eat the food.**

- on les utilise dans les réponses courtes et les questions tag

Can you swim? Yes, I *can*. / No, I *can't*. **You *can* swim, *can't* you?**

- ils ne peuvent être suivis que de la base verbale d'un verbe. **They *must* play quietly.**

Remarque : en anglais on forme le futur avec l'auxiliaire modal *will*. **We *will* leave America.**

L'expression de l'obligation

Dans les phrases affirmatives

- **Au présent**, on emploie *must* lorsque l'obligation vient de la personne qui parle.

A mother talking to her daughter: **You *must* be home by 9 o'clock.**
on emploie *have to* lorsque l'obligation est extérieure.

A daughter talking to a group of friends: **'I *have to* be home by 9 o'clock.'**

- **Au passé et au futur**, on emploie toujours *to have to*.

You *have to* work hard. **You'll *have to* learn to drive.**

Dans les phrases négatives

Il faut bien distinguer :

- l'interdiction exprimée avec *must not* ou *mustn't*.

You *mustn't* go out at night on your own. (= Don't go out at night on your own.)

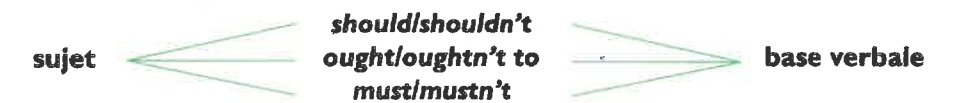
- l'absence de nécessité exprimée avec *do not have to/have not to* ou avec *do not need (to)/need not (to)* ou leurs formes contractées.

I *don't have to*/don't need to water the plants; they have enough water.

You *needn't* get up early today.

Donner des ordres ou des conseils

Pour donner des ordres ou des conseils, on utilise des auxiliaires modaux.



L'expression du futur

Pour exprimer le futur, on emploie l'auxiliaire modal *will* suivi de la base verbale du verbe.

	Affirmation	Négation
déclaration	I <i>will</i> go We <i>will</i> go	I <i>will not</i> go We <i>will not</i> go
question	<i>Will</i> he go?	<i>Won't</i> he go?
réponse	Yes, he <i>will</i> .	No, he <i>won't</i> .

On utilise *will* à toutes les personnes, mais on peut employer *shall* à la première personne du singulier et du pluriel.

I / we *shall* work. **I / we *shall not*.**

On peut aussi employer *going to* pour exprimer le futur quand il s'agit d'exprimer les intentions, la volonté du locuteur.

You are *going to* listen to me.

I'm not *going to* go.

Are they *going to* marry?

Le futur dans le discours indirect

Au style indirect, la construction du futur *will* + base verbale devient *would* + base verbale.

She said, 'I *will* go to the market.' → **She said that she *would* go to the market.**

She said, 'I *won't* go to the market.' → **She said that she *wouldn't* go to the market.**

Le prétérit simple et le prétérit progressif

Le prétérit simple et le prétérit progressif sont deux temps du passé. Ils sont souvent utilisés ensemble.

It **was** a fine day. I **was going** to school when I **saw** the accident
(état → prétérit simple) (action qui dure → prétérit progressif) (action soudaine → prétérit simple)

Le prétérit progressif s'emploie pour parler d'un événement qui était en train de se dérouler à un moment donné du passé. L'action ou la situation avait commencé mais n'était pas terminée.

What **were** you **doing** at 10 o'clock in the morning? I **was doing** my homework.

Le prétérit simple décrit un événement de durée plus courte qui interrompt (ou s'inscrit dans) une action en cours racontée au prétérit progressif.

I **was driving** through the park, when a monkey **jumped** in front of the

Le prétérit progressif se forme avec l'auxiliaire **be** au prétérit (**was / were**) suivi du gérondif du verbe.

Affirmation	Interrogation	Négation
I was	Was I	I was not
You were	Were you	You were not
He was	Was he	He was not
She was	Was she	She was not
It was	Was it	It was not
We were	Were we	We were not
You were	Were you	You were not
They were	Were they	They were not

reading. reading? reading.

Le 'present perfect' et le prétérit simple

Le **present perfect** établit un lien entre le passé et le présent, alors que le prétérit simple parle d'un moment déterminé du passé. Il se construit avec l'auxiliaire **have** au présent simple (**have / has**) suivi du participe passé du verbe.

prétérit	'present perfect'
<ul style="list-style-type: none"> Le moment est précisé : I met Mr Jones in 1991. La période de temps est terminée : (yesterday / a minute ago) I worked hard yesterday. L'action est terminée : She won in 1960. 	<ul style="list-style-type: none"> Le moment n'est pas précisé : Have you met Mr Jones? La période de temps n'est pas terminée : (this week / today / this year) I've worked hard today. L'action n'est pas terminée : He has lived here for 10 years.

L'emploi de ago, since et for

• **Ago** s'emploie toujours avec le passé. Il indique le temps écoulé depuis la fin de l'action. **Ago** suit toujours une expression temporelle.

It is 10 o'clock now. The train left half an hour **ago**. (→ It left at 9.30.)

• **Since** s'emploie généralement avec le **present perfect**. Il indique le point de départ d'une action passée qui se prolonge dans le présent.

They have lived in England **since** 1980.

• **For** s'emploie avec différents temps. Il indique la durée écoulée depuis le début jusqu'à la fin de l'action, que celle-ci soit présente, passée ou future.

Usually, we stay with my grandparents **for** 10 days.

I was in England **for** 3 weeks, last year.

(je n'y suis plus. → prétérit)

I have been in England **for** 3 weeks.

(j'y suis encore. → present perfect)

He will be in Dakar **for** 3 days, next week.

Le 'present perfect' progressif

Comme pour les autres formes progressives, le **present perfect progressif** se construit avec l'auxiliaire **be** conjugué au **present perfect** (**have been / has been**) suivi du gérondif du verbe.

I **have been sitting** here for 10 minutes.

On l'emploie pour indiquer qu'une action commencée dans le passé a duré un certain temps ou qu'elle se déroule encore au moment où l'on parle.

Where were you? I couldn't find you. I've **been visiting** the museum.

Le prétérit simple et le 'past perfect'

Le **past perfect** se forme avec l'auxiliaire **have** au prétérit (**had**) suivi du participe passé du verbe.

Le rapport entre le prétérit simple et le **past perfect** est le même que le rapport entre le présent simple et le **present perfect** :

alors que le **present perfect** établit un lien entre le passé et le présent,

It is 7 o'clock, I **have just finished** my homework.

le **past perfect** établit un lien entre deux moments distincts du passé.

It was 7 o'clock, when I **had finished** my homework.

Remarque : le **past perfect** (plus que parfait) s'emploie souvent après **after**.

The reporter arrived **after** (= when) the ceremony **had started**.

Verbes irréguliers

Forme de base	Prétérit simple	Participe passé	Forme de base	Prétérit simple	Participe passé		
beat	beat	beaten	battre	lean	leant, leaned	leant, leaned	(s')appuyer
become	became	become	devenir	leave	left	left	laisser, partir
begin	began	begun	commencer	lend	lent	lent	prêter
bend	bent	bent	courber, plier	lose	lost	lost	perdre
bind	bound	bound	attacher	make	made	made	faire
bite	bit	bitten	mordre	meet	met	met	rencontrer
blow	blew	blown	souffler	pay	paid	paid	payer
break	broke	broken	casser	put	put	put	mettre
bring	brought	brought	apporter	read	read	read	lire
build	built	built	construire	ride	rode	ridden	aller à cheval, à bicyclette
burn	burnt	burnt	brûler	rise	rose	risen	augmenter
buy	bought	bought	acheter	run	ran	run	courir
catch	caught	caught	attraper	say	said	said	dire
choose	chose	chosen	choisir	see	saw	seen	voir
come	came	come	venir	seek	sought	sought	rechercher
cost	cost	cost	coûter	sell	sold	sold	vendre
cut	cut	cut	couper	send	sent	sent	envoyer
dig	dug	dug	creuser	set (out)	set	set	entreprendre
do	did	done	faire	shake	shook	shaken	secouer
draw	drew	drawn	dessiner	shine	shone	shone	briller
dream	dreamt	dreamt	rêver	shut	shut	shut	fermer
drink	drank	drunk	boire	sing	sang	sung	chanter
drive	drove	driven	conduire	sink	sank	sunk	somber, couler
eat	ate	eaten	manger	sit	sat	sat	être assis
fall	fell	fallen	tomber	sleep	slept	slept	dormir
feel	felt	felt	sentir	smell	smelt	smelt	sentir
fight	fought	fought	(se) battre	speak	spoke	spoken	parler
find	found	found	trouver	spend	spent	spent	dépenser
fly	flew	flown	voler	spit	spat	spat	cracher
forbid	forbade	forbidden	interdire	stand	stood	stood	être debout
forget	forgot	forgotten	oublier	strike	struck	struck	frapper, battre
get	got	got	obtenir	swim	swam	swum	nager
give	gave	given	donner	take	took	taken	prendre
go	went	gone	aller	teach	taught	taught	enseigner
grow	grew	grown	grandir	tear	tore	torn	déchirer
hang	hung	hung	suspendre	tell	told	told	dire, raconter
hear	heard	heard	entendre	think	thought	thought	penser
hide	hid	hidden	cache	throw	threw	thrown	jeter
hit	hit	hit	frapper	thrust	thrust	thrust	pousser
hold	held	held	tenir	understand	understood	understood	comprendre
hurt	hurt	hurt	bless	wear	wore	worn	porter
keep	kept	kept	garder	win	won	won	gagner
know	knew	known	savoir, connaître	write	wrote	written	écrire
lay	laid	laid	poser à plat				

Lexique

Le chiffre qui suit chaque mot est le numéro de l'unité dans laquelle il apparaît pour la première fois.

A		B		C					
ability	4	capacité	10	bad-tempered	10	de mauvaise humeur	11	dépliant touristique	11
abolish (to)	2	abolir	6	balance	6	équilibre	8	daim	8
abroad	11	à l'étranger	1	balanced	1	équilibré	4	papille gustative	4
abuse (to)	2	maltraiter	2	ban (to)	2	bannir, interdire	5	céder	5
abuse	2	abus	6	baobab tree	6	baobab	11	buffle	11
acceptance	9	acceptation	6	beach	6	plage	11	cimetière	11
accommodation	11	logement	6	beach resort	11	station balnéaire	8	ne pas y aller par	8
acid rain	7	pluies acides	9	beauty	9	beauté	4	about the bush (to)	4
adaptable	11	capable de s'adapter	7	beer	5	bière	8	quatre chemins	8
adult	3	adulte	9	beetle	6	scarabée	7	feu de brousse	7
adventurous	11	audacieux	5	behave (to)	3	se comporter	6	papillon	6
advert	3	publicité, annonce	4	Bengali	4	bengali			
advertising agency	10	agence publicitaire	1	bent	1	plié, courbé			
affair	8	affaire	1	beriberi	1	béribéri	12	cabine	12
affect (to)	3	altérer, affecter	6	besides	3	en outre	8	cajole (to)	8
afford (to)	8	avoir les moyens de	3	best-seller	2	best-seller, livre	6	camouflage	6
afloat (to keep)	10	maintenir à flot	2			à succès	2	celui/celle qui fait	2
agency	9	agence	9	bid	9	enchère	2	campagne	2
aggressive	10	agressif	10	bill	12	facture, billet	10	cantine	10
AIDS	3	SIDA	12			de banque	1	hydrate de carbone	1
alcohol	2	alcool	7	biologist	7	biologiste	2	chargement	2
alibi	12	alibi	4	biscuit	4	biscuit	3	porteur	3
alligator	6	alligator	6	bison	6	bison	10	encaisser un chèque	10
amazing	11	incroyable	8	bite	3	bouchée	8	caissier	8
ambassador	2	ambassadeur	3	bitter	4	amer	4	caverne, grotte	4
ant	6	fourmi	7	blanket	7	couverture	12	cease (to)	12
anteater	6	fourmilier	4	bleach (to)	12	décolorer	5	arrêter	5
anticipate (to)	4	prévoir	12	blindfold (to)	4	bander les yeux	5	célébrer, fêter	5
apartment	11	appartement	1	blindness	1	cécité	1	cellule	1
appear (to)	2	apparaître	7	blow	5	coup	1	céréale	1
application form	10	formulaire	7	body-building	1	culture physique, culturisme	7	CFC (hydrocarbure chlorofluoré)	7
		de candidature	5	bodyguard	5	garde du corps	5	challenger	5
apply (to)	4	appliquer, faire	10	bold	10	caractères gras	5	chanter	5
		une demande	2	bondage	2	esclavage, servage	12	charité	12
Arabic	4	arabe	2	bonfire	5	feu de joie	11	charité	12
archaeological	11	archéologique	11	book (to)	11	réserver	11	check-in desk	11
armoury	2	arsenal	11	border	11	frontière	4	d'enregistrement	4
arranged	9	arrangé	10	boss	10	chef, patron	4	cheek	4
assemble (to)	5	(s')assembler	9	bough	6	branche	9	joue	9
assist (to)	10	aider, assister	11	bow	9	salut, révérence	3	pommettes	3
assortment	7	assortiment	10	boyfriend	8	petit ami	3	de bonne humeur,	3
astonishing	4	étonnant	10	brain	4	cerveau	10	gai	10
astride	5	à califourchon	6	break down (to)	7	se dégrader,	1	fromage	1
astrologer	5	astrologue	9			se décomposer	10	directeur général	10
atmosphere	7	atmosphère	8	break out (to)	2	se déclarer, éclater	5	enfance	5
attitude	3	attitude	8	breath	5	souffle	5	encercler,	5
attractive	9	séduisant	7	brief	5	bref	5	entourer de	7
audio typist	10	audiotypiste	8	bring up (to)	8	élever, éduquer	5	circuler	5
aware that (to be)	11	être conscient que	6				6	circumstance	6
			9				9	civil	9
			11				4	revendication	4
			11				9	prétendre à	9

lazy	10	paresseux
leading	10	de pointe
lean (to)	4	(s')appuyer
leather-hide	5	cuir
legally	2	légalement
legend	4	légende
lemming	6	lemming
lens	4	lentille
liaise (to)	10	travailler en liaison avec
lie (to)	12	mentir
limb	1	membre
limelight (to be in the)	4	être en vue
line, washing line	12	corde à linge
lineage	9	lignée
liquor	2	boisson alcoolisée
litter	7	détritus, ordures
liver	1	foie
lock up (to)	2	fermer
log (diary)	12	journal de bord
lonely	9	solitaire, isolé
look, have a good look at (to)	4	regarder attentivement
look forward (to)	10	envisager avec plaisir
loose	8	lâche, peu serré
loudly	4	bruyamment
lovely	4	charmant
loyalty	5	fidélité
lumpy	4	granuleux
lynx	6	lynx

M

mad	3	fou
magnetic field	6	champ magnétique
maid	2	servante
mail (to)	9	envoyer
maize	5	maïs
make off (to)	8	se sauver
make sense of (to)	3	comprendre
mamba (black)	6	mamba
management	10	gestion
manager	10	responsable du personnel
managing director	10	directeur général
manhood	5	masculinité
marking	4	marquage, rayures
marsh	6	marécage, marais
master	2	maître
matchmaker	9	marieur
matter, what's the matter?	4	Qu'est-ce qui ne va pas ?
meat-eater	1	carnivore
menace (to)	5	menacer
merely	5	simplement
metal	2	métal
migrate (to)	6	émigrer
milkweed	6	laiteron (plante)

millet	1	millet
mind	4	esprit
mineral	1	minéral
mink	6	vison
mirage	9	mirage
moderate	3	modéré
molecule	4	molécule
monitor (to)	3	contrôler
monkey	6	singe
monkey-skin	5	peau de singe
monogamy	9	monogamie
moody	10	maussade
mother tongue	4	langue maternelle
motionless	5	immobile
mountain	5	montagne
mountain climbing	11	escalade
mourn (to)	8	être en deuil
movement	2	mouvement
myth	4	mythe

N

nag (to)	8	quereller, faire des remarques continuelles
neat	12	ordonné
needle	3	seringue
negotiable	10	négociable
neighbour	8	voisin
nerve	1	nerf
newsreader	4	présentateur de radio
night blindness	1	héméralopie (baisse de vision la nuit)
nitrogen dioxide	7	dioxyde d'azote
Nobel prize	1	prix Nobel
nod (to)	4	hocher de la tête
nomad	9	nomade
nostril	4	narine
notepad	10	bloc notes
nowadays	3	de nos jours
nut	6	noix
nutrient	1	nutriment

O

obtain (to)	1	obtenir
occur (to)	4	se produire
ocelot	6	ocelot
offer	2	offre
oil	7	pétrole
onlooker	5	spectateur
open-minded	11	à l'esprit ouvert
opportunity	10	possibilité
optic nerve	4	nerf optique
origin	4	origine

ornamental	6	décoratif
ostrich	9	autruche
overboard	12	par-dessus bord
overbooked	11	en surréservation
overdevelopment	11	surdéveloppement
overdose	3	overdose
overpopulation	6	surpopulation
owe (to)	2	devoir (de l'argent)
ox-hide	5	cuir de bœuf

P

packaging	7	emballage
pamphlet	2	brochure, pamphlet
panda	6	panda
paralysis	1	paralyse
parrot	6	perroquet
particle	7	particule
particular	5	particulier
part-time	12	à temps partiel
pat (to)	4	tapoter
pattern	4	patron, schéma
pay off (to)	2	rembourser
peaceful	2	paisible
peregrine falcon	4	faucou pèlerin
periodic	6	périodique
photography	11	photographie
pick out (to)	8	choisir
pierce (to)	3	percer
pigeon	4	pigeon
pile	12	pile, tas
pinch (to)	4	pincer
pine tree	6	pin
plod (to)	8	marcher péniblement
plover	6	pluvier
poacher	6	braconnier
poisonous	4	toxique
pollute (to)	7	polluer
pollution	6	pollution
polygamy	9	polygamie
popular	11	populaire
pottery	11	poterie
pour (to)	7	verser, déverser
praise	5	éloge
pregnancy	3	grossesse
presentable	10	présentable
preserve (to)	11	préserver
pressure	4	pression
pressure group	7	groupe de pression
pristine	7	immaculé
procession	5	défilé
profit	3	bénéfice
progress (in)	5	en cours
prosecute (to)	7	poursuivre en justice
prospective	9	futur, éventuel
prosperity	5	prosperité
prostitution	3	prostitution
protected species	6	espèce protégée

proteins	1	protéines
publish (to)	2	publier
pumpkin	5	citrouille
pupil	4	pupille

Q

qualifications	10	diplômes
queue	11	queue
quit (to)	8	cesser

R

rabbit	8	lapin
raid	2	rafle, razzia
rainforest	6	forêt tropicale
raise (to)	1	élever (un animal)
range	11	gamme
rapé (to)	8	violier
rare	6	rare
raw	4	cru
raw-hide	5	cuir brut
ray	4	rayon
razor	3	rasoir
react (to)	4	réagir
reasonable	10	raisonnable
receive (to)	4	recevoir
recognise (to)	5	reconnaître
recover (to)	1	récupérer, se remettre
recruit (to)	2	recruter
recycle (to)	7	recycler
redundant (to be)	10	être au chômage
redundant (to make someone)	10	licencier
refined	4	fin, raffiné
refuse (to)	2	refuser
reindeer	6	renne
relieved	4	soulagé
religious	2	religieux
remain (to)	12	rester
remains	5	restes
reprisal	8	représailles
reproduce (to)	6	reproduire
request	10	demande
require (to)	7	nécessiter
researcher	3	chercheur
resemble (to)	9	ressembler à
resident	7	résident
resource	11	ressource
responsible	8	responsable
resuscitation	3	réanimation
retina	4	rétilne
reveal (to)	3	révéler
reversal	9	renversement, interversion
revolt	2	révolte

rhinoceros	6	rhinocéros
rickets	1	rachitisme
rid, get rid of (to)	2	se débarrasser de
ridiculous	12	ridicule
ring	5	anneau
ripple	5	ondulation, répercussion
rise (to)	3	augmenter
ritual	5	rituel
roam (to)	6	parcourir
robe	5	robe de cérémonie
rock	7	roc
roll (to)	4	rouler
rubber	7	caoutchouc
rude	11	impoli, mal élevé
running	10	direction
Russian	4	russe

S

sable	6	zibeline
safe	3	en sécurité
salary	10	salaire
salmon	6	saumon
savannah	11	savane
scamper (to)	6	gambader
scarlet	5	écarlate
scavenger	6	charognard
scientist	4	scientifique
scold (to)	8	gronder, râler
scraggy	8	maigrichon, famélique
scrub (to)	8	frotter
scrutinise (to)	8	scruter
scuba diving	11	plongée sous-marine
scurvy	1	scorbut
seabird	6	oiseau de mer
search (to)	12	chercher
seek (to)	9	rechercher
self-confident	4	sûr de soi
sensation	4	sensation
sense (to)	4	sentir
sense	4	sens
sensitive	4	sensible
separate (to)	2	séparer
serious	3	grave
set out (to)	5	se mettre en route
settle (to)	2	s'installer
severe	12	sévère
sewer	7	égout
sexual	3	sexuel
sexually	2	de manière sexuelle
shame	5	honte
share	12	part, partage
sharply	3	brutalement
shelter	6	abri
shocked	10	choqué
shore	6	rivage, littoral

shorthand	10	sténographie
short-sighted	6	myope
shrew	6	musaraigne
shrilly	6	d'une voix perçante
sight (to)	12	viser, apercevoir
sight	4	vue
signal (to)	9	faire signe, signaler
simply	2	simplement
sinister	5	sinistre
sink (to)	7	sombrier, couler
site	11	emplacement
slam (to)	8	claquer, faire claquer
slaughter	5	abattage
slim	9	mince
slope	4	pente
sloth (giant)	6	paresseux
smearred with	5	enduit de
smell	4	odeur
smith	5	forgeron
smog	7	brouillard, smog
smooth	10	en douceur, lisse
snake-charmer	5	charmeur de serpents
snow leopard	6	léopard des neiges, once
sob (to)	4	sangloter
soil	7	terre, sol
soot	7	suie
sore	1	irrité, endolori, qui fait mal
sorghum	1	sorgho
sound (to)	4	faire retentir
sour	4	aigre, acide
spaghetti	1	spaghetti
span, life span	6	durée de vie
spit (to)	5	cracher
spongy	1	spongieux
sponsor	3	parrain, sponsor
squirrel	6	écureuil
stallholder	8	marchand
stand, I can't stand	1	je ne supporte pas
stand out (to)	10	sortir de l'ordinaire, se détacher
staple food	1	nourriture de base
stare (to)	4	regarder fixement
startle (to)	9	faire sursauter
state	4	état
statement (bank)	10	relevé de compte
steel	10	acier
step	8	pas
steppe	11	steppe
sterilised	3	stérilisé
stock	12	ensemble du capital (en bourse)
stoke up a fire (to)	9	allumer, entretenir un feu
stomach	12	estomac
strangely	3	étrangement
stranger	12	étranger
stream	6	cours d'eau

strike (to) 5 frapper, battre
 stripe 9 rayure
 stroke 4 coup
 stuff 3 matière
 sufferer 1 souffrir
 suit (to) 8 bien aller, convenir
 sulk (to) 8 bouder
 sulphur dioxide 7 anhydride sulfureux
 sunlight 1 lumière du soleil
 sunrise 5 lever du soleil
 sunset 5 coucher du soleil
 surge (to) 5 se soulever
 survey 9 enquête
 survive (to) 2 survivre
 swallow 6 hirondelle
 swallow up (to) 12 engloutir
 sweet-smelling 4 qui sent bon
 swiftly 12 rapidement
 swollen 1 gonflé
 sword 5 épée
 symbol 5 symbole

T

tarnished 8 terni
 tasty 4 savoureux, succulent
 tattooing 3 tatouage
 telephone operator 8 standardiste
 temperate 7 tempéré
 temptation 3 tentation
 tender 5 tendre
 tense 4 tendu
 tern 6 hirondelle de mer
 test (to) 7 mettre à l'épreuve
 test 3 épreuve
 thanks to 11 grâce à
 thinker 2 penseur
 third (one) 3 un tiers
 threat 5 menace
 threaten (to) 6 menacer
 thrill (to) 5 vibrer, trembler
 thrust (to) 8 pousser
 tie (to) 2 attacher
 tinker 12 rétamé
 tip 10 bout, pointe
 tobacco 3 tabac
 toil (to) 8 peiner, travailler dur

tongue 4 langue
 topic 3 sujet
 tortoise 6 tortue
 touch, out of touch (to be) 4 être sans contact
 in touch (to keep) 4 rester en contact
 tourism 11 tourisme
 tourist office 11 syndicat d'initiative
 tournament 5 tournoi
 trace (to) 2 retrouver, dépister
 transfusion 3 transfusion
 translate (to) 2 traduire
 transparent 4 transparent
 trap 6 piège
 travel agent 11 agent de voyage
 trudge (to) 8 marcher d'un pas lourd
 trust (to) 2 faire confiance à
 try (to) 2 juger
 tuna 6 thon
 turban 5 turban
 turtle 6 tortue de mer
 tycoon 10 magnat

U

ululate (to) 9 hululer
 unacceptable 11 intolérable
 unborn 3 pas encore né
 unconscious 12 sans connaissance, inconscient
 underline (to) 10 souligner
 unfinished 12 inachevé
 unforgettable 11 inoubliable
 unhealthy 2 malsain
 unknown 12 inconnu
 unmarried 9 célibataire
 unprotected 7 sans protection
 unsociable 11 asocial
 unsuccessful 2 sans succès
 unsure 4 pas sûr, incertain
 unusual 11 peu commun
 unwell 1 malade, souffrant
 uprising 2 révolte
 upside-down 4 à l'envers
 up-to-date 8 à jour
 utmost 5 extrême

V

vanish (to) 12 disparaître
 vast 7 vaste, immense
 vegetarian 1 végétarien
 venerable 9 vénérable
 vessel 12 navire
 vet 2 vétérinaire
 vibrate (to) 9 vibrer
 vibrations 4 vibrations
 victim 5 victime
 view 11 vue
 vinegar 4 vinaigre
 virus 3 virus
 vivid 12 vif
 volunteer 4 bénévole
 voyage 2 voyage, traversée (en mer)

W

wage 8 salaire
 wander (to) 8 errer
 warfare 2 guerre
 warn (to) 6 prévenir, avertir
 waste 2 gaspillage, perte
 wealth 2 richesse
 well-dressed 12 bien habillé
 well-known 10 bien connu
 whip 5 fouet
 widow 10 veuve
 wildebeest 6 gnou
 wildlife 6 faune
 woodland 6 bois, forêt
 word processing 10 traitement de texte
 word processor 10 machine à traitement de texte
 worldly-wise 9 mondain
 worldwide 7 universel
 wrap (to) 9 envelopper

Y

yogurt 1 yaourt, yogourt
 yolk 1 jaune d'œuf