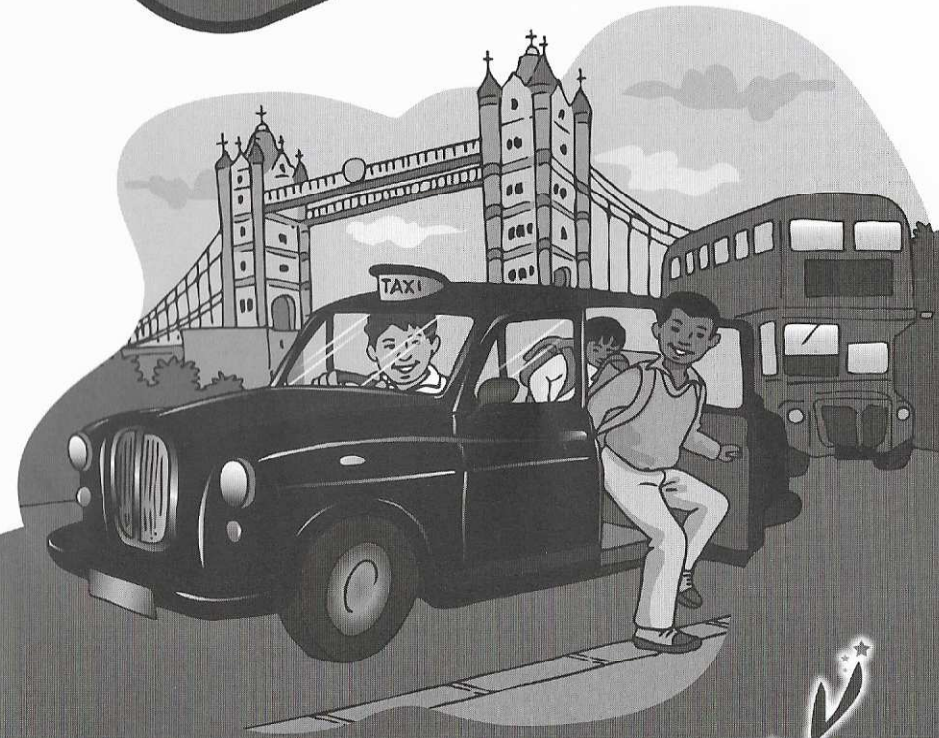


Corrigé

Learn it, Do it 4^e



**Learn it,
Do it 4^e**

Corrigé

UNIT 1 : AT SCHOOL (Speaking)

LESSON 1 : Where did you spend your last holidays?

Session 1

exercise 1 P. 6

Reorder the letter to find meaningful words. Number 1 is an example

- 1- SPEND (Example) 2- FLY 3- GROW
4- WIN 5- COOK 6- FISHING 7- WEED
8- SWIM 9- PLAY 10- WRITE 11- READ
12- CUT

exercise 2 P. 7

Look at the pictures; tell your partner how Koré spent the last holidays.

'Last holidays, I called my friend Sébastien to visit him in Freetown. I flew to Freetown. I greeted Sébastien and Sali. In Freetown, I played basketball with Sébastien, Sali and some friends. We also danced. I spent very nice holidays'.

Session 2

exercise 1 P. 8

Write the corresponding words under each picture.

- 1- To swim in the river (Example)
2- To read a book
3- To win a cup
4- To cook rice
5- To grow tomatoes
6- To write a letter
7- To fish in the river
8- To cut mangoes

exercise 2 P. 9

Complete the missing parts of the conversation

Example 1 (picture 1): What did Konan and Touré do last Saturday?

Example 2 (picture 2): Moayé did.

Picture 1:

Question: What did Konan and Touré do last Saturday?

Answer: They swam in the river.

Picture 2:

Question: Who read a book last Sunday?

Answer: Moayé did.

Picture 3:

Question: What did Konan, Touré and Digbeu win?

Answer: Konan, Touré and Digbeu won a cup.

Picture 4:

Question: What did Mrs Kouakou do last Saturday?

Answer: She cooked rice.

Picture 5:

Question: Did Victoria and Sali dance last Saturday?

Answer: No, they didn't ; they grew tomatoes in the school garden.

Picture 6:

Question: What did Massandjé write last Tuesday?

Answer: She wrote a letter.

Picture 7:

Question: Where did Alain go fishing?

Answer: In the river.

Picture 8:

Question: What did Armel and Aken do last Sunday?

Answer: They cut mangoes.

A- With your partner, ask and answer questions about the pictures in exercise 1. (Faire pratiquer les échanges par les apprenants).

Session 3 Communicative activity

Cette production orale permet aux apprenants d'échanger (Questions / Réponses) sur leurs vacances

- 1- Where did you spend the holidays?
→ I spent my holidays in...
- 2- How did you go there?
→ By plane / car / train...
- 3- What did you do during the holidays?
→ I played/ danced/swam...
- 4- How did you feel during the holidays?
→ I was very happy...

LESSON 2 : School memories

Session 1

exercice 1 P. 10

Write the actions under the pictures like in number 1.

- 1- Tell funny stories (Example)
- 2- Win a prize
- 3- Water the tomatoes
- 4- Dance
- 5- Attend the English club meeting
- 6- Clean the school yard
- 7- Have English class on Fridays
- 8- Sing the National Anthem

exercice 2 P. 11

Look at the pictures; tell your partner what the persons 'used to do' / what the persons 'had to do'. Do like in 1 and 3

Picture 1: Soumahoro **used to** tell funny stories.

Picture 2: Koffi **used to** win prizes.

Picture 3: The students **had to** water the tomatoes.

Picture 4: They **used to go** to parties.

Picture 5: The students **used to** attend the English club meetings.

Picture 6: The students **had to** clean the school yard.

Picture 7: The students **used to** have English on Fridays.

Picture 8: The students **had to** sing the National Anthem.

Session 2

exercice 1 P. 12

Match the verbs in column A with the words or phrases in column B to build meaningful sentences like this:

- 1- To win prizes.
- 2- To attend the English club meeting.
- 3- To organize parties on Saturday nights.
- 4- To remember good times at school.
- 5- To memorise irregular verbs.
- 6- To sing the National Anthem
- 7- To water tomatoes in the school garden
- 8- To enjoy the English club meetings
- 9- To learn our lessons
- 10- To sweep the floor
- 11- To clean the school yard

exercice 2 P. 12

Look at the board; ask and answer questions with your partner about what Sita, Zokou, Mel and Sébastien **used to do** in 5^{ème}.

Exemples de questions et réponses attendues:

Question: What did Zokou **use to do** on Thursdays?

Answer: He **used to** read books.

Question: What did Sébastien **use to do** on Sundays?

Answer: He **used to** go to church

Question: What did Sita, Zokou, Sébastien and Mel **use to do** on Mondays?

Answer: They **used to** sing the National Anthem

Session 3 Communicative activity

Les échanges seront de ce genre:

- > What did you use to do? I used to.....
- > What did you have to do? I had to.....

LESSON 3 : Do you want to go up?

Session 1

exercice 1 P. 14

Reorder the letters to find correct words.

- 1- HELP 2- SEND 3- AVERAGE
- 4- DOWN 5- STAY 6- LAZY 7- HARD
- 8- WORK 9- CHEAT 10- IMPROVE
- 11- FAIL 12- PASS

exercice 2 P. 14

Phrases à trouver:

- 1- If you learn your irregular verbs, you **will have** good marks at English.
- 2- If they **cheat**, they will be punished.
- 3- If I work regularly, I **will improve** my results.
- 4- If we disturb the class, the teacher **will punish** us.
- 5- If you don't work hard, you **will have** bad marks.
- 6- If Aya **passes** to 3^{ème}, she will sit for the BEPC.
- 7- If we work hard, we **will win** prizes.
- 8- If they **don't play** well, they will lose the match.
- 9- If Abi **gets** his BEPC, the teacher will congratulate him.
- 10- They will be happy if they **get** a job.

Session 2

exercice 1 P. 15

Write the appropriate word or expression under each picture.

- 1- to improve 2- the average 3- to stay down 4- to be sent out 5- to sit for 6- to go up 7- to pass 8- to congratulate

exercice 2 P. 16

For each picture, ask and answer correct questions with your partner.

Example:

Picture 1:

Question: What will happen if you study your lessons regularly?

Answer: I will improve my results.

Picture 2:

Question: What will happen if you study your lesson for a test?

Answer: I will get the average.

Picture 3:

Question: What will happen if you don't work hard?

Answer: I will stay down.

Picture 4:

Question: What will happen if you have a very bad average at the end of the year?

Answer: I will be sent out.

Picture 5:

Question: What will happen if you go up to 3^{ème}?

Answer: I will take my BEPC exam.

Picture 6:

Question: What will happen if you work hard?

Answer: I will go up.

Picture 7:

Question: What will happen at the BEPC exam if you work well?

Answer: I will pass my exam.

Picture 8:

Question: What will your father do if you pass your BEPC?

Answer: He will congratulate me.

Session 3 Communicative activity

Les questions et les réponses doivent exprimer les ambitions des interlocuteurs et les moyens de les réaliser.

UNIT 2 : AT HOME (Speaking)

LESSON 1 : What can rural women do?

Session 1

exercice 1 P. 20

- | | |
|----------------|--------------------|
| fetch water | fly a plane |
| winnow rice | catch fish |
| make pottery | pound yam |
| teach English | work on a field |
| smoke fish | learn the alphabet |
| work in a bank | fry plantain |
| sew clothes | sell at the market |
| drive a bus | |

exercice 2 P. 20

Write the actions under the pictures like in number 1

A

- | | |
|------------------|------------------------|
| 1- sew clothes | 2- breastfeed her baby |
| 3- make baskets | 4- teach English |
| 5- grow tomatoes | 6- wash the dishes |
| 7- fry plantains | 8- fly a plane |

B For each picture, ask and answer correct questions with your partner Use 'What' or 'Can' like in the examples.

Examples:

Picture 1:

Question: What can rural women do?

Answer: They can sew clothes.

Or

Question: Can rural women sew clothes?

Answer: Yes, they can

Picture 2:

Question: What can rural women do?

Answer: They can breastfeed their babies.

Picture 3:

Question: What can rural women do?

Answer: They can make baskets

Picture 4:

Question: Can rural women teach English?

Answer: No, they can't.

Picture 5:

Question: What can rural women do?

Answer: They can grow tomatoes.

Picture 6:

Question: Can rural women wash the dishes?

Answer: Yes, they can.

Picture 7:

Question: What can rural women do?

Answer: They can fry plantains.

Picture 8:

Question: Can rural women fly a plane?

Answer: No, they can't.

Session 2

exercice 1 P. 22

Complete what the persons are saying.

Yapobi, what can women do in your village?

In my village, women can cook rice. They can smoke fish and fetch water from the well. They cannot fly a plane but they can learn the alphabet.



exercice 2 P. 23

Answer these questions about Ramata and Yapobi's conversation

1- What did Ramata ask Yapobi?

a- She asked him what women could do in his village.

b- She asked him what women can do in his village.

2- What did Yapobi answer?

a- He said that women could cook rice, smoke fish and fetch water from the well.

He said they could not fly a plane but they could learn the alphabet.

b- He said that women can cook rice, smoke fish and fetch water from the well. They cannot fly a plane but they can learn the alphabet.

Session 3 Communicative activity

La production comprendra l'énumération des activités que femmes au village pouvaient faire et les activités qu'elles ne pouvaient pas exercer.

- > They could pound yam and fetch water.
- > They could not teach English.

LESSON 2 : Women's rights and duties

Session 1

exercice 1 P. 24

Find the following words in the grid and circle them as indicated.

A	P	O	L	I	T	I	C	A	L
F	W	C	U	T	T	Q	K	G	S
R	S	S	S	D	U	T	I	E	S
I	T	O	P	Y	O	R	Z	H	A
G	E	C	O	N	O	M	I	C	A
H	R	I	G	H	T	S	Y	I	Z
T	T	A	Q	X	T	O	T	V	A
V	H	L	P	F	R	D	R	I	F
J	Z	T	D	U	T	Y	V	L	E
P	Q	Y	U	S	C	B	S	Q	Y

exercice 2 P. 25

Right or duty? With your partner, ask and answer questions about rights and duties like in the example.

Use the given actions: 1- inheriting – 2- voting – 3- demonstrating – 4- sending girls to school – 5- feeding children – 6- going to school – 7- getting married

1- Question: Is inheriting a right or a duty? Answer: It's a right.

2- Question: Is voting a right or a duty? Answer: It's a right / It's a duty too.

3- Question: Is demonstrating a right or a duty? Answer: It's a right.

4- Question: Is sending girls to school a right or a duty? Answer: It's a duty.

5- Question: Is feeding children a right or a duty? Answer: It's a duty.

6- Question: Is going to school a right or a duty? Answer: It's a right.

7- Question: Is getting married a right or a duty? Answer: It's a right.

Session 2

exercise 1 P. 26

A- Write the correct action under each picture. Number 1 is an example.

1- Getting married	2- Demonstrating
3- Using contraceptives	4- Inheriting
5- Wearing different attire	6- Choosing a religion
7- Voting	8- Equal pay for same job
9- Practicing sports	10- Education for all

B- With your partner, ask and answer questions like in the example.

Example:

Picture 1:

Question: Which right is getting married?

Answer: Getting married is a civil right.

Picture 2:

Question: Which right is demonstrating?

Answer: It's a civil / political right.

Picture 3:

Question: Which right is Using contraceptives?

Answer: Using contraceptives is a civil right.

Picture 4:

Question: Which right is Inheriting?

Answer: Inheriting is a civil right / social right

Picture 5:

Question: Which right is Wearing different attire?

Answer: It's a civil right / social right

Picture 6:

Question: Which right is choosing a religion?

Answer: It's a social right

Picture 7:

Question: Which right is Voting?

Answer: Voting is a social right.

Picture 8:

Question: Which right is Equal pay for same job?

Answer: It's a civil right.

Picture 9:

Question: Which right is Practicing sports?

Answer: It's a social right.

Picture 10:

Question: Which right is Education for all?

Answer: It's a civil right.

exercise 2

P. 28

Reorder the words to build correct and meaningful sentences.

Example:

1- Life expectancy is higher for women than for men in most countries.

2- American women generally live longer than women in most other countries.

3- Women farmers control less land than men.

4- There are more men than women in the Ivorian Parliament.

5- There are more male drivers than women in some countries.

6- Generally, men earn more than women.

7- In towns, the number of doctors is more important than in villages.

Session 3

Communicative activity

For the celebration of the "Women's Day", you are selected by the Ghanaian Embassy to present an exposé about women's rights and duties in front of some students of other schools.

Prepare your presentation in which you will

- Talk about the different types of rights,
- Give examples of the different types of rights,
- Give some examples of women duties,
- Insist on the importance of respecting women's rights.

LESSON 3 : Girls must go to school too!

Session 1

exercise 1 P. 29

A- Look at the pictures; tell your partner what they represent.

Example:

Picture 1: early pregnancy

1- Early pregnancy 2- Poverty 3- Child labour 4- Orphan 5- Sexual harassment

exercise 2 P. 30

Look at the pictures in exercise 1. With your partner, ask and answer questions about the pictures like in the example.

Example:

Picture 1:

Question: Why do you think some girls don't go to school?

Answer: To me some girls don't go to school because of **early pregnancy**.

Picture 2:

Question: Why do you think some girls don't go to school?

Answer: To me some girls don't go to school because their parents are **poor**.

Picture 3:

Question: Why do you think some girls don't go to school?

Answer: I think that some girls don't go to school because of **child labour**.

Picture 4:

Question: Why do you think some girls don't go to school?

Answer: To me some girls don't go to school because they are **orphans**.

Picture 5:

Question: Why do you think some girls don't go to school?

Answer: To me some girls don't go to school because of **sexual harassment**.

Session 2

exercise 1 P. 31

Match the pictures with the descriptions.

- 1- Build boarding schools
- 2- Give scholarships to girls
- 3- Build secondary schools in villages.
- 4- Punish sexual harassment.
- 5- Stop child labour.

exercise 2 P. 32

With your partner, ask and give your opinions. What can the Government do to help girls go to school?

Example:

Picture 1:

Question: What do you think the Government can do to help girls go to school?

Answer: In my opinion, it can build a lot of boarding schools.

Picture 2:

Question: What do you think the Government can do to help girls go to school?

Answer: In my opinion, it can give scholarships to girls.

Picture 3:

Question: What do you think the Government can do to help girls go to school?

Answer: In my opinion, it can build secondary schools in villages.

Picture 4:

Question: What do you think the Government can do to help girls go to school?

Answer: I think that it can punish sexual harassment

Picture 5:

Question: What do you think the Government can do to help girls go to school?

Answer: I think that it can stop child labour.

Session 3 Communicative activity

La production doit répondre aux consignes de l'énoncé:

- > There are civil rights like....., social rights such as....., political rights like....
- > Women's duties are to....
- > If we respect women's right, they will...

UNIT 3 : TRAVELLING (Writing)

LESSON 1 : How do you go To School?

Session 1

exercice 1 P. 34

Write the name of each means of transport like in number 1

- 1- a motorcycle (example) 2- a canoe
3- a plane 4- a train 5- a bicycle 6- a bus

exercice 2 P. 35

Complete each sentence with the information between parentheses. + (plus) symbolizes like and - (minus) symbolizes dislike. Write your answers like in the example.

- 1- Affou dislikes the plane. (example)
2- Meledje and Okou like the motorbike.
3- I dislike the canoe.
4- Students like the bus.
5- Patrick likes the bicycle.
6- Elloh dislikes the train.

Session 2

exercice 1 P. 35

Match each definition from column A with the correct meaning in column B. Write your answers like in the example.

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

exercice 2 P. 36

Reorder the words from the following lists to write correct sentences like in number 1.

- 1- I go to work on foot. (example)
2- A boat is slower than a plane.
3- How do you go to your village?
4- Anna is in her car.
5- A cab is faster than a bus.

Session 3 Communicative activity

Éléments à évaluer dans les productions

- La présentation de la lettre (adresse + salutation d'entrée + salutation de clôture + nom + signature)
- Une phrase introductive
- Les moyens de transport courants du pays d'origine
- L'expression d'une préférence parmi les moyens de transport disponible + les raisons du choix.

Exemple de réponse

21 P.O Box 2015 Abidjan 21
4 August 2017

Dear Dave,

There are several means of transport in my country. For example in the city where I am living, Abidjan, you can go from one place to another by bus, by mini-buses called Gbaka, or by taxi. In addition, there are boats for joining some places. My favorite means of transport is the taxi because it is faster and more comfortable. But to go to school every day, I take the bus because it is less expensive. I hope you will come to visit me very soon.

Sincerely, yours
Name + signature

LESSON 2 : I Would rather travel by Plane

Session 1

exercice 1 P. 38

Choose the appropriate words from the list to complete this conversation between a customer and an air-company agent. One word is not concerned. Write your answers like in the example.

- 1- to book (example) 2- passport 3- ID card
4- lands 5- boarding pass 6- take off 7- runway

exercice 2 P. 39

Write a reply to each of the statements below using the words in brackets like in number 1.

- 1- I would rather go to a Zougrou concert. (example)
2- I would rather eat Attieke.
3- I would rather travel by bus
4- I would rather visit Johannesburg.
5- I would rather drink water.

Session 2

exercice 1 P. 39

Match each word or expression from column A with its meaning in column B. One word in column B is not concerned. Write your answers like in the example.

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

exercice 2 P. 40

Complete the text below with the correct forms of the words between brackets to make it meaningful. Write your answers like in the example.

- 1- as comfortable (example) 2- faster
3- cheaper 4- more expensive
5- more prestigious 6- most important

Session 3 Communicative activity

Éléments à évaluer

- une brève phrase introductive
- l'énumération de noms de compagnies aériennes (au moins deux)
- suggestion de noms de compagnies + raisons du choix

Exemple de réponse

It is easy to come to Africa by plane today. Many companies transport millions of passengers all over the continent every year. The well-known airline companies are Royal Air Maroc, Kenyan Airlines, and Ethiopian Airlines. However, new companies are emerging. Air Cote d'Ivoire is one of them. For your holidays in Africa, I recommend Air Cote d'Ivoire for two reasons. First, this company has recently bought new planes; so it offers safe and comfortable flights. Secondly, it helps to join most of the African capitals. Therefore, Air Cote d'Ivoire will facilitate your movements.

LESSON 3 : How about visiting Grand Bassam?

Session 1

exercice 1 P. 41

Complete the following text with the appropriate words from this box. Write your answers like in the example.

- 1- tourist sites (example) 2- tourists
3- tourist guides 4- tour 5- stay
6- craftsmen 7- tourism 8- beaches

exercice 2 P. 41

Using the words between parentheses, make a suggestion to each person asking for your help like in number 1.

- 1- Why don't you call a mechanic? (example)

- 2- How about learning your lessons?
 3- We could watch a football match on television.
 4- Why don't you see a dentist?
 5- How about opening the windows?

Session 2

exercise 1 P. 42

Complete the following text with the appropriate words from the box below. Write your answers like in the example.

- 1- reservation (example) 2- rent
 3- museum 4- zoo 5- sightseeing
 6- shopping 7- souvenirs 8- dish

exercise 2 P. 43

Say if the expression used to reply to each of the following suggestions means accepting or refusing. Write A for accepting and R for refusing. Write your answers like in the example.

- 1- R (example) 2- A 3- A 4- R 5- A

Session 3

Communicative activity

Les réponses vont varier en fonction des origines

Exemple de réponse

My name is Nahounou. I am from Cote d'Ivoire. My country is located in West Africa. There are many fantastic tourist sites in the country.

If you arrive in Cote d'Ivoire, go to the coastal city of Grand Bassam to discover the museum of traditional costumes and colonial buildings. It also has exciting beaches where you can spend a good time. Yamoussoukro in central Cote d'Ivoire is another attractive tourist site. There, you can visit the house of the first president, Houphouët Boigny, the lake of

crocodiles, and one of the biggest basilicas in the world. In Northern Cote d'Ivoire, you can visit Korhogo whose big mountain called mount Korhogo offers a special view.

To me, Cote d'Ivoire is the best place to visit in Africa because in addition to the diversity of the tourist sites in the country, the populations are hospitable and friendly. Moreover, there are several delicious dishes which cannot be found in the other countries of the black continent. Therefore, don't hesitate, come to Cote d'Ivoire.

UNIT 4 : FASHION (Writing)

LESSON 1 : What would you like to wear?

Session 1

exercise 1 P. 46

Match each definition from column A with the appropriate meaning in column B. Write your answers like in the example.

- 1- c. Kita cloth (example)
 2- a. Tapa cloth 3- b. bubu
 4- e. Baoule cloth 5- g. Bazin
 6- d. Agbada 7- f. Kamanje cloth

exercise 2 P. 47

Look at each picture and write a correct answer to the question related to it. Write your answers like in number 1.

- 1- She is wearing a Tapa dress. (example)
 2- He is wearing a Baoule cloth.
 3- They are wearing indigo dresses.
 4- They are wearing Agbadas.
 5- He is wearing a bubu.
 6- He is wearing a Kamanje cloth.

Session 2

exercise 1 P. 48

Look at each picture and complete the sentences with the appropriate types of clothes from the box below. Write your answers like in the example.

- 1- tights (example) 2- striped
 3- flowery 4- boots 5- jacket
 6- fur 7- checked 8- raincoat

exercise 2 P. 49

Express a reason using the words between parentheses. Write your answers like in the example.

- 1- I wear tights because I want to be on fashion. (example)
 2- They wear striped shirts because they are fond of stripes.
 3- She wears flowery dresses because she likes flowers.
 4- Boli and Abdoul wear boots because they are afraid of snakes.
 5- He wears jackets because he works in a cool office.
 6- Persic wears checked clothes because he comes from Croatia.
 7- Eunice wears furcoat because she lives in a cold country.

Session 3

Communicative activity

Exemple de réponse

Dear Dave

There is a diversity of traditional clothes in Cote d'Ivoire, my country. The most popular clothes are the Baoule cloth, the Kamanje cloth, and the Senoufo cloth. The Baoule cloth is made in central Cote d'Ivoire, the Senoufo cloth in the North, and the Kamanje in the West. People generally wear all these types of clothes in big ceremonies like weddings, naming ceremonies, or during the visit of a very important person.

LESSON 2 : Preparing for the next fashion show

Session 1

exercise 1 P. 51

Match each definition from column A with its meaning in column B. One word in column B is not concerned. Write your answers like in the example.

- 1- d. catwalk (example)
 2- e. fashion show 3- b. top model
 4- c. sleeve 5- f. collection
 6- g. baggy 7- a. designer

exercise 2 P. 52

Write a correct question on the underlined words. Write your answers like in the example.

- 1- What is Aya wearing? (example)
 2- What is Willy wearing?
 3- What are Patrick and Bob wearing?
 4- What is Ibrahim wearing?
 5- What is Maguy wearing?
 6- What are the players wearing?

Session 2

exercise 1 P. 52

Choose the appropriate word from the list to complete the sentence about each of the pictures below. Write your answers like in the example.

- 1- seller (example) 2- hairdresser 3- hat
 4- sneakers 5- customer 6- barber

exercise 2 P. 53

Transform each of the following sentences like in number 1.

- 1- I can assure you that I will be at the fashion show. (example)

2- I can assure you that the plane will arrive on time.

3- I can assure you that the fashion show will be exciting.

4- I can assure you that these top models will become popular.

5- I can assure you that an African designer will win the trophy.

6- I can assure you that the prices of these clothes will become expensive soon.

7- I can assure you that your child will love this cap.

Session 3 Communicative activity

Exemple de réponse

The recent fashion show in Ghana was fantastic. More than fifty countries participated. In addition to Cote d'Ivoire and the host country, Ghana, there were important countries like Senegal, Cameroon, Nigeria, and South Africa. There were European countries too. For example, France and Belgium came with big delegations. During that event, I learned a lot from the creations of the other countries and I established many useful contacts.

The African fashion show is a very exciting opportunity of exchange which needs to be lived by everybody. Therefore, don't miss the next one.

LESSON 3 : Be proud of your skin colour

Session 1

exercice 1 P. 55

Match each definition from column A with the appropriate meaning in column B. One word in column B is not concerned. Write your answers like in the example

1- d. cosmetics (example)

2.e. lipsticks 3.g. perfume 4.c. varnish

5.b. bleaching cream 6.a. moisturizer

exercice 2 P. 56

Write a correct answer for each question choosing the right option between parentheses to give advice. Write your answers like in number 1.

1- You should keep your natural skin colour. (example)

2- They should use cosmetics moderately.

3- Parents should encourage their children to remain natural.

4- She should respect her parents.

5- Willy should wear authorized clothes.

6- We should polish our nails regularly.

Session 2

exercice 1 P. 56

As you read this text about cosmetics, fill in the gaps using the appropriate words from the box. Write your answers like in the example.

1- bleach (example) 2- kin 3- ligh

4- harmful 5- dots 6- ugly

exercice 2 P. 57

Write a prohibition or permission according to the situation. Write your answers like in the examples.

1- You should speak English in the English class. (example)

2- You shouldn't come late in class. (example)

3- You should wear decent clothes at school.

4- You should respect school regulations.

5- You shouldn't bleach your skin.

6- You should use vegetable creams.

7- You shouldn't pollute the environment.

8- You shouldn't cheat in class.

Session 3 Communicative activity

Exemple de réponse

Cosmetics today

Cosmetics cause a lot of damage in modern societies but people continue to use them for several reasons.

Some people use cosmetics to be more attractive to their partners. Some use them to become as light as a friend they admire. This category of people use cosmetics just for imitation. Another group of cosmetics consumers resort to those products, especially to bleaching creams, because they are ashamed of their black skin. Cosmetics addicts don't care about the risks related to them.

For example, the use of bleaching creams can generate multi-color traces on the body. The users of cosmetic products can also develop ugly dots on their skin. A very dangerous consequence for the cosmetics users is skin cancer which can cause death. Therefore it is important to adopt the right attitudes. If you cannot stop using cosmetics, you should use them moderately. Next, before using a cosmetic product, you should ask advice from a dermatologist. Third, you should not force to look like other people. On the contrary, you should remain natural and proud of your skin color. Following these pieces of advice can help to be healthy and to live well.

UNIT 5 : CITY OR VILLAGE? (Listening)

LESSON 1 : I wish I lived in Abidjan

Session 1

exercice 1 P. 60

Listen and write the names of the places you hear (Mots dictés).

- 1- A ROUNDABOUT 2- A CROSS-ROADS
3- A BRIDGE 4- A PAVEMENT
5- A TRAFFIC JAM 6- TRAFFIC LIGHTS
7- A CROWD 8- BUILDINGS
9- A HIGHWAY 10- A PARKING LOT
11- A UNIVERSITY 12- A FIRE BRIGADE

exercice 2 P. 60

Zokou lives in a village. Select words from the box to make 6 correct and meaningful sentences like in the example.

Example: He wishes he lived in town to see buses.

1- Zokou wishes he lived in town to see a pavement.

2- Zokou wishes he lived in town to go to the cinema.

3- Zokou wishes he lived in town to visit an airport.

4 Zokou wishes he lived in town to visit a supermarket.

5- Zokou wishes he lived in town to go swimming in a swimming pool.

Session 2

exercice 1 P. 61

A- Listen and decide if the description is correct. Write 'TRUE' if the description is correct and 'FALSE' if the description is not correct.

(Mot à lire pour chaque illustration)

1- A university (TRUE)

2- A round about (FALSE)

3- A cross roads (FALSE)

4- A crowd (FALSE)

5- A parking lot (TRUE)

6- A traffic jam (TRUE)

7- A round about (FALSE)

8- Buildings (FALSE)

9- A bridge (TRUE)

10- A highway (TRUE)

11- Buildings (TRUE)

12- A highway (TRUE)

B- Write the names under the pictures like in number 1

- | | |
|------------------|-------------------|
| 1- A university | 2- Traffic lights |
| 3- An ambulance | 4- A fire brigade |
| 5- A parking lot | 6- A Traffic Jam |
| 7- A cross roads | 8- A crowd |
| 9- A bridge | 10- A round about |
| 11- Buildings | 12- A highway |

exercise 2 P. 63

Reorder

- 1- Konan wants to go to Abidjan in order to see buildings.
- 2- Aissata works hard in order to go up.
- 3- The team trains hard in order to win the match.
- 4- Koffi and Sékou want to become firemen in order to save people.
- 5- I learn my lessons in order to go to university.
- 6- They want to become architects to build buildings.

Session 3 Communicative activity

Exemple de réponse

Listen and complete the board. Write the names of the persons, what they want to do and why

Persons	Ambitions	Reasons
Kouakou	Become a doctor	Help sick people
Zokou	Become a pharmacist	Help sick people
Ramata	Become an engineer	Build roads

Listening text

My name is Kouakou. I am in 4^{ème} in Collège Moderne Sifié. I have two friends; Zokou and Ramata. We work hard in order to reach our objectives.

I want to become a doctor in order to

help sick people. For that, I study my science lessons carefully.

Ramata wants to help sick people too. But she wants to become a pharmacist.

Zokou has a different ambition. He wants to become an engineer to build roads with roundabouts, cross-roads, bridges and traffic lights.

LESSON 2 : Is Village Life Better?

Session 1

exercise 1 P. 64

A- Listen and write the description under the correct pictures. A description can match with more than one picture. Number one is an example.
(Mots à prononcer / lire par l'enseignant)

- 1- worried 2- proud 3- glad 4- sad
5- happy 6- very happy

exercise 2 P. 65

A- Listen and complete the sentences (phrases à lire par le professeur).

- a- Yao is going to sit for his exam; he is **worried**.
b- Mensah caught a lot of fish; he is **happy**.
c- Yao is **proud** of his big cocoa plantation.
d- Soro is **sad**; rain spoils his plantation.
e- Niamkey and Kra are **glad** to see each other.
f- N'Goran is very **happy** after selling all his cocoa.

B- Circle the correct option in each sentence to build meaningful sentences.

- 1- The harvest was very good; the farmers are (**happy**) – sad – nervous).
2- Konan will spend the holidays in London; he is very (**excited**) – unhappy – glad)

3- John has failed his exam; he feels (proud – nervous – **ashamed**)).

4- The farmers don't know if the harvest will be good; they (feel **anxious**) – nervous – sad)

5- Zokou has finished planting 3 hectares of cocoa; he is very (**proud**) – unhappy – anxious) of his work.

6- Kouakou passed his examination with distinction; his father is (unhappy – **proud**) – anxious).

7- The students didn't do their homework; the teacher is (happy – **angry**) – anxious) with them.

8- Soumahoro has caught a lot of fish at the river; he is very (sad – worried – **happy**)).

Session 2

exercise 1 P. 66

Listen and write the words or expressions you hear.

(Mots à lire par le professeur)

- 1- SO 2- BECAUSE OF 3- WHEN
4- WELL 5- SO 6- DUE TO 7- AS 8- AT

exercise 2 P. 66

Look at pictures in exercise 1. Complete each sentence with a word or expression from the box. One word or expression in the box is not concerned.

because of – when – because –
so – due to – as

Picture 1: John is worried **because** he has to sit for the BEPC.

Picture 2: Mensah is Happy **because of** his great fishing party.

Picture 3: As he has a big plantation, Yao is proud.

Picture 4: Soro's plantation is under the flood, **so** he is very sad.

Picture 5: Due to their friendship, Niamkey and Kra are glad to see each other.

Picture 6: N'Goran got a lot of money, **so** he is very happy.

Session 3 Communicative activity

A- Listen to your teacher and answer the following questions about Zokou's last long holidays.

Reading text

Last year, Zokou spent the long holidays in the big city of Abidjan. He went there because he had a very good average. So his father was proud of him and he offered him a trip to Abidjan.

Zokou was excited at the idea of visiting the big city of Abidjan. He made the trip from his village by lorry; the journey was long and tiring, but Zokou enjoyed it.

In Abidjan, Zokou visited a lot of places like the fire brigade of Yopougon and the University of Cocody. He saw a lot of buildings, big roundabouts.

But due to a lack of time, he couldn't visit the airport.

He sometimes felt sad when thinking about his best friend Séry, who stayed in the village, working on the farm with his father.

After two weeks, Zokou went back to his village, very happy.

- 1- In Abidjan
- 2- He got a good average and his father because he was proud of him.
- 3- Yes, he was excited to go to Abidjan.
- 4- The fire brigade of Yopougon and the University of Cocody. He saw a lot of buildings, big roundabouts.
- 5- No? he did not have time to do it.
- 6- Yes, he was very happy.

B- Write a short text about Zokou's long holidays (10 lines maximum)

La production doit épouser la forme et le contenu du texte écouté.

LESSON 3 : Zoko leaves his village to the City

Session 1

exercise 1 P. 68

Listen to the teacher; write each meaning you hear in front of the correct word or expression like in number 1: Listening meanings (Mots ou groupes de mots à lire dans cet ordre)

- a- Beautiful
- b- The act of employing.
- c- Rural exodus
- d- young people
- e- illegal behaviour by young people
- f- too many people for an area
- g- difficult to do

Correspondences

- 1- employment → The act of employing.
- 2- rural exodus → massive living of people from villages to cities.
- 3- attractive → beautiful
- 4- overcrowded → too many people for an area
- 5- juvenile delinquency → illegal behaviour by young people
- 6- tiring → difficult to do
- 7- youngsters → young people

exercise 2 P. 68

- 1- The towns are **so crowded** that a lot of people live in bad conditions.
- 2- Life in rural areas is **so hard** that young people leave for towns.
- 3- Working in the village is **so tiring** that youngsters go to towns.
- 4- In towns, some places are **so attractive** that youngsters refuse to go back to the village.

5- Employment is **so rare** that many young people fall into temptations.

6- Rural exodus is **so acute** that the government is going to take strong decisions.

7- Rural exodus is **so important** that towns are now **overcrowded**.

8- Juvenile delinquency is **so common** that parents refuse to let their children go to towns.

Session 2 P. 69

exercise 1

Find the missing letters in each of the following words

- 1- temptations 2- poverty
- 3- depopulation 4- living 5- conditions
- 6- drug 7- addiction

exercise 2 P. 69

Complete each sentence with the correct form of the word in brackets like in number 1.

- 1- Rural exodus goes up **so quickly** that in a few years, there might have no more youth in villages.
- 2- In some districts, people live **so badly** that they are always sick.
- 3- Population grows **so rapidly** that in a few decades, our planet will be overcrowded.
- 4- Last night, it rained **so heavily** that there was flood everywhere.
- 5- He works **so hardly** on his farm **that** he always has good harvests.
- 6- Yao took care of his child **so carefully** that he avoided drug addiction.

Session 3 Communicative activity

A- Listen to teacher and complete the board below about rural exodus.

Reasons	Consequences	Possible solutions
Bad living conditions	Bad living conditions	build more schools
tiring work	juvenile delinquency	build more hospitals
Find good and less tiring jobs	villages are depopulated	Unite
No attractive places	towns become overcrowded	

Listening text:

More and more youngsters leave their village to live in cities. This is called rural exodus.

They do this for different reasons. In the village, they live in very bad conditions. They work so hard that they are always tired; they want to find good and less tiring jobs than in the village. There are no attractive places and they can't enjoy themselves very often.

In town, there are attractive places. There are highways, roundabouts and bridges. But living in the town is not so easy. Some young people live so badly that they fall into juvenile delinquency. They have to face a lot of temptations like drug addiction and alcoholism. Girls are sometimes so poor that they can fall into prostitution.

Rural exodus increases so rapidly that villages are depopulated and towns become overcrowded.

To stop rural exodus, the government should build more schools and hospitals in rural areas. It can also help villagers to make the place attractive. Youngsters themselves should team up and find solutions to ease village life.

B- For your school English club magazine, write an article about rural exodus. In your article, (La production épouse la forme et le contenu du texte lu).

UNIT 6 : CITY OR VILLAGE? (Listening)

LESSON 1 : I know my rights

Session 1

exercise 1 P. 72

In the following words about human rights, some letters are missing. Find them. Write your answers like in example.

- 1- LEISURE (example)
- 2- HEALTH 3- FREEDOM 4- LOVE
- 5- VOTE 6- NUTRITION 7- EDUCATION
- 8- SPEECH

exercise 2 P. 72

Choose the appropriate words from the box for each of the situations below. Write your answers like in the example.

- 1- I have the right to vote. (example)
- 2- We have the right to nutrition.
- 3- We have the right to rest.
- 4- Children have the right to education.
- 5- I have the right to speech.
- 6- He has the right to love.
- 7- We have the right to health.
- 8- All the people have the right to freedom.

Session 2

exercise 1 P. 73

Complete the text below with the appropriate words from the box to make it meaningful. Write your answers like in the example

1- right to life (example)

- 2- right to security 3- right to education
4- right to nutrition 5- right to rest

exercise 2 P. 74

Reorder the words from each list to make a meaningful sentence about human rights. Write your answers like in the example.

- 1- Children have the right to education. (example).
2- The populations have the right to health.
3- A mother has the right to respect.
4- Any person has the right to a name.
5- Students have the right to protection.
6- Babies have the right to nutrition.

Session 3 Communicative activity

Listen to this passage about human rights and do all the activities that follow it

Listening text:

Human Rights Day is one of the most important events on the United Nations Calendar. It takes place on the 10th of December every year. It was on this day in 1948 that the UN created the Universal Declaration of Human Rights. Only 48 states initially agreed to the Declaration. Of course, the vast majority of countries accept it today.

The High Commissioner for Human Rights describe the importance of this day : « On Human Rights Day, it is my hope that we will all act on our collective responsibility to uphold the rights enshrined in the Universal Declaration. We can only honour the towering vision of that inspiring document when its principles are fully applied everywhere, for everyone. »

Source : ESL Holiday Lessons
<https://eslholidaylessons.com>

Activity 1: listen and choose the right option
This passage is about the history of human rights. (option c)

Activity 2: listen again and match the phrases from column A with their endings in column B

Answers 1- b ; 2- d ; 3- f ; 4- e ; 5- f ; 6- c

LESSON 2 : What are your duties?

Session 1

exercise 1 P. 76

Choose the appropriate words from the box to complete this text about duties. Write your answers like in the example

- 1- duties (example) 2- to obey
3- to work hard 4- housework
5- to pay taxes 6- to provide housing

exercise 2 P. 76

Match each of the following statements with the person who said. Write your answers like in the example.

- 1- C (example) 2- A 3- B 4- F 5- D 6- E

Session 2

exercise 1 P. 78

Match each definition from column A with the right meaning in column B. Write your answers like in the example

- 1- d (example) 2- e 3- f 4- c 5- b 6- a

exercise 2 P. 78

Answer each of the following questions using the words between parentheses. Write your answers like in the example

- 1- I have to learn my lessons. / It's my duty to learn my lessons. (example)

- 2- I have to help in the housework.
3- It's my duty to pay my taxes.
4- They have to respect their parents.
5- Parents have to provide housing and nutrition to their families.
6- It's their duty to educate students.

Session 3 Communicative activity

Listen to this passage and do all the activities that follow it

Child Labor and Sweatshops

For many, childhood is a time of fun, learning, and exploring. For children who work, they generally do not work long hours or in poor conditions. Some children across the globe, however, are forced to work long hours, in terrible conditions, and for low pay. These children generally work in clothing or electronics factories in the global south, or the poor and underdeveloped nations in Africa, Asia, and Latin America.

In many cases, these children work in what we call sweatshops or factories where working conditions are extremely hostile. Sweatshops are defined as workplaces where labor is menial, tiring, underpaid, where workers are abused (verbally and physically), and, according to the U.S. Department of Labor, where owners regularly violate labor laws

Source: Study.com

Activity 1: Listen and answer by true (T) or false (F). Correct the false statements

- 1- T
2- T
3- F. Children are forced to work for low pay.
4- T
5- F. They work with their hands (labor in sweatshops is menial)

Activity 2: Listen again and choose the right options.

- 1- b. clothing; c. electronic factories
2- a. Europe
3- c. the U.S. Department of labor

LESSON 3 : We've got to promote tolerance

Session 1

exercise 1 P. 80

Complete the text below with the appropriate words from the box. Write your answers like in the example.

- 1- peace (example) 2- conflicts
3- solidarity 4- tolerance
5- brotherhood 6- reconciliation

exercise 2 P. 81

Use the information below to express tolerance with I've got to or I mustn't according to the situation. Write your answers like in the example.

- 1- I've got to work with other people; I mustn't encourage discrimination.
2. I've got to fight discrimination.
3. I've got to promote social cohesion.
4. I've got to respect contradictory opinions.
5. I've got to guarantee equal rights.
6. I mustn't reject foreign culture.
7. I mustn't terrorize weaker people.

Session 2

exercise 1 P. 82

Match each definition from column A with the appropriate meaning in column B. Write your answers like in the example

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

exercise 2 P. 83

In the following text about tolerance, write the verbs in the correct tenses or forms. Write your answers like in the example.

- 1- must promote (example)
2- mustn't be 3- must be 4- must accept
5- mustn't encourage 6- must live

Session 3 Communicative activity

Listen to this passage and do all the activities that follow it.

Listening text: PEACE

Peace is the only thing we all hope for in the world. I wonder if it will ever come. It seems so simple, really. Why can't everyone live in peace? It seems a lot easier to do that than to fight useless wars. If there was peace in the world, everyone's life would be better. Governments could spend all the money they waste on armies on education and healthcare.

We really need peace. There have been too many wars in our history. I would say well over 99 percent of the world's people want peace. Only a tiny minority doesn't want peace, although they say they do. World leaders need to think more carefully about how they can achieve peace in the world.

Source: Listen A Minute : English
<https://listenaminute.com>

Activity 1: Choose the right options

- 1- d ; 2- b + c ; 3- c.

Activity 2: Listen again and choose the right answer.

- b- He is pessimistic about a world of total peace.

UNIT 7 : HYGIENE AND HEALTH
(reading)

LESSON 1 : We Can Avoid Diseases

Session 1

exercise 1 P. 86

Read the words below and circle the ones related to health.

HEALTHY	YAM
TEMPERATURE	EXODUS
AMBULANCE	DANCE
PRESCRIPTION	RECOVER
MEDICINE	WEED
PATIENTS	THERMOMETER
PRESCRIBE	PHARMACY
PILLS	BRIDGE
HOSPITAL	NURSE
CLEAN	

exercise 2 P. 86

Read each of the following sentences and complete them giving an advice like in number 1.

- 1- There's an accident on the highway, we **should call an ambulance.**
2- Konan doesn't feel well, he **should go to the hospital.**
3- The classroom is dirty, the students **should clean it.**

4- The doctor gave Aka a prescription, he **should go to the pharmacy to buy the medicaments.**

5- Aka has bought the pills prescribed by the doctor, **he should swallow them.**

6- The doctor wants to take a patient's temperature, **he should use a thermometer.**

Session 2

exercise 1 P. 87

Read the sentences in the box; write each of them under the correct picture.

- 1- Ahmed is healthy
2- Ahmed's father is taking him to the hospital
3- The doctor is taking Ahmed's temperature.
4- Ahmed is taking his pills.
5- The doctor is writing a prescription
6- Ahmed is suffering from malaria.
7- Ahmed is vomiting.
8- Mosquitoes are biting Ahmed

exercise 2 P. 88

Look at the selected pictures in exercise 1 and write sentences like for number 2.

Picture 2: Ahmed was taken to the hospital by his father.

Picture 3: Ahmed's temperature was taken by the doctor.

Picture 4: The pills were taken by Ahmed.

Picture 5: A prescription was given to Ahmed by the doctor.

Picture 8: Ahmed was bitten by mosquitoes at night.

Session 3 Communicative activity

La production doit inclure les contenus suggérés et les structures présentées.

LESSON 2 : Keep Your School Clean to be Healthy

Session 1

exercise 1 P. 89

A- Write the names under the correct pictures.

- 1- wellington boots 2- hoes 3- brooms
4- dirt 5- machetes 6- dustbins
7- detergents 8- soap 9- gutter
10- gloves 11- Water taps 12- rakes

exercise 2 P. 91

Select items in each column to build meaningful sentences.

Example: I think we wear gloves to protect our hands when using brooms.

1- I think we wear wellington boots to protect our feet when weeding the garden

2- I think we wear gloves to protect our hands when using brooms.

3- I think we use rakes to remove dirt on the floor.

4- I think we should put litter in the dustbins.

5- I think we use water taps to wash our hands.

6- I think we use hoes and machetes to weed the garden.

7- I think we use soap and water to wash our hands.

8- Do you think we use pens to cut trees?

9- Do you think we can use brooms to clean the classroom?

10- Do you think we must throw litter in the gutter?

Session 2

exercice 1 P. 92

Reorder the letters to find the correct words.

Example: 1- DRY

- 1- DRY 2- LITTER 3- WET
4- COLLECT 5- BUSHY 6- RUBBISH
7- WEED 8- DUSTER 9- GUTTERS
10- GARDEN 11- SUFFOCATE

exercice 2 P. 92

For each situation, make a suggestion like in number 1. Use the items in the box below.

- 1- Why don't you open the windows?
- 2- Why don't we clean our classroom?
- 3- Why don't we collect the litter from our school yard?
- 4- Why don't we clean the gutters?
- 5- Why don't we clean the board?
- 6- Why don't you go to the hospital?
- 7- Why don't you wet it before cleaning the board?
- 8- Why don't we weed our garden?
- 9- Why don't we disinfect the toilets?

Session 3 Communicative activity

La production doit épouser la forme et le contenu de la lettre.

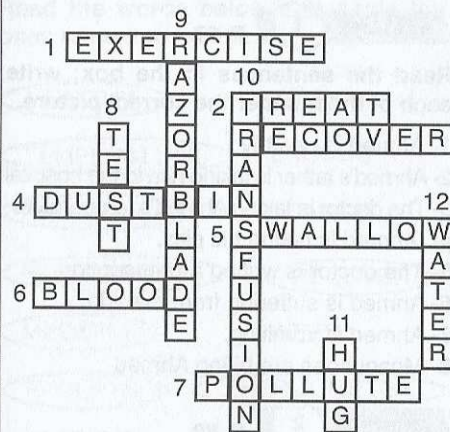
- > Présentation (adresse-formules...)
- > Réponses aux préoccupations exprimées dans la lettre

LESSON 3 : Be on the safe side!

Session 1

exercice 1 P. 95

Find right word to complete each of the following sentences and write it in the correct place in the grid. 11 is an example.



exercice 2 P. 96

Match the items in column A with the correct advice in column B. (Phrases à trouver)

1	He'd better use his own razor blade
2	He'd better go to see a doctor
3	She'd better practice sport to keep fit
4	He'd better take water to swallow his pills
5	They'd better throw the litter in the garden
6	He'd better vary his diet to stay healthy.

Session 2

exercice 1 P. 97

Read the descriptions in the box. Write each of them under the appropriate picture. One description is not concerned.

- 1- Check your status 2- Take antiretroviral treatment for HIV 3- Eat a balanced diet 4- Be active 5- Protect sexual relations 6- Avoid drinking alcohol 7- skinny 8- depressed 9- Have good times

exercice 2 P. 98

For each situation, make the appropriate recommendations. Number 1 is an example.

- 1- Job doesn't know his serology. (check his status)
→ I recommend that he checks his status.
- 2- He is depressed
→ I suggest that he practices sport.
- 3- This man is too skinny,
→ I suggest that he eats a balanced diet.
→ I suggest that he practices sport.
- 4- My friend is HIV positive (Réponses à titre indicative)
→ I suggest that he takes antiretroviral treatment for HIV.
→ I suggest that he protects he uses condoms for sexual relations.
→ I suggest that he eats a balanced diet.
→ I suggest that he has a lot of good time.
→ I suggest that he uses only personal items.

Session 3 Communicative activity

La lettre comprendra des suggestions comme:

- > Take antiretroviral treatment for HIV, it keeps the virus under control.
- > Eat a balanced diet.

- > Practise-it builds muscle, keeps your bones strong, your heart healthy and burns fat.
- > Avoid excessive alcohol or drug use
- > Meet the doctor regularly.

(Plus d'infos sur: <https://www.avert.org/living-with-hiv/health-wellbeing/taking-care-of-yourself>).

UNIT 8 : INFORMATION AND COMMUNICATION TECHNOLOGIES (Reading)

LESSON 1 : Can you use a computer?

Session 1

exercice 1 P. 100

Match each definition from column A with its meaning in column B. One word in column B is not concerned. Write your answers like in the example.

- 1- i (example) 2- e 3- b 4- f 5- c
6- g 7- h 8- j 9- a 10- d

exercice 2 P. 101

Answer each question using the information between parentheses. Write your answers like in the example

- 1- A computer is composed of several parts. (example)
- 2- A keyboard is composed of alphabet and number keys, and numerous other keys..
- 3- A file is composed of a collection of information.
- 4- A laptop is composed of a touch pad with left and right click button, a processor, a battery and a screen.
- 5- A wireless mouse is composed of left and right click buttons, an up and down scroll button, and a red light under it.

exercice 3 P. 101

In this dialogue with your junior brother, write the verbs in the correct form. Write your answers like in the example.

- 1- plug in (example) 2- locate 3- press
4- click on 5- put 6- click on

Session 2**exercice 1** P. 102

Complete the text below with the appropriate words from the list. Write your answers like in the example.

- 1- connect (example)
2- input devices 3- output devices
4- pendrives 5- a folder

exercice 2 P. 102

In this text about computer use, put the verbs in the correct forms. Write your answers like in the example.

- 1- typing (example) 2- to select
3- showing 4- turning on 5- to put off
6- is used

Session 3**Communicative activity**

For a presentation on the computer at the next meeting of the English club, read the following text
While reading,

- 1- Write a brief definition of the computer
2- Make a list of the main parts of this machine
3- Find out the basic roles of the computer.

Réponses possibles

- 1- The computer is an electronic device that manipulates information or data.

- 2- The computer is composed of a central processing unit (CPU), a keyboard, a mouse, and loudspeakers.

- 3- We can use the computer to store information, to type texts, to send emails, or for playing games. The computer can also be used for watching movies and for listening to music. Some people use the computer to make research.

LESSON 2 : Look at my new smartphone**Session 1****exercice 1** P. 104

These statements are about the pictures of technology devices. Write T for true or F for false. Correct the false statements. Write your answers like in the example

- 1- F. Number one is a cell phone (example)
2- F. Number two is a loudspeaker.
3- F. Number three is a telephone.
4- T
5- F. Number five is a smartphone.
6- F. Number six is a cable.

exercice 2 P. 105

Reorder these sentence parts to obtain meaningful sentences. Insert the right punctuation. Write your answers like in the example.

- 1- The device, which helps to amplify the sound, is a loudspeaker. (example)
2- The part of the computer, which contains letters and numbers, is the keyboard.
3- A mobile phone, which performs many of the functions of a computer, is a smartphone.
4- The cord, which connects a computer to a source of energy, is a cable.

- 5- The computer device, which is used to select specific tasks, is the mouse.

Session 2**exercice 1** P. 106

Match each definition from column A with the appropriate meaning in column B. Write your answers like in the example.

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

exercice 2 P. 106

In this text about the communication system in the older days, put the verbs in the correct tenses. Write your answers like in the example.

- 1- communicated (example)
2- were 3- moved 4- shouted
5- attached 6- sent 7- transmitted

Session 3**Communicative activity**

Read the following text about the history of communication instruments and do all the activities that follow it

Activity 1

- 1- d 2- c 3- c

Activity 2

Three communication tools mentioned	Important dates	Names of inventors
- letters	- 1800s	- F.B Morse
- the telegraph	- 1840s	- Alexander Graham Bell
- the telephone	- 1870s	- Elisha Gray

LESSON 3 : Work at the Cybercafé**Session 1****exercice 1** P. 108

Fill-in the gaps with the appropriate words from the box. Write your answers like in the example

- 1- emails (example)
2- websites 3- stored 4- storage
5- webpage 6- computer games

exercice 2 P. 108

Choose the right options to complete this text. Write your answers like in the example.

- 1- since (example)
2- for 3- for 4- for 5- since 6- for

Session 2**exercice 1** P. 109

Match each definition from column A with the appropriate meaning in column B. Write your answers like in the example

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

exercice 2 P. 110

Use the words between parentheses to answer each of the questions below. Write your answers like in the example.

- 1- Enter your username and password; then press on ok. (example)
2- Find the "on" button; then press on the button.
3- Write the message, select the phone number; then press on the "send" button.

4- Go to Google Drive, then click on the file and press on "ok".

5- Click on administration, then click on new account and enter the new address.

Session 3 Communicative activity

Read this text about the revolution in the communication field and do all the activities that follow it

Activity 1

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

Activity 2 (réponses possibles)

1- Former computers were big. (they were as big as a large room). Modern computers are smaller.

2- The developers created new applications to help users do many things, from word processing to image editing. In addition, they created a large scale of programs which have opened new horizons in information technology.

3- No, it isn't. On the contrary, the Internet has made the computer more popular. "With the Internet, working with computers has become part of our daily lives."

Post-reading activity

Answer this question in 12 lines maximum

Free answers

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