

Mon cahier
d'habiletés

WIN SKILLS



GUIDE DU PROFESSEUR

CORRIGÉS DES EXERCICES

- I. Learning context*
- II. Good to know*
- III. My dictionary*
- IV. Practice activities*
- V. Communication activity*
- VI. Let's recap*

NOTE D'INFORMATION _____

Cher collègue,

Ce guide que vous tenez entre vos mains vous est exclusivement destiné. Il ne saurait donc être transmis à un apprenant sous aucun prétexte !

Vous y trouverez les corrigés des exercices du cahier d'activités Win Skills, dont certains sont à titre indicatif.

Vous y trouverez également tous les textes de listening dont les supports audio sont téléchargeables sur le site :

www.jdeditions.com publications cours en audio.

Pour ce qui concerne les corrigés, il vous faut consulter :

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WIN SKILLS



Unit 1 : AT SCHOOL

— LESSON 1 : WHERE DID YOU SPEND YOUR LAST HOLIDAYS ? —

Session 1

Activity 1 :

1. *visiting the zoo*
2. *gardening*
3. *listening to music*
4. *fishing*
5. *riding a bicycle*
6. *coming back from shopping*

Activity 2 :

1. *visited*
2. *went*
3. *caught*
4. *worked*
5. *rode*
6. *listened*

Activity 3 :

- | | | |
|----------------------|--------------------|---------------|
| 1. <i>met</i> | 2. <i>like</i> | 3. <i>has</i> |
| 4. <i>discovered</i> | 5. <i>happened</i> | |
| 6. <i>invented</i> | 7. <i>watched</i> | |
| 8. <i>played</i> | 9. <i>serves</i> | |

Session 2

Activity 1 :

- | | | |
|-------------------|-------------------|--------------------|
| 1. <i>studied</i> | 2. <i>teach</i> | 3. <i>attended</i> |
| 4. <i>grew</i> | 5. <i>watered</i> | 6. <i>cut</i> |

Activity 2 :

1. *Did you go to your village last holidays ?*
2. *Pascal didn't work on his farm during his stay in his village.*
3. *My friend Sekou went to farm when he was in village.*
4. *Did you use to speak English at primary school ?*
5. *My mother didn't use to carry me when I was a baby.*

Activity 3

- | | | | |
|----------------|---------------|----------------------------|----------------|
| 1. <i>were</i> | 2. <i>was</i> | 3. <i>had</i> | 4. <i>were</i> |
| 5. <i>was</i> | 6. <i>did</i> | 7. <i>did not / didn't</i> | |

Session 3

COMMUNICATION ACTIVITY

1/

Lamine : Hello, my dear friend !

You : Hi Lamine! You look very good. Where did you spend your holidays ?

2/

Lamine : I spent my holidays in Banjul. It was great ! How about you ?

You : I spent my holidays in Grand-Bassam. What did you do during your holidays ?

3/

Lamine : I went to the zoo with my

parents, and later, we went to the beach.

You : I too went to the beach with my friends. We played skipping rope and fished.

4/

Lamine : Great ! Did you take some selfies at the beach ?

You: Yes, of course ! Here they are.

5/

Lamine : Your photographs are very beautiful.

You : Thank you my friend !

— LESSON 2 : WE USED TO SING THE NATIONAL ANTHEM —

Session 1

Activity 1 :

1. *delivering a speech ;*
2. *fighting ;*
3. *cheating ;*
4. *bullying ;*
5. *singing the national anthem ;*
6. *cleaning*

Activity 2 :

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

Activity 3 :

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

Session 2

Activity 1 :

1. deliver / 2. fight / 3. used to cheat /
4. bully / 5. to sing / 6. used to clean

Activity 2 :

1.

A : What did you have to do every Monday morning ?

B : We had to sing the national anthem every Monday morning.

2.

A : What did you have to do every day ?

B : We had to clean (the) school yard.

3.

A : What did you have to do each afternoon ?

B : We had to water the garden.

4.

A : What did you have to do each evening ?

B : We had to sweep the classroom.

5.

A : What did you have to do on Wednesdays ?

B : We had to attend an English club meeting.

Activity 3 :

1. My sister Annick used to be a bad student.
2. She used to cheat during tests.
3. She used to fight with her friends.
4. Oh, yes, she was. She used to bully them.

Session 3

COMMUNICATION ACTIVITY

- the student greet the assembly.
- the student mention that he will talk about his past habit and activity he had to do in primary school.
- the student talks about his past habit and what he had to do using “used to” for past habits and “had to” for activities he had to do.

LESSON 3 : DO YOU WANT TO GO UP

Session 1

Activity 1 :

1. School subjects
2. Passing an exam
3. Participating in class
4. Learning lessons
5. A grade 6. An average

Activity 2 :

Erratum :

L'exemple donné est erroné. Il faut plutôt lire : 1-e. Merci de l'écrire au tableau et de demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

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

Activity 3 :

1. would pass 2. will receive
3. go up 4. would get 5. were

Session 2

Activity 1 :

- | | |
|-----------|---------------------|
| 1. get | 2. will have |
| 3. obtain | 4. will be |
| 5. learns | 6. will participate |

Activity 2 :

- | | |
|-------------------|------------------|
| 1. was | 2. would go up |
| 3. learnt/learned | 4. would improve |

Activity 3 :

1. invited
2. meet
3. will start
4. call
5. was
6. would win

Session 3

COMMUNICATION ACTIVITY

- | | |
|--|--|
| <p>1)</p> <ul style="list-style-type: none"> - Student A greets his / her friend and ask him / her the subject in which he / she is sure to do well. - Student B gives the subject in which he / she is sure to do well and ask his / her neighbour he / she is not sure to do well. <p>2)</p> <ul style="list-style-type: none"> - Student A gives the subject in which he / she is not sure to do well and ask question about his / | <p>her neighbour's objective for the next term.</p> <ul style="list-style-type: none"> - Student B gives his / her objectives for the next term and ask the other student about his objective. <p>3)</p> <ul style="list-style-type: none"> - Student A talks about his / her objective for the next term ... <p>They ask each other the condition under which they can reach their objectives using "if" clauses.</p> |
|--|--|

LET'S RECAP 1 :

1-c	2-d	3-a
4-b	5-h	6-f
7-i	8-e	9-g

TEST 1

PART ONE :

READING FOR

COMPREHENSION _____

A/ VOCABULARY CHECK

Erratum :

Dans la colonne B, il faut plutôt lire «surprisingly» à l'item (g), au lieu de «memory». Merci de l'écrire au tableau et de demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

1. i
2. h
3. d
4. g
5. e
6. c
7. f
8. a
9. b

B/ COMPREHENSION CHECK

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

PART TWO :

LANGUAGE IN USE _____

Task A

1. will come
2. would take
3. would not / wouldn't go
4. will succeed

Task B

1. did
2. did
3. used
4. did

PART THREE :

WRITING _____

Propositions

1. Propositions
2. I spent my last holidays in my village.
3. About two months
4. No i didn't
5. I played football games. I went fishing with my grand father
6. Yes, of course !
7. Goodbye !

Unit 2 : AT HOME

LESSON 1 : WHAT CAN RURAL WOMEN DO

Session 1

Activity 1 :

1. Collect firewood
2. Babysit children
3. Cook meal
4. Fetch water
5. Wash dishes
6. Wash clothes

Activity 2 :

1. Great
2. Skyscraper
3. Stormy

Activity 3

1. Fry plantains
Student A : What can rural women do ?
Student B : They can fry plantains.
2.
A : What can rural women do ?
B : They can wash the babies.
3.
A : What can rural women do ?
B : They can feed the babies.
4.
A : What can rural women do ?
B : They can smoke fish.
5.
A : What can rural women do ?
B : They can go to the fields.

Session 2

Activity 1 :

1. rural
2. chores
3. gets up
4. sweeps
5. breastfeeds
6. fetch
7. cooks breakfast
8. wash the dishes
9. go to field

Activity 2 :

1. *These young women said that they could walk very long distances to collect firewood.*
2. The maidservant said that she washed tons of dishes and clothes everyday.
3. My little nieces told me that they carried heavy pots of water on their head.
4. Grandmother declared that she could babysit the villagers' children without complaining.
5. The farmer's wife confessed to be ready to do any kind of domestic chores to make money.
6. The women's spokesperson agreed to cooperate to work on one another's fields.

Activity 3

1. She told me to do all the domestic chores.
2. run away if they see a group of elephants.
3. her aunt could easily spin cotton into thread.
4. she worked harder on the fields than any man in the village.
5. to bring him his food.

Session 3

COMMUNICATION ACTIVITY

1. Greets the audience and announce what he / she is going to talk about.
2. The student cites some activities rural women can do using “can” or “are able to”.
3. Then he / she gives the activities rural women can’t do using “can’t/ cannot” or “are not able to”.
4. Thanks the audience for their attention.

LESSON 2 : WOMEN’S RIGHTS AND DUTIES

Session 1

Activity 1 :

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

Activity 2 :

1. money 2. struggle 3. improve 4. weaker 5. egalitarian
6. excellent 7. management

Activity 3 :

Erratum :

Dans l’item 2 de cette activité, il est indiqué d’écrire « nicer » plutôt que «Nicer». Merci de l’écrire au tableau et de demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

1. Life expectancy seems higher for women than for men.
2. Women are nicer with children than men.
3. Office work is easier than housework.
4. Men think they are braver than women.
5. Students in grammar schools are younger than those at Universities.

Session 2

Activity 1 :

1. rights 2. look after 3. rally 4. support 5. segregation
6. harassment

Activity 2 :

1. duty 2. baby-sitting 3. work 4. gives 5. child care

Activity 3 :

Erratum :

Merci de signifier aux apprenants que « skilful » et « skillful » sont tous deux corrects.

- skillful : anglais britannique

- skilful : anglais américain

1.
A : School-boys are more dynamic than school-girls.
B : No, school-boys are less dynamic than school-girls.
2.
A : Some men say they are more powerful than women.
B : No, some men are less powerful than women.
3.
A : Rural women are more experienced in handicraft than women in the city.
B : No, rural women are less experienced in handicraft than women in the city.
4.
A : Carol is more courageous than Brenda.
B : No, Carol is less courageous than Brenda.
5.
A : Women seem to be more skilful in workplaces than men.
B : No, women seem to be less skilful in workplaces than men.
6.
A : They are usually more skilled at wickerwork than their male counterparts.
B : No, they are usually less skilled at wickerwork than their male counterparts.

Session 3

COMMUNICATION ACTIVITY

1. Hello. Yes, go ahead.
2. Women have the right to education, to protection, and to the best health care, etc.
3. Yes, of course, they do.
4. They have to take care of the children, respect their husband and take care of the house, etc.
5. Generally, they are victims of discrimination in terms of access to education and job, sexual harassment, sexism ...
6. In my opinion, we should sensitize people on the importance of respecting women's rights and insist on women's education ...

LESSON 3 : GIRLS MUST GO TO SCHOOL TOO ?

Session 1

Activity 1 :

1. c ; 2. h ; 3. i ; 4. f ; 5. b ; 6. d ;
7. g ; 8. e ; 9. a

Activity 2 :

1. barriers ; 2. child marriage ;
3. disability ; 4. prejudices ;
5. sexism ; 6. challenges ;
7. child labor ; 8. harmful ;
9. early pregnancy.

Activity 3 :

1. In my opinion a girl must go to school.
2. For me, the major barriers are the persistent prejudices.
3. In my opinion, this is not good.
4. For me, parents should be sensitized.

Session 2

Activity 1 :

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

Activity 2 :

1. *I believe it's very good for a girl to go to school.*
2. I think school develops girls' potentials.
3. I believe the main benefit is empowerment.
4. I think another benefit is the improvement of girls' skill.

Activity 3 :

1. I think that
2. For me
3. In my opinion
4. I believe that

Session 3

COMMUNICATION ACTIVITY

1. Greets the audience and announces what he / she is going to talk about.
2. Gives some reasons explaining why some girls don't go to school or abandon school.
3. Explains the benefits or advantages of girls' education.
4. Proposes some solution to promote girls education using "in my opinion", "to me", "I think that" ...

LET'S RECAP 2 :

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

TEST 2

PART ONE :

READING FOR COMPREHENSION _____

A/ VOCABULARY CHECK

1. f 6. h
2. g 7. b
3. i 8. d
4. e 9. c
5. a

B/ COMPREHENSION CHECK

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

PART TWO :

LANGUAGE IN USE _____

Task A

2. The main responsibility of a woman was to preserve the human race.
3. it was only the women who could bear and give birth to children.
4. educated women could do much to reform humanity.

Task B

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

PART THREE :

WRITING _____

1. No, not totally
2. Inequalities still exist in fields like education, employment, wages, rural areas...
3. Governments can promote the concept of equal job, equal pay no matter the sex.
4. To combat sexual harassment and violence we can encourage and sensitize the victims to denounce people who practise it and punish them.
5. Women mainly have the duty to take care of the families, educate the children and support their husband.

Unit 3 : TRAVELLING

LESSON 1 : HOW DO YOU GO TO SCHOOL

Session 1

Activity 1 :

1. Feet ; 2. a bicycle ; 3. a plane ; 4. a car ; 5. a bus ; 6. a boat

Activity 2 :

1. Cars ; 2. boat ; 3. plane ; 4. foot 5. bus

Activity 3 :

Erratum :

Dans l'item 2, il faut lire « cars », plutôt que « car ». Merci de l'écrire au tableau et de demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

1. I / motorbikes / like (ride)

A : I like motorbikes.

B : I like riding motorbikes.

2.

A : Tahouin dislikes cars

B : Tahouin dislikes driving cars.

3.

A : Solange and Pauline like planes

B : Solange and Pauline like travelling by planes.

4.

A : Kolo likes bicycle.

B : Kolo likes riding bicycle.

5.

A : This seaman dislikes boats

B : This seaman dislikes sailing boats

6.

A : You like the bus.

B : You like travelling by bus.

Session 2

Activity 1 :

1. A scooter ; 2. a coach ; 3. a motorcycle ; 4. a canoe ;
5. a van ; 6. a train

Activity 2 :

Nr	Adjectives	Comparative forms	Nr	Adjectives	Comparative forms
1	Short	shorter	1	weak	weaker
2	exceptional	more exceptional	2	bad	worse
3	marvellous	more marvellous	3	dynamic	more dynamic
4	Good	better	4	splendid	more splendid

Activity 3 :

1. The train is longer than the car.
2. The scooter is more expensive than the bicycle.
3. The canoe is slower than the boat.
4. Travelling on foot is more tiring than riding a motorcycle.
5. The plane is more comfortable than the canoe.
6. The van is more modern than the coach.

Session 3

COMMUNICATION ACTIVITY

1. Mention the means of transport used for different places.
2. Precise what means of transport people like and dislike using “like” and “dislike” structures.

LESSON 3 : MY SCHOOL SUBJECTS

Session 1

Activity 1 :

1. a departure board
2. a traffic control tower
3. a runway
4. to take off
5. a boarding pass
6. to land

Activity 2 :

Nr	Adjectives	Comparative forms	Nr	Adjectives	Comparative forms
1	Short	The shortest	6	Weak	The weakest
2	Exceptional	The most exceptional	7	Bad	The worst
3	Marvellous	The most marvellous	8	Dynamic	The most dynamic
4	Good	The best	9	Spendid	The most splendid
5	Comfortable	The most comfortable	10	Fast	The fastest

Activity 3 :

1. The plane is the most expensive
2. The airport is the most beautiful
3. The pilot is the most competent
4. Sailing by boat is the most frightening
5. An identity car is the most common
6. An airport is the most crowded

Session 2

Activity 1 :

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

Activity 2 :

1. *a passport ;*
2. *a custom officer ;*
3. *baggage ;*
4. *passengers*

Activity 3

1. *I'd rather travel by plane.*
2. *I' rather visit the traffic control tower.*
3. *I'd rather watch a plane's landing.*
4. *I'd rather visit an airport.*
5. *I' rather pull a trolley.*
6. *I'd rather like to be a pilot.*

Session 3

COMMUNICATION ACTIVITY

Po box 222
Daloa, Cote d'Ivoire
July 27th 2021

Dear friend,

- Salutations
- The student compares the two airports using comparative and superlative.
- The student gives the different companies he / she travelled with and give his / her impression about them, using "like" and "dislike" structures.
- The student makes suggestion of company to choose, using "would rather".

HOW ABOUT VISITING GRAND-BASSAM

Session 1

Activity 1 :

1. the old post office
2. the women monument
3. the museum of costumes
4. the craft market
5. the beach
6. the victory bridge

Activity 2 :

1. *How about visiting Grand-Bassam ?*
2. *How about crossing the victory bridge of Bassam ?*
3. *How about visiting the museum of costumes ?*
4. *How about going to the beach of grand-Bassam ?*

5. *How about going to see the women monument ?*
6. *How about taking a walk tour to the craft market ?*

Activity 3

1. *Why don't we visit the old post office ?*
2. *Why don't we go to see the women monument?*
3. *Why doesn't she cross the victory bridge ?*
4. *Why don't we go relaxing to the beach ?*
5. *Why don't you visit the museum of costumes ?*
6. *Why don't we go and buy souvenirs at the craft market ?*

Session 2

Activity 1 :

Erratum :

Dans la banque des mots, le mot «resorts» a été amputé. Merci de l'écrire au tableau et de demander aux apprenants de le corriger dans leurs livrets au stylo rouge.

1. resorts
2. neighbourhoods
3. attractions
4. craft market
5. souvenirs
6. the Abissa festival

Activity 2 :

ACCEPTING A SUGGESTIONS	REFUSING A SUGGESTION
Yes, <i>let's go</i> Ok, that's fine ! It would be good! Yes, let's go! I really enjoy it	No, I don't need that What a terrible idea ! I'm not really sure No, I'm sorry

Activity 3 :

1. Yes, *that's a good idea !*
2. No, *let's not.*
3. What a terrible idea !
4. Ok, that's fine !
5. It would be good !
6. No, I'm sorry

Session 3

COMMUNICATION ACTIVITY

- The student mentions some tourist sites he / she visited and he / she describes them.
- Refuses or accepts his / her friend's suggestion using "that's a good idea", or "No, I'm sorry"...
- The student makes suggestion to encourage his / her pen friend to come and visit these sites using "how about", "why don't we"...

LET'S RECAP 3 :

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

TEST 3

PART ONE :

READING FOR

COMPREHENSION _____

A/ VOCABULARY CHECK

1. a 2. d 3. g 4. i 5. e
6. b 7. f 8. c 9. h

B/ COMPREHENSION CHECK

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

PART TWO :

LANGUAGE IN USE _____

Task A

1. by sailing
2. bicycle
3. walks
4. travel by plane

Task B

1. prefer
2. would rather
3. prefers
4. prefer

PART THREE :

WRITING _____

Erratum :

La première consigne a été tronquée. Il faut lire « mention the best means of transport you know ». Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

In my city there are many means of transport, but I prefer bicycles, motorbikes, taxi and buses.

I dislike means of transport such as vans and tricycles because they are uncomfortable and they do many accidents.

Finally, I prefer means of transport like bicycles, motorbikes, taxis and buses because they are cheap and use less oil. In addition, we can use them on various roads.

Unit 4 : FASHION

LESSON 1 : WHAT WOULD YOU LIKE TO WEAR

Session 1

Activity 1 :

1. a kita cloth
2. tights
3. a tapa cloth
4. a silk sweater
5. a tie
6. trainers
7. denim trousers
8. a flowery shirt

Activity 2 :

1. *Sidi likes trainers because they are fashionable.*
2. Girls wear tights because they are fashionable.
3. Koré buys a tie because it's cheap.
4. Assandé doesn't like jackets because they are heavy.
5. Kylian and Keren don't like denim trousers because they are popular.

Activity 3

1. *Mimi likes kita cloth because of its beauty.*
2. Women wear head tie because of its different colours.
3. Sylvie put on Dashiki blouses because of the fashion show.
4. Rima prefers bazin fabrics because of the quality.

Session 2

Activity 1 :

1. Kente cloth
2. Sandals
3. Wax shirt
4. Bazin bubu
5. Headscarf
6. Dashiki dress.

Activity 2 :

1. Christ is wearing a silk sweater.
2. Alida Agbeké is wearing a flowery dress.
3. Damien is wearing a flowery shirt.
4. Essoh N'baw is wearing a jacket.
5. Sébéca Marc is wearing a suiAgbeké Patrick is wearing a bazin cloth.
6. Reine is wearing a kita dress.
7. Kpangy is wearing a jacket.

Activity 3

1. Q : What is Eva Flore wearing ?
A : She is wearing a headscarf.
2. Q : What is Tatiana wearing ?
A : She is wearing a tapa dress.
3. Q : What is Solange wearing ?
A : She is wearing a Bazin bubu.
4. Q : What is Harley wearing ?
A : He is wearing a suit.
5. Q : What is Berry wearing ?
A : He is wearing a silk sweater.

Session 3**COMMUNICATION ACTIVITY**

- Salutations like in informal letters.
- Students describe the modern clothes young people are wearing, using the present continuous structures.
- Students describe the traditional clothes the chief and the elders are wearing, using the present continuous structures.
- They give the reason why some old people like wearing traditional clothes . with the structures; **“because”, “because of”**.

LESSON 2 : PREPARING FOR THE NEXT FASHION SHOW**Session 1****Activity 1 :**

1. *a model*
2. a hairdresser
3. a catwalk
4. a fashion designer
5. a fashion show
6. a make-up artist

Activity 2 :

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

Activity 3

1. *Sandra likes fashion shows.*
2. *Prisca dislikes mini-skirts.*
2. Sinzé likes American models
3. City dwellers like haute couture clothing
4. Larissa likes working for a Fashion House
5. Koné dislikes going to boutiques.

Session 2**Activity 1 :**

1. designer
2. collection
3. latest
4. fashion capitals
5. fashionable
6. ready-to-wear

Activity 2 :

1. A : I know nothing about it but I want to organise a fashion show.
B : *I don't think it will work.*
2. A : I like creating new clothes. I want to be a designer.
B : *That's a good idea.*
3. I think it is not a good idea, she cannot afford it.
4. As he is rich, he can wear fashionable clothes.
5. Work hard next year, for sure you will pass your exam.
6. Don't go with mum, she will be right back.

Activity 3

Possible writing :

I think embracing a career of designer is not a good idea.

In fact, it is very hard to struggle your way through the showbiz world because it is full of perversion and ambush. Then if you don't have acquaintances you will probably not succeed in being a designer.

Therefore I think you should consider another career.

Session 3

COMMUNICATION ACTIVITY

- The student must provide a title for his / her article related to the fashion ceremony he / she attended
- The student presents the ceremony
- The student describes what he / she saw during the ceremony using the past simple tense.
- The student indicates the clothes or articles of clothing he / she liked and disliked there using the “like” and “dislike” structures in the past simple tense.
- The student persuades or dissuades his / her friend to come to the next fashion show, using structures for persuading or dissuading.

— LESSON 3 : BE PROUD OF THE COLOUR OF YOUR SKIN —

Session 1

Activity 1 :

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

Activity 2 :

1. A bleaching cream
2. skin complexion
3. attractive
4. perfume
5. to be proud
6. bleach

Activity 3

1. *Carla bleaches her skin since she wants to be attractive.*
2. Girls use bleaching creams since they want to be pretty.
3. Perla buys bleaching creams since she wants to change her complexion.
4. Honorine lightens her skin since she is not proud of her complexion.
5. Catherina and Melania use perfume since they want to have a good smell.

Session 2

Activity 1 :

Erratum :

Dans la banque des mots, une erreur s'est glissée. Il faut lire « lotion » plutôt que «dermal infection». Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

1. side effects 2. skin cancer 3. skin spots 4. skin bleaching
5. lotion 6. a dermatologist

Activity 2 :

1. What should we do to have a beautiful skin ?
2. What should girls use as cream ?
3. What shouldn't Clara use ? 4. Girls should avoid bleaching their skin.
5. Aline shouldn't use harmful products.
6. African women should be proud of their skin colour.

Activity 3

1. Shouldn't 2. Should 3. Should 4. Should
5. Shouldn't 6. Shouldn't 7. Should

Session 3

COMMUNICATION ACTIVITY

- The student writes a topic sentence in which he states that using bleaching cream is dangerous.
- The student gives the main reasons why people use bleaching creams using structures with "since".
- The student mentions the consequences of using bleaching creams.
- The student suggests what people should do and what they shouldn't do to avoid skin problems using "should" and "shouldn't".

Erratum :

Dans la colonne des lettres (à droite), à l'item 'b', mettre une virgule après « parade ».
Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

LET'S RECAP 4 :

1-d	2-h	3-b
4-g	5-f	6-i
7-e	8-c	9-a

TEST 4

PART ONE :

READING FOR COMPREHENSION

A/ VOCABULARY CHECK

1. a 2. c 3. f 4. h
5. b 6. i 7. d 8. g 9. e

B/ COMPREHENSION CHECK

1. Fashion shows start every season, particularly in summer and winter seasons.
2. They happen in Paris and New York.
3. It enlightens the runway by using various forms of lighting and special effects.
4. The designer

PART TWO :

LANGUAGE IN USE

Task A

1. shouldn't
2. should
3. should
4. shouldn't

Task B

Erratum :

Dans le « Task B »,

- *il faut insérer une virgule après l'item 2, à la place du point, et débiter le mot suivant avec une minuscule. Ainsi, on aura « **I don't think that the sun can give malaria because, docteurs...** » .*
- *Idem pour l'item 3 : « **I prefer short-sleeved shirts because, they are more comfortable.** »*

Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

1. because of
2. because
3. because
4. because of

PART THREE :

WRITING

- The student gives the definition of the fashion show.
- The student mentions what Ikwe should do, using "should" or persuasion structures.
- The student gives the reason for his / her viewpoint, using "since".

Unit 5 : CITY OR VILLAGE ?

LESSON 1 : I WISH I LIVED IN ABIDJAN

Session 1

Activity 1 :

- | | | |
|-----------------|---------------------|--------------------|
| 1. a city | 2. a police station | |
| 3. tarred lanes | 4. a bus station | |
| 4. traffic | 5. lights | 6. a swimming pool |

Activity 2 : Listening text

Life in the city is very (1) **interesting**. The city is very (2) **big**. You can see (3) **traffic lights** everywhere. There are also modern (4) **bus stations**.

Activity 3

1. *I wish I lived in the village.*
2. Effoua wishes she spoke English.
3. Anouma wishes he had his own car.
4. City dwellers wish they were in a cleaner environment.

Session 2

Activity 1 :

1. stressful
2. city dweller
3. noisy
4. unsafe
5. traffic jam
6. crowded

Activity 2 : Listening text

It is very (1) **stressful** to live in the city. (2) **City dwellers** have to cope with many difficulties. Cities can be (3) **crowded**. That is why many people wished they (4) **had** a peaceful life in the village.

Activity 3

1. *Zémogo goes to the city in order to find a job.*
2. Kétcho goes to the swimming-pool in order to learn how to swim.
3. Laurice is at the bus station in order to travel to her village.
4. Sounkallé goes to the police station in order to file a complaint.
5. Sarah wants to avoid traffic jams in order to be on time at work.

Session 3

COMMUNICATION ACTIVITY

A. Pictures to circle : Hospital ; Traffic ; jam Traffic lights

B.

Erratum :

*Dans l'item 3 de l'activité B, il faut lire « **café** » plutôt que « **cafe** ». Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.*

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

C. Listening text

A city is a place where many people live. Cities are crowded places. A crowd is a group of (1) people gather together. There are many jobs in the city. Many people move to the city to find a job. You can work at an office or a factory. You can work in a shop or a café. Cities have cultural institutions such as museums and (2) libraries. Cities have financial institutions such as banks. Cities have medical facilities such as hospitals and clinics. Cities have education institutions such as colleges and (3) universities. Cities usually have public transportation. There are buses and taxis. There are subways and (4) trains. There is a lot of traffic in the city. Sometimes, there are so much traffic that vehicles can't move. That's called a traffic jam. There are many lights in the (5) city. There are traffic lights. Cities are often polluted. Pollution is anything that harms the environment. There is air pollution. There is water pollution. There is (6) noise pollution. Cities are noisy places.

LESSON 2 : IS VILLAGE LIFE BETTER ?

Session 1

Activity 1 :

1. a village 2. a thatched roof 3. a well 4. a bamboo chair
5. a water pump 6. a hut

Activity 2 : Listening text

It is interesting to live in the (1) **village**. People drink water from the (2) **well**. They have comfortable (3) **huts**, with (4) **thatched roofs**.

Activity 3

1. b. He is very happy 2. a. Villagers are sad
3. b. She is very glad 4. b. He feels delighted
5. a. Villagers are very sad

Session 2

Activity 1 :

1. peaceful
2. palaver tree
3. cash crops
4. tap water
5. boring
6. food crops
7. rural life

Activity 2 : Listening text

Life in the village is (1) **peaceful**.
(2) **Villagers** live in huts. In some villages, they drink (3) **water from the pump**. They also plant (4) **cash crops**.

Activity 3

1. E : Some farmers prefer planting cash crops due to the expected financial profits.
2. C : Villagers drink unsafe water due to the lack of tap water.
3. D : Villages are peaceful places due to the absence of conflict between villagers.
4. A : Rural life is often boring due to the absence of amusing activities.
5. E : Young villagers go to the city due to the expected financial profits.

Session 3

COMMUNICATION ACTIVITY

Listening text

Living in the village may be more relaxing, but it can get boring as life is slower. There is less to do to have fun, like going to the cinema, the zoo or the swimming-pool because these facilities lack in rural areas. It is also more difficult to get to places and travel because often there are no good public transport systems. Getting a job in the village may also be very difficult. Most jobs are in the city so people have to go there if they want to have a better life. The difficulties of village life is the main reason of rural exodus.

A.

2. Difficulties of life in the village.

B.

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

C. (Accepter toute production qui prend en compte les fonctions langagières et les lexiques à l'étude.)

Session 1

Activity 1 :

1. rural exodus
2. homeless
3. drug addiction
4. street children
5. tiring work
6. overcrowded

Activity 2 : Listening text

Rural (1) **exodus** has many consequences. People can become (2) **homeless**. Children can (3) **do tiring work**. Therefore, they think that the only (4) **opportunity** to survive is then to become criminals. But, that is not true.

Activity 3

1. *The city is so interesting that it attracts young villagers.*
2. Life in the city seems so easy that many people want to live there.
3. Villages are now so empty that there is no labour force.
4. Manual work in villages is so tiring that young people refuse to do it.
5. Some city dwellers are so poor that they become homeless.

Session 2

Activity 1 :

1. *depopulation*
2. temptations
3. unemployment
4. attractive places
5. poverty
6. juvenile delinquency

Activity 2 : Listening text

Many people in cities live in **poverty**. They are often **homeless**. So they are obliged to indulge in **juvenile delinquency**. They however refuse to **go back** to rural areas.

Activity 3

1. *People live so poorly in cities that I prefer staying in my village.*
2. Young people in cities behave so badly that the police can arrest them.
3. Essoh came back so quickly to the village that everybody was surprised.
4. The homeless child was eating so hungrily that people took pity on him.
5. Village people behave so honestly that there is no place for trouble there.

A.

1. the causes of rural exodus.

B.

1. a

2. b

3. c

4. a

C.

Listening text

Rural exodus or rural flight or even urban-rural migration is the (1) **movement** of people from rural areas into urban areas. Conflicts, violence and natural disasters are among the root causes of rural exodus. Many (2) **migrants** are compelled to move because of socio-economic factors, including poverty, food insecurity, lack of employment opportunities, limited access to social protection, natural resource depletion and the adverse impacts of environmental degradation and (3) **climate** change. Unfortunately, once in the city, the migrants are faced with the tough reality. Many migrants do not have the education or skills to acquire decent (4) **jobs** in cities and are then forced into unstable, low paying jobs. Rural flight also contributes to the reduction of labour force in (5) **village** and urban growth.

Erratum :

L'exemple (1.j) est erroné. Fallait plutôt lire « 1.g ». Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

LET'S RECAP 5 :

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

TEST 5

PART ONE :

READING FOR COMPREHENSION _____

A/ VOCABULARY CHECK

1. C 2. J 3. A 4. H 5. B
6. I 7. E 8. G 9. D

B/ COMPREHENSION CHECK

1. F (L1)
2. T (L3)
3. T (L5)
4. F (L7)
5. T (L8)

PART TWO :

LANGUAGE IN USE _____

Task A

1. *moved*
2. lived
3. worked
4. earned

Task B

1. wishes
2. excited
3. in order to
4. due to

PART THREE :

WRITING _____

(Accepter toute production qui prend en compte les fonctions langagières et les lexiques à l'étude.)

Unit 6 : HUMAN RIGHTS

LESSON 1 : I KNOW MY RIGHTS

Session 1

Activity 1 :

1. to vote
2. school education
3. to have fun
4. health care
5. nutrition
6. love

Activity 2 : Listening text

Every person has a fundamental right to (1) **life** and human decency. The right to have a (2) **name** and the right to school (3) **education** are also fundamental. A child has the right to a caring family. A family that (4) **loves** him. He has the right to eat properly or to (5) **nutrition** in order to be in good (6) **health**.

Activity 3

1. have
2. has the right to
3. have the right to
4. don't have the right to
5. doesn't have the right to

Session 2

Activity 1 :

1. *Life*
2. Freedom
3. Speech
4. Protection
5. Right
6. Name

Activity 2 : Listening text

- a) 2 b) 1 c) 1 d) 3 e) 3

Activity 3

1. Do you agree with me ?
2. No, I don't agree with your decision.
3. I disagree with you.
4. I now agree with you my grand son.

Session 3

COMMUNICATION ACTIVITY

A.

- b. children's rights.

B.

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

C.

LISTENING TEXT

All children (1) **deserve** equality, despite their difference. They have rights, no matter what race, colour, religion, language, ethnicity, gender or abilities define them.

THE RIGHT TO AN IDENTITY

Children are (2) **entitled to a name**, legally registered with the government, and a nationality to belong to a country.

THE RIGHT TO HEALTH

(3) **Medical care**, nutrition, protection from (4) **harmful** habits (including drugs) and safe working environments are covered under the right to health.

THE RIGHT TO EDUCATION

Right to free primary education is critical for helping children develop discipline, life skills while finding a safe and (5) **healthy** environment to nurture a child's physiological development. This includes (6) **freedom from violence**, abuse or neglect.

THE RIGHT TO A FAMILY LIFE

Children must live with their parents until it is dangerous to them.

Children who do not have access to a family life, have a right to special care and must be (7) **looked after** properly, by people who respect their ethnic group, religion, culture and language.

LESSON 2 :

— WHAT ARE YOUR DUTIES ? —

Session 1

Activity 1 :

1. It's the duty of citizens to pay taxes.
2. It's a child's duty to obey his parents.
3. I have the duty to help in the house.
4. Students have to respect classroom rules.
5. It's the duty of the students to study their lessons.
6. It's our responsibility to keep the environment clean.

Activity 2 : Listening text

Be kind to everyone. That is the first thing to do, to be a good (1) citizen. Always respect and (2) help older people. You have to pay attention to your teacher, study your lessons and do your homework. You (3) have to raise your hand and wait for your turn to speak in class. You must also know the school rules in order to (4) respect them. It is also your (5) responsibility to keep your environment clean.

Activity 3 :

1. *have the duty to*
2. *has to*
3. *It's my duty to*
4. *my responsibility to*
5. *doesn't have to*
6. *have to*
7. *don't have to*

Session 2

Activity 1 : Listening passage

Our parents look after us, take care of us and keep us happy. How should we behave in return? We must (1) **respect** all the family members and listen to them. We have to make them happy by being good. We should help mummy in (2) **cleaning** and dusting the house. We must help our parents to fetch the necessary things from the market. We (3) **have the duty** to do our homework, (4) **tidy** our bedroom every day and (5) **study** by ourselves. We don't have to

fight with the others. The elder sister or brother should (6) **take care** of younger ones. We must not go out without the permission or knowledge of parents. We don't have to tell lies. We should look after our family members when they fall sick. We must also (7) **obey** and respect our elders.

Activity 2 :

1. Parents have the duty to look after children, take care of them and keep them happy.
2. Yes, they must.
3. Children must help their mummy :
 - in house chores;
 - they have to do their homework ;
 - and tidy their bedroom.
4. They mustn't go out without permission and tell lies.

Activity 3 :

1. Mary is cleaning the board since she is on duty today.
2. His father punished him, as he beat his younger brother.
3. He hides from the government since he doesn't pay his taxes.
4. He received the prize for good behavior as he respects school rules.
5. He will pass his exam since he is a hardworking student.
6. Kady is a good citizen as she obeys the law.
7. Women have to breastfeed babies since it's their responsibility.

Session 3

COMMUNICATION ACTIVITY

A.

The program is about :

- b. Ada's difficult life in London.

B.

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

C.

Listening passage

When Ada got her Baccalaureate degree, she decided to leave Lagos for London. Which was her dream when she was eight. In England, life was difficult because she had to accomplish her (1) **duties**. For English people, a duty is what a citizen must do by moral or legal (2) **obligation**. She was refused house and job. She was treated by English people as a second-class (3) **citizen** since she was not capable of (4) **paying her taxes**. (5) **Paying tax** is a duty every person living in England must accomplish. The social cohesion and citizenship of England is preserved by (6) **the accomplishment** of duties.

LESSON 3 : WE'VE GOT TO PROMOTE TOLERANCE

Session 1

Activity 1 :

1. tolerance 2. help
3. war 4. reconciliation
5. solidarity 6. peace-make

Activity 2 :

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

Activity 3

1. We have got to promote tolerance.
2. People have got to follow the teachings of freedom fighters.
3. We have got to help people maintain peace in order to prevent war.
4. We haven't got to excite quarrels among brothers.
5. We mustn't reject the other person's point of view.
6. We must help someone who is in trouble or danger.

Session 2

Activity 1 :

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

Activity 2 : Listening text

1. tolerance ; 2. brotherhood ;
3. acceptance ; 4. non-violence ;
5. love ; 6-hatred 7. social harmony

Activity 3

1. It's not allowed to cheat during tests.
2. You are not permitted to watch movies on Violence.

3. It's prohibited to use children as soldiers in armed conflicts.
4. It's forbidden to hate our neighbours.
5. We are not allowed to reject opinions that are different from ours.

Session 3

COMMUNICATION ACTIVITY

A. The podcast is about the importance of tolerance.

B.

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

C.

Listening passage

Tolerance is the respect, (1) **acceptance** and appreciation of the rich diversity of our world's culture, our forms of expression and ways of being human. It's also openness, communication and freedom of thought, conscience and belief. Tolerance is the (2) **harmony** in difference.

It means that we have to be kind to everyone, shake hand with everyone and always forgive when we are hurt by wrong attitudes. We have got to seek dialogue and (3) **reconciliation** in times of conflict. We (4) **must** accept people from other cultures, countries and races.

If we want to live in a peaceful world, we all have to take strong measures against the (5) **rejection** of people from other religions, the practice of injustice and racism. In one word, we (6) **mustn't** accept any form of violence and discrimination.

LET'S RECAP 6 :		
1-g	2-a	3-d
4-f	5-h	6-c
7-b	8-e	9-i

TEST 6

PART ONE :

READING FOR COMPREHENSION _____

A/ VOCABULARY CHECK

1. e 2. g 3. d 4. a 5. i 6. h
7. c 8. f 9. b

B/ COMPREHENSION CHECK

1. Nigeria is called the "Giant of Africa", because it's Africa's most populous country.
2. The representative of Youth of Human Rights of Nigeria is Pascal Chukwuebuka Nwoga.
3. He decided to deliver Human right Education because People lack Human Rights knowledge.
4. They were maltreated. They worked like slaves.

PART TWO :

LANGUAGE IN USE _____

Task A

1. have to
2. has to
3. don't have to
4. doesn't have to

Task B

1. know
2. since
3. permitted
4. don't agree with
5. fight

PART THREE :

WRITING _____

- The student provides a title to his / her article related to the topic, capitalises every first letter and underline it.
- **Introduction**
 - states a general remark on children's right ;
 - brings in the topic reformulated;
 - states briefly his/her opinion about the topic.
- **Body**
 - The student mentions three important rights of children with the structure "have the right to";
 - The student gives three important duties of children with the structure "must", "have to", or "have the duty to";
 - The student explains whether children's right are respected or not in his / her country and provides examples and details for his opinion.
- **Conclusion**
 - The student sums up the body and restate his / her opinion, then clearly proposes an issue to the problem.

Unit 7 : HYGIENE AND HEALTH

LESSON 1 : WE CAN AVOID DISEASES

Session 1

Activity 1 :

1. diseases
2. stomachache
3. to have a temperature
4. a medical check-up
5. to vomit
6. medicine

Activity 2 :

1. A pain in the stomach is also called **stomachache**.
2. A sick person who needs to see a doctor is a **patient**.
3. Sickness is a synonym of **disease**.
4. To have fever means to **have temperature**.
5. An examination done by a doctor is called **a medical check-up**.
6. Substance or drug used to treat sicknesses are **medicines**.

Activity 3

1. Bélanda has a temperature. She ought to go to the hospital.
2. You ought not to buy medicines in the streets.
3. Abou feels very tired. He ought to take a long rest if he doesn't want to get sick.
4. I have a stomachache. I ought to go to see a doctor for a medical check-up.
5. Slums inhabitants ought not to drink polluted water. They might catch cholera.

Session 2

Activity 1 :

1. F ; 2. C ; 3. G ; 4. E ; 5. A ; 6. D ; 7. B

Activity 2 :

1. The doctor gave a prescription.
2. A prescription was given by the doctor.
3. Questions about the symptoms are asked by the nurse.
4. A vaccine against polio was developed by scientists.
5. Some medicines were bought by Camille yesterday.
6. A treatment against malaria is prescribed by Doctors.
7. The doctor's pieces of advice are understood by the patient.

Activity 3

1. The prescriptions was written by the doctor.
→ *The prescriptions were written by the doctor.*
2. Patients are protected by their parents.
3. Aziz was taken to the hospital by his friends.
4. A medical check-up is made by the doctor.
5. The patient's symptoms were explained by the nurse.
6. Medicines are prescribed by the doctor.

A.

The text is about:

- The return of dangerous diseases.

B.

1. → Diseases that doctors thought had disappeared.
2. It stands for National Health Service.
3. Tuberculosis is more common in Britain.
4. In 2003, it killed 1.5 million people.
5. Its symptoms are :
 - bad coughs,
 - weight loss.

C.

- The student proposes a title, capitalises the first letter of the words in the title and underlines the title ;
- The student gives a definition an «epidemic» and a «pandemic» stressing on their difference ;
- The student gives some examples of diseases, talk about their causes and solution to avoid and treat them. Talking about the causes the student should use passive structures, and use structures with “ought to” or “ought not to” to talk about solutions.

— LESSON 2 : KEEP YOUR SCHOOL CLEAN TO BE HEALTHY —

Session 1

Activity 1 :

1. a bushy playground
2. to throw away
3. a dustbin
4. a cobweb
5. rubbish
6. a pond of water

Activity 2 :

1. bushy
2. ponds of water
3. dustbin
4. rubbish
5. cobwebs

Activity 3

1. The students should / The headmaster thinks / the school clean / that / keep
→ *The headmaster thinks that students should keep the school clean.*
2. According to educators, hygiene at school is important.
3. Students think that rubbish can provoke some diseases.
4. From students' point of view, it is necessary to keep school environment clean.

Session 2

Activity 1 :

1. a cleaning event
2. to be healthy
3. to collect rubbish
4. to weed
5. to mop up
6. to disinfect

Activity 2 :

1. E ; 2. A ; 3. F ; 4. C ; 5. D ; 6. B ;

Activity 3 :

1. Keep our school clean (We / Why don't)

→ *Why don't we keep our school clean ?*

2. Wear clean uniforms to go to school (The headmaster / students / to suggest).

→ *The headmaster suggests that students wear clean uniforms to go to school.*

3. The educator suggests that schoolboys protect school facilities.
4. Why don't schoolgirls collect rubbish in the classroom ?
5. Why doesn't The Health Club organise cleaning events ?
6. I suggest that some volunteers mop up classrooms every day.

Session 3

COMMUNICATION ACTIVITY

A.

The text is about:

- Strategies and importance of a clean school.

B.

1. E ; 2. D ; 3. B ; 4. A ; 5. F ; 6. C

C.

1. Schools are a breeding ground of viruses, bacteria, dirt, dust, and infections.
2. The consequences of poor hygiene at school can be absences of teachers, students and staffs.
3. Students can set aside a day each week to tidy up and mop up the classroom and the whole school.
4. Improves the students and teachers mood, reduces the number of absences.

D.

- Throw plastic bag everywhere in the school yard, urinate everywhere...
- Sweep the floor, urinate in the toilet, throw plastic bags and used objects in the dustbin...

LESSON 3 : BE ON THE SAFE SIDE !

Session 1

Activity 1 :

1. AIDS
2. a skinny man
3. blood transfusion
4. HIV
5. a condom
6. mother-to-child transmission

Activity 2 :

1. HIV
2. a condom
3. mother-to-child transmission
4. a skinny man
5. blood transfusion

Activity 3

1. Have only one sexual partner / contract AIDS if not.
→ You'd better have only one sexual partner. Or else you may contract AIDS.
2. Neglect the spread of HIV / AIDS in the country.
→ You'd better not neglect the spread of HIV / AIDS in the country.
3. You'd better not have a transfusion with contaminated blood. Or else you may contract AIDS.
4. You'd better listen to the doctor's advice about AIDS. Or else you may be victim.

5. You'd better not believe that there is a cure for AIDS. Or else you may not have your tests.
6. You'd better know the different modes of transmission of the HIV. Or else you cannot avoid it.

Session 2

Activity 1 :

1. B ; 2. E ; 3. D ; 4. F ; 5. A ; 6. C

Activity 2 :

1. AIDS
2. HIV
3. contract
4. unprotected sex
5. ART
6. PreP

Activity 3

Erratum :

Dans l'item 5 de cette activité il faut lire «practise» au lieu de « practice ». Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

1. Doctors / Young people / Use condoms
→ Doctors recommend that young people should use condoms.
2. Pierre recommends that infected people take ART pills.
3. Simon recommends that Caroline should be faithful.

4. The nurse recommends that teenagers should avoid unprotected sex.
5. Armand recommends that his friends should practise abstinence.
6. Doctors recommends that we should get more information about PreP.

Session 3

COMMUNICATION ACTIVITY

Erratum :

La numérotation des lignes du texte est erronée. Elle doit être décalée d'une ligne en dessous, au niveau de « wears ». Merci de le signaler aux apprenants afin qu'ils le corrigent dans leurs livrets au stylo rouge.

A.

The text is about:

– The causes of HIV/AIDS and how it develops in human body.

B.

1. C ; 2. E ; 3. A ; 4. B ; 5. F ; 6. D

C.

1. T (L1)

2. T (L2-L3)
3. F (L3)
4. T (L5-L6)
5. T (L8-L10)

D.

1. AIDS stands for Acquired Immuno Deficiency Syndrom.
2. The virus that causes AIDS is HIV.
3. People can contract HIV / AIDS by using contaminated sharp object, having unprotected sex...
4. We can avoid HIV/AIDS by practicing abstinence, avoiding sharing personal objects...
5. A Prep is a preventive medicine against HIV.
6. The teacher said that ARV are tablets for people who are already infected by HIV, it permits them to be in good fit despite the disease.
7. He recommended young people to practise abstinence and use condom during their sexual intercourse.

Erratum :

Dans la colonne de droite du tableau, la proposition « g » ne correspond à aucune structure. Il faut la remplacer par la proposition de phrase : « A patient is treated by the doctor ». Merci de le signaler aux apprenants et de l'écrire au tableau afin qu'ils le corrigent dans leurs livrets au stylo rouge.

LET'S RECAP 7 :

1-c	2-h	3-a
4-f	5-b	6-g
7-d	8-i	9-e

TEST 7

PART ONE :

READING FOR COMPREHENSION _____

A/ VOCABULARY CHECK

1. *j*
2. *g*
3. *b*
4. *e*
5. *i*
6. *a*
7. *d*
8. *c*
9. *h*

B/ COMPREHENSION CHECK

1. He fell unwell a month ago.
2. He had :
 - a temperature and
 - a sore throat.
3. His father recommended that they should go to the hospital.
4. Ten days later he fully recovered.

PART TWO :

LANGUAGE IN USE _____

Task A

1. Was
2. Came
3. Transmit
4. Should take

Task B

1. Caused
2. Ought
3. 'd better not
4. Think

PART THREE :

WRITING _____

- The student writes a topic sentence related to malaria.
- The student explains what malaria is.
- The student describes how people can catch that disease using the passive voice
- The student recommends solutions to prevent and treat it using recommendation and giving advice structures.

Unit 8 : INFORMATION AND COMMUNICATION TECHNOLOGIES

LESSON 1 : CAN YOU USE A COMPUTER ?

Session 1

Activity 1 :

1. a mouse ; 2. a desktop ; 3. a laptop ; 4. a keyboard ; 5. a printer ; 6. a compact disc

Activity 2 :

1. A mouse / move the cursor.

→ *A mouse is used to move the cursor.*

2. Keyboards / type texts.

→ *Keyboards are used to type texts.*

3. A compact disc / listen to music.

→ *A compact disc is used to listen to music.*

4. Printers / print documents.

→ *Printers are used to print documents.*

5. A desktop computer / execute computer works at home.

→ *A desktop computer is used to execute computer works at home.*

6. A laptop computer / execute computer works everywhere.

7. A laptop computer is used to execute computer works everywhere.

Activity 3

1. *A mouse is used for moving the cursor.*

2. Keyboards are used for typing texts.

3. A compact disc is used for listening to music.

4. Printers are used for printing documents.

5. A desktop computer is used for executing computer works at home.

6. A laptop computer is used to execute computer works everywhere.

Session 2

Activity 1 :

1. A ; 2. E ; 3. F ; 4. B ; 5. D ; 6. C

Activity 2 :

1. to plug ; 2. a processor ; 3. to display ; 4. restart ; 5. a pen drive ;
6. to plug out

Activity 3

1. the keyboard / type texts.
→ *Type the texts with the keyboard.*
2. the processor / control everything in the desktop computer.
→ *Control everything in the desktop computer with the processor.*
3. the pen drive / store data easily out of the computer.
→ *Store data easily out of the computer with the pen drive.*
4. the mouse / move the cursor on the monitor.
→ *Move the cursor on the monitor with the mouse.*
5. Compact discs / listen to music.
→ *Listen to music with compact discs.*
6. Printer / print documents rapidly.
→ *Print documents rapidly with a printer.*

Session 3

COMMUNICATION ACTIVITY

A. The text is about the uses of computer.

B. 1.d ; 2. e ; 3. b ; 4. a ; 5. f ; 6. c

C.

1. F (L1-L2)
2. F (L1-L2)
3. T (L2 – L3)
4. T (L5-L6)
5. F (L10-L11)

D.

1. What is a program ?
2. Photoshop and office are examples of programs.
3. Word processing program is used for typing and editing texts.
4. We use spreadsheet program to make tables easily for budget and financial plans.
5. Thanks a lot for all this useful information on computer.

Session 1

Activity 1 :

- | | |
|-----------------|--------------|
| 1. a telephone | 2. a battery |
| 3. a sim card | 4. networks |
| 5. a cell phone | 6. a charger |

Activity 2 :

- | | |
|----------------|-----------------|
| 1. a telephone | 2. a sim card |
| 3. a charger | 4. a network |
| 5. a battery | 6. a cell phone |

Activity 3

- New generation people / cell phones / surf on Internet (**for**)
→ *New generation people use cell phones for surfing on Internet.*
- Dorlann and Maxwell / cell phone / keep in touch (**to**).
→ *Dorlann and Maxwell use cell phone to keep in touch.*
- Cenhia / the charger / charge his phone battery (for).
→ *Cenhia uses the charger for charging his phone.*
- Boris .K / Orange sim card / send SMS to his friends (**to**).
→ *Boris K. uses Orange sim card to send SMS to his friends.*
- Tazéré and Zomassa / telephone / call their children at home (**to**).
→ *Tazéré and Zomassa use telephone to call their children at home.*
- We / mobile phone / call people everywhere (**for**).
→ *We use mobile phone for calling people everywhere.*

Session 2

Activity 1 :

1. B ; 2. C ; 3. F ; 4. E ; 5. D ; 6. A

Activity 2 :

- My battery is low. I'm going to charge my phone.
- I would like **to dial** your phone number and call you, but I don't have any airtime.
- I also wanted **to send a message** to you. But I don't know how to write messages.
- Landry likes sending **SMS**, he rarely calls his friends.
- I received a picture in your message, so you sent me an **MMS**.
- I have **receive a message** before answering to this message.

Activity 3

- In a recent past, Lahilé made calls only with the telephone.*
- In 1990 cell phones **were** bigger than today.
- Yesterday N'Chacou **wrote** a SMS to his girlfriend.
- Last year, Carlin and Jean Yves **communicated** through internet.
- Last January Silaire **bought** a new smartphone for his girlfriend.
- Our ancestors **exchanged** information without phones and Internet.

A.

The text is about :
– the use of telephone.

B.

1. D ; 2. A ; 3. E ; 4. C ; 5. F ; 6. B

C.

1. In 1876

2. The main elements are the microphone and the earphone.

3. The telephone is used by government, business people and households.

4. A telephone is used to communicate.

D.

TITLE

1. The date of creation of mobile phone, where it was created and who created it.

2. The telephone was only used for communication that is to call and write sms.

3. Today the telephone is used to do all the activities a computer can do such as to download and watch videos, listen to music, do research on internet...

— LESSON 3 : WORK AT THE CYBERCAFE —

Activity 1 :

1. email

2. WI-FI

3. website

4. homepage

5. social networks

6. mailbox

Activity 2 :

1. homepage

2. website

3. social networks

4. networks

5. email

6. mailbox

Activity 3

1. People (to do) research on the Internet.

→ *People have done research on the Internet.*

2. Good citizens have created their mailbox.

3. This homepage has belonged to this company.

4. The hackers have tried to rob the login of JD Company.

5. Diomandé has not used skype to communicate.

6. The authors have written a very good workbook.

Session 1

Activity 1 :

1. F 2. D 3. A 4. G 5. C 6. B 7. E

Activity 2 :

Erratum :

*Il s'est glissée une erreur dans le deuxième paragraphe du texte. Il faut plutôt lire « **don't** » au lieu de « **don'** ». Merci de le signaler aux apprenants afin qu'ils le corrigent dans leurs livrets au stylo rouge.*

1. surfing ; 2. skype ; 3. text chat ; 4. a hacker 5. password 6. download

Activity 3

1. → *The Internet has revolutionized the research domain for four decades.*
2. New African generations have had a skype account since 2003.
3. The government has published the results of administrative contests online since 2009.
4. The illiterate persons have surfed on Internet for eight years.
5. Since 1983 The Internet has risen the rapidity of looking for information.
6. With the Internet, John has built his virtual world for two years.

Session 3

COMMUNICATION ACTIVITY

- A. The statement that best summarizes the text is :
– the benefits of the use of the Internet.

B.

1. D ; 2. F ; 3. A ; 4. C ; 5. B ; 6.E

C.

1. To gather information so as to do research or to add the knowledge of any sort of subject they have.
2. To maintain contact with friends and relative who live abroad permanently and keep in touch with the people around the world.
3. No, the text says Internet is useful.

D.

- Internet is a system of communication used everywhere in the world.
- Here are some uses of Internet :
 - Education ; - Business ; - Information ; - Communication ;
 - Entertainment ; - Etc.

LET'S RECAP 8 :		
1-k	2-j	3-g
4-a	5-f	6-h
7-c	8-d	9-e
10-i	11-b	

TEST 8

PART ONE :

READING FOR COMPREHENSION _____

A/ VOCABULARY CHECK

Erratum :

L'exemple (1.D) est erroné. Il faut plutôt lire « 1. A ». Merci de le signaler aux apprenants afin qu'ils le corrigent dans leurs livrets au stylo rouge.

1. A 2. G 3. E 4. H 5. I
6. F 7. C 8. D 9. B

B/ COMPREHENSION CHECK

1. F (L2)
2. F (L6)
3. F (L7)
4. F (L9)
5. T (L11-12)

PART TWO :

LANGUAGE IN USE _____

Task A

1. use for
2. used for
3. used to

Task B

1. 2004
2. Since
3. for

PART THREE :

WRITING _____

- The student provides a title to his / her article related to the topic, capitalizes every first letter and underline it.
- **Introduction**
 - He / She states a general remark on Computers and the Internet;
 - He / She brings in the topic reformulated;
 - He / She states briefly his / her opinion about the topic.
- **Body**
 - The student mentions the origin of computer using the past tense;
 - The student talks about its progressive transformations;
 - The student mentions the current use of computers and the Internet.
- **Conclusion**
 - The student sums up the body and restates his / her opinion about computer and Internet.

WIN SKILLS



