

STUDENT'S BOOK

Win Skills

4^e

Speaking
Writing
Listening
Reading



3 000
F CFA



STUDENT'S BOOK

WIN SKILLS



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NOTE DE PRÉSENTATION

Le Manuel WIN SKILLS 4^e a été élaboré en tenant compte des besoins et des préoccupations, aussi bien de l'enseignant que de l'élève. Il est conforme au Programme Éducatif en vigueur et répond aux exigences de l'Approche par les Compétences (APC), dont la finalité est de parvenir à asseoir, chez l'élève, les capacités d'agir et d'interagir dans des situations de la vie courante. Pour parvenir à cet objectif ambitieux, les auteurs proposent les rubriques suivantes :



I. Proverbs, quotes, sayings...

Ils ont été conçus pour servir de déclencheur (lead-in). L'objectif visé est d'aiguiser la curiosité de l'apprenant pour le sujet à l'étude. Quoique facultatif, l'enseignant peut mettre ses élèves en appétit en y ayant recours.

II. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de l'environnement socioculturel de l'élève. Ainsi, à chaque fois qu'il / elle aborde une nouvelle leçon, l'élève est immergé (e) dans des circonstances contextualisées dans lesquelles il / elle peut se retrouver ; ce qui confère à l'apprentissage un caractère réaliste. Les situations proposées dans ce manuel peuvent être adaptées aux réalités des apprenants.



III. Good to know

À l'entame de chaque nouvelle leçon, cette rubrique évoque les centres d'intérêt lexicaux qui seront abordés (**VOCABULARY CONTENT**), et les fonctions langagières à l'étude (**LANGUAGE FUNCTION**). L'élève est ainsi mis en appétit !



LESSON 1
MY LAST HOLIDAYS

Learning context

The students of 4^e from Collège Moderne de Diarabana are back from the holidays. During their first English class, the teacher asks them to talk about how they spent their holidays, in order to share their experiences with the class.

GOOD TO KNOW

Vocabulary content
Vocabulary related to holiday activities

Language functions
Using the past simple of regular and irregular verbs
Using the past simple of auxiliaries "TO BE" and "TO HAVE"

My dictionary

Mammals : marmosets
Shipping : saut
To enjoy : aimer, apprécier
Rope : corde
Sound : son
To cherish : chérir

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IV. My dictionary

Pour chaque leçon, sont définis, en français, tous les mots et expressions qui pourraient éventuellement représenter un obstacle à la compréhension des consignes. Les auteurs ont préféré les inscrire en cet endroit plutôt qu'à la fin du livre ; réduisant ainsi les difficultés de l'élève à aller les chercher aussi loin.

V. Session (s)

Cette notion correspond aux séances 1 et 2 de la leçon. Chacune d'elles commence par **LET'S EXPLORE** qui est la phase de présentation du nouveau vocabulaire et des fonctions langagières souvent présentées sous forme de dialogue pour les rendre plus communicatives. À cette étape succède **LET'S PRACTISE** qui est la phase de manipulation. Plusieurs types d'outils d'évaluation ont été utilisés. Ces dernières activités se terminent par **LET'S TAKE HOME** : un ou deux exercices à traiter à la maison pour parachever la phase de manipulation.

Session 1

Vocabulary	Language function	Structure
to spend the holidays : to play football ; to go fishing ; killing birds ; slingshot ; to swim in the river ; to work on the farm ; to set traps ; by bike ; to water crops ; gardening	Using the past simple of regular and irregular verbs	A : Where did you spend your last holidays ? B : I spent my last holidays in my village. A : What did you do during the holidays ? B : I worked on my father's farm.

A Let's explore

Listen and repeat 1

Adjo and Anousa are having a conversation about their last holidays.

Adjo : Hello, Anousa. Where did you spend your last holidays ?
Anousa : I **spent my last holidays** in my village.
Adjo : What did you do there ?
Anousa : I did a lot of things, you know. I **worked on my father's farm**. I **practised gardening and watering the crops**. I **went fishing and hunting** with my friends and we **set traps** to catch animals. We had a lot of fun when we went hunting birds. We **killed birds with our slingshots**. Sometimes, we **swam in the river**. And when we stayed in the village, we **rode bicycles or played football**.
Adjo : Wow ! I see that you did many things. Did you enjoy those moments ?
Anousa : Oh yes, I did ! I **cherished every single moment**. It was a wonderful period.

Listen and repeat 2

Sidney : What did you do during the holidays ?
Anousa : I **played football** with my friends.
Sidney : Did you enjoy your holidays ?
Anousa : Yes, I did. They were fantastic.

B Let's practise

1. Identify the pictures by their descriptions from the box below.
Example : 1 - Playing football

killing birds with a slingshot ; setting a trap ; working on the farm ; watering crops ; fishing ; playing football ; swimming in the river ; riding a bicycle

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VI. Let's keep in mind

Enfin, un résumé simplifié du contenu termine la séance. Le vocabulaire et les fonctions langagières examinés sont passés en revue. L'élève y trouve une occasion de vérifier ses acquis avant de passer à la séance suivante.

2. Put the verbs in brackets in the correct tense and form. Example : 1 - went

I'm Yannis. During the last holidays, I 1- (**to go**) to my village to visit my grandfather. There, I 2- (**to spend**) a nice time. I 3- (**to help**) him cultivate his farm. I 4- (**to work**) on the farm every day, except Sunday. During that day, my friends and I 5- (**to swim**) in the river in the morning and in the afternoon, we 6- (**to play**) football.

C Let's take home

Fill in the table with the regular verbs in the past simple, according to the pronunciation of the final "ed". Then practise saying them. Do like in the Example.

cared ; waited ; stopped ; raised ; calmed ; fixed ; visited ; added ; coughed ; walked ; mixed ; tempted ; loved ; intended ; organized ; mounted ; called ; animated ; locked ; stretched ; fined ; listed ; looked		
-ed → /ɪd/	ed → /t/	ed → /ɪd/
Cared		

LET'S KEEP IN MIND

Now, I know :

- vocabulary related to holiday activities

Ex : spend the holidays ; play football ; killing birds with a slingshot ; etc.

- how to use the past simple

Ex : I **played** football with my friends during the holidays.
I **spent** my holidays in my village.

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Session 3


COMMUNICATION ACTIVITY

Back home from the holidays, you meet Lamina, a Gambian student who has just arrived in your school. He asks you some questions about your holidays and the activities you did during that period. Your conversation is presented below, but unfortunately your parts are missing.

A. Complete the dialogue with your missing parts :

Lamina : Hello, my friend ! How are you doing ?
 You : (1) ...
 Lamina : I'm fine, thanks. Tell me, where did you spend your holidays ?
 You : (2) ...
 Lamina : Really ! What did you do ?
 You : (3) ...
 Lamina : Did you enjoy yourself during that period ?
 You : (4) ...
 Lamina : Thanks for telling me about your last holidays.
 You : (5) ...

B. With your partner, practise your different dialogues.



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VII. Communication activity

C'est la situation d'évaluation et la finalité de chaque leçon. Cette troisième et dernière séance de la leçon se focalise sur un exercice de communication : Il donne l'occasion à l'élève de réutiliser ses acquis en toute autonomie, en faisant appel à toutes les habiletés qui ont fait l'objet de la leçon, et bien plus.


VIII. Let's Consolidate

Cette rubrique intervient à la fin de chaque thème ou unité. Des exercices de vocabulaire et de grammaire (fonctions langagières), qui se veulent englobants sont proposés à l'élève. En les traitant, il / elle consolide ses acquis. Puis, enfin, pour joindre l'utile à l'agréable, **LET'S HAVE FUN**, vient boucler la boucle : il s'agit de poèmes, de chansonnettes, de charades, et autres activités ludiques.

Let's consolidate 1

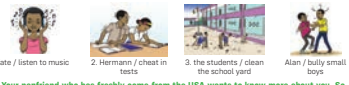
I. Use the descriptions in the box to identify the pictures. Example : 1- school subjects

killing birds with a slingshot ; raising the National flag ; sitting for an exam ; participating in class ; school subjects ; coming back from shopping



II. With your neighbour, ask and answer questions about the past habits of the different people in the pictures below. One is done as an example.

Example : 1- A : What did Kate use to do ? / B : She used to listen to music.



1. Kate / listen to music 2. Hermann / cheat in tests 3. the students / clean the school yard 4. Alan / bully small boys

III. Your penfriend who has freshly come from the USA wants to know more about you. So, he asks you some questions about what you used to do and what you had to do in primary school. Write the dialogue you had with him. Then practise it.

LET'S HAVE FUN
 Learn and recite this poem

POEM : SCHOOL LIFE

Some of our mistakes are not acceptable
 Moments spent at school are unforgettable
 When teachers got late for the class
 We all were found outside the class
 Like a lion has a habit of roaring

Some period in the school were boring
 In the school, teachers were restless
 Time spent with each other is priceless
 Some friends were interested in fighting
 Waiting for the bell to ring was very exciting
 In the life, we are facing many fears
 Thanks to school for giving us beautiful years

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TEST 1

PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow.

FIRST SCHOOL DAY

My best memory of school is the first day at school. It was a wonderful first day at primary school. It was my first day without the toys. I wore a uniform with a nice style. Primary school was far larger than my small kindergarten had been. It was a nice day. My mother woke me up early. She gave me my bath and walked with me to school. We didn't need to take a coach.

9. My school, a new one, was around the corner from my house. We unexpectedly found my teacher in the hallway and my mother introduced me to her. Miss Seuss, who was about 30 years old was a tall and pretty woman. She always had a smile on her face. After a brief conversation with Mom, Miss Seuss, my mistress, took me by the hand and we walked to my classroom and Mom went away very quickly. She didn't look back as if she was about to cry. I was excited and anxious at the same time.

10. What was going to happen next ? It was only a half-day and I was in the afternoon class. I got switched to the morning class for some reason half way through the year and learned about getting up early.

Adapted from the Internet

A. VOCABULARY CHECK

The words in column A are from the text. Match each of them with its definition or synonym in column B. One option in column B is not concerned. Write your answers like this : 1- i

Column A	Column B
1. wonderful (L. 1)	a. enthusiastic
2. kindergarten (L. 3)	b. changed ; shifted
3. coach (L. 4)	c. beautiful
4. unexpectedly (L. 5)	d. bus
5. hallway (L. 6)	e. corridor
6. pretty (L. 7)	f. female teacher
7. mistress (L. 8)	g. memory
8. excited (L. 10)	h. pre-school
9. switched (L. 12)	i. superb
	j. surprisingly

IX. My english Tests

Il s'agit d'une évaluation normative et sommative dans le format des sujets d'examen. Mon manuel « **Win Skills 4°** » offre à l'apprenant une occasion privilégiée de bien se préparer et d'optimiser ses chances de réussir l'évaluation écrite du BEPC en Anglais.

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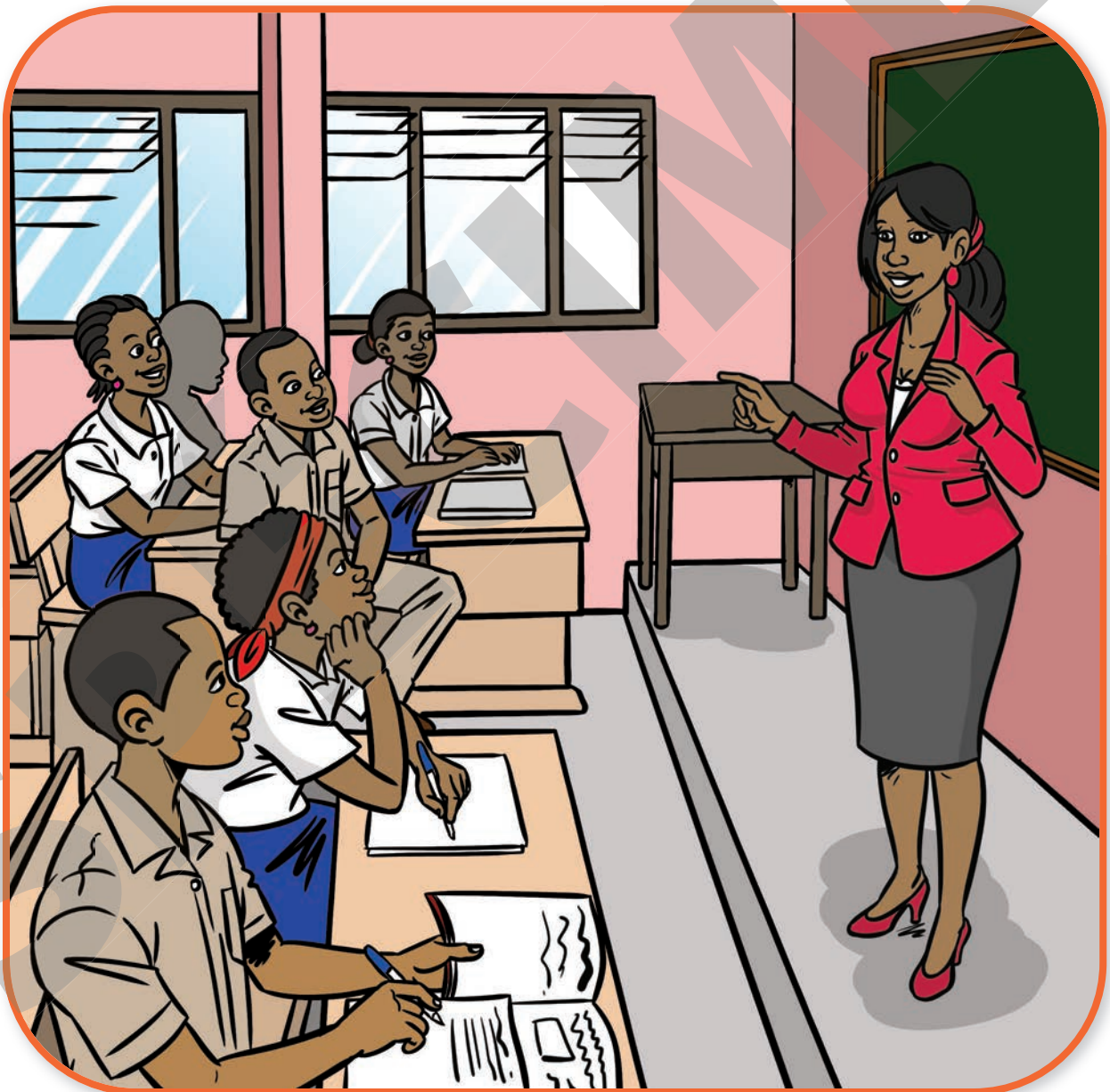
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LIFE AT SCHOOL

UNIT 1 — SPEAKING —



LESSON 1

MY LAST HOLIDAYS



SPEAKING

Learning context

The students of 4^e from Collège Moderne of Diarabana are back from the holidays. During their first English class, the teacher asks them to talk about how they spent their holidays, in order to share their experiences with the class.



« No matter what's going on in your life right now, school memories always make you happy. »

— Fbstatusquotes.com —

GOOD TO KNOW

Vocabulary content

Vocabulary related to holiday activities

Language functions

- Using the past simple of regular and irregular verbs
- Using the past simple of auxiliaries "TO BE" and "TO HAVE"

My dictionary

Mammals : mamifères

Skipping : saut à la corde

To enjoy : aimer, apprécier

Rope : corde

Sound : son

To cherish : chérir

Session 1

Session focus		
Vocabulary	Language function	Structure
to spend the holidays ; to play football ; to go fishing ; killing birds ; slingshot ; to swim in the river ; to work on the farm ; to set traps ; to ride a bicycle ; to water crops ; gardening	Using the past simple of regular and irregular verbs	A : Where did you spend your last holidays ? B : I spent my last holidays in my village. A : What did you do during the holidays ? B : I worked on my father's farm.

A Let's explore

Listen and repeat 1

Adja and Anzoua are having a conversation about their last holidays.

Adja : Hello, Anzoua ! Where did you spend your last holidays ?

Anzoua : I **spent my last holidays** in my village.

Adja : What did you do there ?

Anzoua : I did a lot of things, you know. I **worked on my father's farm**. I **practised gardening** and **watering the crops**. I went **fishing and hunting** with my friends and we **set traps** to catch animals. We had a lot of fun when we went hunting birds. We **killed birds with our slingshots**. Sometimes, we **swam in the river**. And when we stayed in the village, we **rode bicycles** or **played football**.

Adja : Wow ! I see that you did many things. Did you enjoy these moments ?

Anzoua : Oh yes, I did ! I cherished every single moment. It was a wonderful period.

Listen and repeat 2

Sidney : What **did** you **do** during the holidays ?

Assemien : I **played** marbles with my friends.

Sidney : **Did** you **enjoy** your holidays ?

Assemien : **Yes, I did**. They were fantastic.

B Let's practise

1. Identify the pictures by their descriptions from the box below.

Example : 1- Playing football

killing birds with a slingshot ; setting a trap ; working on the farm ; watering crops ; fishing ; playing football ; swimming in the river ; riding a bicycle



1



2



3



4



5



6



7



8

2. Put the verbs in brackets in the correct tense and form. Example : 1- went

I'm Yannis. During the last holidays, I **1- (to go)** to my village to visit my grandfather. There, I **2- (to spend)** a nice time. I **3- (to help)** him cultivate his farm. I **4- (to work)** on the farm every day, except Sunday. During that day, my friends and I **5- (to swim)** in the river in the morning, and in the afternoon, we **6- (to play)** football.

C Let's take home

Fill in the table with the regular verbs in the past simple, according to the pronunciation of the final "-ed". Then practise saying them. Do like in the Example.

cared ; waited ; stopped ; raised ; calmed ; fixed ; visited ; added ; coughed ; walked ; mixed ; tempted ; loved ; intended ; organized ; mounted ; called ; animated ; locked ; stretched ; fined ; listed ; looked

-ed → /d/	ed → /t/	ed → /id/
Cared		

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to holiday activities

E.g. : to spend the holidays ; to play football ; killing birds with a slingshot ; etc.

- how to use the past simple

E.g. : I **played** football with my friends during the holidays.

I **spent** my holidays in my village.

Session 2

Session focus		
Vocabulary	Language function	Structure
to come back from shopping ; to sunbathe ; to visit the zoo ; to watch TV ; to rest ; to listen to music ; to dance at a party	Using the past simple of auxiliaries "to be" and "to have"	<ul style="list-style-type: none"> - I had a wonderful moment. - I was really happy in those moments.

A Let's explore

Listen and repeat

This is the rest of the conversation between Adja and Anzoua.

Anzoua : It's your turn to tell me about your last holidays. Where did you go ?

Adja : I went to Abidjan.

Anzoua : Wow ! You were lucky ! What did you do during the holidays ?

Adja: I had a wonderful time during these holidays. First, I **rested** a lot. I **visited the zoo** ; I **did some shopping** with my friends ; I **watched TV** and **listened to music**. On Sundays, my friends and I **sunbathed** on the sandy beaches of Port-Bouët. I remember these days when we **danced so joyfully** at a friend's birthday party.

Anzoua : I guess that you really had a great moment.

Adja : You guess right !

Look, listen and repeat



Ozoua : **Were** you happy of your holidays ?

Jeanne : Yes, I **was** really happy.

Ozoua : **Did** you **have** a good time ?

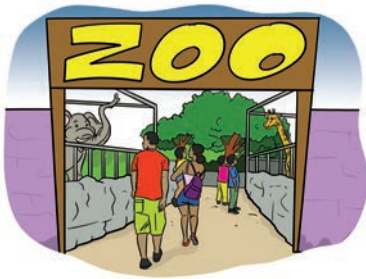
Jeanne : Yes, I **had**. It was a wonderful moment.

B Let's practise

1. Look at the pictures and identify each of them by its description in the box.

Example : 1- visiting the zoo

coming back from shopping ; resting ; visiting the zoo ; sunbathing at the beach ; watching TV ; listening to music



1



2



3



4



5



6

2. Put the verbs in brackets in their correct tense and form, then practise the conversation with your partner. Example : 1- were

Abou : Where **1- (you / be)** during the holidays ?

Viviane : **2- (I / be)** in Yamoussoukro.

Abou : **3- (you / go)** alone ?

Viviane : No, **4- (I / go)** there with my junior sister.

Abou : **5- (you / have)** a good moment there ?

Viviane : Yes, **6- (we / have)** a lovely time.

C Let's take home

Complete the paragraph below with "had", "was" or "were". A verb can be used many times.

Example : 1- was

Last night, I **(1) ...** in my bed when I heard a noise in the kitchen. I came out to check what **(2) ...** going on. It **(3) ...** my junior brother. He **(4) ...** a headache and he **(5) ...** in the kitchen looking for a medicine. We **(6) ...** all afraid when we found ourselves face to face.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to holiday activities**

E.g. : to come back from shopping ; to sunbathe at the beach ; etc.

- **how to use the past simple of the auxiliaries "to be" and "to have"**

E.g. : I **had** a wonderful time during the holidays.

I **was** really joyful.

My friends and I **were** at a party.

COMMUNICATION ACTIVITY

Back home from the holidays, you meet Lamine, a Gambian student who has just arrived in your school. He asks you some questions about your holidays and the activities you did during that period. Your conversation is presented below, but unfortunately your parts are missing.

A. Complete the dialogue with your missing parts.

Lamine : Hello, my friend ! How are you doing ?

You : (1) ...

Lamine : I'm fine, thanks. Tell me, where did you spend your holidays ?

You : (2) ...

Lamine : Really ! What did you do ?

You : (3) ...

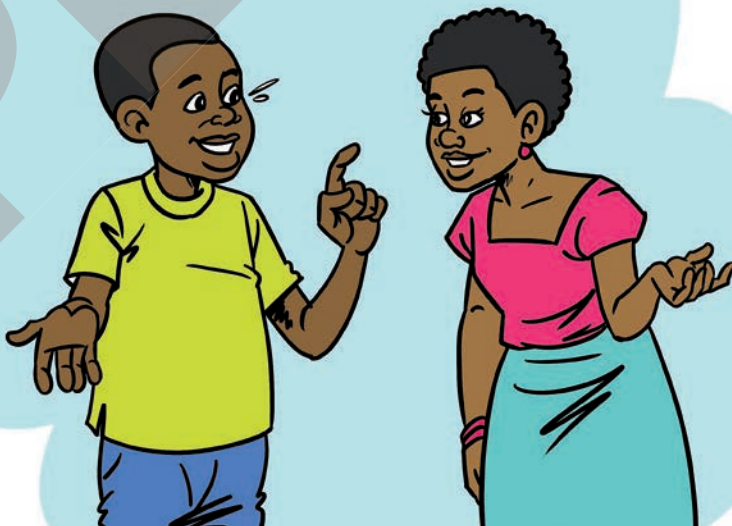
Lamine : Did you enjoy yourself during that period ?

You : (4) ...

Lamine : Thanks for telling me about your last holidays.

You : (5) ...

B. With your partner, practise your different dialogues.



LESSON 2

MY SCHOOL MEMORIES



SPEAKING

Learning context

At a birthday ceremony, some students of 4^e from Lycée Leboutou of Dabou meet a Ghanaian boy. They talk about their primary school experiences in order to exchange their school memories.



« School life gives the best memories of life. »

— Mithilesh Ranjan —

GOOD TO KNOW

Vocabulary content

Vocabulary related to school memories

Language functions

- Expressing past habits
- Expressing obligations or necessities in the past

My dictionary

Beginning : début

Stubborn : têtu (e), obstiné (e)

Ending : fin, terminaison

Stroke : bâton

To match : faire correspondre

Session 1

Session focus		
Vocabulary	Language function	Structure
to fetch water ; to bully ; to fight ; to cheat ; to chat in class ; to raise the national flag ; to clean the school yard ; to recite a poem ; to weed the school garden	Expressing past habits	<p>A : What did you use to do ?</p> <p>B : I used to chat in class.</p> <p>A : Did you use to steal your classmates' things ?</p> <p>B : Yes, I did. / No, I didn't.</p>

A Let's explore

Listen and repeat

When I was in primary school, we used to do a lot of things. We **used to fetch water** for our master, **raise the national flag**, **bully small pupils**, **clean the schoolyard**, **fight at school**. We also used to learn poems by heart and **recite** them. Some students used **to cheat** during tests and **chat** while the master was explaining the lesson. On Fridays, we **used to weed the school garden**.

Listen and repeat

Malika : Mathilde, can you tell me about your primary school memories.

Mathilde : Yes, of course !

Malika : What **did** you **use to do** ?

Mathilde : We **used to raise** the national flag every Monday morning.

Malika : **Did** you **use to fetch water** for your master ?

Mathilde : **No, we didn't.** I did my primary school in a city.

Malika : **Did** you **use to chat** in class ?

Mathilde : **Yes, we did** ; my neighbour Louise and I.

B Let's practise

1. Identify the pictures by the descriptions from the box.

Example : 1- to fetch water for the school master

to raise the national flag ; to bully small pupils ; to chat in class ; to fetch water for the school master ; fighting ; reciting a poem ; to clean the school yard ; to cheat in tests



1



2



3



4



5



6



7



8

2. Complete the dialogue below asking the appropriate question to each answer. Then with your partner practise it to the class.

Example : 1- What did the big boys use to do ?

A : (1) : ... ?

B : The big boys used to bully the smaller pupils.

A : (2) : ... ?

B : No, I didn't use to cheat during the tests.

A : (3) : ... ?

B : Yes, we did. We used to clean the school yard when it was very dirty.

C Let's take home

Match the expressions in column A with their definitions or meanings in column B. One word in column B is not concerned.

Do like this : 1-c

Column A	Column B
1. to raise	a. to tell
2. to chat	b. to maltreat
3. to cheat	c. to elevate
4. to bully	d. to take out the dirt
5. to fight	e. to speak
6. to recite	f. to combat
7. to clean	g. to use fraud to get something
	h. to clean

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to school memories**

E.g. : to fetch water ; to bully ; to fight ; etc.

- **how to express a past habit**

E.g. : I **used to be** a hardworking student.

I **didn't use to chat** in class.

Session 2

Session focus		
Vocabulary	Language function	Structure
to play marbles ; to rote learn ; to compete in a race ; to flog the pupils ; to coloriate ; to weed the school garden ; to draw ; to sing ; to raise the flag	Expressing obligations in the past	A : What did you have to do ? B : I had to clean the school yard.

A Let's explore

Look, listen and repeat 1



In primary school, we used **to play marbles** at the break or **compete in a race** at breaktime. In class, we used **to draw** and **coloriate** pictures. We also used **to sing** a lot. It was fun. But what was less fun, was when we had **to rote learn** our lessons to recite them after or **weed the school garden**. When we failed to do that, the master used **to flog** us with a stroke.

Look, listen and repeat 2



Christelle : What **did** you **have to do** when you were in primary school ?

Arnaud : I **had to rote learn** and recite my lessons.

Christelle : **Did** you **have to** weed in the school garden ?

Arnaud : Yes, **I did**.

B Let's practise

1. Look at the pictures and identify each of them by its description in the box.

Example : 1- to coloriate

to rote learn ; to weed the school garden ; to draw ; to play marbles ; to coloriate ; to compete in a race ; to flog the pupils ; to sing



1



2



3



4



5



6



7



8

2. Use the information from the list below to write three (03) sentences to express past habits and three (03) sentences to express obligations in the past.

One is done as example for you : 1- I used to play marbles.

Past habits : 1) ...

2) ...

3) ...

Obligations in the past : 1) ...

2) ...

3) ...

List : Play marbles ; fetch water for the master ; compete in a race ; fight ; bully the small girls ; rote learn the lessons ; chat with the neighbour ; raise the National flag ; cheat in tests ; weed in the school garden

C Let's take home

Complete the sentences below with the appropriate words from the box to get meaningful sentences. **Example : 1- marbles**

flog ; sing ; marbles ; coloriate ; compete

- I used to play ... with my friends during break time.
- During physical education session, we used to ... in a race.
- The school master used to ... the stubborn pupils.
- In the Arts lessons, pupils used to ... pictures.
- Every morning, we used to ... a song before starting class.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to school memories

E.g. : to play marbles ; to compete in a race ; to flog the pupils ; etc.

- how to express an obligation in the past

E.g. : A : What **did** you **have to do** in primary school ?

B : We **had to water** the crops in the school garden.

COMMUNICATION ACTIVITY

During a telephone call, your American penfriend John would like to be informed about your primary school memories in order to better know you. Below is your conversation.

A. Complete it with your missing parts.

John : Hello, buddy ! I still have happy school memories. I was a very good student when I was in primary school. How about you ?

You : (1) ...

John : Oh really ! What did you use to do ?

You : (2) ...

John : Do you still do the same things today ?

You : (3) ...

John : What did you have to do when you behaved badly at school ?

You : (4) ...

John : Were there bullies in your school ?

You : (5) ...

John : What did they use to do ?

You : (6) ...

John : How did your teachers treat them ?

You : (7) ...

B. With your partner, practise your different dialogues.





SPEAKING

Learning context

The students of 4^e of your school have just received the papers of their first test in English. They are discussing about their marks in order to improve them.



« Education is the key to unlocking the world, a passport to freedom. »

— Oprah Winfrey —

GOOD TO KNOW

Vocabulary content

Vocabulary related to school work

Language function

Expressing condition

My dictionary

More or less : plus ou moins
You're welcome ! : Pas de quoi !

Don't mention it ! : De rien !
Compulsorily : obligatoirement

Session 1

Session focus		
Vocabulary	Language function	Structure
school subjects ; learning the lessons ; participating in class ; average ; sitting for an exam ; passing an exam ; grade	Expressing condition	<ul style="list-style-type: none"> - If I work hard, I will get good grades. - I will get good grades if I learn my lessons.

A Let's explore

Look, listen and repeat 1



Melki : Hi, Blédja ! How are you doing ?

Blédja : Great ! What about you ?

Melki : I'm well. I've heard, you received the papers of your first test in English. Did you do well ?

Blédja : More or less. My **grade** is not so high, but I have got the **average**. I will improve it next time if I continue **to learn** hard my lessons in English and in the other **subjects**.

Melki : That's the spirit ! But do you **participate in class** ?

Blédja : No, I don't.

Melki : Don't forget that you'll **sit for an exam** next year. You will **pass** it if only you work hard. Participation in class is the key to success.

Blédja : Thanks, bro for the pieces of advice.

Melki : Don't mention it !

Look, listen and repeat 2

Laura, can you give me advice so that I get a good average at the end of the first term ?

Thanks a lot, my friend !



Yes, of course ! If you **participate in class** and **learn** your lessons, you **will do** very well.

Your're welcome !

B Let's practise

1. Complete the sentences below with the words or expressions from the box.

Do like this : 1- grade

sit for ; school subjects ; grade ; pass ; average ; participate ; learn

1. We received the papers of our first English test. I've got a good ...
2. In our educational system, we study many ...
3. I must ... my lessons because I have a test tomorrow.
4. Our teachers appreciate it when their students ... in class.
5. The first term will end soon. I hope I will have the ...
6. My senior brother is in 3^e. He will ... the BEPC exam in June.
7. Drissa works hard because he wants to ... his exam.

2. Choose the best option each verb in brackets to get sentences expressing condition (type 1).

Example : 1- will be

1. The teacher (will be / is) on time if he hurries up.
2. If I (practise / will practise) English, I will speak the language very soon.
3. If Kieran participates in class, his teachers (appreciate / will appreciate) that.
4. I (get / will get) a good grade if I sit for the test.
5. The teacher will explain the lesson again if the students (will ask / ask) him.

C Let's take home

Put the verbs in brackets in the correct tense to get meaningful sentences expressing conditions (type 1). Example : 1-works

1. If Amidou (to work) hard, he will be the top of the class.
2. The teacher will mark the papers if he (to have) time.
3. The boy (to do) well if he has all the books.
4. If you go to London, you (to speak) English compulsorily.
5. We will play football if we (to finish) our homework.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to school work**

E.g. : school subjects ; learning the lessons ; participating in class ; etc.

- **how to express condition**

E.g. : If I **work** hard at school, I **will find** a good job.

Session 2

Session focus		
Vocabulary	Language function	Structure
to go up ; to succeed ; to fail ; to stay down ; to improve ; to be expelled ; to be hardworking	Expressing condition (type 2)	<ul style="list-style-type: none"> If you worked hard, you would go up. She would pass her exam if she studied her lessons.

A Let's explore

Look, listen and repeat



Arnaud : Prisca, what's your school result for the first term ?

Prisca : I did well. I've got a good average. If things continue this way I will **go up**, I will **succeed**. What about you ?

Arnaud : My first term result isn't good. I **failed** in Maths, Physics and Biology. If I don't improve my grades, I will **stay down** or will **be expelled**.

Prisca : No, this will never happen. I know you are a **hardworking** student. You will make it.

Arnaud : Thanks for encouraging me.

Prisca : Don't mention it !

Look, listen and repeat



I have not
seen Souleymane
in class this year.
What's wrong with
him ?

He has stayed
down because he
didn't get good
average.

Oh,
what a pity !
He **would go up** if
he **studied** his
lessons.



B Let's practise

- 1. Match the words or expressions in column A to their meanings or synonyms in column B.**
Do like this : 1-b

Column A	Column B
1. To go up	a. to be excluded
2. To stay down	b. to advance
3. To be expelled	c. to be studious
4. To improve	d. to repeat the class
5. To be hardworking	e. to ameliorate

- 2. Put the verbs in brackets in the correct tense to get sentences expressing condition (type 2).**
Example : 1- had

- English would be easier if I (to have) a dictionary.
- Konan (to go up) if he studied hard.
- If we (to do) our homework, we would avoid the punishment.
- If Amenan dealt with Activity 4, she (to get) the average.
- Bertrand would go up if he (to get) 14/20 in English.

C Let's take home

Put the verbs in brackets in the correct tense and form to express conditions.

Example : 1-would succeed

- I (to succeed) if I worked hard.
- If I worked hard, I (to get) the average in the first term.
- You would be late if you (not / to hurry) up.
- If I (to improve) my grades, I would be rewarded.
- Hortense (to speak) English if she lived in Ghana.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to school results**

E.g. : to go up ; to succeed ; to fail ; to stay down ; to improve ; etc.

- how to express condition (type 2)**

E.g. : Hamed **would go up** to 3^e if he **studied** his lessons.

COMMUNICATION ACTIVITY

After one month at school, you are having a conversation with your Ghanaian friend Betty about your current performance. The dialogue is presented below.

A. Complete each of your parts in the conversation ;

Betty : Hello, my friend !

You : (1) ...

Betty : What're your current school results ?

You : (2) ...

Betty : Ok ! But if I had time before, I would go to your house last weekend to revise.

You : (3) ...

Betty : Great ! We have to work together. If we work together, we will have excellent grades.

You : (4) ...

Betty : Goodbye !

You : Goodbye !

B. With your partner, practise your different dialogues.



Let's consolidate 1

I. Use the descriptions in the box to identify the pictures. Example : 1- school subjects

killing birds with a slingshot ; raising the National flag ; sitting for an exam ;
participating in class ; school subjects ; coming back from shopping



1



2



3



4



5



6

II. With your neighbour, ask and answer questions about the past habits of the different people in the pictures below. One is done as an example.

Example : 1- A : What did Kate use to do ? / B : She used to listen to music.



1. Kate / listen to music



2. Hermann / cheat in tests



3. the students / clean the school yard



Alan / bully small boys

III. Your penfriend who has freshly come from the USA wants to know more about you. So, he asks you some questions about what you used to do and what you had to do in primary school. Write the dialogue you had with him. Then practise it.

LET'S HAVE FUN

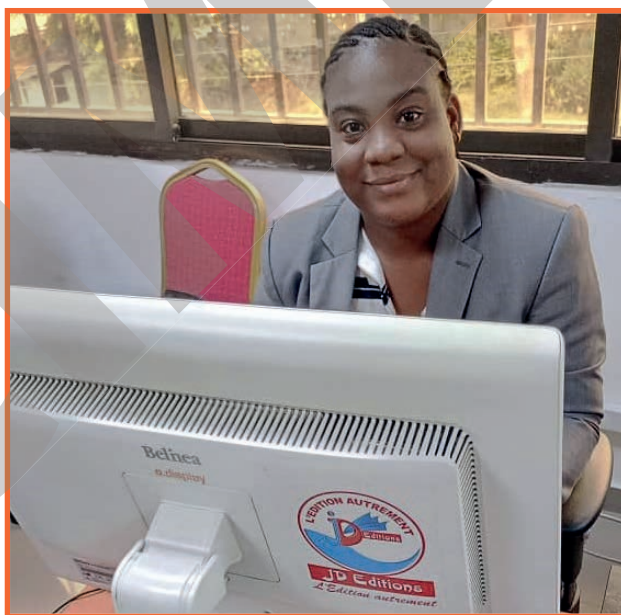
Learn and recite this poem

POEM : SCHOOL LIFE

Some of our mistakes are not acceptable
Moments spent at school are unforgettable
When teachers got late for the class
We all were found outside the class
Like a lion has a habit of roaring

Some period in the school were boring
In the school, teachers were restless
Time spent with each other is priceless
Some friends were interested in fighting
Waiting for the bell to ring was very exciting
In the life, we are facing many fears
Thanks to school for giving us beautiful years.

WOMEN AT WORK



LESSON 1

WHAT CAN VILLAGE WOMEN DO ?



SPEAKING

Learning context

During a celebration of Women Day organized by the US Embassy in your school, a student of 4^e gives a speech about rural women's activities in order to show their courage and honour them.



«If you take away land from women in the rural areas (...) you take away the very thing that they identify with.»

— **Melania Chiponda** —

GOOD TO KNOW

Vocabulary content

Vocabulary related to rural women's activities

Language functions

- Expressing abilities with "can" / "can't"
- Reporting what is said, using "could"

My dictionary

To sweep : balayer

Compound : cour

Washing-up : vaisselle

Laundry : lessive

Heavy : lourd

Ability : habilité, aptitude, capacité

Cornerstone : pierre angulaire, pivot, pilier

Rural : rural

Maker : constructrice

Session 1

Session focus		
Vocabulary	Language function	Structure
household ; to collect firewood ; to fetch water ; to do the laundry ; to cook the meal ; to do the washing-up ; to babysit children	Expressing abilities and inabilities	<p>A : What can a village woman do ?</p> <p>B : A village woman can wash clothes but she can't write and read letters.</p>

A Let's explore

Look, listen and repeat 1



Rural women are very busy in their daily lives. They are responsible for all the **household** works. They have to go to farm and **collect firewood** that they use later to **cook the meal** for the family at home. In addition to that, they walk long distances to **fetch water** from a river or a well. They also **do the laundry**, the **washing-up** and **babysit the children**.

Look, listen and repeat 2



My name is Sanata. I live in a small village in the north of Côte d'Ivoire. I am a rural woman. I didn't go to school so I **can't read** or **write** letters. But there are many activities I **can do**. For example I **can collect** firewood in the bush near the village, I **can cook** food for my family and I **can pound** rice.

B Let's practise

1. Identify the pictures by using the phrases in the box. Write your answers like this :

Example : 1-to do the washing-up

to do the laundry ; to fetch water ; to babysit children ; to do the washing-up ; to collect firewood ; to cook the meal.



1



2



3



4



5



6

2. Choose the correct option between brackets to complete each sentence related to rural women's activities. Example : 1- go

1. Rural women can (to go / go / going) to the fields.
2. In the village, not all the women (can / can't / cannot) cook delicious meals.
3. In general, women living in the village can't (reads / reading / read) or write letters.
4. Ozoua (can't / can / cannot) fetch water from the well, but she can't cook the meal.
5. Can you (to do / do / doing) the washing-up for me ?

C Let's take home

Fill in the passage below about rural women's activities with the suitable words or expressions from the box. Example : 1- sweeps

can ; firewood ; fetch ; can't ; washing-up ; sweeps ; does

A rural woman has a busy day. Every morning, she **(1)** ... her house compound and goes to **(2)** ... water from the river. After that, she does the **(3)** ... and cooks breakfast for the family. While at the field, she collects **(4)** ... for cooking the dinner in the evening. At the weekends, she **(5)** ... the laundry. She can wash a lot of clothes. In addition to the domestic chores, the rural woman **(6)** ... babysit all the children of the family without complaining. Unhappily, many rural women **(7)** ... read and write their own names.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to rural women's activities**

E.g. : household ; to collect firewood ; to do the laundry ; etc.

- **how to express abilities with can / can't**

E.g. : A : What **can** a village woman **do** ?

B : She **can cook** meals ; **wash** clothes. But she **can't write** and **read** letters.

Session 2

Session focus		
Vocabulary	Language function	Structure
housewife ; domestic chores ; to carry firewood ; bundle of firewood ; to give birth ; to feed the poultry ; poverty	Reporting what is said, using "could"	Grandma said that she could work on the poultry farm from the morning to the evening.

A Let's explore

Look, listen and repeat



Women are the cornerstones of families and makers of nations because they **give birth**. I think that a **housewife** is as important as a secretary or a teacher. She is the one who does the **domestic chores** while her husband is at work. For example, women in the village **carry** heavy **bundles of firewood** on their heads, and can walk several kilometers to join their homes. In addition to that, some rural women can run their poultry farm. Every day, they **feed their poultry**. Finally, their work permits to support the family and reduce **poverty** that has become endemic in most of african rural areas.

Look, listen and repeat



Carole : Hello, Adjoua ! Let me ask you something. Do you think that village women are hard-working ?

Adjoua : Yes, I do. And you ?

Carole : So, do I. My grandma told me something amazing about rural women.

Adjoua : What did she tell you ?

Carole : She **told me that they could carry** heavy bundles of firewood on their heads and walk five kilometers a day.

Adjoua : That's great ! Thank you for sharing that information with me.

Carole : Don't mention it. Bye !

B Let's practise

1. Study the speech below and match each part with the correct name. **Example : 1- B = Greeting**

A. Conclusion : remind them the main point

B. Greeting : greet the audience

C. Introduction : tell the audience who you are, what you are going to talk about and why.

D. Closing word : thank them

E. Body : deliver them the content of your speech. (Support your main point with facts, details and explanation in two or three paragraphs.)

Good morning, Ladies and gentlemen ! **1**

My name is Naomi Kouassi, student in 4^e 1 from Lycée Municipal of Koumassi.

On the occasion of the celebration of the Rural Women's Day, I would like to show the actions of the brave village women and praise them. We have to honour them because they are the cornerstones of our society. They play an important role in everyday life ; which makes our society work perfectly. They walk long distances to fetch water and collect firewood so as to cook meals for the whole family. They raise poultry, sell farm products to earn money in order to help support the family. They get up early in the morning to do the laundry and the washing-up.

For all these reasons, rural women of the world deserve to be celebrated today. I want to end my words by saying this : HAPPY WOMEN'S DAY to those women !

Thanks. **5**

2. Read the statements below and report them to your neighbour. Take it in turn. Example :
1- Awa and Zeinab said proudly that they could set up their own business.

1. "We can set up our own business", Awa and Zeinab said proudly.
2. "Most rural women can't read and write", the teacher revealed.
3. "I can walk on a long distance to fetch water from the river", my grandma told me.
4. "Men can't give birth to children like women", Liza told her sister.
5. "Women can work on a farm", my father convinced me.

C **Let's take home**

The passage below is about a rural woman's activities. Fill in the gaps with the appropriate missing words or groups of words to make the passage meaningful. **Example : 1- rural**

go to field ; sweeps ; rural ; breastfeeds ; gets up ; wash the dishes ; fetch ; chores ; cooks breakfast

My aunt lives in a small village called Obodroupa. Like all **(1)** ... women, she does many domestic **(2)** ... every morning. She **(3)** ... at 5 a.m. She **(4)** ... the house. She also **(5)** ... her baby. At 7 o'clock, she goes to the river to **(6)** ... water. When she comes back, we take our bath while she **(7)** ... in the kitchen. After eating, we **(8)** ... , and together, we **(9)** ... in order to collect firewood.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary to rural women's activities**

E.g. : housewife ; domestic chores ; to carry firewood ; bundle of firewood ; etc.

- **how to report what is said using "could"**

E.g. : He **told me that** a rural woman **could** carry a heavy bundle of firewood.

COMMUNICATION ACTIVITY

On the occasion of the celebration of the International Women's Day, the representative of a Kenyan NGO called, "Power to Rural Women" is organizing a competition. You are asked to deliver a speech to show rural women's courage. In your speech,

- list some rural women's activities ;
- talk about what they can do and what they can't do.
- say what you think about rural women.

The best speech will benefit from a guided visit to Nairobi.



MARCH 8TH
WOMEN'S
DAY

LESSON 2

WOMEN HAVE RIGHTS AND DUTIES TOO !



SPEAKING

Learning context

After taking part in a conference organized by the English Club of your school on Women's Rights and Duties, you decide to report it to the rest of the class in order to inform your classmates about the issue.



« Human rights are women's rights, and women's rights are human rights. »

— Hillary Clinton —

GOOD TO KNOW

Vocabulary content

Vocabulary related to women's rights and duties

Language functions

- Making comparisons with short adjectives
- Making comparisons with long adjectives

My dictionary

To report : rapporter

Classmates : camarades de classe

Hopeful : qui donne de l'espoir

Standard of living : niveau de vie

More : plus

Less : moins

Decade : décennie

Life expectancy : espérance de vie

Regarded : considéré

Skillful : habile

Free : libre

Session 1

Session focus		
Vocabulary	Language function	Structures
suffrage ; sexism ; wages ; feminism ; empowerment ; unfair ; egalitarian ; weaker ; money ; struggle ; management ;	Making comparisons with short adjectives	<ul style="list-style-type: none"> - She is busier than before. - This way to the farm is shorter than the other one.

A Let's explore

Look, listen and repeat 1



Constance YAH, a women's rights defender

As a woman, I have some **rights**. For example, I have the right to a **suffrage** ; the right to live free from violence and harm ; the right to a healthy, educated life, to a land and productive resources. Unfortunately, we are victims of **sexism** and **unfair** treatments in the society because we are seen as the **weaker** sex. If women wish to have egalitarian treatments as men, they should **struggle** for equal **wages** in their workplaces. And for their **empowerment**, they ought to join **feminist** movements.

Look, listen and repeat 2



Men have **higher** salary **than** women for the same job. How can we improve things ?

B Let's practise

1. The words in column A are related to women's rights. Match them with their meanings or synonyms in column B. **Example : 1-d**

COLUMN A	COLUMN B
1. Right	a. unjust
2. Suffrage	b. salary ; income
3. Sexism	c. right to vote
4. Wage	d. something you are permitted to do
5. Feminism	e. legal or moral responsibility, obligation
6. Empowerment	f. prejudice or discrimination based on gender
7. Unfair	g. the movement for the promotion of equal rights for women
8. Duty	h. the fact of giving more autonomy to a person

2. Put the adjectives in brackets in their comparative forms.

Example : 1- higher

- Life expectancy is (high) for women than for men in most countries.
- American women generally live (long) than women in most other countries.
- In traditional Africa, men are (rich) than women.
- In traditional India, it is thought that boys are (good) than girls.
- Women are said to be (weak) than men.
- It is generally thought that men are (strong) than women.

C Let's take home

These sentences below are about women's rights and duties. Complete each of them with the most appropriate word to make it meaningful. **Example : 1- duty**

duty ; struggle ; weaker ; greater ; right ; empowerment

- It's the parent's ... to pay for their children's school fees.
- Women are still regarded as the ... sex.
- To avoid being exploited, women should ... for their rights.
- One way to help women emancipate is to permit their ...
- It's a woman's ... to set up her own business.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to women's rights**

E.g. : suffrage ; sexism ; wages ; feminism ; empowerment ; unfair ; etc.

- **how to make comparisons with short adjectives**

E.g. : Women are said to be the **weaker** sex.

Session 2

Session focus		
Vocabulary	Language function	Structure
responsibilities ; harassment ; to rally ; to look after ; to support ; segregation ; duties ; to improve	Making comparisons with long adjectives	Housework is more difficult than office work. Office work is less difficult than housework.

A Let's explore

Look, listen and repeat 1



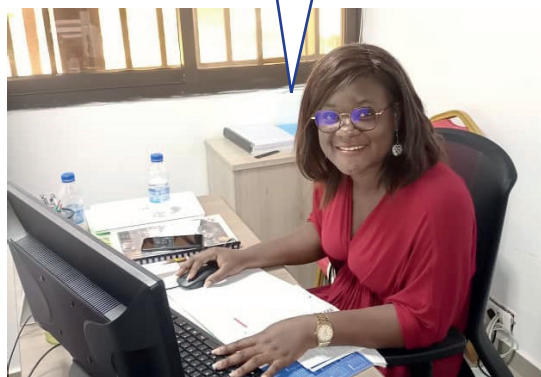
Angeline Kidjo, an artist

Women don't have rights only. They also have many **responsibilities** called **duties**. A woman must have a good management of her household. Therefore, it is the woman's duty **to look after** the children. She has to make money to **support** her husband by starting up a new business for example. Although women's rights are constantly violated, they try **to improve** their living conditions by fighting against sexual **harassment** and social **segregation**. That is why it is an excellent idea for all women **to rally** for their rights.

Look, listen and repeat 2

I think that office work is **more stressful than** land work. So I prefer working on farm.

Office work is **less difficult than** land work even if it is stressful



B Let's practise

1. The sentences below are about women's rights and duties. Complete each of them with the appropriate word or expression from the box to make it meaningful.

Example : 1- responsibilities

harassment ; rallied ; look after ; responsibilities ; support ; segregation

1. In Africa, women have a lot of ...
2. One of them is to ... children at home.
3. They also have to ... their husbands in the household expenses.
4. Despite what they do, they are often victims of ... by men.
5. Recently in Kenya, a group of woman created a union to fight against the ... against them.
6. Many women ... the movement.

2. Change the adjectives in brackets into comparatives.

Example : 1- more hardworking

1. Some women are (hardworking) than men.
2. It is (difficult) to respect the law than to break it.
3. There are (educated) women in Africa than in Europe.
4. Life is (expensive) in the village than in the town.
5. We are (hopeful) for women's emancipation nowadays than we were three decades ago.

C Let's take home

In your exercise book, classify the phrases below in the table into women's "rights" and "duties". One is done for you as an example.

respect their husbands ; own their business ; have food security and nutrition ; take care of the children ; have a decent standard of living ; pay taxes to the government ; vote for a political leader ; free speech

Women have the right to	Women have the duty to
Free speech	

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to women's duties**

E.g. : responsibilities ; harassment ; rally ; look after ; support ; etc.

- **how to make comparisons with long adjectives**

E.g. : Some women are **more hardworking than** men. / Some men are **less hardworking than** women.

COMMUNICATION ACTIVITY

On the occasion of the celebration of the International Women's Day, you talked with Mrs Sixsay, a Liberian lawyer, who is an expert in women's rights and duties. The dialogue is presented below, but unfortunately, the parts of Mrs Sixsay are missing. You are asked to,

- fill in the dialogue with the parts of Mrs Sixsay ;
- roleplay the dialogue with your neighbour.

The best performances will be rewarded by the British Embassy.

Dialogue :

You : Hello, Mrs Sixsay ! I would like to ask you a few questions about women's rights and duties.

Mrs Sixsay : (1) ...

You : What rights do women have ?

Mrs Sixsay : (2) ...

You : Do they have duties too ?

Mrs Sixsay (3) ...

You : Can you list some of these duties ?

Mrs Sixsay (4) ...

You : It's believed that most of the time, their rights are violated. Can you enumerate some of the abuses they are victims of ?

Mrs Sixsay (5) ...

You : Now, in your opinion ; what can be done to protect women's rights ?

Mrs Sixsay (6) ...

You : Thanks, Madame. Now, I think I'm better informed and can be a good defender of women's rights.



*HAPPY ,
Women's
DAY*

LESSON 3

ZEINAB MUST ALSO GO TO SCHOOL !



SPEAKING

Learning context

On the occasion of the Women's Day organized in your school by the British Embassy, the students of 4^e decide to give a presentation on *The importance of sending girls to school*, in order to sensitize the population.



« Mean girls go far in high school. Kind women go far in life. »

— Mandy Hale —

GOOD TO KNOW

Vocabulary content

Vocabulary related to girls' schooling

Language function

Expressing opinions with "For me"/ "In my opinion" / "I believe that" / "I think that"

My dictionary

Oral presentation : exposé oral

To sensitize : sensibiliser

Ladies and gentlemen : Mesdames et messieurs

Mean : moyen (ne)

To think : penser

To believe : croire

Session 1

Session focus		
Vocabulary	Language function	Structure
barrier ; prejudice ; child marriage ; disability ; challenge ; harmful ; child labour	Expressing opinions	For me , a child's place is at school. In my opinion , child labour is a barrier to girl's schooling.

A Let's explore

Look, listen and repeat 1



Mariatou Koné, Minister of National Education

Journalist : What's the most important challenge for the ivoirian government ?

Minister : Girls' schooling is a major **challenge** for the ivoirian government.

Journalist : Why ?

Minister : Because many girls don't go to school.

Journalist : What are the causes of this situation ?

Minister : There are many. The main causes are

child labour and **child marriage**. Of course, there're other **barriers**, such as **prejudices** and **sexism**.

Journalist : Why is girls' education so important for you ?

Minister : Firstly, education is a right for all the children. And I think that refusing to send a girl to school can be **harmful** to her. She will not be able to read and write. That can be a real **disability** in her future life.

Look, listen and repeat 2

What's your opinion about girls' schooling ?

You're right !
But why don't' so many girls go to school ?



For me, it's a fundamental right for them to go to school.

In my opinion, it's because some parents ignore their daughters' rights.

B Let's practise

1. The words in column A are related to girls' education. Match them with their meanings in column B. Example 1- f

Column A	Column B
1. Challenge	a. obstacle
2. Prejudice	b. psychological or physical handicap
3. Barrier	c. dangerous
4. Child labour	d. wrong preconceived opinion on people
5. Harmful	e. children exploitation through hard work
6. Disability	f. demanding or difficult situation

2. In pairs, use the clues below to ask questions and give answers, expressing your opinions.

Example : 1- A : Should girls stay at home and do housework ?

B : For me / In my opinion, girls' place is at school.

- Girls should stay at home and do housework. / Girls' place is at school.
- It is the children's duty to pay for their school fees. / It is the parents' responsibility to pay for it.
- Only boys should be sent to school. / Both girls and boys should have access to education.
- Girls are smarter than boys. / Girls are as intelligent as boys.
- Girls' schooling is a waste of time and money. / Educating women has a lot of advantages.
- Child labour is a crime. / It is against the law to make children work.

C Let's take home

Write true (T) or false (F) for the statements below.

- Child marriage should be encouraged.
- Child labour can be a cause of women's illiteracy.
- It's harmless to get pregnant early.
- School authorities should encourage sexism about girls.

LET'S KEEP IN MIND



Now, I know

- vocabulary related to girls' schooling.**

E.g. : barrier ; prejudice ; child marriage ; disability ; challenge ; etc.

- how to express opinions with "For me" / "In my opinion"**

E.g. : **For me, / In my opinion,** girls should go to school.

Session 2

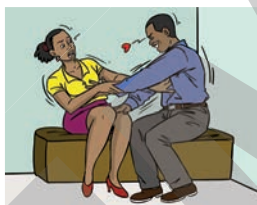
Session focus		
Vocabulary	Language function	Structure
early pregnancy ; school fees ; boarding school ; scholarship ; sexual harassment ; domestic chores	Expressing opinions	I think that sexual harassment in schools has to be punished. I believe that building boarding schools would boost girls' schooling.

A Let's explore

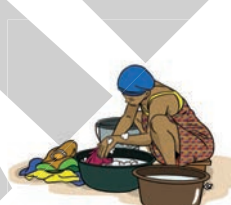
Look, listen and repeat 1



school fees



sexual harassment



domestic chores



boarding school



scholarship



early pregnancy

Look, listen and repeat 2

What should be done to promote girls' education ?

What do you think the government can do to encourage girls to stay in schools ?



I **believe that** the government should build more boarding schools for girls.

I **think that** scholarships could be granted to the best students.

B Let's practise

1. Complete the sentences below with the words or phrases from the box to make them meaningful. **Example : 1- school fees**

boarding schools ; school fees ; scholarships ; early pregnancy ; domestic chores ; sexual harassment

1. In general, ... in excellent private schools are very high.
2. People, accused of ... on school girls, must be punished.
3. Doing ... such as washing one's clothes is different from child labour.
4. Sometimes, ... is caused by forced marriage of younger girls.
5. The ivoirian government should support school girls from poor families by granting ...
6. Building ... for girls can be a solution to early pregnancies in schools.

2. Choose the best option between (a, b, c) to express your opinion. **Example : 1- c**

1. ... me, early pregnancy at school is an important issue to be addressed this year.
a) As b) From c) For
2. I ... that parents should not ask children to do a lot of domestic chores.
a) thinking b) think c) think that
3. I ... school develops girls' potentials.
a) believing that b) believe that c) believes that
4. ... opinion, schools should be near to students' homes.
a) My b) In c) In my

C Let's take home

Discuss the questions below with your neighbour, then express your opinion.

1. Why do some parents refuse to send girls to school ?
2. What do you think are the drawbacks of women's illiteracy ?
3. What do you believe should be done to reduce early pregnancies at school ?
4. Who are the most intelligent at school ? Girls or boys ?
5. How can girls' schooling be promoted ?

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to girls' schooling**

E.g. : early pregnancy ; school fees ; boarding school ; sexual harassment ; etc.

- **how to express opinion with "I think" / "I believe"**

E.g. : **I think** / **I believe** that all girls should be granted scholarships.

COMMUNICATION ACTIVITY

As a representative of the UNICEF in Liberia, you have to deliver a talk about the obstacles to young girls' schooling in this country. In your talk,

- give reasons why some girls don't go to school or abandon school ;
- explain the benefits of sending girls to school ;
- suggest solutions to promote girls' education.



Let's consolidate 2

I. The conversation below is about girls' schooling. With your partner, reorder the words of the sentences to express opinions. Get ready to roleplay it in front of the class.

Example : 1- I believe, it is very good for a girl to go to school.

A : Is it good for a girl to go to school ?

B : (1)- believe / is / good / for / I / go / very / school / to / girl / it / to / a

A : What can school bring to girls ?

B : (2)- think / develops / I / girls' potentials / school / it

A : What's the main benefit of sending girls to school ?

B : (3)- believe / is / benefit / the / empowerment / main / I

A : What's another benefit of girls' education ?

B : (4)- think / benefit / girls' skill / improvement / is / other / I / the / of

II. Choose the word or expression that best completes each sentence below.

Example : 1- duty

1. Is it a woman's exclusive (demand / duty) to perform household chores ?
2. Can men accept to do the (baby-sitting / baby-boom) in the place of women ?
3. Peasant women have to (work / walk) both on the farm and at home.
4. It is the woman who (gives / brings) birth to children.

III. Complete the sentences with "can ; can't" to make them meaningful.

Example : 1- can't

1. Rural women... do office works.
2. She is a village woman, she ... work as a medical doctor.
3. It is reported that Aïcha ... speak six different languages. She's polyglot.
4. Ozoua ... carry a bundle of firewood, but she can cook delicious meals.

LET'S HAVE FUN

Learn and recite this poem

A woman with a book
and a pen
has the power
to move nations
A woman with a mind and a voice
has the power
to change the world

By Sasha Temerte. (www.womenlite.com)



TRAVELLING



LESSON 1

HOW DO YOU GO TO SCHOOL ?



WRITING

Learning context

It's the weekly meeting of the English Club of Lycée Moderne of Anyama. For the next visit of their Nigerian pen-friend, the students of 4^e are writing a letter in order to inform him about the different means of transport people use in their country.



« When I see a school bus,
it's just depressing to me.
The poor little kids. »

— Dolly Parton —

GOOD TO KNOW

Vocabulary content

Vocabulary related to means of transport

Language functions

- Expressing "likes" and "dislikes"
- Making comparisons with short and long adjectives

My dictionary

Cycling : faire du vélo

Boring : ennuyeux

Speeding : accélération, excès de vitesse

Thanks to : grâce à

Neighbouring : voisin

Session 1

Session focus		
Vocabulary	Language function	Structure
ship ; bus ; horse ; helicopter ; taxi ; boat ; airplane	Expressing "likes" and "dislikes"	A : Emilie and Ignace like school bus. B : Marius dislikes airplanes.

A Let's explore

Look, listen and repeat 1



a bus



a ship



a horse



a boat



an airplane



a helicopter

Look, listen and repeat 2



Emilie : Hello, Ignace ! How are you ?

Ignace : I'm well ! And you ?

Emilie : Well, thanks ! How fantastic it is to take the bus today again ! I **like** the school bus.

Ignace : Humm ! Taking the school bus is more and more boring to me. I **dislike** it now. I prefer the taxi.

Emilie : Why do you prefer taxis ?

Ignace : Taxis are more comfortable and faster than school buses.

Emilie : Yeah, my friend Ignace, you are right to some extent.

B Let's practise

1. Complete the paragraph below with the following words to make it meaningful. One option is not concerned : **Example : 1- taxi**

boat ; taxi ; buses ; airplane ; horse ; ship

Every morning, I go to school by "Woro Woro", which is a **(1) ...** . My mother takes the **(2) ...** when she goes to Paris. If you move to the Port Autonome of Abidjan, you can visit a **(3) ...** . Many students go to school thanks to the school **(4) ...** . People living near the lagoon can take a **(5) ...** to move to Treichville or Plateau.

2. Look at the table below, then ask and answer questions about what the people *like* or *dislike*.

Example : Student A : What does Yahoua like and dislike ?

Student B : He likes taxis, but he dislikes horses.

N°	People	Likes	Dislikes
1	Yahoua	taxis	horses
2	Ignace and Mary	school buses	boats
3	Marius	airplanes	ships
4	Doudou	helicopters	airplanes
5	Doumbia and I	taxis	boats

C Let's take home

Reorder the letters in the box to obtain names of means of transport and make a sentence with each one of them to express your *likes* or *dislikes*.

ESHOR ; PIHS ; OOLHCS SBU ; POCLIEHRTE

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to means of transport**

E.g. : ship ; bus ; horse ; helicopter ; taxi ; boat ; airplane ; etc.

- **how to express likes and dislikes**

E.g. : I **like** taxis.

She **dislikes** horses.

Session 2

Session focus		
Vocabulary	Language function	Structure
to go on foot ; bicycle ; car ; motorcycle ; train ; scooter ; van	Comparing with short and long adjectives	<ul style="list-style-type: none"> - A bicycle is slower than a motorcycle. - A car is more comfortable than a scooter.

A Let's explore

Look, listen and repeat



a bicycle



a scooter



a motorcycle



a train



a car



a van

Listen and repeat

Bolou : Good morning, Serge !

Serge : Good morning, my friend Bolou ! I can see that you go to school by taxi.

Bolou : Our school is so far. That's why I prefer to go there by taxi.

Serge : Do you think that taxis are fast ?

Bolou : Of course, my dear friend. Taxis are **faster than** buses.

And you Serge, how do you go to school every day ?

Serge : I go to school by car every morning. My father drops me there.

He says that his car is **faster** and **more comfortable than** taxis.

B Let's practise

1. Study the paragraph below and do the activities below.

a. Match each part in column A with its description in column B.

1. The topic sentence	a. reminds the readers of the main point.
2. The body	b. announces the main point.
3. The concluding sentence	c. supports (shows, explains or proves) the main point.

- b. What is the paragraph about ? And in which part do you find the answer ?**
c. How many means of transport are mentioned in the paragraph ? Cite them.

Most types of means of transport exist in our country. **1**

For road transport, we have cars, vans, coaches, buses and motorbikes. We can even add traditional means of transport, such as our feet and horses. Concerning air transport, there are helicopters and planes held by big airline companies like Air Côte d'Ivoire, Air France, etc. As for maritime transport, there are water buses, ships for transporting goods from and to our country and yachts. Railway transport is also represented. There are trains to transport goods to neighbouring countries like Mali and Burkina Faso. **2**

In one word, Côte d'Ivoire is an emerging country which is investing in the development of all means of transport. **3**

2. Reorder the following words to build comparative meaningful sentences.

Example : 1- A plane is faster than a van.

1. plane / is / van. / faster / A / than / a
2. car / train. / slower / than / A / a / is
3. A / scooter / bicycle. / more / is / than / a / comfortable
4. is / motorcycle / than / faster / foot. / on / going / Travelling / by

C Let's take home

Use the items below to build comparative sentences.

Example : 1- The train is longer than the car.

1. Train / car / long
2. bicycle / scooter / expensive
3. plane / ship / comfortable
4. van / bus / fast
5. Travelling on foot / riding a motorcycle / tiring

LET'S KEEP IN MIND



No, I know :

- **vocabulary related to means of transport**

E.g. : to go on foot ; bicycle ; car ; motorbike ; train ; scooter ; etc.

- **how to compare with short and long adjectives**

E.g. : A van is **faster than** a scooter.

A motorcycle is **more expensive than** a bicycle.

COMMUNICATION ACTIVITY

Your Nigerian pen-friend Michael Okpara is planning to visit you soon. He writes you a letter to get some information about the means of transport in your country. In your reply,

- list the means of transport used in your country ;
- name the different means of transport used to go to different places ;
- write about which ones people like or dislike among the means of transport.

Below is your pen-friend's letter.

Lagos, Nigeria

PO box 7

Jake street 3p

April 7th 2021

Dear friend,

How are you ? I hope you're fine. I am doing very well. I write you this letter to tell you that I will visit your country very soon. So, I want to know about the means of transport people use in your country. How do people go to school ? How do they go to work, neighbouring cities and villages ? What do people like most ? What means of transport do you advise me to use ?

Write soon

Michael Okpara



LESSON 2

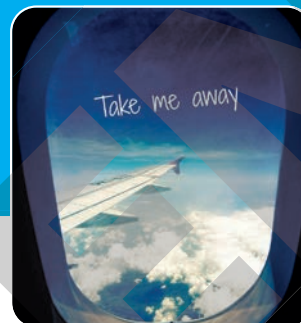
AT THE AIRPORT



WRITING

Learning context

You have recently travelled to Lagos by plane to visit Babalola, your Nigerian friend. Back home, you decide to write and send him a letter so as to describe him your travel.



« Happiness begins in the air. »

— English saying —

GOOD TO KNOW

Vocabulary content

Vocabulary related to air travel

Language functions

- Expressing preferences
- Expressing comparisons with the superlatives

My dictionary

Waiting hall : salle d'attente

Stewardess : hôtesse de l'air

Travellers : voyageurs

Sky : ciel

Session 1

Session focus		
Vocabulary	Language function	Structure
runway ; traffic control tower ; to land ; to take off ; boarding pass ; departure board ; airport	Expressing preferences	I would prefer to travel by "Corsair". I would rather go to Paris by "Air France".

A Let's explore

Look, listen and repeat



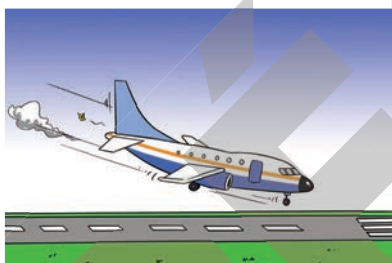
a departure board



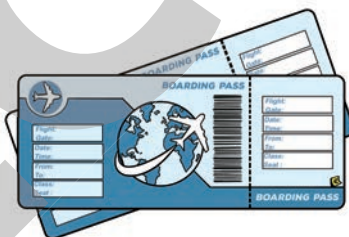
a runway



to take off



to land



a boarding pass



an airport

Listen and repeat

Koffi, Marius and Ashley are talking about their future travel to Ghana for a visit to their pen friend.

Koffi : Which means of transport is better to travel with my dear friends ?

Ashley : I **would prefer to travel** by ACCRA AIRWAYS.

Marius : Do you think ACCRA AIRWAYS is good ? What about other companies ?

Ashley : Indeed, there are so many other airplane companies, and I even heard that ACCRA AIRWAYS is very comfortable too.

Koffi : You must be right Ashley, but I **would rather go** for AIR CÔTE D'IVOIRE.

Marius : OK, I think AIR CÔTE D'IVOIRE is our national company. Let's choose it.

Ashley and Koffi : Fantastic !

B Let's practise

1. Reorder the letters to get appropriate words or groups of words related to air travel.

Example : 1- Runway

- | | |
|--------------------|--------------------------------------|
| 1. ynu R aw | 3. a B orgind ss P a |
| 2. o T ldan | 4. pa D reertu roa B d |

2. Complete the sentences below with the words or groups of words from the list to obtain appropriate sentences.

prefer to go ; rather ; rather stay ; prefer ; would ; to stay

1. I don't want to go to Nigeria by car. I ... prefer to take the plane.
2. The plane is too much expensive, I would ... go by coach.
3. I would ... along with you.
4. I would prefer ... in this hotel for a long time, it is very comfortable.
5. I would... with some relatives.
6. She would ...to visit many other countries.

C Let's take home

Make three (03) sentences with « *would rather* » and three (03) others with « *would prefer* » to express your preferences.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to air travel

E.g. : runway ; traffic control tower ; to land ; to take off ; boarding pass ; etc.

- how to express preferences

E.g. : I **would prefer** to go to San-Pédro by plane.

I **would rather** stay in this big hotel.

Session 2

Session focus		
Vocabulary	Language function	Structure
to book ; luggage ; ID card ; passport ; custom officer ; pilot ; passenger	Making comparison with the superlative	The plane is the fastest means of transport.

A Let's explore

Look, listen and repeat

The airport is a place where people go to travel by plane. Once at the airport, you need to book your **luggage**. You do the booking with your **passport**. Your ID card is sometimes required by the customs officers who check it. After obeying to all the rules, you can now join the group of **passengers** to board a plane, where the **pilot** is waiting for you for the taking off.



to book



a customs officer



luggage



a pilot



an ID card



a passport

Listen and repeat

John : Hello, Paul ! How are you doing ?

Paul : Hello, John ! I'm well, thanks ! What's the news ?

John : Oh, nothing wrong. I just want you to advise me **the cheapest** means of transport for Bouaké.

Paul : No problem. The train's **the most affordable** and **the best** means of transport for Bouaké.

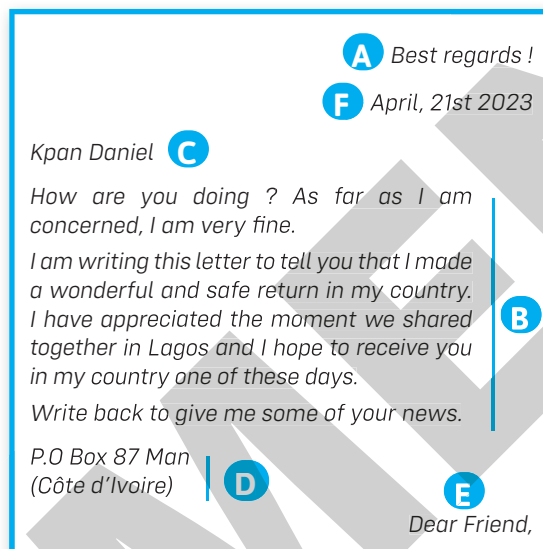
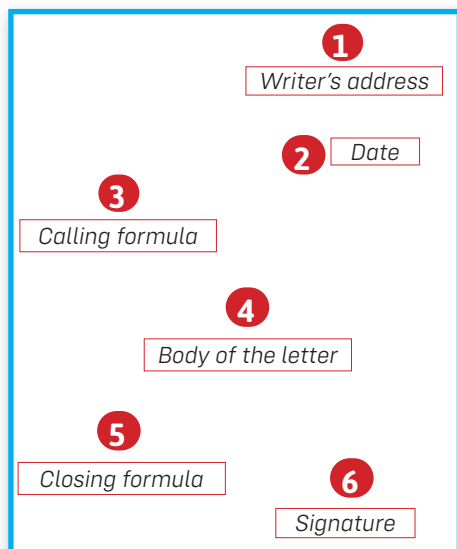
John : Ok, but how ? Can you tell me more ?

Paul : I've already experienced that trip and it was one of **the happiest** trips of my life.

John : Thanks, my friend. You've convinced me. I also hope that the day of my travel will be one of **the nicest**.

B Let's practise

1. Study the layout of the informal letter below. Then match each part with its correct description. **Example : 1- D**



2. Complete the sentences. Use the superlative form of the adjectives in brackets.

Example : 1- What is the best airplane company in West Africa ?

- What is (good) airplane company in West Africa ?
- Air Côte d'Ivoire is (comfortable) company in West Africa.
- FHB international airport is (big) of the country.
- The plane is (fast) means of transport in the world.
- The plane is (safe) means of transport.

C Let's take home

Use the adjectives between brackets to compare the items below with the superlative.

Example : 1- The plane is the most expensive.

- the plane / the car / bicycle (**expensive**)
- the airport / the bus station / the subway station (**big**)
- a pilot / a bus driver / a lorry driver (**competent**)
- travelling by plane / travelling by train / sailing by boat (**safe**)
- an identity card / a passport / a boarding pass (**common**)
- a bus station / an airport / a car station (**crowded**)

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to air travel**

E.g. : to book ; luggage ; ID card ; passport ; customs officer ; pilot ; etc.

- **how to express comparisons with the superlative**

E.g. : The plane is **the fastest** means of transport.

COMMUNICATION ACTIVITY

Your American pen-friend invited you to visit him in New York last holidays. You travelled by plane. Back home, you decide to write him a letter to describe your trip. In your letter,

- compare the airport of New York to that of Félix Houphouët-Boigny ;
- mention which airline companies you took and say if you liked them ;
- suggest which company to choose if one day your pen-friend decides to pay you a visit, and give the reasons for your choice.

NEW YORK AIRPORT	FÉLIX HOUPHOUËT-BOIGNY AIRPORT
Built in 1948	Built in 1975
Size : 4,930, 000 squares meters	Size : 25 000 square meters
16 million passengers / year	2 million passengers / year

SOME FAMOUS AIR COMPANIES IN THE WORLD	
Delta Air Lines ExpressJet Airlines Frontier Airlines CORSAIR EMIRATES JetBlue Airways	Royal Air Maroc Kenyan Airways Ethiopian Airways ACCRA Airways Air France BRUXELLES AIRLINES



LESSON 3

LET'S VISIT TOURIST SITES !



WRITING

Learning context

During a competition organised by the British Embassy, the students of 4^e of Lycée Municipal 2 of Attécoubé are asked to write an article promoting tourist sites in their country.



« It's better to see something once than to hear about it a hundred times. »

— Russian proverb —

GOOD TO KNOW

Vocabulary content

Vocabulary related to tourism

Language functions

- Making suggestions
- Accepting or refusing a suggestion

My dictionary

Sand : sable

Mountain : montagne

Toplan: planifier, programmer

Neighbourhood : voisinage

Seaside : balnéaire, bord de mer

Fauna : faune

Craftsmen : artisans

Provided that : pourvu que

Flora : flore

Session 1

Session focus		
Vocabulary	Language functions	Structure
beach ; craftsmen ; the women's monument ; resorts ; craftsmen market ; the old post office ; the museum ; tourist sites	Making suggestions	<ul style="list-style-type: none"> - Why don't we invite James to visit Côte d'Ivoire ? - How about visiting Grand-Bassam ? - Let's visit Abidjan !

A Let's explore

Look, listen and repeat 1



Since my childhood, I have always dreamt about visiting Grand-Bassam for its several **tourist sites**, such as the **museum**, its wonderful **beaches**, the colonial **old post office**. There is also the **women's monument** that will be fantastic to discover. Finally, I will visit the fabulous resorts, in Grand-Bassam and the **market**.

Look, listen and repeat 2



Marie : How are you doing, Anne ?

Anne : I'm well.

Marie : It's been a long time since we moved to Abidjan to visit a tourist site. **Why don't** we **plan** another visit ?

Anne : Good idea, but **how about visiting** another town like San-Pédro ?

Marie : San-Pédro will be for next time. **Let's go** and visit Grand-Bassam first.

B Let's practise

1. The pictures below describe some tourist sites in Grand-Bassam. Choose the right name from the following list to identify each picture. **Example : 1- the women's monument**

the women's monument ; the craft market ; the beach ; the old post office ; the museum.



1



2



3



4



5

2. Your Liberian friend is paying you a visit and wants to visit some tourist places. Make him some suggestions for each situation.

Do like this : 1- I need to visit a beautiful city in Côte-d'Ivoire. (Visit Grand-Bassam)

→ How about visiting Grand-Bassam ?

1. I need to visit a beautiful city in Côte-d'Ivoire. (Visit Grand-Bassam)
2. I want to relax and be nearby the Ocean. (Go to the beach of Grand-Bassam)
3. I want to buy some traditional clothes. (Visit the museum of costume)
4. I would like to see a historical monument. (Go to see the women's monument)
5. I would like to see old stamps. (Visit the old post office of Grand-Bassam)

C Let's take home

Rewrite the following words in the correct order to have meaningful sentences making suggestions. **Example : Why don't we visit the old post office ?**

1. visit / Why don't / post / old / office / the / we / ?
2. women's monument / to visit / go / Let's / the
3. don't we / at the beach / go relaxing / Why / ?
4. go and buy / don't we / at the craftsmen market / Why / souvenirs / ?
5. the / How about / to see / Basilica / going / of Yamoussoukro / ?

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to tourism**

E.g. : beach ; the women's monument ; resorts ; craftsmen market ; etc.

- **how to make suggestions**

E.g. : **Why don't we go** to see the museum ?

How about going to the beach ?

Let's visit Grand-Bassam !

Session 2

Session focus		
Vocabulary	Language function	Structure
souvenir ; abissa festival ; go sightseeing ; reservation ; attraction	Accepting or refusing suggestion	<ul style="list-style-type: none"> - That is a good idea ! - No, I am sorry.

A Let's explore

Look, listen and repeat 1



Grand-Bassam is one of the oldest cities in Côte-d'Ivoire. It's a city located in the South-East of Abidjan, at around 30 Km. When you go there, there are a lot of **souvenirs** that one can buy at lower cost. The town is also well-known for its annual ceremony called **Abissa festival**. It gathers thousands of people coming from everywhere. That festival is an **attraction** for many tourists. You can even make a **reservation** in case you want to go **sightseeing**.

Look, listen and repeat 2



Fransisca : Let's go to the cinema tonight to see a movie.

Anaël : I'm sorry, I **can't**, because I'm too busy today.

Fransisca : How about having a tea party tomorrow ?

Anaël : Yeah, **great idea** indeed ! Provided it's in the afternoon.

B Let's practise

1. Study the article and do the tasks below.

a. Match the numbered spaces to their descriptions. **Example : a- Title of the article**

- Signature (or author's name)
- Title of the article
- Body of the article
- Concluding sentence
- Topic sentence

b. What can tourists visit in Grand-Bassam ?

A PARADISE TO VISIT ONCE IN LIFE

1

The picturesque city of Grand-Bassam is a paradise on Earth that one should visit at least once in his life.

2

This city of the South-East Côte d'Ivoire is an historical city full of wonderful places to visit like the Old Post office, the Victory Bridge, the Museum of Costumes, the Craft Market, the Women's Monument and its sandy and heavenly beaches. There are many resorts in Grand-Bassam, and their annual ceremony of "Abissa festival" can be an event of great interest for the tourists. It is very difficult to get bored in Grand-Bassam. The population is hospitable and you can taste all sorts of dishes (african, european and asian) in this city.

3

Grand-Bassam is a place where you will feel at home. So, come and visit.

4

COULIBALY Yaya

5

2. Look at the following expressions used to reply and say if it's "accepting" or "refusing".

Example : 1- Accepting

Obou : Let's go to the zoo.

Fanta : (1) That's wonderful.

Ashley : Why don't we go to the museum this afternoon ?

Jack : (2) Sorry, I don't have much time.

Celine : Why don't we go for a walk ?

Marcel : (3) That's a good idea.

Dave : How about having a dinner together ?

John : (4) No, Thanks !

C Let's take home

Classify the expressions in the box according to what they express. Write them in the appropriate column. **One is done as an example.**

Why don't we ; Let's ; Why not ? ; That would be good ; Bad idea ! ;
Sorry, but ; That's interesting ; Yes, that's a good idea

Making suggestions	Accepting suggestions	Refusing suggestions
Why don't we

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to tourism

E.g. : souvenir ; abissa festival ; go sightseeing ; reservation ; etc.

- how to accept a suggestion

E.g. : That's a good idea ! / Great idea !

- how to refuse a suggestion

E.g. : I couldn't agree more. / No, thanks.

COMMUNICATION ACTIVITY

For the promotion of tourism in Côte d'Ivoire, the Chairman of the English club of your school asks the students of 4^e to write an article about tourist sites in their regions. As a member of that level, in your article,

- give an attractive title ;
- list the different tourist sites of the city you have chosen ;
- suggest a site that tourists must visit.



Let's consolidate 3

I. Match the items in Box A to their synonyms or definitions in Box B. Example : 1- e

BOX A	BOX B
1. luggage	a. a person who checks the baggage of passengers
2. a pilot	b. a person who travels by plane
3. a passenger	c. a person who flies a plane
4. a customs officer	d. a card people use to get in a plane
5. a passport	e. baggage
6. an airport	f. a station for planes.

II. Complete each sentence with the suitable superlatives. Use the verbs in brackets.

- This Mercedes is the **(expensive)** car I have ever seen.
- The pupil who is coming is the **(good)** student of our school.
- Jane and Benny are the **(bad)** singers of the team.
- My new car is the **(fast)** of the town.

III. Your British friend, Edward wants to visit some tourist places in Côte d'Ivoire. Read the situations and make a suggestion for each case. Then practise the conversations with your neighbour.

Example : 1- A : I need to visit a city in Côte d'Ivoire. (Visit Grand-Bassam)

B : How about visiting Grand-Bassam ?

- I need to visit a city in Côte d'Ivoire. (Visit Grand-Bassam)
- I'd like to cross a bridge. (Cross the victory bridge of Grand-Bassam)
- I want to know more about traditional clothes. (Visit the museum of costumes)
- I want to relax and be close to the sea. (Go to the beach of Grand-Bassam)
- I have never seen a historical monument. (Go to see the women's monument)
- I want to visit a craft articles' site. (Take a walk tour to the craft market of Grand-Bassam)

LET'S HAVE FUN

Learn and recite this poem

Grand-Bassam : the house tells a poem

We live in a house beside the ocean,
Where time and tide waits for all ;
It's just been one day so far,
But we had fun while the waves stood tall.
The house feels like a home,
Where friends enjoy and together dine ;
We cooked together and shared stories,
We loved the pasta after the ocean's brine.

The whole night we danced on fresh grass,
Started with bachata and then free form ;
Our spirits were high with liquid and air,
Oblivion to where we go and where we come from.

The chirping of the birds and croaking of frogs,

The roaring of waves and songs crickets sing ;

This house is telling us a poetry,

A poem which makes the soul grow wings.

Sourajit Ghosh (SG)

FASHION



LESSON 1

TRADITIONAL AND MODERN OUTFITS



WRITING

Learning context

On the occasion of the celebration of the "Cultural Day", the chairman of the English Club asks the students of 4^e from Lycée Moderne of Divo to write a paragraph, in order to describe the clothes people wear in their regions during special events.



« Good clothes open all doors. »

— Thomas Fuller —

GOOD TO KNOW

Vocabulary content

Vocabulary related to traditional and modern clothes

Language functions

- Asking and answering questions about what people are wearing
- Giving reasons with "because" and "because of"

My dictionary

Elderlies : vieux

Western : de l'ouest ; occidental (e)

Nearby : à côté

Nowadays : de nos jours

Youngsters : jeunes

To sew : coudre

Custom : coutume

Scrambled : en désordre

Mandingo : malinké

Session 1

Session focus		
Vocabulary	Language functions	Structure
kita ; indigo cloth ; mud cloth ; kente cloth ; bazin bubu ; kamanje bubu ; danfani ; dashiki dress ; tapa cloth	Asking and answering questions about what people are wearing	A : What are you wearing ? B : I'm wearing a Tapa cloth. A : What's Adjoua wearing ? B : She's wearing a Kente cloth.

A Let's explore

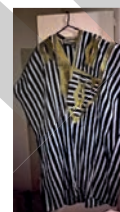
Look, listen and repeat 1



Kite
(Akan ; Côte d'Ivoire)



Dashiki dress
(West Africa)



Kamanje bubu
(Gouro ; Côte d'Ivoire)



Bazin bubu (Mali)



Mud cloth
(Sénoufo ; Côte d'Ivoire)



Danfani bubu
(Burkina Faso)



Indigo shirt
(West Africa)



Kente cloth
(Ashanti ; Ghana)



Tapa cloth
(Dida ; Côte d'Ivoire)

Look, listen and repeat 2



Johnson : Wow ! This woman is so well dressed ! Amédée, what's she **wearing** ?

Amédée : She's **wearing** a Dashiki dress.

Johnson : It's very nice ! Where can I find a dress like that ?

Amédée : It's a very popular clothing item in West Africa.

B Let's practise

- 1. Activity 1 : Complete the paragraph below with the words or groups of words in the box.**
Write your answers like this : 1- kamanje bubu

*danfani ; tapa cloth ; dashiki dress ; kente cloth ;
 kamanje bubu ; kita ; bazin bubu ; mud cloth*

Western Africa is very rich in culture and tradition. In clothing domain, we can see different traditional clothing items, some worn on special days and others worn by elderlies living in villages. In Côte d'Ivoire for example, we have the **(1)** ... , worn by Gouro people, the **(2)** ... of Dida people and the **(3)** ... of Akan people. Sénoufo people make beautiful bubus and shirts with **(4)**... . In the neighbouring countries of Burkina Faso, we have the **(5)**... , and in Ghana, the Ashanti wear proudly their **(6)** During religious events, the Muslims put on their **(7)** Nowadays, many of these african traditional outfits are getting modernized. So, it is common to see youngsters wearing these fashionable clothes like **(8)** ... in the streets of the capitals.

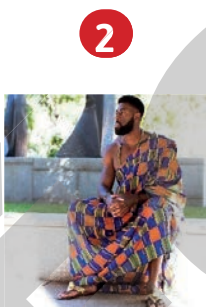
- 2. Look at the pictures below, and with your neighbour, ask and answer questions about what people are wearing.**

Example : 1- A : What're these elderlies wearing ?

B : They're wearing kamanje bubu.



These elderlies
(kamanje bubu)



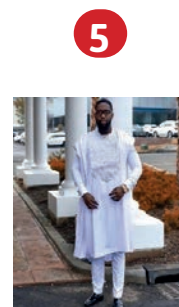
Osei
(kente cloth)



Kipré and Ozoua
(tapa cloth)



Anzoua
(mud cloth)



Abdul
(bazin bubu)

C Let's take home

Describe in a paragraph of six (06) lines the traditional clothes people wear in your region during special events. Mention the people who wear these traditional clothes.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to traditional clothes**

E.g. : kita ; indigo cloth ; mud cloth ; kente cloth ; bazin bubu ; etc.

- **how to describ what people are wearing**

E.g. : My grandfather **is wearing** a kente cloth.

Session 2

Session focus		
Vocabulary	Language function	Structure
bandana ; trainers ; tights ; denim trousers ; silk sweater ; flowery dress ; striped shirt ; cap ; suit ; denim miniskirt ; tie	Giving reasons	<ul style="list-style-type: none"> - The elderlies wear traditional clothes because of their attachment to customs and traditions. - Young people like modern clothes because they feel more comfortable.

A Let's explore

Look, listen and repeat 1



In all modern cities of Africa, especially the Sub-Saharan african cities, the youngsters have adopted the european fashionable clothes. In the streets of most cities, you see beautiful girls and boys wearing **trainers, caps, bandanas, flowery dresses, denim trousers and tights with denim miniskirts**. In the air-conditioned offices of successful workers, the landscape is quite different. There, you have people wearing **striped shirts, silk sweaters, suits** and **ties**.

Look, listen and repeat 2



Ruth : Why do youngsters love wearing modern clothes ?

Larissa : They love wearing modern clothes **because** they feel more comfortable.

Ruth : And why do girls love miniskirts so much ?

Larissa : They love them **because of** fashion.

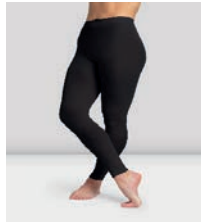
B Let's practise

1. Use the words or expressions from the box to identify the pictures below. **Example : 1- cap**

flowery dress ; denim miniskirt ; bandana ; silk sweater ; tie ; cap ; striped shirt ; tights



1



2



3



4



5



6



7



8

2. With your neighbour, ask and answer questions, related to traditional and modern clothes.

Example : 1- A : Why is Hamed wearing a suit ?

B : Hamed is wearing a suit because he works in an office.

1. Hamed is wearing a suit. / He works in an office.
2. Alice wears a bandana. / It's stylish.
3. You put on a cap. / The sun
4. The children are wearing their silk sweaters. / The weather is cold.
5. You like trainers. / Their comfort.
6. Mabindia is wearing tights. / She goes jogging.

C Let's take home

Make sentences with the sets of words below to express reasons with "because of". Compare your answers with your neighbour's.

Example : 1- Kadi likes kente clothes because of their beauty.

1. Kadi / to like kente clothes / their beauty.
2. People / to wear a neck tie / their position in the administration.
3. Affia / to put on a bandana / the fashion show.
4. Doukou / to prefer bazin fabrics / their quality.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to modern clothes

E.g. : bandana ; trainers ; denim trousers ; silk sweater ; flowery dress ; etc.

- how to express reasons

E.g. : I like modern clothes **because** they feel comfortable.

I like modern clothes **because of** fashion.

COMMUNICATION ACTIVITY

You are attending a festival in your village. Your Liberian friend, Christ Emmanuel, wants you to describe, via WhatsApp, the clothes people are wearing. In your message,

- name the clothes people are wearing ;
- say if these clothes are traditional or modern ;
- give the reasons why some people like wearing traditional clothes, whereas others don't.



LESSON 2

READY FOR THE FASHION SHOW !



WRITING

Learning context

You are sent by the English Club of your school to attend the Accra Fashion Week. Once back, the coordinator asks you to write a paragraph describing the event in order to inform the other members of the club.



« Fashion is the armor to survive the reality of everyday life. »

— Bill Cunningham —

GOOD TO KNOW

Vocabulary content

Vocabulary related to fashion shows

Language functions

- Expressing “likes” and “dislikes”
- Persuading or dissuading

My dictionary

Touch-ups : retouches

D-day : jour-J

Exhibited : exposé (e), présenté (e)

Ready : prêt (e)

To try on : essayer

To hate : haïr

To broadcast : diffuser

Icon : icône

Scene : scène

Session 1

Session focus		
Vocabulary	Language functions	Structure
fashion show ; collection ; fashion designer ; top model ; hairstresser ; barber ; catwalk ; make-up artist ; audience	Expressing “likes” and “dislikes”	<ul style="list-style-type: none"> - I like traditional clothes a lot. - Bini likes wearing shorts.

A Let's explore

Look, listen and repeat 1



Tomorrow, the 11th Edition of the “Accra Fashion Week” is going to take place. Everything is getting ready for that important event. The organizers are making the **catwalk** and the chairs of the **audience** clean while the **make-up artists**, the **barbers** and the **hairstressers** are doing their best to make the **top models** as attractive as possible. **The designers** are making the last touch-ups on their **collections**. The top models will try them on before the D-day. It will be a memorable event, this is Accra Fashion Week.

Look, listen and repeat 2

As far as I am concerned, I like wearing dresses.



I like miniskirts a lot.

I dislike wearing long dresses.

B Let's practise

1. Identify the pictures by the descriptions in the box. **Example : 1- a collection**

a fashion designer ; a top model ; a collection ; a fashion show ;
a hairstresser ; an audience ; a barber ; a catwalk



1



2



3



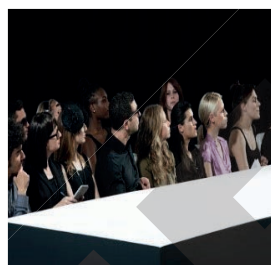
4



5



6



7



8

2. Look at the emoticons, then write sentences describing what people “like” or “dislike”.

Example : 1- Esther likes flowery dresses.

1. Esher (flowery dresses)



3. Bouyé (kamanje bubus)



2. Joseph (ties)



4. Satou (denim miniskirts)



= like



= dislike



= hate



= love

C

Let's take home

Match the words or expressions in column A to their definitions or meanings in column B.

Write your answers like this : 1- d

Column A	Column B
1. a fashion show	a. a public.
2. a catwalk	b. a woman who makes other women's hair.
3. a top model	c. a group of things of the same nature.
4. a designer	d. an event during which collections of clothes are exhibited.
5. a collection	e. a platform, a podium.
6. an audience	f. a person who creates collections of clothes.
7. a hairdresser	g. a person who wears clothes to show them during fashion shows.

LET'S KEEP IN MIND



Now, I know :

• **vocabulary related to fashion shows**

E.g. : fashion show ; collection ; fashion designer ; top model ; hairdresser ; etc.

• **how to express “likes” and “dislikes”**

E.g. : I **like** striped shirts.

Ornella **likes wearing** denim skirts, whereas Joseph **dislikes** ties.

Session 2

Session focus		
Vocabulary	Language function	Structure
ready-to-wear ; latest ; fashionable ; advertise ; exhibition ; famous ; fashion capitals ; old-fashioned	Persuading / Dissuading	<ul style="list-style-type: none"> - Try on this bazin bubu. I'm sure you'll like it. - I'm afraid you can't afford this shirt. It's too expensive.

A Let's explore

Look, listen and repeat 1



Pathé'O and Gilles Touré, two famous designers

In **fashion capitals** like Abidjan, the quote which says that «every day is a fashion show and the world is the runway», is a reality. People wear the **latest** and **fashionable ready-to-wear** clothes created by **famous** designers like Gilles Touré and Pathé'O. After one year, the same clothes become **old-fashioned**. Youngsters copy artists and film stars who **advertise** for the designers who are always creating new fashion. They often discover the new clothes during **exhibitions** in the streets of the capitals.

Look, listen and repeat 2



Danielle : Hello, Julia ! What do you think about this blouse ?

Julia : Hi, Danielle ! **I'm sure** it will fit you very well. You can buy it.

Danielle : Will it be great with my denim trousers ?

Julia : **I'm afraid** it won't do it.

Danielle : Okay, thanks for your help !

Julia : Don't mention it. You're my best friend.

B Let's practise

1. Match the words or expressions about fashion in column A with their synonyms or meanings in column B. Do it like this : 1- d

Column A	Column B
1. fashionable	a. important ; well-known
2. latest	b. an exposition
3. ready-to-wear	c. ancient ; outdated
4. to advertise	d. chic ; modern ; stylish
5. an exhibition	e. new
6. famous	f. clothes made in standard size
7. old-fashioned	g. to publicize

2. Classify the statements below according to whether they are "persuading" or "dissuading". One is done as an example for you.

I can assure you that you are awesome ; I am sorry, but it is not a good idea ; I am sure that this fashion show will be a big event ; I am afraid the shirt does not fit you ; I guarantee you that Gilles Touré will be a worldwide designer ; I urge you not to go there.

Dissuading	Persuading
	- I can assure you that you are awesome.

C Let's take home

Complete the paragraph below with the words or expressions from the box to make it meaningful. Example : 1- exhibition

famous ; ready-to-wear ; latest ; exhibition ; old-fashioned

On may, 30th 2021, I attended the **(1)** ... of the new collection of Pathé'O in Abidjan. The collection was mainly composed of **(2)** ... which are clothes you buy and wear directly. Because of this **(3)** ... creations, the clothes he made last year are now **(4)** Pathé'O is one of the **(5)** ... african icon on the international fashion scene.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to fashion trends**

E.g. : fashion capitals ; ready-to-wear ; latest ; fashionable ; old-fashioned ; etc.

- **how to persuade**

E.g. : I **am sure** the clothes will fit you very well.

- **how to dissuade**

E.g. : I **am afraid** you can't afford this suit. It is too expensive.

COMMUNICATION ACTIVITY

You attended a fashion show organized by the Ivorian designer Gilles Touré. As a “journalist” working for the English Club Magazine of your school, you have to write a report about the ceremony. Your article will be published in the next issue of the English Club Magazine. In your article,

- name the clothes you saw during the ceremony ;
- indicate the ones you liked and disliked there ;
- persuade or dissuade your friends to come to the next fashion show.



LESSON 3

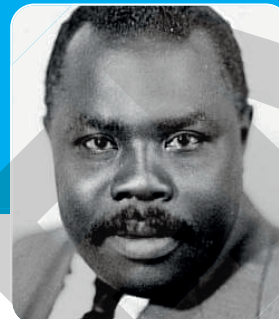
STAY NATURAL !



WRITING

Learning context

After attending a conference on the use of cosmetics by an American dermatologist, the students of 4^e from your school decide to write an article for their English Club magazine. This article is about the dangers related to the use of bleaching creams, in order to sensitize their fellow students.



« The black skin is not a badge of shame, but rather a glorious symbol of national greatness. »

— Marcus Garvey —

GOOD TO KNOW

Vocabulary content

Vocabulary related to cosmetics

Language functions

- Asking for and giving advice with "should" or "shouldn't"
- Giving reasons with "since"

My dictionary

To stare at : regarder fixement

Complexed : complexe

Badge : insigne

Greatness : grandeur

Cosmetics store : magasin de produits cosmétiques

Enough : suffisant ; assez

Shame : honte

Session 1

Session focus		
Vocabulary	Language function	Structure
bleaching cream ; dark complexion ; light complexion ; fair complexion ; to be proud ; to bleach ; attractive ; perfume	Giving reasons with "since"	Rima bleaches her skin, since she wants to have a lighter complexion.

A Let's explore

Look, Listen and repeat 1



Roseline : Hello, Sali ! Tell me, why do you think some young girls and women use **bleaching creams** to change the colour of their skin ?

Sali : Hi ! They think that they will be more **attractive** if they have a **fair complexion** or a **lighter** one.

Roseline : Would you accept to bleach your skin ?

Sali : Oh never ! Natural **creams** and **perfumes** are good enough for me.

Roseline : I'm very **proud** of you ! If only all african ladies could be like you are.

Sali : Thanks for your compliments !

Roseline : You're welcome. Goodbye !

Sali : Bye !

Look, Listen and repeat 2

Since
I want to be more attractive, I use bleaching creams to have a lighter complexion.



Tell me, Linda, why do you use bleaching creams ?

B Let's practise

1. Match the words or expressions in column A to their meanings or definitions in column B.
Write your answers like this : 1- d

Column A	Column B
1. dark complexion	a. noble
2. to bleach	b. clear skin
3. bleaching products	c. very beautiful
4. proud	d. black skin
5. fair complexion	e. cosmetics used to lighten the skin
6. attractive	f. to lighten

2. With your neighbour, use the clues below to ask and answer questions.

Example : 1- A : Why does Félicité go to the cosmetics store ?

B : She goes to the cosmetics store since she wants to buy a cream.

- Félicité goes to the cosmetics store / want to buy a cream
- Girls bleach their skins / would like to be more attractive
- You don't bleach your skin / be proud of the colour of my skin
- Edwige uses this perfume / want to smell very good
- The man is staring at me / to love your dark complexion

C Let's take home

Write sentences expressing reasons, using "since".

Example : 1- Carla bleaches her skin since she wants to be attractive.

- Carla / to bleach her skin / to be attractive
- Girls / to use bleaching creams / to be pretty
- Perla / to buy bleaching creams / to change her complexion
- Honorine / to lighten her skin / not to be proud of her complexion
- Catherina and Melania / to use perfume / to have good smell

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to cosmetics

E.g. : bleaching cream ; dark complexion ; light complexion ; etc.

- how to give reasons

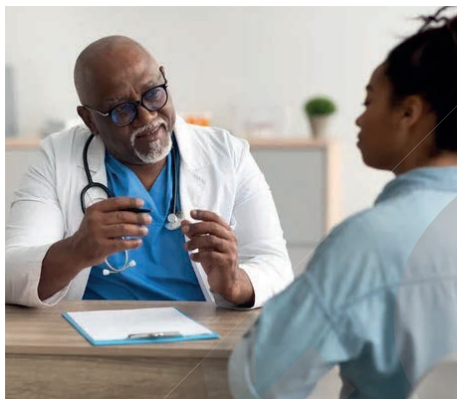
E.g. : Since she wants to be more attractive, she uses bleaching products.

Session 2

Session focus		
Vocabulary	Language function	Structure
dermatologist ; dermal infection ; skin cancer ; skin spots ; side effects ; skin rash ; harmful ; ugly	Asking for and giving advice	<p>A : What should a dark complexion girl avoid ?</p> <p>B : A dark complexion girl should avoid bleaching her skin.</p> <p>A : What shouldn't dark complexion girls do ?</p> <p>B : They shouldn't bleach their skins.</p>

A Let's explore

Look, Listen and repeat 1



Dermatologist : Hello, Miss ! What's wrong with you ?

Patricia : Hi, doctor ! I've got skin problems.

Dermatologist : Do you use bleaching creams ?

Patricia : Yes, doctor.

Dermatologist : You shouldn't use such products.

Patricia : Why, doctor ?

Dermatologist : Simply because they're **harmful** for your skin.

Patricia : What're the **side effects** of bleaching products ?

Dermatologist : Bleaching products can give you **skin spots**,

skin rash and **skin cancer**. They can spoil your beauty in such a way that you become very **ugly**. And you may get the opposite of what you're looking for. So, you should avoid using them.

Patricia : Ok, thanks doctor for your advice.

Dermatologist : It's my pleasure !

Look, Listen and repeat 2



Patient : Doctor, what **shouldn't** I **do** to avoid skin problems ?

Doctor : You **shouldn't use** bleaching creams since they are harmful for the skin.

Patient : Okay, what **should** I **do** then to be attractive ?

Doctor : You're already attractive. You **should keep** the natural colour of your skin.

B Let's practise

1. Match the words or expressions in column A to their definitions or meanings in column B.
Do like this : 1- e

Column A	Column B
1. a dermatologist	a. a serious disease of the skin which destroys normal body cells
2. side effects	b. red spots on the skin caused by an illness
3. ugly	c. not beautiful
4. skin cancer	d. dangerous
5. skin rash	e. a doctor who studies and treats skin diseases
6. dermal infections	f. skin diseases
7. harmful	g. bad effects caused by the use of a product

2. Fill in the gaps with "should" or "shouldn't" to give advice.
Example : 1- should

- African women ... be proud of their skin colour.
- Fatim ... advise bleaching creams to her junior sisters.
- I ... overuse bleaching products.
- Girls ... keep the natural colour of their skin.
- Evelyne ... use a bleaching soap.
- We ... see a dermatologist regularly.
- The government ... forbid the sale of bleaching products.

C Let's take home

Fill in the paragraph below with the words or groups of words from the box to make it meaningful. Do it like this : 1- side effects

should ; harmful ; shouldn't ; skin cancer ; dermatologists ; side effects

Skin bleaching has become a serious phenomenon nowadays. Many girls don't know that it has several **(1) ...**. One of the worst consequence is **(2)...**. Girls **(3) ...** follow the recommendations of **(4) ...** who continuously warn people about the dangers of bleaching. For doctors, girls have to be proud of their skin colour. They **(5) ...** take risks that can be **(6) ...** to their health.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to cosmetics**

E.g. : dermatologist ; dermal infection ; skin cancer ; skin spots ; etc.

- how to give an advice**

E.g. : You **should keep** the natural colour of your skin.

You **shouldn't bleach** your skin.

COMMUNICATION ACTIVITY

The British NGO “Proud of My Black Skin” is organizing a writing competition. The aim of the competition is to sensitize young people about the dangers of the use of bleaching creams. You decide to write an article to participate in the competition. In your piece of writing,

- give three (03) reasons why people use bleaching creams ;
- mention three (03) consequences of using bleaching creams ;
- suggest two (02) things people should do and two (02) things they shouldn't do to avoid skin problems.

Write your production in not more than twelve (12) lines.



Let's consolidate 4

I. Reorder the letters in each section to find words related to clothes. The first letter is in capital. **Example : 1- Tapa cloth**

1. a-T-a-p locht

2. S-e-r-a-w-e-t

3. t-u-i-S

4. g-h-i-T-s-t

5. e-T-i

6. D-i-n-a-n-f-a

II. Fill in the blanks below with the words or groups of words from the box to make the paragraph meaningful : **Write your answers like this : 1- designer**

designer ; collection ; fashion capitals ; ready-to-wear ; latest ; fashionable.

Christophe Kané is a famous **(1) ...**. Every year, he presents his **(2) ...** composed of the newest and **(3) ...** articles of clothing. He travels to Paris, New York and other **(4) ...** to advertise his creation. His clothes are never old-fashioned. They always remain **(5) ...**. Clients can wear his clothes as soon as they buy them. They are **(6) ...**

III. Complete the sentences below with "since" or "because of" to give reasons.

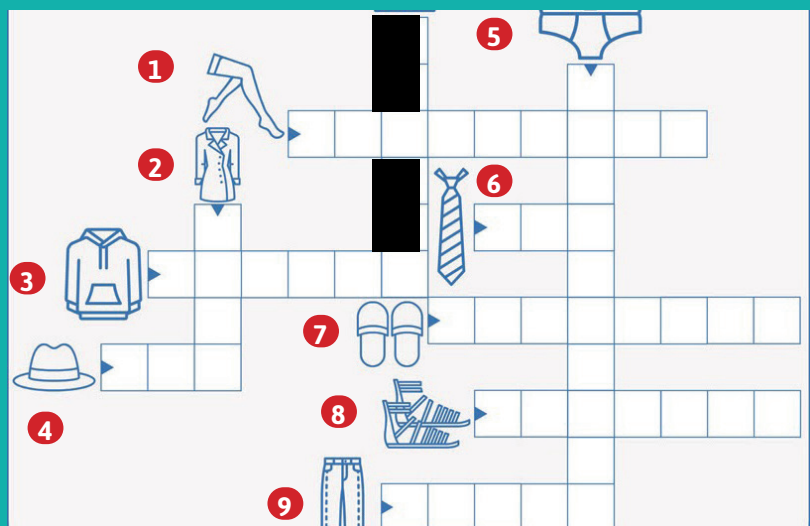
Do like this : 1- since

1. We wear sweaters ... it is too cold.
2. I like jacket ... they make me look like a V.I.P.
3. Young girls wear tights ... fashion.
4. People wear traditional clothes ... they want to promote their culture.
5. Many people wear second-hand clothes ... the price.
6. Young boys prefer modern clothes ... they are fashionable.

IV. Your sister tells you she wants to use bleaching creams to lighten her skin. You disagree with that idea. Write a paragraph of ten (10) lines in which you try to dissuade her to do that.

LET'S HAVE FUN

Fill the crossword with the corresponding names of clothing items.



CITY OR VILLAGE ?



LESSON 1

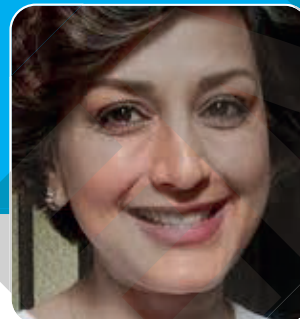
LIFE IN THE CITY

LISTENING



Learning context

The students of 4^e from Lycée Moderne Adzopé 1 are getting prepared to give a presentation on modern cities at the next English Club meeting of their school. They listen to a BBC broadcasting about Abidjan in order to compare Abidjan in the past to Abidjan today.



« Big cities, big dreams and solitude all around. »

— Sonali Bendre —

GOOD TO KNOW

Vocabulary content

Vocabulary related to city life

Language functions

- Expressing wishes
- Expressing purposes

My dictionary

King-size : très grand

Ugliness : laideur

Inhabitant : habitant

To light : éclairer

Unfortunately : malheureusement

To match : relier / faire correspondre

Poverty : pauvreté

To cross : traverser

To listen : écouter

Purpose : but

Wish : souhait

To get : obtenir

Session 1

Session focus		
Vocabulary	Language function	Structure
city ; traffic light ; tarred road ; crossroad ; supermarket ; factory ; bridge ; police station ; skyscraper ; highway	Expressing wishes with “wish + past simple”	I wish I lived in a city.

A Let's explore

Look, listen and repeat 1



a traffic light



a tarred road



a supermarket



a crossroad



a factory



a bridge



a skyscraper



a highway

Look, listen and repeat 2



Amadou : Basile, do you like living in the village ?

Basile : No I don't. I **wish** I **lived** in a city.

Amadou : Why do you say that ?

Basile : There are so many opportunities in town.

Amadou : You're right but don't forget there're many dangers in cities too.

Basile : I know but, not everything is bad in cities.

Amadou : Ok, I see the point.

B Let's practise

1. Choose the appropriate words or expressions from the box to fill in the gaps of the sentences below about cities. Example : 1- city

supermarket ; skyscrapers ; factory ; city dweller ; city ; traffic lights

- | | |
|-----------------------------------------------------------------------|---------------------------------------------------|
| 1. I went to Abidjan. It is a big ... | 4. My uncle lives in Abidjan. He is a ... |
| 2. There are very high buildings called ... | 5. My uncle works in a ... where they make shoes. |
| 3. There are many cars. So, ... are used to regulate the circulation. | 6. We went to the ... to buy some articles. |

2. Read the sentences below. Use "wish" to express wishes with the second sentence of each number. Example : 1- I wish you were here.

1. I am in Hotel Ivoire. You are not here.
2. Mary wants to go to the supermarket. She does not have money.
3. My friends cannot visit the basilica. They don't live in Yamoussoukro.
4. Living in Abidjan is interesting. Unfortunately, I am in my village.
5. They are on the beach. They cannot swim.
6. Young people like the city. They are villagers.

C Let's take home

Write the words or expressions in the right order to express wishes.

Example : 1- I wish you visited the supermarkets.

1. you / the supermarkets / I wish / visited
2. they were / wish / at the / I / concert
3. wishes / worked / her parents / in an airport / Alice
4. didn't get / I / in the test / wish / I / a bad mark
5. in Bouaké / to school / I / I / went / wish
6. a big stadium / I wish / built / for us / they

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to city life**

E.g. : city ; traffic light ; tarred road ; crossroad ; supermarket ; factory ; etc.

- **how to express wishes**

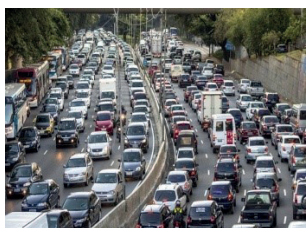
E.g. : I **wish** I **lived** in a big city.

Session 2

Session focus		
Vocabulary	Language function	Structure
pollution ; traffic jam ; crowded place ; downtown area ; uptown area ; slum ; precarious house ; car smoke ; gutter ; dirty place	Expressing purposes	Amin goes to the city in order to find a good job.

A Let's explore

Look, listen and repeat 1



a traffic jam



a downtown area



an uptown area



a slum



a precarious house



a car smoke



a gutter



a dirty place

Look, listen and repeat 2



Abou : Why do young people go to the city ?

Sery : They go to the city **in order to get** good jobs.

Abou : Is that why your brother went to the city ?

Sery : No, he went there **in order to continue** his studies.

Abou : Ok, I see. Thanks.

Sery : You are welcome my brother.

B Let's practise

1. Match the words or expressions in column A to their synonyms or definitions in column B. One option in column B is not concerned. **Do like this : 1- d**

COLUMN A	COLUMN B
1. precarious	a. destruction of the quality of the environment with bad substances
2. a downtown area	b. perilous place where people live in a condition of poverty
3. a slum	c. residential part of a city
4. pollution	d. insecure / unstable
5. crowded	e. place where one road crosses another
6. an uptown area	f. containing too many people
	g. a city center

2. Choose the appropriate option between brackets to answer the questions expressing purposes with "in order to". Then practise the dialogue with your partner.

Example : 1- People go to the city in order to find good jobs.

- Why do people go to the city ? (be villagers / find good jobs)
- Why do people visit the zoo ? (see animals / buy animals)
- Why do people use traffic lights ? (light the road / regulate the circulation)
- Why do people go to the supermarkets ? (do shopping / read books)
- Why do people build gutters ? (evacuate dirty water / swim in it)

C Let's take home

Here are some words or expressions related to the city. Write each of them in the appropriate part of the chart. **One is done for you.**

supermarket ; pollution ; slum ; uptown area ; smoke ;
skyscraper ; traffic jam ; tarred road ; precarious

PLEASANT	UNPLEASANT
	- pollution

LET'S KEEP IN MIND



Now I know :

- **vocabulary related to city life**

E.g. : pollution ; traffic jam ; crowded place ; downtown area ; etc.

- **how to express purposes**

E.g. : He went to the city **in order to find** a good job.

COMMUNICATION ACTIVITY

You are participating in a listening competition organized by the English Club of your school. You have to listen to a podcast about a city and do the activities that follow.

A. As you listen to the podcast, observe the pictures and note down the numbers of the elements mentioned in the presentation of the city.



1



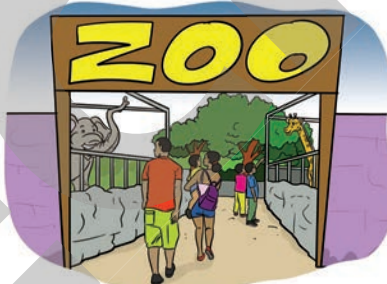
2



3



4



5



6

B. As you listen to the podcast again, say if the statements below are true or false. Write (T) for true and (F) for false. Example : 1-T

1. A crowd is a group of people gathered together.
2. There are many jobs in cities.
3. People can work in a café.
4. Cities are often polluted.
5. There are four types of pollution in the city.

C. In a paragraph of twelve (12) lines maximum,

- name a big city you know in Côte d'Ivoire ;
- reveal the places and facilities existing in that city ;
- state the negative aspects of life in that city.

LESSON 2

LIFE IN THE VILLAGE

LISTENING



Learning context

During an English class, the teacher asks his students of 4^e to listen to a VOA (Voice Of America) program about city life and village life in order to compare them, express their feelings and give the reasons for their feelings.



« The sun does not forget a village just because it is small. »

— African proverb —

GOOD TO KNOW

Vocabulary content

Vocabulary related to village life

Language functions

- Expressing feelings
- Expressing reasons

My dictionary

To live : vivre, habiter

To care about : s'occuper de, se soucier de ;

To be hidden : être caché

To feel : se sentir

To cross out : barrer

Living conditions :
conditions de vie

Feeling : sentiment

To underline : souligner

To remove : enlever

Bundle : fagot

Session 1

Session focus		
Vocabulary	Language function	Structure
hut ; hamlet ; farm ; peasant ; dusty road ; firewood ; river ; traditional ceremony	Expressing feelings	A : How are you in the village ? B : I'm very happy in the village.

A Let's explore

Look, listen and repeat 1



a hut



a farm



a peasant



a dusty road



a bundle of firewoods



a traditional ceremony

Look, listen and repeat 2



Ozoua : I'm happy when I'm in my village. In the city, I'm upset because life is difficult there.

Nadré : Yes, you're right. It's the same feeling for me. I feel sad in the city. But I'm delighted to live with my family in the village.

Ozoua : By the way, what's the name of your village ?

Nadré : I'm from Yopoyoué. And you ?

Ozoua : Me, I'm from Tipadipa.

B Let's practise

1. Nine (9) words related to village life are hidden in these letters. Find them and write them down. You can read the words from up to down or from left to right.

Example : 1- hamlet

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

2. Choose the right options between brackets to complete the sentences.

Example : 1- happy

1. Adou has got a big farm in the village. He is very (happy / upset)
2. In the village, we cook on (crossroad / firewood).
3. Today, we are participating in a (peasant / ceremony) in the village.
4. My friend's brother lives in a (hamlet / river) near our village.
5. My neighbour prefers the village. In the city, he is very (delighted / upset).

C Let's take home

Here are some words or groups of words. Find out the ones that are not related to the village.

to cook ; a farm ; a skyscraper ; a dusty road ; a hamlet ; a city dweller ; a tarred road ; a factory ; a hut ; a traffic jam ; a town

LET'S KEEP IN MIND



Now I know :

- vocabulary related to village life

E.g. : hut ; hamlet ; farm ; peasant ; dusty road ; firewood ; river ; etc.

- how to express feelings

E.g. : We **are very happy** to live in a village.

Session 2

Session focus		
Vocabulary	Language function	Structure
king ; queen ; darkness ; country boy ; to clean ; to sweep ; broom ; thatched roof ; cattle ; herdsman	Expressing reasons with "to be due to"	A : The air in the village is very good. B : Yes, that's due to the natural and clean environment.

A Let's explore

Look, listen and repeat 1



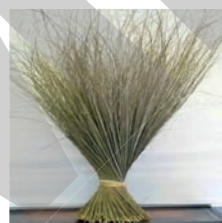
a country boy



a king



a queen



a broom



to sweep



a thatched roof



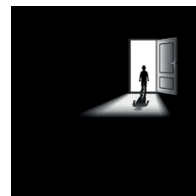
a cattle



a herdsman



to clean



the darkness

Look, listen and repeat 2



Cedric has lost his hut in fire. A new hut has been built by the villagers.

Cedric : Thank you Karim. I've a better living condition in the village **due to** your help.

Karim : I told you that village life is interesting **due to** the solidarity of people.

Cedric : Yes, exactly. Thank you again.

Karim : You're welcome, my brother.

B Let's practise

1. Reorder the letters to find words related to village life. The first letter is in bold.

Example : 1- BROOM

1. OMRO **B** A

2. ALNEL **C**

3. TU **C** LETA

4. ER **H** SDNAMT

5. CENU **Q** E

6. WIPE **S** E

2. Rewrite the sentences below to express reasons. Use "due to". Discuss your answers with your partner. Example : 1- The villagers live in harmony due to solidarity.

1. The villagers live in harmony. There is solidarity.
2. The river is full of water because. It's the period of rains.
3. There is a good climate in my village because there is the forest around.
4. The villagers live in darkness. They have a problem of electricity.
5. People are happy in my village. The reason is the good living condition.

C Let's take home

Write the words or expressions in the correct order to have meaningful sentences related to the village. Example : 1- That hut has got a thatched roof.

1. a thatched roof / That hut / has got
2. the broom / the house / to sweep / We use
3. the absence / due to / The village air / of pollution / is good
4. is healthy / The village life / the clean environment / due to

LET'S KEEP IN MIND



Now I know :

- **vocabulary related to village life**

E.g. : king ; queen ; darkness ; country boy ; to clean ; to sweep ; broom ; etc.

- **how to express reasons**

E.g. : The village is clean **due to** the villagers' solidarity.

COMMUNICATION ACTIVITY

The English club of your school is organizing a debate about rural life. In order to participate, you decide to listen to a BBC radio report about life in the village. Do the activities that follow :

A. As you listen to the report, choose the number of the best general idea among the 3 options.

1. Advantages of life in the village
2. Difficulties of life in the village
3. Advantages and disadvantages of life in the village

B. As you listen to the report again, write down the letters corresponding to the correct answers.

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. What's the possible positive aspect of village life ?</p> <ol style="list-style-type: none"> a. It's relaxing b. It's peaceful c. It's quiet and safe | <p>2. Why can village life be boring ?</p> <ol style="list-style-type: none"> a. Because there's no activity b. Because many people're old c. Because life's slower |
| <p>3. Why is it difficult to get to places or travel ?</p> <ol style="list-style-type: none"> a. Because the roads are bad b. Because the transportation system is not good c. Because people refuse to travel | <p>4. What do the difficulties of village life provoke ?</p> <ol style="list-style-type: none"> a. Poverty b. Rural exodus c. Suicide |

C. After listening to the report, you meet your Ghanaian friend Mensah who asks you questions about your village. With your neighbour, provide answers to his questions below and present the dialogue to the class.

Mensah : Hello, my friend !

You : (1) ...

Mensah : What's the name of your village ?

You : (2) ...

Mensah : Where's it located ?

You : (3) ...

Mensah : Is it good to live there ?

You : (4) ...

Mensah : Why ?

You : (5) ...

Mensah : What's the main problem there ?

You : (6) ...



Learning context

During an English class, the students of 4^e listen to an audio recording about rural exodus in order to discuss its causes and consequences. Then they decide to sensitize young people about the phenomenon.



GOOD TO KNOW

Vocabulary content

Vocabulary related to rural exodus

Language functions

- Expressing results
- Making suggestions

My dictionary

Tail : queue
Strong : fort

Need : besoin
Full : plein, rempli

Phenomenon : phénomène
Unfortunate : malheureux

Session 1

Session focus		
Vocabulary	Language function	Structure
rural exodus ; city-dweller ; countrywoman ; to leave ; old man ; well-being ; labour force ; countryman ; depopulation	Expressing a result with "so ... that".	<p>A : The village is so silent that you can hear the birds singing.</p> <p>B : The food is so natural that it is healthy.</p>

A Let's explore

Listen and repeat

Awa : Sarah, do you know that many young people **are leaving** our village for the city ?

Sarah : Really Awa ! That's what's called **rural exodus**.

Awa : My grandfather is an **old man**. He cannot work on his farm. My brothers and my cousins are his **labour force**. But now, they're going to the city.

Sarah : This is very unfortunate. They think their **well-being** depends on the city.

Awa : I don't like living in the city. I'm a **countrywoman** and I prefer that.

Sarah : I prefer that too. They don't want to be country boys anymore. That situation leads to the **depopulation** of the village.

Awa : That's so bad. ...

Look, listen and repeat



Abdoul : Hi, Kouassi ! Have you seen these huts destroyed ?

Mariam : Yeah, Abdoul ! The rain was **so** violent **that** it destroyed them all.

Abdoul : Absolutely. It was **so** strong **that** the river is full of water now.

Mariam : What a pity ! We need solidarity to rebuild them.

B Let's practise

1. Match the words or expressions in column A to their contraries or opposite in column B. One option in column B is not concerned. **Example : 1-e**

COLUMN A	COLUMN B
1. city-dweller	a. to stay
2. well-being	b. young man
3. to depopulate	c. bad condition / poor situation
4. old man	d. worker
5. to leave	e. villager
6. countryman	f. city man
	g. to augment the population

2. Link each pair of sentences below to express a result with "so ... that". Discuss your answers with your partner.

Example : 1- The wind was so strong that it destroyed some huts.

- The wind was strong. It destroyed some huts.
- He felt sad in the village. He went to the city.
- My village is clean. We have a healthy environment.
- Farm work is difficult. Young people prefer city life.
- City life is attractive. Many people leave the village.

C Let's take home

Read the statements below. For each of them, write (T) if it is true or (F) if it is false.

Do like this : 1- F

- Rural exodus is when young people live in the village.
- To leave a place means we quit it.
- A country boy lives in the city.
- To depopulate is to augment the number the population.
- Well-being is prosperity.
- A rural dweller does not live in a rural area.

LET'S KEEP IN MIND



Now I know :

- vocabulary related to rural exodus**

E.g. : rural exodus ; to leave ; labour force ; well-being ; rural dweller ; etc.

- how to express a result**

E.g. : The food is **so** natural **that** it is healthy.

Session 2

Session focus		
Vocabulary	Language function	Structure
homeless ; unemployment ; jobless ; drug-addict ; thief ; beggar ; temptation ; burglar ; street children	Making suggestions using - Why don't you ... ? - What / how about ... ?	A : I'm hungry. B : What / how about cooking a meal ? A : I cannot cook. B : Why don't you buy some food ?

A Let's explore

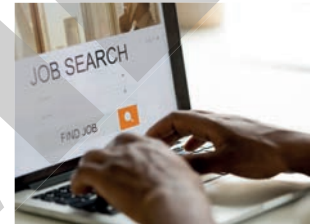
Look, listen and repeat



a homeless man



unemployment



this man is jobless



a drug-addict



policemen and a thief



a beggar



drinking alcohol is a temptation



a burglar



street children

Listen and repeat

Siriki : I've a job interview today, but I've no money for the taxi.

Adjobi : **What about** taking a bus ?

Siriki : I'm completely broke.

Adjobi : **Why don't you ask** your father to drive you there ?

Siriki : He's at a conference in Grand-Bassam.

Adjobi : **How about** taking money from your uncle ?

Siriki : It's not a bad idea. Thank you for your suggestions.

B Let's practise

1. Choose the appropriate words or expressions from the box to fill in the sentences below. One option in the box is not concerned. Example : 1- homeless

jobless ; temptations ; beggar ; unemployment ; homeless ; street children ; thief

1. A person who has no place where to live is ...
2. When you don't have a job, you are ...
3. A person who illegally takes things which are for some other people is a ...
4. In the city, there is a problem of job. There is ...
5. A person who asks for money or food is a ...
6. Alcohol, drugs and sex are ...

2. Complete each dialogue. Use the expressions between brackets to make suggestions. Then practise the dialogues with your neighbour.

Example : 1- Why don't you go to hospital ?

- What about going to hospital ?

- How about going to hospital ?

1. I am not fine. (go to hospital)
2. I have no job here in the city. (try to find a job)
3. I find city life very difficult. (return to your village)
4. I don't earn enough money in my activity. (change your activity)

C Let's take home

Write a paragraph of twelve (12) lines maximum to tell your Ghanaian friend what you know about rural exodus. In your writing,

- define rural exodus ;
- give the causes and the consequences ;
- give your opinion.

LET'S KEEP IN MIND



Now I know :

- **vocabulary related to rural exodus**

E.g. : homeless ; unemployment ; jobless ; drug-addict ; thief ; temptation ; etc.

- **how to make suggestions**

E.g. : A : I cannot cook.

B : **Why don't you** buy some food ? / **What about** buying some food ? /

How about buy**ing** some food ?

COMMUNICATION ACTIVITY

During a competition organized by the American Embassy in your school, you are asked to listen to a Voice of America (VOA) report about rural exodus and do the tasks below. While you are listening to the report,

A. choose its best general idea among the 3 options.

The report is about :

1. the causes of rural exodus
2. the consequences of rural exodus
3. the causes and consequences of rural exodus

B. write down the letter of the correct ending of the sentences below.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. Rural exodus can also be called</p> <ol style="list-style-type: none"> a. rural flight b. rural area c. climate change | <p>2. Conflicts, violence and natural resources are</p> <ol style="list-style-type: none"> a. the minor causes of rural exodus b. the root causes of rural exodus c. the pull factors of rural exodus |
| <p>3. Many migrants do not have the education</p> <ol style="list-style-type: none"> a. to be inserted in urban society b. to have money c. to have a decent job | <p>4. Rural exodus contributes to</p> <ol style="list-style-type: none"> a. the reduction of labour force in cities b. the reduction of labour force in villages c. the reduction of labour force in cities and villages |

C. Fill in the report with the appropriate missing words.

Rural exodus or rural flight or even urban-rural migration is the **(1) ...** of people from rural areas to urban areas. Conflicts, violence and natural disasters are among the root causes of rural exodus. Many **(2) ...** 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) ...** change. Unfortunately, once in the city, the migrants are faced with the tough reality. Many migrants do not have the education or the skills to acquire decent **(4) ...** in the cities and then forced into unstable, low paying jobs. Rural flight also contributes to the reduction of labour force in **(5) ...** and urban growth.

Let's consolidate 5

- I. The words or expressions below are related to village or city lives. Write each of them in the part it corresponds to. **One is done for you.**

*hut ; pollution ; traffic light ; firewood ; dusty road ; cattle ;
skyscraper ; city dweller ; herdsman ; factory ; supermarket ;
peasant ; slum ; uptown area ; hamlet*

Village	City
- hut	

- II. Listen to the text and choose the appropriate ending among the three (03) options.

Example : 1- C

- The passage is about ...
 - city life.
 - village life.
 - rural exodus.
- Rural exodus has ...
 - many consequences.
 - one consequence.
 - no consequences.
- In the departure areas, the population is ...
 - stable.
 - reduced.
 - augmented.
- In the rural exodus, children are ...
 - concerned.
 - not concerned.
 - excluded.
- That situation creates a deficit in agricultural social ...
 - protection schemes.
 - profession schemes.
 - protection schemes.

III. Use the expressions "due to" or "so ... that" where they are appropriate to link the sentences.

Example : 1- City life is so difficult that some people go back to their villages.

1. City life is difficult. Some people go back to their villages.
2. Akpess is happy in the village. He refuses to go to the city.
3. The village is empty. The rural exodus is the reason.
4. The farmers haven't got good crops. That is caused by the lack of rain.
5. Aman's house is small. His cousin cannot live with him.

IV. With your partner, ask and answer questions. Use the ideas given in the table below.

Example : A- I wish I lived in a village.

B- Why do you prefer the village ?

A- Because the village is peaceful.

Village	City
<ul style="list-style-type: none">- I could work in factories- farm work is difficult- I could earn enough money	<ul style="list-style-type: none">- the village is peaceful- we eat natural food in the village- the air of the village is not polluted

V. Yacou has gone to the city. But he finds that city life is difficult. He called his friend Beslene to ask for suggestions. Use the expressions between brackets to write Beslene's suggestions. Then practise the dialogue with your partner.

Example : 1- Why don't you live with your cousin Salif ?

Yacou : Hello, Beslene ! I've a problem of housing here in the city.

Beslene : Hello, Yacou ! **1- (live with your cousin Salif). ...**

Yacou : Salif said that his house's crowded.

Beslene : 2- (rent a house). ...

Yacou : I've no money. I don't even have a job.

Beslene : 3- (work with your uncle in the shoe factory). ...

Yacou : My uncle said there's no place in that factory for new workers.

Beslene : 4- (ask him to help you find a job in another factory). ...

Yacou : Unemployment's a crucial problem here. It's not easy to find a job, not at all.

Beslene : 5- (come back to the village). ...

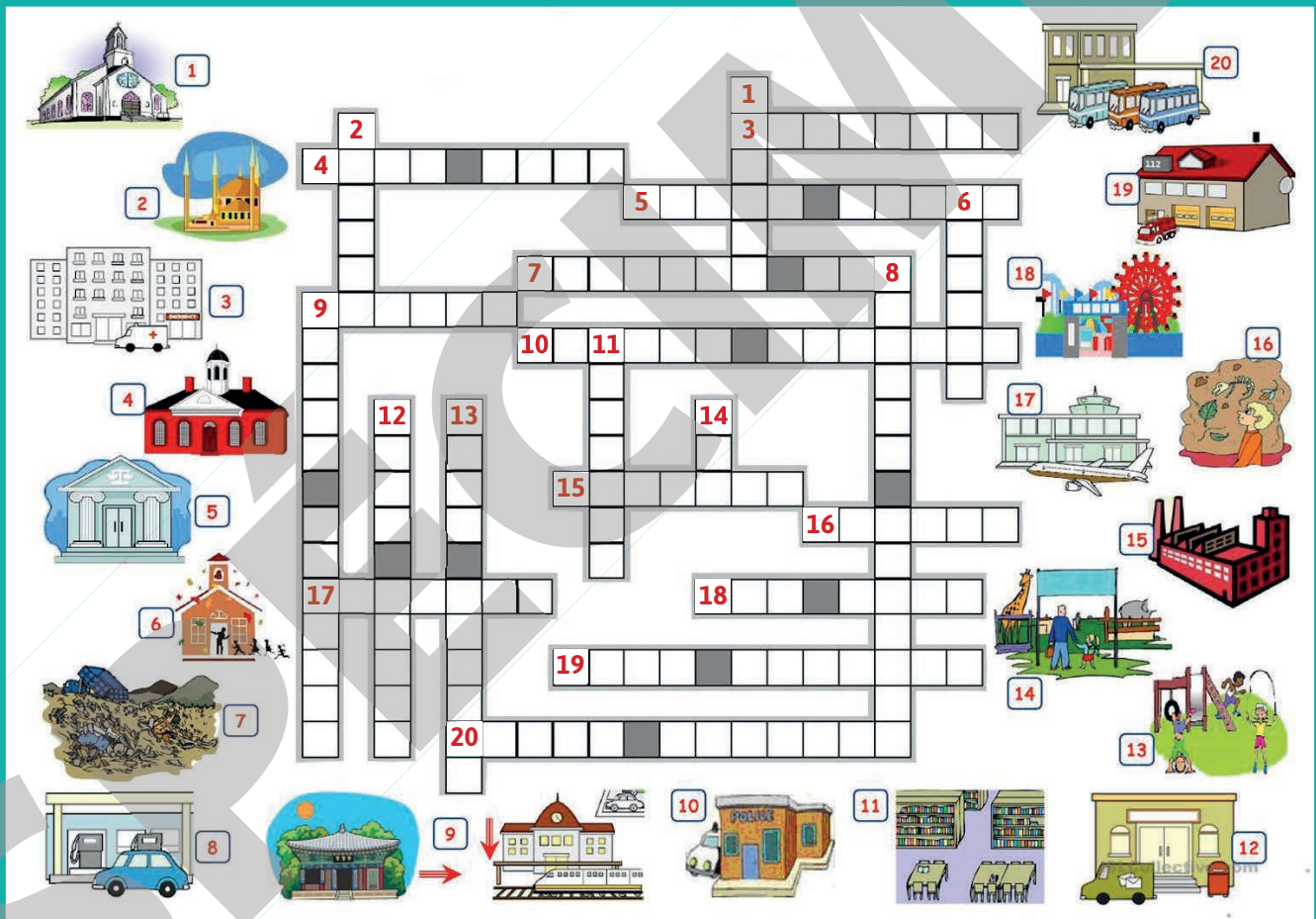
Yacou : I don't want to go back to the village empty-handed.

Beslene : Take heart ! Goodbye. I'm working on my farm.

Yacou : Thank you Beslene. Goodbye.

LET'S HAVE FUN

Fill the crossword with the corresponding city places. Write your answers like this : 1- CHURCH



HUMAN RIGHTS

UNIT 6

— LISTENING —



LESSON 1

I HAVE SOME RIGHTS

LISTENING



Learning context

During an English class, the teacher makes his students of 4^e listen to a BBC (British Broadcasting Corporation) programme about the Human Rights Violation in the world in order to discuss the issue.



« A right is not what someone gives you ; it's what no one can take away from you. »

— Ramsey Clark —

GOOD TO KNOW

Vocabulary content

Vocabulary related to Human Rights

Language functions

- Expressing rights
- Agreeing / Disagreeing

My dictionary

Citizen : citoyen

Fully : complètement

Mainly : principalement

To promote : promouvoir

To be entitled to : avoir droit à

Law : loi

Inherent to : inhérent à / inséparable de

Civil right : droit civil

To deserve : mériter

Constitutional right : droit constitutionnel

Discrimination : discrimination

Even : même

Session 1

Session focus		
Vocabulary	Language function	Structure
life (to live) ; education (to go to school) ; nutrition (to eat) ; healthcare (medical care) ; identity ; to love ; protection ; security	Expressing rights	<ul style="list-style-type: none"> - It's my right to go to school. - I've the right to play.

A Let's explore

Listen and repeat

Anzoua : Hello, Harissou ! Do you know your rights ?

Harissou : Hi, Anzoua ! Yes, of course.

Anzoua : Great ! Can you tell me some of them ?

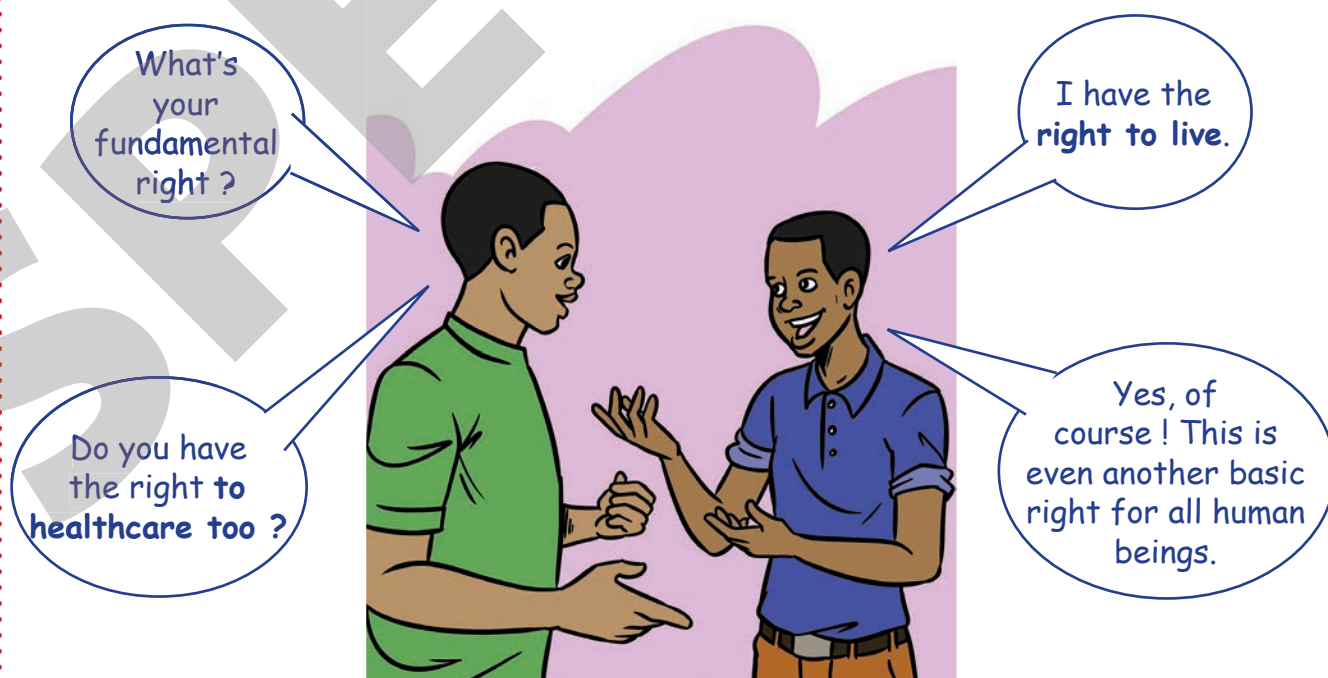
Harissou : Okay ! As all human beings, I've the fundamental **right to life**, the **right to an identity**, the **right to nutrition**, the **right to education**, the **right to healthcare**, the **right to love** and **protection**.

Anzoua : Wonderful ! You're good. It's important to know your rights.

Harissou : Yes, you're right. Goodbye !

Anzoua : Bye !

Look, Listen and repeat



B Let's practise

1. Say what right each picture corresponds to. Example : 1- The right to life

the right to nutrition ; the right to an identity ; the right to life ; the right to education ; the right to medical care ; the right to love



1



2



3



4



5



6

2. Reorder the words from each list to make a meaningful sentence about human rights.

Example : 1- Children have the right to education.

1. education / right / have / Children / to / the
2. the / to / We / right / healthcare / have
3. right / protected / It's my / to be / as a citizen
4. children's / to / good food / eat / right / It's
5. right / to / an identity / Anybody / the / has

C Let's take home

List four (04) children's rights which are not mentioned in this session.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to Human Rights**

E.g. : the right to life ; the right to love ; the right to education ; etc.

- **how to express rights**

E.g. : I've the right to education.

It's my right to receive medical care.

Session 2

Session focus		
Vocabulary	Language function	Structure
to vote ; the right to freedom of speech ; the right to work ; the right to have fun (the right to play) ; the right to equality ; the right to justice	Agreeing or disagreeing	<ul style="list-style-type: none"> - A : I think that all human rights must fully be applied and respected. - B : I agree with you. - A : For me, women don't have the right to vote. - B : I disagree with you on that point.

A Let's explore

Look, listen and repeat 1



Human rights are rights that are inherent to all human beings, regardless of race, sex, nationality, ethnicity, religion or any other status. Human rights include mainly **the right to freedom of speech, the right to justice, the right to work, the right to have fun, the right to equality** and many more. Any citizen has **the right to vote**. Everyone is entitled to these rights, without discrimination. All humans, men and women are born equal before God and the law. If rights are fully applied, we are sure to live in a peaceful and fair society.

Look, listen and repeat 2



Anaël : All humans are born equal before God and the law.

Fransisca : I **agree with you**, Anaël.

Anaël : However, woman shouldn't have the same rights as men.

Fransisca : I **disagree with you** on that point. Women are not inferior to men. We are all equal.

B Let's practise

1. Listen to your teacher and complete the paragraph below with the appropriate words you hear. Example : 1- life

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

2. Use "I agree" or "I disagree" to support the respect of human rights in the different situations below. Example : 1- I disagree

Yao : The right to love is not important.

You : **(1)** ... with that opinion. It's a fundamental right.

Losséni : Girls don't have the right to go to school.

You : **(2)** ... with that. Their place is at school.

Solange : All the children around the world are equal.

You : **(3)** ... with this point of view. Unfortunately, this is not the case in many areas.

Bidja : As citizens, we have the right to freedom of speech.

You : **(4)** ... with that assertion because some people are in prison for their opinions.

C Let's take home

Complete the passage with the words or expressions from the box below to have a meaningful paragraph. Example : 1- have

*have ; doesn't have the right to ; has the right to ;
have the right to ; don't have the right to*

Children **(1)** ... rights. Every child **(2)** ... a name and a nationality since the birth. In other words, they **(3)** ... live. A child has the right to healthy food, lodging and medical services, a good environment in general. Children must receive help and protection. Parents **(4)** ... abandon them. an adult **(5)** ... force a child to work.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to Human Rights**

E.g. : the right to freedom of speech ; the right to work ; etc.

- **how to agree with someone**

E.g. : **I agree with you.**

- **how to disagree with someone**

E.g. : **I disagree with you** on that point.

COMMUNICATION ACTIVITY

The listening competition organized by the American Cultural Center on the International Human Rights' Day is going to take place in a few days. As the representative of your school English Club, your English teacher makes you do this listening exercise so as to better prepare you to win the competition.

While you listen to the passage,

A. choose the statement that best summarizes it ;

The passage is about :

- a. women's rights. b. children's rights. c. Human Rights.

B. say whether the statements below are true or false. Write T for *true* and F for *false*.

Example : 1- T

1. All children should be treated equally.
2. Children don't need a nationality to belong to a country.
3. The right to health does not include nutrition and a safe working environment.
4. The right to primary education is not necessary to help children develop discipline.
5. Children have the right to live in their family.

C. fill in the gaps with the appropriate missing words. Example : 1- deserve

All children **(1)** ... equal treatments, despite their differences. They have rights, no matter what race, color, religion, language, ethnicity, gender or abilities that define them.

The right to an identity

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

The right to health

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

The right to education

The right to free primary education is critical for helping children develop discipline, life skills while finding a safe and **(5)** ... environment to nature a child's psychological development. This includes **(6)** ..., abuse or neglect.

The right to a family life

Children must live with their parents until it is dangerous for them. Children who do not have access to a family life, have the right to special care and must be **(7)** ... properly, by the people who respect their ethnic group, religion, culture and language.

LESSON 2

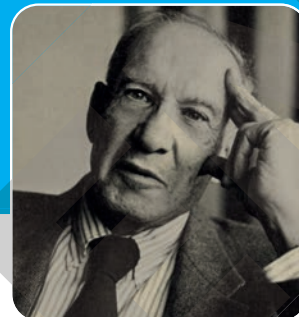
I HAVE DUTIES, TOO !

LISTENING



Learning context

At an English Club meeting of your school, the Chairman makes the students of 4^e listen to a passage from the declaration on Human Rights and Responsibilities in order to discuss about human duties.



« Never mind your happiness ; do your duty. »

— Peter Drucker —

GOOD TO KNOW

Vocabulary content

Vocabulary related to duties

Language functions

- Expressing duties
- Giving reasons

My dictionary

To behave : se comporter

Towards : envers

Burden : fardeau

Commitments : engagements

Infrastructure : infrastructure

Session 1

Session focus		
Vocabulary	Language function	Structure
duty ; obligation ; to pay taxes ; to help old people ; the duty to obey his parents ; to respect classroom rules ; to study the lessons ; to keep the environment clean	Expressing duties	<ul style="list-style-type: none"> - It's my duty to obey my parents. - I have the duty to work hard at school. - It's my responsibility to pay taxes. - I have the obligation to study my lessons.

A Let's explore

Listen and repeat 1

Yavo : Hello, Sophie !

Sophie : Hi, Yavo !

Yavo : As students, I think we have many duties.

Sophie : What does it mean ?

Yavo : It means that we've some obligations towards ourselves, our parents, other people and even our country.

Sophie : Can you list some examples of duties you're talking about, please ?

Yavo : Yes, It's our duty **to study our lessons** and **respect our teachers**.

Sophie : I can see now. We even have **the duty to keep our environment clean** and **respect classroom rules**.

Yavo : Of course. But don't forget, it's also our duty to **obey our parents**. As future adults, we'll have **the duty to pay taxes**.

Sophie : Exactly ! Thanks and goodbye !

Yavo : See you !

Listen and repeat 2

Mrs Traoré, an English teacher is asking her students about their duties and responsibilities.

Mrs Traoré : Good morning, Class !

Class : Good morning, Madam !

Mrs Traoré : Do you know that you have some duties ?

Class : Yes, Madam.

Mrs Traoré : Fantastic ! Then what're your duties, class ?

Naomie : I **'ve the duty to** study my lessons.

Kouassi : **It's our responsibility to** keep our classroom clean.

Moses : **It's** also **our duty to** respect the teachers and our parents.

Bakary : **We don't have to** break the school rules.

Mrs Traoré : Very good ! You are a good class. Do your duties and you will be good citizens, OK ?

Class : Yes, Madam.

Mrs Traoré : Clap for yourselves !

B Let's practise

1. Use the expressions from the box to identify each picture below.

Example : 1- the duty to pay taxes

*to pay taxes ; to obey the parents ; to study one's lessons ;
to keep our environment clean ; to help old people*



1



2



3



4



5

2. Use the information of *Exercise 1* to express your duties and responsibilities.

Example : 1- I have the duty to pay taxes. / - It's my responsibility to pay taxes.

C Let's take home

Complete the dialogue below with your missing parts. You will perform it with your neighbour before the class.

Biosson : What're your duties at home ?

You : (1) At home, ...

Biosson : OK. Now, what're your responsibilities at school ?

You : (2) ...

Biosson : Do you have to throw rubbish in the school yard ?

You : (3) ...

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to duties**

E.g. : duty ; obligation ; to help old people ; the duty to obey one's parents ; etc.

- **how to express my duties**

E.g. : **I have the duties to** obey my parents. / **It's my responsibility to** pay taxes.

Session 2

Session focus		
Vocabulary	Language function	Structure
to tidy the bedroom ; to be kind to others ; to be well-dressed ; to sweep the floor ; to do the laundry ; to behave correctly ; housework ; school regulations	Giving reasons	<ul style="list-style-type: none"> - Angui sends his daughters to school, as he is a good father. - Djédjé works hard at school, since he doesn't want to fail.

A

Let's explore

Look, listen and repeat 1



Our African society is very traditional and respectful of its values. Children have to **respect their parents** as they are the ones who look after them, feed them and educate them. They also have to **behave correctly** towards their elders and fellows. They have to help the family in all the **housework**. When they wake up in the morning, they have to **tidy the bedroom, sweep the floor** and **do the laundry** if they have dirty clothes. Before going to school, they have to **be well-dressed** too. At school, they have to **be kind** to the other students and respect the **school regulations**.

Look, listen and repeat 2



Méliane : Hi, Moustapha ! Why do children have to help in the housework ?

Moustapha : Hi, Méliane ! This's a good question. **As** our parents take care of us, we've to help them in return to show our gratitude.

Méliane : Ok, this is true. Something else, why do we've to work so hard at home after classes ? It's like a burden.

Moustapha : **Since** our parents pay for our school fees, we've to revise our lessons and do our homework.

Méliane : Ok, thank you !

Moustapha : You're welcome !

B Let's practise

1. Match the words or expressions in Column A with their meanings or synonyms in Column B. Write your answers like this : 1- f

COLUMN A	COLUMN B
1. to be kind	a. to wash clothes
2. housework	b. prescribed rules or laws
3. to sweep	c. to keep neat and organized
4. to do the laundry	d. to clean
5. regulations	e. the domestic tasks
6. to tidy	f. to be gentle

2. With your neighbour, use the information below to ask and answer meaningful questions.

Example : 1- A : Why does Myriam have to work hard ?

B : - Myriam has to work hard since she wants to go up to 3^e.

- Myriam has to work hard as she wants to go up to 3^e.

1. Myriam has to work hard / she wants to go up to 3^e
2. My father is a good citizen / he pays his taxes
3. Women have to feed the family / it's their responsibility
4. My parents take care of me / I am still a child

C Let's take home

Answer the questions below using "since" or "as" to give reasons.

Example : 1- Children have to respect their parents as it's their duty. / Since it's their duty, children have to respect their parents.

1. Why do children have to respect their parents ?
2. Why do students have to study their lessons ?
3. Do you pay taxes ? Justify.
4. Why do women cook food for the family ?

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to duties**

E.g. : to tidy the bedroom ; to be kind to others ; to be well-dressed ; to sweep ; etc.

- **how to give reasons with "since" and "as"**

E.g. : I have to respect my parents **since** it's my duty.

Ali has to work hard **as** he wants to go up to 3^e.

COMMUNICATION ACTIVITY

The British Embassy is organizing a listening competition in your school next week on the importance of accomplishing one's duties. Fortunately, as you turn on your television, you fall on a programme dealing with the same topic on English Club TV. To get well prepared for the coming competition, you decide to listen to the programme. As you listen,

A. choose the statement that best summarizes it ;

The program is about :

- a. Ada's dream to move to London.
- b. Ada's difficult life in London.
- c. Ada's happiness to be in London.

B. decide whether the statements below are true or false. Write T for true and F for false.

Example : 1- F

1. Ada moved from Lagos to London to get her Baccalaureate degree.
2. Life was easy for Ada in England.
3. English people consider duties as moral or legal obligations.
4. Ada was given an accommodation and a job in obligation.
5. She couldn't pay her taxes.
6. In England, the accomplishment of duties preserves social cohesion and citizenship.

C. fill in the gaps with the appropriate missing words to make the passage meaningful.

When Ada got her Baccalaureate degree, she decided to leave Lagos for London, which was her dream when she was 8. In England, life was difficult because she had to accomplish her **(1) ...** . For English people, a duty is what a citizenship must do by moral or legal **(2) ...** . She was refused house and job. She was treated by English people as a second class **(3) ...** . Since she was not capable of **(4) ... (5) ...** is a duty every person living in England must accomplish. The social cohesion and citizenship of England is preserved by the **(6) ...** of duties.

LESSON 3

LET'S BE PEACEMAKERS !

LISTENING



Learning context

The Ambassador of the USA in Côte d'Ivoire who is an expert in conflicts resolution is giving a talk on tolerance tonight on Voice Of America (VOA). The students of 4^e of your school are encouraged to listen to him in order to help promote tolerance in their regions.



« Tolerance and patience should not be read as signs of weakness. They are signs of strength. »

— Dalai Lama —

GOOD TO KNOW

Vocabulary content

Vocabulary related to tolerance

Language functions

- Expressing obligations / necessity and absence of necessity
- Expressing prohibitions

My dictionary

Peaceful : paisible

To gather : rassembler

Awareness campaign :

campagne de sensibilisation

Battlefield : champ de bataille

To sensitize : sensibiliser

Issue : question ; problem

To interfere : intervenir

Matter : affaire

To abuse : insulter

Despite : malgré

Therefore : donc, par conséquent

One another : les uns les autres

Session 1

Session focus		
Vocabulary	Language function	Structure
war ; help ; peacemaker ; reconciliation ; solidarity ; tolerance	Expressing obligations / necessity and absence of necessity	<ul style="list-style-type: none"> - I have got to promote tolerance. - We don't have to promote violence. - We must accept our differences. - The government mustn't tolerate violence.

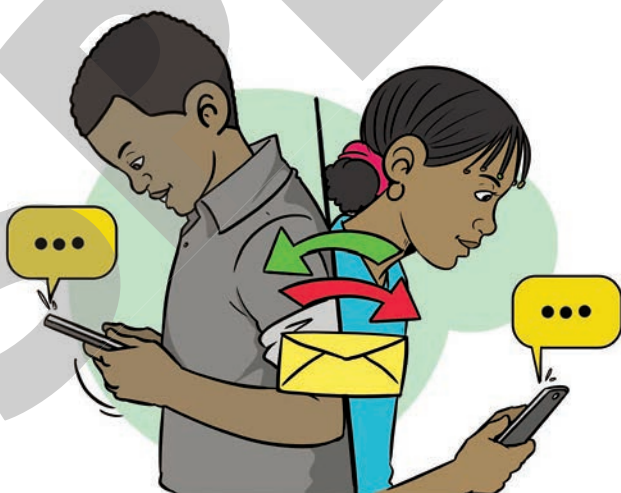
A Let's explore

Look, listen and repeat 1



We all dream of living in a peaceful and lovely environment. This is an ideal dream. But for this dream to come true, we must promote human values, such as **tolerance, solidarity, help and reconciliation**. We are all encouraged to be **peacemakers** in order to prevent the numerous **wars** between people.

Look, listen and repeat 2



Larissa : What do you think of the different conflicts in most countries of the world ?

Roland : I think that situation is horrible and sad. So many countries are in trouble.

Larissa : What can we do to change the situation ?

Roland : For me, we **ve got to promote** tolerance, love and justice and respect.

Larissa : You're right, my dear ! We **must accept** one another despite our differences. We **don't have to encourage** violence.

B Let's practise

1. Match the words in column A about tolerance with their definitions or synonyms in column B.

Example : 1- d

Column A	Column B
1. reconciliation	a. aid, assistance
2. tolerance	b. the fact of supporting or assisting someone in need
3. help	c. armed conflict
4. war	d. making two persons or group of people friendly again after a conflict
5. peacemaker	e. indulgence
6. solidarity	f. someone who initiates peace between people in conflict

2. Use the information below to promote tolerance with "have got to" or "don't have to"; "must" or "mustn't". Example : 1- I have got to promote social cohesion.

- | | |
|-----------------------------|----------------------------|
| 1. promote social cohesion | 4. guarantee equal rights |
| 2. encourage discrimination | 5. reject other's opinions |
| 3. fight against violence | 6. campaign for solidarity |

C Let's take home

Complete the table with the appropriate information from the list below. Then write down the sentences. Example : 1- We've got to promote solidarity.

promote solidarity ; campaign for tolerance ; wage war ; help each other ; to be peacemakers ; encourage violence ; accept other people's difference ; reject people

We've got to ...	We don't have to
- Promote solidarity	

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to tolerance

E.g. : help ; peacemaker ; reconciliation ; solidarity ; tolerance ; etc.

- how to express obligations

E.g. : **We've got to promote** tolerance.

- how to express necessity

E.g. : We **must accept** each other.

- how to express absence of necessity

E.g. : We **don't have to encourage** violence.

Session 2

Session focus		
Vocabulary	Language function	Structure
forgiveness ; acceptance ; censure ; weapons ; non- violence ; cacophony ; rejection ; brotherhood ; social cohesion	Expressing prohibitions	<ul style="list-style-type: none"> - It's prohibited to abuse old people. - It's not allowed to use guns to solve a problem. - You're not permitted to remain unkind to a friend in need. - It's forbidden to promote intolerance.

A Let's explore

Look, listen and repeat



The proliferation of **weapons** and their use is provoking conflicts everywhere in the world. All the **cacophony** resulting from misunderstanding between people and countries is creating a **social dissolution**. A **censure** is sometimes imposed to journalists who want to denounce the horror on the battlefields. This is enough. We must do something to make this world a better place to live in. We must promote **brotherhood, forgiveness, acceptance** of others in order to reinforce **social cohesion**. We must fight against **rejection** and **separation**.

Listen and repeat

Kouka : Hello, Sita ! I heard that there're many interdictions in your community. Is that true ?

Sita : Yes, you're right !

Kouka : Can you list some of those interdictions ?

Sita : Yes, why not ? For example, **it's forbidden to** insult other people ; **it's not allowed to** destroy other people's properties.

Kouka : Ok. I even heard that **it's not permitted to** use weapons to solve problems. Therefore, people have to sit down and discuss any problems. Is that correct ?

Sita : Yes, of course ! On top of that, **it's prohibited to** promote violence in our sayings and acts.

Kouka : Thanks, Sita and goodbye !

Sita : Bye !

B Let's practise

1. As you read the paragraph below about Nelson Mandela, a South African peacemaker, complete it with the appropriate missing words or expressions from the box to make it meaningful. **Example : 1- non-violence**

censured ; forgiveness ; cacophony ; brotherhood ; non-violence ;

Nelson Mandela was a South African leader who fought for **(1) ...** . He promoted **(2) ...** between South African sons. But during his struggle, Mandela was **(3) ...** after organising meetings in his own country. This situation provoked a **(4) ...** in some townships of South Africa. Once released from prison, Mandela's **(5) ...** to his opponents made him one the greatest pacifist presidents in the world.

2. Use the information in brackets to express prohibitions.

Example : 1- It's not allowed to cheat during tests.

1. Dany wants to cheat during tests. (not allowed)
2. Your brother who is six years old wants to watch movies on violence. (not permitted)
3. Rebels use children as soldiers in armed conflicts. (prohibited)
4. Rosalie hates her neighbour after a quarrel. (forbidden)

C Let's take home

Match each verb in column A with the corresponding ending in column B to promote peace in your country. **Example : 1- e**

Column A	Column B
1. help	a. differences between people.
2. forgive	b. conflicts in the world.
3. promote	c. solidarity and non-violence.
4. prevent	d. your brother's bad actions.
5. accept	e. someone in danger.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to tolerance**

E.g. : forgiveness ; censure ; weapons ; non-violence ; cacophony ; etc.

- **how to express prohibitions**

E.g. : **It's forbidden to** reject people because of their religion.

It's not allowed to use a gun against a fellow.

COMMUNICATION ACTIVITY

On the International Day of Tolerance, the Embassy of South Africa in Côte d'Ivoire is organizing a listening competition about tolerance. You are asked to listen to a podcast and do the tasks that go along with it. As you listen to the podcast,

A. say what it is about ;

B. decide whether the statements below are true or false. Write T for *true* and F for *false*.

Example : 1- T

1. Tolerance is the respect of the various ways of being human.
2. Tolerance doesn't mean freedom of thoughts.
3. People must be kind to one another.
4. Tolerance also means acceptance of other cultures, countries and races.
5. People must avoid discrimination and violence to promote peace.

C. After listening to this podcast about tolerance, you decide to deliver a speech to sensitize the members of your English Club about its importance. In your production,

- define tolerance ;
- say two (02) things people can do to promote it ;
- mention two (02) of its benefits.



Nelson Mandela, 1918-2013

Let's consolidate 6

I. Make meaningful sentences with each of the following words.

Example : a- Women have the same rights as men.

- a. Rights b. Duties c. Non-violence d. Forgiveness e. Tolerance

II. Complete the passage below about children's rights with the phrases or expressions from the following list. Write your answers like this : 1- the right to life

don't have the right ; the right to life ; doesn't have the right ; has the right to ; have the right to

All Children have **(1)** A child **(2)** ... to disobey his parents. Every child **(3)** ... a name and a nationality. Children also **(4)** ... medical care. People **(5)** ... to abuse children.

III. On the occasion of the conference on Human Rights held in Durban (South Africa), you met Zuma, a South African young leader who wanted to test your mastery of the topic. Below is the dialogue you had. Complete it with your parts.

Example : 1- Hello, Zuma ! I'm fine, thanks. And you ?

Zuma : Hello, mate ! How are you ?

You : **(1)** ...

Zuma : I'm fine, too. Where do you come from ?

You : **(2)** ...

Zuma : Do you know your rights ?

You : **(3)** ...

Zuma : Can you cite some of them ?

You : **(4)** ...

Zuma : And what're your duties ?

You : **(5)** ...

Zuma : For me, rights are more important than duties. Do you agree ?

You : No, **(6)** For me, rights go along with duties. Your rights can be my duties and my rights can be your duties. So, for me, rights and duties are both very important.

Zuma : I see the point now. I can say that I totally agree with you. Thanks for teaching me this great lesson.

You : You're welcome ! Goodbye, Zuma !

Zuma : Goodbye, bro ! Safe return to your country !

LET'S HAVE FUN

Learn and recite these proverbs

« My child, listen when
Your father corrects you.
Don't neglect your
mother's instruction.
What you learn from them

Will crown you with grace
and be a chain of honor
around your neck. »

-Proverbs 1 : 8-9

HYGIENE AND HEALTH



LESSON 1

ENDEMIC DISEASES



READING

Learning context

On the occasion of the World Health Day celebrated in your school, you read a text related to some diseases so as to be informed about the precautions you should take to prevent them.



« An apple a day keeps the doctor away. »

— A Welsh proverb —

GOOD TO KNOW

Vocabulary content

Vocabulary related to endemic diseases

Language functions

- Inquiring about diseases
- Giving advice with ought to + verb / ought not to + verb
- Expressing passive actions

My dictionary

Surrounding : environnement

Inquiry : enquête ; investigation

Senior editor : rédacteur en chef

To settle : installer

To avoid : éviter

To quote : citer

To belong : appartenir

Ward : garde (à l'hôpital)

Lung : poumon

Session 1

Session focus		
Vocabulary	Language function	Structure
diseases ; stomachache ; to have temperature ; prescription ; to vomit ; to suffer from ; pain ; patient ; medical checkup ; healer ; medicine	<ul style="list-style-type: none"> - Inquiring about diseases - Giving advice with : ought to + verb / ought not to + verb 	<p>A : What's wrong with you ?</p> <p>B : I've got a pain in my arm.</p> <p>A : You ought to see a doctor.</p>

A Let's explore

Look, listen and repeat



a patient



a medical checkup



a prescription



he's got a pain in the foot



the girl is vomiting



a stomachache



Billy has a temperature



Some medicines

Look, listen and repeat

Alpha : Hello, Gbizié ! I'm not feeling well.

Gbizié : Hi, Alpha ! What's **wrong with you** ?

Alpha : I'm **suffering from** headache and I've **got a pain** in all my body.

Gbizié : You **ought to go** to the hospital.

Alpha : I was going to **buy** some medicines in the market.

Gbizié : No ! You **ought not to** buy street medicines.

Alpha : Ok ! Thanks for your advice.

Gbizié : Don't mention it. Bye !

B Let's practise

1. Choose the appropriate words or expressions from the box to fill in the gaps in the sentences below. One option is not concerned. Example : 1- sick.

healthy ; prescriptions ; sick ; the medicines ; is vomiting ; a medical checkup ; a pain

1. You don't look fine. Are you ... ?
2. When you feel ... in your stomach for example, you ought to go to hospital.
3. Sometimes, ... is recommended when you go to hospital.
4. At the hospital, the doctors will give you ...
5. You go to the pharmacy to buy ...
6. Sarah has eaten a bad food. She ...

2. Complete the sentences below with "ought to" or "ought not to" in order to give advice.

Example : 1- ought to

1. Bahi has got some fever. He ... see a doctor.
2. When we are sick, we ... go to hospital.
3. Patients ... choose their medicines without a medical prescription.
4. We ... buy our medicines with a prescription.
5. Everybody ... drink clean water in order to have a good health.
6. People ... refuse medical checkups when they go to hospital.

3. Use the expressions in the box to practise a dialogue with your partner.

Example : 1- A : What's wrong with you ?

B : I've got a temperature. / I'm suffering from malaria.

suffering from	a pain in my
- malaria	- chest
- a fever	- head
- a headache	- stomach

C Let's take home

Read the text below and do the activities that follows.

Hospital People

You'll meet lots of people in the hospital, from the moment you arrive until you are ready to leave. You can meet as many as 30 people just on your first day !

You'll meet nurses who will help to get you settled and show you around the hospital floor.

While you're in the hospital, nurses will take care of you night and day. Every few hours, they'll check your temperature to see how you're feeling and if you need anything. Nurses will also bring you any medicine you may need while you're sick.

Adapted from kidshealth.org/en/kids/hospital.

Write T when the sentence is true and write F when it is false. Do like this : 1- T (L1)

1. You will meet lots of people in the hospital.
2. You can meet as many as 30 doctors.
3. You will meet doctors who will help to get you settled.
4. Nurses will take care of you.
5. Every day, they will check your temperature.
6. Nurses will also bring you any food you need.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to endemic diseases**

E.g. : diseases ; prescription ; to vomit ; to suffer from ; pain ; patient ; etc.

- **how to inquire about diseases**

E.g. : What's **wrong with you ?** / I'm **suffering from** malaria.

- **how to give advice**

E.g. : You **ought to go** to hospital when you are sick.

Session 2

Session focus		
Vocabulary	Language function	Structure
symptom ; endemic ; epidemic ; pandemic ; to spread ; outbreak ; to recover ; to mop up ; cleaning events ; to weed	Expressing passive actions	<ul style="list-style-type: none"> - Malaria is transmitted by mosquitoes. - A prescription was received by the patient.

A Let's explore

Read, listen and repeat

Mrs Ramata, the doctor of the hospital of Tabakoro is receiving a patient in her office. Here is their conversation.

Patient : Good afternoon, Doctor !

Doctor : Hello ! What's wrong with you ?

Patient : I feel really sick. I'm cold. I've pains in my head and in my stomach. I also vomit from time to time.

Doctor : These are the **symptoms** of malaria. It's an **endemic** disease affecting our region.

Patient : Oh my God ! I'm reassured. I thought it was the **pandemic** of COVID-19.

Doctor : It's not COVID-19. As you know, malaria is **spread** by mosquitoes. People of the village should organise **cleaning events** to **weed** bushy places and to **mop up** dirty waters.

Patient : Thank you Doctor. I've heard that there is an **outbreak** of cholera here.

Doctor : Yes, it's an **epidemic disease** that **spreads** quickly and kills a large number of people. Always drink clean water and you will avoid it.

Patient : Thanks Doctor and goodbye ! We're going to follow your instructions.

Doctor : Goodbye ! Use the medicines I'm prescribing you and you will **recover** soon.

Listen and repeat

Lorie : Gaël, I heard that mosquitoes transmit malaria.

Gaël : Yes, It's true. Malaria **is transmitted by** mosquitoes' bites.

Lorie : You told me that the Doctor informed the students about that.

Gaël : Absolutely. The students **were informed by** the Doctor in a conference yesterday.

B Let's practise

- 1. Match the words or expressions in column A with their synonyms or definitions in column B. One option in column B is not concerned. Do like this : 1- f**

COLUMN A	COLUMN B
1. to spread	a. a sudden appearance of a disease
2. a pandemic	b. a disease that affects many individuals in a population
3. a symptom	c. to regain health
4. an endemic	d. a disease that affects many people in many countries or many continents
5. an outbreak	e. a substance used to regain health
6. to recover	f. to disperse ; to transmit to many people
7. an epidemic	g. a disease that is always present in a certain population or region
	h. a sign that indicates a disease

- 2. Rewrite the sentences below starting by the underlined words or expressions.**

Example : 1- A prescription is received by the patient.

- | | |
|-----------------------------------------------------------|------------------------------------------------------------|
| 1. The patient receives <u>a prescription</u> . | 5. The doctor gave <u>instructions</u> to the patients. |
| 2. Mosquitoes transmits <u>malaria</u> . | 6. The nurses pay <u>particular attention</u> to children. |
| 3. My mother never buys <u>medicines</u> in the streets. | |
| 4. Yesterday, the nurse controlled <u>my</u> temperature. | |

C Let's take home

- 1. Read the text below and give short answers to the questions that follow.**

Not all infectious diseases terms are created equal. The distinction between the words "pandemic," "epidemic," and "endemic" is regularly obscured, even by medical experts. This is because the definition of each term is fluid and changes as diseases become more or less prevalent over time.

An epidemic is a disease that affects a large number of people within a community, population, or region. A pandemic is an epidemic that's spread over multiple countries or continents. Endemic is something that belongs to a particular people or country.

Adapted from <https://intermountainhealthcare.org/blogs/topics/live-well/2020/04/whats-the-difference-between-a-pandemic-an-epidemic-endemic-and-an-outbreak/>

- What is the text about ?
- Is the distinction between the words "pandemic", "epidemic" and "endemic" always clear ? Justify your answer.
- Where does the epidemic disease appear ?
- How does a pandemic disease spread ?

2. Match the words or groups of words in Box A to their synonyms or definitions in Box B. Do it individually, then compare your answers with your neighbour's. Example : 1- F.

BOX A	BOX B
1. A pandemic	A. a disease provoked by mosquitoes' bites.
2. An epidemic	B. to prevent, to keep away from.
3. A treatment	C. a disease rapidly affecting many people in a specific community.
4. Covid-19	D. to return to a normal condition of health.
5. Malaria	E. a disease provoked by the coronavirus.
6. To recover	F. a disease that affects several continents.
7. To avoid	G. a medical solution to stop a disease.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to endemic diseases**

E.g. : symptoms ; endemic ; epidemic ; pandemic ; to spread ; outbreak ; etc.

- **how to express passive actions**

E.g. : Malaria **is spread by** mosquitoes' bites. / Malaria **is transmitted by** mosquitoes.

COMMUNICATION ACTIVITY

You have to prepare an exposé in English about diseases. Therefore, you go to the digital library of the American Embassy and you find an article dealing with the threat of diseases. You decide to read it. Do the tasks that follow.

A. Read the article and note down the best general idea among the three proposals.

The text is about ...

1. the return of dangerous diseases.
2. tuberculosis in Rwanda.
3. the symptoms of Tuberculosis.

THE NEW THREAT OF DISEASES

Many diseases that doctors thought had almost disappeared are now making a comeback. Britain's National Health Service (NHS) has reported a serious rise in the number of people with diseases such as tuberculosis, cholera, measles and whooping cough. An NHS spokesperson said that Tuberculosis is now more common in England than it is in less developed countries such as Rwanda, Iraq, and Guatemala. Tuberculosis is also increasing across the globe. In 2013, it killed 1.5 million people worldwide, and that number is rising. Tuberculosis largely affects very poor people. It is an infectious disease that affects the lungs. Its symptoms include bad coughs, fever, weight loss and sweating.

Adapted from <https://breakingnewsenglish.com/1512/151228-diseases.html>

B. Read the text again and give short answers to the questions below.

1. What is making a comeback ?
2. What does NHS stand for ?
3. Where is Tuberculosis more common ?
4. How many people were killed by Tuberculosis in 2013 ?
5. List two (02) symptoms of Tuberculosis.

C. Back from the digital library of the American Embassy, the senior editor of the English Magazine of your school asks you to write an article about diseases.

- define epidemic and pandemic ;
- give some examples of diseases and say what provokes them ;
- suggest some solutions to avoid or treat them.

LESSON 2

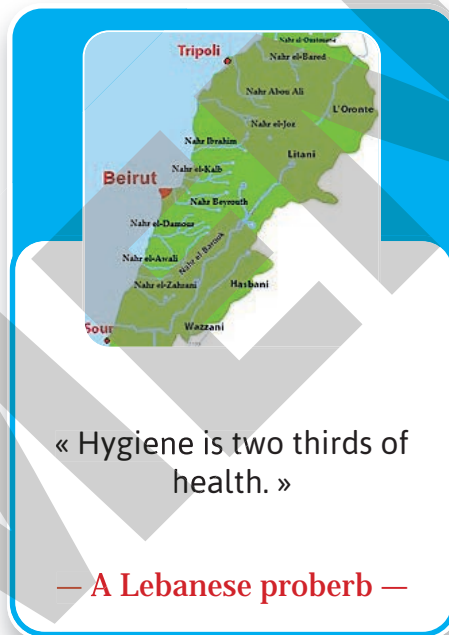
A CLEAN SCHOOL FOR A GOOD HEALTH



READING

Learning context

At an English club meeting, you receive leaflets from an American Hygiene Expert. The coordinator of the club asks you to read them in order to learn the ways of keeping your school clean.



GOOD TO KNOW

Vocabulary content

Vocabulary related to hygiene at school

Language functions

- Expressing opinions
- Making suggestions

My dictionary

Bacteria : bactéries

School staff : personnel de l'école

Lack : manque, absence

Soap : savon

To throw away : jeter

Session 1

Session focus		
Vocabulary	Language function	Structure
dustbin ; rubbish ; sanitizer ; to disinfect ; unclean ; towel ; bushy ; pound of water ; cobweb	Making suggestions	<ul style="list-style-type: none"> - Why don't you see a doctor ? - I suggest (that) you see a doctor.

A Let's explore

Read, listen and repeat



a dustbin



some rubbish



a sanitizer



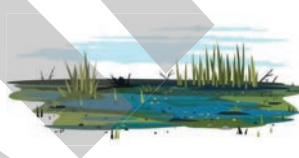
to disinfect



a towel



unclean hands



a pound of water



a cobweb

Listen and repeat

Aude : Hello, Lamine ! I'm sick.

Lamine : Hi, Aude ! **Why don't you** go to hospital ?

Aude : It's a good idea. But, I wanted to go straight to the pharmacy.

Lamine : No, I **suggest (that)** you go and see a doctor first.

Aude : Ok, thanks for your advice and bye !

Lamine : Bye !

B Let's practise

1. Complete the passage below with the words or expressions related to hygiene from the box. **Example : 1- bushy**

bushy, rubbish, ponds of water, cobwebs, dustbin

Boni's school is really dirty. The schoolyard is full of herbs and grass. It is totally **(1) ...**. When it rains, you can see dirty **(2) ...** in which mosquitoes live. There is no **(3) ...** and students are obliged to throw **(4) ...** away on the ground. In classrooms, spiders have built **(5) ...** everywhere on the roofs.

2. Use the information from Column B to make suggestions to the problems in Column A. Do like in the example. Then practise the conversations with your partner.

Example : 1- A : I've a headache.

B : Why don't you take some aspirin ?

COLUMN A	COLUMN B
Have a headache	Take some aspirin
The schoolyard is bushy	Weed the schoolyard
The classrooms are dirty	Sweep the classrooms
Have a pain in the foot	Go to hospital

C Let's take home

Read the text and answer the questions that follow.

Medical experts recommend washing hands with soap and water when they are dirty. Hand washing reduces the amounts of all types of bacterias and chemical products on hands. But if soap and water are not readily available, using a hand sanitizer can help school staff and students avoid getting sick and spreading bacterias to others. They say that people should not use only hand sanitizers. Always wash hands with soap and water after using the toilets and when hands are visibly dirty. Washing hands regularly is very important.

Adapted from : <https://www.cdc.gov/handwashing/handwashing-school.html>

1. What is a text about ?
2. Is washing hands so important ? Justify.
3. When should we wash our hands ?
4. How should we wash our hands ?

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to hygiene**

E.g. : dustbin ; rubbish ; sanitizer ; to disinfect ; unclean ; towel ; bushy ; etc.

- **how to make suggestions**

E.g. : **Why don't we throw** rubbish away in a dustbin ?

The headmaster **suggests (that)** the gardener weeds the school yard.

Session 2

Session focus		
Vocabulary	Language function	Structure
sanitation ; to litter ; to rinse ; garbage ; germs ; to contaminate ; to collect rubbish	Expressing opinions	<ul style="list-style-type: none"> - I think that hygiene is important. - According to the headmaster, it is important to sweep classrooms. - From the doctor's point of view, dustbins are necessary in a school.

A Let's explore

Listen and repeat

The medical representative of UNOCI is giving a speech in your school to sensitize students about hygiene. Here is a part of his speech.

“Good morning dear students. School **sanitation** is the concern of everybody. You ought to keep your school clean. Don't **litter** the school yard. When the schoolyard is dirty or when you sweep the classrooms, you ought to **collect rubbish**, put **the garbage** into dustbins. Use soaps or sanitizers to clean your hands and rinse them because there are **germs** everywhere. Thus, you will avoid being **contaminated** and you will stay healthy”.

Look, listen and repeat

Bahon : Hi, Bilé ! Can you notice how the school authorities are putting pressure on us in order to clean the school ?

Bilé : I **think that** hygiene is really important to avoid diseases. **According to** the headmaster, it is important to sweep classrooms to stay healthy.

Bahon : I understand now why our class representatives were invited to a conference on hygiene last week.

Bilé : I was one of them. The conference was delivered by Dr Zamblé. **From** the doctor's **point of view**, dustbins are necessary in a school to collect rubbish.



B Let's practise

1. Use the words or expressions from the box to complete the definitions below.
Do like this : 1- to collect rubbish.

sanitation ; to rinse ; to litter ; garbage ; to collect rubbish ; germs

1. To pick up rubbish and put it into a bag or a dustbin is ...
2. ... is rubbish or materials which have no more utilities.
3. The hygienic measures to have a good health is called ...
4. To throw rubbish in a clean place is ... that place.
5. To wash using water and no soap is ...

2. In turns with your neighbour, use the information from the box below to give opinions.
Example : 1- From my point of view, the students should disinfect their toilets regularly.

Structures	Ideas
<ul style="list-style-type: none"> - In my opinion - From my point of view - According to me 	<ul style="list-style-type: none"> - we should sweep the classrooms. - the students ought to wash their hands every time. - people ought to put the garbage into dustbins. - the students should disinfect their toilets regularly.

C Let's take home

For the magazine of your English club, you decide to write a paragraph about hygiene at school. In your production,

- give some hygienic measures at school ;
- mention the advantages of hygiene ;
- talk about the consequences of lack of hygiene at school.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to hygiene

E.g. : sanitation ; to rinse ; to litter ; garbage ; to collect rubbish ; germs ; etc.

- how to express opinions

E.g. : **According to me / I think / From my point of view**, we should sweep our classrooms every day.

COMMUNICATION ACTIVITY

The English Club of your school, in collaboration with the Health and Hygiene Club is organising a competition. The theme is about hygiene at school. To win the competition, you have to complete all the activities that follow.

A. Read the text and note down the best title among the three options.

The text is about :

- dirty schools.
- students' personal hygiene at school.
- strategies and importance of a cleanliness at school.

HYGIENE AT SCHOOL

Schools are a breeding ground of viruses, bacteria, dirt, dust, and infections. Poor hygiene leads to teacher, student, and staff absences, which can cost billions of dollars to compensate. The way to a clean school is one clean classroom at a time. You ought to start by sensitizing your friends about the tasks they can do to keep their classrooms and the school clean. For example, students can set aside a day each week to tidy up and mop up the classrooms and the whole school. They ought to do regular disinfection of all surfaces in their classrooms, especially doorknobs, desks and chairs. These basic rules will help you and everyone at the school maintain a good level of hygiene on a daily basis. A clean working environment can increase productivity, improve the students and teachers' mood, and reduce the number of absences. Keeping the school clean, tidy, and safe for everyone's health is a result of the teamwork between students, teachers, and the school administration.

Adapted from <https://breakingnewsenglish.com/1512/151228-diseases.html>

B. Match the words or expressions from the text in Box A to their synonyms or definitions in Box B. One option in Box B is not concerned. Do like this : 1-e

BOX A	BOX B
1. breeding ground (L1)	a. reserve
2. leads to (L2)	b. sensibilizing
3. sensitizing (L4)	c. collaboration
4. set aside (L5)	d. provokes
5. improve (L10)	e. favourable place
6. teamwork (L12)	f. ameliorate
	g. sanitizing

C. Read the text again and give short answers to the questions.

1. What can be the consequences of poor hygiene at school ?
2. Cite one action students ought to do to have a clean environment ?
3. What are the advantages of a clean environment at school ?

D. Write a paragraph about the cleanliness of your school. In your production,

- describe the actions that make a school unclean ;
- make suggestions to keep your school clean.

12 lines maximum



LESSON 3

AIDS, RATHER PREVENT THAN CURE



READING

Learning context

The representative of UNAIDS in Côte d'Ivoire has come to sensitize the students of your school about HIV/AIDS. Before he leaves, he distributes you some leaflets in English. He asks you to read them in order to learn more about the issue and sensitize your friends who were missing.



« AIDS is an absolutely tragic disease. The argument about AIDS' being some kind of divine retribution is crap. »

— Calvin Klein —

GOOD TO KNOW

Vocabulary content

Vocabulary related to HIV / AIDS

Language functions

- Giving strong advice
- Making recommendations

My dictionary

Needles : aiguilles

Blood : sang

To neglect : négliger

Crap : merde, grossier

Cell : cellule (dans le sang)

To expect : attendre ; s'attendre à

To share : partager

PreP (Pre-exposure

Prophylaxis) : Prophylaxie
Pré-exposition

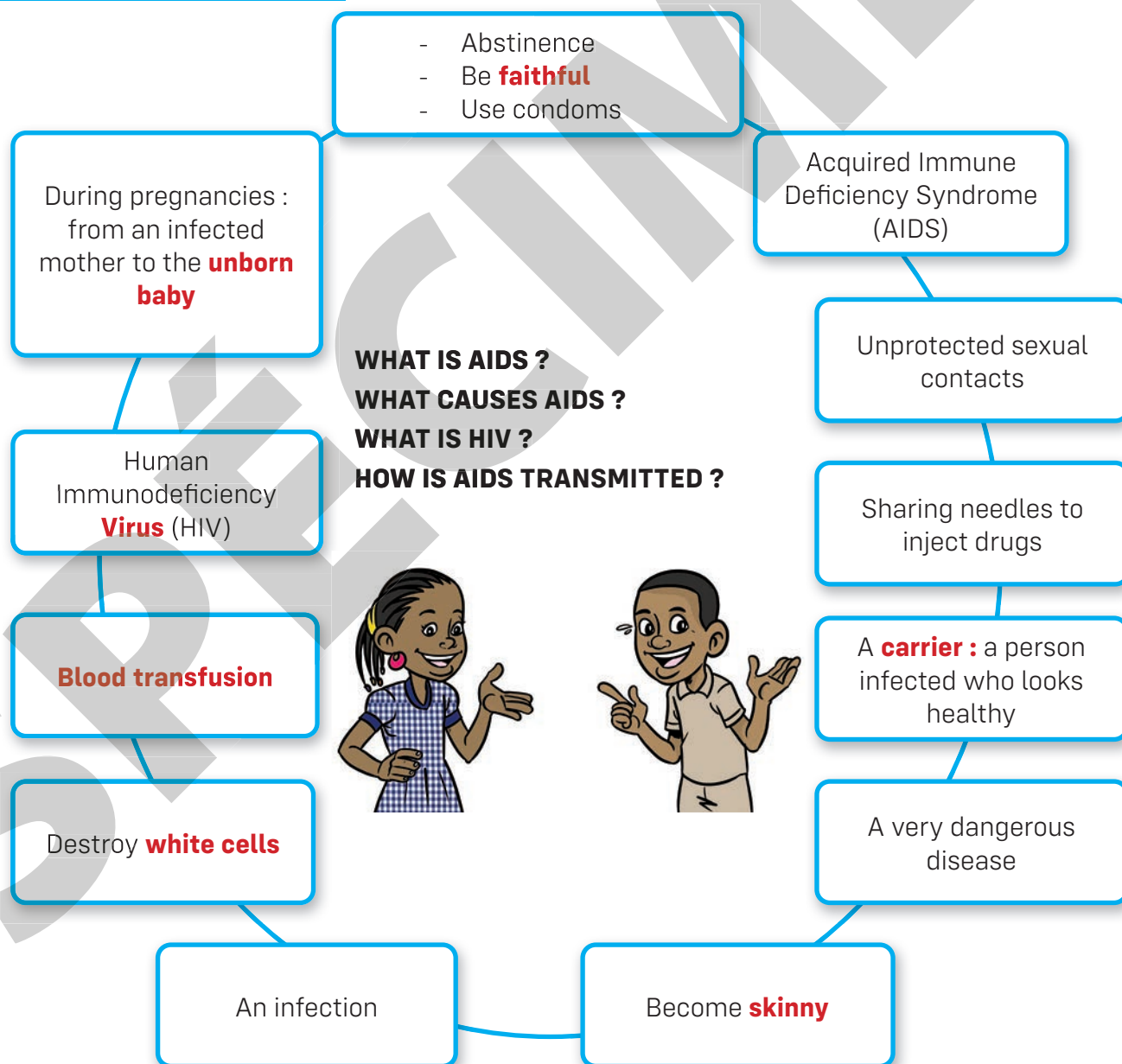
Delivery : accouchement

Session 1

Session focus		
Vocabulary	Language function	Structure
blood transfusion ; white cells ; unborn baby ; pregnancy ; virus ; carrier ; infection ; skinny ; faithful	Giving strong advice	<ul style="list-style-type: none"> - You had better take precautions to avoid AIDS. - People had better not neglect AIDS.

A Let's explore

Look, listen and repeat



Listen and repeat

- Séry** : You **had better take** precautions to avoid AIDS. **Séry** : Yeah ! HIV infection has become a worldwide issue.
- Sory** : You are right my friend. People **had better not neglect** AIDS. **Sory** : We **had better sensitize** our relatives to be cautious.

B Let's practise

1. Match the words or expressions from the diagram in List A with their definitions in List B.

Do like this : 1- d

List A	List B
1. unborn baby	a. a kind of germ that causes diseases.
2. blood transfusion	b. a disease caused by a bacteria or a germ.
3. white cells	c. way of giving blood to a sick person.
4. virus	d. future baby.
5. infection	e. period of time when a woman is expecting a baby.
6. pregnancy	f. part of the blood that helps fights diseases.

2. In turns with your neighbour, use the information in the box to give advice. Use "had better" or "had better not" where necessary.

Example : 1- You **had better take precautions in order to be protected against AIDS.**

COLUMN A		COLUMN B
<ul style="list-style-type: none"> - take precautions - share needles with friends - use a razor used by someone before you - sterilize equipments like needles 	in order to	<ul style="list-style-type: none"> - avoid AIDS - be protected against AIDS - keep healthy

C Let's take home

Write a paragraph on what you know about AIDS. In your production,

- say what AIDS stands for ;
- mention the causes ;
- explain how people can catch it and how they can avoid it.

Your paragraph will be published in the magazine of your English club.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to HIV / AIDS

E.g. : blood transfusion ; unborn baby ; virus ; infection ; pregnancy ; etc.

- How to give strong advice

E.g. : You **had better** take precautions to avoid AIDS.

Session 2

Session focus		
Vocabulary	Language function	Structure
condom ; to shake hands ; syringe ; insect bite ; antiretroviral drugs ; blood test ; mouth-to-mouth resuscitation	Making recommendations	<ul style="list-style-type: none"> Doctors recommend that people should take precautions against AIDS. Doctors recommend people to remain faithful to avoid AIDS.

A Let's explore

Look, listen and repeat



antiretroviral drugs
(ARV)



condoms



to shake hands



she is doing a
blood test



an insect bite



a mouth-to mouth
resuscitation

Listen and repeat

Kassi : Hello, Saindou ! What're the precautions to take to remain healthy ?

Saindou : Hi, Kassy ! Doctors **recommend that we should** follow the rules of hygiene.

Kassi : Is that all ?

Saindou : No ! They also **recommend that teenagers should** practise abstinence.

Kassi : But, what to do in case they're already sexually active ?

Saindou : In that case, they **recommend to avoid** unprotected sex.

Kassi : That sounds reasonable. You mean they should use condoms ?

Saindou : Yes, indeed !

Kassi : Thank you for the information.

Saindou : You're welcome.

B Let's practise

1. Choose the appropriate words or expressions from the box to fill in the sentences below. One option in the box is not concerned. Write your answers like this : 1- condoms

condoms ; shake hands ; kissing ; bites ; a blood test ; antiretroviral drugs ; syringe

1. The use of ... can help protect against AIDS.
2. A laboratory analysis performed on a blood sample to find diseases is ...
3. Malaria is transmitted through mosquitoes' ...
4. Governments offer ... to patients suffering from AIDS.
5. Usually, when we greet people, we ...
6. In hospitals, doctors or nurses use one ... for one patient.

2. In turns with your partner, use the information from the box to make recommendations. Example : 1-Parents recommend that children should wash their hands before eating.

- Doctors	- children	- wash their hands before eating
- Parents	- patients	- use condoms in sexual relations
	- people	- do the blood test
		- Follow their treatments correctly

C Let's take home

Read the text below and say if the sentences that follow are true or false. Write T for true and F for false and justify your answers by indicating the lines of the text. Example : 1- T (L1)

Transmission

HIV can be transmitted via the exchange of a variety of body fluids from infected people, such as blood and breast milk. HIV can also be transmitted from a mother to her child during pregnancy and delivery. Individuals cannot get infected through ordinary day-to-day contact such as kissing, hugging, shaking hands, or sharing personal objects, food or water.

5

Behaviours and conditions that put individuals at greater risk of contracting HIV include having unprotected anal or vaginal sex and sharing contaminated needles, syringes and other injecting equipment and drug solutions when injecting drugs.

Adapted from : <https://www.who.int/news-room/fact-sheets/detail/hiv-aids>

1. The exchange of body fluids from infected people can transmit HIV.
2. A mother cannot transmit HIV to her baby during pregnancy.
3. You can catch AIDS by kissing an infected person.
4. Eating with an infected person can transmit AIDS.
5. Having unprotected sex can provoke HIV transmission.
6. You cannot catch AIDS by sharing contaminated needles or syringes.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to HIV / AIDS**

E.g. : condom ; to shake hands ; antiretroviral drugs ; syringe ; blood test ; etc.

- **how to make recommendations**

E.g. : Doctors **recommend that we should** follow the rules of hygiene.

Doctors **recommend to** practise abstinence.

COMMUNICATION ACTIVITY

The British Embassy is celebrating the World AIDS Day in your school. During the event, you receive a text about AIDS. You decide to read it in order to take part in a debate at your next English club meeting. Read it and do all the tasks that follow.

A. Read quickly the text and select the best general idea among the three proposals.

The text is about :

- the recommendations to avoid AIDS.
- the causes of HIV/AIDS and how it develops in human body.
- the people who get infected with HIV.

HIV AND AIDS

AIDS is caused by a virus called HIV, the Human Immunodeficiency Virus. If you get infected with HIV, your body will try to fight the infection. It will make «antibodies» special molecules to fight HIV. Being HIV-positive, or having HIV disease, is not the same as having AIDS. Many people are HIV-positive but don't get sick for many years. As HIV disease continues, it slowly wears down the immune system. Viruses, parasites, fungi and bacteria that usually don't cause any problems can make you very sick if your immune system is damaged. These are called «opportunistic infections.» People can be infected with HIV, and later develop AIDS. A person can get infected with HIV from anyone who's infected, even if they don't look sick and even if they haven't been tested HIV-positive yet.

Adapted from <https://en.islcollective.com/download/english-eslworksheets/vocabulary/health-and-going-doctor/reading-comprehension/aids/128559>

B. Read the text again and match the words or expressions from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your neighbour's. Example : 1- c

BOX A	BOX B
1. caused (L1)	a. attempt
2. try (L2)	b. defeats
3. fight (L3)	c. provoked
4. sick (L4)	d. ill
5. wears down (L5)	e. cure
6. damaged (L6)	f. combat
	g. destroyed

C. Read the text again and say if the statements below are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers.

Do like this : 1-T (L1)

1. AIDS is provoked by HIV.
2. Antibodies are molecules that protect the body from HIV.
3. There is no difference between being HIV positive and having HIV disease.
4. HIV defeats the immune system of the body.
5. A person can be HIV infected and have no symptoms.

D. With your neighbour, complete the dialogue below between Namy and Emelle. Then present it to the class.

Namy : What does AIDS stand for ?

Emelle : (1) ...

Namy : What's the virus that causes AIDS ?

Emelle : (2) ...

Namy : How can people contract HIV/AIDS ?

Emelle : (3) ...

Namy : How can we avoid HIV/AIDS ?

Emelle : (4) ...

Namy : What's a PreP ?

Emelle : (5) ...

Namy : During your English lesson, what did your teacher say about ART ?

Emelle : (6) ...

Namy : What did he recommend to young people in order to avoid HIV/AIDS ?

Emelle : (7) ...



Let's consolidate 7

I. Write the letters in the correct order to find the correct words related to health and environment. A letter is given for each word. Example : 1-PREGNANCY

1. N - E - P - N - Y - G - A - R - C = _ _ R _ _ _ _ _
2. M - E - C - I - N - D - I - E = _ _ _ _ D _ _ _ _ _
3. B - U - T - S - N - I - D = _ _ _ _ _ _ _ N
4. B - I - B - H - U - R - S = _ _ _ _ _ B _ _ _ _
5. P - O - M - M - Y - T - S = _ _ _ _ _ T _ _ _ _
6. D - O - B - O - L = _ _ _ _ _ O _ _

II. Read the text below and give short answers to the questions that follow.

Malaria is a life-threatening disease. It's typically transmitted through the bites of an infected Anopheles mosquito. Infected mosquitoes carry the Plasmodium parasite. When this mosquito bites you, the parasite is released into your bloodstream.

- Once the parasites are inside your body, they travel to the **liver**, where they mature. After several **5** days, the mature parasites enter the bloodstream and begin to infect **red blood cells**.

Within 48 to 72 hours, the parasites inside the red blood cells multiply, causing the infected cells to burst open.

The parasites continue to infect red blood cells, resulting in symptoms that occur in cycles that last two to three days at a time.

- 10** Malaria is typically found in tropical and subtropical climates where the parasites can live.

Adapted from : <https://www.healthline.com/health/malaria>

1. Give a title to the text.
2. Is malaria a dangerous disease ? Justify your answer.
3. What transmits malaria ?
4. What happens after several days of contamination ?
5. How long do parasites take to multiply inside the red blood cells ?

III. Here is a dialogue between a doctor and a patient. Use the words or expressions from the box to complete it. Then practise the dialogue with your partner. A word or expression in the box is not concerned.

Example : 1- wrong with

*checkup ; suffer from ; malaria ; recover ; wrong with ;
bites ; a prescription ; mosquitoes ; pains*

Patient : Good morning, Doctor !

Doctor : Good morning, miss ! What's **(1)** ... you ?

Patient : I've got **(2)** ... in my legs and in my arms.

Doctor : Do you **(3)** ... rheumatism ?

Patient : No, sir. I received insects' **(4)** ... in the market last Saturday.

Doctor : I see. Were they **(5)** ... ?

Patients : I don't know sir.

Doctor : I suggest a **(6)**Then I'll give you **(7)** ...

Patient : Thank you Doctor. I want to **(8)** ... rapidly.

Doctor : You're welcome !

LET'S HAVE FUN

Seven (7) words related to health are hidden in these letters. Find them and write them down in your exercise book. Example : 1- NURSE

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

INFORMATION AND COMMUNICATION TECHNOLOGIES



MASTER COMPUTER TO OPEN DOORS



READING

Learning context

To get well-prepared for a presentation about “the role of computers today”, at the next meeting of the English Club, you read a text about computers.



« The computer was born to solve problems that did not exist before. »

— Bill Gates —

GOOD TO KNOW

Vocabulary content

Vocabulary related to computers

Language functions

- Describing computer operations
- Giving instructions (the imperative)

My dictionary

The greatest : le / la plus grand (e)

All-in-one : tout-en-un

Everything : toute chose

Computer science : l'informatique

Screen : écran

Steps : étapes

Honey : chéri (e)

Unpack : déballer

Accurate : exact, précis

Software : logiciel

Session 1

Session focus		
Vocabulary	Language function	Structure
mouse ; keyboard ; desktop computer ; laptop computer ; printer ; compact disc (cd) ; pen drive ; central processor unit (cpu) ; power cable	Describing computer operations	<ul style="list-style-type: none"> - A computer is used to digitalize human's work. - A keyboard is used for typing texts.

A Let's explore

Look, listen and repeat 1



Bill Gate

Computer is one of the greatest of human's inventions. There are two types of computers : the desktop and the laptop.

The **desktop** is a physical computer unit which consists of a **monitor**, a **CPU**, a **keyboard** and a **mouse**. It is designed for regular use at one location. It requires main power supply to work.

The **laptop** which is an all-in-one computer, uses **battery** or **AC power** that can last several hours. It can easily be carried.

Be it a desktop or a laptop, they have the same parts and functions and you can use a **Compact Disc** or a **pen drive** with them.

Look, listen and repeat 2



Dally : The computer **is used to** ease human life.

Gabelaud : You're right. It's **used for** digitalizing the work.



B Let's practise

1. Match each part of the computer in column A with its role in column B. **Example : 1- d**

Column A	Column B
1. monitor	a. move the cursor
2. mouse	b. store information
3. keyboard	c. connect the computer to the sector
4. pen drive	d. show the text and pictures
5. power cable	e. type a text

2. Use the information of Activity 1 to make sentences like in the examples.

Examples : 1- a - The monitor is used to show the text and pictures.

b - The monitor is used for showing the text and pictures.

C Let's take home

Identify the pictures by the descriptions from the box below. **Example : 1- CPU**

power cable ; keyboard ; desktop computer ; mouse ;
monitor ; laptop computer ; pen drive ; CPU



1



2



3



4



5



6



7



8

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to computers**

E.g. : mouse ; keyboard ; desktop computer ; laptop computer ; pen drive ; etc.

- **how to use the passive to describe the use of something**

E.g. : A keyboard **is used to** type a text.

A keyboard **is used for** typing a text.

Session 2

Session focus		
Vocabulary	Language function	Structure
to plug in ; to plug out ; to restart ; to display ; to process a text ; to print ; to switch on ; to switch off	Giving instructions	<ul style="list-style-type: none"> - Switch your computer off before going home ! - Don't clean the computer with a wet tissue.

A Let's explore

Listen and repeat 2

A computer can do everything you order it. You can **process a text** with it or **display pictures or films** on the screen. You can also **print the text** you type on a computer. But before using a computer, there are some steps you must follow. If you are working on a desktop, you must **plug** the power cable **in** a socket, then you **switch** the machine **on**. Sometimes, you need to **restart** the computer to finish the installation of a software. When you finish working, it is advised to **switch** the apparatus **off** and **plug out** the power cable. Follow these instructions and you will keep your computer safe.

Listen and repeat 1

Mother : **Don't stay late** on the computer. **Turn it off** and **go to bed**, please !

Son : Please mom, I'm doing some researches for my presentation.

Mother : OK. **Download the pages** and **register them**. You will continue tomorrow.

Son : Understood, mom.

Mother : Thanks, honey. You are a good boy.

Son : Kiss ! See you tomorrow !

Mother : See you tomorrow, honey !

B Let's practise

1. Match the words or groups of words in column A to their synonyms or meanings in column B.

Do like this : 1- c

Column A	Column B
1. to plug in	a. to start again
2. to switch on	b. to impress
3. to restart	c. to connect the power cable to the sector
4. to switch off	d. to show
5. to print	e. to turn on
6. to display	f. to extinct

2. Match the verbs in column A with the appropriate parts of a computer in column B to give the appropriate instructions. Example : unpack the machine

Column A	Column B
to unpack	the machine
to insert	the charger
to connect	the charger in the socket
to plug	the battery in the laptop
to restart	the computer to install the program

C Let's take home

As you read the text below, say whether the statements that follow are true or false. Write (T) for true and (F) for false. Give the line references to justify your answers. Example : 1- F (L1)

First of all, computers are devices. They are very accurate and can do jobs very quickly if compared to humans.

Computers used to be very big and heavy in the old days. They also took a lot of space.

Computers scientists have developed small computers chips to make computers smaller and thinner. They made memories with larger capacity and storage.

Further, people can do many tasks in a very short time. They can use it personally and professionally. For example, we can use computers at work and at home.

Finally, computers are small, compact, mobile and very light. For example, tablets, iPads and smartphones. People are afraid that the computers will replace people in the future.

- Computers are humans.
- Computers do jobs slowly.
- They were smaller in the beginning.
- Today, scientists have made small computers.
- We use computers in offices only.
- Tablets, smartphones, iPads are not computers.
- People are very happy because computers will take their jobs away.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to computer uses**

E.g. : to plug in ; to plug out ; to display ; to process a text ; to print ; etc.

- how to give instructions**

E.g. : **Plug in** the cable in the socket. / **Don't switch off** the computer.

COMMUNICATION ACTIVITY

In order to get prepared for a presentation about the use of computers, you go to the library of the Ghanaian Embassy in order to gather information. Fortunately, at the library, you discover a text about computers. Read it and do the tasks below.

A. Read the text and state the main role of a computer.

Computers can be instructed to perform a variety of things. Instructions that tell a computer what to do are called programs. The most common ones are : Word processing, Spreadsheet, Database and Communication programs.

- The Word Processing Programs are used to type, edit, rearrange or delete texts. Spreadsheet programs enable the user to make tables easily for budget and financial plans. Database programs are used for storing large quantities of data (or information) in the computer. Communication programs help people exchange information with one another and with databanks which are large collections of information stored in huge centralized computer. In addition to those ones, there are also recreational and educational programs which are used for playing games, composing and listening to music. It is obvious that in the coming years, people will be developing and using more sophisticated programs to cover their personal needs.

Adapted from <https://homepage.cs.uri.edu/faculty/wolfe/book/Readings/Reading01.html>

B. Match the items from the text in Box A to their definitions or synonyms in Box B. Do it individually, then compare your answers with your neighbours'. Example : 1-d

Box A	Box B
1. instructions (L1)	a. large collection of information
2. word processing (L2)	b. program for board and table
3. spreadsheet (L2)	c. satisfy
4. database (L3)	d. tasks to do
5. sophisticated (L11)	e. program for texts
6. to cover (L11)	f. developed

C. Read the text again and say if the statements below are true or false. Write T for true and F for false. Refer to the lines of the text to justify your answers. Do like this : 1- F (L1-2)

- Computers are not made to receive instructions.
- A computer can be called "program".
- Words processing and Spreadsheet are programs.
- The database is a program that collects information.
- People won't use sophisticated programs.

D. The dialogue below, between Abié and Boli, is about the use of computers. Complete it, then practise it with your neighbour.

Abié : (1) ... ?

Boli : A program is a software that gives instruction to a computer.

Abié : Can you list two (02) examples of a program ?

Boli : (2) ...

Abié : What is a Word Processing Program used for ?

Boli : (3) ...

Abié : What do you use Spreadsheet Program for ?

Boli : (4) ...

Abié : (5) ... !

Boli : You're welcome ! Good bye !



LESSON 2

WHAT A WONDERFUL CELLPHONE !



READING

Learning context

During a meeting of the English Club of Collège Moderne of Dualla, the students of 4^e read a text about the uses of cellphones in order to discuss their importance in modern life.



« The telephone gives us the happiness of being together yet safely apart. »

— Mason Cooley —

GOOD TO KNOW

Vocabulary content

Vocabulary related to mobile phones

Language functions

- Describing the function of a phone
- Expressing past actions

My dictionary

Social networks : réseaux sociaux

Powerful : puissant

Update : mise à jour

Together : ensemble

Smart : intelligent

Cheating : tricher

To download : télécharger

To chat : bavarder

Box : boîte

Device : appareil

Session 1

Session focus		
Vocabulary	Language function	Structure
fixed telephone ; cordless telephone ; cell phone ; smartphone ; network ; battery ; charger ; sim card	Describing the functions of a phone	<ul style="list-style-type: none"> - We use a phone to make a call. - We use a phone for getting in touch with friends.

A Let's explore

Listen and repeat

Sitapha : Hello, bro ! How are you ?

Kamagaté : I'm fine ! What about you ?

Sitapha : I'm well. You know what ? I've a **smartphone** now.

Kamagaté : What's a smartphone ? Is it a new type of **cellphone** like mine ?

Sitapha : Yes, it's a cellphone but it's more powerful and smarter than a cellphone. It works like a computer.

Kamagaté : Wow ! Technology is developing very fast. From the **fixed telephone**, we got the **cordless** phone and then the cellphone. And today, we have **smartphones**. Tell me, bro, does your smartphone use a sim card ?

Sitapha : Yes, of course. It even uses those of our current **networks**.

Kamagaté : When you unpacked it what did you see in the box ?

Sitapha : There were a **charger, a battery** and the telephone itself.

Look, listen and repeat

What do you use a smartphone for ?



I use a smartphone **for keeping** in touch with my business partners.
I also use it **to take** photographs when I visit a country.

B Let's practise

1. Use the words or groups of words related to cellphones from the box to correspond to the following descriptions. Example : 1- a telephone.

a telephone ; a sim card ; networks ; a cellphone ; a charger

1. A phone with a cable, made to stay in a precise place.
2. A small card inside a mobile phone, carrying an identification number.
3. An operator that permits the sim card to be connected.
4. A device used to put energy in a battery of a mobile phone.
5. A small phone with which we can move everywhere.

2. Reorder the words or expressions below to find meaningful sentences talking about the functions of the telephone. Example : 1- People use telephones to keep in touch.

1. telephones / in touch. / use / People / to keep
2. surfing / Bouri / on social networks. / uses / for / a smartphone
3. a charger / the battery. / charging / We / for / use
4. Dad / a cellphone / to / uses / his business. / run
5. cheating. / WhatsApp / Some candidates / for / use

C Let's take home

As you read the text below, answer the questions that follow it.

A smartphone is a cellular phone with an integrated computer and other features not originally associated with telephones such as an operating system, web browsing, and the ability to run software applications.

Smartphones can be used by individuals in both a consumer and a business context, and **5** are now almost integral to everyday modern life.

Many consumers use their smartphones to engage with friends, family and brands on social networks. Social media platforms such as Facebook, Instagram, Twitter and LinkedIn all have mobile apps that a user can download from their phone's app store. These apps make it possible for smartphone users to post personal updates and photos while on the go.

Adapted from <https://lecomputing.techtarget.com/definition/smartphone>

1. What is the text about ?
2. What is a smartphone, according to the text ?
3. List three (03) uses of smartphones.

LET'S KEEP IN MIND



Now, I know :

- **vocabulary related to mobile phones**

E.g. : cordless telephone ; cellphone ; smartphone ; etc.

- **how to express the function of a phone**

E.g. : I **use** a smartphone **to download** videos.

I **use** a smartphone **for downloading** videos.

Session 2

Session focus		
Vocabulary	Language function	Structure
airtime : sms ; mms ; to dial ; to charge ; to make a call ; to send a message ; to receive a message	Expressing past actions	Alexander Graham Bell invented the telephone in 1876.

A Let's explore

Look, listen and repeat 1



A cellphone can do many things. To use it, you must charge the battery first. Then you put some **airtime** in it. You are ready to use your phone now. You can do many things with it. You can **write** and **send** an **SMS or an MMS** to other people. When they receive your message, they can **answer back** by **sending you a message** too. If you want to hear the voice of your distant relative, you simply **dial their number and make a call**.

Look, listen and repeat 2

Alexander Graham Bell **invented** the first telephone in 1876. He **tested** it himself to make sure that it worked. His invention **amazed** the whole world.



In 2007, the American inventor Steve Jobs **revolutionized** the telephone by inventing the iPhone smartphone.

B

Let's practise

1. Match the words or groups of words in column A to their meanings or synonyms in column B. **Example : 1-c**

Column A	Column B
1. to dial	a. to transmit
2. SMS	b. credit for phone call
3. to send	c. to compose a number
4. to charge	d. Short Message Service
5. MMS	e. to put energy in
6. airtime	f. Multimedia Messaging Service

2. Put the verbs in brackets in the correct tense and form.

Example : 1- Steve Jobs invented iPhone.

- Steve Jobs (to invent) iPhone in 2007.
- Last year, the government (to extend) the local phone numbers to 10 digits.
- Yesterday, I (to buy) a new smartphone.
- Hermann (to send) an SMS to his American friend last week.
- Last week, Ibrahim's phone (to break) down.
- My uncle (to make) a call an hour ago.

C

Let's take home

Put the letters in the correct order to find meaningful words related to telephone.

Example : 1- Airtime

itrAmine

liDa

denS

geMases

laCl

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to mobile phones**

E.g. : to make a call ; to send a message ; airtime ; etc.

- how to express past actions**

E.g. : Alexander Graham Bell **invented** the telephone in 1876.

COMMUNICATION ACTIVITY

In order to get prepared for a presentation about telephones, you do some research on the Internet. You come across the text below. Read it and do the tasks that follow.

A. As you read the text quickly, write down the statement that best summarises it.

The text is about :

- the invention of telephone.
- the use of telephone.
- the origin of telephone.

- A telephone, or phone, is a telecommunication device that permits two or more users to conduct a conversation when they are not in the same space to be heard directly. A telephone converts sound, typically and most efficiently the human voice, into electronic signals suitable for transmission via cables or other transmission media over long distances, and replays such signals simultaneously in audible form to its user. The word telephone has been adapted into the vocabulary of many languages. First invented in 1876 by Alexander Graham Bell and further developed by many others, the telephone was the first device in history that enabled people to talk directly with each other across large distances. Telephones rapidly became indispensable to business, government, and households, and are today some of the most widely used small appliances. The essential elements of a telephone are a microphone (transmitter) to speak into and an earphone (receiver) which reproduces the voice of the distant person. In addition, most telephones contain a ringer, which produces a sound to announce an incoming telephone call

Adapted from <https://www.coursehero.com/fil/28330516/the-telephonrdocx/>

B. As you read the text again, match the words from the text in box A to their definitions or synonyms in box B. Do it individually, then compare your answers with your neighbour's.

Do like this : 1- d

Column A	Column B
1. device (L1)	a. transforms
2. converts (L3)	b. largely
3. suitable (L4)	c. at the same time
4. simultaneously (L5)	d. machine
5. further (L7)	e. accurate
6. widely (L10)	f. more

C. As you read the text again, give short answers to the questions below. (2 lines maximum)

1. When was the telephone invented ?
2. Who are the users of the telephone ?
3. What is a telephone used for ?
4. List the main elements of the telephone.

D. After reading the text above, you got a lot of information. Your teacher asks you to write a newspaper article to be published in the magazine of your English Club. The topic is “The importance of the telephone”.

In your article,

- talk about the origin of the telephone ;
- mention the use of the telephone in the past ;
- explain the current uses of a smartphone.





READING

Learning context

During a meeting of the English Club of Lycée Municipal of Koumassi, the students of 4^e read a text related to Internet to talk about its importance in today's society.



« We are all now connected by the Internet, like neurons in a giant brain. »

— Stephen Hawking —

GOOD TO KNOW

Vocabulary content

Vocabulary related to the Internet

Language functions

- Using the present perfect
- Using "since / for" with the present perfect

My dictionary

Files : dossiers

Feedback : retour ; rétroaction

Giant : géant

Via : par ; à travers

Unlock : déverrouiller

Brain : cerveau

Application : demande

Session 1

Session focus		
Vocabulary	Language function	Structure
email address ; modem ; mailbox ; website ; social media ; wi-fi ; cybercafé ; homepage	Using the present perfect	The Internet has improved the mode of communication.

A Let's explore

Look, Listen and repeat



Granddad : What're you doing with the laptop ?

Grandson : I'm sending an email to the University for my application.

Granddad : How is it possible to send a mail via a computer, tell me ?

Grandson : I connect the computer to the Wi-Fi and I get to the **homepage** by putting the **website** of the school. I fill in the application files and send them.

Granddad : And how will you receive the feedback ?

Grandson : I will receive a message in my **mailbox**. I mentioned my **email address**.

Granddad : Let me have a look at all of this... What's that ?

Grandson : It's a **social media**. It's called LinkedIn.

Listen and repeat

This is Yannis' speaking

"I **have created** my first email address recently. I **have** already **received** many mails in my mailbox. I **have** just **sent** my application to enter the famous university Félix Houphouët-Boigny of Abidjan, Cocody".

B Let's practise

1. Identify the pictures below with the descriptions from the box.

Do like this : 1- A website

a mailbox ; a Wi-Fi modem ; an Email address ; a website ; a homepage ; social medias

<https://www.school.com>

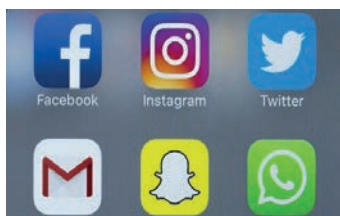
1



2



3



4



5

My_school@email.com

6

2. Put the verbs in brackets in present perfect.

Example : 1- We have received many messages in the mailbox.

1. We (to receive) many messages in the mailbox.
2. Dad (to buy) a new desktop computer for a home use.
3. Yahoo (to update) its homepage recently.
4. They (to connect) the computer to the Wi-Fi modem.
5. Facebook (to turn) into Meta.

C Let's take home

Conjugate the structures below in the present perfect. Do it in your exercise book.

1. To write an email

I ...
He / She ...
We ...
You ...
They ...

2. To create an email address

I ...
He / She ...
We ...
You ...
They ...

LET'S KEEP IN MIND



Now, I know :

vocabulary related to the Internet

E.g. : email address ; social media ; wi-fi ; cybercafé ; homepage ; modem ; etc.

• **how to use the present perfect**

E.g. : I **have created** my email recently.

Ernest **has bought** a new computer.

Session 2

Session focus		
Vocabulary	Language function	Structure
password ; text chat ; browser ; to download ; hacker ; surfing ; skype	Using the present perfect with "for" and "since"	<ul style="list-style-type: none"> - I have created my e-mail address since 2008. - I have used e-mails for 13 years.

A

Let's explore

Look, Listen and repeat 1



Sidney : Fatim, you have received a new message on your mobile phone.

Fatim : Ok thanks. I'm **text chatting** with a classmate for the moment.

Sidney : Which media are you using ?

Fatim : We're using **Skype**.

Sidney : Can I use your computer to browse websites to find information for my presentation ?

Fatim : Yes, but let me enter the **password** to unlock it for you. When **surfing**, pay attention not to **download** everything because **hackers** are operating on the web.

Sidney : OK ! Don't worry. I will **browse** safe websites.

Look, Listen and repeat 2



Tatiana : Wow ! We're in 2023 already. I've **had** my Twitter account **since** 2015. So I've **used** this social network **for** 8 years now.

Ketsia : Really ? I've **had** my account **for** 2 years only. I've **used** it **since** 2021.

B Let's practise

1. Match the words or expressions in column A to their meanings or synonyms in column B.

Example : 1-f

Column A	Column B
1. to browse	a. to transfer files into a computer by copying them
2. a hacker	b. secret code
3. skype	c. to discuss through messages
4. surfing	d. social media used to make calls and text chats
5. to download	e. computer expert who steals people's information
6. to text chat	f. to search information through the Internet
7. password	g. browsing the Internet

2. Complete the sentences below with "since" or "for" to make them meaningful.

Example : 1- since

- Computer have entered our household ... 1990.
- Olivier has used a smartphone ... three years.
- I have used Skype ... a month.
- The boy has got a mobile phone ... 2019.
- They have surfed the Internet ... five hours.

C Let's take home

Make three sentences using "for" and three sentences using "since" with the present perfect. You will read them to the class next time.

LET'S KEEP IN MIND



Now, I know :

- vocabulary related to the Internet

E.g. : password ; to text chat ; browser ; to download ; hacker ; surfing ; skype ; etc.

- how to use "since" or "for" with the present perfect

E.g. : I **have created** my Skype account **since 2015**.

I **have used** this account **for seven years**.

COMMUNICATION ACTIVITY

For a presentation at the next meeting of the English Club of your school, you go to a cybercafé in order to collect information. You come across the text below. Read it and do the tasks that follow.

A. Read the text quickly and write down the statement that best summarizes it.

- the invention of the Internet ;
- the dangers of the use of the Internet ;
- the benefits of the use of the Internet.

The Internet is a global system of interconnected computer networks to serve several billion users worldwide. Internet has been the most useful technology of the modern times which helps us not only in our daily lives, but also our personal and professional lives developments. The use of the Internet offers a variety of benefits to everyone who is willing to use it.

- 5** For the students and educational purposes, the Internet is widely used to gather information so as to do the research or add to the knowledge of any sort of subject they have. Even the personal business and the professions like doctors, access the Internet to filter the necessary information for their use. The Internet is therefore the largest encyclopedia for everyone, in
- 10** all age categories. The Internet has served to be more useful in maintaining contacts with friends and relatives who live abroad permanently. The easiest communication means like the Internet chatting systems, Facebook and the emails are the best and the most common ways for keeping in touch with the people around the world.

Adapted from www.worldwidecomputer.net

B. Read the text again and match the words from the text in box A to their definitions or synonyms in box B. Do it individually, then compare your answers with your neighbour's.

Example : 1- d

Box A	Box B
1. useful (L2)	a. objectives
2. variety (L4)	b. world of knowledge
3. purposes (L6)	c. select
4. filter (L8)	d. necessary
5. encyclopedia (L9)	e. in another country
6. abroad (L11)	f. diversity

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- D. Back from a reading competition organized by the British Embassy, you have been chosen to produce a speech about “the use of the Internet in our daily lives”.**

- define the Internet ;
- talk about its uses since its creation.

[illegible]

Let's consolidate 8

I. Use the descriptions in the box to identify the pictures. Example : 1- mouse

compact disc ; printer ; mouse ; CPU ; sim card ; laptop ; monitor ; smartphone



1



2



3



4



5



6



7



8

II. Put the verbs in brackets in the suitable tense.

Example : 1- Bill Gates **invented** Microsoft in 1990

1. Bill Gates (to invent) Microsoft in 1990.
2. The students (to study) computer science for 5 years.
3. Allan (to teach) ICT since 2010.
4. My mother (to buy) a new smartphone last week.
5. We (to send) an email one month ago.

III. Complete the sentences below with "to" or "for" to express a purpose.

Example : 1- We use a smartphone **for** accomplishing many tasks

1. We use a smartphone ... accomplishing many tasks.
2. Businessmen use the telephone ... develop their business.
3. The teacher uses a Wi-Fi modem ... connect his computer to the Internet.
4. People use computers ... browsing the Internet.
5. Aïcha and Phoebe use Messenger ... text chatting.

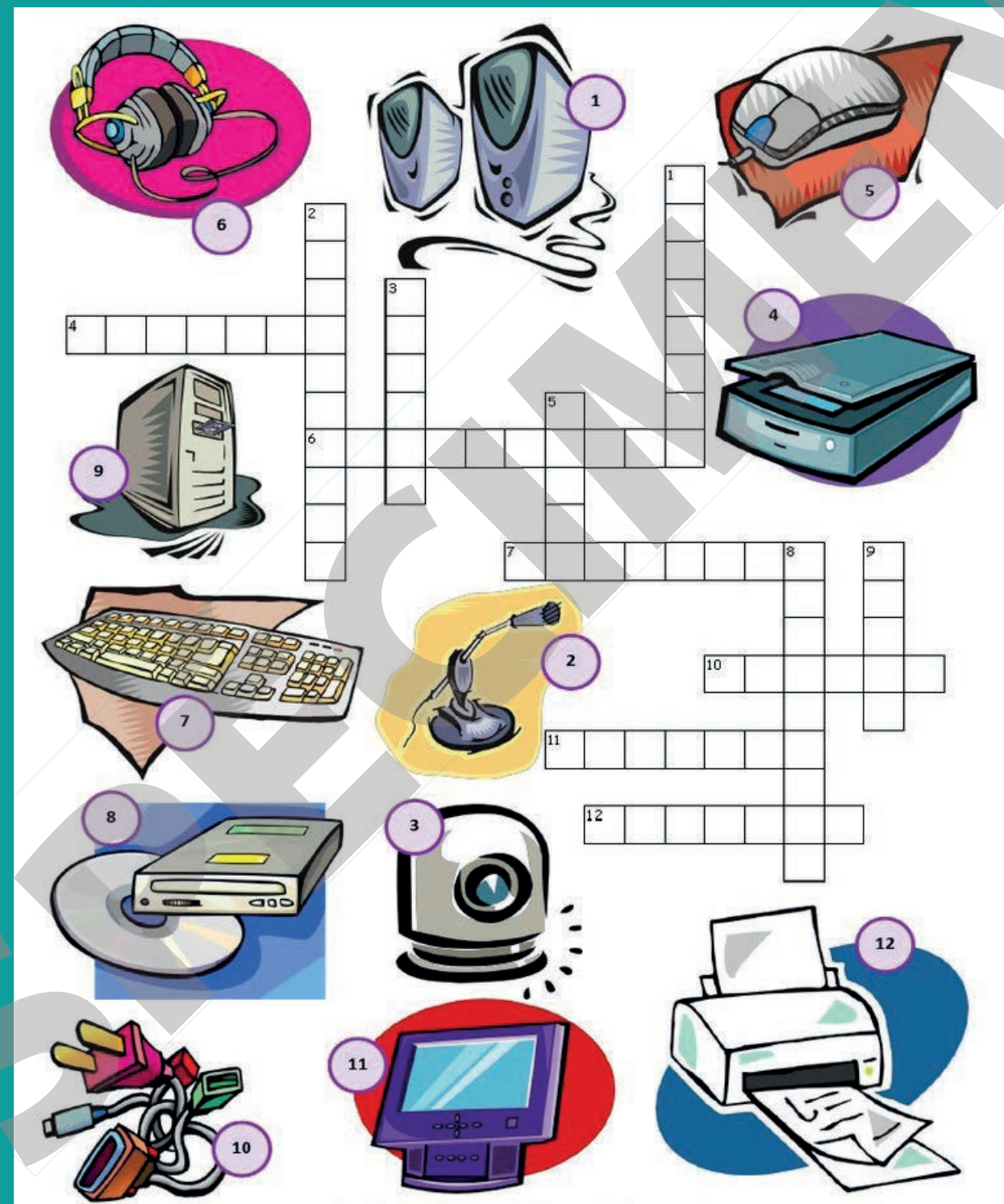
IV. Choose the best option to get meaningful sentences. Example : a- for

- a. I use a computer (for / to) processing a text.
- b. You can use a smartphone (for / to) text chat with your friends.
- c. Ivorians have used mobile phones (for / since) 1996.
- d. Cecilia has used this phone number (for / since) 10 years.
- e. Businessmen use Skype (for / to) make video calls.

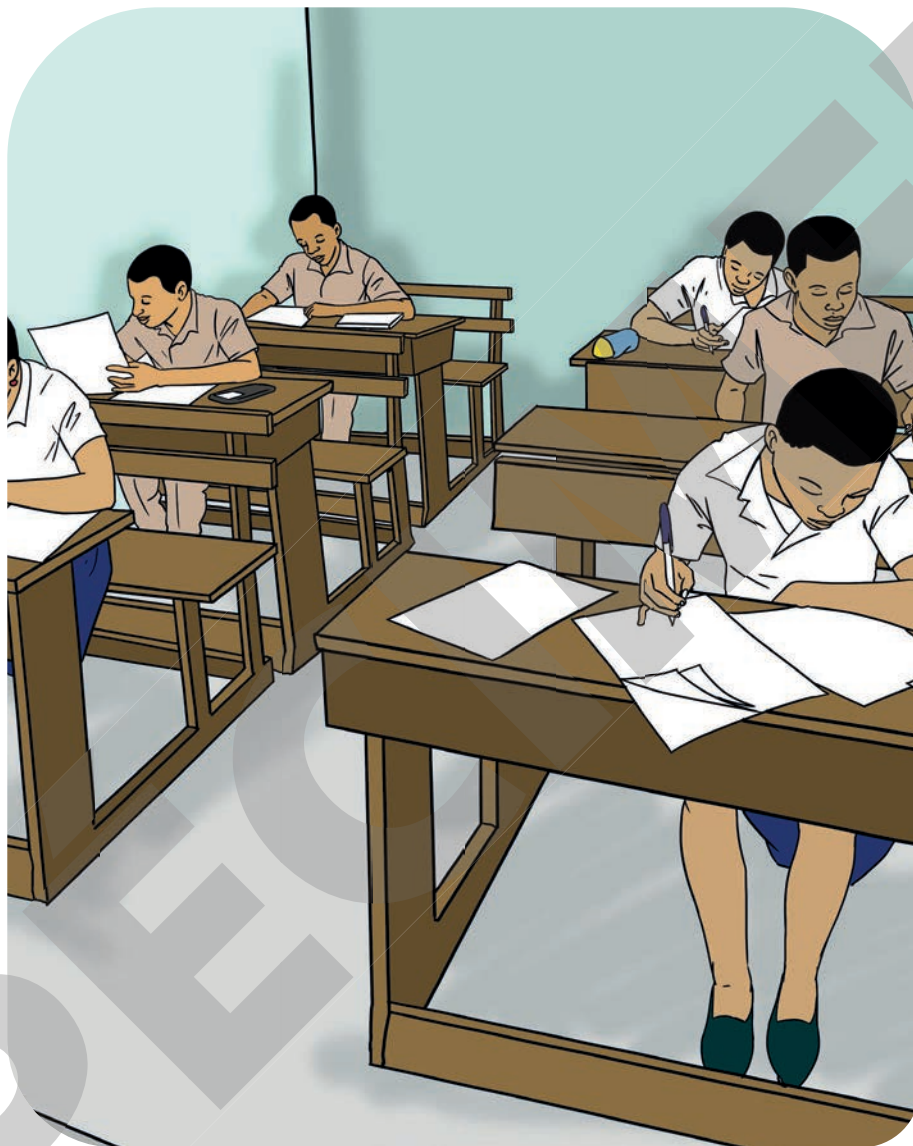
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LET'S HAVE FUN

Look at the numbers on the pictures and write the names of computer parts in the crossword puzzle : **1- speaker**



MY ENGLISH



TESTS

TEST 1

PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow.

FIRST SCHOOL DAY

My best memory of school is the first day at school. It was a wonderful first day at primary school. It was my first day without the toys. I wore a uniform with a nice style. Primary school was far larger than my small kindergarten had been. It was a nice day. My mother woke me up early. She gave me my bath and walked with me to school. We didn't need to take a coach.

- 5 My school, a new one, was around the corner from my house. We unexpectedly found my teacher in the hallway and my mother introduced me to her. Miss Seuss, who was about 30 years old was a tall and pretty woman. She always had a smile on her face. After a brief conversation with Mom, Miss Seuss, my mistress, took me by the hand and we walked to my classroom and Mom went away very quickly. She didn't look back as if she was about to cry. I was excited and anxious at the same time.

10 What was going to happen next ? It was only a half-day and I was in the afternoon class. I got switched to the morning class for some reason half way through the year and learned about getting up early.

Adapted from the Internet

A. VOCABULARY CHECK

The words in column A are from the text. Match each of them with its definition or synonym in column B. One option in column B is not concerned. Write your answers like this : 1- i

Column A	Column B
1. wonderful (L. 1)	a. enthusiastic
2. kindergarten (L. 3)	b. changed ; shifted
3. coach (L. 4)	c. beautiful
4. unexpectedly (L. 5)	d. bus
5. hallway (L. 6)	e. corridor
6. pretty (L. 7)	f. female teacher
7. mistress (L. 8)	g. memory
8. excited (L. 10)	h. pre-school
9. switched (L. 12)	i. superb
	j. surprisingly

B. COMPREHENSION QUESTIONS

Read the text again and note down the correct answer. **Example : 1- a**

1. The narrator had
 - a. a good first school day
 - b. a bad first school day
 - c. a long first school day
3. The narrator had
 - a. a female teacher
 - b. a male teacher
 - c. an English teacher
5. The narrator used to have class only
 - a. in the afternoon
 - b. in the morning
 - c. in the night
2. The narrator was accompanied by
 - a. his female parent
 - b. his male parent
 - c. his sister
4. For his first school day, the narrator was both
 - a. excited and happy
 - b. excited and anxious
 - c. anxious and wicked
6. The narrator had the habit to
 - a. get up late
 - b. get up early
 - c. get up soon

PART TWO : LANGUAGE IN USE

Task A. Complete the sentences with “will” or “would”. Example : 1- will

1. If they are invited, they ... come to the party.
2. He ... take an aspirin if he had a headache.
3. If I were you, I ... not come.
4. I ... succeed if you give me a chance.

Task B. Complete the following dialogue with the missing verbs. Example : 1- were

Sekou : When you **(1) ...** a little boy, did you use to cry for food ?

Blé : Yes, I **(2) ...** I remember I **(3) ...** to cry when I was hungry.

Sekou : **(4) ...** your mother use to give you advice ?

Blé : Yes, she **(5) ...** to talk to me, and she still does.

PART THREE : WRITING

You are having a conversation with Davies, your Canadian friend. He wants you to tell him about your last holidays. Complete the dialogue.

Davies : Where did you spend your last holidays ?

You : I spent my last holidays in my village.

Davies : How long did your holidays last ?

You : **(1) ...**

Davies : Did you go with your parents ?

You : **(2) ...**

Davies : What games did you play ?

You : **(3) ...**

Davies : Did you enjoy your holidays ?

You : **(4) ...**

Davies : When did you come back home ?

You : **(5) ...**

TEST 2

PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow.

THE PLACE OF WOMEN IN SOCIETY

Far from being inferior, women are capable of sharing all the responsibilities of everyday life with men. Man and woman have been rightly compared to the two sides of the same coin, the wheels of the same carriage.

- 5 The main responsibility of a woman is to preserve the human race. Biology decrees that it is only the women who can bear and give birth to children.

Then, as a mother, a woman's role is unique : she brings up children with extreme and protective care. The first school of a child is the lap of his mother. Napoleon said : "Give me good mothers and I will give you a good nation".

- 10 Educated women can do much to reform humanity. In modern age, women are brightly demonstrating their talents in all the fields of progress. They are serving as teachers, doctors, engineers, administrators and even heads of states. More education among women means more progress of society. Gender equality should be a concern for men.

www.worldpulse.com

A. VOCABULARY CHECK

The words in column A are from the text. Match them to their synonyms in column B. Write your answers like in the example. **Example : 1- f**

Column A	Column B
1. sharing (line 1)	a. attention
2. coin (line 2)	b. brilliantly
3. preserve (line 4)	c. preoccupation
4. decrees (line 4)	d. domains
5. care (line 7)	e. piece of metal used as money
6. lap (line 7)	f. partaking
7. brightly (line 9)	g. perpetuate
8. fields (line 10)	h. knee
9. concern (line 12)	i. commands

B. COMPREHENSION QUESTIONS

Choose the correct option to complete each statement, according to the text. Write your answers like in the example. **Example : 1-b**

1. Man and woman are compared to the two sides of the same coin because :
 - a. woman is inferior to man.
 - b. woman and man complement each other.
 - c. man is superior to woman.
2. Preserving the human race is :
 - a. the only one responsibility of a woman.
 - b. the exceptional responsibility of a woman.
 - c. the essential responsibility of a man.
3. As a mother, a woman's role is unique means :
 - a. she bears children.
 - b. she gives birth to children.
 - c. she brings up children with care.
4. In modern age, women have talents :
 - a. in all the domains of progress.
 - b. in a few domains of progress.
 - c. only as teachers, doctors and engineers.

PART TWO : LANGUAGE IN USE

Task A. The following sentences are from the text. Rewrite each sentence like in the example.

Example : 1- "Man and woman are compared to the two sides of the same coin".

The elder said that man and woman were compared to the two sides of the same coin.

1. "Man and woman are compared to the two sides of the same coin".
 - The elder said that ...
2. "The main responsibility of a woman is to preserve the human race".
 - A wise woman advised the young girls that ...
3. "It is only the women who can bear and give birth to children".
 - A scientist repeated that ...
4. "Educated women can do much to reform humanity".
 - The minister recognized that ...

Task B. Here are some sentences about different situations on women's rights and duties. Complete each sentence with the correct option. Write your answers like in the example.

Example : 1-a

1. A woman is not ... a man.
 - a) less capable than
 - b) capable than
 - c) as capable
2. In the past, mothers were ... than today.
 - a) less old
 - b) old
 - c) older
3. Women are ... than men.
 - b) more protective
 - b) protective
 - c) less protective
4. Between man and woman, who is ... ?
 - a) responsible more
 - b) more responsible
 - c) responsible less

PART THREE : WRITING

You are interviewed by the English Club magazine of your school on women's rights and duties. Answer the interviewer's questions and give your opinion when needed.

Interviewer : Do you think that women have equal rights as men today ?

You : (1) ...

Interviewer : In which fields do inequalities still exist ?

You : (2) ...

Interviewer : According to you, what can the government do to address wage inequalities in the workplace ?

You : (3) ...

Interviewer : Now, what can be done to combat sexual violence and harassment ?

You : (4) ...

Interviewer : Well, next to their rights what are women's main duties ?

You : (5) ...

Interviewer : Do you think that women are aware of their duties as well as their rights ?

You : (6) ...

TEST 3

PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow.

TRAVELLING

Travel is something which people do every day. It is very difficult to avoid the need to travel. It may be a trip to school, university or to work. Travelling can often take a long time, especially when great distances need to be covered. People often enjoy travelling abroad for holidays. But for some people, travelling is not fun at all. Some people suffer from travel sickness. This means that they will become unwell each time they travel.

Travelling can be either affordable or costly. It often depends on how far you want to travel and the choice of transport. Using a bicycle will not cost anything as you power it by using your legs. However, the use of a bicycle can be hard work and can take a lot of time to travel long distances. Cars and motorcycles are faster modes of transport, but are more expensive to use as gasoline is needed for them to work. It can usually be assumed that the longer you wish to travel, the more expensive and time consuming it will be.

The use of a plane is necessary for people wanting to travel very long distances. A pilot will fly a plane from an airport for many thousands of miles to take people to places far away. Although traffic is rarely a problem for airplanes, it can take a lot of preparation to travel by plane. People often need to arrive at the airport three hours prior to departure.

Adapted from <https://www.excellentesl4u.com/esl-travel-reading.html>

A. VOCABULARY CHECK

Match each word from the text in column A with its synonym or meaning in column B.

Write your answers like in the example : **Example : 1- A**

BOX A	BOX B
1. travel (L1)	A. go on a journey
2. trip (L2)	B. unpleasant
3. covered (L3)	C. ride
4. abroad (L3)	D. voyage
5. fun (L4)	E. pleasure
6. unwell (L5)	F. accessible
7. affordable (L6)	G. travelled
8. power (L7)	H. before
9. prior to (L15)	I. overseas ; to other countries

B. COMPREHENSION QUESTIONS

Say if the statements below are true (T) or false (F). Give the lines of the text to justify your choices. Example : 1- T (L1)

1. Travel is an action people always do.
2. People always enjoy travelling abroad for holidays.
3. Travelling can never be affordable or costly.
4. A plane is necessary for long distances.
5. People arrive at the airport long time before the departure.

PART TWO : LANGUAGE IN USE

TASK A. The text below is about a rich American trader and the different means of transport she uses. Complete it with the words or expressions from the box :

Example : 2- bicycle

walks ; by sailing ; travel by plane ; bicycle

Likane is a very rich trader. She lives in USA, near the sea. She goes to her job **1. ...** her boat. From time to time, she rides her **2. ...** just to practise sport. It is only to move to the pharmacy that she **3. ...** because it is not far. But, she is obliged to **4. ...** when she comes to Africa.

TASK B. Complete the following paragraph with the appropriate words or expressions in brackets to make it meaningful. Do like this : 1- prefer

I **1- (prefer / would rather / prefers)** the bus to the car because the drivers of buses are generally careful. My brother says he **2- (prefer / would rather / prefers)** travel by plane because he does not like boat. Unfortunately, he has no money. So, for the time being, he **3- (prefer / would rather / prefers)** travelling by car. I always tell him that cars are better than everything, I personally **4- (prefer / would rather / prefers)** cars.

PART THREE : WRITING

You are taking part in a writing competition on the following topic "Your favourite means of transport".

In a paragraph of twelve (12) lines maximum,

- mention the different means of transport in your area ;
- say which ones you prefer ;
- give the reasons why you prefer them.

TEST 4

PART ONE : READING COMPREHENSION

Read the text below and do all the activities that follow it.

FASHION SHOWS

A fashion show is an event put on by a fashion designers to showcase their upcoming line of clothing and accessories during fashion week. Fashion shows start every season, particularly in the summer and winter seasons. This is where the latest fashion trends are made. The two most influential fashion weeks are Paris fashion week and New York fashion week, which are both semi-annual events. The Milan, London and Berlin fashion weeks are also of global importance.

It is a typical fashion show, models walk on the catwalk dressed in the clothing created by the designer. Clothing is illuminated on the runway using various forms of lighting and special effects.

The order in which each model walks out wearing a specific outfit is usually planned in accordance to the statement that the designer wants to make about their collection.

Occasionally, fashion shows take the form of installations, where the models are static, standing or sitting in a constructed environment.

Adapted from https://en.wikipedia.org/wiki/Fashion_show

A. VOCABULARY CHECK

Match the words or expressions in Column A with their meanings or synonyms in Column B according to the text. One option in Column B is not concerned.

Example : 1- event : b- occasion

Column A	Column B
1. event (L1)	a. the two
2. showcase (L1)	b. occasion
3. upcoming (L1)	c. advertise
4. trends (L3)	d. the stage where models walk
5. both (L5)	e. in agreement with
6. global (L5)	f. future
7. runway (L8)	g. clothing item
8. outfit (L10)	h. modes
9. in accordance to (L10 -11)	i. international
	j. foregoing

B. COMPREHENSION QUESTIONS

Read the text again and give short answers to the following questions. (2 lines maximum)

1. In what seasons do fashion shows begin ?
2. Where do the two most influential fashion show weeks happen ?
3. Does clothing enlighten the runway ? Justify your answer.
4. Who makes the decision about the order in which each model walks ?

PART TWO : LANGUAGE IN USE

Task A : The following sentences are related to fashion. Choose the best option between brackets.

Write your answers like this : **Example : 1-shouldn't**

1. Teenagers **(should / shouldn't)** follow fashion blindly.
2. Designers **(should / shouldn't)** be more and more imaginative.
3. We **(should / shouldn't)** teach our children how to wear traditional clothes.
4. I think that we **(should / shouldn't)** copy our clothing style from abroad.

Task B : Complete the paragraph below with "because" or "because of "

Example : 1- because of

My grandparents used to tell me that when it's very sunny, it is better to wear a long-sleeved shirt **(1) ...** the high risk of malaria. But I don't think that the sun can give malaria **(2) ...** doctors say that malaria is caused by mosquito bites. I prefer short-sleeved shirts **(3) ...** they are more comfortable. But, Africans usually wear T-shirt **(4) ...** the hot weather.

PART THREE : WRITING

You invite your Nigerian friend Ikwe to a fashion show, but he refuses to come because he does not know the importance of fashion shows.

Write a paragraph of twelve (12) lines maximum to tell him the importance of fashion shows. In your piece of writing,

- say what a fashion show is ;
- explain what the participants do there ;
- persuade him on the necessity for him to come and attend it.

TEST 5

PART ONE : READING FOR COMPREHENSION

Read the article below and do all the activities that follow it.

RURAL EXODUS

Rural exodus is due to favourable, unfavourable and neutral factors. Factors that determine why a person migrates are related to the place of residence or origin. These factors are also related to the new settlement, known as the destination. Both the origin and destination are characterized by factors that support, reject or are neutral.

- 5 The favourable attributes of a location are pull factors, which attract a person. The unfavourable attributes operating at a location are the push factors, which compel a person to move away. Both pull and push factors can apply simultaneously at the place of origin as well as at the destination. Typically, the causes of rural exodus are economic, socio-political and ecological. Economic factors are concerned with overall state of the economy. Socio-political factors
- 10 include war and political unrest whereas ecological factors are related to climate change and the lack of natural resources.

Adapted from Migration and Its Impact on Cities Report 2017

A. VOCABULARY CHECK

The words or expressions in column A are from the text. Match each of them with its definition or synonym in column B. One option in column B is not concerned. Write your answers like in the example. **Example : 1- C**

Column A	Column B
1. rural exodus (L.1)	a. locality
2. factors (L.1)	b. oblige
3. settlement (L.3)	c. migration of people from villages to cities
4. attributes (L.5)	d. absence
5. compel (L.6)	e. general
6. simultaneously (L.7)	f. strangely
7. overall (L.9)	g. instability
8. unrest (L.10)	h. characteristics
9. lack (L.11)	i. at the same moment
	j. causes

B. COMPREHENSION QUESTIONS :

Read the text again and decide if the following statements are true or false. Write T for true and F for false. Quote the lines of the text to justify your answers like in the example. Example : 1- F (L1)

1. Rural exodus is due to six factors.
2. The place of residence is also called the destination.
3. The positive characteristics of a location are the pull factors.
4. Pull and push factors always apply at different moments.
5. There are three main causes of rural exodus.

PART TWO : LANGUAGE IN USE

Task A. Silué is writing a paragraph for the English magazine of the school about the wishes of young people when they move to the city. Help him correct his text by putting each verb between brackets in the correct tense and form. Example : 1- moved

Young people wish they (1- to move) to the city. They wish they (2- live) in big and beautiful houses. They wish they (3- to work) for important companies. Finally, they wish they (4- to earn) a lot of money.

Task B. The paragraph below is about Attoungbré's dream to go to the city. Read it and choose the correct answer among the options. Example : 1- wishes

Like many other villagers, Attoungbré 1- (wish / wishes / wishing) he went to the city. He is so 2- (excited / exciting / excitingly) that he is saving money to make his dream come true. Attoungbré is then ready to migrate 3- (because / due to / in order to) become richer in the city. However, he is worried 3- (because / due to / in order to) his parents' reluctance to let him go there.

PART THREE : WRITING

As a journalist working for the English magazine of your school, write a paragraph of twelve (12) lines maximum about rural exodus. In your production,

- give the definition of rural exodus ;
- indicate the causes of this phenomenon ;
- mention some of its consequences.

TEST 6

PART ONE : READING FOR COMPREHENSION

THE GIANT OF AFRICA BECOMES A GIANT OF HUMAN RIGHTS

Nigeria, Africa's most populous country, is appropriately nicknamed the "Giant of Africa". But a big population can mean big problems, including human trafficking, being ranked the 8th worst country internationally, and 67 percent of the population living in poverty.

5 To change this, YOUTH FOR HUMAN RIGHT (YHR) Nigeria representative Pascal Chukwuebuka Nwoga has been delivering human rights education since 2012. "We lack human rights knowledge," he says, "so I am trying to address that people should understand that our rights must be understood and applied if we want to have peace, development and then love in our society."

10 Of what inspired him, he says, "I grew up in an environment where some kids are maltreated. These children would work, and they kept working, working, working. It was like enslavement for them."

There was a very big discrimination, so I grew up with those memories, and was trying to protect children".

From : YOUTH FOR HUMAN RIGHT : NEWS- MAKING HUMAN RIGHTS A GLOBAL REALITY

A. VOCABULARY CHECK :

The words in column A are from the text. Match each of them with its synonym or definition in column B. Example : 1- e

Column A	Column B
1. populous (L1)	a. someone who acts on behalf of another person or a group of people
2. nicknamed (L1)	b. slavery
3. ranked (L2)	c. no violence
4. representative (L4)	d. classified
5. lack (L5)	e. crowded
6. applied (L7)	f. ill-treated
7. peace (L7)	g. called with an informal name
8. maltreated (L8)	h. implemented
9. enslavement (L9)	i. absence

B. COMPREHENSION QUESTIONS

Read the text again and give short answers to the following questions (2 lines maximum).

1. Why is Nigeria called the "Giant of Africa." ?
2. Who is the representative of (YHR) Nigeria ?
3. Did Pascal Chukwuebuka Nwoga decide to deliver human right education ? Justify.
4. Did Pascal Chukwuebuka Nwoga grow up in a good environment ? (Justify)

PART TWO : LANGUAGE IN USE

Task A. The passage below is about children's duties towards their families. Complete it with the phrases from the box to make it meaningful. Example : 1- have to

have to ; don't have to ; has to ; doesn't have to

Our parents care for us and are responsible for making us happy. In return, we **(1)** ... respect them and make them feel happy too. My elder sister, for example, **(2)** ... help our mother in house chores. We **(3)** ... to fight. The elder sister or brother should take care of younger ones, but he or she **(4)** ... beat them if they behave badly. Everything must be reported to parents.

Task B. The following passage is about some of the rights and duties at school. Complete it with the best option in brackets to make it meaningful. Write your answers like in the example.

Example : 1- know

We have to **1- (know / go)** school safety procedures. We have to take care of the environment **2- (to / since)** we have to live in a safe environment. It's not **3- (permit / permitted)** to waste water and electricity. If we **4- (not agree with / don't agree with)** our friends, we have to refer to our teachers and not **(fighting / having fun)** with them.

PART THREE : WRITING

On the occasion of Human Rights Day, your school English club asks you to write an article about children's rights and duties in order to sensitize your community members. In your article,

- mention three (3) important rights of children ;
- list three (3) of their duties ;
- say if their rights are applied in your country or not. Support your point of view with examples.

TEST 7

PART ONE : READING FOR COMPREHENSION

Read the article below and do all the activities that follow it.

KOBENAN'S DISEASE

Kobenan is a student in 4^e. A month ago, he suddenly felt unwell. He had a temperature. He sneezed and had a sore throat. He also had a headache and a cough. He was vomiting and had stomachache. His whole body ached. His mother prepared traditional medicines for him but that didn't help much. She wanted to give him some medicines from the street, but his father recommended that they should go to the hospital.

The family went to the hospital to see the doctor. He practised a medical checkup and examined Kobenan's lungs. He felt his pulse and took his temperature. The doctor then said that Kobenan had malaria. He told him to stay in bed and to have a rest. He prescribed him an anti-malaria treatment and he added that Kobenan and his family ought to sleep under a mosquito net. Kobenan's father bought all the necessary pills and other medicines at the chemist's. He followed all the doctor's instructions and very soon he felt much better. In ten days he fully recovered and went back to school.

Adapted from <https://en.islcollective.com/english-esl-worksheets/search/disease>

A. VOCABULARY CHECK

The words in column A are from the text. Match each of them with its definition or synonym in column B. One option in column B is not concerned. Example : 1- j

Column A	Column B
1. temperature (L.1)	a. repose
2. sore (L.2)	b. migraine
3. headache (L.2)	c. respected
4. whole (L.3)	d. pharmacy
5. checkup (L.6)	e. entire
6. rest (L.8)	f. pick up
7. chemist's (L.11)	g. painful
8. followed (L.11)	h. returned to a normal condition of health
9. recovered (L.12)	i. examination
	j. fever

B. COMPREHENSION QUESTIONS

Read the text again and give short and precise answers to the questions below.

1. When did Kobenan suddenly feel unwell ?
2. List two of his symptoms.
3. What did his father recommend ?
4. How did Kobenan feel ten days later ?

PART TWO : LANGUAGE IN USE

Task A. Kobenan is reporting what the doctor told him. Put the verbs of his report between brackets in the correct tense and form. Example : 1- was

The doctor told me that I **(1- to be)** certainly bitten by a mosquito. He added that many people **(2- to come)** to hospital last week because of malaria. He confirmed that mosquitoes **(3- to transmit)** that disease. He said that patients **(4- to take)** anti-malaria pills to recover rapidly.

Task B. The paragraph below is about Covid-19. Read it and choose the correct answer among the options. Write your answers like this : 1- caused

Covid-19 is **1- (causing / caused / causes)** by the coronavirus. People **2- (ought / should / ought not)** to take precautions to avoid that disease. They **3- (ought / had better / had better not)** neglect Covid-19 because it is really a mortal disease. Scientists **4- (thinks / think / thinking)** that Covid-19 can be eradicated if people strictly follow all the instructions given by doctors.

PART THREE : WRITING

On the occasion of the World Malaria Day, the editor of the English magazine of your school asks you to write a paragraph about how that dangerous disease affects people in your area. In your production,

- say what malaria is ;
- describe how people can catch that disease ;
- recommend solutions to prevent and treat it.

TEST 8

PART ONE : READING FOR COMPREHENSION

Read the text below and do all the activities that follow.

COMPUTERS

A computer is a programmable machine designed to automatically carry out a sequence of arithmetic or logical operations. The first use of the word "computer" was recorded in 1613, referring to a person who carried out calculations, or computations, and the word continued with the same meaning until the middle of the 20th century.

- 5 From the end of the 19th century, the word began to take on its more familiar meaning, a machine that carries out computations. In the beginning, computers were big as a large room. It is only later that they have become smaller and smaller, accessible to anyone. This has given way to personal computers. Later, developers created new applications to help users perform many things from word processing to image editing. A large scale of programs, some free and others costly, have opened new horizons in information technology.

- 10 Now, computers have noticeable impact on social relations. They have enabled entirely new forms of social interactions, activities, and organizations. With the Internet, working with computers has become part of our daily lives thanks to its basic features such as widespread usability and access. In addition to face communication that characterized humans for centuries, a new form of virtual communication has become more predominant.

Adapted from https://www.myenglishpages.com/site_php_files/reading-computers.php

A. VOCABULARY CHECK

Match each word or expression from the text in column A to its synonym or meaning in column B. Write your answers like this : 1- a

Box A	Box B
1. carry out (L1)	a. execute
2. arithmetic (L2)	b. utility
3. century (L4)	c. characteristics
4. word processing (L9)	d. expensive
5. scale (L9)	e. period of 100 years
6. costly (L10)	f. allowed ; permitted
7. enabled (L11)	g. calculation
8. features (L13)	h. texts typing
9. usability (L14)	i. range

B. COMPREHENSION QUESTIONS

Read the text again and say if the statements below are true or false. Write T for true and F for false. Give the lines of the text to justify your answers. Example : 1- F (L2)

1. The word "computer" is a new word.
2. Computers have always been small.
3. Computers were accessible to anyone in the beginning.
4. All computer applications are free.
5. Computers and the Internet have modified new social relations.

PART TWO : LANGUAGE IN USE

Task A. Here is a paragraph written by an expert in computer science. Some words are missing. Read it and fill in the gaps with : *used to ; used for ; use for*. Example : 1 - use for

It is clear that the only device we (1) ... printing texts is a printer. But some printers have also the scan function, so from time to time, they are (2) ... scanning documents. In one word, they have a double function, they can be (3) ... print and scan files.

Task B. The paragraph below has been taken from a book written by Mark Zuckerberg, the inventor of Facebook. Try to find the missing words among these suggestions : *since ; for ; 2004*

(1) ... is the year in which I have created Facebook. But it has become very popular (2) ... 2010. I mean, it has reached all the continents (3) ... 12 years now.

PART THREE : WRITING

After reading a text about computers, the editor of the American magazine named "Zedwen News" asks you to write a paragraph about the importance of computers and the Internet. In your article,

- mention the origin of computer ;
- talk about its progressive transformation ;
- mention the current uses of computers and the Internet.

Your article will be published in an American magazine.

(12 lines maximum)

IRREGULAR VERBS

	Anglais (Infinitif)	Prétérit	Participe passé	Français (Infinitif)
1	be	was, were	been	être
2	beat	beat	beaten	battre
3	become	became	become	devenir
4	begin	began	begun	commencer
5	bend	bent	bent	plier / se courber
6	bite	bit	bitten	mordre
7	bleed	bled	bled	saigner
8	blow	blew	blown	souffler / gonfler
9	break	broke	broken	casser
10	bring	brought	brought	apporter
11	build	built	built	construire
12	burn	burnt / burned	burnt / burned	brûler
13	buy	bought	bought	acheter
14	can	could	could	pouvoir
15	catch	caught	caught	attraper
16	choose	chose	chosen	choisir
17	cling	clung	clung	s'accrocher
18	clothe	clad / clothed	clad / clothed	habiller / recouvrir
19	come	came	come	venir
20	cost	cost	cost	coûter
21	cut	cut	cut	couper
22	dig	dug	dug	creuser
23	do	did	done	faire
24	draw	drew	drawn	dessiner / tirer
25	dream	dreamt / dreamed	dreamt / dreamed	rêver
26	drink	drank	drunk	boire
27	drive	drove	driven	conduire
28	eat	ate	eaten	manger
29	fall	fell	fallen	tomber
30	feed	fed	fed	nourrir
31	feel	felt	felt	se sentir / ressentir
32	fight	fought	fought	se battre
33	find	found	found	trouver
34	forget	forgot	forgotten / forgot	oublier
35	get	got	gotten / got	obtenir
36	give	gave	given	donner
37	go	went	gone	aller
38	grow	grew	grown	grandir / pousser
39	have	had	had	avoir
40	hear	heard	heard	entendre

41	hide	hid	hidden	cacher
42	hit	hit	hit	taper / appuyer
43	hold	held	held	tenir
44	hurt	hurt	hurt	blessar
45	keep	kept	kept	garder
46	know	knew	known	connaître / savoir
47	learn	learnt	learnt	apprendre
48	leave	left	left	laisser / quitter / partir
49	lend	lent	lent	prêter
50	let	let	let	permettre / louer / laisser
51	light	lit / lighted	lit / lighted	allumer
52	lose	lost	lost	perdre
53	make	made	made	fabriquer
54	meet	met	met	rencontrer
55	pay	paid	paid	payer
56	prove	proved	proven / proved	prouver
57	put	put	put	mettre
58	quit	quit	quit	quitter
59	read	read	read	lire
60	ride	rode	ridden	monter (vélo, cheval)
61	ring	rang	rung	sonner / téléphoner
62	rise	rose	risen	lever
63	run	ran	run	courir
64	say	said	said	dire
65	see	saw	seen	voir
66	sell	sold	sold	vendre
67	send	sent	sent	envoyer
68	shake	shook	shaken	secouer
69	shoot	shot	shot	tirer / fusiller
70	show	showed	shown	montrer
71	shut	shut	shut	fermer
72	sing	sang	sung	chanter
73	sit	sat	sat	s'asseoir
74	sleep	slept	slept	dormir
75	slide	slid	slid	glisser
76	speak	spoke	spoken	parler
77	spell	spelt	spelt	épeler / orthographier
78	spend	spent	spent	dépenser / passer du temps
79	spread	spread	spread	répandre
80	stand	stood	stood	être debout

81	steal	stole	stolen	voler / dérober
82	sweep	swept	swept	balayer
83	swim	swam	swum	nager
84	take	took	taken	prendre
85	teach	taught	taught	enseigner
86	tell	told	told	dire / raconter
87	think	thought	thought	penser
88	throw	threw	thrown	jeter
89	understand	understood	understood	comprendre
90	wake	woke	woken	réveiller
91	wear	wore	worn	porter (avoir sur soi)
92	win	won	won	gagner
93	write	wrote	written	écrire

COMMENT OPTIMISER SON APPRENTISSAGE DES VERBES IRRÉGULIERS

I. VERBES IRRÉGULIERS DONT LES TROIS FORMES SONT IDENTIQUES

Certains verbes irréguliers sont faciles à assimiler car ils gardent sous leurs trois formes, infinitif, prétérit et participe passé une orthographe identique. Voici ces verbes.

to bet	bet	bet	parier
to burst	burst	burst	éclater
to cost	cost	cost	coûter
to cut	cut	cut	couper
to hit	hit	hit	frapper
to hurt	hurt	hurt	blessar, faire mal
to let	let	let	permettre
to put	put	put	mettre
to shut	shut	shut	fermer
to spread	spread	spread	s'étendre, se répandre
to read	read	read	lire

II. VERBES IRRÉGULIERS DONT DEUX FORMES SONT IDENTIQUES

Il arrive que deux formes soient similaires. Voyons à présent ces différents cas de figure.

a) Base verbale et participe passé identiques

Quand l'infinitif et le participe passé sont identiques, il convient de mémoriser la formule du verbe irrégulier en anglais au prétérit.

to become	became	become	devenir
to come	came	come	venir
to run	ran	run	courir

b) Prétérit et participe passé identiques

Lorsque le prétérit et le participe sont identiques, des variations peuvent s'opérer sur les terminaisons des verbes et les allitérations de voyelles au sein du mot.

- **Terminaison en (T)**

to build	built	built	construire
to bend	bent	bent	plier, se pencher
to dream	dreamt	dreamt	rêver
to burn	burnt	burnt	brûler
to feel	felt	felt	sentir
to kneel	knelt	knelt	s'agenouiller
to keep	kept	kept	garder
to learn	learnt	learnt	apprendre
to leave	left	left	partir
to lend	lent	lent	prêter
to light	lit	lit	allumer, éclairer
to lose	lost	lost	perdre
to sleep	slept	slept	dormir
to smell	smelt	smelt	sentir
to spell	spelt	spelt	épeler
to spend	spent	spent	dépenser
to spoil	spoilt	spoilt	gâter, gâcher
to mean	meant	meant	signifier
to send	sent	sent	envoyer
to sweep	swept	swept	balayer

- **Terminaison en (D)**

to have	had	had	avoir, prendre
to hear	heard	heard	entendre
to clothe	clad	clad	vêtir
to slide	slid	slid	glisser
to make	made	made	faire

- **Terminaison en (GHT)**

to buy	bought	bought	acheter
to catch	caught	caught	attraper
to bring	brought	brought	apporter
to teach	taught	taught	enseigner
to think	thought	thought	penser
to fight	fought	fought	se battre
to seek	sought	sought	chercher

- **Terminaison en (AID)**

to lay	laid	laid	poser à plat
to pay	paid	paid	payer
to say	said	said	dire

- **Allitération en (E)**

to bleed	bled	bled	saigner
to feed	fed	fed	se nourrir
to meet	met	met	rencontrer
to hold	held	held	tenir
to behold	beheld	beheld	contempler
to lead	led	led	mener

- **Allitération en (U)**

to dig	dug	dug	creuser
to hang	hung	hung	suspendre
to stick	struck	struck	coller

- **Allitération en (O)**

to get	got	got	obtenir
to sell	sold	sold	vendre
to tell	told	told	dire
to shine	shone	shone	briller
to shoot	shot	shot	tire (projectile)
to win	won	won	gagner

- **Allitération en (A)**

to sit	sat	sat	être assis
to spit	spat	spat	cracher

- **Allitération en (OUND)**

to bind	bound	bound	lier, relier
ton find	found	found	trouver
to grind	ground	ground	moudre
to wind	wound	wound	serpenter

- **Allitération en (OOD)**

to stand	stood	stood	être debout
to understand	understood	understood	comprendre
to withstand	withstood	withstood	résister
to misunderstand	misunderstood	misunderstood	mécomprendre

III. VERBES IRRÉGULIERS DONT LES FORMES SONT DIFFÉRENTES

Enfin, certains verbes en anglais prennent une forme différente à l'infinitif, au prétérit et au participe passé.

«I» à l'infinitif ; «A» au prétérit ; «U» participé passé

to begin	began	begun	commencer
to cling	clung	clung	s'accrocher
to drink	drank	drunk	boire
to ring	rang	rung	sonner
to sing	sang	sung	chanter
to sink	sank	sunk	couler, s'enfoncer
to swim	swam	swum	nager

IV. PARTICIPE PASSÉ TERMINANT EN (EN)

to awake	awoke	awoken	s'éveiller
to break	broke	broken	casser
to choose	chose	chosen	choisir
to speak	spoke	spoken	parler
to steal	stole	stolen	voler
to wake	woke	woken	réveiller
to drive	drove	driven	conduire
to eat	ate	eaten	manger
to fall	fell	fallen	tomber
to forbid	forbade	forbidden	interdire
to forget	forgot	forgotten	pardonne
to hide	hid	hidden	cacher
to bite	bit	bitten	mordre

to freeze	froze	frozen	geler
to give	gave	given	donner
to ride	rode	ridden	aller à cheval, à bicyclette
to rise	rose	risen	s'élever, se lever
to see	saw	seen	voir
to shake	shook	shaken	secouer
to write	wrote	written	écrire
to take	took	taken	prendre

V. « -EW » AU PRÉTÉRIT ET « WN » AU PARTICIPE PASSÉ

to blow	blew	blown	souffler
to draw	drew	drawn	dessiner
to fly	flew	flown	voler
to grow	grew	grown	grandir
to know	knew	known	connaître
to throw	threw	thrown	lancer

VI. CAS PARTICULIERS

to show	showed	shown	montrer
to be	was/were	been	être
to bear	bore	born	(sup)porter
to swear	swore	sworn	jurer
to do	did	done	faire
to go	went	gone	aller, partir
to lie	lay	lain	s'éteindre
to wear	wore	worn	porter (sur soi)
to make	made	made	faire, fabriquer

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