

STUDENT'S BOOK

Win Skills

1^{re}

Speaking
Writing
Listening
Reading

3 500
F CFA



SPÉCIMEN



1^{re}

Win Skills

Student's book

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NOTE DE PRÉSENTATION

Le Manuel WIN SKILLS 1^{re} a été élaboré en tenant compte des besoins et des préoccupations, aussi bien des enseignants que des apprenants. 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 les apprenants, 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 :

CLASSROOM LANGUAGE

1. What page are we on?	2. Can we pick our things next?
3. Can I answer the question?	4. Do we have to write this down?
5. Can you explain it once more, please?	6. How do we pronounce this word?
7. What's the English for...?	8. Please speak more slowly.
9. I can't see the board, can you stop writing?	10. Can you help me, please?
11. Can I do that exercise on the board?	12. What's up?
13. When is the homework due, Sir?	14. May I come in, Sir?
15. Sorry for being late.	16. How do you spell "light"?
17. Pardon me.	18. Just getting.
19. Sorry, I've not seen.	20. What is going?
21. Do you understand?	22. Can you repeat teacher, please?
23. Can I go to the toilet?	24. May I join the class?
25. Can I go to the board?	26. Which book?
27. How do you say... in English?	28. Is it right?
29. Please sit, can you come back on the explanation?	30. Can we do it now or is it a homework?
31. Can we copy the lesson?	32. Where is the teacher?
33. I'm ready, May I start it?	34. I have done this.
35. When do you stop...?	36. May I change my pencil?
37. Can I repeat the exercise?	38. May I borrow equipment?

I. Classroom language

Cette rubrique propose des expressions usuelles de classe, auxquelles les élèves peuvent avoir recours afin de maximiser l'utilisation de la langue anglaise en situation de classe.

II. Proverbs, quotes, sayings ...

Ils ont été conçus pour servir de déclencheur. 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. Ils apportent également un plus à la connaissance des apprenants en donnant le nom et quelques informations relatives à l'auteur de la citation.



III. Unit overview

La rubrique **KEY STUDY POINTS OF THE UNIT** annonce le champ lexical du thème qui sera développé dans l'unité, ainsi que les points de grammaire ou fonctions langagières qui seront étudiés au cours de l'unité. En outre, elle permet, à travers la partie **PICTURE ANALYSIS**, d'orienter les élèves vers le thème du cours. Les questions posées en rapport avec les images constituent une aide pour aboutir au thème central, permettant ainsi à l'apprenant de constater par lui-même la destination vers laquelle il est conduit.



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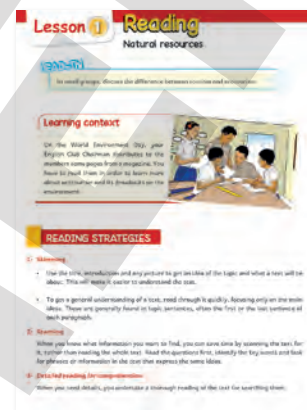


IV. Reading (Lecture)

C'est la leçon d'ouverture de chaque unité. Dans ce type de leçon, l'apprenant est amené à se familiariser avec les compétences requises à l'exploitation et à la compréhension d'un texte.

V. Reading strategies

L'enseignement des stratégies de lecture vise à amener les élèves à être de meilleurs lecteurs et à les outiller pour les rendre autonomes en situation d'exploitation de textes dans le cadre du « Reading for comprehension ».



VI. Lead-in

C'est le déclencheur qui permet de rentrer de plain-pied dans la leçon. Il est présenté sous forme d'images accompagnées de questions, dont la fonction est de ressortir les pré-acquis des élèves relativement au sujet de la leçon et à les inciter à chercher à en savoir davantage.



VII. Learning context

C'est la situation d'apprentissage. Elle se rapporte à des faits de société tirés de l'environnement socioculturel de l'élève. Elle donne un sens à l'apprentissage des apprenants. Il faut noter, par ailleurs, que les situations proposées dans ce manuel peuvent être adaptées aux réalités des apprenants.



VIII. Unit review

À la fin de chaque unité, cette partie propose des exercices de vocabulaire et de grammaire ou de fonctions langagières qui se veulent englobants. En les traitant, l'élève consolide ses acquis.



IX. Writing (Expression écrite)

Ce type de leçon vise à développer les compétences rédactionnelles des apprenants, et ce, à travers les différents types de rédaction abordés au fil des unités.



X. Communication activity

C'est la situation d'évaluation et la finalité de chaque leçon. Cette dernière activité se focalise sur un exercice de communication qui donne l'occasion à l'élève de réutiliser ses acquis antérieurs et présents afin de résoudre efficacement un problème donné.

XI. Speaking (Expression orale)

C'est le deuxième type de leçon du présent manuel. Il propose aux enseignants et aux élèves des activités qui partent généralement d'une fonction langagière pour déboucher sur une activité d'expression orale proprement dite. L'enseignant (e) aura le choix entre ce type de leçon et le «Free Oral Communication», selon qu'il estime que l'enseignement de la fonction langagière est nécessaire ou non.



XII. Let's keep in mind

Il s'agit ici d'un résumé simplifié de la séance. Les points de grammaire ou de fonctions langagières étudiés sont passés en revue et explicités. L'élève y trouve un moyen plus aisé d'apprendre ses leçons.

XIII. Listening (Écoute)

C'est la troisième leçon de chaque unité. Elle est axée sur le développement de compétences basées sur la compréhension d'un message audio.





XIV. Let's practise

C'est la phase de mise en application des acquis aussi bien en vocabulaire qu'en grammaire ou en fonction langagière. C'est l'occasion première pour l'élève de vérifier l'adéquation entre sa compréhension théorique du cours et la réalité pratique de celui-ci.



XV. Language corner

Cette rubrique couvre les points grammaticaux ou fonctions langagières prévus dans le Programme Éducatif qui n'ont pu être abordés au cours des leçons portant sur les compétences linguistiques (Lecture, Expression orale, Écoute et Expression écrite). En plus de l'explication de règles grammaticales, enseignants et apprenants trouveront des exercices d'application permettant de vérifier l'assimilation des contenus présentés.

XVI. Free oral communication

Elle investit les apprenants dans la communication orale véritable. C'est l'occasion de rappeler les différentes stratégies qui font partie intégrante d'un cours d'Expression orale. Cette rubrique fait donc un bref exposé de ce en quoi consiste la stratégie des techniques d'Expression orale, et cela, au cas par cas. En clair, les différents styles d'Expression orale, sont minutieusement présentés dans cette rubrique, permettant aussi bien aux élèves qu'aux professeurs d'avoir sous les yeux la méthodologie à respecter.



XVII. Project task

En fin de chapitre, cette rubrique amène les apprenants à réinvestir des savoirs acquis dans une situation de la vie courante. C'est un exercice pratique permettant de dévoiler le savoir-faire de l'élève. L'apprenant se retrouve donc au cœur de la réalisation d'un projet. Cela encourage les apprenants à plus de concentration dès le début de chaque unité afin de réussir aisément la réalisation du projet.



XVIII. My English tests

Il s'agit d'évaluations normatives et sommatives de niveau de la 1^{re} en tenant compte des formats actuels des évaluations en APC. Elles préparent les apprenants et les familiarisent au format de sujets proposés au Baccalauréat. Les trois (3) sujets proposés visent à évaluer les acquis des élèves sur certains thèmes traités.



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CLASSROOM LANGUAGE

- ☒ What page are we on ?
- ☒ Can I answer the question ?

- ☒ Can we pack our things now ?
- ☒ Do we have to write this down ?

- ☒ Can you explain it once more, please ?
- ☒ What's the English for ...?

- ☒ How do we pronounce this word ?
- ☒ Please speak more slowly.

- ☒ I can't see the board, can you step aside ?
- ☒ Can I do that exercise on the board ?

- ☒ Can you help me, please ?
- ☒ What's up ?

- ☒ When is the homework for, Sir ?
- ☒ Sorry for being late.

- ☒ May I come in, Sir ?
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- ☒ Pardon me.
- ☒ Sorry, I'm not sure.

- ☒ Just joking.
- ☒ How's it going ?

- ☒ Do you understand ?
- ☒ Can I go to the toilets ?

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- ☒ May I join the class ?

- ☒ Can I go to the board ?
- ☒ How do you say... in English ?

- ☒ Which book ?
- ☒ Is it right ?

- ☒ Please Sir, can you come back on the explanation ?
- ☒ Can we copy the lessons ?

- ☒ Can we do it now or it is a homework ?
- ☒ Where is the marker ?

- ☒ I'm ready. May I start it ?
- ☒ What do you say... ?
- ☒ Can I open the window ?

- ☒ I have done this.
- ☒ May I sharpen my pencil ?
- ☒ May I borrow an eraser ?

Travel and world tourism

“Look deep into Nature, and then you will understand everything better.”



— Albert Einstein —

German-born theoretical physicist and, developer of the theory of relativity (1879-1955).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing tourism industry and ecotourism
- Discussing natural sustainable resources
- Talking about recent actions / unfinished actions
- Using synonyms
- Using prepositions
- Saying dates and large numbers
- Using relative pronouns
- Describing tourist attractions
- Pronouncing of the-ed ending of the regular past verbs

■ PICTURE ANALYSIS

Look carefully at the pictures and answer the questions below.

A



B



C



- ☑ What does each picture show ?
- ☑ Can you locate the places shown in pictures A and B ?
- ☑ What is picture C about ?

Lesson 1

Reading

Natural resources

LEAD-IN

In small groups, discuss the difference between tourism and ecotourism.

Learning context

On the World Environment Day, your English Club Chairman distributes to the members some pages from a magazine. You are reading them in order to learn more about ecotourism and its drawbacks on the environment.



READING STRATEGIES

1- Skimming

- Use the title, introduction and any picture to get an idea of the topic and what a text will be about. This will make it easier to understand the text.
- To get a general understanding of a text, read through it quickly, focusing only on the main ideas. These are generally found in topic sentences, often the first or the last sentence of each paragraph.

2- Scanning

When you know what information you want to find, you can save time by scanning the text for it, rather than reading the whole text. Read the questions first, identify the key words and look for phrases or information in the text that express the same ideas.

3- Detailed reading for comprehension

When you need details, you undertake a thorough reading of the text for searching them.

A Read quickly the text below and suggest a title.

The natural beauty and wildlife of Africa has been attracting tourists for over one hundred years although tourism has recently been more of a curse than a blessing with evident destruction on the environment. The African continent used to spearhead the global drift towards environmental sustainability whilst maintaining the profitable tourism business alive during the eighties. Unlike
5 other parts of the world, the ecotourism industry in Africa works as an educator and a protector thanks to their unique cultural and political attributes.

Ecotourism as an industry in Africa is developing. As a predecessor in the industry, the ecotourism businesses in Africa have learned from past mistakes after having undergone many changes. Target-oriented activities are what ecotourism is founded on today. Tourists have continually
10 been visiting Africa with expectations of being involved with the local people and wildlife ; thus ecotourism remains with that custom with contrasts in operations.

When thinking of where to enjoy an ecotourism holiday, then Africa is an obvious option worth putting in mind considering that it has an exceptional landscape, diverse wildlife as well as a beautiful scenery. We have highlighted a few countries within Africa as well as their ecotourism
15 features.

Uganda has come up with a number of ecotourism sites that you can visit that will enable you to enjoy the gifts of Mother Nature. Dissimilar to the neighbouring countries in which Mass tourism can easily be seen, Uganda as a country is practising responsible and sustainable tourism by protecting its natural environment as well as its rich biodiversity. Tours to the different ecotourism
20 sites are best recommended for holidaymakers that are enthusiastic about nature.

Tanzania is excellent at ecotourism. It has set apart more than twenty-five percent of its land to preserve wildlife. Tour guides educate visitors to reduce their impact through promoting environmental awareness as well as respect as you are on your Tanzanian safari in addition to showing respect to the numerous cultures of the Tanzanian people.

25 Rwanda also known as the land of a thousand hills has made very steady progress considering the fact that in 1994 it suffered from a terrible genocide that saw thousands of local Rwandan people die. Today, the country is doing well not only in the tourism sector but also in the overall infrastructure, financial development, political stability and health development.

Adapted from [https : // www.africatouroperators.org/ecotourism-in-africa](https://www.africatouroperators.org/ecotourism-in-africa)

- B** Read the text again and match the words in column A taken from the text with their meanings or synonyms in column B. E.g : 1- c

Column A	Column B
1- spearhead (line 3)	a. during the time that ; at the same time as, whereas
2. drift (line 3)	b. landscape, countryside
3. whilst (line 4)	c. lead something such as an attack or a course of action
4. scenery (line 14)	d. regular ; stable
5. dissimilar (line 17)	e. to move slowly with no control over the direction
6. steady (line 25)	f. not alike ; different

- C** Use the following words to fill in the blanks to build meaningful sentences.

spearhead ; drift ; whilst ; scenery ; dissimilar ; steady

- 1- Constantine accepted the decision of the council and resolved to ... it.
- 2- I hope we never... apart that way again.
- 3- The shows are both alike and ... from each other.
- 4- Antony will help ... the bank's expansion into the Public Sector market.
- 5- Not even the beautiful ... flashing past the windows of the truck could distract his thoughts.
- 6- She didn't want to talk ... I was there, figuring maybe the line was tapped or something.

- D** Read the text again and answer the following questions.

- 1- When did the African continent succeed in maintaining alive its tourism business ?
- 2- What does African ecotourism refer to ?
- 3- How does Tanzania show its excellency at ecotourism ?
- 4- What characterizes the Rwandese landscape ?
- 5- A part from the tourism sector, in what other sector does Rwanda do well ?
- 6- According to your personal knowledge, how can ecotourism negatively impact the environment ?

COMMUNICATION ACTIVITY

On World Environment Day, you come across a leaflet where you can read an environmental expert's preoccupation, put in the following way : "Tourism, curse or blessing ?". You decide to give your opinion on the topic through an article to be published in the school English magazine. In your production,

- say what ecotourism is ;
- talk about the advantages of ecotourism industry for a country ;
- suggest some solutions to cope with the drawbacks of ecotourism on the environment.

Lesson 2 Speaking

Sustainable resources

LEAD-IN

Look at the pictures and say what they are related to.

- Can you identify the sites in pictures A and B ?
- Do you think all those sites are worth seeing ? Justify your answer.

A



B



C



D



Learning context

Your Canadian friends are about to come to Côte d'Ivoire for a few days' visit. In their schedule, they have planned to visit the Taï forest. In order to learn tourist language, you and some classmates are discussing natural sustainable resources.





LANGUAGE FUNCTION

Talking about recent actions /
unfinished actions

I- Read the following sentences and pay attention to the tenses.

- 1- As a predecessor in the industry, the ecotourism businesses in Africa **have learned** from past mistakes after having undergone many changes.
- 2- The natural beauty and wildlife of Africa **has been attracting** tourists for over one hundred years.
- 3- We **have outlined** a few of the most significant national parks in Tanzania.
- 4- Tourists **have** continually **been visiting** Africa.

II- Match each tense to the corresponding structure.

Tenses	Structures
1- Present perfect (P.P)	a- S + have / has + been + V-ing
2- Present perfect continuous (P.P.C)	b- S + have / has + past participle

III- Write in your exercise copybook, which structure is either in the present perfect or in the present perfect continuous.

- a- Present perfect : number 1 ; ...
- b- Present perfect continuous : ... ;

LET'S KEEP IN MIND

- a- The **Present Perfect** expresses recent actions. (**recent action**)

E.g : We **have** just **finished** our English class.

- b- The **Present Perfect Continuous** expresses the action which occurred in the past, and is still going on at present. (**unfinished action**)

E.g : We **have been learning** English for six years.

- c- **for + period** : a "period" is a duration of time (five minutes, two weeks, six years). "**For**" means "from the beginning of the period to the end of the period".

E.g : We **have been learning** English for six years.

- d- **since + point** : a "point" is a precise moment in time (9 o'clock, 1st January, Monday). "**Since**" means "from a point in the past until now".

E.g : We **have been learning** English since 1997.

B LET'S PRACTISE

I- Turn the verbs into the present perfect tense to make meaningful sentences.

- 1- She ... a letter to me. (write)
- 2- Their team ... the match. (win)
- 3- He ... always ... the top of the class. (be)
- 4- We ... our work. (finish)
- 5- Why ... you not ... the bill ? (pay)
- 6- He ... his mistake. (realize)

II- Put the verbs into the present perfect progressive (continuous) to make meaningful sentences.

- 1- He (work) ... in this company since 1985.
- 2- I (wait) ... for you since two o'clock.
- 3- Mary (live) ... in Germany since 1992.
- 4- Why is he so tired ? He (play) ... tennis for five hours.
- 5- How long (work / she) ... in the garden ?
- 6- How long (learn/you) ... English ?
- 7- We (look for) ... the motorway for more than an hour.

III- Put the verbs either in the present perfect or in the present perfect continuous to make meaningful sentences.

- 1- Sidney ... the book all afternoon. (read)
- 2- They ... for hours. (call)
- 3- Ruth, how many apples ... ? (pick)
- 4- He is very tired now. He ... all morning. (run)
- 5- How long ... Traoré ... for the bus ? (wait)
- 6- Sandra ... hard. She will take an exam next week. (study)

COMMUNICATION ACTIVITY

Jonathan, your Canadian friend has arrived in your country. He wants to learn more about the natural resources of the country in order to visit some attractive sites. Write your conversation and play it with your partner. In your production,

- talk about the different tourist sites you know ;
- discuss some dangers which are threatening those sites ;
- ensure him of the measures taken by the authorities to protect them.

PRONUNCIATION : The -ed ending of the regular past verbs

In English, there are three different pronunciations of the **-ed** ending of regular past tense verbs. The pronunciation of the **-ed** ending depends on the final sound in the verb.

- **If the verb ends in a -d or a -t, the -ed ending is pronounced as a new syllable, /id/.**
E.g : T (wanted) ; D (needed).
- **If the verb ends in a vowel sound or a voiced consonant (l, n, r, b, g, m, z, s, v), then the -ed ending sounds like a /d/ and does not create a new syllable.**
E.g : L (called) ; N (cleaned) ; R (offered) ; G (damaged) ; V (loved) ; S (used) ; W (followed) ; Y (enjoyed) ; Z (amazed).
- **If the verb ends in an unvoiced consonant (p, k, f, gh, sh, ch, ss, x), then the -ed ending sounds like a /t/ and does not create a new syllable.**
E.g : P (helped) ; K (looked) ; SH (washed) ; CH (watched) ; GH (laughed) ; TH (breathed) ; SS (kissed) ; C (danced) ; F (fixed).

1- Practise saying the following words :

learned ; founded ; stopped ; oriented ; involved ; highlighted ; recommended ;
respected ; outlined ; suffered ; used ; worked ; fixed

2- Write the above words in the table below according to the pronunciation of the -ed ending.

/id/	/d/	/t/

Lesson 3

Listening

Africa's tourist features

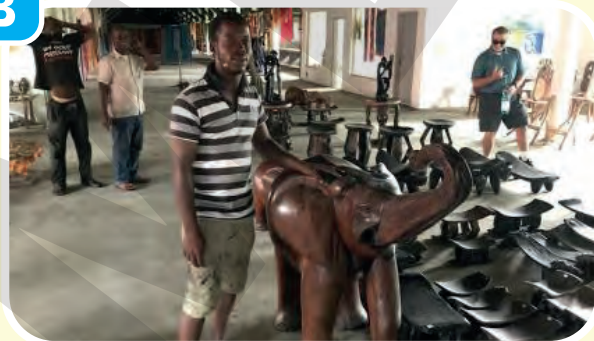
LEAD-IN

In small groups, observe and discuss these pictures about some African tourist features.

A



B



Learning context

On the BBC radio, the students of 1^{ère} A from Lycée Moderne of Ferkessedougou listen to a podcast about Ghana tourism industry, to learn more about Ghanaian tourist attractiveness.



A As you listen to the podcast, choose the best general idea.

The audio is about :

- a- a conference in Ghana ;
- b- the tourism industry in Ghana ;
- c- the tourism industry in West Africa.

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

- 1- The Ghanaian tourism industry has evolved around tourism and other events.
- 2- Many conferences are held out of Ghana.
- 3- Ghana is not worth visiting, because it's not stable and peaceful.
- 4- Many people come to Ghana for business opportunities.
- 5- The narrator works in the hotel.
- 6- Many business people stay at Villa Boutique Hotel.

C Listen again to the audio and note the five (5) phrasal verbs it contains. Choose from the list.

look at ; watch out ; opening up ; coming in ; jot down ; look for ; make out ; staying with



COMMUNICATION ACTIVITY

Your Ghanaian pen friend has recently sent you a message through Messenger. He / she is inquiring about the tourist industry in your country to enrich his / her blog. But he / she is worried about the insecurity in the capital and in some other big cities. You decide to answer his / her message. In your email,

- appease his / her worries about insecurity ;
- name some tourist attractions in your country ;
- invite him / her to come and visit a given site. Justify your choice.

Lesson 4

Writing

describing a tourist attraction

LEAD-IN

In small groups, discuss the question below :

- What kind of tourist sites would you be interested in, and why ?

Learning context

On the International Natural Disaster Prevention Day, the American Embassy is organizing a writing competition in your school. To get prepared for the activity, you are asked to read a text from a magazine in order to discuss the impact of natural disasters on the tourism industry.



WRITING STRATEGIES

You should follow the layout below :

■ Where it was (description of the place) :

- A beach ;
- A national park ;
- A place of natural beauty ; etc.

■ When you went there :

- Last year / month / week ...
- In your childhood

■ How you got there :

- By train / car / plane ;
- On foot

■ Why you chose that attraction site :

- Seen in movies / in magazines ;
- For school project ;
- A childhood dream

■ Explain how you felt : Did you like ?

▪ Yes

- I enjoyed
- I was amazed
- It was stunning

▪ No

- It was too expensive
- It was frightening and risky
- The trip was tiring

■ Some adjectives to describe places :

beautiful / charming / vast / notorious / amazing / perfect / exciting / unique / famous / fantastic / huge / fascinating / marvelous / the most beautiful ...

A Study the model description below. Pay a particular attention to its structure.

A — A few years ago I was fortunate enough to visit Victoria Falls. This is a giant natural waterfall in Africa. It's located on the border of Zimbabwe and Zambia. I travelled through Zimbabwe by train in order to reach it. The journey took a long time but it was worthwhile. I had heard about Victoria Falls during my childhood and always wanted to visit it because it seemed so magnificent to me. When you are about fifty miles away, you can already see and hear it because it is so loud and the water vapour goes so high into the atmosphere. Nearby, it is just stunning to be close to this phenomenal spectacle. I really enjoyed my time there, but actually it was very expensive. That didn't ruin my experience, but it would have been nicer to enjoy it without worrying about the cost so much.

B — I had heard about Victoria Falls during my childhood and always wanted to visit

C — I really enjoyed my time there

D — I travelled through Zimbabwe by train

E — A few years ago

<https://aamlorie.wordpress.com/2013/08/30/6-bonnes-raisons-de-choisir-assinie-pour-les-vacances-ou-le-weekend/>

B Match each part of the text with the corresponding information it gives about the narrator's story.

Information	Parts of the text
1- What place he visited ?	A- « I had heard about Victoria Falls during my childhood and always wanted to visit »
2- How he got there ?	B- « I really enjoyed my time there »
3- How he felt ?	C- « I travelled through Zimbabwe by train »
4- Why did he choose that attraction site ?	D- « A few years ago »
5- When did he go there ?	E- « This is a giant natural waterfall in Africa »

C Answer these questions related to the text.

- 1- What expressions did the author use to describe the tourist attraction he visited ?
- 2- Did the author show a balanced view of what he felt about the visit ? Justify your answer.
- 3- What lexical items did he use to show appreciation for the visit ?

D Describe briefly a tourist attraction you know or have recently visited.

COMMUNICATION ACTIVITY

Your Liberian pen-friend has heard about some tourist attractions of your country, and he / she is eager to come and visit some of them. He / she asks you, through an email, to suggest to him / her a tourist attraction he / she can visit when he / she comes. In your reply,

- propose a tourist attraction ;
- say why it is worth visiting ;
- explain what you felt, during your last visit to that site.

Language corner

1

SYNONYMS

Synonyms are words or phrases that have the same or similar meanings. We use synonyms every day. They are in most parts of speech, such as nouns, verbs, adjectives and adverbs.

LET'S PRACTISE

I- Choose the synonyms of the following given words. Example : 1- c

1- crucial

a- achieve b- confuse c- essential d- defend

2- challenging

a- real b- difficult c- essential d- beneficial

3- intense

a- difficult b- different c- strong d- adequate

4- immense

a- vast b- connect c- beneficial d- essential

5- abundant

a- beneficial b- believe c- numerous d- connect

6- genuine

a- connect b- numerous c- real d- aggressive

7- correct

a- essential b- beginner c- accurate d- beneficial

8- accomplish

a- achieve b- accurate c- aggressive d- essential

9- fragile

a- delicate b- connect c- strong d- difficult

10- distinct

a- connect b- beneficial c- vast d- different

II- Build two sentences with each couple of synonyms.

1- big / large (the house)

2- happy / glad (the girl)

3- angry / mad (Dad)

2 RELATIVE PRONOUNS

The relative pronouns are :

Subject	Object	Possessive
who	who / whom	whose
which	which	whose
that	that	-

Use relative pronouns to introduce relative clauses. Relative clauses tell us more about people and things.

E.g :

- Mister Tapé, **who** is 65, has just retired.
- This is the house **which** Soko built.
- Marie Curie is the woman **that** discovered radium.

Use :

- **who** and **whom** for people :

E.g : This is the man to whom I spoke yesterday.

- **which** for things :

E.g : The book which is used by Ivorian students is “ Winskills “.

- **that** for people or things :

E.g : The Basilica is a building that late President Houphouët-Boigny was proud of.

LET'S PRACTISE

Use the following relative pronouns to fill in the blanks. One of the pronouns may be used twice.

whom ; that ; whose ; who ; that

- 1- I don't know the names of the children ... parents forgot to pick them from school.
- 2- Don't sit on that chair ... is broken. Here's another one.
- 3- The woman ... got married yesterday at church is my mother.
- 4- The book ... I lent you was written by Ouréga Sylvestre.
- 5- Mrs Johnson was the teacher to ... I spoke last week.

3 PREPOSITIONS

A preposition is a word (and almost always a very small, very common word) that shows direction, location, or time, or that introduces an object. Prepositions are typically followed by an object, which can be a noun, a noun phrase, or a pronoun. There are :

- **Prepositions of time** : *on ; in ; at ; by ; since ; for ; ago ; before ; to ; past ; untill ; etc.*
E.g : **on** Monday / **in** 2022 / **at** night / **since** 1998 / **for** 2 hours / **before** 2004 ; etc.
- **Prepositions of place** : *in ; at ; on ; by ; next ; to ; beside ; under ; over ; below ; above ; through ; into ; towards ; from ; etc.*
E.g : **in** the book / **at** the market / **on** the bridge / He stands **by** me / She is driving **through** the tunnel ; etc.
- **Other important prepositions** : *from ; of ; by ; on ; in ; off ; at ; about ; etc.*
E.g : get a present **from** Traoré / a picture **of** the Basilica / a novel **by** Sylvestre Ouréga / get **off** the bus / She learnt Chinese at the age **of** 12.

LET'S PRACTISE

I- Fill in the gaps with the right prepositions to make meaningful sentences.

Example : 1- from

- 1- The bubu and the beard easily distinguish an Arab ... others.
- 2- The laboratory should be furnished ... all necessary equipment.
- 3- She is keen ... building a career ... music.
- 4- She is a disgrace ... her family.
- 5- He was the first to alight ... the train.
- 6- He is busy ... his studies.
- 7- He is addicted ... drugs.

II- Choose the correct prepositions to make meaningful sentences.

Example : 1- at

- 1- I heard you met Mr Dogo (at / during) 9 o'clock.
- 2- He took a trip cross-country (in / by) train.
- 3- Lasme has resided in Bouaké (for / since) two years.
- 4- The cakes are (to / for) breakfast.
- 5- The classroom smells (like / as) toilets.
- 6- Gouhi is laying (in / on) the sofa (at / in) the living room.

4

SAYING LARGE NUMBERS / DATES

1- We describe three digit numbers in hundreds, then tens. Generally, in British English we connect large numbers with double or single digit figures with **and**, but in American English, "and" is not used. Examples :

- 345 : three hundred **and** forty-five (three hundred forty-five in American).
- 59, 321 : fifty-nine thousand, three hundred **and** twenty-one.
- 1, 345, 612 : one million, three hundred **and** forty-five thousand, six hundred **and** twelve.
- 153, 200 : one hundred **and** fifty-three thousand, two hundred.

2- Years are normally divided into two parts, the first two-digits and the last two-digits. Example : 2017 is divided into 20 and 17 ; so you would say twenty seventeen.

- 1982 : nineteen eighty-two
- 1999 : nineteen ninety-nine
- 2018 : twenty eighteen
- 2021 : twenty twenty-one

LET'S PRACTISE

I- Write the following numbers in figures.

- a- Two hundred and twenty-seven thousand, two hundred and sixty-three.
- b- Nineteen thousand fifty.
- c- Three millions, six hundred and ninety-five thousand, sixty-one.
- d- Seventeen thousand, seventy-five.
- e- Four hundred and twenty thousand, one hundred and forty-two.
- f- Two millions, nine hundred and forty-eight thousand, twenty-two.

II- Write the following numbers in words.

- a) 129 b) 125, 315 c) 999, 999 d) 313
- e) 25, 832 f) 489, 257 g) 23, 559 h) 39, 248
- i) 99, 213 j) 333, 928 k) 1, 572 l) 19

III- Write either in figures or in words the dates below.

- a- 1979 d- Nineteen ninety-nine
- b- Eighteen thirty-two e- 2007
- c- 2011

Free oral communication

SPEECH STRATEGIES

- 1- **Greet the audience** (Hi all / Hello everyone / Good morning ladies and gentlemen...)
- 2- **Set the scene** (It's good to see you all / I'm very pleased to be here / Thank you for coming)
- 3- **Introduce yourself** (My name is ... / I am ... / I'm in form five / I am the speaker of the day / I'm today's speaker...)
- 4- **Announce the topic** (I would like to tell you about... / I'd like to talk to you about ... / Today's talk is about ... / Today, we will talk about...)
- 5- **Plan your talk** (My talk will cover three or four points / My message will focus on two or three points / My speech will consist of three parts)
- 6- **Use transitional phrases for the different parts** : First / To begin ... / Second / Then ... / Finally / To conclude / In conclusion ...
- 7- **Thank the audience for their attention**
 - Thanks for your attention ... / Thank you for your presence ... / Thank you for joining in ...

A ASSIGNMENT

For the next meeting of your school English Club, you are chosen to deliver a speech on « **Tourism industry growth and environmental degradations** ». To get well-prepared for that assignment, you go through the tasks below, in order to take useful notes to enrich your speech. In your talk, you'll have to,

- define tourism ;
- say how important it can be in the economy of a country ;
- put an emphasis on the negative impacts of tourism on the environment.

B TIME TO GATHER INFORMATION

PHASE 1

In groups of four, study carefully the pictures, figures and information below. Prepare your answers to the questions that follow.



Impact of Tourism on Environment

Degradation of National Vegetation

Adverse Effect on Wild Life

Effect on Pollution

Traffic Jam and Disturbance in Rural Environment

Disturbance Caused to Traditional Economic and Societies

Pressing global environmental issues		
Air pollution	170	42.7%
Global climate change	154	38.7%
Hazardous waste	79	19.8%
Water pollution	164	41.2%
Rainforest degradation	140	35.2%
Coral degradation	27	6.8%
Overpopulation	15	3.8%



- 1- Note the different environmental fields which are impacted by tourism.
- 2- Can tourism have a link with natural disasters ? Justify your answer.

PHASE 2

Read silently this text and write short answers to the questions that follow.

Tourism often puts pressure on natural resources through over-consumption, often, in places where resources are already scarce. Tourism puts enormous stress on local land use, and can lead to soil erosion, increased pollution, natural habitat loss, and more pressure on endangered species.

- 1- Who is responsible for climate change ?
- 2- How does climate change occur ?

PHASE 3

Listen carefully to the podcast and take notes on the following points.

- 1- What does climate change consist in ?
- 2- What changes is tourism contributing to ?

C TIME TO PLAN YOUR PRESENTATION

- Gather potential ideas (summarize your notes) ;
- Organize ideas ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

UNIT REVIEW 1

Let's consolidate

I- Match the words or expressions in column A related to travel and world tourism to their definitions in column B.

Example : 1- b

Column A	Column B
1- check-in	a- a short journey or trip, especially one taken as a leisure activity.
2- go sightseeing	b- the action of registering one's presence, typically as a passenger at an airport.
3- excursion	c- the activity of travelling around a city or region to see the interesting places that tourists usually visit.
4- roam	d- move about aimlessly or without any destination.
5- trek	e- a beautiful place in the countryside that attracts tourists.
6- map	f- any long and difficult trip.
7- guide	g- a diagrammatic representation of the earth's surface.
8- globetrotter	h- someone employed to conduct others.
9- phrase book	i- someone who travels widely and often.
10-showplace	j- some interesting places that people go to see.
11-sights	k- it contains really useful words and phrases of the foreign language that is used by tourists.

II- Fill in the blanks with either the present perfect or the present perfect continuous forms of the verbs in brackets to obtain meaningful sentences.

- 1- It (rain) ... continuously since morning.
- 2- We (visit) ... them twice, but they (visit) ... us yet.
- 3- I (meet) ... him in a long time.
- 4- The children are hungry. They (play) ... in the garden for hours.
- 5- We (know) ... each other since our school days.
- 6- ... you ... the job ? (complete)
- 7- Her health (improve) ... considerably.

III- Fill in the gaps with the right prepositions to build meaningful sentences.

- 1- Despite the high cost ... living, Abidjan is a great place to live.
- 2- There has been an increase ... the number of tourists visiting the Basilica of Yamoussoukro.
- 3- City dwellers are more likely to suffer ... stress than people who live in the countryside.
- 4- West Indian culture has had a big influence ... me.
- 5- It took a long time for the Ivorian economy to recover ... the effects of the civil war.
- 6- The historic city of Kong is 250 kilometers ... Bouaké.

IV- Fill in the blanks with the right relatives to build meaningful sentences.

- 1- I like the guy ... gave me the book.
- 2- I didn't know ... money it was.
- 3- The day ... I met him was the best day in my life.
- 4- The girl ... you saw yesterday is my best friend.
- 5- Ourega found a cat ... leg was broken.

PROJECT TASK

In order to promote clean beaches and other tourist sites, you decide to perform a sketch during an important ceremony, organised by the Ministry of Tourism in collaboration with the US Embassy. To prepare a captivating sketch,

- 1- collect funny ideas related to the topic ;
- 2- determine the genre and length of the sketch ;
- 3- decide what you are attempting to do with your story (do you wish to convey a message or just make your audience laugh ?) ;
- 4- write out the scenario ;
- 5- assign roles to the different characters ;
- 6- write the first draft ;
 - write the title at the top of the sketch ;
 - write the names of the involved characters ;
 - include a dialogue ;
 - write actions (in parentheses).
- 7- plan rehearsals ;
- 8- perform the sketch.

Natural Resources

“The nation behaves well if it treats the natural resources as assets which it must turn over to the next generation increased, and not impaired, in value.”



— Theodore Roosevelt —

(1858 - 1919), the 26th president of the United States (1901–09) and a writer, naturalist, and soldier.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing the importance of natural resources
- Discussing issues related to the protection of natural resources
- Discussing the dangers of fossil fuels and other natural resources
- Discussing ways to use natural resources wisely
- Pronouncing “the” in sentences
- Writing an article

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions that follow.



- ☒ What is going on in the pictures above ?
- ☒ What do the three pictures have in common ?
- ☒ Which of the places in picture A and picture B would you prefer to live in ? Why ?
- ☒ Do you know other resources that are as important as the ones in these pictures ? List them.

Lesson 1 Reading

The importance of natural resources

LEAD-IN

In groups of four, discuss the following questions.

- ☒ What resources are important for humans to live ? Make a list.
- ☒ Where do they come from ?



Learning context

The next COP 21 meeting will be held in your country. All the media are talking about protecting our planet, but you don't know why. To understand things better and participate in future debates, you read a text from an English Magazine dealing with the preservation of natural resources.



A Skim the text below and answer the following question.

Which paragraph of the text contains the following information ?

- a- There are many things people can do to preserve natural resources. (Paragraph ...)
- b- There has been an increase in the world's population : (Paragraph ...)
- c- People overlook the importance of protecting plants and animals. (Paragraph ...)
- d- Resources can be renewable or nonrenewable. (Paragraph ...)

LET'S SAVE THE EARTH

- 1** — The population of human beings has grown enormously in the past two centuries. Billions of people use up resources quickly **as** they eat food, build houses, produce goods, and burn fuel for transportation and electricity. The continuation of life as we know it depends on the careful use of natural resources. The Earth's natural resources include air, water, soil, minerals, fuels, plants, and animals.
- 2** — The need to conserve resources often conflicts with other needs. For some people, a **wooded area** may be a good place to put a farm. A timber company may want to harvest the area's trees for construction materials. A business may want to build a factory or shopping mall on the land.
- 3** — All these needs are valid, but sometimes the plants and animals that live in the area are forgotten. The benefits of development need to be **weighed** against the harm to animals that may be forced to find new habitats, the depletion of resources we may want in the future (such as water or timber), or damage to resources we use today.
- 4** — Some of the natural resources, like small plants, can be replaced quickly after they are used. Others, like large trees, take a long time to replace. These are renewable resources.
- 5** — Other resources, such as fossil fuels, cannot be replaced at all. Once they are used up, they are gone forever. These are nonrenewable resources.
- 6** — People often **waste** natural resources. Animals are overhunted. Forests are cleared, exposing the land to wind and water damage. Fertile soil is exhausted and lost to erosion because of poor farming practices. Fuel supplies are **depleted**. Water and air are polluted.
- 7** — If resources are carelessly managed, many will be used up. If used wisely and efficiently, however, renewable resources will last much longer. Through conservation, people can reduce waste and manage natural resources wisely.
- 8** — Individuals can do many other things to help conserve resources. Turning off lights, repairing leaky **faucets**, and recycling paper, aluminium cans, glass, and plastic are just a few examples. Riding bikes, walking, carpooling, and using public transportation all help conserve fuel and reduce the number of pollutants released into the environment. Individuals can plant trees to create homes for birds and squirrels. At grocery stores, people can bring their own **reusable bags**. And people can carry reusable water bottles and coffee mugs rather than using disposable containers. If each of us conserved in small ways, the result would be a significant conservation effort.

<https://education.nationalgeographic.org/resource/conserving-earth>

B Read the text and choose the best answers to the questions below.

- 1- The word **as** in paragraph 1 could best be replaced by ...
 - a- the same way
 - b- because
 - c- since
- 2- The expression **wooded area** in paragraph 2 refers to ...
 - a- an area with no wood
 - b- an area full of wood
 - c- a area where wood is cut
- 3- The word **weighed** in paragraph 3 could best be replaced by ...
 - a- ignored
 - b- waited
 - c- calculated
- 4- The word **waste** in paragraph 6 is closest in meaning to ...
 - a- make a bad use
 - b- use with care
 - c- use without waiting
- 5- “The word **depleted** in paragraph 6 can best be replaced by ...
 - a- destroyed
 - b- increased
 - c- decreased
- 6- The word **faucets** in paragraph 8 refers to a device ...
 - a- that controls the flow of liquid,
 - b- used in cycling
 - c- that permits to cut trees
- 7- The expression **reusable bags** in paragraph 8 refers to ...
 - a- a bag that is in oil
 - b- a bag that can be used over again
 - c- a bag a person is able to use.

C Fill in the blanks below with the proposed words or expressions. Example : 1- weighed

as ; weighed ; wooded area ; waste ; depleted ; reusable bags

- 1- It would help if you ... your expense with the benefit from this trip.
- 2- With the measure taken by the government to forbid plastic items, people are encouraged to have
- 3- This place used to be a ... , but now it is a complete desert.
- 4- With uncontrolled mining, our local gold has been completely
- 5- People should avoid the ... of natural resources for the prosperity of future generations.
- 6- This computer calculates quickly ... it could write.

D Read the text again and choose the best option for each question below.

- 1- **What can be inferred from the sentence “The continuation of life ... use of natural resources” ?**
 - a- Life will continue like now if we use natural resources.
 - b- Life will continue like now if we use natural resources well.
 - c- The continuation of life is the reason for the excellent use of natural resources.
 - d- The careful use of natural resources depends on how we continue to live.

2- The sentence “The need to conserve resources often conflicts with other needs”, in paragraph 2 means :

- a- natural resources conflict with other people's needs.
- b- other's needs are determined by the conflict to conserve resources.
- c- some people's needs make it challenging to conserve resources.
- d- some people's needs are at war with resource conservation.

3- The writer mentions a timber company in paragraph 2 to :

- a- give an example of good natural resources use.
- b- explain that a timber company is a business.
- c- explain that a timber company is in favour of resource conservation.
- d- give an example of a group of a people who are against resource conservation.

4- The phrase “these needs” in paragraph 3 includes :

- a- the need to conserve resources.
- b- the plants and animals that live in the area.
- c- the benefits of development.
- d- the construction materials, building a factory.

5- Conservation is ...

- a- a way for people to use natural resources.
- b- a strategy that consists in having a wise use of natural resources.
- c- the act of conserving renewable resources only.
- d- the act of conserving non-renewable resources only.

6- Sustainable development can be defined as :

- a- a lifestyle that consists in managing resources so as to keep some for future use.
- b- a development that sustains people in their management of resources.
- c- a development for people in the future.
- d- a lifestyle that consists in developing sustainable people.

COMMUNICATION ACTIVITY

While reading the text, some students disagreed with the fact that “The benefits of development need to be weighed against the harm to animals”. For them, people cannot live without destroying natural resources. But other students firmly support the first opinion. In groups, conduct the debate in preparation of the next US Alumni Conference in your country. In your discussions,

- say why one can't live without resorting to resources ;
- mention the dangers of destroying natural resources ;
- end your debate with an agreement.

Lesson 2 Speaking

LEAD-IN

Look at the picture and answer the questions that follow it.

Kaddy, I 'm telling you. I will never get married. Men are not kind at all.

Please, Estelle, don't be so negative. The men in my community are very gentle.



- ☒ What are the girls talking about ?
- ☒ Does Estelle refer to a specific group of men ?
- ☒ What are the men Kaddy is referring to ?

Learning context

Prejudices and preconceived ideas happen everywhere and every time. As a student, you know they are not always true. During your English class, you discuss the matter and try to find cases where prejudices can be untrue.



A LANGUAGE FUNCTION : Expressing generality and specificity

I- Study the sentences below.

- **Sentence 1 : Men** are not kind at all.
- **Sentence 2 : The men** in my community are very gentle.
- **Sentence 3 : People** get married because of **love**.
- **Sentence 4 : Monday** is a day many workers hate.

II- Look at part I above and fill in the gaps with the words from the box.

general - abstract - definite - specific - preceded

- 1- In sentence 1, **men** is written without **the** because we refer to man in
- 2- In sentence 2, **“the”** is used as we refer to a ... type of man.
- 3- In sentence 3, there is no need to use **“the”** before love as it is an ... word.
- 4- Days, months and seasons are never ... by **“the”** as in sentence 4.
- 5- **“The”** is a ... article.

I like eating
bananas. But, **the**
bananas I bought last
time were rotten.



I don't like **rice**.
But, I'm fond of
the rice my mother
cooks.

LET'S KEEP IN MIND

Don't use an article before :

- nouns when we are talking about things in a general sense.

E.g : I don't like rice.

- Something that could be a habit to us, or with nouns, both countable and non-countable that are already well assumed like ; people, days, months, places, streets, languages, academic subjects, sports, and meals etc.

E.g : She is good at English.

B LET'S PRACTISE

I- The following sentences are about natural resources and their preservation. Fill in the gaps in the sentences below with 'the' or 'Ø' when no article is necessary, to make the sentences meaningful.

- 1- The conservation of ... natural resources is vital because many of the most important natural resources are finite and nonrenewable.
- 2- ... natural resources are naturally-occurring substances that humans can use in some way.
- 3- There is no way to list all of ... natural resources we have at our fingertips on Planet Earth.
- 4- Kids need to know that ... natural resources they enjoy are also theirs.
- 5- ... Water is one of ... most important natural resources for the existence of life.
- 6- Even though water is a renewable resource, ... water resources are facing severe threats from human activities.

II- Complete the table below with the following words or expressions. The first one is done for you.

sunday - winter - USA - Great Britain - Queen Elisabeth II - Titanic - French - tennis - hamburger - Moon - twenty - second - longest - Ghana

USUALLY USED WITH 'THE'	USUALLY USED WITHOUT 'THE'
	• sunday ; ...

COMMUNICATION ACTIVITY

Your English teacher has recently introduced a magazine article in which the following prejudices were listed.

- 1- Minority students are more likely to be suspended or expelled from school.
- 2- People with accents often face discrimination in the workplace and in social settings.
- 3- Indigenous communities suffer a lot from the lack of police interest.
- 4- Women get promotions based on their gender rather than their talents.
- 5- Some people may be afraid of people from other countries.
 - say how true these statements are ;
 - find specific cases for which the statements are untrue.

PRONUNCIATION

The way the word “the” is pronounced has to do with what follows it.

<p>If the word that follows it begins with a consonant sound, then it's pronounced \ thə \ with the same vowel sound as the word of -</p> <p>the water</p> <p>the house</p> <p>the bell</p>	<p>If the word that follows it begins with a vowel sound, “the” is usually pronounced \ ði \ (as the sound me),</p> <p>the owl</p> <p>the hour</p> <p>the eleventh</p>	<p>Note that what is considered is the sound, not the letter. The following example can be confusing :</p> <ul style="list-style-type: none"> • “the” pronounced \ thə \ - <p>the university</p> <p>the one-eyed man</p> <p>the USA</p> <p>the union</p> <ul style="list-style-type: none"> • “the” pronounced \ ði \ <p>the hour</p> <p>the honour</p> <p>the SOS</p> <p>the honest man</p> <p>the NGO</p>
--	---	---

A- Say how you would pronounce each of the article in colour in the text below.

Example : the Earth → \ **ði **

Each year, **the** Earth loses about 14.6 million hectares (36 million acres) of forest to deforestation — an area about **the** size of **the** U.S. state of New York.

Deforestation accounts for 15 percent of **the** world’s greenhouse gas emissions. Deforestation also harms **the** inhabitants of an area who rely on forests for their survival. About half of all **the** immense forests on Earth are in **the** tropics — an area that circles the globe near the Equator. Although tropical forests cover fewer than 6 per cent of **the** globe's land area, they are home to about 80 per cent of **the** world's documented species. For example, more than 500 different species of trees live in **the** forests on **the** island of Puerto Rico in **the** Caribbean Sea. Poor farming methods, such as repeatedly planting identical crops in **the** same place, called monoculture, deplete nutrients in **the** soil.

B- With your neighbour, practise in turns reading the text without looking at the answers of Activity A.

STUDENT A

MISPRONOUNCED ‘the’

-

SCORE : / 14

STUDENT B

MISPRONOUNCED ‘the’

-

SCORE : / 14

Lesson 3

Listening

Fossil fuels

LEAD-IN

Look at the pictures and answer the questions.

A



B



C



D



- 1- What do you know about fossil fuels ?
- 2- What kind of natural resources are shown in pictures C and D ?

Learning context

After reading a text about natural resources, you decide to know more about fossil fuels. To do so, the students of your class go to the American Corner where they listen to a recording about fossil fuels, so that they can discuss their roles in people's lives.



A As you listen to the story, fill in the blanks of the following paragraph with the missing words.

Fossil fuels are fuels produced from the remains of ancient plants and animals. They include **1-...**, petroleum (oil), and natural gas. People rely on fossil fuels to power **2- ...** like cars and airplanes, to produce electricity, and to cook and provide **3- ...** . In addition, many of the products we use today are made from **4-...** . These include plastics, synthetic **5-...**, fabrics like nylon, medicines, cosmetics, waxes, cleaning products, medical devices, and even **6-...** .

B Listen to the passage again and choose the correct option for each statement about the audio.

1- Which of these reasons for fossil fuels conservation is not mentioned in the passage ?

- a- Fossil fuels can run out.
- b- Fossil fuels pollute the air.
- c- Fossil fuels release carbon dioxide.
- d- Fossil fuels burn vehicles.

2- Which of the statements is true about Global warming ?

- a- Global warming has no change in the ecosystem.
- b- The ecosystem is changing global warming.
- c- Global warming impacts the ecosystem.
- d- The ecosystem has no impact on global warming.

3- What solution have scientists found about fossil fuels ?

- a- They are reducing the toxicity of fuel.
- b- They are looking for other types of fuel.
- c- They are alternating between fossil fuels and biofuels.
- d- They are producing powerful cars and trucks from biofuels.

4- Everyone can help conserve fossil fuels if ...

- a- they use them wisely.
- b- they use them carelessly.
- c- they carefully destroy them.
- d- they conserve them carefully.

5- Which of the suggestions to the careful use of fossil fuels is not mentioned in the text ?

- a- Turn off lights.
- b- Buy energy-efficient appliances.
- c- Use public transportation.
- d- Visit the doctor regularly.

COMMUNICATION ACTIVITY

After listening to the audio about Fossil fuels, you decide to write for the English Club magazine, an article about gold, another natural resource, which is at the center of controversy in your country nowadays, in order to give your view about this issue :

In your article,

- present the benefits of gold mining ;
- show the dangers related to gold exploitation ;
- suggest how people could make a better use of this vital resource in your country.



Lesson 4

Writing

an article

LEAD-IN

In small groups discuss the following issues.

- ✓ What do you know about clandestine gold panning ?
- ✓ What are the drawbacks of this phenomenon ?
- ✓ According to you, what can the authorities do to refrain it ?

Learning context

During your English class, the teacher announces that, very soon, an article writing competition will take place to allow the awardees to be members of the prestigious international NGO "SAVE OUR PLANET". To help you take part in the test, your chairman decides to show you how to write an article.



WRITING STRATEGIES

- Title of the article
- Writer's name
- Body (main part of the article)
- Introductory paragraph
- Descriptive paragraph
- Concluding paragraph

A Study the model article. Pay a particular attention to its structure.

1 — MINERALS

Natural resources include renewable and non-renewable resources. For long human beings have been misusing raw minerals so that today earth's supply of raw mineral resources is in danger. Many mineral deposits that have been located and mapped have been depleted. The consequences are many.

2

Many mining methods, such as mountaintop removal mining (MTR), devastate the environment. They destroy soil, plants, and animal habitats. Many mining methods also pollute water and air, as toxic chemicals leak into the surrounding ecosystem. Conservation efforts in areas like Chile and the Appalachian Mountains in the eastern United States often promote more sustainable mining methods.

3

Less wasteful mining methods and the recycling of materials will help conserve mineral resources. In Japan, for example, car manufacturers recycle many raw materials used in making automobiles. In the United States, nearly one-third of the iron produced comes from recycled automobiles.

4

5

Electronic devices present a big problem for conservation because technology changes so quickly. For example, consumers typically replace their cell phones every 18 months. Computers, televisions, and mp3 players are other products contributing to “e-waste.” The U.S. Environmental Protection Agency (EPA) estimates that Americans generated more than 3 million tons of e-waste in 2007.

Many governments are passing laws requiring manufacturers to recycle used electronics. Recycling not only keeps materials out of landfills, but it also reduces the energy used to produce new products. For instance, recycling aluminium saves 90 percent of the energy that would be required to mine new aluminium.

6

Harold Curtis Gueassan, regional correspondent.

7

B Complete the following statements about the text with the words from the box below.

title - concluding - author - details - introduces

Number 1 refers to the ... of the article.

Number 2 is the paragraph that ... the article.

Numbers 3, 4 and 5 are paragraphs in which the writer gives ... about the topic.

Number 6 is the ... paragraph.

Number 7 represents the name of the article's

C Production

The students in your class have been asked to write an article about environmental pollution in your school. The texts below are incomplete productions of some students. Complete them by writing the missing sentence(s).

INTRODUCTION :

In the 21st century, the Environmental crisis is one of the most significant issues. And my school ...

BODY PARAGRAPH :

Environmental pollution creates a lot of harm to students. The first one is ...

CONCLUDING PARAGRAPH :

At the end of our analysis, ...

COMMUNICATION ACTIVITY

As part of the recruitment test to become a member of the NGO, "SAVE OUR PLANET", whose headquarters are in New York, you are asked to write an article to denounce the misuse of forests in your country. In your article,

- state the forest situation in your country ;
- point out the harm done to the forests ;
- give measures which can stop this phenomenon.

Use a cross (X) to check your production

Statements	Yes	No
1- Does your production have an attractive title ?		
2- Does your article present the writer's name ?		
3- Is there an introductory paragraph presenting the problem ?		
4- Is the problem well-developed in different paragraphs ?		
5- Does each paragraph relate to only one idea ?		
6- Does your work have a concluding paragraph ?		

Language corner

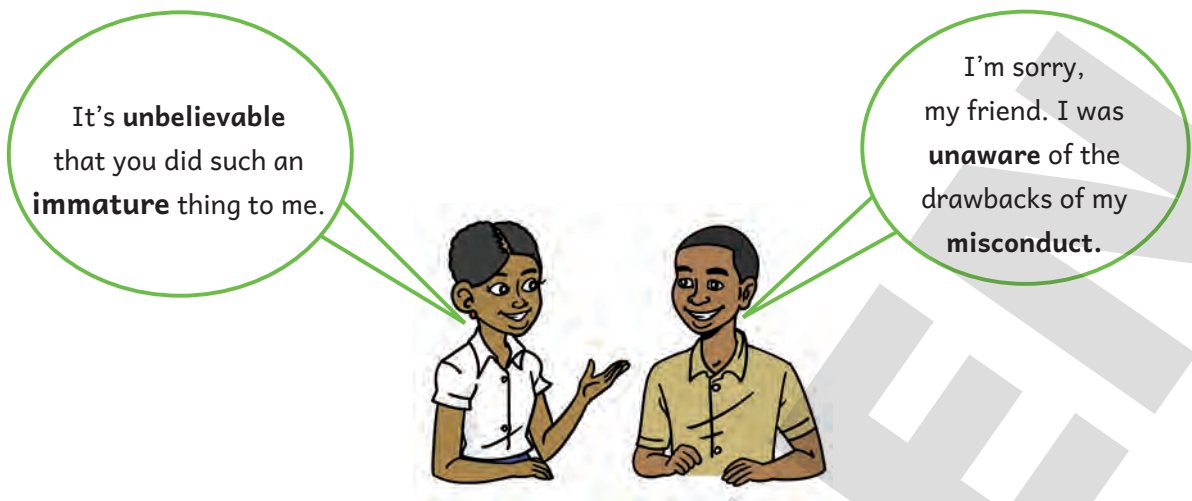
1

FORMING ANTONYMS WITH PREFIXES

Words' antonyms can be formed using the following prefixes : **UN , ANTI, DE, DIS, IG, IM, IL, IN, IR, MAL, MIS, NON, etc.**

Prefix with "UN"	
Aware	Unaware
Believable	Unbelievable
Common	Uncommon
Comfortable	Uncomfortable
Employed	Unemployed
Fair	Unfair
Fortunate	Unfortunate
Popular	Unpopular
Reliable	Unreliable
Sure	Unsure
Prefix with "ANTI"	
Social	Antisocial
Corruption	Anticorruption
Terrorist	Antiterrorist
Prefix with "DE"	
Code	Decode
Composed	Decomposed
Prefix with "DIS"	
Arm	Disarm
Agree	Disagree
Appear	Disappear
Advantage	Disadvantage
Credit	Discredit
Honour	Dishonour

Prefix with "IG"	
Noble	Ignoble
Prefix with "IM"	
Mortal	Immortal
Moral	Immoral
Movable	Immovable
Material	Immaterial
Mature	Immature
Prefix with "IR"	
Regular	Irregular
Respective	Irrespective
Prefix with "MAL"	
Function	Malfunction
Nurition	Malnutrition
Prefix with "IN"	
Formal	Informal
Gratitude	Ingratitude
Justice	Injustice
Tolerance	Intolerance
Prefix with "MIS"	
Behave	Misbehave
Conduct	Misconduct
Prefix with "NON"	
Co-operative	Non-co-operative
Existent	Nonexistent



LET'S PRACTISE

I- Find in the table on the previous page the appropriate words corresponding to the descriptions below.

Example : 1- Dependence

- 1- This is the status of an individual or a country that depends on another.
- 2- Many NGOs promote it when conflicts are about to break out in a country.
- 3- This adjective is used to refer to something we don't believe in.
- 4- When an event happens by surprise, it is generally considered as an ... event.
- 5- You are ... of a situation when you don't know its existence.
- 6- To ... an action is not to give it importance.

II- With your neighbour, show how many correct prefixes you can find. In turns, one student has the book closed, and the other gives 15 to 20 words and asks the first student to give appropriate prefixes.

2 COLLOCATIONS WITH VERBS

1- Find the words in the list which usually go with the verbs in the table, then fill in the corresponding column.

a degree – a job – sleeping – business – a competition – money – time – tired – a battle – embarrassed – energy – a living – jealous – work experience – a game – eating

To earn ...	To feel ...	To spend ...	To feel like ...	To win ...
----------------	----------------	-----------------	---------------------	---------------

2- Complete each column of the table with two different other words of your own.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

Taking part in the celebration of the International Environment Day in Abuja, you are invited to give a presentation on The Great Green Wall in order to inform the students of your school about the project.

In your talk,

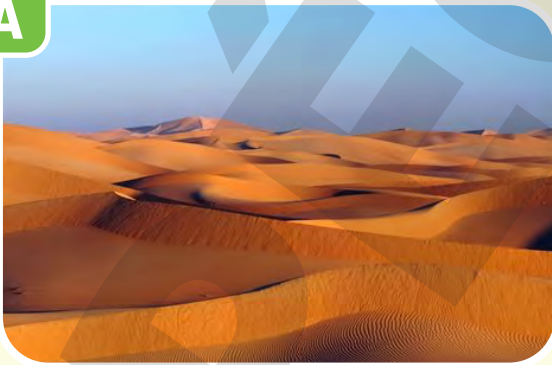
- explain what GGW is ;
- say the benefits for its implementation ;
- mention the difficulties linked to its development ;
- suggest ways to have an effective realization of the project.

B TIME TO GATHER INFORMATION

PHASE 1

Answer the questions about the pictures and the text that follow.

A



B



The «Great Green Wall» is an initiative to increase the amount of arable land in the Sahel, the region bordering Africa's Sahara Desert. Eleven nations are investing in projects as varied as agroforestry to sustainable development. It will consist in restoring land once rich with biodiversity and vegetation.

- What can you see in picture A ?
- How does picture B relate to the first one ?
- Have you heard of the Great Green Wall before ?



PHASE 2

Read silently.

At the time, observers feared that the Sahara was expanding, and would soon destroy the critical ecological services in the Sahel. In reality, the reduction of vegetation and desertification was mostly due to the overuse and mismanagement of arable land. Poor land management, rampant deforestation and increasingly frequent droughts have left millions in the region mired in food insecurity.

Adapted from <https://www.faci.org/the-great-green-wall-legacy/> <https://earth.org/nghistory.org/resource-library>

In groups of four, take notes on the points below.

- General idea
- The reasons for implementing the GGW

PHASE 3

Listen carefully to the audio. Take notes on the following point :

The difficulties in implementing the GGW.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;

- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.



UNIT REVIEW 2

Let's consolidate

I- To help your peers know more about natural resources, fill in the gaps with the words or expressions from the box. Example : 1- natural resources

flood - raw materials - natural resources - offspring -
drought - renewable resources - nonrenewable resources

- 1- ... are resources that exist without any human action.
- 2- Resources that are constantly available or that can be reasonably replaced or recovered are called
- 3- Resources that cannot easily be replaced once destroyed are known as
- 4- ... are used in the primary production or manufacturing of goods.
- 5- An overflow of water from rivers, lakes or the sea onto dry land :
- 6- A ... is a prolonged lack of rainfall.

II- A student of your class wrote the following sentences about the environment, but he failed to write the articles. Complete his sentences with “a”, “an” or “the”, or “ø” if no article is needed. Number one in an example.

- 1- ø natural resources are vital to life on Earth.
- 2- a) ... renewable resource is b) ... natural resource that constantly exists.
- 3- ... nonrenewable resources do not exist constantly.
- 4- We have the responsibility to protect ... environment.
- 5- What we need is ... clean environment.
- 6- Do you know ... more endangered planet than Earth ?

III- Classify the resources below in the right box.

flood - raw materials - natural resources - offspring -
drought - renewable resources - nonrenewable resources

	NATURAL	ARTIFICIAL
RENEWABLE		
NONRENEWABLE		

PROJECT-TASK

Forest exploitation is said to be harmful to the environment and the populations living in the area, but some people argue that life is nothing without using resources derived from forest destruction. With your group, conduct a survey about the necessity to destroy the forest or not. Then ask about alternative ways to forest destruction.

I- The preparation of the survey

Identify the people you will interview.

- 1- Divide by gender or age range ;
- 2- Prepare a research questionnaire (questions to be asked to get the results).

II- The survey

- 1- Go to the people identified to ask them the prepared questions.
- 2- Put your data in a table (see example below).
- 3- Calculate the percentage of people in favour of forest destruction.
- 4- Calculate the percentage of people against forest destruction.
- 5- Record alternative ways to forest destruction.

III- Presentation of the survey results

- 1- Present the results of the survey per gender and age range ;
- 2- Comment the results.

Percentage of people in favour of forest destruction		Percentage of people against forest destruction	Alternatives to forest destruction
Boys			
Girls			
Students < 15 years old			
Students ≤ 15 years old			

Deadly Viruses and Diseases

« Only one form of contagion travels faster than a virus. And that's fear. »



— **Daniel Gerhard Brown (Dan Brown)** —
An American author best known for his thriller novels.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing origins and outbreaks of diseases ;
- Discussing symptoms and treatments of diseases ;
- Raising awareness about the prevention of diseases ;
- Using phrasal verbs with “out” ;
- Writing an informal letter.

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer.

A



B



C



D



- 1- What can you see in pictures A and B ?
- 2- What harm can they cause to human beings ?
- 3- Who are the people in picture C ?
- 4- Why are they dressed like that ?
- 5- What are the people in picture D doing ? Why ?

Lesson 1

Reading

Current pandemics

LEAD-IN

In small groups, observe the pictures and discuss the questions below :

- What does picture A suggest as a measure to stop the spread of a pandemic ?
- How can the measure presented in picture B be protective ?



Learning context

The students in Lycée Moderne of Bangolo are receiving a representative of the World Health Organization (WHO). He gives them brochures about some current pandemics. They read them in order to collect information for a discussion during their next English Club meeting.



A Read the two texts below quickly and say what they have in common.

They are about :

- a- undetected diseases.
- b- current diseases.
- c- old diseases.
- d- curable diseases.

Text A : HIV/AIDS : 27.2-47.8 million (1981 – current)

The HIV virus may have first crossed over from chimpanzees to humans in the Democratic Republic of Congo via blood contact around 1920. It spread more or less undetected until 1981, when a virulent pneumonia and rare cancer called Kaposi's Sarcoma began to crop up among gay men in the US. By year's end, there were 270 reported cases. 121 of them had already died.

- 5 It's possible, however, that by 1980, HIV was already on five continents, infecting between 100,000 and 300,000 people. By 1987, when the WHO launched the Global Program on AIDS, an estimated 5-10 million people worldwide were living with HIV. Today, despite massive advances in the treatment and management of HIV, it remains incurable. The number of people infected stands at around 38 million, with more than two-thirds of those patients living in Sub-Saharan Africa. UNAIDS estimates that 36.3 million people have died of AIDS-related illness – but with
- 10 improved medicines and improved equitable access to those drugs annual AIDS-related fatalities have declined 47% since 2010.

[https : //www.gavi.org/vaccineswork/historyseven-deadliest-plagues?gclid](https://www.gavi.org/vaccineswork/historyseven-deadliest-plagues?gclid)

Text B : COVID-19 : 5-17 million (2020 – current)

You probably know this one : in December 2019, a series of unusual pneumonia cases cropped up in Wuhan, China. At first, health officials offered reassurance: the new coronavirus wasn't being passed from human to human. That quickly proved false. In late January 2020, the WHO declared COVID-19 a global health emergency. By March, there were cases in 114 countries.

- 5 Nations around the world cascaded into lockdown. A year and a half later, 17 million people are estimated to have died; many survivors have lingering symptoms. The risks of the pandemic – of the social and economic disruptions, the psychological toll on healthcare workers across the world and the deepening global inequality due to uneven vaccine access – are still resolving.

[https : //www.gavi.org/vaccineswork/historyseven-deadliest-plagues?gclid](https://www.gavi.org/vaccineswork/historyseven-deadliest-plagues?gclid)

B Read the two texts again and find the words or expressions whose meanings or synonyms are given. The lines are indicated to help you. Example : A- 2- spread

Text A

- 1- passed (line 1)
- 2- disseminated (line 2)
- 3- not found (line 2)
- 4- started (line 6)
- 5- impossible to cure (line 8)
- 6- ameliorated (line 10)
- 7- fallen to (line 12)

Text B

- 8- occurred (line 1)
- 9- confinement (line 5)
- 10-remaining (line 6)
- 11-unequal (line 8)

C Use the words from Activity B to complete the following sentences.

Example : 1 - crossed over

- 1- Some viruses are transmitted or ... from animals to humans.
- 2- When more and more people are getting contaminated with a virus, we say it is
- 3- Before 1981, the HIV virus was not known to humans although it existed. It was
- 4- In order to fight against the spread of the virus, a programme was ... by the WHO.
- 5- There is no cure for AIDS, for the time being, it is
- 6- In order to be able to fight against the pandemic, governments are trying hard to ... people's health conditions.
- 7- With improved health care, the number of HIV cases is more and more
- 8- The very first COVID-19 cases ... in China.
- 9- With the increase of COVID-19 cases in 2020, governments have decided on a total
- 10- There was an ... distribution of COVID-19 vaccines in the world, that's why the threat still exists.

D Read the texts once more and find pieces of information to fill in the table below. Work with your partner.

Dates	Country / Organisations	Actions / Events
		• 121 people died of HIV
1- ...	WHO	2- ...
1988	3- ...	4- ...
Since 2010	5- ...	6- ...
7- ...	Wuhan, China	8- ...
9- ...	10- ...	Existence of confirmed cases of COVID-19

E Critical thinking activity

Vaccination and natural immunity have dramatically reduced the death toll from COVID-19. Do you think that this pandemic will stop definitely or will it still exist like HIV/AIDS ?

Will there be a breakout of a new pandemic ? Discuss with your classmates.

Lesson 2

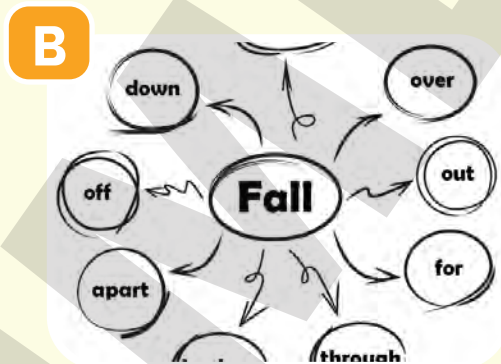
Speaking

Phrasal verbs

LEAD-IN

In small groups, observe the diagrams and answer the questions.

- Are the words nouns or verbs ?
- How are they structured ?



Learning context

While reading the brochures about current pandemics they received from the representative of the WHO, the students of your class discover some phrases with « out ». They discuss with their English teacher in order to learn more about this aspect of the English language.



A LANGUAGE FUNCTION : USING "OUT" TO FORM PHRASAL VERBS

Study the table below.

Verbs	Meanings
drop out	leave, remove something inside something else
pick out	to choose from a group of people or things, to select
pass out	become unconscious
find out	discover
get out	to no longer take part in or be part of something
watch out	be alert, be vigilant
make out	see or hear with difficulty
break out	start suddenly

B LET'S PRACTISE

Use the verbs in the table to complete the following sentences.

- 1- She was so lucky ! She was from dozens of applicants for the job.
- 2- The governor had to ... troops to quell the disturbances.
- 3- After a month their food supplies.... .
- 4- In the dim light it was difficult to ... the illustration.
- 5- The sign said 'Private Property-... !

LET'S KEEP IN MIND

A phrasal verb combines a normal verb with an adverb or a preposition to create an entirely new verbal phrase.

The meaning of a phrasal verb is usually unrelated to the meaning of the words that comprise it, so think of a phrasal verb as an entirely new and independent word.

E.g : People always **break** eggs before beating them. (meaning : fragment)

When a war **breaks out** in a country, people run away. (meaning : start)

When used in a sentence, phrasal verbs act the same as other verbs for conjugation and placement, although they do have special grammatical rules about word order.

COMMUNICATION ACTIVITY

The English Club of your school is organising a guessing game competition on phrasal verbs. In order to get prepared for the competition, you and your partner are asking and answering questions on their meanings. In your conversation,

- define a phrasal verb ;
- make a list of five phrasal verbs ;
- ask your friend to guess their meanings.



PRONUNCIATION : word stress

- Listen to your teacher and look for the stress in these specialities and specialist words.
1- sociOlogy - sociOlogist 2- psychOlogy - psychOlogist
- Now take turns and read these words focusing on the stressed syllable.

neurology
neurologist

herpetology
herpetologist

ecology
ecologist

palaeontology
palaeontologist

Lesson 3

Listening

Ebola disease

LEAD-IN

With your partner, look at the pictures below and give as much information as possible about Ebola.

A



B



C



D



Learning context

After reading the brochures they received from the representative of the WHO, the students of Lycée Moderne of Bangolo are now listening to him, talking about key facts about the Ebola virus disease. They want to collect some information to sensitise their mates during their next English Club meeting.



World Health Organization

A Listen to the recording and select the correct answer.

The recording is about :

- 1- the key solutions to fight the Ebola disease ;
- 2- the key causes of the Ebola disease ;
- 3- the key facts about the Ebola disease ;
- 4- the key symptoms of the Ebola disease.

B As you listen to the recording again, select the right ending for these statements.

1- EVD stands for :

a- haemorrhagic fever b- Ebola virus disease c- Ebola virus victims

2- The Ebola virus spreads :

a- from humans to animals b- from humans to humans c- from men to women only

3- To succeed in controlling the outbreaks :

a- many interventions are necessary b- only one thing is necessary c- people should be free to move

4- The spread of Ebola is :

a- under control b- out of control c- incontrollable

5- Pregnant and breastfeeding women are :

a- the target of the supportive care b- victims of the supportive care c- excluded from the supportive care

C Listen again and complete the table below. Do like in the example.

A- Transmission and spread of the disease	B- Actions to control the spread of the Ebola disease	C- Treatment and care
1. ...	1. drop out	1. ...
2. ...	2. ...	2. ...

D Critical thinking activity

How can people reduce the spread of the Ebola virus disease ?



Lesson 4

Writing

an informal email

LEAD-IN

Work with your partner and answer the questions below :

- 1- Is it important to communicate with friends living far from you ? Why ?
- 2- How do you communicate with them ? Make a list of the means of keeping in touch.

Learning context

After collecting some information about the spread and prevention of deadly diseases, the students of your school are writing emails to their Ghanaian friends in order to sensitize them.



WRITING STRATEGIES

- Write your address and “Dear friend” ;
- Greet your friend ;
- State the reason for your writing ;
- Give some details about it ;
- Close your email.



A Study the model email. Pay a particular attention to its structure.

Send Attach Save Draft Spelling Cancel

To:

Cc:

Subject: Pandemic diseases in the world

1 Hello Harold,
How are you doing ? Hope you are fine and OK.

2 I attended an International conference which took place in April 2022 in London, UK. It was about the prevention of pandemic diseases in the world. I want to tell you about it, if you don't mind.

3 Many protection measures have been put forward : prevention of diseases includes basic hand hygiene, respiratory hygiene, use of personal protective equipment like face masks, safe injection practices and safe burial practices.

Other measures cover the restriction of movements which means that sick persons should not travel abroad and the restriction of social interactions that is you have to limit interactions with mates or relatives.

4 Take care of yourself,
Yours

5 Lidwin Gouhi

B Match each part of the email with its name. Example : 1-salutation

name of the sender - closing - salutation - introduction - body

C Answer the following questions related to the model email.

- 1- What is the relationship between the writer and the receiver ? Quote some expressions to justify your answer.
- 2- Why is the writer sending the email ?
- 3- Make a list of the prevention measures mentioned in the email.

COMMUNICATION ACTIVITY

You are a WHO expert and you are selected to take part in an international conference about the outbreaks of deadly diseases in the world. You then decide to write an email to your friend living in Nigeria to talk about that conference. In your email,

- state the point of the conference (name of the disease, part of the world concerned) ;
- say which risks people can face if the disease spreads quickly ;
- define some measures to avoid the spread of the disease.

Language corner

THE INDIRECT OR REPORTED SPEECH

Indirect speech focuses more on the content of what someone said rather than their exact words. In indirect speech, the structure of the reported clause depends on whether the speaker is reporting a statement, a question or a command.

	Direct speech	Indirect speech	Type of clause
Statement	<ul style="list-style-type: none"> “I’m sick”, my sister said. 	My sister said that she was sick.	That -clause
Question	<ul style="list-style-type: none"> “Is it a pandemic?”, the reporter asked the doctor. “What are you doing?”, he asked me. 	<ul style="list-style-type: none"> The reporter asked the doctor if it was a pandemic. He asked me what I was doing. 	If -clause / Whether clause WH - clause
Command	<ul style="list-style-type: none"> “Get out of there”, the health agent ordered. 	The health agent ordered to get out of there.	To -infinitive clause

Change of tenses in the reported speech.

Direct speech	Indirect speech
Present simple	Past simple
Present continuous	Past continuous
Present perfect simple	Past perfect simple
Present perfect continuous	Past perfect continuous
Past simple	Past perfect simple
Past continuous	Past perfect continuous
Future (will)	Present conditional (would)
Past perfect	No change

Direct speech	Indirect speech	
“ I don’t want to shock people”, Tom said.	Tom said he didn’t want to shock people.	different speakers (I changes to he).
“I’ll look after Toby”, I said.	I said I would look after Toby.	same speaker (no change).
“You need to be here at nine o’clock”, George told Beatrice.	George told Beatrice she needed to be there at nine o’clock.	different speakers (you changes to she).
“I hope you will join us tonight”, I said to James.	I told James I hoped he would join us that night.	same speaker (no change to I ; you changes to he).
“ We’ll come tomorrow”, he said.	He said that they would come the next day.	Different speakers (we changes to they).

▪ **Typical changes to demonstratives, adverbs and adverbial expressions**

Direct speech	Indirect speech	Direct speech	Indirect speech
this	that	tomorrow	the next / following day
these	those	two weeks ago	two weeks before
now	then	here	there
yesterday	the day before		

LET’S PRACTISE

Report the following sentences.

- 1- “The pandemic is spreading to all the countries”, the expert said.
- 2- “We work hard on this issue”, he said.
- 3- The UN Secretary-General ordered the heads of State : “Take the necessary measures to stop the pandemic”.
- 4- “Why are so many people dying”, the reporter inquired.
- 5- He said : «I like this song.»
- 6- « Where is your sister ? », she asked me.
- 7- « I don’t speak Italian », she said.
- 8- « Say hello to Jim », they said.
- 10- «The film began at seven o’clock », he said.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

As the chairperson of your school English club, you are chosen to sensitise your mates on the possibility that a pandemic may occur in the near future.

In your presentation,

- name the different pandemics that have already occurred ;
- determine their impacts on human life ;
- suggest some measures to cope with this possible pandemic.

B TIME TO GATHER INFORMATION

PHASE 1

- 1- Look at this picture and say what these people are undergoing.
- 2- Say what health risk they may face.



PHASE 2

Read silently

For many of us, since the COVID-19 pandemic started, life may feel forever segmented into before and after the cataclysmic event that has meant nothing will ever be the same again. But scientists have long been warning of such an event. Now the statistics seem to show that not only are pandemics likely to happen, but the probability of one is only going to rise.

[https://www.gavi.org/vaccineswork/new-study-suggests-risk-extreme-pandemics-covid-19-could-increase-threefold-coming ?](https://www.gavi.org/vaccineswork/new-study-suggests-risk-extreme-pandemics-covid-19-could-increase-threefold-coming?)

In your group, read the text above and take notes on the points :

- 1- problem raised ;
- 2- possible consequence ;
- 3- possible risk in the future.

PHASE 3

Listen carefully to the audio and take notes on the following point :
Measures for responding to possible outbreaks of diseases.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

As of November 18, 2022, the overall deaths due to coronavirus (COVID-19) in Africa reached 257,984.



UNIT REVIEW 3

Let's consolidate

I- Choose the right option.

1- People who show no signs of a given disease are :

- a- asymptomatic
- b- unsymptomatic
- c- unsympathetic

2- Which is a virus ?

- a- COVID-19
- b- influenza
- c- coronavirus

3- Which is a disease ?

- a- COVID-19
- b- SARS-CoV-2
- c- coronavirus

4- SARS-CoV-2 can ... humans.

- a- defect
- b- effect
- c- infect

5- Which is most widespread ?

- a- an outbreak
- b- an epidemic
- c- a pandemic

6- After showing symptoms he was told to ... for 14 days.

- a- work from home
- b- self-isolate
- c- stay in place

II- Read the text below and answer the questions that follow it.

The U.S. Food and Drug Administration (FDA) has given emergency use authorization to some COVID-19 vaccines in the United States. The FDA has approved the Pfizer-BioNTech COVID-19 vaccine, now called Comirnaty, to prevent COVID-19 in people aged 16 and older. The FDA has given emergency use authorization to Pfizer-BioNTech COVID-19 vaccines for ages 5 through 15.

A vaccine can prevent you from getting the COVID-19 virus or prevent you from becoming seriously ill if you get the COVID-19 virus. In addition, COVID-19 vaccination might offer better protection than getting sick with COVID-19. A recent study showed that unvaccinated people who already had COVID-19 are more than twice as likely as fully vaccinated people to get reinfected with COVID-19.

Also, if you are fully vaccinated, you can more safely return to many activities you may not have been able to do because of the pandemic. If you are in an area with a high number of new COVID-19 cases in the last week, the CDC recommends wearing a mask indoors in public and outdoors in crowded areas or when you are in close contact with unvaccinated people. If you are fully vaccinated and have a condition or are taking medications that weaken your immune system, you may need to keep wearing a mask.

- a- Name the vaccine that has been authorised by the FDA.
- b- What category of people can be vaccinated ?
- c- What is a vaccine ?
- d- What protective measures can you take if you are in an area where the rate of Covid-19 contamination is high ?

III- One of your friends is living in a pandemic-stricken area. You want him / her to keep safe. Then you decide to write him / her an email. In your email,

- tell him / her how the virus spreads ;
- mention some symptoms of of this disease ;
- suggest some ways of keeping safe.

IV- Complete the sentences in the reported speech.

- 1- He said : «I like this song.»
→ He said ...
- 2- «Where is your sister ?», she asked me.
→ She asked me ...
- 3- «I don't speak Italian», she said.
→ She said ...
- 4- «Say hello to Jim», they said.
→ They asked me ...
- 5- «The film began at seven o'clock», he said.
→ He said ...
- 6- «Don't play on the grass, boys», she said.
→ She told the boys ...
- 7- «Where have you spent your money ?», she asked him.
→ She asked him ...
- 8- «I never make mistakes», he said.
→ He said ...
- 9- «Does she know Robert ?», he wanted to know.
→ He wanted to know ...
- 10- «Don't try this at home», the stuntman told the audience.
→ The stuntman advised the audience ...

V- Choose the correct phrasal verbs to complete these sentences.

- 1- If you make a mistake, keep calm and (a- carry on / b- come on / c- bring up / d- call for).
Don't panic !
- 2- I'll (a- call for / b- check out / c- come on / d- be over) you after work. I have booked a table at 7.
- 3- I'm glad that the quarantine (a- carries on / b- checks out / c- breaks down / d- is over) now.
- 4- The thieves (a- called for / b- checked out / c- broke in / d- broke up) and stole all the equipment.
- 5- The boat's engine (a- broke down / b- broke up / c- carried on / d- checked out) and they spent two agonizing weeks out at sea.
- 6- (a- check out / b- come on / c- carry out / d- bring out), we're going to be late for the movies !

PROJECT TASK

In order to raise awareness of the possibility of a pandemic outbreak in the future, your team of four experts has decided to design a poster promoting measures to be taken to avoid such an event.

I- The preparation of your poster

The pictures, quotes, and slogans on your poster should :

- 1- state the risk of future outbreaks of viruses and pandemics ;
- 2- say how they may occur ;
- 3- show how they may spread ;
- 4- indicate their impacts on people ;
- 5- mention some of some economic difficulties resulting from them ;
- 6- greet your audience ;
- 7- introduce your team of experts ;
- 8- state the aim of your presentation ;
- 9- show the relevance of the issue ;
- 10-deliver your main points.

II- Present your poster to the audience and comment it.

III- Questions and answers session

Unit

4

Crime and Violence



I object to violence because when it appears to do good, the good is only temporary ; the evil it does is permanent.”

— Mahatma Gandhi —

Indian nationalist leader and non-violence advocate (1869-1948).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing violence and crimes
- Discussing types of crimes
- Discussing the causes, consequences, and solutions to crimes
- Using compound words
- Using prefixes and suffixes
- Using passive constructions
- Pronouncing the “Λ” and “a” vowel sounds
- Writing a report

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions about them.



- ☒ What are these pictures about ?
- ☒ What are the possible causes ?
- ☒ What can be the consequences ?
- ☒ How can we cope with this phenomenon ?

Lesson 1

Reading

Juvenile delinquency

LEAD-IN

Study the pictures and answer the following questions.



- ☒ Who are these people ?
- ☒ What are they doing ?
- ☒ Is it a good behaviour ?

Learning context

Today is the National Day against violence and crimes committed by youngsters. The chairman of the English Club of your school asks the members of the Club to read a text about the issue in order to sensitize their friends.

**National Day
of Action** against
Bullying and Violence

Official NDA school

A Read quickly the text and say what it is about.

The text is about :

- a- street children in Africa ;
- b- juvenile delinquency ;
- c- street children in Congo and Côte d'Ivoire.

Violence is the main characteristic of insecurity ; it is a societal phenomenon subject to many debates worldwide. In studies on the explanation of this phenomenon, particular emphasis is placed on the increasingly important and increased participation of young people in these violent situations.

Moreover, this delinquency among street children, once considered a phenomenon essentially centered on petty crime in developing countries is now a hot topic in many countries. Indeed, the children and adolescents who roam the streets in most of the large urban areas of developing countries are no longer satisfied with petty theft for their survival but are engaging in increasingly violent delinquent activities.

In Africa, street children and youths, bearing the ever-increasing stigma of the life they lead and the drugs they take, are undoubtedly and progressively setting themselves against society. The reality of this phenomenon is already visible in the Democratic Republic of Congo, where idle youth, called "Kuluna" terrorize the populations in Kinshasa, the capital. According to Mujinya, they use machetes, bottles, screwdrivers, and all sorts of sharp objects to hurt and destroy.

This violent evolution of juvenile delinquency is also observed in Côte d'Ivoire. However, the various politico-military crises this country has experienced have generated a phenomenon of young criminals organized in gangs commonly called "microbes", creating psychosis among the population. These children and adolescents, armed with knives and sometimes firearms, use unprecedented violence to appropriate property, thus creating a stir among Ivorians.

According to Bah and Niamké, this juvenile crime in Abidjan is mostly the result of child soldiers who have been returned to civilian life without being socialized and reintegrated. For several years now, rarely a week goes by without the media reporting on an event involving violence committed by one or more young people against a peer or an adult.

Adapted from: <https://www.scirp.org/journal/paperinformation.aspx?paperid=119219>

B Read the text again and find the words or expressions whose meanings or synonyms are given below. The lines are indicated to help you.

Example : 1 - emphasis

- 1- attention or accent (line 2)
- 2- minor, less serious (line 5)
- 3- walk or go from place to place without a precise reason or plan (line 6)
- 4- stealing or the act of taking away what belongs to another person (line 7)
- 5- accepting (line 9)
- 6- mark of accusation or dishonour (line 9)
- 7- not working, lazy (line 11)
- 8- anxiety, perturbation (line 18)
- 9- person of the same age, status, or capacity as another person (line 22)

C Read the text again and choose the correct answers. Example : 1-c

- 1- According to the first paragraph, which of the following is true about violence ?
 - a- It is a social problem mainly discussed in the Western part of the world.
 - b- It is a social issue mainly discussed in the wild part of the world.
 - c- It is a social problem mainly discussed throughout the world.
- 2- According to paragraph 1, which of the following is false about studies on the explanation of the phenomenon of violence ?
 - 1- The accent is placed on youngsters' non-involvement.
 - 2- The stress is placed on the part taken by young people.
 - 3- The accent is put on youngsters' involvement.
- 3- Decide which of the following is true about paragraph 2.
 - a- Today, crime committed by young people is a deep concern in developing countries.
 - b- Nowadays, juvenile delinquency is a deep concern in developed countries.
 - c- At present, violence committed by youngsters is a deep concern in many nations.
- 4- In paragraph 3, which one of the following is true about street children ?
 - a- They reject the negative view of people by stopping crimes.
 - b- They denounce the accusations and blame by insulting adults.
 - c- They accept and confirm what people think by rebelling against the population.
- 5- In Kinshasa, the juvenile delinquents are known as :
 - a- Idle
 - b- Mujinya
 - c- Kuluna
- 6- The word "microbes" in paragraph 4 refers to :
 - a- germs causing diseases.
 - b- politico-military crises.
 - c- groups of young criminals.

COMMUNICATION ACTIVITY

For several years in our country, weeks without media reports on violent crimes involving young people are rare. In order to help solve this problem, you decide to talk to your friends during a meeting of the English Club. In your speech,

- say what juvenile delinquency is ;
- give two causes of this bad behaviour ;
- mention two consequences ;
- suggest solutions to end this phenomenon.

Lesson 2

Speaking

Crimes committed against women

LEAD-IN

Look at the pictures and discuss the questions that follow.

- Name the phenomenon in picture A.
- What is the matter in picture C ?
- Guess what picture B is about ?

A



B



C



D



Learning context

During an English Club session, the participants are discussing different types of crimes, in order to learn more about them.



I- Study the list of idioms below.

- 1- **To cover one's tracks** : to conceal the evidence of a crime.
- 2- **To be caught red handed** : to be caught in the act of committing a crime or breaking a rule.
- 3- **To have a run-in with the law** : to have trouble with the law.
- 4- **White-collar crime** : non-violent financial committed by high-ranking members of government or business.
- 5- **To make off with something** : to escape with something stolen.
- 6- **To fess up** : to confess to something.
- 7- **To turn oneself in** : to surrender to authorities or the police.
- 8- **To get away with murder** : to do whatever one wants without being punished.

II- Using passive statements

Note : Active form answers the following question. "What did people do ?"

Active voice : People stole Kanon's car in Cocody.

Active voice : The thief smashed the front and back windows.

Active voice : A young man bought the car.

We use the **active form** to say **what the subject does**.

Note : Passive form answers the following question. "What happened to people and things ?"

We use the **passive form** to say **what happens to people and things**, to say **what is done to them**.

Passive voice : The front and back windows **were smashed by** the thief.

Passive voice : The car **was bought by** a young man.

We use the **passive form** when what was done **is more important than** who did it.

The doll
mother bought for
my sister **was stolen**
yesterday.



LET'S KEEP IN MIND

1- **idioms** are used in everyday conversation. Knowing them permits to stand out.

2- **In the passive :**

- The object of an active verb becomes the subject of the passive form.
- The subject of an active verb follows **by** in the passive form.
- Usually the passive is used without a “**by-phrase**”, when it is not important to know who does it.

B LET'S PRACTISE

Complete the sentences below with the correct idioms from the box. Example : 1- make off

white-collar ; make off ; red-handed ; cover ; have a run-in ; fess up

- 1- After attacking their victims, young criminals ... with their money and cell phones.
- 2- There is no perfect crime. One cannot ... his tracks all the time.
- 3- This boy looks super guilty. He should ... what he did.
- 4- Despite their young age, almost all young criminals between 10 and 14 years old ... with the law.
- 5- At primary school, my friend was caught ... spray painting graffiti on the walls.
- 6- Our accountant was accused of a ... crime. He was arrested on embezzlement charges.

COMMUNICATION ACTIVITY

During a session of the English Club of your school, the chairman asks you to talk about a criminal case that took place in your area. In your talk,

- name the type of crime ;
- describe how the criminal was arrested ;
- say if he was sent to prison or acquitted ;
- suggest solutions to solve this type of crime.

PRONUNCIATION : pronouncing “ʌ” and “a”

1- ʌ is a middle vowel sound with a distinct arch in the middle of the mouth.

2- ʌ is usually spelled with u (as in bus, cup, and judge) and sometimes with o (as in mother, one, and love)

3- ʌ is placed in the middle of the mouth. To check and measure this sound, say :

Up ... Up ... Up ... Up ... (Your lips will come together for the consonant p.)

1- a is a back vowel sound occurring back in the mouth. It is the only vowel where the tongue has no arch but remains flat on the floor of the mouth.

2- a is usually spelled with o (as in honest, bond, and rock), although there is a small number of words that are pronounced with a and are spelled with a (as in father, drama, and pasta).

3- a is placed in the back of the mouth. To check and measure this sound, say :

Ah ... ah ... ah ... ah ...
(You will feel it in the back of your mouth.)

Read the following aloud.

ʌ ʌ a

1- butternut squash

ʌ a

2- mother promised

ʌ a

3- in front of the hospital

a ʌ ʌ a ʌ

Fathers and mothers are sometimes at odds over when to indulge

ʌ
youngsters.

Range the following words in the right column according to “ʌ” or “a” sounds.

none - forgot - won - cup - moderate - subway - brother - gossip - divulges -
document - subsidies - loss - colleagues - month - common - project

ʌ	a
1.	1. Forgot (Example)
2.	2.

With your neighbour, practise in turns, reading the words without looking at the answers of the activity.

Lesson 3

Listening

Sexual harassment

LEAD-IN

In small groups, discuss the following issues.

- What do you know about sexual harassment ?
- What is the gender of most of the sexual harassment victims ?
- According to you, how should people react to sexual harassment ?

Learning context

For the celebration of **ZERO VIOLENCE DAY**, the English club of your school is organizing a speech competition on sexual harassment. In order to get prepared for the test, you listen to an audio recording to learn more facts about the issue.



A As you listen to the first paragraph of the audio, say what the passage is about.

- a- A suspect of sexual harassment ;
- b- A person being sexually harassed ;
- c- Sexual harassment.

B Listen to the full audio and complete each statement with the correct word you hear.

- 1- You are being made to ... uncomfortable. (**fill** / **feel**)
- 2- You are afraid for fear of ... your job. (**loosing** / **losing**)
- 3- Here are ... things you should do. (**three** / **free**)
- 4- ... records of what happened. (**Keep** / **Kip**)
- 5- But, do not ... , copy, or take documents that are confidential. (**still** / **steal**)
- 6- Third, contact an employer lawyer for you to ... your claim. (**file** / **fill**)

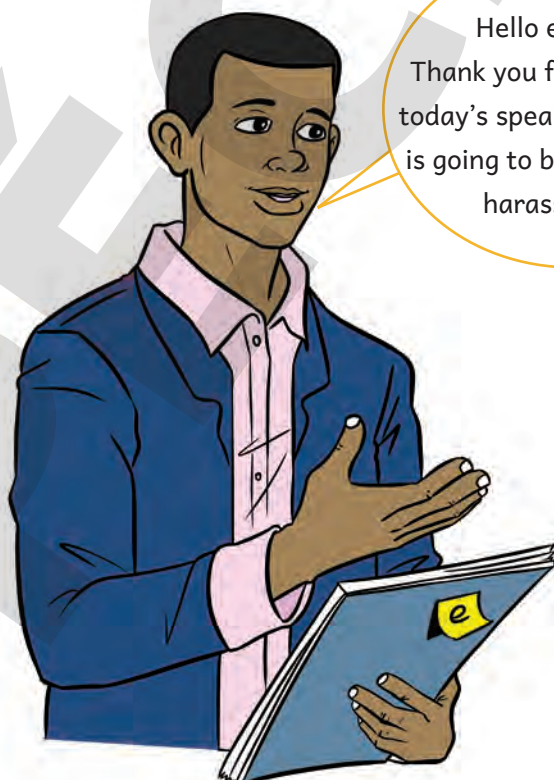
C Listen again and say if the statements below are true or false. Write T for true and F for false

- 1- When you are sexually harassed, you feel embarrassed and humiliated.
- 2- Victims of sexual harassment are not afraid to denounce it.
- 3- A “sticky situation” means a difficult situation.
- 4- Finding documents is the first thing to do, even if the evidence is stolen.
- 5- If you are harassed by your employer, inform a supervisor.
- 6- There are four main reasons for sexual harassment.

COMMUNICATION ACTIVITY

You’ve just listened to an audio recording on the phenomenon of sexual harassment. In order to take action and mitigate the risk, you decide to sensitize your friends on the occasion of the next English Club meeting. In your speech,

- define sexual harassment ;
- mention two causes of this phenomenon ;
- suggest two measures to stop it.



Lesson 4

Writing

a report

LEAD-IN

In small groups, discuss the following issues.

- What kind of writing is a report ?
- Is a report a formal or an informal writing ? Justify your answer.
- Is there a difference between a report and an article ?

Learning context

After watching a film on sexual harassment in Côte d'Ivoire, during one of the meetings of the English Club of your school, the chairman asks the participants to write a report about the issue in order to reduce the risk.



WRITING STRATEGIES

- **Title / Headline :** suggest an attractive title (It is written in capital letter).
- **Introduction :**
 - assert a fact on the issue ;
 - state the figures ;
 - mention the source of the study / survey ;
 - announce the results / findings.
- **Body / Development :**
 - consists of 2, 3 or 4 paragraphs (develop each point of the findings) ;
 - each paragraph starts with a topic sentence (argument) + supporting sentences (details + examples).
- **Conclusion :** restate the main idea and make a recommendation.

A Study the model report below. Pay a particular attention to the structure.

VIOLENCE AGAINST CHILDREN AND YOUTH IN CÔTE D'IVOIRE

As in many other countries, violence against children and youth, including child sexual abuse and severe physical violence, remains a significant issue in Côte d'Ivoire. Data from a survey show that in Côte d'Ivoire, 58% of girls and 66.5% of boys, at least, went through a type of violence during their childhood. The survey was carried out in Côte d'Ivoire from June to September 2018 by the National Institute of Statistics (NIS) and reported that multiple factors impact the issue of violence against children and youth in Côte d'Ivoire, including harmful norms and values, poverty, wars, and civil strife, etc.

To begin with, 19.2% of girls (1 girl out of 5) in Côte d'Ivoire went through a type of violence during their childhood, including sexual abuse and forced sexual intercourse as the most widespread type of sexual violence in our country. This sexual and physical violence prevails among youngsters. The common perpetrators of these acts are former intimate partners, friends, and others.

Next, it was developed that these data include key insights on physical, emotional, and sexual violence and its relationship to children's lifelong health. These findings uncover connections between HIV and violence. In fact, many of these unwanted sexual intercourses take place without preventative measures. Which may probably cause HIV transmission.

To wrap up, violence against children and youth is a sad reality in Côte d'Ivoire. A better understanding of children's and youth's experiences with violence can help us chart a new path toward prevention and protection to help Côte d'Ivoire's youth thrive.

Adapted from https://www.togetherforgirls.org/wp-content/uploads/2020/09/Cote-dIvoire-VACS-Report_English.pdf

1

2

3

4

B Read the model report above and answer the following questions.

- 1- What does the report assert in the first sentence of the first paragraph ?
- 2- What are the figures stated in sentence 2 ?
- 3- Who conducted the study ?
- 4- What are the findings of the survey ?
- 5- Which number develops and explains the findings ?
- 6- Does the conclusion restate the main idea and make a recommendation ? Justify ?

C Read the model report above and do the matching. Example : 1- C

NUMBERS	DESCRIPTIONS
1- TITLE	A- restates the main point and makes recommendation.
2- INTRODUCTION	B- indicates the main assertion and the finding of the study.
3- DEVELOPMENT	C- gives the theme and topic.
4- CONCLUSION	D- explain the main points with facts and figures.

D Study again the report and write “yes” or “no” for each statement of the checklist.

Exampe : 1- YES

Checklist of a report
1- Is there a title ?
2- Does the introduction make an assertion on the issue ?
3- Does the introduction provide statistics ?
4- Does the introduction mention the source of the report ?
5- Does the introduction state the findings ?
6- Does the body consist of different paragraphs ?
7- Does the conclusion restate the main idea ?
8- Does the conclusion make recommendations ?

COMMUNICATION ACTIVITY

In order to help protect young girls and women, you are asked to write a report on the phenomenon of sexual harassment in your area for your English Club magazine. In your report,

- define sexual harassment ;
- give two causes ;
- mention two consequences ;
- suggest two solutions.



Language corner

1

PREFIXES AND SUFFIXES CONVEYING OPPOSITE MEANING

PREFIXES	MEANING	EXAMPLES
un-	not	unfriendly, undisciplined, untrustworthy
dis-	not, opposite of	disagree, distrust, disbelief
non-	not	non-believer
il-	not, opposite of	ill will, ill-bred, ill-mannered, ill-tempered, ill-treatment, illegal
over-	above, too much	overambitious, overanxious, overbearing, overcomplicated
ir-	not, opposite of	irrational, irredeemable, irrefutable

SUFFIXES	MEANING	EXAMPLES
-ful	full of	harmful, grateful, fearful, careful
-less	without	fearless, careless, harmless, defenceless

LET'S PRACTISE

Choose the best choice for each statement.

1- Almost all street children are ...

a- careful / b- careless / c- overambitious / d- undisciplined

2- Youngsters are very ...under the influence of drugs.

a- harmless / b- overcomplicated / c- ill-bred / d- harmful

3- Criminals are involved in ... activities.

a- grateful / b- fearful / c- illegal / d- careful

4- Many parents think that today's youngsters' behaviour is really

a- irrational / b- defenceless / c- overambitious / d- grateful

2

DETERMINERS (SOME, ANY, A LOT OF / MUCH, MANY / FEW, LITTLE

I- SOME & ANY

- 1- “**Some**” means a certain number or amount of something. It is mostly used in **affirmative** sentences. We also use “**some**” in questions (**requests & offers**) when the expected answer is “Yes”.

Example : A : **Some** suspects were arrested yesterday night.

B : Could I have **some** names ?

A : Sure, they were all members of a famous gang in the area.

- 2- Use “**any**” in **negative** sentences and in most **questions**.

Examples :

A : Do you have **any** suspects ?

B : Until now, we don't have **any** suspects.

II- MUCH & MANY, A LOT (OF)

- 1- Use “**much**” with **singular** (uncountable) nouns and “**many**” with **plurals**.
- 2- “**Much**” and “**many**” are mainly used in **questions** and **negatives**, and after “**so**”, “**as**”, “**too**” and “**very**”.

Examples :

- How **much** trouble did he have with justice ?
- How **many** members are there in his gang ?
- There are **too many** young delinquents in the area.
- They love this city **so much**.

- 3- In other affirmative sentences, we generally use **a lot (of)**, **lots (of)** or **plenty of**. All the three can be used with uncountable and plural **nouns**.

Examples :

- Do you have **much** trouble with your neighbours ?
- I don't have **much** trouble with neighbours, but I have a lot of problems with thieves.
- There are **lots of** young criminals in the area.

III- (A) LITTLE OR (A) FEW

(a) “**little**” is used with singular (uncountable) nouns and “**(a) few**” with plurals.

“Little” and “few” are rather negative. They mean : **not much / many**.

“a little” and “a few” are more positive. They mean : **some** (a certain number).

Example : Prisoners live a difficult life. They eat **little** food every day and **few** people visit them.



There are **a few** customers today.
I will leave the restaurant earlier !

LET'S PRACTISE

I- Complete with **little, few, a little, a few**.

- 1- There is ... friendship in the world today. (**little / few**)
- 2- Although he is in prison, he still has ... friends who trust him. (**a little / a few**)
- 3- All his money has been stolen. Now, he has ... friends left. (**little / few**)
- 4- Young delinquents just need ... time to steal innocent people. (**little / few**)

II- Fill in the gaps with : **much / many / a lot of**.

- 1- How ... thieves are there in this suburb ?
- 2- It takes too ... time for the police to investigate a crime.
- 3- People, no longer go out at night, there are ... criminals in streets.
- 4- Though it is dangerous, I love this area so

III- Choose the right option.

- 1- The police can't find (**some / any**) information about the suspect.
- 2- Fortunately, a witness has got (**some / any**) pictures of the suspect.
- 3- Has the victim got (**some / any**) children ?
- 4- His wife will give us (**some / any**) details about it.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

For the next meeting of your school English club, as a member of the International Catholic Child Bureau (ICCB) local organization, you've to deliver a speech to denounce the law of silence and put an end to child abuse.

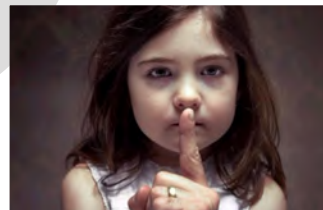
In your talk,

- define the law of silence ;
- say why people adopt this attitude ;
- give your opinion about the law of silence ;
- suggest the right attitude in case of violence and abuse suffered.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.
- In groups of four, prepare your intervention about the questions that follow.



PHASE 2

Read silently

Child physical and sexual abuses still cause many victims in Côte d'Ivoire. This violence usually takes place within the familyhood. In many cases, the law of silence takes over and amicable arrangements are found, to the detriment of the victim.

- In your group, take notes on the points below.
- problem raised ;
- perpetrators of this violence ;
- common solution.

PHASE 3

Listen carefully to the audio.

- take notes on the following points ;
- consequence (s) of the issue raised in the reading passage ;
- difficulties encountered by victims.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO SPEAK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.



Hello everyone.
Thank you for coming.
I'm today's speaker and the
talk is going to be about
the law of silence ...

UNIT REVIEW 4

Let's consolidate

I. Match each crime in column A with its definition in column B.

A- Crimes against the person	B- Definitions
1- Assault and battery	a- the killing of a human being by another.
2- Stalking	b- taking away a person against his / her will.
3- Homicide	c- any attempt or threat to carry out a physical attack on another person.
4- Kidnapping	d- the act of following or harassing another person (mainly women) causing fear of death or injury.
5- Robbery	e- a version of assault in which peers or acquaintances intimidate or put others in fear.
6- Carjacking	f- the willful destruction of, or damage to, the property of another. It includes breaking windows, tearing down fences, and graffiti among other things.
7- Bullying	g- the taking of property from a person's immediate possession by force or intimidation.
8- Vandalism	h- specific form of robbery that involves the theft of a motor vehicle by force.

II- Write each crime in front of its definition.

Larceny - Rape - Embezzlement - Forgery - Acquaintance rape

Example : 1 - Forgery

- 1- A crime in which a person falsely makes or alters the writing of a document with the intent to defraud :
- 2- The taking away of the property of another person against his or her will :
- 3- Sexual assault by someone known to the victim :
- 4- This missappropriation of someone else's property by an entrusted person :
- 5- Sexual penetration without consent :

III- Rewrite the sentences below starting with the underlined words.

Example : Innocent people have been sent to prison by mistake.

- 1- People have sent innocent people to prison by mistake.
- 2- Crimes against the person include homicide and assault.
- 3- The law protects the defendant from overly harsh penalties.
- 4- People sometimes see bullying as a “gateway behaviour”.
- 5- Most countries have passed “rape shield” law.

PROJECT TASK

In order to create a world where every child, adolescent, and young person is safe, protected and thriving, you decide to present a sketch on the law of silence against perpetrators of violence.

The preparation of your sketch

- Think about a scenario (case of violence or abuse suffered by a child) ;
- Write out the scenario ;
- Assign roles to the different characters (No more than 4 characters in your sketch) ;
- The type of abuse must be clearly identified ;
- The abuser must be a person in charge of your daily care (father, mother, aunt, uncle, teacher, etc) ;
- The perpetrator of violence or abuse must be denounced and arrested.

The performance of your sketch

- Play your scenario (10 min maximum).

End of your sketch

- Send a strong message against child abuse.

TYPES OF VIOLENCE AND ABUSE

physical violence / sexual violence / emotional violence / psychological violence /
spiritual violence / verbal violence / financial abuse / neglect

Human Rights

To deny people their human rights is to challenge their very humanity.



— Nelson Rolihlahla Mandela —

A South African anti-apartheid activist who served as the first president of South Africa from 1994 to 1999.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Underlying the importance of Human Rights in society
- Warning about the denial of Human Rights for children and women
- Using “which” and “what” in questions
- Understanding what Human Rights are
- Expressing conditions
- Writing a formal letter
- Pronouncing the ending “s” of plurals.

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions.

A



B



C



- 1- What are the pictures about ?
- 2- Can you guess what justifies the statement in picture C ?

Lesson 1 Reading

Human Rights fighters

LEAD-IN

Look at the pictures of the Human Rights fighters below and answer the following questions.



- Give the names of each character.
- Where are they from ?
- Are they still alive ?

Learning context

An Australian NGO is conducting a campaign for the promotion of Human Rights in your school. The students receive some leaflets that they read with their mates at the English Club meeting, to promote basic principles of Human Rights among themselves.



A Read quickly the text and suggest a title.

The Nobel Peace Prize for 2011 was awarded to three influential women from Africa and in the Middle East, a decision intended to draw attention to the suppression of women's rights around the world and spur their fight for greater equality.

5 The winners were Tawakkol Karman, a leading figure in Yemen, who inspired thousands of women to rise up in a region where women are considered second-class citizens ; Liberian President Ellen Johnson Sirleaf, the first elected female President in post-colonial Africa ; and peace activist Leymah Gbowee from the same country.

10 This year's award arrives as women in Africa and the Middle East find themselves at a crossroads, trying to break away from a history of restrictions fueled by culture and traditions. While women have become more visible in government and social activism, deep challenges remain in many areas, including education, employment and access to healthcare.

15 Tawakkol Karman called the award "a victory for our revolution, for our methods, for our struggle, for all Yemeni youth, and all the youth in the Arab world. This will give the people more strength. Peace is the only way to make a new Yemen", she said. Her activism is all the more unusual because it is happening in patriarchal deeply conservative Yemen, where women face restrictions and are often treated violently.

20 Ellen Johnson Sirleaf has been involved in Liberian politics for more than 30 years. As Liberia's President, she worked fervently to promote development in her country and the rights of women and girls. "We are now going into our ninth year of peace, and every Liberian has contributed to it", she said. "We particularly give this credit to Liberian women, who have consistently led the struggle for peace, even under conditions of neglect".

25 Leymah Gbowee, the other Liberian laureate, organized Muslim and Christian women who, wearing white T-shirts, demonstrated together in large numbers. They were instrumental in bringing an end to Liberia's civil war in 2003. Gbowee now heads the Women Peace and Security Network Africa. "I'm shocked, I'm numb, I'm still really feeling like it's all a dream to me", said Gbowee. "There is no way we can negotiate peace and security if we leave out the women of the world. So there is naturally still a long way to go".

<https://www.washingtonpost-com> (abridged and adapted)

- B** Match the words or expressions in column A with their synonyms or meanings in column B. one item in column B is not concerned. Example : 1- f

A	B
1- awarded (line 1)	a- controlled by men
2- spur (line 3)	b- indifferent
3- crossroads (line 8)	c- lack of attention
4- fueled (line 9)	d- fed, received energy
5- struggle (line 12)	e- acknowledge
6- patriarchal (line 15)	f- given, offered
7- give credit (line 20)	g- intersection
8- neglect (line 21)	h- ignore
9- numb (line 25)	i- battle, combat
	j- encourage, stimulate

- C** Read the text again and complete the following paragraph with words or phrases from the box below. Example : 1- intended

violations ; struggle ; crossroads ; neglect ; understanding ; intended ; give credit

The commentary to the declaration on Human Rights defenders is a key document (1) ... to support those WHO (2) ... for Human Rights by increasing (3) ... of the UN Declaration. Despite the efforts to implement the principles, Human Rights defenders continue to face numerous (4) ... from many countries worldwide. More than 22 years after its adoption, Human Rights defenders are at the (5) The declaration is not sufficiently known. Some political leaders, especially in developing and 1/3 world Nations would not (6) ... to its implementation. Basic principles such as the rights to life, liberty, justice, fairness and security of persons without distinction of any kind ; race, colours, sex, language, age, political or other opinions are of (7) ..., unfortunately.

- D** Read the text (one page 93) again and answer these questions.

- 1- Who were the three Nobel prize winners ?
- 2- What did the decision aim at ?
- 3- What social rights are the three leaders still fighting for ?
- 4- How significant is Tawakkol's victory ?
- 5- In what domain Liberian women were special in the eyes of their President ?

We must struggle to have our rights respected.



Yeah ! I agree with you, dear chairman.

COMMUNICATION ACTIVITY

As a chairman of the Ivorian Non-Governmental Organization “Women’s rights matter”, you’ve been invited to Liberia by a well-known organization defending girls and women’s rights, in order to deliver a speech on the topic : “All human beings are born free and equal in dignity and rights”. In your speech,

- list some Human Rights ;
- say why it is important to respect them ;
- explain what life would be like if all Human Rights were respected.

Good morning,
ladies and gentlemen !
My name is Medehi Blaise.
I want to talk to you about
girls and women’s
rights...



Lesson 2

Speaking

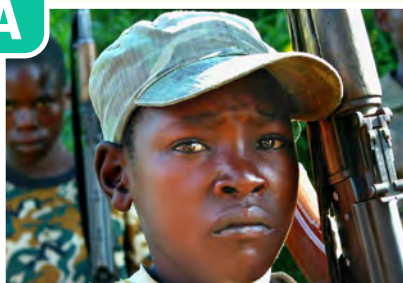
Children's rights

LEAD-IN

Look at the pictures and discuss in small groups the following questions.

- 1- What are the pictures about ?
- 2- What rights are violated in each of them ?

A



B



C



D



Learning context

For the celebration of Human Rights Day, the students of your school are exchanging on the topic : «Why is it important to respect children's rights ?». They want to make some short videos to be published on TIK TOK to promote children's rights.



A

LANGUAGE FUNCTION : Expressing conditions

Study the sentences below.

- 1- In life, if a father **accepts** to respect his children's rights, he always send them to school.
- 2- Today, children are not always respectful. However, if they **agree** to respect their parents, they **will make** it in life.
- 3- There are few girls' schools in the country. The country's officials argue there is not enough money for that. The thing is if young girls had special schools they **could / would** easily succeed.
- 4- During the war in Liberia, many children were used as child soldiers. Many of them are now delinquents. If the rebel **hadn't used** those children as soldiers, the insecurity rate **would have declined** in Liberia.

LET'S KEEP IN MIND

There are 4 types or patterns of conditionals :

- The zero conditional (**sentence 1**).
- The first conditional or the real conditional (**sentence 2**).
- The second conditional or the unreal conditional (**sentence 3**).
- The third conditional (**sentence 4**).

They are formed of two parts :

- the conditional clause, referred to as the "if clause".
- the consequence, referred to as the main clause.

A- The zero conditional

Use this conditional to show a result that happens if a specific **repeated** condition is met.

⇒ **If + Present tense, ... present +...**

Example : If you **respect** your children's rights, they **feel** comfortable at home.

B- The first conditional or the real conditional

Use this conditional to show a **likely** or **possible** result that will probably happen if a specific condition is met.

⇒ **If + Present, ... will + verb + ...**

Example : If she **studies** for the test, she **will get** a good grade / She **will get** a good grade if she **studies** for the test.

C- The second conditional or the unreal conditional

Use this conditional to show an **unlikely** or **impossible** result that probably wouldn't happen (unless a specific condition were met).

⇒ **If + past, ... would + verb +...**

Example : If he **won** the lottery, he **would quit** this job / He **would quit** this job if he **won** the lottery (unlikely situation).

D- The third conditional

Use this conditional to show a past regret or different result that would have happened if a specific condition had been met.

⇒ **If + had + P.P... would + Have + PP (Past participle of verb) + ...**

Example : If I **had remembered** to call my friend last night, she **wouldn't have sent** me an angry text message.

B LET'S PRACTISE

I- Complete the sentences with the correct form of the verbs in brackets. Example : 1- gave.

- 1- The project would be completed now if you ... (give) me more time.
- 2- If my mother hadn't met my father at that party, they ... (be) married today.
- 3- If you ask the policeman, he ... (tell) you how to get to the station.
- 4- My mother could bake a cake if you ... (buy) all the ingredients.
- 5- I will eat the chocolate if you ... (bring) it to me.
- 6- If Josh had kept the secret, we ... (not apologize) to the Principal.
- 7- If you ... (heat) water till 100°, it boils.

II- Write conditional sentences with the given situations. Number 1 is an example.

- 1- Tim overslept on the train. He isn't with us now.
=> If he **hadn't overslept** on the train, he **'d have been** with us now.
- 2- Mary doesn't know how to play handball. We didn't invite her.
- 3- It's really hot today. I refused Mike to go to the cinema.
- 4- The repairman didn't repair my laptop yesterday. I can't use it now.
- 5- She can't speak Russian fluently. The meeting didn't take place.
- 6- I don't have a car. I didn't go to the beach.

COMMUNICATION ACTIVITY

During a meeting of your school English Club, you decide to talk about the importance of children's rights to the other members, in order to vulgarise them. In your presentation,

- mention some basic children's rights ;
- say why children's rights should be respected by adults ;
- identify some drawbacks resulting from children's rights violation ;
- suggest some solutions.



PRONUNCIATION : the ending "s" of plurals

Choose the word which has the coloured part pronounced differently from the others.

Example : 1- A

- | | | | |
|------------------------|-----------------|------------------|---------------------|
| 1- A - laws | B - rights | C - treatments | D - groups |
| 2- A - inequalities | B - works | C - treaties | D - prejudices |
| 3- A - discriminations | B - educations | C - relations | D - sources |
| 4- A - themes | B - acts | C - conventions | D - forms |
| 5- A - eliminations | B - others | C - improvements | D - rules |
| 6- A - administrations | B - obligations | C - consents | D - generalizations |

Lesson 3

Listening

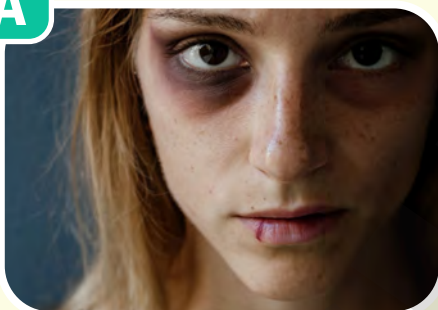
Women's rights

LEAD-IN

Look at the pictures and answer the questions.

- What women's rights are violated in picture A and B ?
- What does picture C portray ?
- What are people claiming for in picture D ?

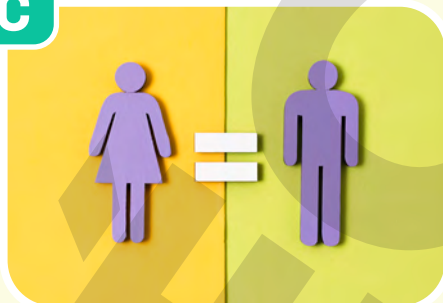
A



B



C



D



Learning context

Your English teacher makes you listen to a BBC programme dealing with the protection of women's rights, for you to be able to raise people's awareness about the issue.



A As you listen to the audio, say what it is about.

The audio is about :

- a- the Human Rights of all world citizens ;
- b- the discrimination against women's rights and their combat for its respect ;
- c- the uprising of women for their rights.

B Listen again to the audio and match the words in Column A to their meanings or definitions in Column B.

Example : 1- F

Column A	Column B
1- entitled	a- gain, get
2- attainable	b- supports, holds up
3- own	c- remuneration
4- earn	d- talk to, invoke
5- wage	e- pleading for, recommendation
6- underpins	f- qualified, eligible
7- address	g- his, individual
8- advocacy	h- at hand, accessible
	i- full force

C Listen again to the audio and answer these questions.

- a- How many Human Rights are mentioned in the audio ? List them.
- b- What worldly frustrations are women still victims of ?
- c- Are women insensitive to their situation ?
- d- How did they react to the violation of their rights ?

COMMUNICATION ACTIVITY

You've attended a conference about the protection of women's rights under international laws in Liberia. Back to your country, you share the information with the members of your English Club.

In your talk,

- say how Human Rights apply to all world citizens ;
- mention the advantages of non-discrimination and equality between women and men ;
- reveal how the fair respect of women's rights can be a source of sustainable development.

Lesson 4

Writing

a formal letter

LEAD-IN

Look at the picture and say what it is related to.



Learning context

The 1^{ère} A students of Lycée Moderne Molonou are writing a letter to the British Council in Côte d'Ivoire to ask for a support for the final activities ceremony of their English Club.



WRITING STRATEGIES

Structuring

► Introducing ideas

- firstly, first of all, to begin with, on the one hand ...
- secondly, moreover, in addition, besides ...
- thirdly, finally, similarly ...

► Contrast with a preceding idea

- yet, however, on the other hand, and yet, all the same ...

► Logical consequence

- thus, therefore, consequently, as a result, so...

► Exemplifying and excepting

- for instance, for example, such as, in particular, apart from, excepting, with the exception of ...

► Generalizing

- on the whole, in general, as a rule, in most cases, broadly speaking, mostly ...

A Read the model letter and match its different parts to the titles below. Example : 1- g

3 [The editor
The Swansea Gazette
27 New Hall Road
Swansea
3ST IDR]

4 [Dear Sir,]

5 [I would like to apply for the post of trainee reporter which was advertised in yesterday's edition of the Swansea Gazette.]

6 [I am seventeen years old and will be leaving school at the end of this academic year. I am studying English and Economics at A level.]

[I have been involved in the production of my school's Newsletter for the last two years, and I have a keen interest in local affairs. I am also a member off the football and athetics teams.] 7a

[I enclose the names and addresses of two referees who can testify to my conduct and character.] 7b

[I could come for an interview at any time which is convenient to you.] 8

59 River Street
Cardiff
CFI UW] 1

12th February 1987] 2

Yours faithfully] 9

Mark Morrison] 10

Mark Morrison

Titles :

- a- the close
- b- reference
- c- salutation
- d- the receiver's address (addressee)
- e- the introduction (the reason behind the letter)
- f- the signature + name
- g- the writer's address
- h- explain why you are applying (the reason for the letter)
- i- give further details
- j- the date

B Choose the letters which refer to a formal letter.

- a- to a relative you don't know well.
- b- to order goods, to apply for employment.
- c- to the editor of a newspaper.
- d- to a friend you have quarrelled with.
- e- to complain about faulty goods.
- f- to complain to a neighbour about noise.
- g- to your bank manager.

C Choose the letters which refer to what a formal letter should be like.

- a- correctly spelled
- b- containing your life story
- c- friendly
- d- detailing your qualifications
- e- detailing your failures
- f- detailing relevant experiences
- g- long and chatty
- h- short and straight to the point

COMMUNICATION ACTIVITY

Your English Club intends to organise their final activities. As the chairperson of the Club, you are asked to write a letter of sponsoring to the British Council in Côte d'Ivoire. In your writing,

- state the purpose of your letter ;
- mention some details about your needs ;
- tell the representative of the British Council why his / her support is important for you.



Language corner

1

"WHICH" AND "WHAT" IN QUESTIONS

1- "Which" and "what" can be used with nouns to ask about people and things.

Examples :

- **Which** language is the most useful for international communication ?
- **What** football stars do you like best ?

2- "Which" and "what", as pronouns (without nouns).

Examples :

- **Which** do you prefer, a red or white t-shirt ? (limited choice)
- **What** would you like to drink ? (large, unlimited choice)

NB : Generally, we use "which" in questions when there is a limited choice, and we use "what" when the choice is larger or unclear.

LET'S PRACTISE

Fill in the gaps using "which" or "what". Example : 1- Which

- 1- ... month were you born in ?
- 2- ... number do you live at ?
- 3- ... would you prefer, a lower salary and long holidays, or a higher salary and shorter holidays ?
- 4- ... appointment would suit you, 9.30 or 10.30 ?
- 5- ... colour are your eyes ?
- 6- ... perfume is your favourite ?
- 7- ... colour is your pencil case ?
- 8- ... picture did Henry paint, the left one or the right one ?
- 9- ... language does Mr Miller teach, French or Italian ?
- 10- ... hobbies does your friend have ?
- 11- ... subject do you like better, Art or Music ?
- 12- ... car is faster, the red one or the blue one ?

2

CRIME AND CRIMINALS

CRIME	DEFINITION	CRIMINAL
Arson	setting fire to a building, cars or property on purpose	arsonist
Assassination	killing a well-known person	assassin
Blackmail	threatening to reveal one's secret if a lot of money is not paid	blackmailer
Bribery	giving money to influence a person's decision	briber
Burglary	breaking into a house in order to steal something	burglar
Child abuse	treating a child badly in a physical, emotional, or sexual way	child abuser
Theft	stealing in general	thief
Rape	forcing someone to have sex	rapist
Pickpocketing	stealing things from people's pockets	pickpocket
Murder	killing a person on purpose	murderer

LET'S PRACTISE

Choose the best answer for each question.

1- Which word refers to stealing in general ?

- a- robbery
- b- theft
- c- burglary
- d- rape

2- What is "Blackmail"?

- a- forcing a person to have sex.
- b- stealing something from a shop.
- c- demanding money by menacing to disclose one's secret.
- d- sending waste to someone's mailbox.

3- What is an arsonist ?

- a- someone who forces another person to have sex.
- b- a person who likes drinking arsenic.
- c- a person who puts fire to a place on purpose.
- d- a person who takes goods without paying.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

You are asked to make a presentation on Rosa Parks and Aung San Suukyi at your English Club's next meeting. In your presentation,

- describe briefly the struggle of each character ;
- say in what ways they are different ;
- describe the outcome of their struggles.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.
- In small groups, answer the questions that follow.

You must
never be fearful
about what you are
doing, when it is
right.



Rosa Parks (1913 - 2005)

The only real
prison is fear and the
only real freedom is
freedom from fear.



Aung San Suukyi (born in 1945)

- 1- Do you agree with their quotes ? Justify.
- 2- Are there any similarities between both women ? List two of them.

PHASE 2

Read silently

Aung San Suu Kyi won the Nobel prize for peace in 1991 “for her non-violent struggle for democracy and Human Rights”. As she thought, “if you’re feeling helpless, help someone”. Since 2016 she held multiple governmental posts in Myanmar, Rangoon, which essentially made her de facto politician and opposition leader of the country. She was sidelined in February 2021 when the military seized power.

In groups of four, take notes on the points below :

- a- Problem raised ;
- b- Possible consequence.

PHASE 3

Listen carefully to the audio. Take notes on the following points :

- a- The bravery of Rosa Parks.
- b- How would you have reacted ; keep on suffering inequalities or react as she did ?
- c- Note down her final quote and account for it.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

UNIT REVIEW 5

Let's consolidate

I- Here are some key words related to Human Rights. Match them with their correct definitions. Example : 1- c

A	B
1- Universal	a- universal Declaration of Human Rights.
2- Abolition	b- the action separating individuals and the groups from one another because of ethnicity, race, sex, religion.
3- Human trafficking	c- applies to all people and all cases.
4- Refugee	d- the act of setting people free from restrictions and discrimination.
5- UDHR	e- the promotion of just societies and the treatment of individuals and communities based on the belief that we each possess an innate human dignity.
6- Human dignity	f- the practice of illegally transporting people for the purposes of forced labour or sexual exploitation.
7- Slavery	g- the act of putting an end to a practice.
8- Civil rights	h- a person who has been forced to leave their country in order to escape war, persecution, or natural disaster.
9- Social justice	i- the state of being a slave. The practice or system of owning slaves.
10- Segregation	j- an individual's intrinsic self-respect and self-worth, virtue and integrity.

II- Look at the following sentences and decide which of the conditionals they represent.

Example : 1- Type 2

- 1- If I were you, I would ask for a raise.
- 2- If you overeat, you put on weight.
- 3- Unless you tell me the truth, I won't be able to help you.
- 4- I wouldn't be sitting here with you now if I don't want to.
- 5- If you worked harder last year, we would have given you a larger bonus.
- 6- We will contact you if you have been chosen for the position.
- 7- If I'd saved more money, I'd have been able to buy a house.

III- Complete the following sentences using an appropriate conditional form of the verb in brackets.

- | | |
|---|---|
| 1- I'd lend you the money if I ... it. (have) | 4- If I ... to live abroad, I would apply for jobs overseas. (want) |
| 2- If we had listened to the experts, we ... in trouble. (be) | 5- If the meeting had gone well, Jack ... (resign) |
| 3- Unless you ... harder, you won't be promoted. (work) | |

IV- Read the quote below, say what makes you happy at work. Look at the list below and note which are the most important things to you by ranking them.

In 1970, Richard Nixon said : "In the next ten years, we will increase our wealth by 50 per cent. The profound question is, does this mean we will be 50 per cent richer in any real sense, 50 per cent better off, 50 per cent happier ? We're more prosperous than we have ever been and yet we are not satisfied."

- a- challenging work / b- recognition for your achievements / c- a good salary
d- responsibility at work / e- respect from colleagues / f- success.

PROJECT TASK

In order to promote Human Rights in your area, you decide to present a sketch on sexual harassment against women.

The preparation of your sketch

- Think about a scenario (case of sexual harassment recently witnessed) ;
- Assign roles to the different characters (not more than 4 characters in your sketch) ;
- The type of harassment must be clearly identified ;
- The victim must be a female employee assaulted by a boss ;
- The perpetrator of the harassment must be denounced.

The performance of your sketch

- Mime your scenario (10 min maximum)

End of your sketch

- Send a strong message against sexual harassment.

Technology and our Lives



Technology by itself doesn't make leaders. Technology only amplifies true leadership.

— **Steven Paul Jobs** —

Co-founder, chairman, and CEO of Apple.(1955-2011).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Raising awareness about Technology and Social Networks
- Making comparison
- Expressing conditions with “unless” / “as long as” / “in case”
- Writing an opinion essay.
- Double comparatives
- Using “like” in sentences
- Pronouncing /s/ ; /z/ ; /iz/

■ PICTURE ANALYSIS

Look carefully at the picture below and answer the questions that follow.



- 1- What can you see in the picture ?
- 2- What do you think this picture is about ?
- 3- How can you qualify technology ?

Lesson 1

Reading

Technology development

LEAD-IN

- When you hear “Technology”, which appliance comes into your mind ?
- Name two good things that technology allows.
- Name two bad things that technology provokes.

Learning context

The students of your school receive brochures from their British friends about technology. They read them in order to get better informed.



A Read the text quickly.

- 1- Suggest a title for the text.
- 2- What is the general idea for the text ?

In the past few decades, technology grew rapidly. And the use of technology has also increased drastically. It affects the life of people and changes the way of their learning, thinking, and communication. It plays a major role in society, and now it is very tough to imagine life without technology. Both technology and society are co-related, co-dependent, co-influenced with each other. Technology lays an impact on society, including the potential for society to progress or decline, in both good and bad manner. Our society is shaped by technology, which has both beneficial and harmful consequences.

Technology makes our life easier and rewards us by providing resources or tools that make our life much easier. Following are some positive changes that technology brings to our life :

- 10 **Improved Communication** : Nowadays, we send messages to loved ones or known people, via email, social media platforms, etc. It is the fastest, most efficient, and most effective medium. People can talk or share information with their loved ones easily even if they are very far away from them.

Improved Education and learning process : Technology enhances the education and learning process. Nowadays, people can easily enhance their knowledge using the Internet. Most of the data on the Internet is free of cost, and you can access this data anytime and anywhere.

Mechanized Agriculture : Technology changes the working mechanism of farmers. Lots of machines and technical instruments were introduced in the agricultural area which makes farming very easy, effective, automated, etc.

But, as we know that everything present on this planet has both advantages and disadvantages. The same goes for technology which also has negative impacts on society :

Increase in unemployment : Nowadays, a large and small business uses machinery and technical equipment because of their low cost and high efficiency due to which the rate of unemployment is increasing continuously.

Increase in cybercrimes : Due to the excessive use of the Internet, the rate of cybercrimes is also increased. Some people (attackers) harm innocent people (victims) or children for money or fun.

Increase in health and mental concerns : Nowadays, technology affects the physical as well as mental health of human beings. It makes people lazy, emotionally weak and provoke sleeping problems. It reduces physical activity, also people are spending less time with their family and friends.

Adapted from <https://www.geeksforgeeks.org/impact-of-technology-on-society>

B Read the text again and match the words or expressions in column A with their meanings or synonyms in column B. **Example : 1- f**

Column A	Column B
1- decade	a- without money
2- medium	b- reinforce
3- enhance	c- number
4- free of cost	d- problem
5- rate	e- tool
6- harm	f- period of 10 years
7- concern	g- hurt

C As you know now the meaning of each word or expression, use each of them and make your own sentences.

Example : The decade 2013-2023 is really under social networks' control.

D Read the text again and give short answers to the following questions.

- 1- When did technology grow up rapidly ?
- 2- What does technology affect ?
- 3- What is the relationship between technology and society ?
- 4- What positive side of technology does the text deal with ?
- 5- Which negative impacts of technology is mentioned in the text ?
- 6- How can technology affect people's mental health ?

COMMUNICATION ACTIVITY

Your junior sister / brother has to prepare a presentation for her / his next English class about the effects of technology on our lives. In order to help her / him, you have a discussion with her / him on the issue.

In your explanation,

- talk about the positive impacts of technology ;
- talk about the negative impacts of technology ;
- suggest solutions to save teenagers from the drawbacks of technology.

When did technology grow up rapidly ?



Technology grew up rapidly in the past few decades.



Lesson 2

Speaking

Social networks

LEAD-IN

Below is the speech of a lecturer during a conference. Read the words in bold and guess what the conference is about.



The term “social networking” refers to the use of Internet-based social media sites to stay connected with friends, family, colleagues, or customers. Social networking can have a social purpose, a business purpose, or both, through sites, like **Facebook, Twitter, Instagram, and Pinterest.**

Today, all teenagers use social networks **unless** they don't have smartphones. They will compulsorily go through Facebook **as long as** they have smartphones. They generally have an Instagram account **in case** they don't have a TikTok account.

Adapted from Investopedia.com/terms/s/social-networking.



Learning context

To prevent the negative impacts of social networks on children, the members of the English Club of your school organize a conference about social networks, in order to raise their fellows' awareness about its impacts.



A

LANGUAGE FUNCTION

Expressing conditions with : "in case"; "as long as"; "unless"

Analyse carefully the words or expressions in bold in the sentences below.

- 1- What is the role of the words in bold in the text ?
- 2- In your own words, explain what each sentence means.
 - Today, all teenagers use social networks **unless** they don't have smartphones.
 - They will compulsorily go through Facebook **as long as** they have smartphones.
 - They generally have an Instagram account **in case** they don't have a TikTok account.

LET'S KEEP IN MIND

In case

It expresses that we are doing something in preparation for something which might happen.

Take an umbrella **in case** it rains !

As long as

a- It expresses that something will happen only on condition that something else happens.

I'll lend you the book **as long as** you promise to bring it back next week.

b- It expresses that one thing depends on another.

You can go to the party **as long as** you come back before midnight.

c- It has the same meaning as **if**, **providing** and **provided**.

You can go to the party **if / providing / provided** you come back before midnight.

Unless

a- It means "**except if**".

We're playing tennis tomorrow **unless** it rains.

b- Use it to say that there may be an exception and that this exception will change the situation.

Don't go there **unless** he tells you to.

c- We use the present tense after **unless** when referring to the future.

I won't go to the party **unless** she invites me.

B

LET'S PRACTISE

Use "unless"; "as long as"; "in case", to fill in the gaps in the following paragraph.

Example : 1- unless

Teenagers can no longer live without social networks. All teenagers are on social networks
 1- ... they haven't smartphones. 2- ... there is an Internet network, they are always online.

3- ... it's not Facebook, it's Instagram. 4- ... they haven't downloaded the Instagram app, they're on their new and favourite social network Tiktok. They are connected all the day 5- ... their parents don't forbid it. It's a shame because 6- ... they are far from their parents. It is a bad habit they will have. They're bound to slip up unless they're really conscientious.

COMMUNICATION ACTIVITY

After taking part in the conference about the effects of social networks on teenagers' lives, Mrs Boli Lydie meets Mr John Brown, an expert in social networks affairs from Netherlands, to ask him some questions. You are asked to reproduce their discussion.

With your partner,

- mention some social networks and their particularities ;
- talk about the consequences of a network addiction ;
- give some advice to youngsters in order to avoid network addiction.

PRONUNCIATION

Study the pronunciations below.

s	z	IZ
<ul style="list-style-type: none"> ▪ cheques ▪ minutes 	<ul style="list-style-type: none"> ▪ boys ▪ lessons 	<ul style="list-style-type: none"> ▪ damages ▪ closes

With your neighbour, check your pronunciation of the words below.

- 1- graduates
- 2- hates
- 3- sandwiches
- 4- phrases
- 5- loves
- 6- products

Lesson 3

Listening

Mobile phones addiction

LEAD-IN

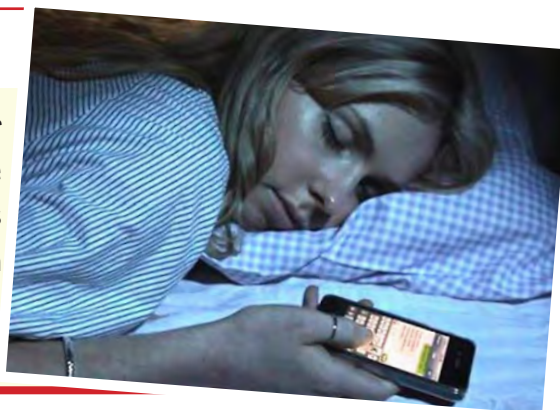
Look at the picture and answer the questions.

- What can you see in the picture below ?
- According to you, what is the meaning of this picture ?



Learning context

As the chairman of the English Club of your school, you are taking part in a conference about people's addiction to mobile phones in Accra. Take notes, in order to explain the omnipresence of mobile phones in today's life to your friends.



A Listen quickly to podcast N° 1 and choose the best general idea among the proposals.

The audio is about :

- a- the dangers of phones ;
- b- the addiction to phones ;
- c- the revision of phones.

B Listen to podcast N°1 again and give short answers to the following questions.

- 1- What can be a hugely productive tool ?
- 2- What do people spend more time on ?
- 3- How do we colloquially call the addiction to smartphones ?
- 4- What is the one creating the addiction ? smartphones or games ?

C Listen to podcast N° 2. Listen carefully to the sentences. If the sentence is correct, you say OK ; If it is not correct, suggest a correction. Follow the examples.

- 1- OK
- 2- Wrong : It is faster than transportation.

COMMUNICATION ACTIVITY

Your Ghanaian pen-friend Robespierre is fond of sending messages instead of calling, when he wants to reach someone. You disagree with his way of communicating. You decide to send him an email in which you will try to convince him about the fact that making calls is better than sending messages. In your email,

- give some negative aspects of sending messages ;
- mention some positive aspects of making phone calls ;
- say why it is better to call instead of sending messages.

Mention
some positive
aspects of making
phone calls.



Lesson 4

Writing

an opinion essay

LEAD-IN

- What is an essay ?
- How many types of essays do you know ?
- How would you define an **opinion essay** ?

Learning context

Your English Club is organizing an essay writing competition on “Technology and its effects on our lives”. As a candidate, you are writing your production in order to give your opinion about the issue.



WRITING STRATEGIES

An opinion essay is a formal piece of writing which presents the author's point of view on a particular subject, supported by reasoning and examples.

▪ TIPS

- 1- Introduce each paragraph with a topic sentence, outlining the main ideas.
- 2- Decide whether you agree or disagree. Try to think of at least two or three good reasons to support your opinion, including examples of why you think the alternative point of view is wrong.

▪ OUTLINE

- **Introduction** : Introduce the topic and give your opinion. Say whether you agree or disagree with the statement.
- **Body** : 2 or 3 paragraphs. For each paragraph, give a reason to support your opinion.
- **Conclusion** : Summarize your ideas and repeat your opinion using different words.

A Read the topic and study the model essay that goes along with it.

Topic : In some countries, an increasing number of people are suffering from health problems as a result of eating too much fast food. It is, therefore, necessary for governments to impose a higher tax on this kind of food.

To what extent do you agree or disagree with this opinion ?

Model essay :

Nowadays, more and more people are affected by health issues such as diabetes and heart disease which are linked to overconsumption of cheap, mass-produced food. Some people believe the only solution is to make fast food less affordable by taxing it highly. Despite the severity of the problem, I think this is quite wrong. Increasing the tax on fast food would unfairly penalise people and may
5 not necessarily bring about the desired health benefits.

First, fast food is about more than just nutrition. Many teenagers spend money on fast food not because they need to eat out, but because this is how they socialise. Fast-food restaurants provide a safe, convenient place for young people to meet friends. For another group, low-income families, fast food can provide an inexpensive treat for their children. Denying people a small pleasure in life
10 could affect their social lives or happiness.

Another important point is that if the reason for taxing fast food is to reduce obesity, it may be ineffective. It is true that fast food is high in sugar, salt and fat, all of which cause weight gain and are detrimental to our health. However, we also know that there are other factors which contribute to the risk of obesity, such as lack of exercise and inappropriate portion size. While home-cooked
15 food is generally healthy, this is not always the case. I personally know a family that used to eat high fat, home-cooked food in enormous portions. They all suffered from health problems due to obesity.

On the other hand, I do understand the point of view of those who say drastic action is needed. If fast food were taxed and became expensive, people would be forced to seek out healthier options.
20 In addition, food producers would have an incentive to provide healthier foods. However, there is likely to be resistance from consumers and producers who want to have a wider choice.

To conclude, although imposing a higher tax on fast food could have some positive effects, these would be outweighed by the drawbacks. For one thing, some sectors of society would feel victimised, and there is also the fact that simply raising tax would not result in a much healthier society. What
25 we really need is greater awareness of diet and cheaper healthy food.

Adapted from <https://www.testbig.com/ielts-writing-task-ii-ielts-general-training-essays/some-countries-increasing-number-people-are-4>

B Analyse the model essay and answer the following questions :

- How many parts can you find ?
- According to you, what does each part represent ?
- What is the goal of an **Opinion essay** ?

C Write your opinion about the topic below in not more than three paragraphs.

“Do you agree or not with the opinion saying that teenagers should have limitless access to the Internet ?”

COMMUNICATION ACTIVITY

You watched a video in which a teenager, in a cyber-café, uses the Internet to hack innocent people. Your south African pen-friend, Mr Tahounin, thinks that, to avoid this situation, we just have to forbid the access to cyber-café to teenagers.

Do you agree or not with such an opinion ? In your reply,

- point out your position ;
- support it with strong arguments ;
- give examples for further explanation.

Although cyber-café are risky, they are undoubtedly important for teenagers...



Language corner

1 DOUBLE COMPARATIVES

Examples :

- 1- **The more** you study, **the more** you learn.
- 2- **The less** you worry about others, **the less** they will bother you.
- 3- **The faster** the car is, **the more dangerous** it is to drive.
- 4- **The more difficult** the task is, **the sweeter** it is to succeed.
- 5- **The more** money and time he spends with her, **the happier** he becomes.
- 6- **The less** Mary thinks about the problem, **the more** relaxed she feels.

Explanations

- **Sentences 1, 2 :** The (*more / less*) + (*noun / noun phrase*) subject + verb + , + the (*more / less*) + (*noun*) subject + verb
- **Sentences 3, 4 :** The + comparative adjective + (*noun*) + subject + verb, the + comparative adjective + it is + infinitive
- **Sentences 5, 6 :** Mixed forms

Double comparatives are phrases commonly used in English to express increasing or decreasing returns. They're used to underline the importance of doing or not doing a certain activity.

LET'S PRACTISE

Use the following words to build double comparative sentences of your own.

Example : 1- The more people come to the party, the more food we need.

- 1- People / come / party, food / we / need
- 2- difficult / test / students / study
- 3- long / play, bored / audience.
- 4- high-tech / car, expensive / model.
- 5- full / church, good / pastor ...
- 6- funny / comic, sales / CD / have.
- 7- money / spend, money / save.

2 LIKE

1- We use “**what ... like ?**” to ask about the nature of people and things.

Examples :

a- **What** is Abidjan **like** ?

→ It's big and noisy.

b- **What** is your teacher **like** ?

→ She is very friendly and ambitious.

2- If we want a physical description, we can use “**what ... look like**”?

Examples :

a- **What** does your mother **look like** ?

→ She's tall and slim.

b- **What** does your mother **like** ?

→ She likes okra soup.

→ She likes going out on Saturdays.

3- When we ask about someone's health, use “**How**”.

A : How's Peter ?

B : He's a terrible cold.

LET'S PRACTISE

Write questions to the following answers, using “**like**”, “**look like**”, “**how**” ... in the correct tense.

Number 1 is the example.

1- It 's very noisy and dirty. (Adjamé)

→ What's Adjamé like ?

2- She had a bad headache when I saw her. (Mary)

3- It 's sleek and very fast. (your new car)

4- He 's gorgeous. Very tall and tanned. (your new boss)

5- It's not bad, a little on the expensive side. (your hotel)

6- She's very funny and sweet. (your wife)

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

During a stay in your village, a group of villagers start a conversation with you. They say that they are against the use of technology in daily activities. For them, technology creates more problems than solutions. You disagree and you try to convince them about the contrary. In your conversation with them,

- define technology ;
- reveal some problems created by technology ;
- talk about the solutions technology brings to these problems ;
- show how technology is unavoidable in today's life.

B TIME TO GATHER INFORMATION

PHASE 1

Study carefully the pictures below. Then in groups of four, answer the questions that follow.

- What can you see in the picture ?
- What is the use of each appliance in this picture ?
- Which one is your favourite ?
- What is its importance in your life ?



PHASE 2

Read the text below and do the task below.

Ancient and modern human civilizations have both benefited from and been impeded by the technological innovations, inventions and engineering applications used within societies to perform specific tasks. For societies to thrive and evolve, technological innovations have become necessary, while at the same time, the culture, ideals and aspirations of human societies have shaped how those civilizations have created, benefited from, and been impeded by technology.

Adapted from <https://www.brainspire.com/blog/technology-and-society-how-technology-changed-our-lives>

In groups of four, take notes on the points below :

- Presence of technology in Ancient and modern civilizations ;
- The domains in which technology intervenes.

PHASE 3

Listen carefully to the audio. Take notes on the following points.

- Impact of technology on human society.
- The goal of the invention.
- Problems from the use of technology.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

UNIT REVIEW

6

Let's consolidate

I- Use the words from the box to fill in the blanks to build sentences related to technology.

headphones ; keyboard ; laptop ; memory stick ; microphone ; desktop ;
mouse ; printer ; screen ; touch screen ; tablet ; webcam ; Wi-Fi

- 1- Use the right button of your ... to copy and paste.
- 2- My 32GB ... is amazing. I can save thousands of documents and photos in it !
- 3- The ... he was using was very old, and so we couldn't hear what he was saying.
- 4- Where are my ... ? I want to listen to music while you're watching your favourite TV programme.
- 5- I couldn't see anything since the ... was blurry.
- 6- Save this document on your ... that you can see it every time you turn on your computer.
- 7- We need to have a microphone and a ... when we work online, so that we can hear, speak and see our classmates.
- 8- Use the ... to type your name.
- 9- I love my new I use it as an agenda. Its ... is enormous !
- 10- A ... is much better than a computer because you can carry it around easily.
- 11- My ... connection is sometimes unstable and my classmates say I'm frozen.
- 12- I'll use my ... to make a copy of this document.

II- Make comparisons through the following sentences.

- 1- My sister thinks she is ... (intelligent) than me, but I don't agree !
- 2- "Avatar" is probably ... (bad) film I've ever seen !
- 3- What is ... (wet) month of the year in Côte d'Ivoire ?
- 4- Do you think the Harry Potter films are ... (good) than the books ?
- 5- Who is ... (powerful) person in your country ?
- 6- I think "Men in Black 1" was ... (funny) than "Men in Black 3".

III- Use “unless”; “as long as”; “in case” to fill in the gaps.

- 1- I’m taking last year’s accounts with me to the tax office ... they want to look at the figures.
- 2- I won’t mention that he’s left ... someone asks.
- 3- It’ll be worth to continue producing large quantities ... we continue to market and promote the product.
- 4- The bank will continue to transfer the interest to your current account ... instructed otherwise.
- 5- The organisers of the event have made arrangements for indoor as well as outdoor activities ... it rains.

PROJECT TASK

In groups of four (04) students, choose one of the following tasks to deal with :

- 1- Analyze the way African use technology and computer science.
- 2- Read articles about phones addiction and create an interview based on the information from the article.
- 3- Develop an understanding of which kinds of social networks teenagers should be allowed to use.
- 4- Analyze different types of social networks ; their advantages and drawbacks.
- 5- Compare and contrast computers and phones.

For our project task, what can we choose ?



I suggest that we deal with the project task number 4.

Political Change

“The basis of our political systems is the right of the people to make and to alter their Constitutions of Government.



— George Washington —

The first President of the United States of America, serving from 1789 to 1797.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Raising awareness about political systems and elections
- Using idioms
- Writing a “for” and “against” essay.
- Pronouncing the /R/ at the beginning and the end of words.
- Forming adjectives with the suffixes “Al” and “IC”
- Using coordinating conjunctions

■ PICTURE ANALYSIS

Look carefully at the picture below.



- 1- What do you think this picture is about ?
- 2- Is this way of choosing the Head of State applied everywhere in the world ?
- 3- What political systems do you know and which one is applied in your country ?

Lesson 1 Reading

Political change in Africa

LEAD-IN

- What can you see in the picture below ?
- According to you, what is it ?

Learning context

The students from your school would like to better understand how political changes occur in other African countries. In search for information, they come across a text in English on the Internet. They decide to read it.



A Read quickly the text and say what it is about. Choose the best option among the proposals below.

- 1- The change of policies in Africa ;
- 2- The change of politics in Africa ;
- 3- The changes in contemporary Africa.

POLITICAL CHANGES IN CONTEMPORARY AFRICA

The decade of the 1990s in African history was ushered in with popular street protests or pressures which, in many cases, culminated in concerted efforts at reforming the institutions and procedures of politics and governance. Among the most interesting developments which occurred as part of this reform effort were the convocation of sovereign national conferences in many Francophone and Lusophone African countries ; widespread constitutional reforms that resulted either in the amendment of existing constitutions or the production of entirely new ones ; the end of single party/
5 military rule ; the restoration of multiparty politics and the organisation of multiparty elections ; the embrace of the notion of independent electoral commissions ; the adoption of widespread electoral reforms, including mixed list and proportional representation systems ; the achievement by a
10 significant number of countries of a peaceful alternation of power between ruling parties and their opponents ; and the organisation of repeat elections that have been identified by some as a critical indicator of democratic consolidation. These changes were designed to open up the political space and in so doing, allow for greater competition in the struggle for political power.

The changes which have taken place in the African political landscape over the last decade and
15 a half have been multidimensional. They have occurred as much at the level of formal politics as
in the arena of the informal processes that underpin the political system. They have also been
generated by factors internal to the political system and those external to it, necessitating close
attention to the contexts within which the changes are occurring. Furthermore, while domestic,
local and national-level considerations are critical to the definition of the process of change,
20 external factors and international actors also continue to play an important, even, at some
conjunctures, determinant role in shaping outcomes. Understandably, much of the attention which
has been focused on political change in Africa has been concentrated on the formal institutions and
procedures of politics because these are both more visible and measurable.

Adapted from <https://journals.openedition.org/cea/1045>

B Read the text again and find the words or expressions whose synonyms or meanings are listed below.

Example : a- ushered in

- a- conducted by (line 1)
- b- Spanish speaking (line 5)
- c- generalised (line 5)
- d- fight (line 13)
- e- scene (line 14)
- f- field (line 16)
- g- support (line 16)
- h- happening (line 18)
- i- results (line 21)

C Read the text again and complete the passage with the words or expressions from the box.

Example : 1- landscape

widespread ; underpin ; struggle ; shaping ; landscape ; usher in ; outcomes

In the Ivorian political 1- ..., there are many candidates. They try to 2- ... their political ideology everywhere by 3- ... a common viewpoint, it means by modelling a national opinion. If they 4-... their speeches by some actions, they will have good 5- ... because voters will 6- ... to give them the power, hoping that they will 7- ... new policies.

D Read the text again and say whether the statements below are true or false. Write T for true and F for false. Indicate the line (s) to justify your answers.

Example : 1- T

- 1- The decade of the 1990s in African history was conducted by popular street protests.
- 2- The convocation of sovereign national conferences was part of the development.
- 3- Repeating elections has been identified as an indicator of democracy.
- 4- The changes have only occurred at the level of formal politics in the political system.
- 5- External factors and international factors play an important and determinant role in shaping outcomes.
- 6- Much of the attention has been focused on the formal institutions and procedures of politics, because they are valuable.

COMMUNICATION ACTIVITY

Imagine you are a political leader from Liberia, and your party chose you to be their spokesperson at a meeting where you deliver a speech before voters, to encourage them to choose your party.

In your speech,

- talk about the different changes which have already occurred in Africa ;
- suggest some changes which can improve the electoral process in your country ;
- say how good national politics can contribute to the development of the country.



Ladies and
Gentlemen, my speech will
consist of three parts :
first of all, I will talk about the
different political changes which
have already occurred in
Africa...

Lesson 2

Speaking

Political systems

LEAD-IN

Below is the speech from a lecturer during a conference.

- Read the words in bold and guess what the conference was about.
- Guess out what each picture refers to.



A **democracy** can be defined as a government system with supreme power placed in the hands of the people.

In a **monarchy**, State power is held by a single family that inherits rule from one generation to the next. In a monarchy, an individual from the royal family holds the position of power until they die.

In a **dictatorship**, a single person, a dictator, has absolute power over the State. It is not necessarily ruled by theology or belief. It is an authoritarian form of government where one person is in charge of enforcing and enacting the law.

Contrary to what people think about it, I personally think that dictatorship is a **blessing in disguise**.



Learning context

During a conference in Monrovia, the lecturer gave some definitions of different types of governments. As a participant, you listen to the lecturer, in order to make an oral summary of the conference.



A

LANGUAGE FUNCTION : Expressing oneself creatively using idioms

Read carefully the last sentence of the lecturer's speech on page 133.

- What is the meaning of the phrase in bold ?
- What do we call such a phrase ?

Idioms	Meanings
A blessing in disguise	a good thing that seemed bad at first.
Beat around the bush	avoid saying what you mean, usually because it is uncomfortable.
Better late than never	better to arrive late than not to come at all.
Break a leg	good luck.
Get out of hand	get out of control.
Give someone the benefit of the doubt	trust what someone says.
Hang in there	don't give up.
No pain, no gain	you have to work for what you want.
So far so good	things are going well so far.
That's the last straw	my patience has run out

Hang in there. I am sure things will work out in the end.



LET'S KEEP IN MIND

An idiom is an expression or phrase whose meaning does not relate to the literal meaning of its words. In other words **"Idioms mean something different than the individual words."**

B LET'S PRACTISE

Use the idioms from the table on the previous page to fill in the following text. Two of them are not concerned.

E.g : 1-That's the last straw

"I can't wait again, It's enough ! I think **1-** ... It's my turn now to be president. If the other candidates want to avoid saying what they think, it's not my case, I will not **2-**... . For the time being, everything is well, I can say **3-**... . I know that I have to work hard to be president, because it's said **4-**... and for that I must **5-** ..., giving up is not part of my vocabulary. My adversaries think they can win, I know it's not possible, but I will give them **6-** ... and wish them to **7-**... before it becomes too late and **8-**... for them, because I will be the one who will control everything".

COMMUNICATION ACTIVITY

You have recently attended a conference delivered by the president of the electoral commission of your country. At your English Club, you decide to inform the members about what you learnt from there. In your speech,

- mention some types of regimes ;
- talk about the importance of electoral laws ;
- say how peaceful elections contribute to the growth of democracy in a country.

PRONUNCIATION

- When a word starts by **R**, we pronounce the **R**.
E.g : row, run and rest.
- When the **R** is at the end or in the middle of the word, the **R** is not pronounced or the pronunciation is not stressed.
E.g : Here / Near

Pronounce the following words

Fear ; Near ; Rate ; Rice ; Rung ; Rear ; Steer ; Hair ; Fair ; Stair ; Pair ; Care ; Tour ;
Cure ; Pure ; Real ; Rear ; Roam ; Risk

Lesson 3

Listening

Post-electoral violence in Africa

LEAD-IN

Look at the picture and answer the questions.

- What can you see in the picture below ?
- When do you think this situation happens ?
- According to you, what can be the reasons for such a situation ?



Learning context

In order to report to your Nigerian pen-friend about post-election violence that occurred after elections, you listen to a BBC radio programme broadcasting one this issue.



A Listen to the podcast and choose the best general idea among the proposals.

The audio is about :

- a- the elections in Africa ;
- b- the pre-election violence ;
- c- the reasons for post-election violence.

B As you listen to the podcast again, give short answers to the following questions.

- 1- When did Kenya's presidential election took place ?
- 2- Which organisation made the investigation ?
- 3- How many people were killed and badly injured ?
- 4- Who is Otsieno Namwaya ?

C Listen to the podcast again and fill in the gaps with the missing words.

Kenya's presidential election on August 8, 2017, was marred by serious Human Rights ... (1)..., including unlawful killings and beatings by police during ... (2) ... and house-to-house operations in western Kenya, Human ... (3) ... Watch said today. At least 12 people were killed and over 100 badly ...(4)...

COMMUNICATION ACTIVITY

After listening to a podcast related to post-electoral violence, one of your Kenyan friends asks you to send a message to your common WhatsApp platform, to talk about this topic. In your message,

- reveal the general reasons for post-electoral violence ;
- mention some drawbacks of such a situation ;
- suggest some solutions to stop violence after elections in Africa.

Lesson 4

Writing

a "For and Against" Essay

LEAD-IN

In small groups, discuss the following issues.

- What does a "For and Against Essay" refer to ?
- Choose the best synonyms of "For and Against Essay" :
 - a- pros and cons essay ;
 - b- narrative essay ;
 - c- advantages and disadvantages essay.

Learning context

The last presidential elections resulted in violence. The students of your school write a for and against essay in order to state their position on the issue. This essay will be published in their English Club magazine.



WRITING STRATEGIES

- **Introduction** — saying what the topic is about, highlighting the current views on the topic (without stating your opinion).
- **Body argument(s) in favour** — providing reasons, examples, facts.
- **Body argument(s) against** — providing reasons, examples, facts.
- **Conclusion** — stating your opinion either directly or indirectly and providing a balanced view of the topic.

A Read the topic and study the model essay that goes along with it.

Here is a sample of a “For and Against Essay” topic :

Are you for or against the use of Internet by the youth ?

Nowadays, it is easier than ever to access the Internet, whether you are using a computer, phone or tablet. Now, there are several devices and ways to access the cloud. So that, many young people spend a lot of time online, with both positive and negative consequences.

One advantage of the Internet is that young people can use it for doing their researches and schoolwork of an easier way than before. This often helps teenagers to improve their knowledge about many topics. Another positive aspect of the Internet is that people can use it to improve their knowledge about foreign languages. There are many places on Internet to find partners who you can exchange your mother tongue by their languages. It is an easy way to meet people and improve your speaking abilities.

On the other hand, there are also negative consequences. Some young people become addicted to online gaming and using social networks all the time. That people might forget to keep in touch with real people. Many of these young people spend more time texting with online friends than chatting with them, due to new forms of relationships are becoming more popular.

To sum up, the using of internet should be controlled by parents. It is necessary to avoid an overuse of this powerful tool. If the internet is used properly, the advantages are upper than disadvantages. As far as I am concerned, the Internet is the most important invention over last years.

B Analyse the model essay and answer the following questions.

- 1- How many parts can you find ?
- 2- According to you, what does each part represent ?
- 3- What is the goal of a “For and Against essay ?”

C Write a few paragraphs about the topic below.

“Are you for or against the liberalisation of school uniforms ?”.

COMMUNICATION ACTIVITY

After the recent political crises in Chad, a president of an African NGO declares the following, “African leaders are not yet ready for democracy.” Do you agree with this assertion ? Write an essay to be released on the BBC online page to give your opinion. In your essay,

- give your opinion about the issue,
- support your view with arguments ;
- suggest solutions to end political crises ;

Language corner

1

FORMING ADJECTIVES WITH THE SUFFIXES "AL" AND "IC"

The suffixes **-IC** and **-AL** can be used to turn nouns into adjectives. Nouns are words that name persons, places, or things and make sense in this blank :

The ... seemed okay.

Adjectives are words that modify or describe nouns and make sense in this blank :

It's a very ... thing.

For instance, "prophet" is a noun that names a kind of person. It fits in the noun sentence : "The prophet seemed okay". But if we add the suffix **-IC** to it, we get **prophetic**, an adjective that describes nouns and that fits into the adjective sentence: "It's a very **prophetic** thing."



LET'S PRACTISE

Combine the nouns and the appropriate suffixes to make adjectives. N° 1 is an example.

Noun	Suffix	Adjective
1- profession	al	professional
2- patriot		
3- nation		
4- rhythm		
5- echo		
6- accident		
7- education		
8- artist		

2

USING COORDINATING CONJUNCTIONS

Coordinating conjunctions allow you to join words, phrases, and clauses of equal grammatical rank in a sentence. The most common coordinating conjunctions are *for, and, nor, but, or, yet, so*. You can remember them by using the mnemonic device FANBOYS.

Examples :

- I'd like a pizza **or** a salad for lunch.
- We needed a place to concentrate, **so** we packed up our things and went to the library.
- Jesse didn't have much money, **but** she got by.

Note : Use of a comma when a coordinating conjunction is joining two independent clauses.



LET'S PRACTISE

Fill in the gaps with the corresponding conjunctions.

- 1- It was raining, ... we still had fun.
- 2- I could not go into the store, ... it was closed.
- 3- She has a test, but Tina didn't study her lessons
- 4- The children saw lions ... tigers at the zoo.
- 5- Tomorrow, it might be cloudy ... it might be sunny.
- 6- It was cold outside, ... we stayed inside.
- 7- They didn't go to the zoo ... to the beach these holidays.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

After taking part in a training session about political change, your peers ask you to make a speech about political change in Africa.

- 1- Define political change ;
- 2- Mention the different types of political change ;
- 3- Give more details about internal and external political change ;
- 4- Suggest some solutions for political stability in Africa.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the pictures below.
- In groups of five, prepare your intervention about the questions that follow.
 - What are they about ?
 - What does the message in picture A mean ?
 - Bring out the two main words the message in picture B contains.



PHASE 2

Read silently

Political change occurs when a country's government or leader changes. Depending on the country, this may occur very often or only every few decades. Moreover, not all political change is good. The United States experiences near-constant political change between the members of Congress, State governments, and the changing of Presidents every four to eight years.

In groups of five, take notes on the points below :

- 1- Definition of Political Change.
- 2- Moments of Political change.

PHASE 3

Listen carefully to the audio :

Take notes on the following points.

- 1- Types of political change.
- 2- Details of the first type.
- 3- Details of the second type.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Speak clearly ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

UNIT REVIEW

7

Let's consolidate

I- Match the following words or expressions to their corresponding definitions.

Example : 1-E.

Words	Definitions
1- A coup d'Etat	A- a piece of paper that lists all the options that can be voted for.
2- A bill	B- the container that is used to hold all the used ballot papers.
3- The Head of State	C- a description of a government that is regarded as violating the rights of individual citizens.
4- Politics	D- a draft from a law before it is approved by a vote.
5- A Big government	E- an illegal change of government, often using force and often done by the military.
6- A Ballot box	F- the person who leads and represents a country.
7- A Ballot	G- the process of choosing a leader for a country, and then leading the country. (noun)

II- Now that you found the meanings of the words from Activity 1, use :

a- The head of State and A bill in the same sentence.

b- A coup d'État and politics in the same sentence.

III- Use the following idioms to fill in the gaps :

actions speak louder than words ; drop in the ocean ; a blessing in disguise ; an arm and a leg ; over the moon

- Getting my car fixed is going to cost me ... as the engine has completely blown, but I have no choice. I need it for work.
- The flu I had a few weeks ago which prevented me from going on holiday with my friends was They had a terrible time. Everything went wrong and it cost them a lot of money.
- The government keeps talking about reducing poverty, but what do they ever do about it ? Nothing !
- Jan is finally getting a chance to go on her trip for a lifetime, a holiday to Australia ! She was when I spoke to her.
- Three (3) pounds may seem like ... but if everyone contributed that much we'd have thousands.

IV- Try to define in your words the following items :

- a- For and against essay
- b- Summarize
- c- Arguing for
- d- Arguing against

V- Complete the tips for writing a for and against essay with a word from the box.

disagree ; formal ; plan ; reasons ; opinions

- 1- You should give your ... on the topic.
- 2- Always ... for your opinions.
- 3- You can agree, ... or discuss both sides of the statement.
- 4- The register used in an essay is usually quite
- 5- You need to ... your essay carefully before you start writing.

Write a for and against essay about : « Should smoking be allowed in public places ? » Use the following expressions :

however ; on the one hand ; moreover ; finally ; on the other hand ; for example ; in conclusion ; in my opinion.

VI- Complete each sentence with an appropriate coordinating conjunction.

for ; and ; nor ; but ; or ; yet ; so

- 1- That jacket cannot be mine ... it is too long.
- 2- Hurry up ... you'll be late for class.
- 3- I ate a huge breakfast ... I still feel hungry.
- 4- It's 9:30 and the teacher has not come.
- 5- We didn't ask for Beda's help ... for Bédié's help.
- 6- I know her secret ... I cannot tell you.
- 7- My dad was driving too fast ... he missed the turn.

PROJECT TASK

As you know more about political change, you decide to suggest some changes in the ruling system of your English club.

One day, during the English Club time, you make a speech in front of all the students.

PREPARATION OF THE SPEECH

- Describe the current ruling system.
- Reveal the good aspect of the current ruling system.
- Reveal what you dislike in it.
- Suggest some changes you may apply.
- Mention the positive effects if we change the system.

WHILE SPEAKING

- Greet your audience ;
- Announce what you are going to talk about ;
- Draw people's attention on the issue.

African Cultural Heritage

The equilibrium you admire in me is an unstable one, difficult to maintain. My inner life was a split between the exigencies of black-African culture and those of modern life.



— Léopold Sédar Senghor —

A Senegalese poet, politician and cultural theorist who was the first president of Senegal (1960–1980).

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Raising awareness about African Cultural Heritage
- Discussing traditional clothes and clothing styles
- Saying things differently using phrasal verbs
- Using the gerund
- Using conjunctions like “although” and “even though”
- Writing a narrative essay
- Pronouncing the short vowel sound /a/

■ PICTURE ANALYSIS

Look carefully at the pictures below and answer the questions that follow.

A



B



C



D



- 1- What point do these pictures have in common ?
- 2- What do they teach you ?

Lesson 1

Reading

African cultures

LEAD-IN

- When you hear “African Cultural Heritage”, what do you think about ?
- Name two symbols of African culture.
- Name two symbols of Ivorian culture.

Learning context

For the celebration of the African Arts and Culture Day, your English teacher makes you read a text about African culture, to broaden students' awareness of the topic.



A Read the text quickly.

- 1- What is the general idea of the text ?
- 2- Suggest a title for the text.

Africa has a rich tradition of arts and crafts. African arts and crafts find expression in a variety of **woodcarvings**, **brass** and **leather artworks**. African arts and crafts also include **sculpture**, **paintings**, pottery, ceremonial and religious headgear and dress. The author Opperi Sylvain says that in African art, the object was not as important as the soul force behind the creation of the object. He also says that All art must be revolutionary, and in being revolutionary, it must be collective, committing, and functional.

Certain African cultures have always emphasized personal appearance, and **jewellery** has remained an important personal accessory. Many pieces of such jewellery are made of cowry shells and similar materials. Similarly, masks are made with elaborate designs and are an important part of some cultures in Africa. Masks are used in various ceremonies depicting ancestors and spirits, mythological characters, and deities.

Like all human cultures, African folklore and religion represent a variety of social facets of the various cultures in Africa. Folktales also play an important role in many African cultures. Stories

reflect a group's cultural identity, and preserving the stories of Africa will help preserve an entire culture. Storytelling affirms pride and identity in a culture. In Africa, stories are created by and for the ethnic group telling them. Different ethnic groups in Africa have different rituals or ceremonies for storytelling, which creates a sense of belonging to a cultural group.

Women's traditional clothes in Ethiopia are made from cloth called schema and are used to make habesha kemis. The latter garment is basically cotton cloth, about 90 cm wide, woven in long strips which are then sewn together. Sometimes shiny threads are woven into the fabric for an elegant effect. Men wear pants and a knee-length shirt with a white collar, and perhaps a sweater. Men often wear knee-high socks, while women might not wear socks at all.

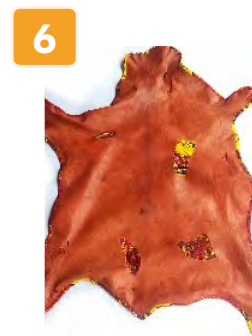
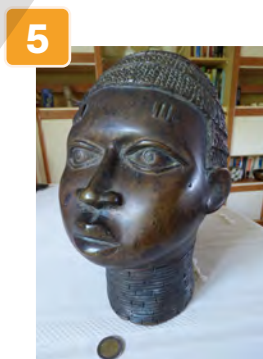
Adapted from https://en.wikipedia.org/wiki/Culture_of_Africa

B Read the text carefully and do the activities that follow.

1- The words below are in bold in the text. Use them to label the following pictures.

Example : 1- jewellery

sculpture ; leather artwork ; painting ; woodcarving ; brass ; jewellery



C Each paragraph of the text deals with a particular domain of African culture.

Read the text again and find the corresponding domains. Paragraph 1 is an example.

P1 : Arts and crafts

P2 : ...

P3 : ...

P4 : ...

D Give short answers to the following questions.

- 1- What do African arts and crafts involve ?
- 2- What is the viewpoint of the author Sylvain Opperi about the topic ?
- 3- Where are masks used ? What for ?
- 4- Which role do folktales play ?
- 5- Why do we, sometimes, weave shiny threads into the fabric ?

COMMUNICATION ACTIVITY

You are serving as a tour guide of a South African tourist. During a discussion, he claims that African Traditional Culture is too barbaric and not important for young generations. You disagree with him and had a debate.

Reproduce the conversation you had with him. In your dialogue,

- define African culture ;
- talk about the importance of culture for young people ;
- suggest some ways to promote African culture.



Lesson 2

Speaking

African traditions

LEAD-IN

Below is the speech of an old African traditionalist. Read the words in bold and guess what his message is about.



Hi, my dear grandsons, I hope you will **make out** what I am going to say, my voice is too low.

African Tradition is expressed through many different art forms, such as music, dance, sculpture and beadwork.

These traditions are deeply ingrained into the whole African culture.

Many African languages are “tone languages,” meaning that pitch level determines meaning.

Oral tradition is very important in African culture, as it insures the passage of cultural practices from one generation to another.

Listening is an equally important skill, which has been perfected by traditional oral practices. Numerous songs and dances have been transmitted by word of mouth.

Learning context

Your English club is preparing to welcome Wole Soyinka, a pure Nigerian traditionalist. To prepare for the meeting, the students of your class are exchanging about African culture in English.



A

LANGUAGE FUNCTION : Saying things differently with phrasal verbs

Analyse carefully the phrase in bold in the old man's speech on page 151:

- How is it formed ?
- What do you call it ?
- Give three phrasal verbs you regularly use.

Always **make up** your mind before speaking.



LET'S KEEP IN MIND

A phrasal verb is a phrase with two or more words, usually involving a verb and a preposition. Here are some phrasal verbs built from "make".

1- **Make out** : to understand ; see ; recognise something in the distance.

E.g : Can you **make out** what the teacher is explaining ?

2- **Make up** : to invent ; tell a story which is not true.

E.g : Andrew always **made up** stories **up** when he was little.

3- **Make for** : to deliberately move towards something.

E.g : He **made for** the big house at the end of the street.

4- **Make of** : to give an opinion about something or someone.

E.g : What do you **make of** Sarah's new boyfriend ?

5- **Make off** : to run away.

E.g : The robbers **made off** before the police arrived.

B LET'S PRACTISE

Complete each sentence with the appropriate preposition to make it meaningful.

Example : 1- for

- 1- When it was 12 o'clock she said : "We better make ... home" (**up / off / for / away**).
- 2- I am not sure, if she was here, even though I could make ... a low girl voice (**up / out / by / off**).
- 3- I didn't know what to write about, but then I made ... a marvelous story (**out / off / up / by**).
- 4- As far as I make ... he has never won a price (**out / up / over / for**).

COMMUNICATION ACTIVITY

After you listened to the old African traditionalist, your friend who lives in the USA asks you to report to him what you have learnt, through some questions.

Write down the dialogue you had with him. With your partner, perform it in front of the class. In your dialogue,

- talk about the originality and diversity of African culture ;
- mention its importance in young generations' lives ;
- say what can be done to sensitize young generations so that they can protect their culture.

PRONUNCIATION

Short vowel sound /a/ : E.g : at

The /a/ here is pronounced like "a". It's the same sound you will also find in words like **apple**, **back**, and **plan**.

Diphthong-combination of two vowel sounds (e + i) /eɪ/ : E.g : ate

Here, the sound is pronounced as the name of the letter, like "ei". You'll find the same sound in words like **same**, **plane**, and **snake**.

Pronounce the following words :

bake ; cake ; make ; bad ; can ; carry ; fact ; lake ; fake ; stake ; crate ; bat ; black

Lesson 3

Listening

African clothes

LEAD-IN

- 1- What can you see in the pictures below ?
- 2- According to you, which pictures represent African culture ?
- 3- Can we identify the origin of someone through his clothes ?

A



B



C



D



Learning context

The students of Lycée Moderne Diabo listen to a BBC podcast related to the significance of clothes in African culture, in order to discuss the topic with Nigerian friends.



A Listen to the podcast and choose the statement that best summarises it.

The audio is about :

- 1- the dress of the monk ;
- 2- the African dance ;
- 3- the importance of African clothing.

B Listen to the podcast again and give short answers to the following questions.

- 1- How do we recognise the monk ?
- 2- How do we know where someone comes from ?
- 3- What is considered as a trademark ?
- 4- What makes the cultural diversity of Côte d'Ivoire ?

COMMUNICATION ACTIVITY

Your brother Brekibia lives in the USA. He wants you to send him a summary of what you learnt about the significance of clothing in African culture.

Write a paragraph in which you,

- mention some African costumes ;
- talk about their importance in African culture ;
- recommend a particular costume. Give reasons.



Let me talk about clothing and its importance in African culture.

Lesson 4

Writing

a narrative essay

LEAD-IN

In small groups, discuss the following issues.

- How do you start a narrative essay ?
- What are the different parts of a narrative essay ?

Learning context

You took part in a traditional event celebrated in your area. You decide to narrate to your classmates through your school's English Club magazine so that they are informed about it.



WRITING STRATEGIES

When writing a narrative essay, one might think of it as telling a story. These essays are often anecdotal, experiential, and personal, allowing you to express yourself in a creative and, quite often, moving ways.

Narrative essays test your ability to express your experiences in a creative and compelling way, and to follow an appropriate narrative structure.

A Read the topic and study the model essay that goes along with it.

Here is an example of a narrative essay.

Topic : Tell a story about an extraordinary hunting trip you experienced one day in your village.

The amazing hunting trip

The villagers had lost a few goats and poultry to a mystery. The mystery of the missing farm animals spread like a wildfire in the village. Many speculated there were thieves in the village, while others suggested a wild beast was on the run. Despite several speculations, the mystery of the disappearances remained unsolved. The whole village was in a state of dismay when the tiger appeared and launched another attack on the village.

INTRODUCTION

Beginning of the story

The prey was not any farm animal this time, it was a young child playing by the barn. The villagers had had enough, they had to put a stop to it once and for all. They organized a group of the bravest men from the village, armed them with shotguns and knives, and planned to attack the tiger. They also took a goat to lure the tiger into our trap.

Middle events

The plan was to trap the tiger and later kill him. I was amongst the members of the group who left for the jungle late at night. For hours we did not hear anything except the mosquitoes and crickets around us. Then we found paw prints on the muddy ground which assured us of the tiger's usual trail. Thereupon, as the sun rose we set up a trap using a goat as bait. We were assured that this would catch the tiger immediately.

End of the story

We had almost given up when suddenly around daybreak we heard the bushes rustle and the leaves crackle. All of us shivered to our spines and saw the mystery beast coming towards us. We charged our guns and pointed them towards the wild beast. We steadied our guns towards the tiger as he jumped to grab the goat. He fell into the trap. One of the members shot the tiger dead and we rescued the goat safely back to our village.

BODY

The mission was accomplished. We had killed the wild beast and had emerged successful. It was an amazing hunting trip. One that would always remain in my memory for all time to come.

CONCLUSION

Adapted from <https://www.google.com/search=narrative+essay+sample&tbm>

B Analyse the model essay and answer the following questions.

- 1- How many parts can you find ?
- 2- According to you, what does each part represent ?
- 3- What is the goal of a narrative essay ?

COMMUNICATION ACTIVITY

Your Ghanaian friend, Amichia Koffitchi, sent you a report about “Fatchwè”, a particular ceremony in his village. He wants you to send him a report on a particular cultural ceremony in your area.

In your report,

- describe the preparation of the ceremony ;
- mention the different steps of the ceremony itself ;
- invite him to the next edition.



Language corner

1

CONJUNCTIONS LIKE "ALTHOUGH", "EVEN THOUGH"...

Although, even though, in spite of and **despite** are all used to link two contrasting ideas or show that one fact makes the other fact surprising. They can all be used at the beginning or in the middle of the sentence.

- **Despite** the rain, we enjoyed the festival.
- We enjoyed the festival, **despite** the rain.
- They never made much money, **in spite of** their success.
- **In spite of** the pain in his leg, he completed the marathon.

In spite of / despite

After **in spite of** and **despite**, we use a noun, gerund (-ing form of a verb) or a pronoun.

- **Despite** having a headache, I had a great birthday.
- The train was cancelled. **In spite of** that, we arrived on time.

After **although** and **even though**, we use a subject and a verb. **Even though** is slightly stronger and more emphatic than **although**.

- I enjoyed the course, **although** I would have liked more grammar practice.
- **Even though** she spoke very quietly, he understood every word.

Though can be used in the same way as **although**.

- **Though** I wasn't keen on the film, I thought the music was beautiful.

LET'S PRACTISE

Choose the best option among the proposals.

- 1- We decided to buy the house, ... we didn't really have enough money. (despite / in spite of / even though)
- 2- ... my careful planning, we ended up staying in a really bad hotel. (Despite / Although / Even though)
- 3- My partner snores really loudly but ... that I sleep well. (even though / in spite of / although)
- 4- You keep on making that stupid noise ... I've asked you to stop three times. (despite / in spite of / even though)
- 5- I won the race ... coming last in the practice run. (although / in spite of / even though)
- 6- I handed my report in on time ... the fact that I had been ill all day. (despite / even though / although)

2

THE GERUND

Gerunds are verbals made by adding “ing” to verbs. Verbals are words made from verbs that function as other parts of speech. Gerunds are derived from verbs but are used as nouns. Therefore, they are nouns that inherently convey some sort of action.

Gerunds can fulfill all the same roles in a sentence that a noun can : subject, direct object, indirect object, subject complement, and object of a preposition. Let’s look at some examples of gerunds in action.

Subject :

Practising improves your English skills.

Reading increases your vocabulary.

Direct object :

The shelter appreciated her **volunteering**.

The student benefited from his **tutoring**.

Indirect object :

Jose gives **studying** all of his spare time.

Ashley makes **tutoring** her main priority.

Subject complement :

Jane’s favourite way to exercise is **running**.

Mark’s worst habit is **daydreaming**.

Object of a preposition :

The team appreciated him for **contributing**.

The party distracted her from **studying**.

Gerunds can also be made negative simply by adding “**not**” before them.

The best way to study is **not cramming**.

LET’S PRACTISE

Find the gerund of the verbs between brackets.

- 1- I can’t bear (listen) to loud music.
- 2- She likes (paint).
- 3- He enjoys (play) tennis.
- 4- Leila dreams of (set) up her own business.
- 5- He is interested in (emigrate) to Canada.
- 6- Are you good at (dance) ?
- 7- She is crazy about (read) romantic poem.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

Before attending this lesson you were among the persons who believe that African Culture is not important in their lives. After attending this lesson, you changed your viewpoint. You decide then to orally convince your friend about the importance of African culture preservation.

- Define African culture heritage ;
- Talk about the diversity of African culture ;
- Mention some domains of African culture ;
- Suggest some tips to transmit this culture to the next generation.

B TIME TO GATHER INFORMATION

PHASE 1

- Study carefully the picture below.
 - In groups of five, prepare your intervention about the questions that follow.
-
- What is the origin of the persons in the picture ? How do you know ?
 - What are they doing ?
 - Is there any link between what they are doing and culture ?
 - How do you think they can transmit this as a heritage to the future generation ?



PHASE 2

The rich and diverse African culture varies not only from one country to another, but within each country as well. The culture of each ethnic group centers on family and can be found in each group's art, music and oral literature.

Adapted from <https://www.victoriafalls-guide.net/african-culture.html>

In groups of ten, take notes on the points below :

- The richness of African Culture ;
- The diversity of African culture ;
- The different domains of African culture.

PHASE 3

Listen carefully to the audio.

Take notes on the following points :

- The people living in Africa ;
- The migration ;
- The mixed African culture ;
- The remaining original African culture.

C TIME TO PLAN YOUR PRESENTATION

- Gather potential content (summarize your notes) ;
- Organize content ;
- Pick up, and note useful lexical items needed for the assignment ;
- Remember the relevant language functions needed for the task ;
- Prepare visual aids ;
- Write a first draft ;
- Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidences to help your listeners arrive at the correct conclusion ;
- In your conclusion, appeal to your listeners to accept what they have learned.

UNIT REVIEW 8

Let's consolidate

I- Complete each sentence with the appropriate preposition to make it meaningful. Use : *up ; for ; off ; out ; of, for*

Example: 1- of

- 1- We went to the Modern Art Gallery but I honestly didn't know what to make ... half the pictures. They just seemed very strange to me.
- 2- What a strange painting! I can't make ... what it's supposed to be.
- 3- An Italian made ... with the Mona Lisa painting from the Louvre, Paris in 1911.
- 4- We had a terrible row about money last night, but we eventually made ... and are fine again now.
- 5- After the train got delayed, we managed to make 20 minutes and still caught the plane on time.

II- Use the following conjunctions to complete the exercises.

and, but, or, yet, therefore, otherwise, either ... or, neither ... nor, not only ... but also, so ... that, as ... as, both ... and, as if, while, as soon as, before, though, although, after, when, where, why, how, still, till, unless, until, if, because, since

- 1- ... he is a busy man, he spends time with his family.
- 2- She is a) ... intelligent b) ... hard working.
- 3- Raju will play today ... he gets a chance.
- 4- You can't succeed ... you work hard.
- 5- We must reach there ... anyone else.
- 6- Sam is a) ... a fool b) ... a stupid.
- 7- I fell asleep ... I was watching TV.
- 8- He is a) ... intelligent b) ... hard working.
- 9- Samuel was eating food ... the postman arrived.
- 10- I was very angry, ... I didn't argue.
- 11- She was unhappy, ... she was rich.
- 12- I like him very much ... he is my best friend.

13-I can't believe you ... you speak the truth.

14-Liola is a) ... tall b) ... Sweety.

15-We don't know ... Suma failed in the examination.

16-Suresh is clever ... proud.

17-I can't attend the meeting ... I am suffering from fever.

18-This is the village ... I lived in my childhood.

19-Veda is a) ... kind b) ... humble.

20-You'd better keep quiet ... you will be sent outside.

PROJECT TASK

In groups of ten (10) students, choose one of the following tasks to deal with :

- 1- Analyze folklore and explain its importance in the African culture.
- 2- Read articles about everyday life in Africa and create an interview based on the information from the article.
- 3- Develop an understanding of what kinds of foods are eaten in various African countries, and how historic, geographic, and economic factors impact what people eat.
- 4- Analyze pieces of traditional and modern African art.
- 5- Compare and contrast indigenous African dresses.



Our Consumer Society



“What consumerism really is, at its worst is getting people to buy things that don’t actually improve their lives.”

— Jeff Bezos —

American entrepreneur and investor known as the founder of Amazon an online business platform.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing our consumer society
- Discussing issues related to fashion and shopping
- Using verbal phrases
- Using modals and semimodals
- Using the passive to emphasize on the outcome or consequence of an actions
- Writing a print advertisement
- Pronouncing silent sounds

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



C



D



- 1- What does picture A refer to ?
- 2- What issues do pictures B and C raise ?
- 3- While looking at picture D, say what you think about the marketing policies of most of the supermarkets ?

Lesson 1

Reading

Fashion in Africa

LEAD-IN

Have a look at the different fashion brands on the list.

- Which one (s) can you recognise ?
- Have you ever worn any items made by these brands ?
- Is it important for you to wear fashion brands ?



Learning context

During an English class, the students of 1ère A1 from Lycée Moderne 2 Adzopé read a text about fashion, in order to discover the dangers related to it.



A Read quickly the text below to find its general idea.

Fast Fashion in Africa

Fast fashion captures the latest **trends** and styles and produces fast-moving clothing to meet demand, season and season. It can do this by developing certain **supply chain** features to produce faster and less expensive designs. Marketing teams then target ordinary buyers, urging them to buy the latest collections. These items are usually kept at a low price, which makes
5 them more attractive to consumers who encourage them to change clothes for one season and put on the next.

Fast fashion can significantly contribute to the Economy of Africa. After agriculture, the garment industry is already Africa's second-largest employer. According to research in Kenya, every job in the apparel business creates five more jobs. Africa also has a superior strategy to
10 Asian manufacturers, with shorter transport links to markets in Europe and the United States. In actuality, the ship **sails** from West Africa to Western Europe in three weeks and to the East coast of the United States in a month.

Countries like Ethiopia are excellent examples of possible cooperation. A lot of investment is coming into the country because of its low **wages** and proper infrastructure, access to ports,
15 young and enthusiastic people, and labour market management that favours investors. Other major powers like Nigeria, Ghana, and Kenya could largely benefit from the industry. Nigeria recently lifted the ban on importing textiles, resulting in renewed interest from international clothing and clothing **retailers**. Leading companies such as Levi's, Mango, Nike, and Swatch are more than welcome in the country ; they are establishing stores at Palms Shopping Mall in
20 Lagos. These are all countries where strong economic growth has contributed to large-scale financial reliability.

On the other side of this coin, Africa has to consider the negative environmental impact of this production model. According to figures published by the United Nations Environment Program and the Ellen MacArthur Foundation, the fashion industry is responsible for 10% of global
25 carbon emissions worldwide. The use of the water and energy industry has been identified as one of the major pollutants in the world. Climate change has already had a devastating effect on food security and public health. In addition, Africa faces the unique dilemma of being the last link in the industry value chain : 45% of all **garments** donated worldwide end up in the hands of profitable traders, and 70% of that ends up being sold on the continent.

Adapted from [https : //fashinza.com/textile/fashion-industry/a-note-on-the-african-fashion-industry/](https://fashinza.com/textile/fashion-industry/a-note-on-the-african-fashion-industry/)

B Read the text again and match the words or expressions in colour from the text with their definitions or synonyms below.

- 1- a merchant who sells to consumers
- 2- clothes
- 3- series of procedures involved in the production and distribution of product
- 4- navigates
- 5- new looks, tendencies
- 6- salaries

C Fill in the gaps with the words or expressions in colour from the text. You may need to change the form of some of them.

- 1- Many young Africans prefer ready-to-wear ... because they are stylish.
- 2- Nowadays, the ... is to the buying of Bluetooth speakers instead of radio cassettes.
- 3- An increase in the price of cocoa will sound as good news for the whole
- 4- The employees are demanding a better ... for the job they do.
- 5- ... generally buy from Chinese manufacturers before selling to their local customers.
- 6- It takes about 3 weeks to ... across the Atlantic Ocean.

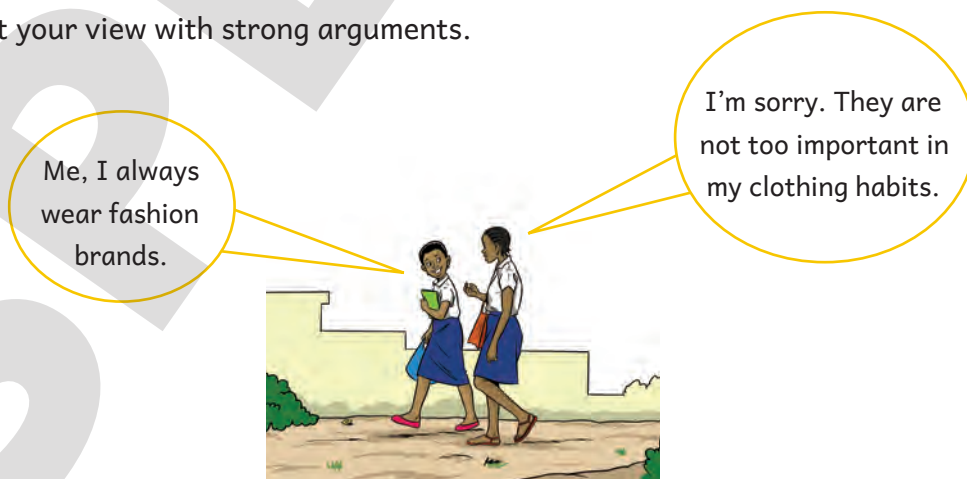
D Read the text again and provide short answers to the following questions.

- 1- Why are fast fashion items attractive to customers ?
- 2- How important is the garment industry to the African economy ?
- 3- What advantages does Ethiopia offer to develop its fast fashion industry ?
- 4- Which companies have established their stores at Palms Shopping Malls in Lagos ?
- 5- How would you qualify the impact of the fashion industry on the environment ? Justify from the text.

COMMUNICATION ACTIVITY

Your school English Club is celebrating the WORLD FASHION DAY. You invite some Liberian friends. During the exchanges, one of the Liberians argues that he always wears fashionable brands. You don't share his opinion. Write your conversation and role-play it. In the conversation,

- state your friend's opinion ;
- disagree with him ;
- support your view with strong arguments.



Lesson 2

Speaking

Fashion trends in Africa

LEAD-IN

Look at the pictures below.

- What do they show ?
- What are the items about ?

A



B



C



D



Learning context

During an English Club meeting of your school, the students are talking about fashion, in order to see if they should always follow it.



A

LANGUAGE FUNCTION

Emphasizing on the outcome or consequence of an action with the passive

I- The sentences below are from the text on page 167. Read them silently and study the structures in bold.

- a- China **is determined** to shift its economic plan.
- b- Clothing **is moved** from the runway to major retailers in seconds.
- c- The industry **has been identified** as one of the major pollutants in the world.

II- Which sentence follows each of the following pattern ? Answer in your copybook.

Tenses	Structures
1- Present simple	▶ am / is / are + past participle
2- Present perfect	▶ have / has + been + past participle

LET'S KEEP IN MIND

- Passive sentences are generally formed with : **to be + past participle**.
E.g : He **is sent** to school by his family.
- Passive sentences without “by” indicate that it is not important to mention **who** or **what** did the action.
E.g : The door **is locked**.
- Continuous passives will follow the pattern : **to be + being + past participle**
E.g : Francisca **is being told** a story by grandma.

B

LET'S PRACTISE

I- Identify the passive sentences.

- 1- They have bought new items.
- 2- The items were bought in a local store.
- 3- I was told to order a new mobile phone online.
- 4- Alex has played a major role in the team's victory.
- 5- The kids will be playing hopscotch.

II- What are the tenses of the following sentences ?

1- A song is going to be sung.

a- going to-future / b- Past progressive / c- Present progressive / d- will-future

2- The new computer chip will be produced in Dresden.

a- Present perfect / b- Simple past / c- Simple present / d- will-future

3- My car was broken into yesterday.

a- Conditional simple / b- Past perfect / c- Present perfect / d- Simple past

4- The patient is being prepared for the major operation.

a- Present perfect / b- Present perfect progressive / c- Present progressive

COMMUNICATION ACTIVITY

The English Club of your school is organizing a debate on the topic: "Do we have to follow fashion ?" As a member of the club, you take part in the debate to give your opinion about the issue. To get ready, you prepare, in a brief paragraph, what you are going to say. In your production,

- define fashion and give examples of fashion items ;
- present your position ;
- justify it.

PRONUNCIATION : Silent sounds

Depending on its position within a word, a letter may not be pronounced in spoken English. Some instances of this are the following.

Silent /l/	Silent /t/
could → [kʊd]	christen → [krɪsn]
should → [ʃʊd]	whistle → [wɪsəl]
Silent /w/	Silent /n/
wrap → [ræp]	autumn → [ɔ : təm]
write → [raɪt]	damn → [dæm]

Practise saying the following words.

wrangle ; limn ; couldn't ; hustle ; balm ; answer ; wrist ; would ; sword ; salmon ; wreck ;
fasten ; condemn ; bristle ; contemn ; calf ; castle ; hymn

Lesson 3

Listening

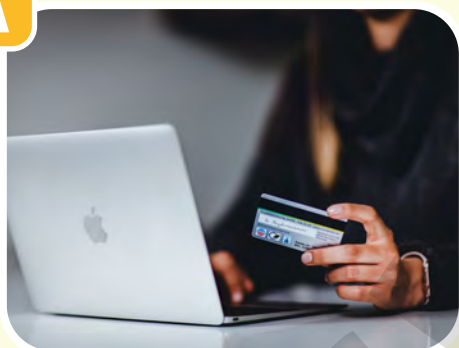
Digital payment methods

LEAD-IN

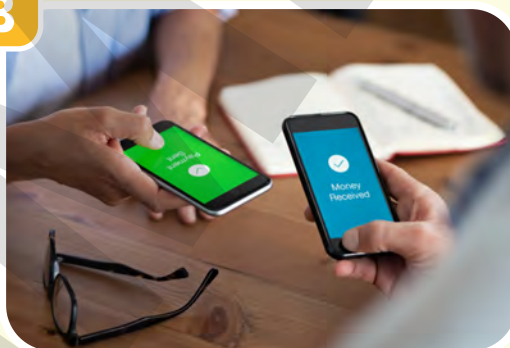
Look at the pictures.

- What are the people doing ?
- Is this way of payment familiar to people in your area ?

A



B



C



D



Learning context

On a visit to Ghana, some girls from your school enter a clothing store. They listen to the manager presenting the clothes in fashion, in order to make their choices.



A Listen to the podcast and decide what it is about. Choose from the proposals below :

- a- Digital payment methods and customers' choices of articles in African e-commerce.
- b- The problems related to digital payment methods in Africa.
- c- The purchase of clothing and electronic products online in Africa.

B Listen to the podcast again and say whether the following statements are true or false. Write (T) for true and (F) for false.

- 1- Payments with African credit cards are more important than payments with M-Pesa.
- 2- Mobile money services are not accessible in remote rural areas.
- 3- Cash on delivery is a common payment method in Africa.
- 4- The Statista survey was also conducted in Algeria.
- 5- Kenyans like to buy consumer electronics online.
- 6- 31 percent of Internet users in Egypt make online purchases.

C Listen once again to the podcast and write down the missing information.

- 1- The African landscape of digital payments is quite
- 2- Mobile money represents a ... in other markets.
- 3- In e-commerce, digital payments in advance are done with ... cards.
- 4- Consumers have ... on what to buy online.
- 5- The worldwide ... of digital buyers is 58%.

COMMUNICATION ACTIVITY

During a debate at the English Club, you are asked to give your position on the topic : “Do you believe buying online offers a better shopping experience than buying in physical shops ? -Why or why not ?” Prepare and share your opinion with the class. In the statement of your position, you may include :

- your preference ;
- its positive aspects ;
- the negative aspect of the other option.

Lesson 4

Writing

a print advertisement

LEAD-IN

- Does it make you feel like buying the advertised product ?
- What are the different parts of this ad ?



Learning context

An international company launches a copywriting competition to find out the best print ad to promote one of their products. The competition is opened to all the students of your country. The 1ere A students of Alépé are preparing it during their English class, in order to try to get a scholarship.



WRITING STRATEGIES

A print advertisement is an announcement in a newspaper, online, or on a poster about a product, a job, a service to sell, an event to promote. Successful advertising comprises the following :

The headline : its role is to catch the readers' attention and elicit readers' curiosity so that they read further. It is sometimes followed by a subhead in case the headline is a bit too long.

The body : it develops the claim or promise made in the headline.

The image or illustration : this presents an attractive image of the product. This should normally be in colour.

Call to action (CTA) : it creates a sense of urgency in customers to do something in order to benefit from your offer. Examples of these are "Only the First 50 Customers Receive a 30% Reduction, Place an Order Today".

Contact information and logo : contact information includes the phone number, the website, social network pages and address potential customers may use to get in contact with you. The logo attracts attention and it is the visual identity of your company which separates you from the competition, and it builds trust with your audience.

Label the different parts of this ad. Fill in the blank spaces with :

logo, heading, image, body copy, call to action, subheading



COMMUNICATION ACTIVITY

“**BRAVE**” is a new company which has just launched a new pen, they intend to sell in West Africa. They organise an ad writing competition in which you decide to take part. The best ad will be published in local newspapers and the company’s social network pages. In your production,

- say how different the new product is from other brands of pen on the local market ;
- talk about some advantages customers may get if they choose the new pen.

Use a cross (X) to check your production.

Column A	Yes	No
My production is structured as an advertisement, and not any other piece of writing.		
It includes an offer.		
It includes a body copy.		
It includes a call to action.		

Language corner

1

PASSIVE SENTENCES – "BE" VS "GET"

be + past participle of the main verb

It is the most common way of expressing **the passive**. It is used with both action verbs and stative verbs like say, believe, like.

S1 : Brand new articles **are found** in this mall.

S2 : The glass **was broken** by a careless customer.

get + past participle of the main verb

This pattern sounds less formal and indicates that something happened by accident or unexpectedly.

S3 : The trafficker **got caught**

S4 : He **got married** last summer

LET'S PRACTISE

I- In which sentence a form of "get" is the only correct option ? Complete the sentences.

- 1- The store ... officially opened by the Mayor.
- 2- Up to now, nothing ... known about the suspect.
- 3- All the furniture ... transported by ship to strategic ports.
- 4- They don't want to ... lost in that jungle.
- 5- We have ... warned not to set our feet outside the camp.
- 6- They finally ... divorced after ten years of marriage.
- 7- He ... hurt during the match.

II- Change the following ACTIVE VOICE sentences into PASSIVE VOICE. Start with the underlined words or expressions. Omit the by-phrase wherever possible. Do NOT change the verb tense.

Example : 4- The onions were chopped and the ginger was grated by the sous chef.

- 1- The student copied the new vocabulary into her notebook.
- 2- The salesperson talked Sung Ho into buying a new car.
- 3- The chef seasoned the bubbling pot of pho with star anise.
- 4- The sous chef chopped the onions and grated the ginger.
- 5- The crow ate all of the cherries on her tree.
- 6- This year, monkeys have bitten several tourists in Phuket.

2 MODALS AND SEMIMODALS

1- MODALS (*must ; should ; can ; could ; may*).

- do not take an “s” in the 3rd person singular of the present simple.
- do not need an auxiliary to form negative and interrogative sentences.
- do not change form in the present, past and future.

2- SEMI-MODALS (verb phrases that function as modals : *have to ; be able to ; ought to ; be allowed to*).

- Most of them take an “s” in the 3rd person singular of the present simple.
- Generally, they need an auxiliary and are followed by “to”.
- They change form in the present, past and future tenses.

USES	MODALS	SEMI-MODALS
Obligation	must E.g : You must respect elderly people.	have to E.g : You have to respect elderly people.
Ability	can, could E.g : I can play football.	be able to E.g : I won't be able to play tonight.
Suggestion / advice	should E.g : He should see a dentist.	ought to E.g : They ought to apologise for their misconduct.
Permission	may, can, could E.g : You can take this one; it's mine.	be allowed to E.g : We are allowed to play scrabble after dinner tonight.

LET'S PRACTISE

Choose the correct option between brackets to make the sentences meaningful.

- 1- Students (could not / is allowed / are not allowed) to eat during the class.
- 2- After his long convalescence he (should / is allowed / are allowed to) play the final 15 minutes of the derby.
- 3- They will (can / ought to / be able) to do things on their own.
- 4- I (am able / can / was able) assure you that everything is fine here.
- 5- It was very hot outside and we (could / are able / ought to) feel it in our offices.
- 6- Well, he (is not allowed / may not / ought not) tell us about their whereabouts.
- 7- We (ought / have to / must) to promote peace and cultural diversity.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

Your local radio station organises its English programme every Wednesday afternoon. As the chairperson of your English Club, you are invited to share your knowledge on the topic of “Black Friday with the listeners. With your neighbour, build the conversation you had, and role-play it before the class.

In the interview, the journalist,

- 1- introduces his / her guests to the listeners ;
- 2- answers the questions about Black Friday ;
- 3- thank the guest for having offered his / her expertise.

B TIME TO GATHER INFORMATION

PHASE 1

Study carefully the pictures below and answer the questions that follow.



- 1- What are the pictures about ?
- 2- What does Black Friday refer to ?

PHASE 2

Read the text below, then answer the questions that follow.

Black Friday is growing in popularity worldwide, particularly in Europe. In 2021, the country, with the second-highest percentage of searches for 'Black Friday' after the U.S.A. was Germany with 12.9%.

Other countries that search for 'Black Friday' a lot online include Brazil, the UK, Spain, Canada, and France. Although many of these countries don't have a tradition of celebrating Thanksgiving, they're still grateful for the seasonal sales.

Adapted from : <https://bloggingwizard.com/black-friday-cyber-monday-statistics/#>

- 1- What was the first country with the most searches on Black Friday in 2021 ?
- 2- What was the second country ?
- 3- How does the text describe the sales made during Black Friday ?

PHASE 3

Listen carefully to the audio and take notes on the following points.

- Where do shoppers around the world plan to buy during Black Friday ?
- What is the average budget a Nigerian plans to spend during Black Friday ?
- What about an American ?
- What means of communication do shoppers generally use to purchase articles online ?

C TIME TO PLAN YOUR PRESENTATION

- Gather information from your notes.
- Use the answers to the questions following the infographic.
- Use the information provided in the infographic to generate questions for your interview.
- Remember the relevant language to handle the task.
- Organise your content.

D TIME TO TALK

- Speak with ease.
- Give time to the interviewee to elaborate on his / her answers.
- Ask for clarification when necessary.
- Show your gratitude to guest and listeners for their time.

UNIT REVIEW 9

Let's consolidate

I. Complete the following sentences using the correct form of the word shown in brackets.

- 1- We offered the discount to all our ... customers. (exist)
- 2- Unfortunately, the customer was not ... with the discount we offered him. (satisfy)
- 3- The ... date is approximately two weeks after the date the order is placed. (deliver)
- 4- Our service is both fast and (rely)
- 5- We're sure that the new product meets all our customers' (require)
- 6- We don't want to lose them – they're a long-standing and ... customer. (value)
- 7- We received three ... from customers yesterday. (complain)
- 8- They sent the invoice but haven't received the ... from the customer yet. (pay)

II- Turn the active sentences into the passive.

- 1- I have forgotten the shopping list in the car.
- 2- This store sells premium articles.
- 3- The tourists have been giving bananas to the monkeys.
- 4- The manager will reward the best employees of the month.
- 5- They will attend the next fashion show.
- 6- We had already eaten the cake when she joined us.

III- Fill in the gaps with the appropriate passive form from the box below.

are not allowed ; were being entertained ; is being flooded ; will be sold ; is spoken ; is interested ; has been amplified

- 1- English ... all over the world.
- 2- The kids ... by the clown.
- 3- The grave economic situation ... by the current pandemic.
- 4- She ... in learning English.
- 5- Customers who don't wear a face mask ... to enter this supermarket.
- 6- This beautiful house ... next summer.
- 7- Our regional market ... with prohibited goods from neighbouring countries.

IV- Choose the correct option to complete the sentences.

- 1- Thanks for offering your help ; I ... do it on my own.
a- can / b- may / c- mustn't
- 2- You ... remove your shoes before entering the room.
a- can't / b- may / c- have to
- 3- You ... try this dress if you like it.
a- may / b- may not / c- must
- 4- I ... confess that I didn't expect this token of sympathy from them.
a- may / b- must / c- might
- 5- We ... unite if we want our voices to be heard.
a- might / b- can / c- must
- 6- I ... tell her to come over for lunch, but I'm not sure I will be at home.
a- mustn't / b- might / c- can

PROJECT TASK

DESIGNING A BROCHURE AGAINST THE DOWNSIDE OF OVERCONSUMPTION

Kalle Lasn, a Canadian author and editor stated : “Overconsumption is the mother of environmental problems.”

Design a brochure to show how true that statement is.

Before writing your message, browse the Internet and any relevant source of information to collect compelling information about :

- the reality of overconsumption by giving one example ;
- its consequences on the environment ;
- some solutions industrial groups have to implement ;

Finish by including a call to action that will urge your readers to decide on their first step to join the movement against overconsumption for the good of our planet.

Tips :

- Figures are a good way to give information, so include them as much as possible.
- Include expressive picture (s) to illustrate the phenomenon of overconsumption.
- Feel free to present your data in bullet points.
- Do not forget your call to action.

Friends, Dating and Entertainment



— Herodotus —

Ancient Greek historian and geographer, known as ‘The Father of History’ (484 BC – 425 BC).

“Of all possessions, a friend is the most precious”.

UNIT OVERVIEW

■ KEY STUDY POINTS OF THE UNIT

- Discussing issues related to friendship
- Talking about various forms of entertainment
- Using colloquial words and expressions
- Expressing past actions
- Using exclamative sentences
- Using the future with “will” or “be going to”
- Pronouncing the /R/ in British English

■ PICTURE ANALYSIS

Look carefully at the pictures below.

A



B



1- What does each picture refer to ?

2- Why do you think the man is offering flowers to the lady in picture B ?

Lesson 1 Reading

Friendship

LEAD-IN

- What bond characterises the relationship between these people ?
- How would you describe their facial expressions ?

A



B



C



D



Learning context

It's July 30, the International Friendship Day. The members of the English Club of your school are reading a text about the importance of friendship, in order to discuss its benefits in everyday life.



A Read the text quickly and choose the letter corresponding to its general idea.

The text is about :

- a- the importance of next-door neighbours.
- b- the importance of friends in difficult moments.
- c- how to make friends in our geographical environment.
- d- the importance of happy friends in our quest for happiness.

- 1 In a study that looked at the happiness of nearly 5,000 individuals over a period of 20 years, researchers found that when an individual becomes happy, the network effect can be measured up to three degrees. One person's happiness triggers a chain reaction that benefits not only their friends, but their friends' friends, and their friends' friends' friends. The effect lasts for up to one year.
- 2 The flip side, interestingly, is not the case : sadness does not spread through social networks as robustly as happiness. Happiness appears to love company more so than misery.
- 3 But, the real surprise came with indirect relationships. Again, while an individual becoming happy increases his friend's chances, a friend of that friend experiences a nearly 10 percent chance of increased happiness, and a friend of that friend has a 5.6 percent increased chance — a three-degree cascade.
- 4 The closer a friend lives to you, the stronger the emotional contagion. But, as distance increases, the effect dissipates. This explains why next-door neighbours have an effect, but not neighbours who live around the block. In addition, the happiness effect appears to wear off after roughly one year.
- 5 "So the spread of happiness is constrained by time and geography," observes Christakis, who is also a professor of sociology in the Harvard Faculty of Arts and Sciences. "It can't just happen at any time, any place."
- 6 Fowler also points out that these findings give us an interesting perspective for this holiday season, which arrives smack in the middle of some pretty gloomy economic times. Examination of this data set shows that having an extra \$5,000 increased a person's chances of becoming happier by about 2 percent. But the same data also show, as Fowler notes, that "Someone you don't know and has never met — the friend of a friend of a friend — can have a greater influence than hundreds of bills in your pocket."

Adapted from : <https://news.harvard.edu/gazette/story/2008/12/having-happy-friends-can-make-you-happy/>

B Find the words in the text whose meanings are given below.

- 1- activates (paragraph 1)
- 2- opposite aspect (paragraph 2)
- 3- diminishes (paragraph 4)
- 4- discoveries (paragraph 6)
- 5- bad (paragraph 6)

C Fill in the gaps with words found in Exercise B.

The news indicates that their separation was (... 1 ...) by the man's inappropriate conduct with kids. In fact, the man's (... 2 ...) attitude gradually (... 3 ...) the strong love they felt. After his death, (... 4 ...) made by the police revealed that he still had the photographs of his marriage in every corner of the house. Everybody finally agreed that on (... 5 ...) of that separation, he didn't blame her.

D Read the text and give short answers to the following questions.

- 1- How long can a chain reaction triggered by a person's happiness last ?
- 2- Which of happiness and misery tend to spread through social networks ?
- 3- Why does Christakis believe happiness can't happen at any place ?
- 4- According to the findings, does money procure more happiness than human presence ? Justify from the text.

COMMUNICATION ACTIVITY

You are a guest speaker at the next TED TALK series, an American-Canadian TV programme. The topic of your talk is : « Does money procure more happiness than human presence ? » Present what you are going to say.

In your presentation,

- state your point of view ;
- give details and facts to support it ;
- present your work to the class (be ready to answer questions).



Lesson 2

Speaking

Different forms of entertainment

LEAD-IN

Look at the pictures below and say what they are all about.

- Which one (s) do you prefer ?
- Which one (s) do you practise ?

A



B



C



D



Learning context

Your Ghanaian friend is currently in Côte d'Ivoire for family matters. During his brief stay, you meet him and have a conversation about the forms of entertainment each of you prefers in order to know each other better.



A LANGUAGE FUNCTION : Expressing past actions

1- Using the past simple

S1 : The researchers **uncovered** a treasure trove of data dating back to 1971.

- 1- Is the action described in the sentence past or present ?
- 2- How do you know ?

2- Using the present perfect

S2 : The United Nations **has declared** July 30 as International Friendship Day.

- 1- Is the action described in S2 present or past ?
- 2- Is there any clue indicating that ?

LET'S KEEP IN MIND

- 1- **The Past Simple** expresses a finished action in the past. It's generally used with adverbs of time indicating a finished action in the past like **yesterday, last week / month / year, ago, in + past year**

E.g : They **visited** London **last year**.

- 2- **The Present Perfect : (have / has) + past participle** expresses past actions which have consequences now (at the moment of speaking).

- We can also use the **present perfect** with recent actions. In such cases, **just, already, and yet** will appear in the sentence.

E.g : We have **just opened** our books.

- The present perfect is also used to talk about experience as in the following.

A : **Have** you ever **played** a video game ?

B : No, never !

Have you ever
been to Assinie
Mafia ?



No, I've **never**
been there, but I'd
love to go.

B LET'S PRACTISE

I- Choose the correct option to make the sentences meaningful.

- 1- Last week, at his arrival, we (wished / have wished) him a warm welcome.
- 2- We (called / have called) him this morning to know his whereabouts.
- 3- (Did you visit / Have you visited) the basilica in Yamoussoukro yet ?
- 4- I (read / have read) a couple of short stories during the lockdown due to the COVID-19.
- 5- She (learned / has learned) judo while she was still a kid.

II- Put the verb between brackets into the appropriate tense.

“Young people **(1- to change)** a lot these days”, an old man **(2- to say)** during a family reunion with his adult children last summer. He **(3- to argue)** that, as a teenager in the 1980s, he **(4- to consider)** any adult as his own parents, and that was totally normal. For him, the current globalisation **(5- to turn)** the young African in some sort kind of hybrid species who is neither African nor Westerner. Nowadays, he believes that even if Science **(6- to make)** significant breakthroughs over the last decades, he now thinks highly of the time he **(7- to have)** in his early adulthood.

COMMUNICATION ACTIVITY

After the English class, you have a conversation with your neighbour about your different past times, and on what occasion you prefer one form of entertainment to the other. Prepare your dialogue and role-play it. In your dialogue,

- mention at least three forms of entertainments ;
- say if you have already tried those forms of entertainments ;
- express your feelings about your pastime.

PRONUNCIATION : The /r/ sound in British English

The /r/ sound in English is differently pronounced from its French equivalent. In British English, the /r/ is pronounced when it appears before a vowel sound. The /r/ is not pronounced when it is the final letter of a word or when it appears before a consonant sound.

Listen and repeat the following words :

card ; red ; rope ; four ; right ; boring ; neighbour ; agree ; craving ; room ; born ; friend ; door

- 1- From the list above, make the list of the words in which the /r/ is pronounced.
- 2- Now, make the list of the words in which the /r/ is not pronounced.

Lesson 3

Listening

Friendship

LEAD-IN

- What can you see in the pictures ?
- Have you ever heard of “Friendship Day” ?
- What ideas come to your mind when you think about friendship ?

A



B



C



D



Learning context

On the International Friendship Day, the members of your English Club are visiting the American Corner of your region. They are watching a video recording about friendship in order to promote love and tolerance.



A Listen to the passage and say what it is about. Write down your answer in your copybook.

B Listen to the passage and choose the correct answer.

1- Friendship Day is celebrated ...

- a- the first of August.
- b- the first Sunday of August.
- c- the first Saturday of August.
- d- the thirty-first of August.

2- The date declared by the United Nations as International Friendship Day is ...

- a- July 20.
- b- July 21.
- c- July 30.
- d- July 31.

3- International Friendship Day celebrates ...

- a- the role true friends play in our lives.
- b- the role bad friends play in our lives.
- c- the role of school friends in our lives.
- d- the role of old friends in our lives.

4- On Friendship Day, a friend ...

- a- ties a friendship band on his / her friend's wrists.
- b- ties a friendship band on his / her friend's head.
- c- buys his / her friend a fan.
- d- joins his / her friend's gang.

COMMUNICATION ACTIVITY

On the International Friendship Day, you decide to send a voice message to your best friend who lives in Accra, Ghana.

In your message,

- mention a memory of good friendship moments ;
- say how important friendship is to you ;
- include what you intend to do in order to consolidate your friendships.

Lesson 4

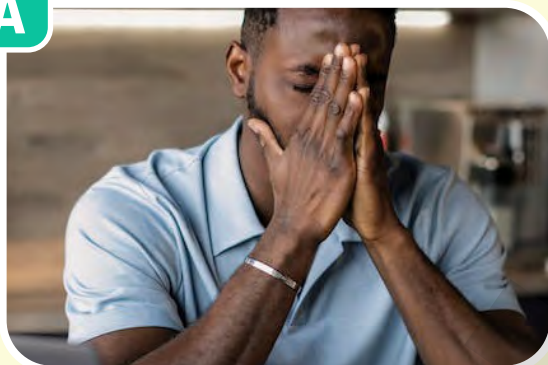
Writing

an informal letter or email

LEAD-IN

- Have you ever experienced frustration with a purchase you made ?
- What happened ?
- How was the problem solved ?

A



B



Learning context

Your Nigerian penfriend writes you an email to talk about a frustration he recently suffered. You decide to write him back to console him.



WRITING STRATEGIES

To write an informal letter, it is not compulsory to write your address and the date. Concerning the salutation, you can simply write “Dear / Hey / Hello” before writing the receiver’s name.

- Write your letter in paragraphs.
- Once you have finished writing the letter, end it with short closings like : “yours truly”, “best wishes”, “kind regards”, “take care”, “see you (soon)”, etc.
- After the closing, finish by writing your name.
- Feel free to use contractions, a variety of punctuation marks, and informal language.

A Model letter

Hey Alex,

I hope this letter finds you well. I'm writing to you to share the bad experience I had a couple of days ago in our local market. I decided to buy myself a new mobile and that shopping experience ended up in a real bummer "cause I wanted a mobile phone but I finally got an empty packaging".

I went to the market to buy the mobile I'd been craving for months, and I was very lucky to find it with a man who had a bunch of mobile phones he was trying to sell to people on the street. He told me he had his store which was a bit hidden, and customers couldn't easily access it, and blah blah blah... . The guy showed me the phone, I touched it, I handled it for a little while... . We agreed on the price, and I gave him the money, and while I was standing, waiting for him to pack my new acquisition he fooled me. Man, I can't tell how he did that... . I trusted him and took the package home. When I wanted to unpack it, I realised that there was no mobile phone inside ... just an empty packaging ! Incredible, right ?

I decided : "I 'm going to find him tomorrow, and he'll hear from me !" I went back to the place where I saw him and tried to describe him to people so that they could show me his store. Nobody knew him and he was nowhere to be seen... I think I'll never ever buy anything from a street hawker again. I hope you'll learn from that bad experience I had.

Take care

Sydney

B The words in column A are from the model text. Match them with their synonyms in column B. Example : 1- c.

Column A	Column B
1- bummer (line 3)	a- treated like an idiot
2- empty (line 3)	b- vendor
3- craving (line 4)	c- disaster, failure
4- fooled (line 9)	d- strongly desiring
5- hawker (line 15)	e- containing nothing

C Read the letter again and answer the following questions.

- 1- Who is the writer of this letter to the recipient ?
- 2- How does he start the letter ?
- 3- Which paragraph gives details about what happened to him ?
- 4- How does the writer address Alex in the body of the letter ?
- 5- Does the writer use contractions ? If yes, give one example from each paragraph.

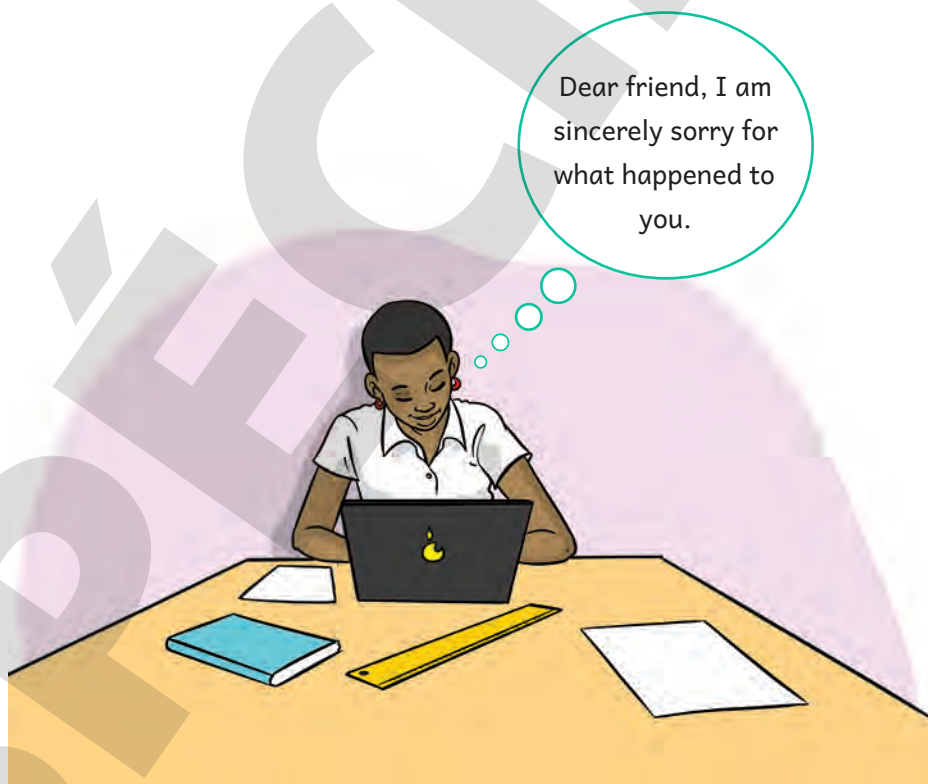
COMMUNICATION ACTIVITY

As a reply to the letter on page 193 from Sydney, your Nigerian friend, you decide to write in order to give him comfort and share a similar situation that happened to you. In your letter,

- show him your compassion ;
- tell him about your experience ;
- encourage him not to repeat the errors he made.

Use a cross (X) to check your production

Column A	Yes	No
My production is structured as an informal letter.		
It includes contractions.		
It is written in paragraphs.		
It is written in an informal language.		



Language corner

1

EXCLAMATIVE SENTENCES

An **exclamatory sentence**, also known as an **exclamation sentence** or an **exclamative clause**, is a statement that expresses strong emotion. Typically, in English grammar, an exclamatory sentence ends with an exclamation mark—also called an exclamation point.

HOW + (subject) + (complement) E.g : How we enjoyed the moment !	► WHAT + noun + complement E.g : What a friend you've got !
HOW + (adjective) + (complement) E.g : How considerate they have been !	► WHAT + (adjective + noun) + complement E.g : What a sympathetic person you are !
HOW + (adverb) + (complement) E.g : How gently she spoke to them !	

LET'S PRACTISE

I- Change the following statements into exclamative sentences. Start your sentence with "how" or "what".

- 1- She is a smart girl.
- 2- They are incredibly tall.
- 3- You have a talented daughter.
- 4- We ate a lot.
- 5- He beautifully played his partition.
- 6- This is a great performance.
- 7- I love it.
- 8- The country has beautiful beaches.

II- Complete each sentence with the best option.

- 1- ... cold it is ! (How / What)
- 2- ... beautifully you sing ! (How / What)
- 3- ... rude guy ! (What a / How / What)
- 4- ... pleasant surprise ! (What a / How / What)
- 5- ... lovely weather ! (What a / How / What)

- 6- ... a fool you are ! (How / What)
- 7- ... foolish she is ! (How / What)
- 8- What a lovely smile ... ! (have you / you have)

2 THE FUTURE WITH "WILL" OR "BE GOING TO"

Consider the sentences below. Which one expresses future action based on :

- 1- no evidence ?
- 2- a planned action in the near future ?
- 3- something that is already planned ?

S1. This year, the International Friendship Day falls on August 7.

S2. I **am going to** find him tomorrow.

S3. I **will** never buy anything from a street hawker again.

LET'S KEEP IN MIND

- 1- In general, the future can be referred to with the auxiliary verb "**will**" (**will-future**). This is especially true for spontaneous decisions :

E.g : There **will** surely **be** a lot of people in the zoo.

- 2- If there is a plan for a future action or if a present fact indicates a future event, the expression "**to be going to**" can be used :

E.g : I'm **going to buy** a new car.

LET'S PRACTISE

Put each verb in the appropriate tense.

- 1- They (drive) to Bouaké tomorrow morning.
- 2- I hope the weather (be) nice.
- 3- I promise I (not tell) your secret to anyone.
- 4- They (play) cards this evening.
- 5- I (go) to the cinema tomorrow.
- 6- They (fly) to Accra next summer holidays.

Free oral communication

COMMUNICATION STRATEGIES

Refer to page 27.

A ASSIGNMENT

During a debate at the English Club, you are asked to give your opinion about the method you prefer to keep in contact with your friends. In your groups, prepare the position you will defend before the audience. In your argumentation,

- define what friendship means to you ;
- make a list of ways teenagers get in contact and briefly state the one you prefer ;
- support your position by giving at least two arguments ;
- give one argument against your position ;
- sum up, and state your opinion again.

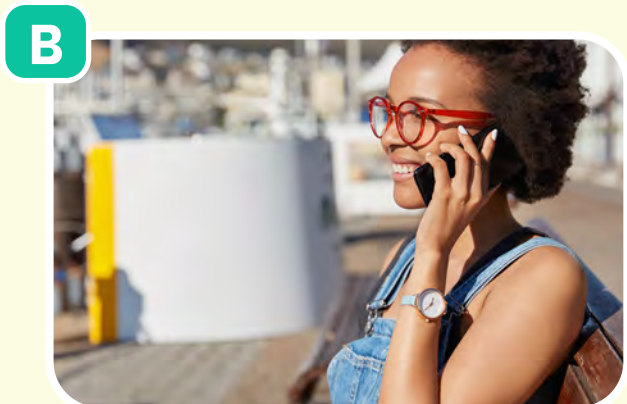
B TIME TO GATHER INFORMATION

PHASE 1

Study carefully the pictures.

In groups of four, answer the following questions.

- 1- What are the different means to keep in contact with friends daily ?
- 2- What categories of people are involved ?
- 3- What means among these are you familiar to ?



PHASE 2

Read carefully the passage and answer the questions.

- 1- Why are friendships important for teenagers ?
- 2- How can parents be involved in the process ?

Friendships are important to teenagers on many different levels – from being a support network to providing both positive and negative influences. Learning to start, change or maintain friendships is a skill teenagers all need to learn and work on. As a parent, taking the time to understand how your child is experiencing their world, can help them to navigate these relationships successfully.

PHASE 3

Listen carefully to the audio and find out :

- 1- Why friendship is important.
- 2- If all teenagers easily make and keep friends.

C TIME TO PLAN YOUR PRESENTATION

- 1- Gather potential content from your notes ;
- 2- Organize content ;
- 3- Pick up, and note useful lexical items :
 - Remember the relevant language needed for the task ;
 - Write a first draft ;
 - Plan brief rehearsals (practice).

D TIME TO TALK

- Your introduction should arouse interest ;
- Stimulate and motivate your listeners by speaking with zeal ;
- Speak with genuine emotion ;
- Use trustworthy evidence to convince your listeners ;
- In your conclusion, appeal to your listeners to accept what they have learned.

UNIT REVIEW 10

Let's consolidate

- I. Classify the different forms of the list in the appropriate category from the text below : football, chess, comedy, poetry, ludo, scrabble, swimming, circus, rugby, history book, opera, concert, monopoly, novel.**

sports	games	performing arts	literature

- II- Complete the sentences with the appropriate forms of the verbs.**

- 1- I (never / play) rugby.
- 2- They (announce) the news last night.
- 3- Most African countries (become) independent in the 1960's.
- 4- We (not eat) anything this morning.
- 5- No, I (not do) such things in my childhood.
- 6- She (give) birth to her beautiful baby on Christmas Day.
- 7- I (just / go out) of the classroom ; I'm on my way.

- III- Use "will" or "be going to" in the following sentences to express the future.**

- 1- I (meet) the therapist tomorrow at his office.
- 2- They (help) you with the homework task.
- 3- You drink too much alcohol ; you (go) to get yourself into serious troubles.
- 4- She (probably arrive) at 7 p.m.
- 5- I think next year (be) better.
- 6- We (not let) our kids go there ; they're so negligent !
- 7- You want me to drop her at the bank ? Ok, I (do) that !

- IV- Complete the dialogues with the appropriate forms of the verbs.**

- 1- A : What's the matter ? You seem to be looking for something.
B : Umm, I (lose) my key.
- 2- A : What (you / do) this Saturday ?
B : Nothing special. Well, maybe I (go) to the cinema.
- 3- A : Tea or coffee, ma'am ?
B : I (have) some coffee, please.
- 4- A : So you (visit) Los Angeles last summer ?
B : Yeah ... it's the second time I (visit) Los Angeles.

PROJECT TASK

DESIGNING A POSTER ON THE TEN COMMANDMENTS OF FRIENDSHIP

On the occasion of International Friendship Day, you decide to design a poster to be published in your English Club magazine. The poster which sensitises about the importance of friendship focuses on the ten commandments of friendship.

- Before designing your poster, browse the Internet and any other relevant source of information about the dos and don'ts in friendship.
- Think about illustrative pictures to make your poster more appealing.
- Mention at least five (5) famous quotes which best exemplify five of the ten (10) commandments you will include in your poster.
- Don't forget to mention the authors of the quotes.
- Finish by including a question about your reader's next move to safeguard his / her special bond with his / her best friend.



MY ENGLISH TESTS

TEST 1

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities.

Tourism plays an important role for nearly all WTO members, especially in terms of its contribution to employment, GDP, and the generation of foreign exchange. Tourism-related services are typically labour-intensive, with numerous links to other major segments of the economy, such as transport, cultural and creative services, or financial and insurance services.

Tourism and travel-related services include services provided by hotels and restaurants, travel agencies and tour operator services, tourist guide services and other related services.

A crucial aspect of trade in tourism services is the cross-border movement of consumers. This permits a variety of workers, including those in remote areas, to become service exporters, for instance, by guiding tourists, performing in local events, or working in tourist accommodations. While digitalization offers great potential for many aspects of tourism services, the sector continues to depend highly on the cross-border movement of both customers and employees, and remains strongly linked to transport services.

Tourism commitments have been undertaken by over 133 WTO members, more than in any other service sector. This indicates the desire of most members to expand their tourism sectors and to increase inward foreign direct investment (FDI) as part of their efforts to promote economic growth.

The level of commitments by sub-sector varies widely for tourism and travel-related services. Commitments on services provided by hotels and restaurants are the most frequent, with a significantly smaller number of WTO members making commitments on travel agencies and tour operator services. Only about half of the members with commitments on tourism have included tourist guide services, and only a few members have made commitments for the «other» tourism services category.

Tourism services, like other services covered by the General Agreement on Trade in Services (GATS), were included in the services negotiations that began in 2000. One of the earliest documents was a proposal for a GATS Annex on Tourism.

Adapted from https://www.wto.org/english/tratop_e/serv_e/tourism_e/tourism_e.htm

A. VOCABULARY CHECK (10%)

Find in the text the words whose meanings or synonyms are given below. The lines are indicated to help you. Number 1 is an example. Write your answer like this : 1- employment

1. recruitment (Line 1 – Line 2)
2. abroad (Line 2 – Line 3)
3. hard work (Line 3 – Line 4)
4. guarantee (Line 4 – Line 5)
5. significant (Line 8 – Line 9)
6. no limit (Line 8 – Line 9)
7. far (Line 9 – Line 10)
8. computerization (Line 11 – Line 12)
9. engagement (Line 14 – Line 15)
10. develop (Line 16 – Line 17)
11. internal (Line 16 – Line 17)

B- COMPREHENSION CHECK (30%)

Read the text and give short answers to the questions below.

- 1- What is the text about ?
- 2- What does WTO stand for ?
- 3- What does GDP stand for ?
- 4- How is Tourism important ?
- 5- How are tourism-related services ?
- 6- Which other services do tourism and travel-related services comprise ?
- 7- Who has initiated the Tourism guarantees ?
- 8- How does the level of commitments by sub-sector vary ?
- 9- How many members with commitments on tourism have been involved in tourist guide services ?
- 10- When did the services negotiations start ?

PART TWO : LANGUAGE IN USE [30%]

TASK A

The text below is a summary of a newspaper article about the place of natural resources in the development of countries. Some verbs have been deleted. Use the verbs between brackets and put them either into the present perfect or into the present perfect continuous. Write on your sheet of paper, your answers like in the example. Example : 0- have helped.

Natural resources 1- (to help) already the world's people. For a long time, they 1- (to contribute) to the development of many countries. People from all countries 2- (to know) that we must

take care of natural resources. I remember once, the president of the industrialists said that he **3-(to lead)** this association since 2010 and he knows best that natural resources **4- (to help)** the industry for more than a millennium. Industrialists and ordinary citizens **5- (to take)** advantage of this situation since the industrial revolution. We **6- (to see)** countries that **7- (to build)** their development on natural resources. We **8- (to take)** care of them but the unaware persons **9- (to destroy)** them for over 200 years. Fortunately, we **10- (to convince)** them to change their vision and they have stopped destroying them.

TASK B

Here is a text about natural resources mainly renewable energy. Unfortunately, the articles have been deleted. Complete the following text with : *The / A / Ø = No article*

Give your answers on your sheet of paper like in the example. **Example : 0 = Ø**

1-... Renewable energy is energy derived from 2-... natural sources that are replenished at 3-... higher rate than they are consumed. Sunlight and wind, for example, are such sources that are constantly being replenished. 4-... . Renewable energy sources are plentiful and all around us. 5-... Fossil fuels - coal, oil and gas - on the other hand, are 6-... non-renewable resources that take hundreds of millions of years to form. 7-... . Solar energy is 8-... most abundant of all energy resources and can even be harnessed in cloudy weather. 9-... rate at which solar energy is intercepted by the Earth is about 10,000 times greater than humankind's energy consumption. 10-... . Solar technologies can deliver heat, cooling, natural lighting, electricity, and fuels for 11-... host of applications.

PART THREE : WRITING [30%]

Choose only one task and do it.

TASK A

The President of the industrialists asks you to write a paragraph to draw the attention of the members of his association about the extinction of natural resources. In your paragraph,

- talk about the danger of the abusive use of natural resources ;
- mention some drawbacks of such a situation on human life ;
- suggest some solutions to avoid such a situation. (20 to 25 lines)

TASK B

As the President of Ivorian tourist sites promoters, you are invited by your South African homologous to convince them to come and visit your country.

Make a speech in which you will :

- list some important tourist sites in your country ;
- say why they should come and visit them ;
- mention some economic profits for your country. (20 to 25 lines)

TEST 2

PART ONE : READING FOR COMPREHENSION [40%]

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

Russia says that it has expanded. On September 30th, President Vladimir Putin signed a document that ostensibly accepted four Ukrainian regions as members of the Russian Federation. The residents of those regions, Putin said in a speech, “have become our citizens forever.” He made this assertion as the Ukrainian Army was liberating territory to which Russia was laying claim. He was not just trying to snatch propaganda victory from the jaws of evident military defeat ; he was laying the groundwork for fighting for those lands ever more aggressively. A week and a half earlier, he had ordered the military to draft hundreds of thousands of new soldiers, and had threatened to use nuclear weapons.

A Russia that includes parts, or all, of Ukraine and untold other lands is the Russian World, a vague and expansive idea pioneered by the self-styled philosopher Aleksandr Dugin, some of whose ideas have been adopted by the Kremlin. In August, his thirty-two-year-old daughter, Darya, also an imperialist pundit, was killed by a car bomb that may have been intended for him. Last week, the Times reported that U.S. intelligence believes a part of the Ukrainian government may have been behind the attack. If true, this suggests that the government puts strong, probably unfounded, faith in the power of the concept of the Russian World.

Putin, in his speech, described both the Russian World and the larger world as he sees it. According to him, the West destroyed the Soviet Union in 1991, but Russia came back, defiant and strong. Now, the West wants to destroy Russia. “They see our thought and our philosophy as a direct threat,” he said. “That is why they target our philosophers for murder.” The ultimate goal of the West specifically, the United States and Great Britain is to subjugate people around the world and force them to give up traditional values, to have ‘parent No. 1,’ “parent No. 2,” and ‘parent No. 3’ instead of mother and father (they have completely lost it !),” and to teach schoolchildren that “there are some other genders besides men and women and offer them sex-change operations.” Putin has said, repeatedly, that only Russia can save the world from this menace. This is the story in which his war in Ukraine - and the draft, and even, perhaps, a nuclear strike - makes sense.

Adapted from <https://www.newyorker.com/magazine/2022/10/17/the-war-in-ukraine-launches-a-new-battle-for-the-russian-soul> A /

A- VOCABULARY CHECK (10%)

Find in the text the words whose antonyms are given below. The lines are indicated to help you.

Write your answer : 1- ostensibly

- 1- unofficially (Line 1 – Line 3)
- 2- let (Line 4 – Line 6)
- 3- rejects (Line 7-Line 9)
- 4- liberalist (Line 10 – Line 12)
- 5- ignorant (Line 11- Line 13)
- 6- based (Line 13- Line 15)
- 7- weak (Line 15-Line 17)
- 8- birth (Line 18-Line 20)
- 9- first (Line 18-Line 20)
- 10-ennoble (Line19 –Line 21)
- 11-once (Line 23-Line 25)

B- COMPREHENSION CHECK (30%)

Read the text and give short answers to the questions below.

- 1- What is the text about ?
- 2- What did the President do two months ago ?
- 3- When did President Putin make his speech ?
- 4- What did he commend to the army ?
- 5- How does the Russian philosopher consider Russian World ?
- 6- Whose daughter was killed by error ?
- 7- Who is thought to be the instigators of the bomb attack ?
- 8- Can you shortly give the viewpoint of Putin about Westerners ?
- 9- How do Westerners consider Russian ideology ?
- 10-According to Putin, what is the final objective of Westerners ?

PART TWO : LANGUAGE IN USE [30%]

TASK A

The text below is a speech by President Vladimir Putin. He made this speech two months ago. Report this speech to your Nigerian pen-friend Iféyanzi to ease his understanding. Write on your sheet of paper, your answers like in the example.

Example : 0 - President Poutine declared that he defeated stronger than Ukraine. ...

President V. Putin declared : “0- I defeat stronger than Ukraine. 1- I think I will be the strongest in tomorrow’s world. 2- The USA could solve the problem if they want to discuss it. 3- A Ukrainian

soldier has had a traumatism. 4- My objective is to free the world from wrong considerations. 5-Nuclear war can never be positive for our world. 6- I think it could be possible for us to have a frank discussion. 7-American Soldiers may be strong but they will not be the best. 8- We could have started this war last year but we have thought of our children. 9- Our hope was to live in a world in which each country knows its place. 10- Please, stop this thinking way. ”

TASK B

A political analyst made some observations about violence in Africa, but the determiners are missing in his text. Fill in the gaps with : *Much / Many / A lot of*.

Give your answers like in the example. Do the exercise on your sheet of paper.

Example : 1- a lot of

There is 1- ... violence in Africa. 2- ... peoples are at the root of this violence. 3- ... politicians cause violence and the populations face 4-... sufferings. There is 5-... water under the bridge. They think we need 6-... money but it is not the case. There is no 7- ... air to breathe in African politics. There is no 8-... water in our glass of wine. Perhaps we need 9-... time or 10-... dialogues to reach the stage of zero violence. 11-... peace is what we need.

PART THREE : WRITING [30%]

Choose only one task and do it.

TASK A

Your Russian pen-friend who speaks English sent you an informal email in which he justified the war of his country against Ukraine. Write him back a letter in which you will :

- tell him that violence is a bad thing whatever the reasons are ;
- mention some drawbacks of violence ;
- suggest some solutions to avoid violence.

(20 to 25 lines)

TASK B

You are invited by a newspaper to talk about the advantages of dialogues in the process of avoiding war. They ask you to write a newspaper article in which you will :

- say what a good dialogue is ;
- tell how dialogue can avoid war ;
- mention some examples.

(20 to 25 lines)

TEST 3

PART ONE : READING FOR COMPREHENSION [40%]

Read the text below and do all the activities.

In our lives, sports are quite significant. Everyone is aware of how crucial sports and games are to daily life. Sports are a part of a child's life from birth. Mothers and numerous other family members spoil and amuse their kids. Until he learns to sit, the child plays by shaking his legs and arms. He adjusts how he plays games as he ages. Therefore, we might
5 claim that sports begin the moment we are born.

Animals and humans participate in various games together. There are competitions for sports, including polo, horseback riding, and more. The distinction is that games and sports are more significant in daily life. Play and laughter are tied to our minds and body since sports have a favourable impact on us all the time.

- 10 Work and play should be kept in a healthy balance. The lack of games and sports would make work burdensome. Our daily lives and routines should include a good deal of physical activity, games, and sports. We shouldn't be overfed or famished since the study is food for the mind, and exercise is food for the body. Playing games frequently helps us stay in good health. They keep us energized, vigilant, focused, lively, and courageous. Games foster a
15 sense of teamwork, good sportsmanship, and calmness. A player is unfazed by victory or defeat. They instill a spirit of exploration, endurance, tolerance, and cooperation.

- Sports and games can be quite important in improving how the world perceives us. Unfortunately, games are only considered a kind of amusement in India. It isn't very comfortable for our teams to return empty-handed, without even a gold or silver medal,
20 because they are not treated properly, and nothing has been done to advance them to acceptable levels.

Adapted from <https://www.javapoint.com>

A- VOCABULARY CHECK (10%)

The words or sentences below are the meanings or synonyms of words from the text. Find them and match them with their synonyms or meanings. The line references are given to help you. **Example : 1- everyday : daily**

- | | | |
|----------------------|---------------------------|--------------------------|
| 1- everyday (Line 1) | 4- difficult (Line 10) | 7- promote (Line 13) |
| 2- attached (Line 2) | 5- hungry (Line 11) | 8- cooperation (Line 13) |
| 3- absence (Line 9) | 6- concentrated (Line 12) | 9- unperturbed (Line 14) |

B- COMPREHENSION CHECK (30%)

Read the text again and answer the questions below.

- 1- Are sports important for humans ? Justify.
- 2- How do children learn playing ?
- 3- What are exercises for our body, according to the text ?
- 4- Name 2 games played by humans and animals together.
- 5- How is work without playing ?
- 6- What are the advantages of playing regularly ?
- 7- What do games do to humans ?
- 8- How are sports and games considered in India ?

PART TWO : LANGUAGE IN USE [30%]

TASK A

Your junior brother has to deal with an activity about collocation with “come”. But, he does not understand well the lesson. Help him complete the sentences with the collocations from the box, to get meaningful sentences. Put the verbs in the correct tense and form.

come to a decision ; come close ; come to an agreement ; come to an end ; come into play ; come apart ; come on time

Example : 1- comes apart

- 1- This desktop To use, you have to mount it first.
- 2- The two parties have finally ... today.
- 3- I am disappointed that my internship has
- 4- The performance starts at 7 p.m. . Please,
- 5- When the new policy ..., no one will smoke outdoor.
- 6- This fat boy has ... getting diabetes. He has been lucky to be treated on time.
- 7- After days of reflections, I have I will quit smoking.

TASK B

The paragraph below is about sports. But there are seven (7) mistakes in it. Find them and correct them. **Example : There are many kinds ...**

There is many kinds of sports that are undertaken by a wide variety of people. Some people does sports for their career and others people do sport for enjoyment recreation. Some sport, like cricket, require the use of a lot of equipment, while other need very little in ordered to successful play a game in that sport.

PART THREE : WRITING [30%]

Choose only one task and do it.

TASK A

During a session of your school English club, the chairman asks you to write a paragraph to show the importance of sports in our daily life. In your paragraph,

- list some types of sports ;
- give the advantages of each type ;
- explain the positive impact of sports on our health.

TASK B

During an English club session, the chairman asks the students of 1^{ère} to discuss this topic : ***“For or against the teaching of sports at school ?”***. As a member of the class, you take part in the discussion. Write an argumentative essay in which you :

- choose your position ;
- give counterarguments to your position ;
- support your position with arguments and examples.

IRREGULAR VERBS

N°	Infinitive	Past simple	Past participle	French translation, notes
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	se courber, etc.
6.	bet	bet	bet	parier
7.	bite	bit	bitten	mordre
8.	bleed	bled	bled	saigner
9.	blow	blew	blown	souffler
10.	break	broke	broken	casser
11.	bring	brought	brought	apporter
12.	build	built	built	construire
13.	burn	burnt	burnt	brûler
14.	burst	burst	burst	éclater
15.	buy	bought	bought	acheter
16.	catch	caught	caught	attraper
17.	choose	chose	chosen	choisir
18.	come	came	come	venir
19.	cost	cost	cost	coûter
20.	creep	crept	crept	ramper
21.	cut	cut	cut	couper
22.	deal	dealt	dealt	distribuer/traiter
23.	dig	dug	dug	bêcher / creuser
24.	do	did	done	faire

51.	hit	hit	hit	frapper
52.	hold	held	held	tenir
53.	hurt	hurt	hurt	nuire / blesser
54.	keep	kept	kept	garder
55.	kneel	knelt	knelt	s'agenouiller
56.	knit	knit	knit	tricoter
57.	know	knew	known	Savoir / connaître
58.	lay	laid	laid	étendre / coucher, etc.
59.	lead	led	led	mener
60.	leap	leapt	leapt	sauter / bondir
61.	learn	learnt	learnt	apprendre
62.	leave	left	left	quitter / laisser
63.	lend	lent	lent	prêter
64.	let	let	let	laisser / louer
65.	lie	lay	lain	être couché ("mentir" – régulier)
66.	light	lit	lit	allumer
67.	lose	lost	lost	perdre
68.	make	made	made	faire
69.	mean	meant	meant	vouloir dire / signifier
70.	meet	met	met	rencontrer
71.	mow	mowed	mown	faucher / tondre
72.	pay	paid	paid	payer
73.	prove	proved	proven	prouver, régulier d'ordinaire
74.	put	put	put	mettre
75.	quit	quit	quit	quitter / abandonner
76.	read	read	read	lire
77.	rid	rid	ridden	se débarrasser

78.	ride	rode	ridden	monter (cheval, etc.)
79.	ring	rang	rung	sonner / résonner
80.	rise	rose	risen	se lever
81.	run	ran	run	courir
82.	saw	sawed	sawn	scier
83.	say	said	said	dire
84.	see	saw	seen	voir
85.	seek	sought	sought	chercher
86.	sell	sold	sold	vendre
87.	send	sent	sent	envoyer
88.	set	set	set	mettre, etc.
89.	sew	sewed	sewn	coudre
90.	shake	shook	shaken	secouer
91.	shine	shone	shone	briller
92.	shoot	shot	shot	tirer / tuer par balle / filmer, etc.
93.	show	showed	shown	montrer
94.	shrink	shrank	shrunk	(se) rétrécir, aussi shrink / shrunk / shrunk
95.	shut	shut	shut	fermer
96.	sing	sang	sung	chanter
97.	sink	sank	sunk	enfoncer / couler, aussi sink / sunk / sunk
98.	sit	sat	sat	s'asseoir, etc.
99.	sleep	slept	slept	dormir
100.	slide	slid	slid	glisser
101.	smell	smelt	smelt	sentir
102.	sow	sowed	sown	semer
103.	speak	spoke	spoken	parler
104.	speed	sped	sped	se presser

105.	spell	spelt	spelt	épeler / orthographier
106.	spend	spent	spent	dépenser
107.	spill	spilt	spilt	(se) renverser / (se) répandre
108.	spin	spun	spun	faire tourner, aussi spin / span / spun
109.	spit	spit	spit	cracher, aussi spit / spat / spat
110.	split	split	split	(se) fendre
111.	spoil	spoilt	spoilt	abîmer / gâter, etc.
112.	spread	spread	spread	étendre
113.	stand	stood	stood	être debout
114.	steal	stole	stolen	voler
115.	stick	stuck	stuck	coller, coincer
116.	sting	stung	stung	piquer / brûler
117.	stink	stunk	stunk	puer, aussi stink / stank / stunk
118.	strike	struck	struck	frapper / se mettre en grève
119.	strive	strove	striven	s'efforcer
120.	swear	swore	sworn	jurer
121.	sweep	swept	swept	balayer
122.	swell	swelled	swollen	gonfler
123.	swim	swam	swum	nager
124.	swing	swung	swung	balancer
125.	take	took	taken	prendre
126.	teach	taught	taught	enseigner
127.	tear	tore	torn	déchirer
128.	tell	told	told	raconter
129.	think	thought	thought	penser
130.	throw	threw	thrown	jeter
131.	understand	understood	understood	comprendre

133.	wear	wore	worn	porter / user
134.	weep	wept	wept	pleurer
135.	wet	wet	wet	mouiller
136.	win	won	won	gagner
137.	wind	wound	wound	remonter
138.	write	wrote	written	écrire

MY DICTIONARY

A

Ad (noun) : petite annonce, pub
Addiction (noun) : dépendance
Advocate (noun) : partisan, défenseur
Affordable (adj) : abordable
Aimlessly (adv) : sans but
Alter (verb) : changer, modifier
Appliance (noun) : appareil
Arouse (verb) : stimuler, provoquer
Artwork (noun) : œuvre d'art
Assets (noun) : acquis
Award (noun) : récompense
Aware (adj) : au courant, informé

B

Bait (noun) : appât
Balanced (adj) : équilibré
Ballot (noun) : scrutin, bulletin de vote
Beadwork (noun) : perlage, broderie perlée
Behave (verb) : se comporter
Billion (noun) : milliard
Blackmailer (noun) : maitre-chanteur
Blurry (adj) : flou, indistinct
Bold (noun) : gras
Brand (noun) : marque
Brass (noun) : cuivre
Bummer (noun) : poisse

C

Character (noun) : personnage
Chatty (adj) : bavard
Chip (noun) : puce
Coin (noun) : pièce de monnaie
Colloquially (adv) : familièrement
Craft (noun) : art, métier
Cross-country (adj) : à travers le pays

D

Decade (noun) : décennie
Deity (noun) : dieu, déesse, divinité
Delinquency (noun) : délinquance
Deny (verb) : nier, renier
Depict (verb) : représenter
Detrimental (adj) : nuisible, préjudiciable
Digits (noun) : numeros
Dismay (noun) : consternation, désarroi
Drawbacks (noun) : inconvénients

E

Enact (verb) : promulguer
Enhance (verb) : améliorer
Emphasis (noun) : accent
Evil (adj) : mal
Expelled (adj) : renvoyé (e), exclu (e)

F

Fabric (noun) : tissu, étoffe
Faulty (adj) : défectueux
Fingertips (noun) : empreintes digitales
Fold (verb) : plier
Folktale (noun) : conte de fée, conte populaire
Forbid (verb) : interdire, défendre
Forever (adv) : pour toujours
Fortunate (adj) : chanceux
Friendship (noun) : amitié
Frightened (adj) : apeuré

G

Garment (noun) : vêtement
Genuine (adj) : sincère, vrai
Gentle (adjective) : doux, gentil
Gold (noun) : or
Greenhouse gas (noun) : gaz à effet de serre
Growth (noun) : croissance, développement

H

Harassment (noun) : harcèlement
Harmful (adj) : nuisible
Headgear (noun) : coiffure
Hidden (adj) : caché
Highlighted (adj) : mis en évidence
Hills (noun) : collines

I

ICCB : BICE (Bureau International Catholique de l'Enfance)

Ingrained (adj) : enraciné, inébranlable

Inner (adj) : intérieur

J

Jeopardize (verb) : compromettre, mettre en danger

K

Key (adj) : important, essentiel

L

Landscape (noun) : paysage

Leather (noun) : cuir

Lecturer (noun) : conférencier, conférencière

Low-income (adj) : faible revenu, revenu modeste

M

Muddy (adj) : boueux

Mnemonic : aide-mémoire

N

Network (noun) : réseau

Nonrenewable (adj) : non renouvelable

Nutrients (noun) : nutriments

NIS = INS (Institut national de statistiques)

O

Obvious (adj) : évident

Outdoor (adj) : d'extérieur, de plein air

Overcome (verb) : surmonter, vaincre

P

Packaging (noun) : emballage

Paw (noun) : patte

Pollutants (noun) : polluants

Poultry (noun) : volaille

Preconceived (adj) : préconçu

Prejudices (noun) : préjugés

Psychosis (noun) : psychose

Purchase (noun) : achat

Purchase (verb) : acheter

R

Rapist (noun) : violeur

Red-handed (adj) : la main dans le sac

Referees (noun) : référent

Rehearsals (noun) : répétitions

Reliability (noun) : fiabilité

Renewable (adj) : renouvelable

Reward (verb) : récompenser

Rustle (verb) : faire bruit

S

Sail (verb) : naviguer

Screwdrivers (noun) : tournevis

Sensitize (verb) : sensibiliser

Sexual intercourses (noun) : rapports sexuels

Shame (noun) : honte

Shape (verb) : façonner, influencer

Shiny (adj) : brillant

Shiver (verb) : trembler, frissonner

Shotgun (noun) : fusil de chasse

Slip up (verb) : faire une gaffe

Squirrel (noun) : écureuil

Steady (adj) : constant

Stunning (adj) : étonnant

Storytelling (noun) : conte

Struggle (noun) : lutte

Summit (noun) : sommet

Survey (noun) : enquête

T

Thread (noun) : fil

Threats (noun) : menaces

Threatening (adj) : menaçant

Timber company : compagnie d'exploitation de bois

Trap (verb) : piéger

Trend (noun) : tendance

Thruthworthy (adj) : vrai

U

Underpin (verb) : soutenir, étayer

Understandably (adv) : de manière compréhensible

Undoubtedly (adv) : sans hésitation

Unfairly (adv) : injustement

Unfortunately (adv) : malheureusement

Unless (conj) : à moins que

Uprising (noun) : révolte, soulèvement

Usher in (verb) : inaugurer, marquer le début de

W

Wage (noun) : salaire

Weak (adj) : faible

Weight (noun) : poids

Widespread (adj) : répandu,
de grande ampleur

Wildlife (noun) : monde
sauvage

Wind (noun) : vent

Woodcarving (noun) :
sculpture sur bois, sculpture
en bois

Wooded (adj) : boisé

Wrist (noun) : poignet

Y

Youngster (noun) : jeune

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