

Corrigé

Learn it, Do it 3^e




Vallesse

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Do it** 3^e

Corrigé

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ISBN 978-2-02-10728-3

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UNIT 1 : SCHOOL LIFE
Speaking

LESSON 1: My first holiday in my village

Session

1

exercise

1

What are the persons doing? Use the words in the box and tell your partner.

1. Konan is hunting birds.	2. The boys and girls are enjoying themselves.
3. Moussa is planting corn.	4. Uncle Jo is welcoming his nephews.
5. Yao is fishing.	6. Yvan and Morel are saying good bye to the passengers.
7. Sita and her brother are washing their clothes.	8. Zézé is setting a trap.
9. Joséphine and Awa are cooking.	10. Djeneba is etching water.

exercise

2

Look at the pictures in exercise 1. With your partner, ask and answer questions about what the persons did last holidays.

Picture 1

Question: What *did* Konan *do* last holidays?

Answer: He *hunted* birds.

Picture 2

Question: What *did* the boys and girls *do* last holidays?

Answer: They *enjoyed* themselves

Picture 3

Question: What *did* Moussa *do* last holidays?

Answer: He *planted* maize.

Picture 4

Question: What *did* Uncle Jo *do* last holidays?

Answer: He *welcomed* his nephews.

Picture 5

Question: What *did* Yao *do* last holidays?

Answer: He *fished* in the river.

Picture 6

Question: What *did* Yvan and Morel *do* last holidays?

Answer: They *said* goodbye to the passengers.

Picture 7

Question: What *did* Sita and her brother *do* last holidays?

Answer: They *washed* their clothes.

Picture 8

Question: What *did* Zézé *do* last holidays?

Answer: He *set* a trap.

Picture 9

Question: What *did* Joséphine and Awa *do* last holidays?

Answer: They *cooked* rice.

Picture 10

Question: What *did* Djénéba *do* last holidays?

Answer: She *fetched* water from the well.

Session

2

exercise

1

Say these words loudly

1. came 2. got on 3. washed
4. sat down 5. waited 6. wanted

7. welcomed 8. waved 9. bought
10. drove 11. felt 12. went

Pronunciation :

https://www.youtube.com/watch?v=4_s12MkuvFQ

exercise 2

Look at the pictures; tell your partner what Kouakou did last Saturday.

1. Kouakou bought a ticket	2. Kouakou drove to his village.
3. Kouakou sat down and waited 30 minutes	4. Kouakou went to the bus station.
5. Kouakou got on the bus.	6. The driver came and got on the bus.

exercise 3

Reorder the pictures in exercise 2. Then, tell your partner a short story about what Kouakou did last Saturday. Start like this:

Last Saturday, Kouakou **wanted** to go to his village. **First** he **went** to the bus station.

Second, he **bought** his ticket. **Next**, he **got on** the bus and **sat down**. **Then**, he **waited** for 30 minutes for the bus to be filled. **Finally**, the driver **came** and they **drove** to the village.

Session 3

Your Ghanaian friend has come to visit you. He wants to know how you spent the last holidays. Tell him what you did.

La production sera au preterit, avec les mots de vocabulaire présentés, sur le modèle de l'exercice 3, session 2.

LESSON 2: Memories of School

Session 1

exercise 1

Match each action with its picture; Ask and answer questions with your partner like this:

Question: What action is picture 1?

Answer: It's to queue up.

1. To queue up	2. To bully
3. To play marble	4. To play awalé
5. To play hide and seek	6. To play hopscotch
7. To play draughtboard	8. To play skipping / To jump rope
9. To carry wood	10. To fetch water

exercise 2

Look at the pictures in exercise 1. With your partner, ask and answer questions about what the students used to do at primary school.

Example:

Picture 1:

Question: What did the students use to do?

Answer: They **used to queue up**.

Picture 2:

Question: What did the big boys use to do?

Answer: They **used to bully** young boys.

Picture 3:

Question: What did Sékou and Zokou use to do?

Answer: They **used to play** marble.

Picture 4:

Question: What did Mel and Eboué use to do?

Answer: They **used to play** awalé.

Picture 5:

Question: What did Christelle and Sabrina use to do?

Answer: They **used to play** hide and seek.

Picture 6:

Question: What did Florence, Aya and Amélie use to do?

Answer: They **used to play** hopscotch.

Picture 7:

Question: What did Landry and Thomas use to do?

Answer: They **used to play** draughtboard.

Picture 8:

Question: What did Carole, Flora and Odélie use to do?

Answer: They **used to jump rope**.

Picture 9:

Question: What did the boys use to do?

Answer: They **used to cut/carry wood**.

Picture 10:

Question: What did the girls use to do?

Answer: The girls **used to fetch water**.

Session 2

exercise 1

Look at the picture; tell your partner what Koffi would do during the holidays when he was at primary school. Start like this:

During the holidays at primary school, Kouakou **would tap** wine; he **would play** football with his friends. He **would climb up** trees to cut mangoes; he **would chat** with his grandparents too.

exercise 2

Look at the board below; with your partner, ask and answer questions like in the examples.

Question: What did Sita use to do?

Answer: She **used to jump rope**.

Question: What would Affoué do at primary school?

Answer: She **would play** hide and seek.

Question: Did Ariel use to chat with his parents?

Answer: Yes, he did.

Les questions et réponses seront sur les modèles précédents.

Session 3

Communication activity

You are talking with your Ghanaian friend about your holidays when you were at primary school.

At primary school, I used to.....

I would.....

I used to..... and I would.....

LESSON 3: School Work

Session 1

exercise 1

What type of work does each description below refer to? Tell your partner like this:

1-When you exchange with more than one other students, it's group work.

- 1. ⇨ group work
- 2. ⇨ individual work
- 3. ⇨ written work
- 4. ⇨ pair work
- 5. ⇨ oral work

exercise 2

What will happen if Sadia works hard? Tell your partner.

Example: If Sadia works hard, he will win a scholarship.

Quelques possibilités:

1. If Sadia works hard, his father will congratulate him.
2. If Sadia works hard, he will not stay down.
3. If Sadia works hard, he will win a prize.
4. If Sadia works hard, he will pass his exam.

Session 2

exercice 1

Which word or group of words from the box below refers to each picture? One word or group of words is not concerned.

1. Correction of papers	2. School results
3. To cheat	4. Marks
5. Report card	6. Mock exam

exercice 2

What would have happened (or not have happened) if Souali had worked hard ? Tell your partner.

Phrases possibles :

1. If Souali **had worked hard**, he **would have won** a scholarship.
2. If Souali **had worked hard**, his father **would have congratulated** him.
3. If Souali **had worked hard**, the teacher **wouldn't have punished** him.
4. If Souali **had worked hard**, he **would have spent** the holidays in Accra with his uncle.
5. If Souali **had worked hard**, he **would have passed** to form 4.

Session 3

Communication activity

You are talking with your Ghanaian friend about things you did when you were at primary school.

Exemples de phrases à produire:

At primary school, I learnt my lessons every day. I did all my homework....
If I hadn't learnt my lessons, I wouldn't have passed my exam. If I hadn't done my homework, the teacher would have punished me...

UNIT 2 : WOMEN AT WORK

Speaking

LESSON 1: Village Women

Session 1

exercice 1

A - Say these words loudly.

1. flourishing /'flʌrɪʃɪŋ/
2. poultry /'pɔʊltri/
3. firewood /'faɪəwɔd/
4. rear /rɪə/
5. improve /ɪm'pru:v/
6. breastfeed /'breɪstfi:d/
7. relation /rɪ'leɪʃən/
8. carry /'kæri/
9. flourish /'flʌrɪʃ/
10. flourished /'flʌrɪʃt/

Pronunciation :

https://www.youtube.com/watch?v=4_s12MkuvFQ

B - Look at the pictures; with your partner, ask and answer questions about what the persons can do.

1. Question: What can Mrs Gueu do?
Answer: She can carry wood on her head.
2. Question: What can Bintou and Mélia do?
Answer: They can pound plantain.
3. Question: What can Hawa do?
Answer: She can cook rice.

4. Question: What can Mrs Béa do?
Answer: She can breastfeed her baby.
5. Question: What can Andrea do?
Answer: She can rear chicken.
6. Question: What can Ramata and Mélanie do?
Answer: They can earn money.

exercise 2

Look at the pictures in exercise 1; with your partner, ask and answer questions about what the persons could do last year. Example:

Picture 1:

Question: What could Mrs Gueu do?
OR What was Mrs Gueu able to do?

Answer: She could carry wood on her head. OR She was able to carry wood on her head.

Picture 2:

Question: What could Bintou and Mélia do? / What were Bintou and Mélia able to do?

Answer: They could pound banana. / They were able to pound banana.

Picture 3:

Question: What could Hawa do? / What was Hawa able to do?

Answer: She could cook rice. / She was able to cook rice.

Picture 4:

Question: What could Mrs Béa do? / What was Mrs Béa able to do?

Answer: She could breastfeed her baby. / She was able to breastfeed her baby.

Picture 5:

Question: What could Andrea do? / What was Andrea able to do?

Answer: She could rear chicken. / She was able to rear chicken.

Picture 6:

Question: What could Ramata and Mélanie do? / What were Ramata and Mélanie able to do?

Answer: They could earn money. / They were able to earn money.

Session

2

exercise

1

Which of the following actions / decisions can help women improve their life? Tell your partner.

1. *Going to school* can help women improve their life.
3. *Denouncing ill treatments* can help women improve their life.
4. *Taking good laws* can help women improve their life.
5. *Educating the next generation* can help women improve their life.
7. *Promoting partnership* can help women improve their life.
8. *Supporting one another* can help women improve their life.
10. *Having access to the internet* can help women improve their life.
11. *Sharing the workload* can help women improve their life.

exercise

2

Look at the options in exercise 1. With your partner, ask and answer questions like this.

Quelques propositions de réponses.

Option 1

Question: What *will happen* if women go to school?

Answer: They *will be able* to have a better life.

Option 2

Question: What will happen if women work alone?

Answer: They *won't be able to* have a better life.

Option 3

Question: What will happen if women denounce ill treatments?

Answer: The government *will be able to* protect them.

Option 4

Question: What will happen if governments take good laws?

Answer: Women *will be able to* do what they can to have a better life.

Option 5

Question: What will happen if the next generation is educated?

Answer: We *will be able to* have equal rights for all.

Option 6

Question: What will happen if you fear your partners?

Answer: You *won't be able to* share ideas with him.

Option 7

Question: What will happen if we promote partnership?

Answer: We *will be able to* create our own business.

Option 8

Question: What will happen if we support one another?

Answer: We *will be able to* live a better life.

Option 9

Question: What will happen if we know our rights?

Answer: No one *will be able to* abuse us.

Option 10

Question: What will happen if we have access to the internet?

Answer: We *will be able to* have a lot of information about the world.

Option 11

Question: What will happen if we share the work load?

Answer: We *will be able to* do great things.

Session 3

Communication activity

Quelques exemples de phrases à produire

You.....: What can you do?

Your friend: I can learn my English lessons every day.

You.....: If you learn your lessons every day, you will be able to travel to the UK.

Your friend: That's right; but what can you do?

LESSON 2: What are Women's Rights and Duties?

Session 1

exercice 1

Look at the picture below; describe it to your partner.

Description de l'image:

- A lot of women / One is holding a loudspeaker / Some are holding a banderole.
- They are demonstrating for their rights.
- Yes; everybody has the right to demonstrate.

exercice 2

Which right does each of the following pictures represent? Tell your partner. You can use some of the items in the box below.

1. The right to be Member of Parliament.

2. The right to eat / to nutrition.
3. The right to get married.
4. The right to vote.
5. The right to go to school.
6. The right to practice sport.
7. The right to choose a husband.
8. The right to hold a business.

Session 2

exercice 1

Which of the following are rights? Which ones are duties? Discuss with your partner and fill in the board below.

Classification suggérée :

RIGHTS	DUTIES
<ul style="list-style-type: none"> - doing the job we want - inheriting from our parents - having some children - demonstrating claim rights - wear the clothes we like - choosing a religion 	<ul style="list-style-type: none"> - feeding children - sending children to school - respecting parents - respecting teachers - correcting students' papers - taking care of children - nursing patients - selling medicines to patients - learning lessons - obeying parents

exercice 2

Look at the table in exercise 1. With your partner, ask and answer questions like this.

Quelques exemples d'échanges:

Question: Is feeding children a right or a duty?

Answer: It's a duty; it's the parents' responsibility to feed their children.

Question: Is doing the job we want a right or a duty?

Answer: It's a right.

Question: Is respecting parents a right or a duty?

Answer: It's a duty.

Question: Is choosing a religion a right or a duty?

Answer: It's a right.

Session 3

Communication activity

Quelques idées possibles

What are our rights as students?

To go to school - to ask questions to the teachers - to do all the subjects....

What are our duties as students? To study our lessons - to respect our teachers - to attend all classes...

LESSON 3: Girls at School

Session 1

exercice 1

Say the following words loudly.

- A-
1. believe /bə'li:v/
 2. concerned /kən'sɜ:nd/
 3. opinion /ə'pɪnjən/
 4. average /'ævərɪdʒ/
 5. congratulations /kən'grætʃə'leɪʃənz/
 6. praise /preɪz/
 7. disciplines /'dɪsɪplɪnz/
 8. education /'edʒu'keɪʃən/
 9. reward /rɪ'wɔ:d/
 10. present /'prezənt/

Pronunciation :

https://www.youtube.com/watch?v=4_s12MkuvFQ

B- What does each picture represent?
Tell your partner.

Les alternatives suivantes sont possibles:

1. *well done* / congratulations
2. *reward* / congratulations
3. *average*
4. *present* / reward
5. *bad*
6. *reward* / present
7. *good* / congratulations
8. *punish*

exercice 2

Look at the stated pictures in exercise 1.
Ask and answer questions giving your opinion like in picture 1.

Picture 1:

Question: Why do you think Konan got a good mark?

Answer: I think he got a good mark because he studied his lessons / the test was easy...

Picture 2:

Question: Why do you think the teacher congratulate Sali?

Answer: Because she got the best mark of the class.

Picture 3:

Question: Why do you think Thomas just got the average?

Answer: I think he just got the average because he missed a lot of answers.

Picture 5:

Question: Why do you think Nicolas got a bad mark?

Answer: I think he got a bad mark because he didn't study his lessons.

Picture 6:

Question: Why do you think Ornella got a prize?

Answer: I think she got a prize because she was the best of her school.

Picture 8:

Question: Why do you think the teacher punished Zokou?

Answer: I think the teacher punished Zokou because he didn't respect him.

Session 2

exercice 1

Which of the following can favour girls' education? Tell your partner.

Éléments à retenir:

Boarding schools - Scholarships - More schools in villages - Laws to protect girls - Homework - Free school materials - Health care - Sport at school - Canteens - prize giving ceremonies.

exercice 2

What do you believe will happen if girls are educated? With your partner, ask and answer questions like in the example.

1. *I believe that* if girls are educated, it will reduce malnutrition. (Exemple)
2. *I believe that* if girls are educated, it will favour political involvement.
3. *I believe that* if girls are educated, it will reduce child marriage.
4. *I believe that* if girls are educated, it will improve economic growth.
5. *I believe that* if girls are educated it will favour family involvement.
6. *I believe that* if girls are educated, it will reduce population explosion.
7. *I believe that* if girls are educated, it will reduce infant and maternal mortality
8. *I believe that* if girls are educated, it will reduce poverty.

exercice 3

Look at the situations; for each of them, give your opinion to your partner; then, write it in the space provided.

Answers:

1. *In my opinion*, she will fail her exam
2. In my opinion Rama will choose a trip to London.
3. In my opinion Julia and her friend will study hard.
4. In my opinion Djeneba will wash her clothes / will not play basketball with her friend.
5. In my opinion Elia will choose 2nde A / literature class

Session 3

Communication activity

Les idées sont principalement celles mentionnées dans l'exercice 2.

UNIT 3 : TRAVELLING

Writing

LESSON 1: Means of Transport

Session 1

exercice 1

Match each definition from column A with the right meaning in column B.

One meaning in column B is not concerned.

Write your answers like in the example.

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

exercice 2

Complete the following text writing the words between brackets in the correct forms. Write your answers like in the example.

- | | |
|---------------------|---------------------|
| 1. faster (example) | 4. safer |
| 2. more expensive | 5. more comfortable |
| 3. cheaper | 6. slower |

Session 2

exercice 1

Choose the appropriate words from the box to express to what the people in the following pictures are doing. Some words can be used twice. Write your answers like in the example.

- | | |
|-------------------------|---------------|
| 1. is walking (example) | 5. is riding |
| 2. is driving | 6. is driving |
| 3. is cycling | 7. is riding |
| 4. is flying | 8. driving |

exercice 2

Choose the right words to complete each of the sentences below. Write your answers like in the example.

1. on (example); 2. to travel; 3. travelling;
4. do your parents prefer; 5. in

Session 3

Communicative activity

In order to help your Nigerian penfriend prepare a presentation on the most popular means of transport in African countries, write about the situation in your country.

Éléments à évaluer dans les productions

- La présentation de la letter (adresse, salutation d'entrée, salutation finale, nom et signature).
- Une phase introductive.
- Au moins deux moyens de transport du pays d'origine cités.
- L'expression d'une préférence parmi les moyens de transport disponibles et la justification du choix.

LESSON 2: At the Airport

Session 1

exercice 1

In the following text about air flight, some words or expressions are missing. Choose the appropriate word or expression from the box to complete it. One word is not concerned. Write your answers like in the example.

- | | |
|---------------------|------------------|
| 1. plane (example) | 5. stewardess |
| 2. crew | 6. steward |
| 3. pilot | 7. boarding pass |
| 4. flight attendant | 8. runway |

exercice 2

Compare the following means of transport writing the word in brackets in the correct form. Write your answers like in number 1.

1. A bicycle is **slower** than a scooter. (example)
2. A bus is **bigger** than a car.
3. A boat is **more comfortable** than a canoe.

4. A train is **more expensive** than a motorbike.
5. A plane is **faster** than a horse.

Session 2

exercice 1

Choose the appropriate words or expressions from the box to complete the gaps in this text about airplane travelling. One word in the box is not concerned. Write your answers like in the example.

1. departure lounge (example)
2. to book
3. check in
4. fill in
5. to board
6. is taking off
7. to buy

exercice 2

Insert "if" in each of the following sentences to make it meaningful. Edit the punctuation. Write your answers like in the examples.

Accepter les réponses dans l'une ou l'autre des versions a ou b si la ponctuation est appropriée.

1. a. *If you take a plane, you will arrive on time.* (example 1)
1. b. *You will arrive on time if you take a plane.* (example 2)
2. If my friend invites me, I will visit Ouagadougou.
3. Dally's parents will pay him a trip to Dubai if he passes his exam.
4. We will get down if the train arrives at the station.
5. If Mrs Koffi's child works hard, she will buy a bicycle for him.

Session 3

Communication activity

Before her future trip to your country, your American penfriend, Eunice sends you a letter to get informed about the different

travelling options to the country and inside the country.

In your reply

- Give her the main airline companies available in your country.
- Tell her how she can move from the airport to other areas of the country.
- Advise your friend some specific means of transport and give her the reasons for choosing those means.

Éléments à évaluer dans les productions

- La présentation de la lettre (adresse, salutation d'entrée, salutation finale, nom et signature).
- Une phase introductive.
- Donner au moins deux noms de compagnies aériennes.
- Fournir au moins deux options de déplacement d'un endroit à l'autre une fois dans le pays.
- Conseiller un moyen de transport et justifier son choix.

LESSON 3: Visiting the USA

Session 1

exercice 1

Match each of the following famous places with the areas where it can be found in the USA. Write your answers like in the example.

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

exercice 2

Answer each of the following questions about American famous places in a full sentence. Write your answers like in the example.

Example: 1. Las Vegas Strip is located in Nevada.

1. The Las Vegas Strip is located in Nevada. (Example)
2. We can visit the White House in Washington D.C.
3. We can see the Statue of Liberty in New York.
4. It is in Missouri.
5. The Monument Valley is located in Arizona.
6. A tourist can visit the Yellow Stone National Park in Wyoming.
7. We can observe the Aquarium of the Bay in California.
8. Pearl Harbor is located in Hawaii.
9. It is located in Montana.
10. Fort Lauderdale is located in Florida.

exercice 3

Complete the text below with the appropriate words or expressions from the box to either make a suggestion, or accept or refuse a suggestion. Write your answers like in the example.

Example: 6. Sure

- | | |
|--------------------|-------------------|
| 1. Let's go | 2. I'm sorry |
| 3. Why don't we go | 4. Great |
| 5. We could invite | 6. Sure (example) |

Session 2

exercice 1

The definitions from column A are related to travelling. Match each of them with its meaning in column B. One word in column B is not concerned.

Write your answers like in the example.

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

exercice 2

The text below is about travelling. Complete it with the correct words from the box. One word in the box is not concerned. Write your answers like in the example.

Example: 1. Trip

- | | | |
|-------------------|-------------|-------------|
| 1. trip (Example) | 3. stations | 5. gadgets |
| 2. metro | 4. shopping | 6. price |
| | | 7. souvenir |

exercice 3

In the following conversation between Cedric and Patern, some replies are for accepting suggestion and others are for refusing. In front of each labeled reply, write **A** if it is for accepting suggestion, and **R** if it is for refusing suggestion. Write your answers like in number 1.

- 1- R (example) ; 2- R ; 3- R ; 4- A ;
5- R ; 6- A

Session 3

Communication activity

As a member of "Discovery", a British NGO fighting for intercultural exchanges, write an article to motivate the foreigners to visit your country.

In your article,

- Locate your country in the world.
- Suggest attractive sites that people can visit.
- Mention what visitors can take from your country after their visits.

Your article will be published in the magazine of the NGO.

Éléments à évaluer dans les productions

- L'article comporte un titre.
- Il y a une introduction.
- L'auteur situe son pays dans le monde.

- Au moins deux sites touristiques de son pays sont cités.
- Au moins deux objets souvenirs disponibles sont mentionnés.
- Il y a une conclusion.

UNIT 4: FASHION

Speaking

LESSON 1: Modern and Traditional Clothes

Session 1

exercice 1

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

- | | |
|--------------------------|-----------------|
| 1. Kinte cloth (example) | 5. Kanzu |
| 2. outfits | 6. Safari shirt |
| 3. djellaba | 7. fashionable |
| 4. Madiba shirt | |

exercice 2

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

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

1. I wear Kinte cloth because I want to promote my culture. (Example)
2. Hamad/He likes the Djelleba because he comes from North Africa.
3. Many men in South Africa buy the Madiba shirt because it was the favourite outfit of a former president.
4. My brothers / They wear long-sleeve shirts every day because they feel cold.
6. I wear tight shirts because they are on fashion.

Session

2

exercice

1

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

- | | |
|----------------|------|
| 1. d (Example) | 4. f |
| 2. c | 5. b |
| 3. e | 6. a |

exercice

2

Write the name of each clothing item like in number 1.

- | | |
|------------------------|------------------|
| 1. a bow tie (Example) | 4. a trench coat |
| 2. trainers | 5. a swimsuit |
| 3. a polo shirt | 6. a pullover |

exercice

3

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

- I want to buy a swimsuit to go to the beach. (Example)
- I want to buy a bow tie to be fashionable.
- My sister bought those trainers to play basketball.
- I wear backless dresses every afternoon to fight against the hot weather.
- Many North Africans wear the Djelleba to respect their tradition.

Session

3

Communication activity

Éléments à évaluer:

- L'article a un titre.
- Il y a une introduction.
- L'auteur a cité au moins deux types de vêtement de son pays.

- Il y a une précision sur ceux/celles qui portent chaque type de vêtement.
- Au moins une raison liée au port de chaque type de vêtement est donnée.
- L'article est signé.
- La correction de la langue (choix judicieux des mots, orthographe, grammaire)

LESSON 2: Fashion Show

Session

1

exercice

1

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

- | | |
|-------------------------|---------------|
| 1. collection (example) | 4. exhibiting |
| 2. top model | 5. parade |
| 3. decipher | 6. catwalk |

exercice

2

Reorder the words from each list to write a meaningful sentence like in number 1

- Women love watching fashion shows. (example)
- My sister likes min-skirts.
- Top models like parading before big crowds.
- I like wearing fashionable clothes.
- Grandmother loves traditional attires.

Session

2

exercice

1

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

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

exercice 2

Use the information in the table to write correct sentences about what the people like, dislike, or hate. (+) symbolizes likes, (-) dislikes and (--) hates. Write your answers like in the example.

1. I hate poor commercial products.
2. Top models like fashion shows.
3. My mother hates mini-skirts.
4. Many old people dislike fashion.
5. Buyers like brands.
6. Sellers dislike competition.

LESSON 3: Cosmetics

Session 1

exercice 1

The following sentences are about cosmetics complete each of them with the appropriate word or expression from the box. Write your answers like in the example.

1. make-up (example)
2. black complexion
3. bleaching cream
4. fair complexion
5. to lighten / to bleach

exercice 2

Write the advice related to each of the following messages like in number 1

1. You shouldn't bleach your skin.
(Example)
2. You should keep your black skin.
3. You shouldn't wear indecent clothes.
4. You should wash your dirty clothes.
5. You should protect your skin.
6. You shouldn't encourage people to use bleaching creams.

Session 2

exercice 1

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

- | | | |
|----------------|------|------|
| 1. c (Example) | 3. a | 5. f |
| 2. d | 4. e | 6. b |

exercice 2

Complete each of the following sentences with the appropriate cause or effect from the box: write your answers like in the example

1. If you use bleaching creams (Example)
2. If you spend a long time making-up.
3. Your children will be hungry.
4. If you apply bleaching creams wrongly.
5. People will appreciate it too.
6. You will become ugly.
7. If you inform people about the dangers of cosmetic products.

Session 3

Communication activity

Éléments à évaluer:

- L'article a un titre.
- Il y a une introduction
- L'auteur a mentionné au moins une catégorie de personnes qui aiment les produits cosmétiques.
- Deux raisons à l'utilisation des produits cosmétiques ont été fournies.
- Au moins deux raisons liées à l'utilisation excessive des produits esthétiques ont été données.
- La correction de la langue (choix judicieux des mots, orthographe, grammaire).

UNIT 5: CITY OR VILLAGE?

Listening

LESSON 1: In the City

Session

1

exercise

1

Listen and write the words or expressions about life in a city.

- | | |
|-----------------|-----------------------|
| A- 1. Lively | 6. traffic congestion |
| 2. toll bridges | 7. restaurant |
| 3. pictures | 8. zoo |
| 4. pavement | 9. supermarket |
| 5. Hospitals | 10. factories |

B- Listen to the description and write down the word or expression it is related to.

1. A place or situation that is exciting because a lot of things are happening.
⇒ **Lively**
2. A place where you can buy and eat a meal
⇒ **Restaurant**
3. The part of a road where pedestrians walk
⇒ **Pavement**
4. Buildings or group of buildings in which goods are produced in large quantities, using machines ⇒ **Factories**
5. A bridge that you pay to go across ⇒ **Toll bridge**
6. A place where animals of many kinds are kept so that people can go to look at them ⇒ **Zoo**
7. British English for cinema ⇒ **Pictures**
8. Heavy traffic making it difficult to move around a town or city
⇒ **Traffic congestion**
9. A very large shop that sells food, drinks, and things that people need regularly in their homes ⇒ **Supermarket**
10. Buildings where sick or injured people receive medical treatment ⇒ **Hospitals**

exercise 2

With your partner, ask and answer questions about life in the city.

Example (1): Les options dependent de chaque apprenant. Il est souhaitable de leur demander de justifier leurs choix.

1. Walk /pavement / road

Question: Where do you prefer to walk? On the pavement or on the road?

Answer: I prefer to walk on the pavement.

2. Go / a lively place / calm one

Question: Where do you prefer to go? To a lively place or to a calm one?

Answer: I prefer to go to a

3. Watch a film / pictures /video club

Question: Where do you want to watch the film? At the pictures or in a video club?

Answer: I prefer to watch the film.....

4. Place to visit / the zoo / the airport

Question: What place do you prefer to visit? The airport or the zoo?

Answer: I prefer to visit the.....

5. Eat / at home / at the restaurant

Question: Where do you prefer to eat? At home or at the restaurant?

Answer: I prefer to eat at.....

6. Spend the holidays / in the village / in town

Question: Where do you prefer to spend the holidays? In the village or in town?

Answer: I prefer to spend the holidays

in.....

Session 2

exercice 1

Listen and write the names under the pictures.

Mots à prononcer:

1. A hospital ⇨ (Image 3)
2. A supermarket ⇨ (Image 7)
3. A university ⇨ (Image 2)
4. skyscrapers ⇨ (Image 1)
5. A crossroads ⇨ (Image 6)
6. A lively road ⇨ (Image 5)
7. A training center ⇨ (Image 4)

exercice 2

Listen and answer the following questions

Reading passage:

My name is Prosper. I live in a town in Togo. There, we have a lot of facilities: residential areas with skyscrapers, public transport, shopping centers, modern hospitals. There are also a lot of schools, universities and vocational schools too. There are a lot of busy streets in that town.

The teaching at university is very attractive, but I would rather go to a vocational school in order to get a job quickly.

I like my town, but I would rather set a business in my village. It's a quiet and lovely place, with clean air and virgin nature.

1. He lives in a town in Togo.
2. Les réponses sont les mots surlignés dans le texte ci-dessus.
3. No, he would rather go to a vocational school.
4. He prefers the village.

Session 3

Communication activity

Suggestions de phrases:

- Tell him the name of the town ⇨ **Hi! I suggest that you come to.....**
- Tell him where it is located ⇨ **It is a town located in the of my country.**
- List him why you suggest him to go there. **There you can see.....**

LESSON 2: Village Life

Session 1

exercice 1

Listen and fill in the board below.

Mots à prononcer:

pollution - traffic jam - university - round about - fresh - natural - peaceful - relaxing - restful - caring - hospitable - healthy - clean - firewood - skyscrapers

Classification possible: (Ask students to justify their choices)

WORDS RELATED TO THE CITY	WORDS RELATED BOTH TO VILLAGE AND CITY	WORDS RELATED TO THE VILLAGE
Pollution - traffic jam - university - round about - skyscrapers	Hospitable - healthy	Fresh - natural - peaceful relaxing - restful - caring hospitable - healthy - clean firewood

exercise 2

Listen to the clues; write the word you hear and make comparisons between the village and the town.

Words to say: Cheap, Healthy, Skyscrapers, Hospitable, Pretty, Facilities, Expensive

Mots à prononcer	Productions possibles
Cheap	The village is cheaper than the town.
Healthy	The village is healthier than the town.
Skyscrapers	There are more skyscrapers in the town than in the village.
Hospitable	People in villages are more hospitable than people in towns.
Pretty	The town is prettier than the village.
Facilities	There are more facilities in the town than in the village.
Expensive	Life in town is more expensive than life in the village.

Session 2

exercise 1

Listen to the teacher and write down where the persons prefer to live.

Konan: In the village, life is not too expensive. I can save money if I live there.
(Salifu prefers to live in the village)

Salifu: There are not too many crimes in the village.
(Konan prefers to live in the village)

Carlito: There are many people in the town and a lot of noise too! I don't like it.
(Carlito prefers to live in the village)

Ablo: I can breathe very fresh air when I am in my village.
(Carlito prefers to live in the village)

Ornella: There are always beautiful mountains, rivers, lakes, forests and parks in the village. There is always of fresh air too.
(Carlito prefers to live in the village)

exercise 2

Listen again and complete the sentences about the persons' opinions.

Example: 1- Konan thinks that the town *is more expensive than the village*.

1. Konan thinks that the city *is more expensive than the village*.
2. To Salifu, the village is *safer than the town*.
3. Carlito prefers the village because it is *quieter than the town*.
4. Ablo finds the city *more polluted than the village*.
5. Ornella says that suburbs are *more attractive than the village*.

Session

3

Communication activity

Choisir un lieu (village / city) et dire les raisons de ce choix par rapport à l'autre option.

Example: In the village, there are mountains, trees, fresh air, but not in towns. The village is more natural than the town.....

LESSON 3: Rural Exodus

Session

1

exercice

1

Listen and write the description under the appropriate picture. One description doesn't match with any picture.

Mots à prononcer et images correspondantes

1. amenities (Image 3)
2. lack of job (Image 6)
3. drought (Image 2)
4. school failure (Image 7)
5. bushfire (Image 1)
6. revenue (Image 4)
7. floods (Image 5)

exercice

2

Look at the pictures in exercise 1. For each of them, write why the persons want to leave the village. Use one of the following items: "therefore", "consequently", "since"...

Exemples de phrases:

- Picture 1: Fire destroyed my plantation; therefore, I have to leave the village
- Picture 2: Since there is a drought, I have to leave the village.

- Picture 3: There are no amenities here, consequently, I am going to town.
- Picture 4: My revenue is insufficient; consequently, I have to find another job.
- Picture 5: Since there are always floods here, I must build a house somewhere else.
- Picture 6: There is no opportunity here; therefore, I must go to town to get job.
- Picture 7: Since I failed in my exam, I must go back to the village to set a farm.

Session

2

exercice

1

Listen to the conversation between Alpha and Elia; write down the possible solutions to rural exodus they give.

Listening passage

Alpha: Hi, Elia! You look worried; what's wrong?

Elia...: Hi, Alpha! My younger sister wants to come to live in town with me.

Alpha: Well, this problem of rural exodus is serious. The government must react.

Elia...: You're right; why don't they find solutions to it?

Alpha: They can build houses and hospitals in villages.

Elia...: How about building High Schools? Young people will continue their studies there.

Alpha: What about creating amenities too? People lack entertainment in villages.

Elia...: They can improve electricity supplies too.

Alpha: Yes, but all these can't be done if good laws are not taken.

Elia...: You're right. Let's hope that things will improve very soon.

Réponses possibles:

- Build houses in villages
- Build hospitals
- Build High Schools
- Create amenities
- Improve electricity supplies
- Take good laws

exercice 2

Listen again and give the suggestions made by Alpha and Elia to stop rural exodus.

Réponses possibles:

- The Government should build houses in villages.
- The Government should build hospitals.
- The Government should build High Schools.
- The Government should create amenities.
- The Government should improve electricity supplies.
- The Government should take good laws.
- The Government should.

Session 3

Communication activity

Quelques idées possibles:

- Rural exodus is ⇒ *When (young) people leave the village to live in town.*
- Some disadvantages of rural exodus, ⇒ *Rural depopulation, city over population, increase of criminality in cities, city pollution...*
- Some solutions to make young people stay in their villages (*exercice 2*).

UNIT 6: HUMAN RIGHTS

Listening

LESSON 1: My Rights

Session 1

exercice 1

Choose the right option.

Write your answers like in the example.

- | | | |
|----------------|------|------|
| 1. b (Example) | 3. a | 5. a |
| 2. d | 4. c | 6. c |

exercice 2

Match each opinion from the box with the appropriate picture. Write your answers like in the example.

1. I think a woman is equal to a man. (Example)
2. In my opinion, all the races have the same rights.
3. I think a woman can drive a plane.
4. I think people should help one another.
5. In my opinion, children have the right to education.
6. I think a man mustn't beat his wife.
7. I think we should keep our environment clean.

Session 2

exercice 1

The definitions in column A are related to human rights. Match each of them with the appropriate meaning in column B. Write your answers like in the example.

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

exercice 2

Choose the appropriate opinion from the table below for each of the following situations. Write your answers like in the example.

1. I think we must be honest. (Example).
2. As far as I'm concerned, girls have the same rights as boys.

3. I think this is dangerous for you and the passengers.
4. I think children need meat for growing.
5. In my opinion, all the patients have the right to health.
6. In my opinion, employees have the right to rest. In my opinion, employees have the right to rest.

Session 3

Communication activity

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

Listening text:

Why are human rights important? Everybody is born equal –that’s a statement of the obvious in one sense in that they are physically given life, but the rights they have are not automatic, they have to be guaranteed and the state that people are born into is the place in the first instance which makes sure that either they have the same opportunities as other people –they’re not exploited by the state, they’re not abused by the state, they’re not abused by other people. It’s the one way of giving people in practice the ability to be protected and supported, which without a legal system, without international agreements, they wouldn’t have. It gives dignity to people, it gives equal dignity to people and it gives the opportunity to live your life to the full according to the most broadly agreed consensus about these things, which is being discussed around the world.

<http://www.parliament.uk/education/newsletter/central-lobby-current-newsletter/simon-hughes-rights-important/>

Activity 1: Listen and choose the correct ending.

1. d 2. a 3. b

Activity 2: Listen again to decide if each of the following statements is true or false.

1. False 2. False 3. True 4. False 5. True

Activity 3: Correct all the wrong statements of activity 2.

Question 1: Everybody is born equal but the rights they have are not automatic.

Question 2: Individual states play a very important role because they have to make sure that all the citizens have the same opportunities.

Question 3: International agreements help to the application of human rights.

LESSON 2: My Duties

Session 1

exercise 1

Complete the following text about duties with the appropriate words or expressions from the box. One word or expression is not concerned. Write your answers like in the example.

1. accountable for (Example)
2. in charge of
3. accept
4. on duty
5. accomplish
6. duties

exercise 2

Express a necessity with the following ideas using the words in brackets. Write your answers like in the example.

1. You must work hard at school for a good future. (Example)
2. Children need to respect their parents to benefit from their benediction.

3. Students have to come to class on time to respect school regulations.
4. Parents have to buy the required documents to help their children succeed at school.
5. A good child needs to participate in household chores to reinforce family harmony.
6. Students need to prepare their exam since the beginning of the school year to guarantee success.

Session 2

exercise 1

Choose the appropriate word or expression from the box to write what each picture is related to. Write your answers like in the example.

1. Wash dishes
2. Assign responsibility
3. Refuse responsibility
4. Accept responsibility
5. School rules
6. Do laundry

exercise 2

Reorder the words from each list to write correct and meaningful sentences about rights and duties. Write your answers like in the example.

1. You don't need to work until midnight. (Example)
2. Children don't have to carry heavy bags.
3. Students don't need to cheat to pass their exams.
4. You don't need to wear expensive clothes to come to school.
5. We don't have to submit this homework today.

Session 3

Communication activity

Listening text:

Parents have several responsibilities toward their children to provide them with the best opportunities to succeed at school and in their future lives. Conversely, children have numerous duties. One of them is respecting their parents for the big sacrifices they make every day for their well-being. Secondly they should work hard at school to procure moral satisfaction to their families in bringing good results at home. In addition, children need to take an active part in household chores when they have no class: they must spontaneously complete tasks such as sweeping the floor and the furniture, washing the bathroom and the family car, etc. They must never adopt any anti-social behaviour that can cover the family with shame and mockery.

Activity 1: Listen to choose the best title for this listening passage.

- c- Children's duties

Activity 2: As you listen again, circle the right answers for the questions below.

1. b- Helping their children to succeed at school.
c- Helping their children to succeed as adults.
2. a- Disobey their parents.
3. b- Mockery
c- Shame

Activity 3: Follow-up questions

1. Free answers.
2. Free answers.

Ici les réponses peuvent varier d'un individu à un autre.

LESSON 3: Tolerance

Session 1

exercise 1

Find the missing letters in each list to write meaningful words about tolerance. Write your answers like in number 1.

- | | |
|------------------------|---------------|
| 1. insertion (example) | 4. acceptance |
| 2. unity | 5. diversity |
| 3. fusion | 6. inclusion |
| | 7. admittance |

exercise 2

Exercise 2: Write the opposite of each of the words below like in number 1.

- | | |
|----------------|-----------------|
| 1. insertion | 6. acceptance |
| 2. inclusion | 7. intolerance |
| 3. unification | 8. impatience |
| 4. diversity | 9. disobedience |
| 5. fusion | |

exercise 3

Rewrite each of the sentences below replacing in the same way as by like. Write your answers like in the example.

- This man speaks the local language like the native populations. (Example)
- Wilfried Zaha plays football like Didier Drogba.
- Africans can succeed at school like Europeans.
- Children need protection like adults.
- Woman should fights for their rights like men.
- This young artist dances like a professional.

Session 2

exercise 1

Match each definition from column A with the appropriate meaning in column B.

Write your answers like in the example.

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

exercise 2

Choose the correct words from the box to complete this text about tolerance. One word is not concerned. Write your answers like in the example.

Example: 1. racism

Answers:

- | | |
|----------------|---------------|
| 2. exclusion | 4. xenophobia |
| 3. regionalism | 5. chauvinism |

exercise 3

Write a single sentence with the two ideas from each list using whereas for expressing a contrast. Write your answers like in the example.

- The official language of Côte d'Ivoire is French whereas the official language of Ghana is English. (Example)
- Some people fight for national unity whereas others are focused on regionalism.
- It rains a lot in Southern Côte d'Ivoire whereas in the North, there is a long dry season.
- In a village, people know one another whereas in big cities people don't pay attention to their neighbours.
- Ali is fond of literature whereas his children prefer science.
- Côte d'Ivoire is a big cocoa producer whereas its inhabitants consume little chocolate.

Session 3

Communication activity

Three people are talking about diversity at the workplace. Listen to them and do all the activities that follow.

Listening text:

Nina.....: As you know, our team has grown a lot in the past year and we feel we need to address the diversity in the team.

Brenda...: How do you mean, 'address the diversity'?

Nina.....: Well, we all know that diversity in teams is a good thing, but it can also be a challenge for some people to respect and value people's differences. We've got a really diverse team here – people of different nationalities, backgrounds, religions, ages ... and sometimes I don't feel we make the most of this.

Stefano...: Yes, and even if it isn't specifically challenging, many people are simply unaware of the isolation that some team members may feel because they are different.

Brenda...: So, what does this mean? What are we going to do?

Nina.....: Well, we need to create a workplace charter. You know, one that promotes equality, diversity and inclusion.

Brenda...: That sounds like a good idea. But will people just see it as something the management team has created? Maybe they won't even pay attention to it.

Nina.....: I know. That's why we're going to involve everyone in creating it.

Stefano...: That's a good idea. We could run some workshops and get ideas from the employees about how

we can create a more inclusive workplace.

Nina.....: Exactly. I was thinking that before that we could run some team-building sessions so they can experience the value of diversity for themselves.

Brenda...: Yes, I like that. Many people see diversity as something negative, often because there are different opinions or ways of doing things.

Nina.....: Yes, I know, but if there's no diversity, then the risk is that we all work in the same way, think the same and see the world the same. This makes it hard to be creative and to innovate.

Stefano...: I completely agree, Nina. OK. So, what do you want us to do?

Nina.....: Stefano, can you look for a successful trainer who specialises in running workshops and team-building sessions on diversity and inclusion?

Stefano...: Sure. I'll be happy to.

Nina.....: And Brenda, can you find a fun venue? Somewhere that is quite diverse itself. Something that's not the usual seminar-style environment?

Brenda...: Sure. That'll be fun.

Nina.....: And I'm going to do some further research into how other organisations are benefiting from their diversity. I can share this with the whole team.

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Activity 1: Are these statements true or false? Listen and tick the appropriate column like in number 1.

No	Statements	True	False
01	The three friends are talking about a new team.		✓
02	All the members of the team come from the same country.	✓	
03	Everyone in the group respects and values everyone else.	✓	
04	They are going to create a workplace charter to promote diversity, equality, and inclusion.		✓
05	Nina thinks team-building sessions can help people to experience the value of diversity for themselves.		✓
06	Stefano is going to run team-building workshops.	✓	

Activity 2: Circle the correct answer.

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

Activity 3: Follow-up questions

1. Free answers
2. Free answers

Ici les réponses peuvent varier d'un individu à un autre.

UNIT 7: HYGIENE AND HEALTH

Reading

LESSON 1: Is it an Epidemic or a Pandemic?

Session 1

exercise 1

Read the descriptions below and say what they refer to: epidemic, pandemic, endemic or outbreak? Write your answers in the space provided.

1. **Endemic** refers to the constant presence and/or usual prevalence of a disease in a geographic population.
2. **Epidemic** refers to a sudden increase in the number of cases of a disease above what is normally expected.
3. **Outbreak** refers to the sudden increase in the number of cases in a limited geographic event.
4. **Pandemic** refers to an epidemic that has spread over several countries or continents, usually affecting a large number of people.

exercise 2

Rewrite each of the completed sentences in exercise 1 starting by "It is said that..."

1. *It is said that an endemic* refers to the constant presence and/or usual

prevalence of a disease in a geographic population.

2. *It is said that an epidemic* refers to a sudden increase in the number of cases of a disease above what is normally expected.
3. *It is said that an outbreak* refers to the sudden increase in the number of cases in a limited geographic event.
4. *It is said that a pandemic* refers to an epidemic that has spread over several countries or continents, usually affecting a large number of people.

Session 2

exercise 1

Reorder the letters below to find words related to diseases

- | | |
|----------------|-------------------|
| 1. FEVER | 9. EPIDEMIC |
| 2. ACHES | 10. VOMITING |
| 3. CHILLS | 11. PREVENTION |
| 4. HEADACHES | 12. CONTAGIOUS |
| 5. CURE | 13. INFECTIOUS |
| 6. ENDEMIC | 14. OUTBREAK |
| 7. DEHYDRATION | 15. TRANSMITTABLE |
| 8. DIARRHEA | 16. PANDEMIC |

exercise 2

Read the text below and say what disease it is about, how it is transmitted and how it can be avoided.

The disease is malaria. It is transmitted by the bites of infected mosquitoes. It can be avoided by sleeping under treated mosquito nets / by removing stagnant water.

exercise 3

Read the text above again and write sentences about the numbered words like this:

1. This disease is not **transmittable**.
2. This disease is **treatable**.
3. This disease is **curable**.
4. This disease is **preventable**.
5. This disease is **avoidable**.

Session 3

Communication activity

- **Some common diseases:** fever, chills, headaches, dehydration, diarrhea, ebola, typhoid fever, HIV/AIDS, tuberculosis, malaria, cholera, flu, smallpox, headache headaches, migraines, tension, coronavirus...
- **Possible classifications:** infectious and non-infectious / transmittable or non transmittable...
- **Possible ways to avoid them:** Be clean, avoid unprotected sexual relations, practise sports, avoid stress, check regularly, get informed...

LESSON 2: Promote Hygiene at School

Session 1

exercise 1

Read the following actions; which of them can favour hygiene in your school?

Options:

1. use sanitizers
2. clean the toilets
5. wash hands before eating
6. blow the nose with a tissue
7. throw garbage into the dustbin

exercise 2

For each of the actions in exercise 1, make sentences with one of these expressions: "in order (not) to", "so as (not) to".

Phrases possibles:

1. Use sanitizer **in order to stay** healthy.
2. Clean the toilets **so as to avoid** infections.
5. Wash your hands before eating **in order to avoid** diseases.
6. Blow your nose in a tissue **so as not to get infected**.
7. Throw garbage into the dustbin **so as to keep** your school clean.

Session 2

exercise 1

Look at the drawings and write the descriptions in the box under each of them. One description is not concerned.

1. Apply soap and lather well.
2. Rinse well.
3. Dry your hands with a clean towel or air-dry them.
4. Wet your hands with clean, running water.
5. Rub your hands vigorously for at least 20 seconds.

exercise 2

How do you wash your hand? Write it using sequence markers.

First, wet your hands with clean, running water. Next, apply soap and lather well. After this, rub your hands vigorously for at least 20 seconds. Then, rinse well. Finally, dry your hands with a clean towel or air-dry them.

Session 3

Communication activity

Quelques propositions:

1. Call a meeting of all the members to set rules to be followed.
2. Collect and share information.

3. Clean the school yard regularly.
4. Clean the toilets **so as to avoid** infections.
5. Use sanitizer **in order to stay** healthy.
6. Wash hands before eating **in order to avoid** diseases.
7. Blow your nose in a tissue **so as not to get infected**.
8. Throw garbage into the dustbin **so as to keep** your school clean.

LESSON 3: HIV-free Generation

Session 1

exercise 1

Read the texts below and write down what they are about.

Text 1: What does AIDS stand for?
Text 2: How is AIDS transmitted?
Text 3: How can we avoid AIDS?
Text 4: How is the infection treated?
Text 5: What are the symptoms of AIDS?
Text 6: Which countries are the most affected in the world?
Text 7: Which part of the population is more affected by the disease?

exercise 2

Complete each of the sentences below with the correct ending like in the example.

Example: 1. HIV stands for human immunodeficiency virus, **doesn't it?**

1. HIV stands for human immunodeficiency virus, **doesn't it?**
2. You can't get HIV by shaking hands, **can you?**
3. AIDS is the most advanced stage of HIV infection, **isn't it?**

4. HIV is not spread through the air or in water, **is it?**
5. You can't get HIV by shaking hands or hugging, **can you?**
6. People on ART take a combination of HIV medicines, **don't they?**
7. All countries are not equally affected by HIV/AIDS, **are they?**
8. HIV is a pandemic. **isn't it?**
9. The most affected country by HIV/AIDS in 2016 was not Nigeria, **wasn't it?**
10. Scientists will one day find a vaccine against HIV/AIDS, **won't they?**

Session 2

exercise 1

Complete the text below about AIDS with appropriate words from the box.

- | | | |
|-------------|----------------|-------------|
| 1. damaging | 2. fight | 3. sexually |
| 4. spread | 5. pregnancy | 6. weakens |
| 7. cure | 8. medications | 9. reduced |

Adapted from <https://www.mayoclinic.org/diseases-conditions/hiv-aids/symptoms-causes/syc-20373524>

exercise 2

Complete the questions and give the answers like in number 1.

1. **Question:** AIDS is a chronic life-threatening condition caused by HIV **isn't it?**
Answer: Yes, it is.
2. **Question:** The virus doesn't damage the immune system, **does it?**
Answer: Yes, it does.
3. **Question:** HIV can be transmitted by sexual contact, **can't it?**
Answer: Yes, it can.
4. **Question:** Some medications can slow the progression of the disease, **can't they?**
Answer: Yes, they can.

5. **Question:** People cannot live long with HIV, can't they?
Answer: Yes, they can.
6. **Question:** Drug addicts are at risk, aren't they?
Answer: Yes, they are.
7. **Question:** All countries are equally affected by HIV / AIDS, aren't they?
Answer: No, they aren't.

8. **Question:** HIV is a pandemic, isn't it?
Answer: Yes, it is.
9. **Question:** The most affected country by HIV/AIDS in 2016 was not Nigeria, wasn't it?
Answer: Yes, it was.
10. **Question:** Scientists will not find a vaccine against HIV/AIDS, won't they?
Answer: Yes, they will.

Session

3

Communication activity

Role A: JOURNALIST

You are a journalist of the BBC. You are going to interview a health officer about HIV/AIDS.

Prepare the interview:

- Introduce yourself ⇒ *Hi, I am.... I am a journalist at Can I put you some questions about HIV / AIDS?*
- Ask for the definition of HIV/AIDS ⇒ *What is HIV/AIDS? / What does HIV/ AIDS stand for?*
- Ask for the way it is transmitted ⇒ *How is this disease transmitted?*
- Ask for how it can be avoided ⇒ *How can it be avoided?*

Role B: HEALTH OFFICER

You are a WHO health Officer. A journalist from the BBC is going to interview you about HIV/AIDS. Prepare the interview:

- What is HIV/AIDS? ⇒ *HIV stands for human immunodeficiency virus / AIDS stands for acquired immunodeficiency syndrome.*
- How it is transmitted? ⇒ *By sexual contacts, infected blood transfusion, breast feeding from an infected mother to her baby, injections with infected needle...*
- How can it be avoided? ⇒ *Use condoms correctly every time you have sex, limit your number of sexual partners, and never share injection drug equipment...*

UNIT 8: INFORMATION AND COMMUNICATION TECHNOLOGIES (ICTS)

Reading

LESSON 1: The Computer Revolution

Session

1

exercise

1

Write the name of each computer part or computer action like in number 1.

1. a printer (Example)
2. a mouse
3. a keyboard
4. a monitor / a screen
5. a central processing unit (CPU)

exercise 2

Answer each of the following questions by using the correct form of the verb between parentheses to describe what is

happening in the picture. Write your answers like in the example.

1. Patrick is typing a text. / He is typing a text. (Example)
2. Maguy and Adou / They are playing video game.
3. Lynda / She is printing a text.
4. Malick / He is surfing on the internet.
5. The students / They are following a powerpoint presentation.
6. Anna and Virgil / They are writing text messages.

Session 2

exercice 1

For each of the following descriptions of computer parts, choose the appropriate name from the box. Write your answers like in the example.

1. the motherboard (Example)
2. the video card
3. the pendrive
4. the web camera
5. the external drive
6. a speaker
7. the hard drive

exercice 2

Answer each of the following questions about the use of the computer parts. Write your answers like in the example.

1. The motherboard allocates power to the CPU. (Example)
2. The pendrive helps to record and conserve information.
3. A video card generates output images to display.
4. Speakers help to amplify sounds.
5. The external drive stores backed up information.

6. The hard drive helps to read and write one or more disk platters.

Accepter toute réponse exprimée dans une ou l'autre de ces deux structures ou dans toute autre structure grammaticalement correcte.

Session 3

Communication activity

Read the following text about the computer and do all the activities related to it

Activity 1: For each of the following statements about the text, mark T if it is true and F if it is false. Justify your choices with details from the text. Write your answers like in the example.

- | | |
|-----------------------|----------------|
| 1. F (L. 1-2) Example | 5. T (L. 8) |
| 2. T (L. 3-4) | 6. T (L. 8-10) |
| 3. T (L. 4-5) | 7. F (L.10-11) |
| 4. F (L. 5-6) | |

Activity 2: Choose the right option in each question. Write your answers like in the example.

- | | |
|----------------|------|
| 1. a (Example) | 3. b |
| 2. c | 4. c |

Post-reading activity

Free answers

LESSON 2: The Cellphone

Session 1

exercice 1

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

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

exercice 2

Find the appropriate ending to each phrase from column A in column B to express a purpose. Write your answers like in the example.

- e. A cellphone is used to connect people regardless of the distance. (Example)
- d. A ringtone is used to inform about incoming calls.
- b. A sim card is used for storing the information of phone owners.
- c. Speakers are used for amplifying the sound of a cell phone.
- a. A keyboard is used to dial phone numbers.

Session 2

exercice 1

Choose the right ending to complete each of the following definitions about new information technologies. Write your answers like in the example.

- | | |
|----------------|------|
| 1. c (Example) | 4. b |
| 2. a | 5. a |
| 3. b | 6. c |

exercice 2

Compare the following information technology devices using the correct form of the word between parentheses. Write your answers like in the example.

Example: 1-

- A cellular phone is more practical than a landline phone. (Example)
- Smart phones are more expensive than basic phones.
- Instant messages are faster than emails.
- A desktop is heavier than laptop.
- The network in big cities is better than the network in villages.

Session 3

Communication activity

Read this text about the cell phone and do all the activities that follow it

Activity 1: The following definitions are about information technologies and their effects. Find their meanings in the text. Write your answers like in the example.

- | | |
|--------------------|----------------------|
| 1. teens (Example) | 6. sleep deprivation |
| 2. addicted | 7. compel |
| 3. fun | 8. ban |
| 4. texting | 9. loss |
| 5. over and over | |

Activity 2: Read the text again and write short answers for each of the questions below.

- Teens are not indifferent to cell phones because they describe themselves as addicted to them.
- According to the writer, the teens use cell phones for texting.
- Three side effects of cell phone use mentioned in the text are anxiety, behavioural problems, and distraction in school. (Other side effects mentioned are repetitive stress, sleep deprivation, brain tumors, and hearing loss.)
- For the writer, parents must put an end to (the teens') cell phone addiction. In the text, he says "If your child is addicted, he's not going to stop on his own. You may need to compel him to do it."

NB. Toutes ces idées peuvent être exprimées différemment d'un individu à l'autre. Tenir compte de la correction de la langue. (La syntaxe, l'orthographe...)

Post-reading activity: During a session of the English club, make a presentation on the cell phone to help the members avoid the bad use of this new communication instrument. In your presentation,

- list the main types of cell phones available today,
- indicate what each type of cell phone is used for,
- tell the club members what can happen to the people who are addicted to the cell phone.

Éléments à évaluer

- Il y a une brève introduction.
- L'auteur a cité au moins deux types de téléphones mobiles.
- La fonction de chacun des types de téléphone cités a été indiquée.
- Au moins deux conséquences liées à l'addiction au téléphone mobile ont été révélées.
- La correction de la langue (choix judicieux des mots, orthographe, grammaire...)

LESSON 3: The Internet, Magic Network

Session 1

exercice 1

Match each definition from column A with the appropriate meaning in column B to find out names of information technology objects. Write your answers like in the example

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

exercice 2

Answer each of the following questions about information technology devices using the idea between brackets. Write your answers like in the example.

1. I can make a presentation with a tablet. (Example)
2. I / We can receive internet connection with a WI-FI.
3. I / We can play video games with a desktop.
4. I can listen to my favorite music with headphones.
5. I / We can communicate with people with a smartphone.
6. I / We can type texts with a laptop.

Session 2

exercice 1

Choose the right ending for each of the following definitions of information technology terms. Write your answers like in the example.

- | | | | |
|----------------|------|------|------|
| 1. c (Example) | 2. c | 3. c | 4. a |
| 5. b | 6. b | 7. c | 8. c |

exercice 2

Use the information from the table to write correct sentences about the alternatives for each of the people mentioned. Write your answers like in number 1.

1. Anna wants to buy either a smartphone or a basic phone. (Example)
2. Dally can study either computer science or economics.
3. Peter can either make research or play video game with the internet.
4. Gertrude can work either as a TV presenter or in a news agency after graduating in communication.

5. Yakou can either use a desktop or a laptop to type his text.

Session 3

Communication activity

Read the following text and do all the activities related to it.

Activity 1: Complete each of the following sentences with the right information from the text by choosing between options a and b.

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

Activity 2: Read the text again and write short answers to the following questions. (2-3 lines)

1. **Find out in the text two details about the big impact of Myspace on the people.**
Here are some details about the impact of Myspace the people:
- It has 40 million members worldwide.
 - Myspace has become "a nightclub open 24 hours a day, seven days a week"
 - It currently receives more daily visits than Google and Amazon.

2. **Who shot the parents dead? Why were they shot dead?**

Kara's friend David shot the parents dead because they opposed their relationship. (Kara's parents were opposed to her relationship with David.)

3. **In the last paragraph of the text, how does the writer explain the young people's fascination by the Internet?**

The writer explains the young people's fascination by the internet with expressions like

- The Internet fuels fantasy
- Internet warrior, Internet seductress
- Kids are using (Internet) sites to act out fantasy.

Post-Reading Questions

As a representative of your school English club at a teenagers' conference about the Internet usage in Accra, Ghana, you are asked to react to the questions below.

- Is the Internet helpful or harmful to the teenagers? Why?
- Should the parents control their children's access to the Internet? Give your reasons.
Free answers.

