

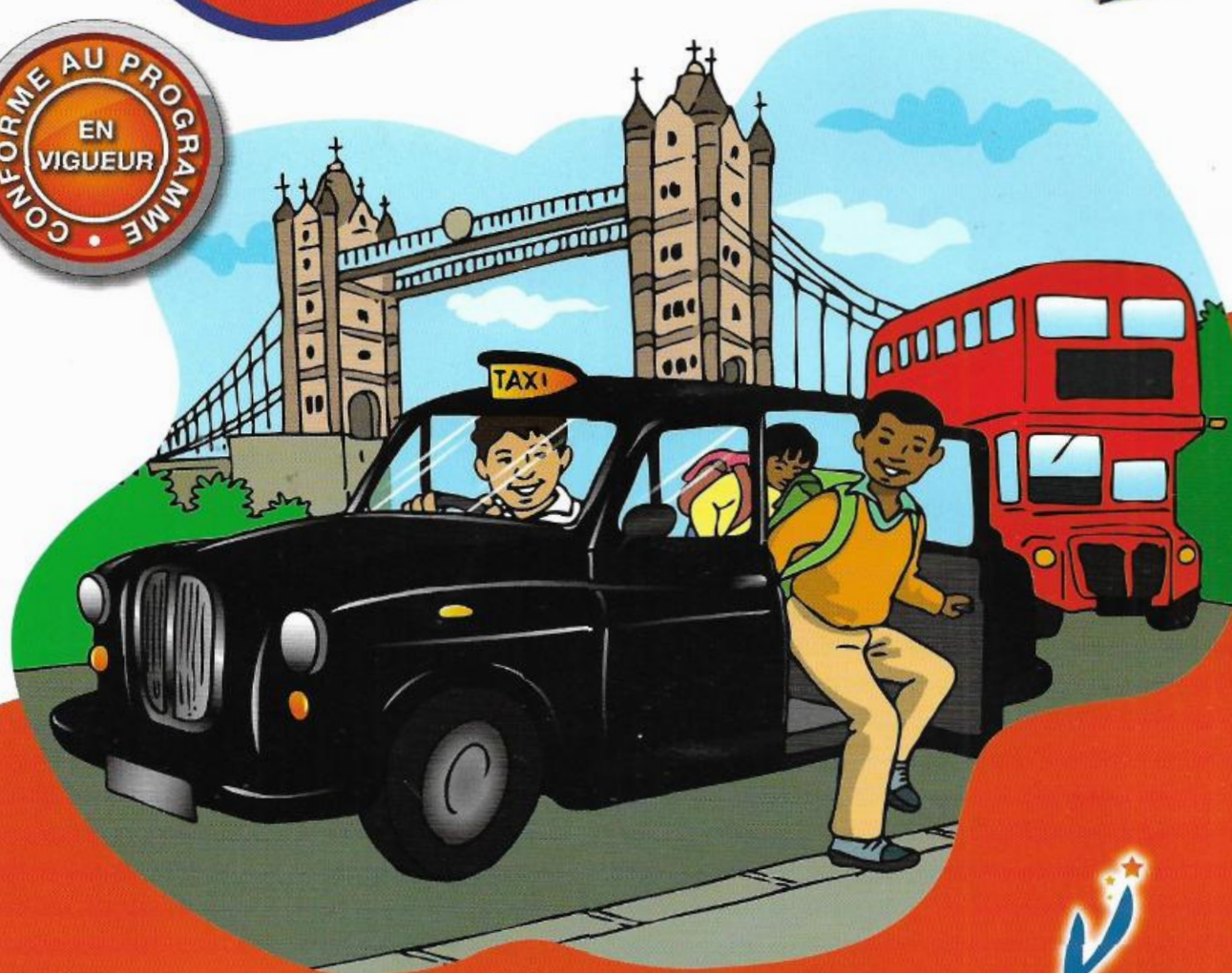
Livret
d'exercices



Learn it, Do it

4^e

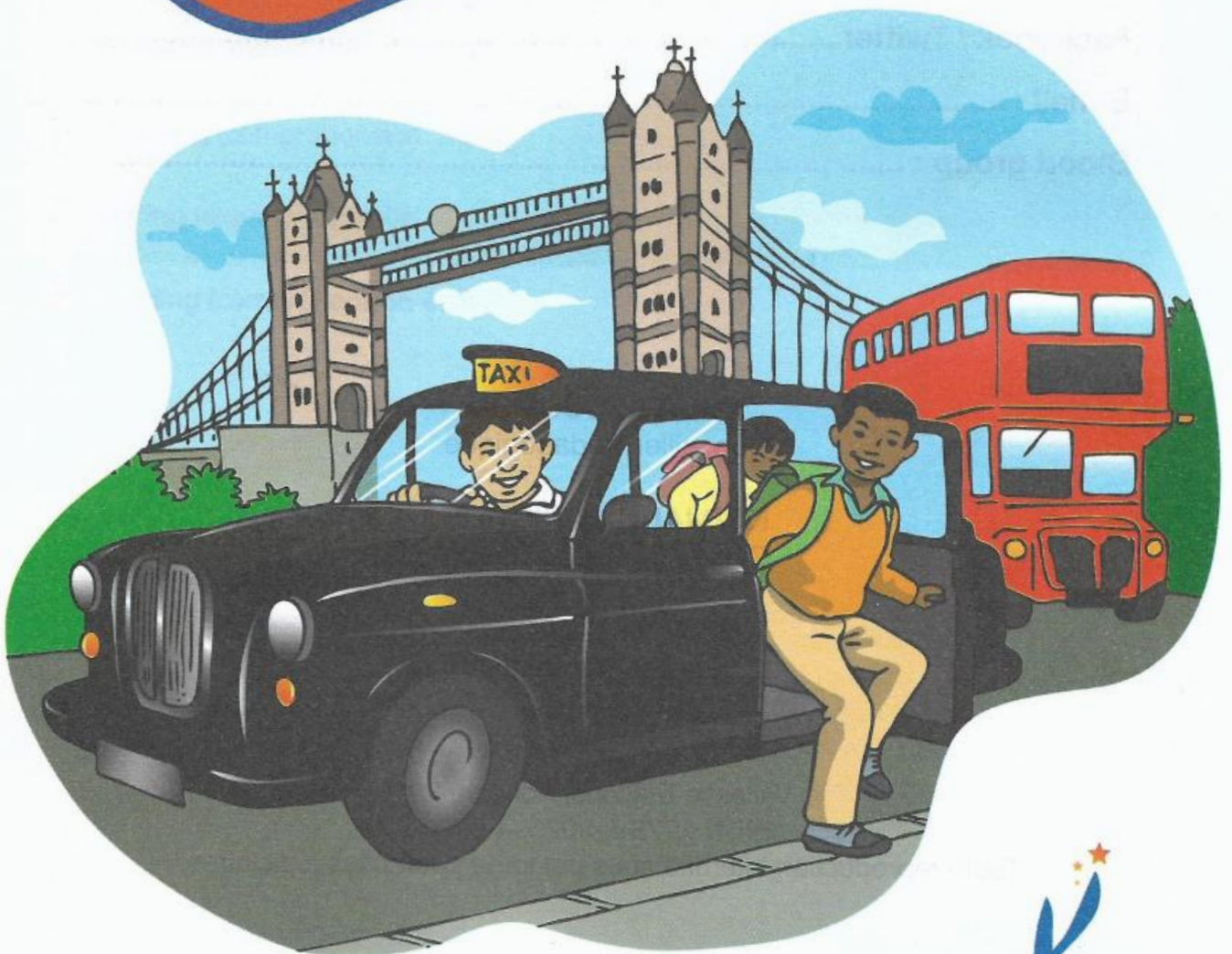
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Vallesse

Learn it, Do it

4^e



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AVANT - PROPOS

Le présent fongible est le fruit d'un travail collectif d'Encadreurs Pédagogiques chevronnés. Il a pour objet d'aider les apprenants de la classe de quatrième à poursuivre leur apprentissage hors du cadre d'étude originel. Il a aussi pour objet de mettre à la disposition de l'enseignant, un ensemble d'exercices qui lui permettront de varier les activités menées en situation de classe.

Conforme au Programme Éducatif (PE), cet instrument de travail est axé sur l'Approche Par Compétences (APC). Comme nous le savons, cette approche pédagogique permet à l'apprenant de résoudre des situations de vie courante à travers la mobilisation d'un ensemble intégré de ressources.

En rendant l'apprenant autonome, ce fongible le met au centre de sa propre formation à travers des exercices d'application simples et des activités de communication liées à des situations de vie courante, tout ceci dans le moule des quatre (04) Compétences Disciplinaires à savoir :

- ➔ **Speaking (expression orale)**
- ➔ **Listening (compréhension orale)**
- ➔ **Writing (expression écrite)**
- ➔ **Reading (compréhension écrite)**

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**Learn it,
Do it**

Unit
At school

1

(Speaking)

UNIT 1: AT SCHOOL

Lesson

1

Where did you spend your last holidays?

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Talking about past actions	- Where did you go? - I went to Accra.	To fly – to go (fishing) – to weed – to play – to write – to cut (mangoes) – to meet – to dance – to call

Exercise

1

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

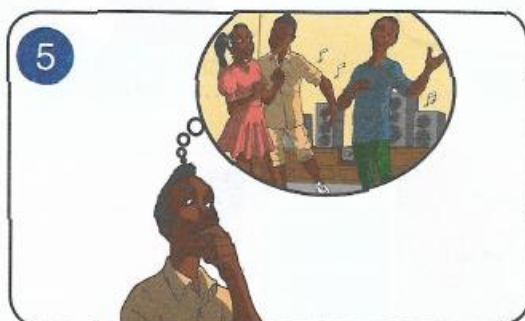
- 1- EPDSN → SPEND
- 2- LYF →
- 3- WGOR →
- 4- INW →
- 5- OCKO →
- 6- IFGHINS →
- 7- EDEW →
- 8- MSIW →
- 9- ALPY →
- 10- TIERW →
- 11- ADRE →
- 12- UTC →

Exercise 2

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



Example: Koré called his friends



Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Talking about past actions	<ul style="list-style-type: none"> - How did you spend your holidays? - Did you play football? 	<ul style="list-style-type: none"> visit – meet – call – win – write – swim – grow – cut – cook – win

Exercise 1

Write the corresponding words under each picture.

to cut – to win – to fish – to grow – to write – to cook – to swim – to read

Example: 1- to swim



to swim

.....



.....



.....



.....



.....



.....



.....



.....

Exercise 2

A- Look at the pictures in exercise 1. Complete the missing part of the conversation like in the examples:

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

Example 2: (picture 2): Moayé did.

Picture 1:

Question:

Answer: They swam in the river.

Picture 2:

Question: Who read a book last Sunday?

Answer:

Picture 3:

Question:

Answer: Konan, Touré and Digbeu won a cup.

Picture 4:

Question: What did Mrs Kouakou do last Saturday?

Answer:

Picture 5:

Question:

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

Picture 6:

Question: What did Massandjé write last Tuesday?

Answer:

Picture 7:

Question: Where did Alain go fishing?

Answer:

Picture 8:

Question: What did Armel and Aken do last Sunday?

Answer:

B- With your partner, ask and answer more questions about the pictures in exercise 1.

Session 3

Communicative activity

It's the beginning of the school year. You are with your friends at a meeting of the English club. Ask and answer questions about your long holidays; talk about :

- Where you spent the holidays;
- Where you went;
- How you went there;
- What you did during the holidays;
- How you felt during the holidays.

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing obligations in the past.	Had to - They had to clean the school yard. - What did they have to do?	prize, National Anthem, meeting, win, tell funny stories, water, clean, dance, sing

Exercise 1

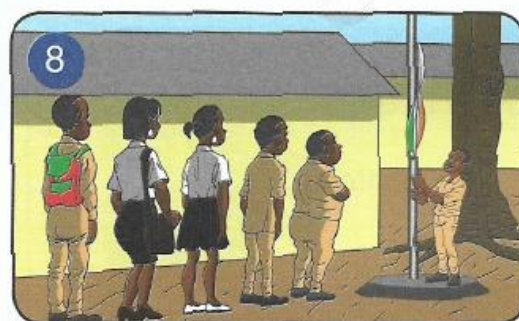
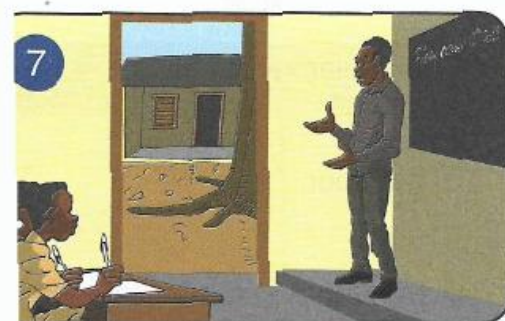
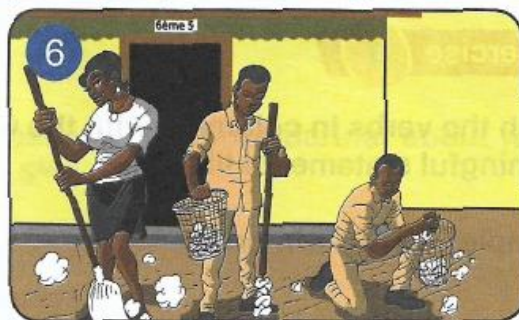
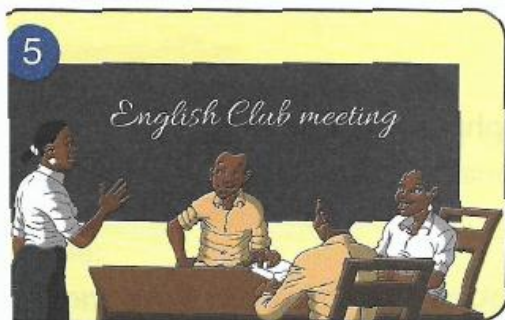
Write the actions in the bank under the pictures like in number 1.

Tell funny stories – sing the National Anthem – Attend the English club meeting –
Win a prize – Have English class on Fridays – Water the tomatoes –
Clean the school yard – Dance



Tell funny stories





Exercise 2

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

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

Picture 2:

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

Picture 4:

Picture 5:

Picture 6:

Picture 7:

Picture 8:

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing past habits	Used to + verb - We used to sing the national anthem. - What did they use to do?	to win, to attend, to water, to sing, to organise, to remember, to enjoy, to sweep, to clean, to learn, to memorise,



Exercise 1

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

Example: 1-e: To win prizes

A

- 1- To win
- 2- To attend
- 3- To organise
- 4- To remember
- 5- To memorise
- 6- To sing
- 7- To water
- 8- To enjoy
- 9- To learn
- 10- To sweep
- 11- To clean

B

- a- irregular verbs
- b- the floor
- c- the English club talk shows
- d- our lessons
- e- prizes
- f- the National Anthem
- g- the school yard
- h- parties on Saturday nights
- i- good times at school
- j- the English club meeting
- k- tomatoes in the school garden

Exercise 2

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

Example:

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

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

Students	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Sita	sing the National Anthem				go to the mosque	play basket ball	wash clothes
Zokou	sing the National Anthem		water the garden	read books		eat rice	
Sébastien	sing the National Anthem	Study geography	attend English club meeting		clean the school yard	learn irregular verbs	go to church
Mel	sing the National Anthem		attend English club meeting		clean the school yard	swim in the river	play football

Session 3

Communicative activity

It's the beginning of the school year. You are with a friend at a meeting of the English club. Ask and answer questions about your 5^{ème} school year.

- What did you use to do in your 5^{ème} school year?
- What did you have to do in your 5^{ème} school year?

UNIT 1: AT SCHOOL

Lesson

3

Do you want to go up?

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing condition (if clause, type 1)	If clause type 1 If we work hard, we will go up.	to pass, to fail, to improve to work hard, lazy, to stand down, to go up, the average to be sent out, to help each other, to cheat

Exercise 1

Reorder the letters to find correct words.

- 1- LEPH 2- ENSD 3- EAGRAEV 4- WNOD 5- AYTS 6- ZLYA
7- ADHR 8- KRWO 9- HTAEC 10- IVMPEOR 11- IFLA 12- SAPS

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Exercise 2

Complete the sentences below with the right verb forms like in the example.

Example: 1- will have

If you learn your irregular verbs, you (have) good marks at English.

If they (cheat), they will be punished.

If I work regularly, I (improve) my results.

If we disturb the class, the teacher (punish) us.

If you don't work hard, you (have) bad marks.

If Aya (pass) to 3^{ème}, she will sit for the BEPC.

If we work hard, we (win) prizes.

If they (play) well, they will not win the match.

If Abi (get) his BEPC, the teacher will congratulate him.

They will be happy if they (get) a job.

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing condition (if clause, type 1)	If clause type 1 What will happen if they are lazy?	to pass, to improve, to stay down, to go up, the average, to be sent out, to sit for, to congratulate

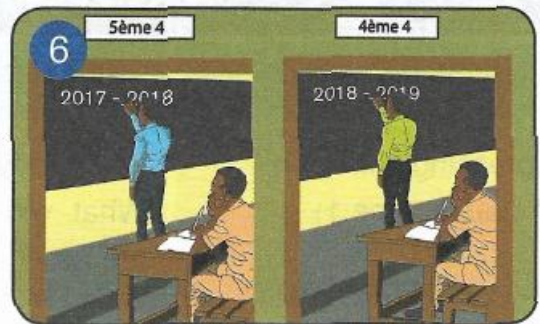
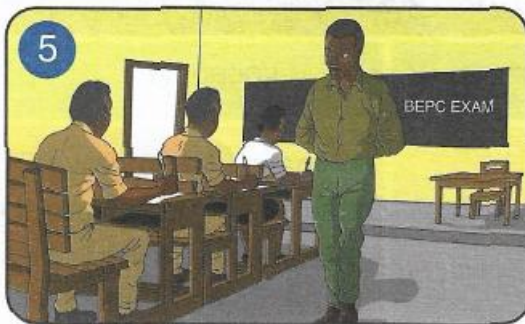
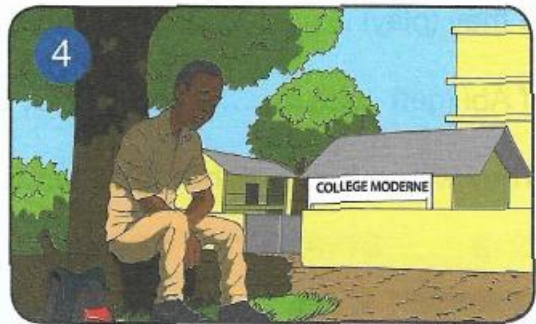
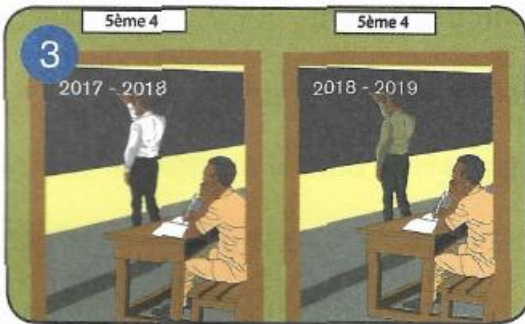
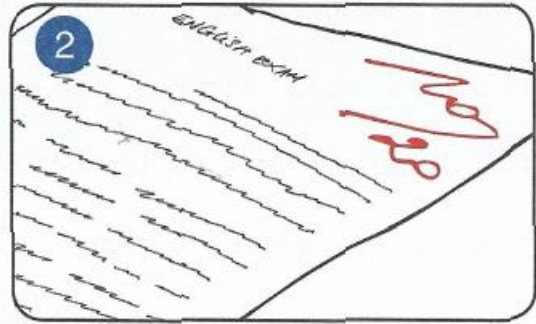
Exercise 1

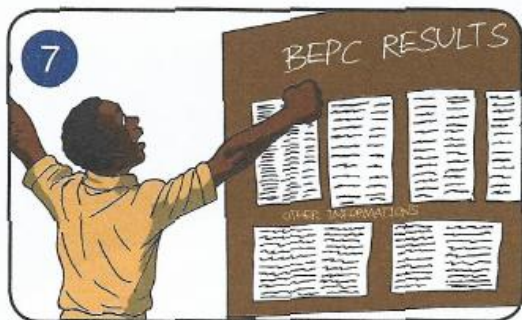
Write the appropriate word or expression under each picture.

to improve – average – to stay down – to go up – to be sent out –
to congratulate – to sit for – to pass



to improve





.....

.....

Exercise 2

For each picture in exercise 1, ask and answer correct questions with your partner.

Example:

Picture 1:

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

Answer: I will improve my results.

Picture 2:

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

Answer:

Picture 3:

Question:

Answer: I will stay down.

Picture 4:

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

Answer:

Picture 5:

Question:

Answer: I'll take my BEPC exam.

Picture 6:

Question: What will happen if you work hard?

Answer:

Picture 7:

Question:

Answer: I'll pass my exam.

Picture 8:

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

Answer:

Session

3

Communicative activity

At the English club meeting, you talk about your ambitions and how to reach them.

- Ask and answer questions about what you want to do.
- Ask and answer questions about the conditions to reach your objectives.

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Unit

AT HOME

2

(Speaking)



What can rural women do?

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing ability.	Use of can They can catch fish.	to fetch water, to pound, to smoke fish, to winnow, to catch fish, to work on a field, to make pottery, to sew clothes, to fry plantain, to breastfeed

Exercise 1

Circle rural women's activities.

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

Exercise 2

A. Write the actions under the pictures like in number 1.

sew clothes – fly a plane – grow tomatoes – wash the dishes – make baskets –
 breastfeed her baby – fry plantains – teach English



.....
 sew clothes



.....



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

Examples:

Picture 1:

Question: What can rural women do? Answer: They can sew clothes.	Or	Question: Can rural women sew clothes? Answer: Yes, they can
---	----	---

Picture 2:

Question:

Answer:

Picture 3:

Question:

Answer:

Picture 4:

Question:

Answer:

Picture 5:

Question:

Answer:

Picture 6:

Question:

Answer:

Picture 7:

Question:

Answer:

Picture 8:

Question:

Answer:

Session 2

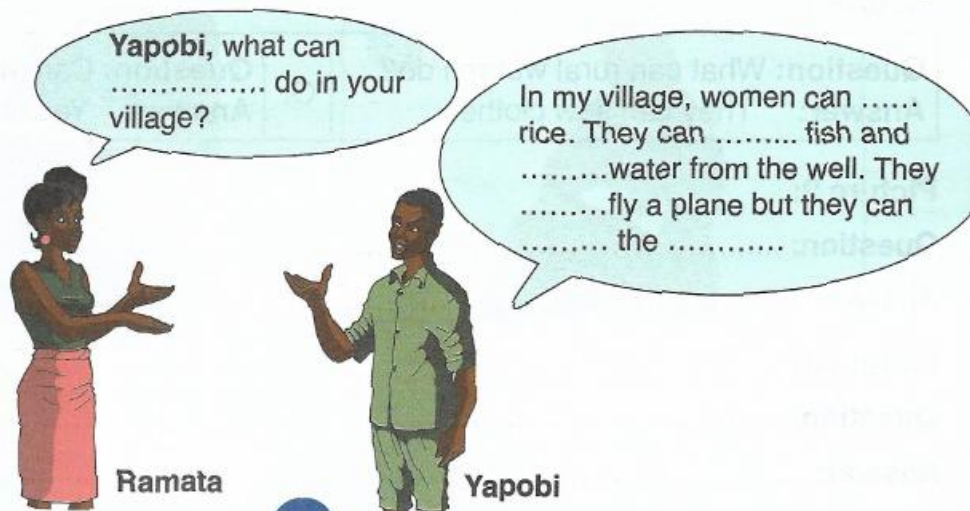
Lesson content

Language function	Structures / Grammar	Vocabulary
Reporting what was said.	Use of the simple past - What did she say? - She said that they breastfed their babies.	to feed, to dry, to wash the dishes, to enjoy oneself, to learn how to read and write, to make baskets, to sell

Exercise 1

Complete what the persons are saying with the appropriate words from the bank.

- learn – smoke –
- women – cook –
- cannot – alphabet –
- fetch



Exercise 2

Answer these questions about Ramata and Yapobi's conversation.

1- What did Ramata ask Yapobi?

.....

2- What did Yapobi say?

.....

.....

.....

.....

Session 3

Communicative activity

You spent the holidays in Liberia, in the village of your friend Thomson. Now, you are at the meeting of your school English club. Tell your friends about your stay in Liberia.

- Tell them what the women could do in Liberian villages;
- Tell them what they couldn't do.

Women's rights and duties

Session 1

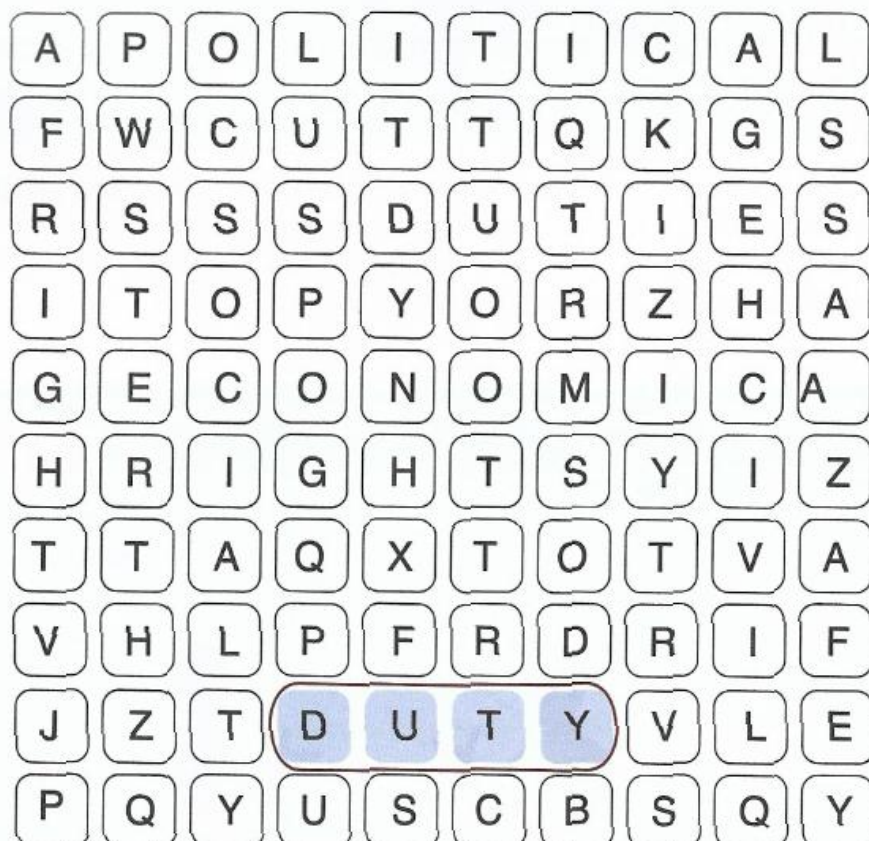
Lesson content

Language function	Structures / Grammar	Vocabulary
Making comparisons	More + adjective + than There are more educated women in towns than in villages.	duty – right – civil – rights – political – duties – economic – social

Exercise 1

Find the following words in the grid and circle them like in the example.

DUTY – RIGHT – CIVIL – RIGHTS – POLITICAL – DUTIES – ECONOMIC – SOCIAL



Exercise **2**

Right or duty? With your partner, use the actions from the box to ask and answer questions about rights and duties like in number 1.

inheriting - voting - demonstrating - sending girls to school -
feeding children - going to school - getting married

1- Question: Is inheriting a right or a duty?

Answer: It's a right.

2 - Question:?

Answer:

3 - Question:?

Answer:

4 - Question:?

Answer:

5 - Question:?

Answer:

6 - Question:?

Answer:

7 - Question:?

Answer:

Session **2**

Lesson content

Language function	Structures / Grammar	Vocabulary
Making comparisons	Adjective + er + than Models are slimmer than ordinary women.	vote, religion, marriage, equal pay, sports, attire, inherit, demonstrate, contraceptives

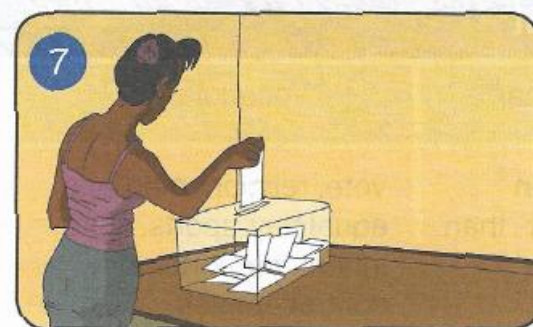
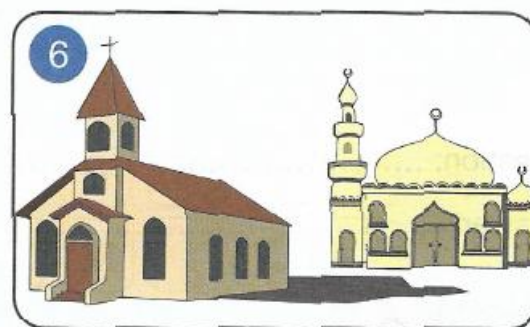
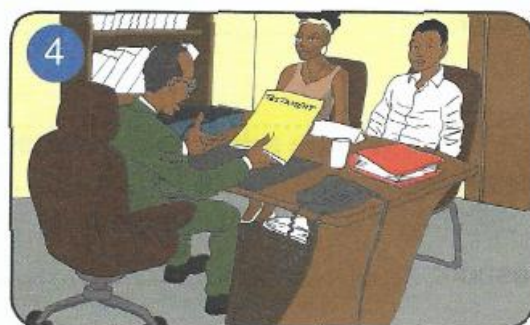
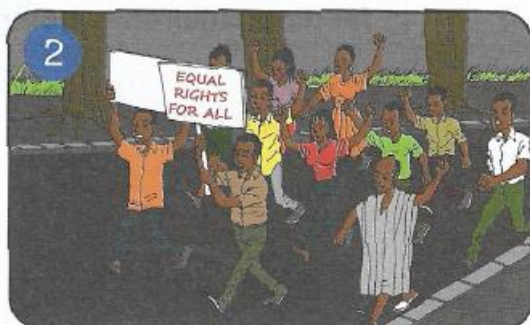
Exercise 1

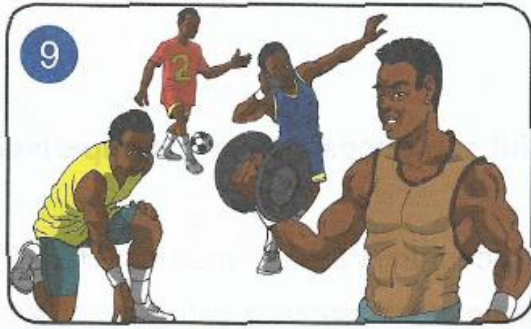
A. Write the correct action under each picture. Number 1 is an example.

Demonstrating – Using contraceptives – Education for all – Practicing sports – Choosing a religion – Voting – Equal pay for same job – Getting married – Inheriting – Wearing different attire



Getting married





B. With your partner, ask and answer questions like in the example, referring to the pictures in exercise 1.

Example:

Picture 1:

Question: Which right is getting married?

Answer: Getting married is a civil right.

Picture 2:

Question:

Answer:

Picture 3:

Question:

Answer:

Picture 4:

Question:

Answer:

Picture 5:

Question:

Answer:

Picture 6:

Question:

Answer:

Picture 7:

Question:

Answer:

Picture 8:

Question:

Answer:

Exercise 2

Reorder the words to build correct and meaningful sentences showing comparisons like in number 1.

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

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

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

→

3- farmers / Women / less / land / than / men / control

→

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

→

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

→

6- more / men / earn / Generally / women / than

→

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

→

Session

3

Communicative activity

For the celebration of the “Women’s Day”, you are going to make a presentation on women’s rights and duties for the members of the English club.

In your presentation :

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

Girls must go to school too!

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing an opinion	Use of: I think, In my opinion, to me... - I think that you're right. - To me...	to share, to me, in my opinion, orphan, domestic chores, sexual harassment, early pregnancy

Exercise

1

Look at each picture; tell your partner what it represents. Use the expressions in the box to help you.

early pregnancy – orphan – sexual harassment – poverty – child labour

Example: Picture 1: early pregnancy



early pregnancy





Exercise 2

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

Example: Picture 1:

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

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

Picture 2:

Question: What.....?

Answer:

Picture 3:

Question: What.....?

Answer:

Picture 4:

Question: What.....?

Answer:

Picture 5:

Question: What.....?

Answer:

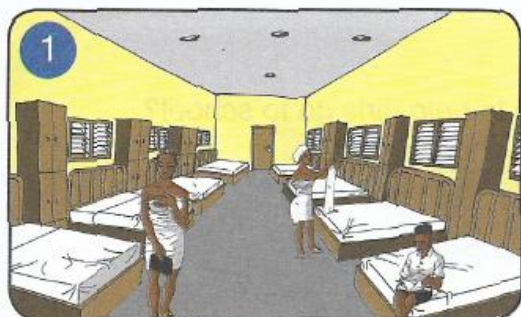
Session 2

Lesson content		
Language function	Structures / Grammar	Vocabulary
Expressing an opinion	Use of: I think, In my opinion, to me... - In my opinion, we must build boarding schools. - To me...	Child labour, scholarship, boarding school, secondary school

Exercise 1

Match the pictures with the descriptions.

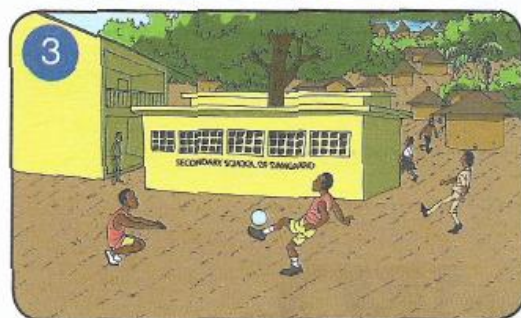
Example: 5- A



A- Stop child labour



B- Build boarding schools



C- Punish sexual harassment



D- Give scholarships to girls



E- Build secondary schools in villages

- 1
- 2
- 3
- 4
- 5

Exercise 2

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

Example:

Picture 1:

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

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

Picture 2:

Question: What.....?

Answer:

Picture 3:

Question: What.....?

Answer:

Picture 4:

Question: What.....?

Answer:

Picture 5:

Question: What.....?

Answer:

Session

3

Communicative activity

For the celebration of the 'Woman's day', you are invited by the Ghanaian embassy to talk about women's rights and duties in your country.

In your presentation

- Talk about the different types of rights and give examples of each type
- List some women's duties
- Insist on the importance of respecting women's rights.

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Unit
TRAVELLING

3

(Writing)



How Do You Go To School?

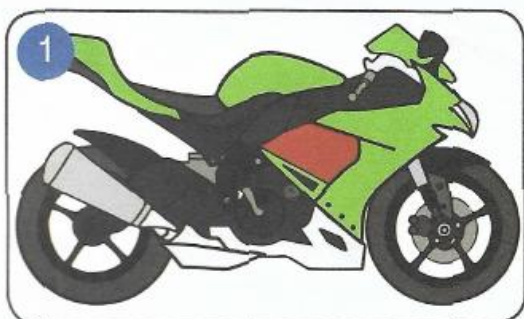
Session 1

Lesson content

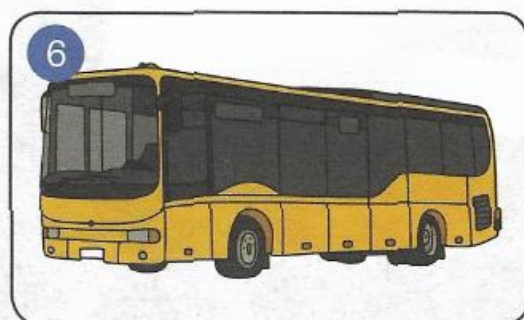
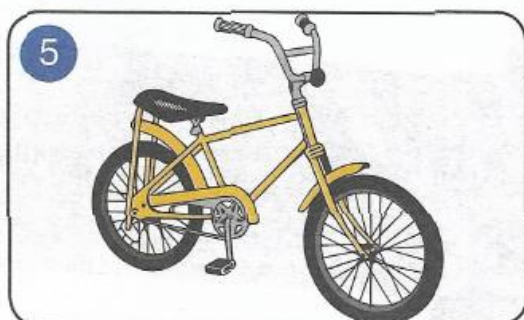
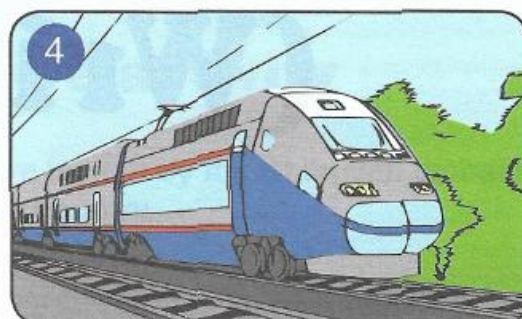
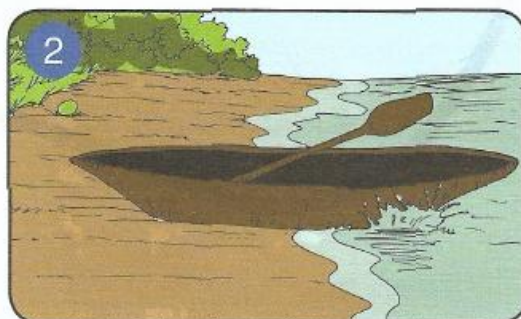
Language function	Structures / Grammar	Vocabulary
Expressing likes and dislikes	- I like cars - I dislike the plane	bicycle – motorcycle – bus – train – plane – canoe

Exercise 1

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



a motorcycle



Exercise 2

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

Example: 1. Afou / the plane (-) Afou dislikes the plane.

1. Afou / the plane (-)
2. Meledje and Okou / the motorcycle (+).....
3. I / the canoe (-)
4. Students / the bus (+)
5. Patrick / the bicycle (+)
6. Elloh / the train (-)

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Comparing means of transport	<ul style="list-style-type: none"> - How do you go to your workplace? - I go by bus/car... - A car is faster than a bus 	scooter – boat – van – coach – ship – truck / lorry – horse – cab – ferry

Exercise 1

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

Example: 1. c

COLUMN A	COLUMN B
1. I am a long vehicle for transporting goods.	a. horse
2. I transport people and heavy goods by the sea.	b. coach
3. I am a small motor-powered bicycle.	c. truck
4. I am an animal and I transport people.	d. boat
5. I am a small car for public transport in urban areas.	e. scooter
6. I am a bus for inter-city transport.	f. van
7. I am a medium-size vehicle for transporting goods or people.	g. cab

Exercise 2

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

1. foot / work / I / on / go / to

I go to work on foot.

2. plane / is / a / slower / boat / A / than

.....

3. village / to / do / How / your / go / you

.....

4. is / car / Anna / her / in

.....

5. faster / cab / bus / A / is / a / than

.....

Session 3

Communicative activity

Write a reply to this letter from your American friend Dave.

P.B box 1259 New York D.C
27 July 2017

Dear friend,

I need the following information for a presentation on the means of transport in African countries.

1. What are the principal means of transport in your country?

2. How do you go to school when you have class?

3. Tell me what is your favourite means of transport and say why you prefer it.

I hope to read you very soon.

Sincerely, yours
Dave

I Would Rather Travel by Plane

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing preferences	I would rather travel by bus, it's safer	airport – to book – runway – passport – ID card – to land – to take off – boarding pass

Exercise 1

Choose the appropriate words from the list to complete this conversation between a customer and an air-company agent. One word is not concerned. Write your answers like in number 1.

runway – ID card – take off – to book – lands – passenger – passport – boarding pass

Customer: Hello sir, I'm going to Accra by plane next week. I am here(1) **to book** a place.

Travelling agent: Hello Madam, welcome to Kenyan Airline. Do you have a valid(2)? It is required to go to a foreign country.

Customer: No sir but I have a brand new national(3).....

Travelling agent: I think this can be ok if you don't plan to go anywhere else after the plane(4) in Accra. Have you received all the compulsory vaccines?

Customer: Yes sir.

Travelling agent: Great! Now you can pay for your(5).....

Customer: At what time does the plane(6).....?

Travelling agent: At 2 pm, the plane is already on the(7) So you need to arrive at the airport at least one hour and a half before that time.

Customer: Don't worry, I will be on time.

Exercise 2

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

Statements	Your reply
1. Your best friend: "let's go to the beach on Saturday."	You: (go to a Zouglou concert) I would rather go to a Zouglou concert.
2. Mother: "We're going to have rice for dinner."	You: (to eat Attieke).....
3. Father: "I promise you a visit to San Pedro by plane."	You: (totravelbybus).....
4. Classmate: "I plan to visit London when I become bigger."	You: (to visit Johannesburg).....
5. Air hostess: "we have coke, beer, and fruit juice."	You: (to drink water).....

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Comparing airline companies	- Kenyan airline is as comfortable as Air France - Felix Houphouet Boigny airport is the best airport in Côte d'Ivoire	luggage – comfortable – cheap – expensive – safe – steward – stewardess

Exercise 1

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

Example: 1. f

A

1. Agreeable
2. Providing security
3. Baggage
4. Requiring less money
5. A male flight attendant
6. Requiring much money
7. A female flight attendant

B

- a. stewardess
- b. cheap
- c. safe
- d. expensive
- e. luggage
- f. comfortable
- g. ticket
- h. steward

Exercise 2

In the text below, write the words between parentheses in the correct forms to make it meaningful. Write your answers like in number 1.

Today, there are several airline companies in Africa. Some companies like Ethiopian Airline or Kenyan Airline possess planes that are (1. **comfortable**) as those of their competitors from developed countries. In addition, they are (2. **fast**) than some well-known companies. In spite of the facilities they provide, many African travellers still prefer foreign companies because they find them (3. **cheap**) than the ones available on the black continent. What they forget is that the local companies are apparently (4. **expensive**) than their foreign rivals because they have less passengers. Therefore we must help them grow in travelling on their planes; then they can rapidly become (5. **prestigious**) as the currently well-known companies. In the past, Air Afrique, a pan-African company failed because governance, the (6. **important**) issue in the life of a company had been neglected. More precaution is required to protect the current airline companies of Africa.

1. as comfortable
2.
3.
4.
5.
6.

Session 3

Communicative activity

Your Australian friend plans to visit Africa during the next holidays and he asks you to send him/her information about the available airline companies. Write a letter to inform him/her. In your letter,

- Give a list of the important African airline companies you know;
- Tell your friend which company to choose;
- Give him/her the reasons why you have chosen this company.

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UNIT 3: TRAVELLING

Lesson

3

How about visiting Grand Bassam?

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Making suggestions	<ul style="list-style-type: none"> - Let's go to the beach. - Why don't we go to the beach? - How about going to the beach? 	tourism – tourist – tour – tourist guide – tourist site – beach – stay – craftsmen

Exercise

1

Complete the following text with the appropriate words from this box.

Write your answers like in number 1.

beaches – tourist guides – stay – tourism – tourist sites – tourists – tour – craftsmen

Côte d'Ivoire is a wonderful country located in West Africa. It is famous not only for its agricultural products, but also for its numerous(1) **tourist sites**. Every year, the country receives(2) from diverse origins: Europeans, Americans, Chinese, etc. The arrival of foreigners in a country is a good source of money for people like hotel owners, restaurant workers, and also(3) who help them discover the most attractive places. Sometimes, they go on a(4) for several days. During his two-week(5) in Cote d'Ivoire last year, a Japanese tourist bought a very beautiful statue. He was very surprised to learn later that it was made by local (6) Although the economy of certain countries is mainly based on(7)..... others like Cote d'Ivoire take little advantage from their big potential in this field. For example, the exciting(8)..... of Assinie, Monogaga, and Grand Bereby don't receive enough visitors for a lack of publicity.

Exercise

2

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

Situation 1

Yao: "My car has broken down".

You: (to call a mechanic / why) → **Why don't you call a mechanic?**

Situation 2

Your junior brother: "I always get bad marks at school."

You: (to learn your lessons / how about) →

Situation 3

Your best friend: How are we going to spend the next weekend?

You: (to watch a football match on television / we could)
→

Situation 4

Awa: "I have a terrible toothache"

You: (to see a dentist / why) →

Situation 5

Adams: It's very hot in this room.

You: (to open the windows / how about) →

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Accepting or refusing suggestions	- Let's go sightseeing - Great idea! / we'd rather not	shopping – museum – sightseeing – souvenir – reservation – dish – rent – zoo

Exercise 1

Complete the following text with the appropriate words from the box below. Write your answers like in number 1.

shopping – museum – sightseeing – souvenirs – reservation – dish – rent – zoo

I like travelling. Before I go to a country, I make a (1)**reservation** in a good hotel. When I arrive, I (2).....a car to facilitate my movements. Then I first visit the(3).....of the host city because I love ancestral objects. Unfortunately, during my recent trip to Ghana with my family, my children forced me to go to the(4)..... first because they wanted to discover exotic animals. Then we went(5)..... in a mountainous area. Before the journey back, we went(6)..... at the artisanal market of Accra. We bought several(7)..... and presents for our relatives and friends. My wife promised to try one delicious cereal(8)..... from the Ghanaian cuisine at home. We enjoyed our trip a lot.

Exercise 2

Say if the expression used to reply to each of the following suggestions is "accepting" or "refusing". Write your answers like in the example.

Example: 1- Refusing

Situation 1

Raissa: "Let's go out to see a movie this evening".

Koffi: "I'm sorry; I am too busy".

Situation 2

Dave: "How about having a hot glass of tea?"

Abby: "Great idea!"

Situation 3

Bob: "Can I give you a drive?"

You: "That's very kind of you".

Situation 4

Sylla: "Why don't you have dinner before leaving?"

Jack: "Sorry, I don't have much time."

Situation 5

Chantal: "Let's go to the zoo".

Peter: "That's wonderful!"

Session 3

Communicative activity

In order to contribute to the promotion of tourism in your country, write an article about the main attractions. In your article,

- Say where your country is located;
- Suggest some sites tourists can visit;
- Give two reasons why it is better to come to your country rather than going to another country.

Your article will be published in the English club's magazine.

(10-12 lines maximum)

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Learn it,
Do it

Unit

FASHION

4

(Writing)



What would you like to wear?

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Describing items of clothes	- What are you wearing? - I'm wearing a white tee-shirt.	Kita cloth – Tapa cloth – Kamanje cloth – bubu – Baoule cloth – agbada – indigo cloth – bazin cloth

Exercise

1

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

Example: 1. c: Kita cloth

A

- 1- I am a traditional cloth fabricated in Ghana.
- 2- I am a cloth made of the bark of a tropical tree.
- 3- Moslems generally wear me to pray.
- 4- I am a traditional cloth fabricated by artisans from central Côte d'Ivoire.
- 5- I am the favorite cloth for moslem women during celebrations.
- 6- I am a traditional cloth popular in Nigeria and Benin.
- 7- I am a traditional cloth popular in the Marahoué region.

B

- a. Tapa cloth
- b. bubu
- c. Kita cloth
- d. Agbada
- e. Baoule cloth
- f. Kamanje cloth
- g. Bazin

.....

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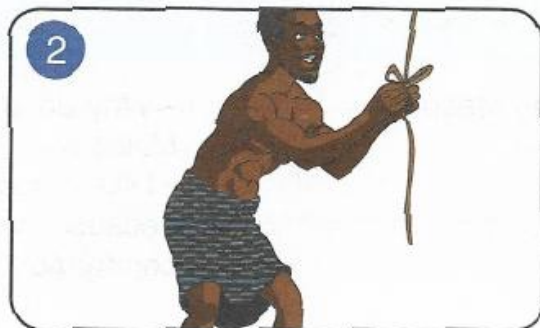
Exercise 2

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



(Q): What is Pélagie wearing?

A: She is wearing a Tapa dress.



(Q): What is Atowla wearing?

A:



(Q): What are Amy and Fanta wearing?

A:



(Q): What are Kodjovi and Adigun wearing?

A:



(Q): What is Fofana wearing?

A:



(Q): What is Irié wearing?

A:

Lesson content

Language function	Structures / Grammar	Vocabulary
Giving reasons	<ul style="list-style-type: none"> - Why do you like modern clothes? - I like modern clothes because they are more comfortable. 	tights – coat – raincoat – leather coat – boots – swede blazer – woolly jumper – denim skirt – checked shirt – striped shirt – flowery dress – fur – jacket – shirt – trousers

Exercise 1

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

striped – flowery – tights – fur – boots – raincoat – jacket – checked

Example: 1- tights



Paterne is wearing.....



Cedric and Mathew are wearingshirts.



Gertrude is wearing a..... dress.



Abdoul and Boli are wearing.....



Didier is wearing a.....



Eunice is wearing a.....coat.



Jack is wearing a.....shirt.



Alex is wearing a.....

Exercise 2

Express a reason using the words between parentheses. Write your answers like in number 1.

1- Why do you wear tights? (on fashion)

I wear tights because I want to be on fashion.

2- Why do Cedric and Mathew wear striped shirts? (fond of stripes)

.....

3- Why does Gertrude wear flowery dresses? (to like flowers)

.....

4- Why do Boli and Abdoul wear boots? (afraid of snakes)

.....

5- Why does Didier wear jackets. (to work in a cool office)

.....

6- Why does Persic wear checked clothes? (to come from Croatia)

.....

7- Why does Eunice wear furcoat? (to live in a cold country)

.....

Preparing for the next fashion show

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Describing a fashion show	The top model is wearing a long-sleeved shirts	fashion show – top model – collection – designer – catwalk – baggy trousers – short-sleeved dress

Exercise 1

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

Example: 1- d. catwalk

A

- 1- An elevated passage that leads to a podium
- 2- A ceremony for presenting new clothing creations
- 3- A man or a woman who wears new clothing creations for promotion
- 4- Part of a shirt where you put your arms
- 5- A group of objects related to a same product
- 6- Ample
- 7- A person who designs new clothing items

B

- a- designer
- b- top model
- c- sleeve
- d- catwalk
- e- fashion show
- f- collection
- g- baggy
- h- customer

Exercise 2

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

Example: 1- What is Aya wearing?

1. Aya is wearing an Indigo dress.
2. Willy is wearing baggy trousers.
3. Patrick and Bob are wearing long-sleeved shirts.
4. Ibrahim is wearing a white bubu.
5. Maguy is wearing a flowery shirt.
6. The players are wearing checked tee-shirts.

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Persuading	I can assure you	designer – cap – sneaker – hairdresser – seller – creations – latest – cool – customer – barber

Exercise 1

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

barber – sneakers – customer – hat – hairdresser – seller

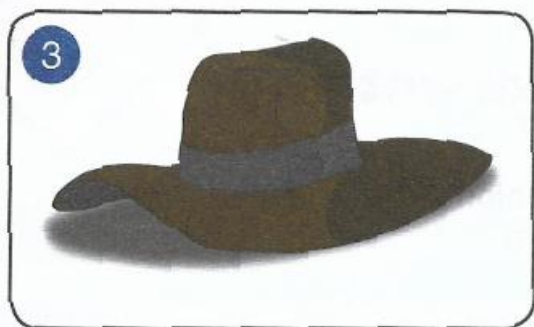
Example: 1- seller



Diallo is a.....



Liza is a.....



This is a.....



These are.....



Yao is a.....



Dally is a.....

Exercise 2

Transform each of the following sentences like in number 1.

1- I can guarantee you that I will be at the fashion show.

→ *I can assure you that I will be at the fashion show.*

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

→

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

→

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

→

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

→

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

→

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

→

Be proud of your skin colour

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
<ul style="list-style-type: none"> - Asking for advice - Giving advice 	<ul style="list-style-type: none"> - What should I do? - You should keep your natural skin. 	cosmetics – perfume – lipstick – nail varnish – moisturizer – hair gel – blush – nail polish – cream – lotion

Exercise 1

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

Example: 1- d. cosmetics

A

1. beauty products
2. lip-painting instruments
3. body liquid that emits an agreeable odor
4. nail-painting product
5. a cream that changes black skin into light skin
6. a product that helps to change a dry surface into humid surface

B

- a. moisturizer
- b. bleaching cream
- c. varnish
- d. cosmetics
- e. lipsticks
- f. hair gel
- g. perfume

Exercise 2

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

1- What should I do? (bleach my skin / keep my natural skin colour)

→ **You should keep your natural skin colour.**

2- What should girls do? (use cosmetics moderately/ use cosmetics excessively)

→

3- What should parents do? (encourage their children to use bleaching creams / encourage their children to remain natural)

→

4- What should Anna do? (respect her parents/ insult her parents)

→

5- What should Willy do? (wear extravagant clothes at school / wear authorized clothes at school)

→

6- What should we do? (polish our nails regularly/ keep our nails dirty)

→

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing prohibition	- What shouldn't I do? - You shouldn't polish your nails in class	dark complexion – light complexion – bleach the skin – bleaching cream – lip gloss

Exercise 1

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

Example: 1. bleach

skin – light – dots – ugly – bleach – harmful

Sheila is a hairdresser and a seller of skin care products. A lot of women come to her salon every day to buy some products to (1)..... their skin. With those products, dark (2)..... women become very (3) after just a few days. Many black women are convinced that having a lighter skin colour makes them more attractive. On the contrary, the excessive use of cosmetics is sometimes (4)..... as it exposes to diseases such as skin (5)..... and skin cancer. The dots on a woman's skin are very (6) to see. Although Sheila is conscious of all these risks, she never discourages her customers in their choices of skin bleaching products.

Exercise 2

Write a permission (✓) or a prohibition (X) according to the situation. Write your answers like in 1 and 2.

N°	Situation	Prohibition or permission	Sentence
1	Speak English in the English class	✓	You should speak English in the English class.
2	come late in class	X	You shouldn't come late in class.
3	wear decent clothes at school	✓	.....
4	respect school regulations	✓	.....
5	bleach your skin	X	.....
6	use vegetal creams	✓	.....
7	pollute the environment	X	.....
8	cheat in class	X	.....

Learn it,
Do it

Unit

5

CITY OR VILLAGE?

(Listening)



UNIT 5: CITY OR VILLAGE?

Lesson

1

I wish I lived in Abidjan

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing wishes	Use of wish + past tense I wish I lived in Abidjan.	a pavement, airport, cinema, buses, a supermarket, a swimming - pool, a roundabout

Exercise

1

Listen and write the names of the places you hear like in number 1.

- 1- A ROUNDABOUT 2- 3- 4-
- 5- 6- 7- 8-
- 9- 10- 11- 12-

Exercise

2

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

see buses – go to the farm – see a pavement – go to the cinema – visit an airport
– live in a hut – visit a supermarket – go swimming in a swimming-pool

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

- 1-
- 2-
- 3-
- 4-
- 5-
- 6-

Session 2

Lesson content

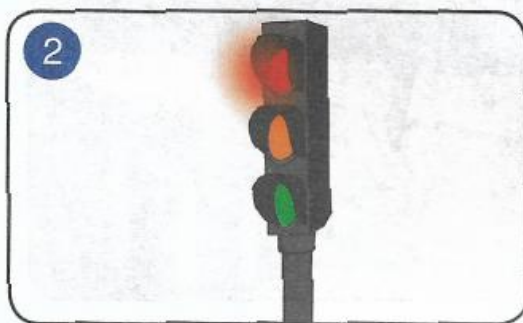
Language function	Structures / Grammar	Vocabulary
Expressing purpose	Use of to / in order to - I work harder to pass my exam; - I work harder in order to pass my exam.	a parking lot, a university, a fire brigade, buildings, a crowd, a cross-roads, a traffic jam, a highway, traffic lights, a bridge

Exercise 1

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



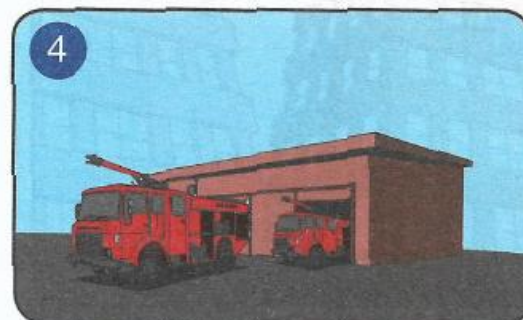
A- TRUE
B- A university



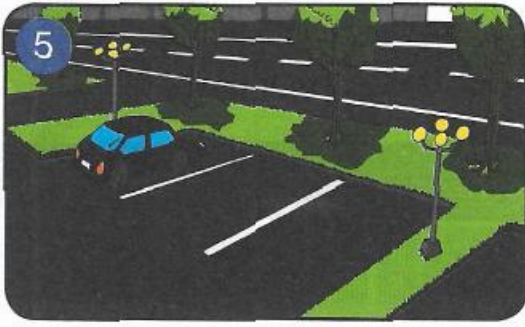
A-
B-



A-
B-



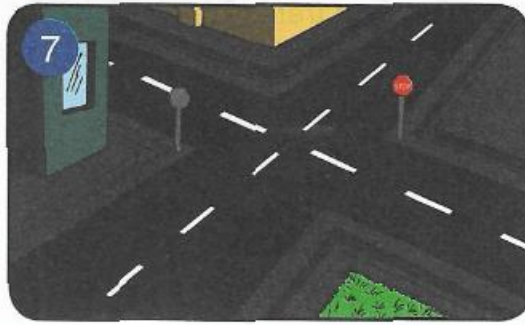
A-
B-



5
A-.....
B-.....



6
A-.....
B-.....



7
A-.....
B-.....



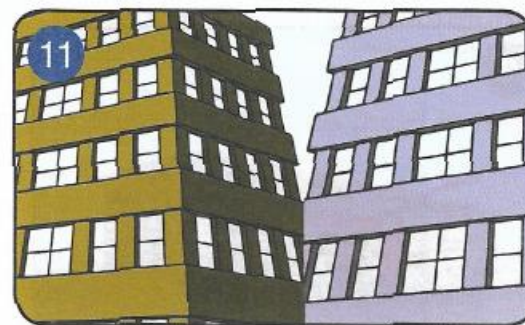
8
A-.....
B-.....



9
A-.....
B-.....



10
A-.....
B-.....



11
A-.....
B-.....



12
A-.....
B-.....

B- Write the correct name under each picture of exercise 1. Write your answer like in 1B. Example: 1B- a university

Exercise 2

Use the words from each list to obtain a correct sentence for expressing a purpose. Write your answers like in number 1.

1- Konan / go to Abidjan / see buildings

→ **Konan wants to go to Abidjan in order to see buildings.**

2- Aissata / work hard / go up

→

3- The team / train hard / win the match

→

4- Koffi and Sékou / become firemen / save people.

→

5- I / learn my lessons / go to university

→

6- They / become architects / build buildings

→

Session 3

Communicative activity

Listen and complete the board.

- Write the names of the persons,
- Write what they want to do,
- Find the reasons,

Persons	Ambitions	Reasons
Kouakou	.....	.....
.....	Become a pharmacist	.....
.....	.....	Build roads

Is Village Life Better?

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing feelings	Use of feel + adjective I feel sad today	to plant, to grow, food crops, cash crops, a cashew tree, weed, coffee, cocoa, happy, proud, sad, worried, glad

Exercise

1

A- Listen and write the description under the correct pictures. A description can match with more than one picture. Number one is an example.



Worried

.....





Exercise 2

A- Listen and complete the sentences.

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

B- Circle the correct option in each sentence to build meaningful sentences like in number 1.

- 1- The harvest was very good; the farmers are (happy - sad - nervous).
- 2- Konan will spend the holidays in London; he is very (excited - unhappy - anxious)
- 3- John has failed his exam; he feels (proud - nervous - ashamed).
- 4- The farmers don't know if the harvest will be good; they feel (anxious - happy - sad)
- 5- Zokou has finished planting 3 hectares of cocoa; he is very (proud - unhappy - anxious) of his work.
- 6- Kouakou passed his examination with distinction; his father is (unhappy - proud - anxious).
- 7- The students didn't do their homework; the teacher is (happy - angry - anxious) with them.
- 8- Soumahoro has caught a lot of fish at the river; he is very (sad - worried - happy).

Session **2**

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing reasons	<p>Use of as, due to, so</p> <ul style="list-style-type: none"> - Due to the teacher's illness the students went home. - As the teacher was ill the students went home. - The teacher was ill so the student went home. 	a hut, a village, a hunter, to hunt, fisherman, a river, to fish

Exercise **1**

Listen and write the words or expressions you hear like in 1.

1- SO 2- 3- 4- 5- 6- 7-

Exercise **2**

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

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

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

Picture 2: Mensah is Happy his great fishing party.

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

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

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

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

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

1- Where did Zokou spend the long holidays last year?

.....

2- Who sent him there? Why?

.....

3- Did Zokou want to visit Abidjan? Justify your answer.

.....

4- Which places did Zokou visit in Abidjan?

.....

5- Did Zokou visit the Airport? Justify your answer.

.....

6- Did Zokou enjoy his trip to Abidjan? Justify your answer.

.....

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

1- Say where he spent the holidays and why;

2- List the places he visited and the ones he didn't;

3- Write about his feelings during these holidays.

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Zoko leaves his village to the City

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing consequence, result	Use of 'so + adjective + that' He was so lazy that the failed his exam.	employment, rural exodus, juvenile delinquency, tiring work, youngsters, attractive places, overcrowded

Exercise

1

Listen to the teacher; write each meaning you hear in front of the correct word or expression like in number 1:

- 1- employment → The act of employing.
- 2- rural exodus →
- 3- attractive →
- 4- overcrowded →
- 5- juvenile delinquency →
- 6- tiring →
- 7- youngsters →

Exercise

2

Write correct and meaningful sentences like in number 1.

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

5- Employment is rare / many young people fall into temptations

→

6- Rural exodus is acute / the government is going to take strong decisions.

→

7- Rural exodus is important / town are now overcrowded.

→

8- Juvenile delinquency is common / parents refuse to let their children go to towns.

→

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing consequence, result	Use of 'so + adverb + that' He worked so well that he passed his exam.	depopulation, bad living conditions, drug addiction, temptations, poverty

Exercise 1

Find the missing letters in each of the following words.

1- t-m--a-i--s

5- c-n--t---s

2- po---y

6- d--g

3- d---p--at---

7- -d---t--n

4- --vi--

Exercise 2

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

1- Rural exodus increases so quickly that in a few years, there might have no more youth in villages. (quick)

2- In some districts, people live so..... that they are always sick. (bad)

3- Population grows so..... that in a few decades, our planet will be overcrowded. (rapid)

4- Last night, it rained sothat there was flood everywhere. (heavy)

5- He works so on his farm that he always has good harvests. (hard)

6- Yao took care of his child so that he avoided drug addiction. (careful)

Communicative activity

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

<i>Reasons</i>	<i>Consequences</i>	<i>Possible solutions</i>
.....	Bad living conditions	.....
.....	.....	build more hospitals
.....
No attractive places	.....	.....

B- For your school English club magazine, write an article about rural exodus.
In your article,

- 1- Say what rural exodus is;
- 2- Give the reasons why youngsters live their villages to town;
- 3- Give some consequences of rural exodus;
- 4- Suggest some solutions to stop rural exodus.

(10 lines maximum)

.....

.....

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Learn it,
Do it

Unit

HUMAN RIGHTS

6

(Listening)

I know my rights

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
<ul style="list-style-type: none"> - Expressing wishes - Expressing rights 	I have the right to...	right, life, freedom, speech, education, vote, work, playtime, resting time, name, citizenship, leisure.

Exercise

1

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

Example: 1- LEISURE

1- L - IS - - - E

2- - - AL - H

3- F - - EDO -

4- L - - - E

5- - O - -

6- - U - R - TI - -

7- E - - C - T - - - N

8- S - - - E - H

Exercise

2

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

Example: 1- you: "I have the right to vote"

We have the right to nutrition – I have the right to speech – I have the right to vote
 – All the people have the right to freedom – He has the right to love – We have the
 right to rest – We have the right to health – Children have the right to education

Situation 1: Your classmates don't want you to participate in the election of your class prefect.

You: "....."

Situation 2: Mother to her children: "you refused to clean the house today, so there is no food for you"

Children: "....."

Situation 3: Boss to employees: "There is a lot of work this week, you're going to work on Sunday"

Employees: "....."

Situation 4: Your uncle to you: "My children will help me on my farm. They will not go to school"

You: "....."

Situation 5: Husband to his wife: "Don't say anything when I give you an order"

Wife: "....."

Situation 6: Father to his friend: "I don't like my son Dally, he is too short"

Friend: "....."

Situation 7: Doctor to patients: "I Have received in the waiting room five people, I can't receive you"

Waiting patients: "....."

Situation 8: A white South African to his black friend "The black should always serve the white"

The black friend: "....."

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Inquiring about rights	- What rights do we have? - We have the right to...	Leisure – fun – food – health – education – protection

Exercise 1

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

right to security – right to rest – right to education – right to nutrition – right to life

Example: 1- right to life

Criminality is growing in modern societies. In Côte d'Ivoire, teenagers referred to as microbes don't care about the (1) because they frequently kill innocent people with an incredible impunity. The policemen in charge of insuring the (2) to the populations are among the victims of these young criminals who generally operate with knives.

Some of the young killers say they have become violent because they want to take their revenge on society for the non-respect of their(3)..... while the children of the same age group are at school. In response to their request, the Ivoirian government is organizing a re-socialization program in which, in addition to their right to education, their(4) is also respected. They also benefit from the(5) after lunch and after dinner. The objective of all these positive measures is to help them abandon their anti-social behavior.

Exercise 2

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

Example: 1- Children have the right to education

- 1- education / right / have / children / to / the
- 2- the / to / populations / right / health / have/ the
- 3- a / respect / has / to / mother / right / the
- 4- the / name / person / has / any / right / a / to
- 5- the / protection / have / students / to / right
- 6- nutrition / babies / to / right / have / the

Session 3

Communicative activity

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

Activity 1: listen and choose the right option

The passage is about

- a- the place of human rights
- b- the people opposed to human rights
- c- the history of human rights



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

A

- 1- One of the most
- 2- 48 states initially
- 3- The vast majority of
- 4- Our collective
- 5- Uphold the
- 6- Its principles are fully

B

- a- rights
- b- important events
- c- applied
- d- agreed to the declaration
- e- responsibility
- f- countries accept it

What are your duties?

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing duties	<ul style="list-style-type: none"> - It's my duty to... - I have to... - I don't have to... 	duty – obey my parents – work hard – respect the law – pay taxes – help parents (sick people...)

Exercise 1

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

Example: 1- duties

to provide housing – to work hard – to obey – duties – to pay taxes – housework

As a child, I want my parents to take good care of me. To me, children don't have only rights; they have(1)..... too. One of them is(2)..... their parents. In many traditions, disobedient children suffer from maledictions. Another important duty of children is(3)..... at school to procure moral satisfaction to their families. At home, children have domestic duties. For example, they can do some(4)..... like washing the family car or sweeping the floor of the house. Duties are not limited to children. Adults have the duty(5)..... to contribute to the development of their countries. They also have the duty(6)..... to their families.

Exercise 2

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

Example: 1- C

1- It's my duty to wash my father's car.





2- I have to work hard at school.



3- It's my duty to give food to my family.



4- We have to pay taxes.



5- It's my duty to provide health care to my children.



6- I have the duty to protect my population.



1 3 5

2 4 6

Session **2**

Lesson content

Language function	Structures / Grammar	Vocabulary
Inquiring about duties	What are your duties at home? /at school? - It's my duty to... - I have to...	help in housework – tidy my bedroom – do own laundry – sweep the floor – respect the regulation – learn lessons

Exercise **1**

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

Example: 1- d

A

- 1- wash my personal clothes
- 2- prescribed rule or law
- 3- keep neat and organized
- 4- clean the floor
- 5- all the domestic tasks
- 6- study

B

- a- learn
- b- housework
- c- sweep
- d- do own laundry
- e- regulation
- f- tidy

Exercise **2**

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

Example: 1- it's my duty to learn my lessons.

- 1- What are your duties at school? (learn my lessons)
- 2- What are your duties at home? (help in the housework)
- 3- What are your duties in your country? (pay my taxes)

- 4- What are children's duties in the family? (respect their parents)
- 5- What are parents' duties at home? (provide housing and nutrition to their families)
- 6- What are teachers' duties at school? (educate students)

- 1
- 2
- 3
- 4
- 5
- 6

Session 3

Communicative activity

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

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

- 1. Childhood is a period of distraction.
- 2. In the world, some children are obliged to work.
- 3. The children who work receive a lot of money.
- 4. The working conditions in sweatshops are pleasant.
- 5. In sweatshops, people work with machines.

Activity 2: Listen again and choose the right options.

- 1. Choose two domains where children generally work.
 - a. farms b. clothing c. electronic factories
- 2. Which of these continents is not mentioned in the passage?
 - a. Europe b. Africa c. Asia
- 3. The violation of labor laws in the sweatshops is revealed by
 - a. the U.S. Department of security
 - b. the U.S. Department of law
 - c. the U.S. Department of labor.

UNIT 6: HUMAN RIGHTS

Lesson

3

We've got to promote tolerance

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing tolerance	<ul style="list-style-type: none"> - I've got to accept differences - I mustn't reject people who don't share my opinions 	peace – reconciliation – conflict – brotherhood – solidarity – tolerance

Exercise

1

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

reconciliation – solidarity – tolerance – peace – conflicts – brotherhood

Example: 1- peace

Today, we live in an increasingly diverse society. This reality could help to reduce wars and to promote (1).... in the world. Unfortunately in Africa, the populations are permanently forced to leave their home countries because of frequent political (2)..... This is very surprising for a continent with a long tradition of (3)....., a value that helps people never to live in solitude. Most of the tensions in Africa are generated by a lack of (4)..... that leads to reject all the contradictory opinions. A close study of the African culture reveals several similarities between the people. It is therefore important to reinforce the feelings of (5).... and integration of all the Africans. That will lead to the (6).... of all the warring groups.

.....

.....

Exercise 2

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

Example: 1- I've got to work together with other people.

1- work together with other people

.....

2- fight discrimination

.....

3- promote social cohesion

.....

4- respect contradictory opinions

.....

5- guarantee equal rights

.....

6- reject foreign culture

.....

7- terrorize weaker friends

.....

Session **2**

Lesson content

Language function	Structures / Grammar	Vocabulary
Discussing tolerance	<ul style="list-style-type: none"> - What must we do to promote tolerance? - We must be open to other people's ideas - What mustn't we do? - We mustn't encourage discrimination 	peace-maker – forgive – forgiveness – non-violence – war – charity – acceptance – narrow – mindedness – partisanship – sectarianism – dogmatism – conservatism

Exercise **1**

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

Example: 1- d

A

- 1- armed conflict
- 2- the fact of accepting
- 3- promoter of peace
- 4- the fact of promoting traditional values
- 5- partisanship
- 6- opposition to contradictory opinions
- 7- pardon
- 8- receptiveness to contradictory ideas

B

- a- forgiveness
- b- sectarianism
- c- narrow-mindedness
- d- war
- e- peace-maker
- f- open-mindedness
- g- acceptance
- h- conservatism

.....

.....

.....

Exercise 2

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

Example: 1. must promote

No development is possible in a warring society. Therefore, we (1) *to promote* peace and tolerance everywhere. For example we (2) *to be* narrow-minded. On the contrary, we (3) *to be* open-minded. My advice to all of you is that you (4) *to accept* living and collaborating with people from other origins. You (5) *to encourage* discrimination and sectarianism. All the people are born equal according to the Universal Declaration of Human Rights. This means we (6) *to live* in solidarity and brotherhood for a lasting peace in society and in the world.

.....

.....

.....

Session

3

Communicative activity

You are attending a conference of a UNICEF expert on the exploitation of children. Listen to him and do all the activities that follow.

Activity 1: Choose the right options

1- What does the speaker want in the world?

- a- Money
- b- Violence
- c- Armies
- d- Peace

2- Select two domains where government can invest if there is no war according to the listening.

- a- Sports
- b- Schools
- c- Hospitals
- d- Arms

3- What is the percentage of the people who don't want peace according to the narrator?

- a- 99%
- b- 10%
- c- 1%
- d- 89%



Activity 2: Listen again and choose the right answer.

What does the narrator mean by saying this?

“Peace is the one thing we all hope for in the world. I wonder if it will ever come”.

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

**Learn it,
Do it**

Unit
HYGIENE AND
HEALTH

7

(Reading)



We Can Avoid Diseases

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Giving advice	You should go to hospital.	healthy, temperature, prescription, to recover, medicine, patients, thermometer, to prescribe

Exercise

1

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

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

Exercise

2

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

1- There's an accident on the highway, we (call an ambulance).

→ There's an accident on the highway, we should call an ambulance.

2- Konan doesn't feel well, he (go to hospital)

→

3- The classroom is dirty, the students (clean)

→

4- The doctor gave Aka a prescription, (pharmacy / buy medicaments) he

→

5- Aka has bought the pills prescribed by the doctor, (swallow) he

→

6- The doctor wants to take a patient's temperature, (thermometer) he

→

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing passive actions	She was bitten by a mosquito.	to suffer from, dirty, precautions, malaria, to vomit, stomach ache, bite, cut, pill, prescription, healthy

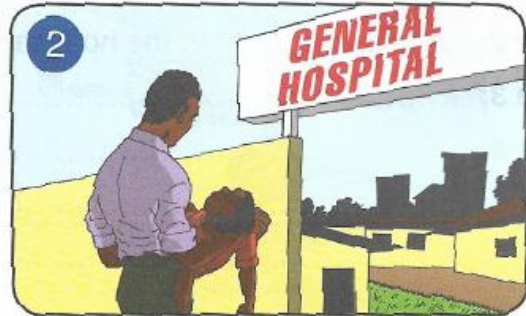
Exercise 1

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

*The doctor is taking Ahmed's temperature. *Mosquitoes are biting Ahmed. * Ahmed is taking his pills. *Ahmed is suffering from malaria. *Ahmed is vomiting. * Ahmed is healthy *The doctor is writing a prescription *Ahmed's father is taking him to the hospital.



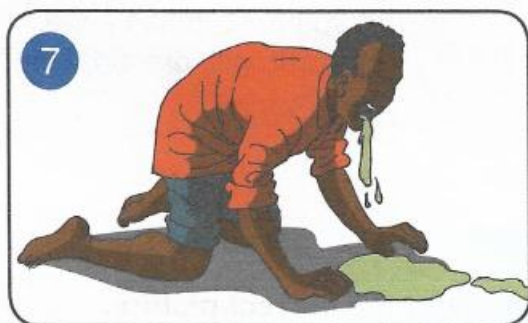
Ahmed is healthy





.....

.....



.....

.....

Exercise 2

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

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

Picture 3:

Picture 4:

Picture 5:

Picture 8:

Session 3

Communicative activity

Read the following rules about health. Then write an article for your school English club magazine.

In your article,

- Say what we should do to stay healthy;
- Say what we shouldn't do to avoid diseases.

(Ten lines maximum)

*wash your hands very often *Stop picking your nose *have a healthy diet *don't share personal items *Cut your nails regularly *sleep enough *don't drink alcohol *practice sports *Drink lots of water *avoid smoking *wash your body very often *sleep under a mosquito net.

Keep Your School Clean to be Healthy

Session 1

Lesson content

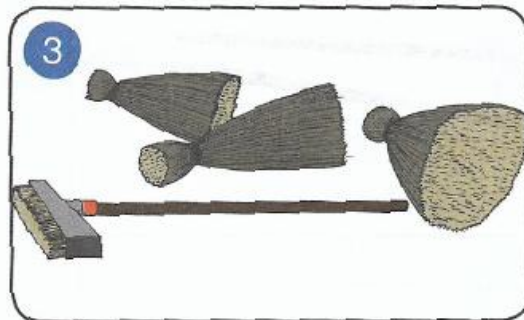
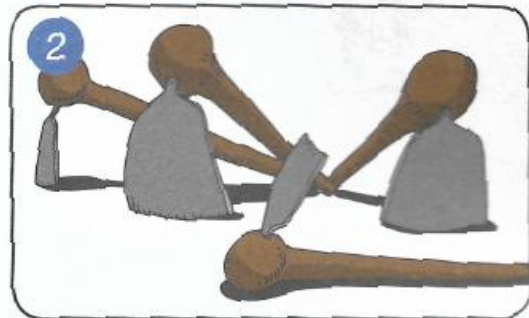
Language function	Structures / Grammar	Vocabulary
Expressing an opinion	I think...	gutters, a water tap, weeding the garden, dustbin, wellington boots, hoes, brooms, soap, gutter, rakes, gloves

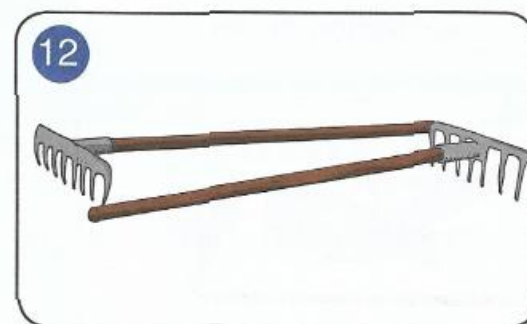
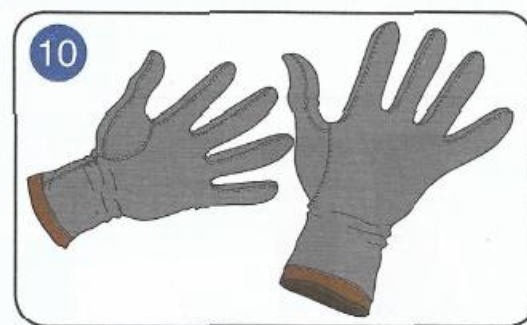
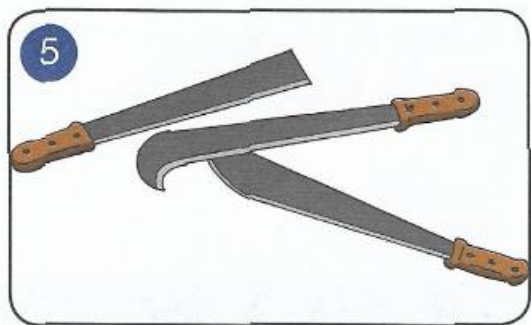
Exercise 1


Write the names under the correct pictures. Number 1 is an example.



wellington boots







Exercise 2

Select items in each column to make meaningful sentences. Make as many sentences as possible.

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

- I think we wear	- water taps	- to remove dirt on the floor.
- I think we use	- litter	- to weed the garden.
- I think we should put	- hoes and machettes	- to cut trees?
- Do you think we use	- wear wellington boots	- to protect our feet when weeding the garden
- We use	- gloves	- litter in the gutter?
	- detergents	- in the dustbins.
	- must throw	- to protect our hands when using brooms.
	- pens	- to clean the classroom?
	- rakes	- to wash our hands.
	- soap and water	- to disinfect dirty places.
	- brooms	

Session **2**

Lesson content

Language function	Structures / Grammar	Vocabulary
Making suggestions	Why don't you go to hospital?	litter, suffocate, collect, bushy, rubbish

Exercise **1**

Reorder the letters to find the correct words.

Example: 1- DRY

- 1- RDY 2- ILTTRE 3- EWT 4- LCLETOC 5- YBSHU 6- UHBISBR
 7- EWDE 8- USDRTE 9- EGTURTS 10- NGRAED 11- CUSFOFAET

.....

Exercise **2**

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

Why don't we clean it? – Why don't we collect it? – Why don't you go to the hospital?
 – Why don't you wet it before cleaning the board? – Why don't we weed it? – Why don't we disinfect them? – Why don't you open the windows? – Why don't we clean them?

- 1- I am suffocating. → Why don't you open the windows?
 2- Our classroom is dirty. →
 3- There is much litter in our school yard. →
 4- The gutters are full of rubbish. →
 5- The board is dirty. →
 6- I don't feel well today. →
 7- The duster is dry. →
 8- Our school garden is bushy. →
 9- The toilets are very dirty. →

Your Nigerian friend has sent you the following letter. Write back to him/her. In your answer,

- give your opinion about his situation;
- make suggestions to help him/her have a clean school.

(10 lines maximum)

Okunlade, PO Box 32874
Lagos, Nigeria
Lagos, September 1st 2019

Dear friend,

I am very happy to write to you at the beginning of this new school year. I hope that you spent nice holidays. Have you already started classes?

Here we haven't started classes yet. I have been elected President of our school environment club. The headmaster wants us to clean our environment first before we start classes. He has given me some money for my actions; but I don't know clearly what to do.

The school is very bushy, the classrooms are very dirty; and the toilets smell badly. I have a meeting with my staff next week to plan actions. Can you help me for that? What do you think we should buy with the money we were given? What actions can I take to have a clean and lovely school? I really need your help. Write back quickly.

Your friend
Okunlade

Lesson content

Language function	Structures / Grammar	Vocabulary
Giving strong advice	You'd better protect yourself	to exercise, razor blade, to swallow, to test, blood transfusion, to pollute, dustbin, to hug, water, recover, treat

Exercise

1

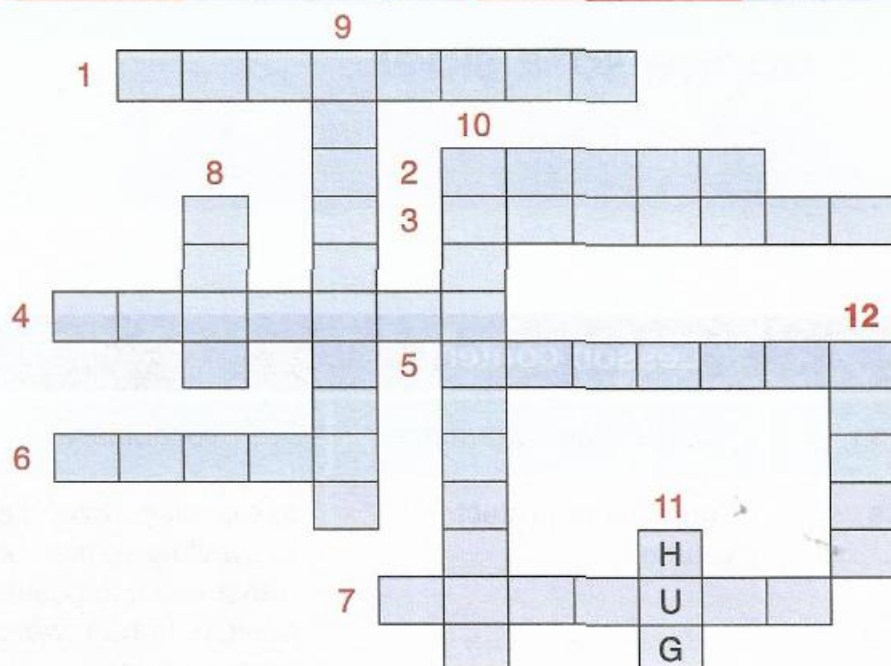
Find the right word to complete each of the following sentences and write it in the correct place in the grid. 11 is an example.

A- Across

- Doctors recommend that we a lot to stay healthy.
- When you fall ill, you must your illness.
- After a good treatment, you from your illness.
- We must throw rubbish in a
- When you are ill, you can have an injection or pills to
- The red liquid we find in our veins is
- To stay healthy, we mustn'tour environment.

B- Down

- We must blood before any transfusion.
- Some people cut their nails with a
- The act of putting someone else's blood in another person's body is called a blood
- When friends meet after a long time, they usually give each other a ...**hug**.....
- To stay healthy, we must drink a lot of



Exercise 2

For each problem in column A, give the correct advice in column B. Write your answers like in number 1.

	COLUMN A	COLUMN B
1	Yao wants to cut his nails with his friend's razor blade.	He'd better use his own razor blade
2	Soumahoro is ill but he is at home.	
3	Sita never practices sport.	
4	Joseph wants to swallow his pills with some beer.	
5	The students want to throw the litter in a gutter.	
6	My sister only eats rice.	

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Making recommendations	We recommend that you should...	To detect, to be hospitalised, a ward, skinny, antiretroviral, depressed

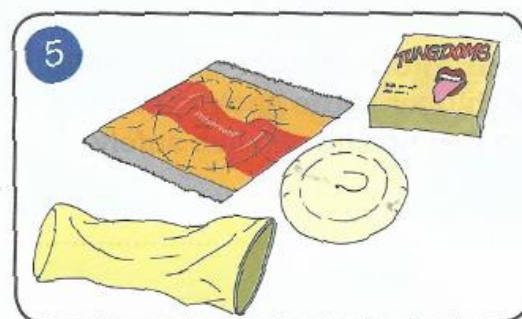
Exercise 1

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

Eat a balanced diet – Protect sexual relations – Be active – Check your status – depressed – Avoid drinking alcohol – a skinny person – Eat a lot of fats and oil – Have good times – Take antiretroviral treatment for HIV



Check your status





Exercise 2

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

1- Job doesn't know his serology. (check his status) → I recommend that he checks his status.

2- He is depressed

→

3- This man is too skinny,

→

4- My friend is HIV positive

→

→

→

→

Session 3

Communicative activity

Your Ghanaian friend wrote you a letter. He/She informed you that he/she is worried because he/she is becoming thinner and thinner. Write back to him/her. In your letter, make recommendations to him/her so that he/she can live safely. (10 lines maximum)

.....

.....

.....

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.....

**Learn it,
Do it**

Unit

8

**INFORMATION AND
COMMUNICATION
TECHNOLOGIES**

(Reading)

Can you use a computer?

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
<ul style="list-style-type: none"> - Describing a computer - Giving instructions 	<ul style="list-style-type: none"> ■ What is a computer composed of? <ul style="list-style-type: none"> - A computer is composed of... ■ How can I start a computer? <ul style="list-style-type: none"> - First, plug in the computer,... 	monitor – mouse – file – screen – printer – plug in – put on – turn off – desktop computer – laptop computer

Exercise

1

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

Example: 1- i

A

- 1- Part of the computer where images appear, screen
- 2- Part of the computer where we type letters and words
- 3- Instrument that controls the movement of the pointer on a computer
- 4- Insert into a source of energy
- 5- Central unit of a computer
- 6- Collection of information with a specific name
- 7- Start a computer
- 8- Stop a computer
- 9- A big computer used in a single place
- 10- Portable computer

B

- a- Desktop
- b- Mouse
- c- Processor
- d- Laptop
- e- Keyboard
- f- Plug in
- g- File
- h- Put on
- i- Monitor
- j- Turn off
- k- see

Exercise 2

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

Example: 1- A computer is composed of several parts.

1- What is a computer composed of? (several parts)

.....

2- What is a keyboard composed of? (alphabet and number keys, and numerous other keys)

.....

3- What is a file composed of? (a collection of information)

.....

4- What is a laptop composed of? (a touchpad with left and right click buttons)

.....

5- What is a wireless mouse composed of? (left and right click buttons, an up and down scroll button, and a red light under it)

.....

Exercise 3

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

Example: 1- Plug in the computer

Junior brother: How can I turn on my computer?

You: First, (1) Then (2) (to locate) the power button and (3) (to press) this button.

Junior brother: And how can I turn off the computer?

You: It is simple: (4) (to click on) the "window" button at the button left corner of the screen, (5) (to put) the pointer on shut down and (6) (to click on) it.

Session **2**

Lesson content

Language function	Structures / Grammar	Vocabulary
<ul style="list-style-type: none"> - Expressing use - Describing a process 	<ul style="list-style-type: none"> ■ What is a screen used for? <ul style="list-style-type: none"> - It is used for displaying pictures ■ How does a computer print a file? <ul style="list-style-type: none"> - First, it gets the name of the file 	desktop computer – laptop computer – flash drive/pen drive – folder – flat screen – input device – output device

Exercise **1**

Complete the text below with the appropriate words from the list. One word in the list is not concerned. Write your answers like in number 1.

output devices – connect – folder – pen drive – (flat) screen – input devices

Technology facilitates communication. Today with a simple click on your computer, you can automatically(1) **connect** with people everywhere in the world. There are several instruments for using the computer. The instruments we use to enter information into the computer are called(2)..... They comprise for example the keyboard and the mouse. The instruments we use to send information to another place or to another user are called(3)..... Projectors, speakers and (4)..... are in this category of instruments. In a computer we can store information in files. We can put several files together in a (5).....

Exercise **2**

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

Example: 1- typing

The different parts of the computer play specific roles. For example the keyboard is used for (1) **to type** letters or numbers. As for the mouse, it is used (2) **to select** what we want to do. The screen or monitor is another part of the computer. It is used for (3) **to show** pictures or figures on the computer. The power button plays a fundamental role: it is used for (4) **to turn** on the computer. After working, the same button is used (5) **to put** off the computer. Can you tell me what a pen drive (6) **to use** for?

- 1 3 5
 2 4 6

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

While reading,

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

Text

The computer is an electronic device that manipulates information or data. It plays several functions. First, it has the ability to store information or data for future use. Secondly, you can use the computer to type documents, to send emails, or to play games. Some people use it for making research on the internet, for watching movies, or for listening to music.

Computers are composed of basic parts: the central processing unit (CPU), the keyboard, the mouse, the monitor, and the speakers. In modern societies, it is difficult to work without this device.

Look at my new smartphone

Session

1

Lesson content

Language function	Structures / Grammar	Vocabulary
Describing parts of a device	The screen, which is on the front of the cell phone, is called an LCD	LCD – cable-telephone – cell phone – smartphone – touchpad – loud speaker

Exercise

1

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



Example:

1- Number one is a smartphone

F - Number one is a cell phone

.....



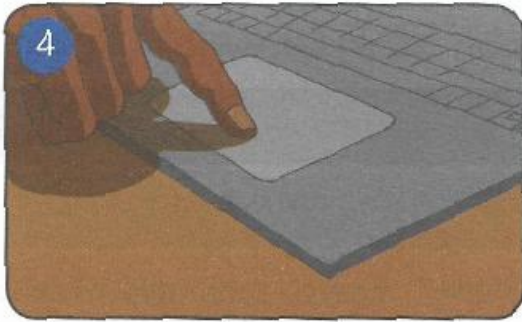
2- Number two is a cable

.....



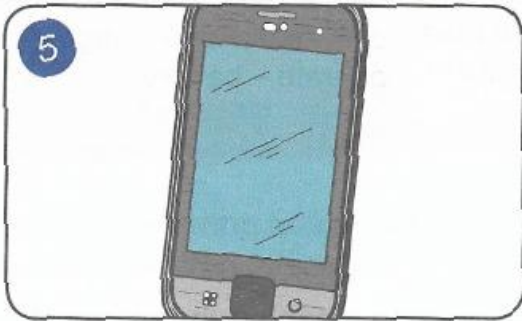
3- Number three is a telephone

.....



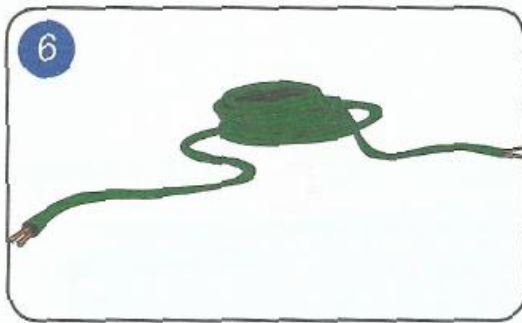
4- Number four is a touchpad

.....



5- Number five is a loudspeaker

.....



6- Number six is a cell phone

.....

Exercise 2

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

Example: 1- the device, which helps to amplify the sound, is a loudspeaker.

1- Which helps to amplify the sound / is a loudspeaker / the device

.....

2- The computer part/ is the keyboard / which contains letters and numbers

.....

3- Which performs many of the functions of a computer / is a smartphone / a mobile phone

.....

4- Is a cable / which connects a computer to a source of energy / the cord

.....

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

.....

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing past actions	<ul style="list-style-type: none"> ■ When was the telephone invented? - It was invented more than 150 years ago by Graham Bell 	heavy – light – dial – make a phone call – receive a phone call – speaker – charger – operate – battery

Exercise 1

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

Example: 1-d

A

- 1- very easy to carry
- 2- select a phone number
- 3- very difficult to carry
- 4- interlocutor on the phone
- 5- contact by telephone
- 6- get a phone call
- 7- energy provider in a phone

B

- a- charger
- b- dial
- c- make a call
- d- light
- e- receive a call
- f- speaker
- g- heavy

Exercise 2

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

Example: 1- communicated

There has been a big progress in the communication system. In ancient societies, people (1) to communicate with rudimentary means. For example in traditional Africa, when there (2) to be some important events griots (3) to move in the village streets to inform the populations orally. Sometimes, they used drums and (4) to shout to attract the attention of the listeners.

In societies with writing tradition, people (5) to attach letters on the legs of birds and (6) to send them to deliver messages. Those birds (7) to transmit the messages to the desired receivers. Today, live information is instantly shared all over the world with a simple click on a computer or a smartphone.

- 1 3 5
 2 4 6

Session 3 Communicative activity

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

People used letters to communicate with each other. They also used the telegraph but only a few people had it in the 1800s. During the 1840s, the invention of the telegraph by F.B Morse helped to send messages much more quickly.

What was life like before the telephone was invented?

The telephone was invented in the 1870s. Alexander Graham Bell was the first person to register the invention of the telephone at the patent office. His competitor Elisha Gray registered a similar patent just a few hours after he did.

Activity 1: Circle the right answers

1. What was the easiest means of communication during the 1800s?
 a. The computer b. the email c. the letter d. the telegraph
2. What did Alexander Graham Bell and Elisha Gray share in common?
 a. family link b. friendship c. an invention subject d. a telephone number
3. Who was the first inventor of the telephone?
 a. F. B Morse b. Elisha Gray c. Alexander Graham Bell d. Louis Armstrong

Activity 2: Complete the table below with the right information from the text

Three communication tools mentioned	Important dates in communication history	Names of inventors
.....
.....
.....

Work at the Cybercafé

Session 1

Lesson content

Language function	Structures / Grammar	Vocabulary
Expressing unfinished and finished actions	She has worked in this cybercafé for two years	Email – web site – text message – store – storage device – computer game – web page

Exercise 1

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

Example: 1- email

webpage – email – storage – websites – computer games – stored

Communication has become very easy today. To get a document from a distant area, you don't need to go there. You can receive it in your ...(1)... address. Do you need information about specific institutions? Simply visit their...(2)... to get it. It is not difficult to make archives either. The different notes you take in a class session can be ...(3)... in your laptop. Apart from laptops, there are other ...(4)... devices like tablets, pen drives, CDs, etc. It is also possible to create a personal ...(5)... on a site for specific reasons. Such pages are for example useful when you are conducting a research project. Younger computer users are not interested in research, but in ...(6)...

- 1 3 5
 2 4 6

Exercise 2

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

Example: 1- since

My name is Regis. Let me say a few things about myself. My first language is French. I have learned English (1) *for / since* I entered secondary school in 2015. We are currently in 2018. So I have learned English (2) *for /since* three years. I can make simple sentences. My sister Anna has lived in Korhogo (3) *for / since* five years, she is in Terminale A. My uncle Zangan is a farmer in Western Côte d'Ivoire. He has cultivated coffee and cocoa (4) *since / for* many

years but he is not very happy because his products don't sell well. Today, my classmates and I are extremely busy. We have arrived in class (5) *for / since* half past six in the morning and we have worked (6) *since / for* three consecutive hours. We need a rest.

- 1 3 5
 2 4 6

Session 2

Lesson content

Language function	Structures / Grammar	Vocabulary
Giving tutoring	<ul style="list-style-type: none"> - How can I save a text I have typed on my computer? - Copy it into your clipboard, open the main window,... 	<ul style="list-style-type: none"> clipboard - user - download - copy - paste - delete - trash - login - logout

Exercise 1

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

Example: 1- d

A

- 1- a temporary storage place in a computer
- 2- transfer computer information from a remote computer to a local computer
- 3- produce an identical form
- 4- disconnect from a computer
- 5- a person who utilizes a computer
- 6- eliminate, suppress
- 7- rubbish box
- 8- connect to a computer

B

- a. login
- b. copy
- c. user
- d. clipboard
- e. download
- f. log out or log off
- g. delete
- h. trash

Exercise 2

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

Example: 1- enter your username and your password; then press on ok.

1. How can I login a computer? (to enter your user name – to enter your password – to press on ok)

.....

2. How can I turn on my laptop? (to find the “on” button – to push the button)

.....

3. How can we send a text message? (to write the message – select the phone number – press on the “send” button)

.....

4. How can I download a file from Google Drive? (to go to drive. Google – to click on a file to download – to press on ok)

.....

5. How can we create an email address? (to click on administration – to click new account – to enter the new address)

.....

Session

3

Communicative activity

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

In the beginning, computers were as big as a large room. It is only later that they have become smaller and smaller, accessible to anyone. This has given way to personal computers. Later developers created new applications to help users perform many things from word processing to image editing. A large scale of programs, some free and others costly, have opened new horizons in information technology.

Now, computers have noticeable impact on social relations. They have enabled entirely new forms of social interactions, activities, and organizations. With the Internet, working with computers has become part of our daily lives thanks to its basic features such as widespread usability and access. In addition to face to face communication that characterized humans for centuries, a new form of virtual communication has become more predominant.

Adapted from Wikipedia



Activity 1: Choose the right answers according to the reading.

1. A good title to this text can be

- a. the invention of computers
- b. the computer market
- c. the evolution of the computer

2. The word costly in paragraph 1 means

- a. expensive
- b. cheap
- c. fast

3. The word some in paragraph 1 refers to

- a. computers
- b. computer programs
- c. computer users

4. The expression have enabled in paragraph 1 means

- a. have made possible
- b. have prevented
- c. have dissimulated

5. What was the main characteristic of the human communication in the past?

- a. virtual
- b. face to face
- c. internet

Activity 2: Write short answers for each of the following questions about the text.

1. What is the main difference between the former computers and the modern ones?

.....
.....
.....
.....

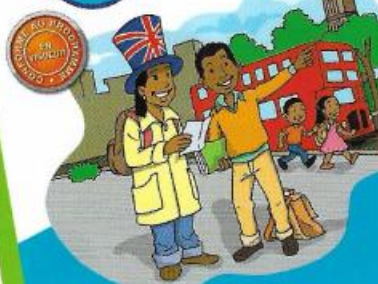
2. Find out in paragraph 1, the developers' impact on the computer use.

.....
.....
.....
.....

Livret
d'exercices

Learn it, Do it 6^e

3000



Livret
d'exercices

Learn it, Do it 5^e

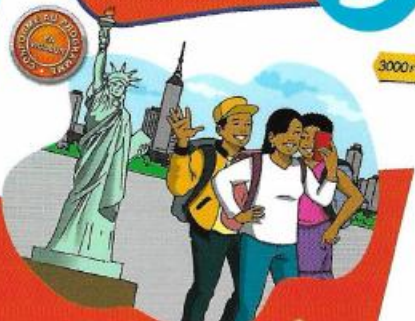
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Livret
d'exercices

Learn it, Do it 3^e

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Vallesse



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